UNIVERSITY of RWANDA

INFLUENCE OF SCHOOL REGULATIONS ON DROPOUT AMONG STUDENTS IN PUBLIC SECONDARY SCHOOLS IN GASABO DISTRICT, RWANDA

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DECLARATION

I declare that this work entitled **"Influence of School regulations on Dropout among Students in Public Secondary Schools in Gasabo District, Rwanda"** is my own work, and has not been submitted for any degree or examination in any other high learning institution, and that all the sources I have used or quoted have been indicated and acknowledged by complete references.

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APPROVAL

This research has been submitted with our approval as the university supervisors.

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DEDICATION

My husband;

My children;

and my friends.

This dissertation is dedicated

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This work would not have been success without the love, care support, and guidance from various people. The following deserved special thanks.

First, the almighty God to whom I owe my life. Words are not enough to express my deepest appreciation for the love, care, and wisdom he provided in all endeavors, praise God for enabling me through my academic journey and carrying out this research.

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ABSTRACT

The concern of this study was to assess the influence of school regulations on dropout among students in public secondary schools in Gasabo District, Rwanda. Specifically, the objectives of this study were to establish the contribution of standards for quality learning on students' dropout rate in Gasabo public secondary schools and to examine the influence of school rules and regulations on students drop-out rate in the public secondary schools of Gasabo. The study was guided by the descriptive research design using quantitative and qualitative approaches. The target population was 1336. Purposive and random sampling techniques were used to sample 177 respondents. Data was collected by using of questionnaires, interview and focus group discussion. Findings of the study revealed that the majority of respondents (77%) agreed that the contribution of standards for quality learning on students' influences dropout rate in Gasabo public secondary schools. Further, the study also showed that rules and regulations are communicated to all students on regular basis, even parents have not had the chance to contribute in the development and revision of them but most of respondents (62.3%) from six selected schools agreed that in those schools even though the school rules and regulations are fair as they enable discipline for students to make school orderly and maintain the quality of the school, they also contribute to student's dropout. From the findings, it was concluded that rules and regulations are very important as they help students to meet the acceptable minimum standards for scholastic materials that should allow the students not to dropout the school. The study recommends that school leaders should consider the school general regulations as the foundation of any leadership success in secondary schools by making sure that all the decisions made comply with the school general regulations in order to avoid unnecessary discipline litigations with the students.

Key words: School regulations, quality learning, rules and regulations and dropout rate

CHAPTER ONE

GENERAL INTRODUCTION

1.0. Introduction

This chapter presents the background of the study, the problem statement, the research questions and objectives, the significance, the scope and the structure of the study.

1.1. Background of the study

A country's economic cannot be achieved in the absence of a vibrant education system. Thus, education is amongst the top priorities in the political agenda in many countries. Education is a mean to achieving other ends (Ball, 2017). For example, when a country has got an advanced educational system, it is likely to achieve other benefits such as economic growth, health, democracy and poverty eradication (Evans, 2018). The education of youth is today known as an effective way to invest in the development of any nation and has now been established as an effective criterion used by many countries to improve their social and economic development (World Bank, 2018). To underline the importance of schooling, Keats (2018) noted that for every additional schooling year among mothers, there is a 5-10 % drop in infant mortality. This justifies the reason why numerous global organizations insist on equal and global access to quality education (UNESCO, 2017).

While there are efforts to guarantee access to education, dropping out of school is an evident threat (UNESCO, 2017). In the United States of America, school dropout has been called a "crisis, and even an "epidemic, or "catastrophe" (Larry,2015). In the USA, though the dropout rate has fallen 3% from 1990 to 2010, still every year, over 1.2 million students drop out of high school and about

25% of high school freshmen fail to graduate from high school on time (Harris, 2013). Against this challenge, school leaders propose a wide range of reforms to reduce the dropout rate and ensuring that more high school students graduate on time and with the skills necessary to succeed in college, work and life (Green, 2011).

In Europe, the school dropout rate was at 14.4% in 2009 with Romania registering the highest school dropout rate of 19.1% (Andrei, 2017). In Asia, the situation is not so different from the rest of the world. For example, in China dropout rate in rural schools is about 40% and the reason of dropout is that students are unhappy with their studies (Jesy, 2017). A study conducted in India found that the main reasons behind students' school dropouts include financial problems and school related costs (Haunt, 2008). So, students' dropout their school to fulfill their financial needs. Another reason of students' dropout is that some parents are not interested in education for their children. Dropout rate in Bangladesh is also high where for instance for the year 2005 to 2006, 1.7 million students were enrolled in secondary education level but about 0.7 million students' dropouts, (47%) without completing their secondary education and higher secondary education examination in 2007 (Popp, 2011).

Sub-Saharan African countries are experiencing steady progress in education, but children leave school, often without being able to read or write. The latest edition of the Global Education Digest (2020) reveals that Africa has the world's highest drop-out rate. In effect, 42% of African school children will leave school early, with about one in six leaving before Grade 2. In a recent survey of UIS data (Bruneforth, 2018) on Burkina Faso, Ethiopia, Kenya, Mali, Mozambique, and Namibia on the characteristics of children who drop out of school, several conclusions were drawn. More than half of all children aged 10 to 19 who had

already left primary school did so without completion and were often over-age learners (Kelly, 2008).

In East Africa, millions of dollars have been spent towards education efforts, most of them directed toward the attainment of Universal Primary Education (UPE), as championed by the Millennium Development Goals (MDGs). However, East Africa, the average number of school years completed regionally was a mere 4.7 years. The scenario is particularly dismal in Burundi, where on average pupils completed only 2.7 years of school. School drop-out rates are also high as only 45 per cent of Burundian children complete a full course of primary education (The East African, 2020).

Rwanda stands in a good position compared to the other cases described above. However, the Government is still determined to eradicate the school dropout case. Rwanda's education was made free of charge and compulsory nine / twelve – year- basic education (9/12YBE). According to this policy, every child should attend a universal free and compulsory education. When it was started in 2003 it was 9 years, meaning 6 years for primary and 3 years for secondary (MINEDUC, 2015). It was later in 2011 upgraded to become 6 post primary years of free universal education. In Rwanda, the dropout rate in primary school is closely related to the student's age. Dropout rates increase from less than 1% in Primary 1 to more than 20% in Primary 6. The steep increase is not related to the grade attended, but rather to the child's age, as older children are much likely to drop out of school compared to younger children, regardless of what grade they are enrolled in. In 2016, an estimated 0.9% of children aged 7 to 12 that were enrolled in primary school dropped out, compared to 13.4% of children aged 13 or older (MINEDUC, 2018).

In Rwanda, a few studies have been done on the determinants that lead to education drop out in secondary schools. These include Kathy (2017) who focused on school dropout rates among high school going children, and Munyaneza (2017) who investigated the relationship between family socio economic status and dropout among secondary school girls in Rwanda. However, none of these touches the extent to which school regulations would contribute to dropout.

1.2. Problem statement

The Government of Rwanda (GoR), with the support of donor agencies, non-governmental organizations (NGOs) and other collaborative partners, have strived to enhance the participation and access in education. Indeed, the Government has set up school regulations and interventions to prevent students" dropout (UNESCO, 2017).

Although there are regulations in place to ensure successful completion of education by students, it is documented that drop out remains one of the hindering factors to the attainment of the education goals in Rwanda (MINEDUC, 2018). For instance, in 2015, the dropout rate at national scale was at 8% (MINEDUC, 2017). In the particular instance of Gasabo District, statistics indicate that in the years 2016 the baseline school dropout rate was 8.5% in primary school and 16% at lower secondary compared to other districts like Burera and Huye Districts where poverty and family conflicts acerbated by the Covid-19 pandemic have forced over 16,000 students to drop out school (MINEDUC, 2022). The recent data by the Ministry of Education show that in Huye district, Southern Province, in the second term, 6,352 students did not report back to school. This was in addition to 1,832 students who dropped out at the beginning of 2021-2022 academic year (Rwanda Today, 2022).

Despite these improvements, however, the school dropout rate in Rwanda has persisted and in 2014, the primary school dropout increased to 14.3% from 11.4% in 2010. In 2013, the dropout rate was 14.7% in lower secondary (grades 8, 9, and 10) and 6.2% in upper secondary school (grades 11 and 12); both rates represent an increase from 2010 which stood at 7.4% overall dropout (Ministry of Education - MINEDUC, 2014). The 2014 education report points out that "a high dropout rate of 28.3% is observed in Primary 5, followed by 13.8% for Primary 2, while the lowest dropout rate of 10.2% is observed in Primary 1" (Workforce Development Authority, 2016). The 4th Rwanda Population and Housing Census, (2012RPHC4) also revealed that only 64% of children with disabilities were attending school, 27% of them had never attended school while 9% had prematurely left school. In a study conducted by Rwanda Education Board (2012), it was indicated that "the drop out and repetition rate of primary and secondary school pupils was very high in several Districts including Gasabo, Ngororero, Burera, Huye and Musanze

Considering the fact that the situation might now turned worse due to Covid 19 pandemic that causes school closure for more than two terms in Rwanda, it is of vital importance to examine the extent to which school regulations do also contribute to dropout in Gasabo District.

1.3. Research objectives

In order to scientifically carry out this study some objectives were formulated.

1.3.1. General objective
The general objective of this study was to assess the influence of school regulations on students' dropout rate in public secondary institutions in Gasabo District.

1.3.2. Specific objectives

   i.   To establish the contribution of standards for quality learning on students' dropout rate in Gasabo public secondary schools, Rwanda.

   i.   To examine to what extent students and teachers involved in setting and implementing rules and regulations in Gasabo public secondary schools?

1.3.3. Research questions

  ii.   What is the contribution of standards for quality learning on students' dropout rate in Gasabo public secondary schools, Rwanda?

 iii.   To what extent students and teachers involved in setting and implementing rules and regulations?

1.4. Significance of study

Dropout is one of the educational wastages which is a global phenomenon and emanates from drop-outs and even repetition. Therefore, the results from this study will be informative in education investments. First, the findings will help policy makers in formulating effective regulations regarding measures to be taken in reducing dropout rates. Second, the present research will inform other scholars conducting research in the area of educational planning, administration and management.

1.5. Scope of the study

This study on the effects of school regulations on dropout of students Gasabo secondary school is delimited in content, in space and in time. In content, it analyses the role of school regulations in preventing dropout of students. Regarding the geographical scope, the present research was based on data collected from different respondents of selected schools in Gasabo District.

Concerning time scope, the study covered a duration of three years; starting from 2017 to 2019.

1.6. Structure of the study

The study is organized into five chapters. Chapter one is the general introduction. It contains the background to the study, problem statement, research questions and objectives, and the significance, scope and structure of the study. Chapter two deals with literature review, whereby definition of key concepts, theoretical orientation, related literature and conceptual framework are developed. Chapter three consists of the research methodology. It encompasses the aspects of research design, target population, sampling size and sampling techniques/procedure, research instruments, data collection, data analysis and ethical consideration. Chapter four deals with data presentation, analysis and interpretation while chapter five is dedicated to the discussion, conclusion and recommendations.

1.7. Conclusion

This chapter dedicated to the introduction gives the general views on the school dropout in different parts of the world. It also presented the main objectives of this study and how it is structured. The following chapter takes us to literature related to school regulations in preventing dropout of students

CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

This chapter presents the reviewed literature under the following subheadings: the definition of key concepts, the theoretical orientation and the related literatures as well as conceptual framework.

2.2. Definition of the key concepts

Drop out – The withdrawal of a student from school without completing their secondary school level and the student fails to enroll back to the school to complete their education (Mesick, 2004)

Dropout rates – The total percentage of learners who withdraw from learning institutions before they complete their education in secondary schools against the learners enrolled in these high schools in form one (Neil, 2014).

Rules and regulations: are principles, not laws. Policies and guidelines exist only as rough approximations of their underlying principles. They also guide pupils on how to behave themselves when they take part in various activities. Every school has its own regulations which pupils must obey (Ferrari, 2011).

Discipline: teaching acceptable behaviours and unlearning maladaptive behaviours with support, guidance and direction in managing behaviour. It about setting limits, clarifying roles, responsibilities, and mutual expectations and creating a predictable, orderly and stable life (Gal, 2015).

2.3. Theoretical literature

The right to education has been recognized in numerous international agreements. These include the Universal Declaration of Human Rights, the Convention on the

Elimination of All Forms of Discrimination against Women, the Convention on the Rights of the Child, the Beijing Platform for Action, the Education for All Forums in 1990 and 2000 and, most recently, the Millennium Summit in 2000. However, none of these agreements led to equitable and inclusive access to quality education. Despite the failure of these agreements, governments sign new conventions every decade or so, pursuing the same goal, postponing the target date (Education for All by 2000, then by 2005 and now by 2015) and claiming to renew their "commitment" to educate all children, especially students. (UNESCO, 2007).

The school environment affects the capacity of students to learn and maintain Wamahiu (1995), acceptance if produced in the presence of programs, quality materials and the availability of students. Odaga (2015) emphasis the role of availability of space for children play, the proximity of school to their home, school facilities like toilets, the school climate, and the presence of female teachers in the overall education.

Mathenge (2003) in a study on the decree of Machakos found that 40% of parents expressed their dissatisfaction with the government's ability to provide employment or diplomas. The passing of the school program had an impact on the early retreat of the elementary schools' students. A report by Taskforce (2001) on punishment of primary students concludes that the basic program was changed. The World Bank (2002) identifies the curriculum as one of the reasons for the weak participation of students in school.

Croninger (2011) argue that high school dropouts are the most common cause of high school dropouts and high school students who have problems with school dropouts and think that high school dropouts, in high school dropouts, are confronted with a high school dropout rate plus the level of criminal. Leaving

school before obtaining a diploma is due to a problem for employers, parents and employers due to annual nominations. It has a direct impact on the provision of services, national economy, and criminality (Haycock, 2001).

According to Sushila (2017), the head is the pioneer in an institution, personnel who numerous parts of the institution rotate, and the individual accountable for everything about the running of the institutions, be it scholastic or managerial. Ayot (2017), states that the organization and running of school can contribute to how students fail and dropout in institutions. If a school is poorly managed, teachers, students and subordinate staff tend not to enjoy what they are doing, this can create laziness among teachers, students, and subordinate staff. The material components of a school are the students, teachers' books, equipment, and the buildings and these must harmonize.

Eshiwani (2018) noted that the task of coordinating them is the responsibility of the principal and it requires many skills if he is to do the job well. When principals run their institutions well, they avoid unnecessary transfers of teachers due to personal interest, students perform well in examinations because they are motivated due to confidence they have in school and teachers. Teachers avoid absenteeism both in class and in school, teaching equipment are available, students obey teachers and subordinate staff and there is no misuse of public funds and school properties. This ensures that students are retained in school since they are motivated by their performance (Ayot, 2017).

The head teacher who is the supervisor in a school should have clear knowledge of the processes and methods of passing and acquiring knowledge so that he can be of help to the teachers. Mullins (2015) observes that this practical and theoretical knowledge also with the varied experience will enable him to command respect and help the teachers. This will also help ensure that standards

of working are maintained and people are working as per expected studies and educational goals are being achieved (Fine, 2018)

According to Gill (2016) when schools institute the right principles, it helps fosters a learning environment that improves the academic and social success of the students in the schools, especially those with disabilities. The students' behavior indicates that the schools are learning institutions which can be expanded to provide the intended results. Collaboration should be part of the school regulations where the learners are made part of academic programs in a bid to ensure they stay in schools. School heads that recognize that they have a responsibility to the students in their schools and also provide clear instructions to their members of staff improve the success of the institution and also the performance of the students while motivating them to complete their studies (Gartner, 2017).

Michubu (2016) did an examination to research the variables impacting enlistment and finish rates in open optional institutions in Meru. Proof starting from the earliest stage instances of no enrollment of understudies in form one and non-fulfillment in form four. Differences in principle can also be a reason behind differing completion rates of learners in schools. Principals are not the same as they use varying methods to handle situations in their schools. According to a study done by Kamalludeen (2016) on past experiences of school heads, it was observed those school heads that have ample experience as principals or deputy principals are in a better position to amicably solve issues arising in their institutions and to improve the performance of their schools while ensuring the completion among students is high.

According to Kramer (2014) the level or amount of leadership qualities that a person can show greatly relies on his personal traits and the existing situation

within which he is supposed to exercise his leadership qualities. Because humankind have the potential to join certain organizations to attain certain goal, the ability of them to get more involved and committed depends on how they are able to see their usefulness in being in the particular organization or firm. Hence a person is more likely to favor an organization that meets his/her goals or objective. The type of leadership exhibited by leaders in an organization is the most important factor in determining how successful the organization will be.

2.4. Empirical literature

School dropouts continue to be a problem in education (Slaughter, 2016). In addition, there are both ethical and economic repercussions for both the dropouts and society. Dropout prevention is a problem that has been addressed in detail throughout the literature (Bost, 2016). Furthermore, it is critically important to effectively address dropout prevention in today's world because of the negative implications and impacts that dropout have on society and the negative impacts the students experience in their lives because of dropping out (Tavarkolian, 2012). While there have been many studies examining effective strategies for preventing dropouts there is very little data concerning specific dropout prevention programs. (Calver et al., 2010).

In a Swedish study investigating the reading and writing ability among youngsters at the Youth Centre refraining from applying to the upper secondary school or dropping out in advance Fischbein & Folkander (2000) found that students attending individual programmes at the Youth Centre had lower than average reading and writing abilities in comparison to students at the vocational programmes in upper secondary school. The whole group was characterized by low marks, immigrant background and partial school attendance.

An in-depth analysis of the questionnaire conducted by the students revealed the power of a general category for people with reading and non-reading disabilities. The main difference between the best and the youngest in terms of school experience is that the first ones got interested in school at the beginning, had no problems and had a lot of parental help, but gradually they started to think that school she was unhappy and had problems with peers. They felt tired and helpless about their upbringing. The few winners, on the other hand, have had problems from the beginning, are not supported by their parents and do not think that the help they received from the school was enough. They felt incompetent and unfortunate in society, so the only solution would be to join the destructive peer groups involved in drugs and crime. Those who reach the top and bottom show some similarities, as well as differences. They often come from single-parent families, lack confidence, and feel powerless about their upbringing. At the same time, the most successful people feel tired of school, love to read but sometimes have a peer relationship, feel different and absent, the winners below, next to them, feel deprived in society, avoid reading and seem to work upstairs. the risk of engaging in criminal activities.

In a study of Bowers and Sprott (2012) different types of dropouts was revealed; the quiet, the jaded and the involved. The quiet dropouts' left school more often because they did not like school, they thought they couldn't complete courses or pass tests to graduate, and they had missed too many school days. Overall, the quiet subgroup indicated that they got along with teachers and students at nearly the same rates as the involved group and similarly felt that they belonged. The jaded students reported that they left school more often because they could not get along with teachers, students, or both, did not feel that they belonged there, were getting poor grades or failing school, could not complete courses or pass tests, believed that it would be easier and missed too many school days.

Research on risk factors and consequences is largely characterized by empirically oriented quantitative cross-sectional studies based on community samples or register studies (Hissing, 2018). In recent years, longitudinal studies have become more common. These studies are primarily based on longitudinal panel data or longitudinal registry-based cohort data (Martikainen, 2018). The proportion of qualitative studies is relatively limited. These studies is mainly based on semi-structured interviews or ethnographic narrative interviews with students, parents, school staff and other professionals, concerning experiences of specific interventions (Lutz, 2016), perceived causes of dropping out (Polat, 2014), the perspective of students' own reflections on dropout , why some high risk students persevered and graduated while others ended up dropping out of school , to investigate and identify key school factors related to dropout, or concerning teachers' and principals' experiences and views regarding dropout (Ottosen, 2017). Only a few studies used mixed methods analysis by combining quantitative and qualitative data to examine the processes leading some students to drop out, individuals' reasons of drop out, or to test the effectiveness of dropout prevention interventions.

When estimating the risks of school dropout in adolescents De Ridder, et al. (2013) found that all health dimensions studied (chronic somatic disease, somatic symptoms, psychological distress, concentration difficulties, insomnia and overweight) were strongly associated with high school dropout. In models adjusted for parental socioeconomic status, the risk differences of school dropout according to health exposures varied between 3.6% (95% CI 1.7 to 5.5) for having ≥1 somatic disease versus none and 11.7% (6.3 to 17.0) for being obese versus normal weight. In their estimation of the risks of dropout across various physical and mental health conditions using registry-based cohort data from Finland, Mikkonen, et al. (2018) found that children with any health condition requiring

inpatient or outpatient care at ages 10-16 years were more likely to be dropouts at ages 17 years (risk ratio 1.71, 95% CI 1.61–1.81) and 21 years (1.46, 1.37–1.54) following adjustment for individual and family sociodemographic factors. A total of 30% of school dropout was attributable to health conditions at age 17 years and 21% at age 21 years. Mental disorders alone had an attributable fraction of 11% at age 21 years, compared with 5% for both somatic conditions and injuries. Adjusting for the presence of mental disorders reduced the effects of somatic conditions.

Different researchers have also argued that leaders and the type of leadership style they exhibit significantly influences those below them (Solomon, 2015). According to Abwalla (2014), the study revealed that the type of leadership style that the principle had in secondary schools in Gambella region affected the ability of the teachers to make decisions and the dropout rate of the learners in the school. The above reviewed study was conducted among 170 teacher and 20 general secondary school principals in Ethiopia whereas the current study used the 3 principals of the involved schools, 43 teachers and 1040 students in Kikuyu Sub County, Kiambu County. The above study employed the used of questionnaire and interviews as the main instruments of data collection which is similar to the current study.

2.4.1. Influence of standards for quality learning on students' dropout rate

Quality education is largely dependent on trained facilitators/teachers, a learner-centred approach, good resources and facilities, relevant curricula and material, family and community support, gender-sensitive design, and a safe and conducive learning environment (Hazard, 2012). Education is a complex system, requiring a holistic education system with a national framework that clearly outlines fundamental elements of quality assurance, which is the bedrock of quality

education. Quality standards must be applied to both public and private sector education, and be backed by a comprehensive regulatory regime (Loic, 2011).

Education continues to be critical for many reasons such as reducing levels of poverty, improving quality of life, stimulating innovation and progress. Creating a single set of quality standards has been described as challenging but may be useful if sufficiently broad to be inclusive. (Georges, 2014). A single set of standards for quality in education needs to be viewed in the context of world-wide cultures and belief systems that influence the curriculums and approaches in teaching and learning systems. A concise definition for "quality" in education is challenging to arrive at and many definitions may be found. When looking for definitions, one easily finds definitions and descriptions that relate to education in different ways, or that relate to systemic factors such as the quality of examination or qualification systems. None of these standards met the need for an overarching set of quality standards (Ferrari, 2016).

Students and parents are believed to think about the quality of school and incorporate it into a variety of other decisions, but there is little convincing evidence to support these assumptions. The evidence that exists comes from adding measures of educational resources or cognitive test performance to the behavioral models of interest. However, both approaches lead to biased estimates of the impact of school quality as they generally ignore family background and individual differences in skills, which in turn affect individual knowledge and skills. Furthermore, direct resource measures pose other problems, as it is known that common measures of school resources - such as expenditure per pupil or pupil / teacher ratio - are poor indicators of differences in the quality of schools (thomas, 2003).

The focus is on how school quality affects student decisions in developing countries to drop out of school, a topic of increasing importance as efforts to increase schooling levels are expanded. Almost all developing countries are rightfully concerned about the problem of low school completion rates, both because of lost investment opportunities for society and because of general inefficiency in the provision of public schooling. The Education for All initiative attached explicit schooling goals. Specifically, it emphasizes the goal that all nations ensure universal primary education by 2015, and, while identifying school quality as a related issue, has emphasized getting all students through the early phases of schooling. (Jack, 2012).

While rounding rates for individual pupils and aggregate data on the distribution of pupils by age and grade give a general picture of the drop-out situation, they do not allow for the study of the underlying behavioural factors or institutional structures that cause high drop-out rates. The focus on aggregate data masks specific individual factors, while the analysis of completion levels does not allow for the examination of time-varying family or school factors that play a role in individual decisions. The key to understanding the determinants of school dropout is longitudinal data on individual students, but such panel data are rarely available. This paper uses a unique set of panel data that provides detailed information on family circumstances, enrolment and performance of pupils attending and leaving school from a sample of Egyptian primary schools in 1979 and 1980(Hell, 2014).

2.4.2. Influence of School rules and regulations on students drop-out rate

School rules and regulations are made not to be broken. Rules are made for the safety and better welfare of the students in school. Another is to promote good behavior among students and to maintain the good image of the school. Parents

send their children to school in order for them to learn not only academic values, but also moral values. Implementing school rules will help the students mold their character and values expected from them by other people. Building school close to where children adjustment of primary education structure, improving school facilities, make the curriculum more relevant to the community life, reducing direct cost to schooling, improve the competence and moral of teachers altering evaluation process to recognize student efforts, incentive programs which promise employment creating firm relationship between schools and parents, reducing indirect costs to schooling, effective school management are to be the major remedy for school dropouts.

Teachers as human resources in the institutions assume a noteworthy job on understudies' fulfillment rate in institutions. As the human resource in the learning institutions, their role in the institutions is crucial. The increased numbers of learners in these schools have not been matched with well prepared and enough educators in the schools. Government freezing of new recruitment of teachers still remains (Francis, 2018). This makes the proportion between teacher and students worse.

A study carried out in South Africa established that supply of adequate human resources; teachers, parents and relevant education policymakers, play equipment, financial resources and enough time allocation to school activities is important to learning. Children of grades four to seven who also came from families with access1to these resources, performed better than their counterparts in science and mathematics activity areas. It is important1to observe that reviewed literature shows Sub-Saharan African countries as those1nations with increasing poverty1and international1debt (Case and Ardington, 2016).

Other factors that negatively impact on the retention rates of learners and the holistic education of students include the poor earnings paid to teachers and the absence of proper accommodation for teachers (Scott, 2017). The continuation of the freezing of the teachers' employment negatively affects the quality of education considering that the enrollment of learners continues to rise although legislators have provided the piecemeal enrollment of educators, this is not a satisfactorily move that can meet the deficiencies felt in both primary and tertiary educational institutions (Johnson, 2017). Okemwa (2018) points out that the lack of proper sanitary facilities and toilets in educational institutions negatively impacts the retention rates among girls in schools due to their menstruation cycles.

A comprehensive approach to dropout prevention also focuses on keeping student in school and ensures the time spent in the classroom is engaging and useful. This approach focuses on individual student support service around motivating student to learn engaging students requires an analysis of how school districts work with students who are at risk of dropping out (Andrew, 2014).

Other works have also concluded that teacher support is critical to student participation (McCormick 2014). Therefore, teachers' interest in and motivation towards teaching and learning are critical variables in the prevention of school dropout. In general, it has been pointed out that motivation is key in academic success (Ning & Downing 2011). Retelsdorf (2013) proposed three dimensions of teacher interest: subject, didactic and educational interest. In a subsequent study, Schiefele (2017) explains that subject interest refers to their interest in the subject they teach in school. Academic interest involves teachers' attention to their teaching methods; these methods are mainly aimed at developing efficient work habits, social skills and moral values. Finally, teachers' educational interest is related to the scholarly or pedagogical aspect of the teaching profession.

In the study conducted by Melissa (2012) on academic performance of dropouts beginning form the fourth grade until the student dropout of school. Her report suggests that difference in academic performance appear as early as fourth grade, prior to leaving schools. Academic and social climate attendance rates, student taking advanced courses and students' perception of a fair discipline police can help to predict school dropout rates, even after controlling for the background characteristics of the student and the school.

The learning institutions regulations also affect the decisions of students to leave school. Rules that have to do with misbehavior, expulsion, low grades, forced transfers, being overage, suspensions and poor attendance (Freeman & Simonsen, 2018). Dropout rate in such a case is school-initiated compared to the dropout rate that was discussed earlier that was student initiated. This perspective looks at both the school and the student as contributing factors to the dropout rates among students.

2.5. Theoretical framework

This point is made of a theory that is supposed to be very important in explaining this study. This is system theory.

2.5.1. System theory

The underpinning framework of the study is Bertalanffy (1968) Systems Theory. He defined a system as a set of elements standing in interrelation. A major assumption of the theory is that all systems are purposeful and goal directed.

Systems theory was proposed in the 1940's by the biologist Ludwig von Bertalanffy (General Systems Theory, 1968), and furthered by Ross Ashby (Introduction to Cybernetics, 1956). von Bertalanffy was both reacting against reductionism and attempting to revive the unity of science. He

emphasized that real systems are open to, and interact with, their environments, and that they can acquire qualitatively new properties through emergence, resulting in continual evolution. Rather than reducing an entity (e.g., the human body) to the properties of its parts or elements (e.g., organs or cells), systems theory focuses on the arrangement of and relations between the parts which connect them into a whole

General system theory emerged as an alternative to the dominant form of inquiry and way of thinking, reductionist analysis, which was criticized for being unable to address wholes, interdependence, and complexity. Reductionism is based on the assumption that scientific explanation of complex phenomena should be in terms of component, simpler phenomena, and that the whole is explained from the knowledge of its parts (Francis, 1992).

General system theorists argued that reductionism abstracts a subject from its environment, with the isolation of a variable in a laboratory being the classic example, and that by studying an element of a larger whole in isolation reductionism is unable to account for systemic and emergent properties, or the way relationships and interactions form the organization of the life. General system theory was presented as a new way of thinking that allows for the study of interconnections among systems and accounts for the nature of 'open systems' which interact with their environments.

The school system exists to achieve objectives through the collective efforts of individuals embedded in larger community and institutional settings. School dropout rates are one such phenomenon that can be explained as a product of dysfunctional elements within the education system. Using the systems theory perspective, there are three general classes of factors that affect the dropout rates in a school system. These are: the characteristics of the students entering the

system (input factors); the characteristics, and programs of the system itself (process factors); and the economic and social conditions of the surrounding community, state, and nation (environmental factors). A dropout rate is an output or result of the school's educational activity and function of the processes and environmental factors associated with the system. These elements do not operate in isolation but are interrelated making school dropout a process.

2.6. Conceptual framework

The conceptual framework indicates variable interrelationships. The dependent variable in this study was to drop-out while the independent variables is school regulations broken into (i) standards for quality learning and (ii) school rules.

Figure 1: Conceptual framework

Independent variables
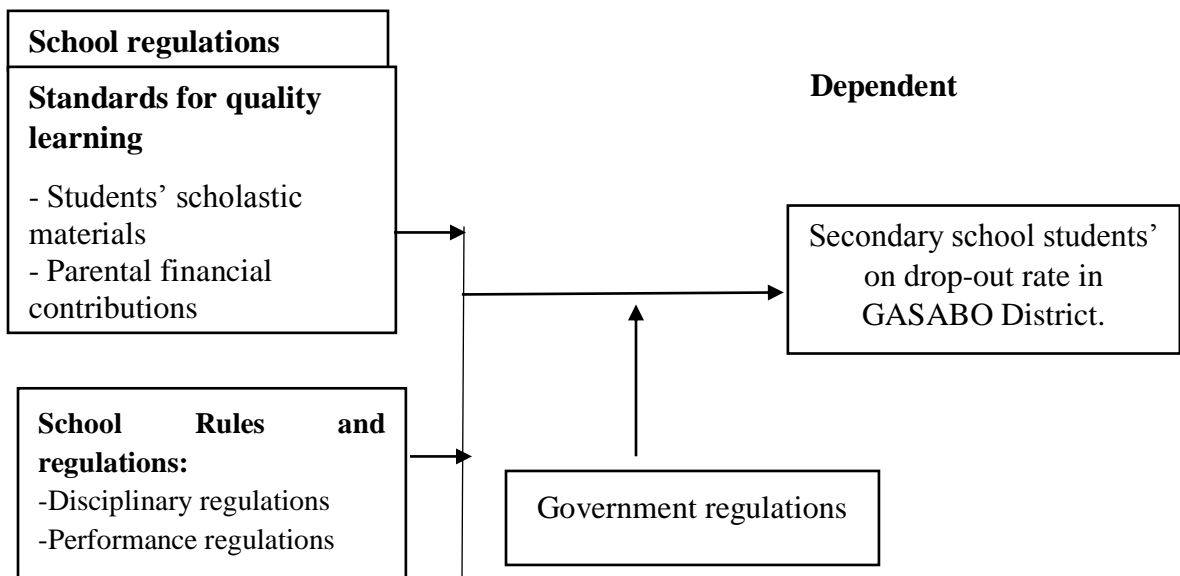
Source: Researcher, 2021

2.7. Conclusion

This chapter deals with different literature on views of different authors regarding the influence of school regulations in preventing dropout of students. Different operational terms have been defined and provided their meaning. Besides, respectively theoretical review, empirical literature, theoretical framework and conceptual framework of the topic has been also highlighted.

CHAPTER THREE
RESEARCH METHODOLOGY

3.1. Introduction

This chapter covers the general research setting and conduct of the study. It deals with research design and methodology, target population, sampling procedures and techniques, data collection tools and procedures and data analysis techniques that are used.

3.2. Research design

Aaker et al. (2010) defines a research design as the detailed blueprint used to guide a research study towards its objectives. This study adopted descriptive survey research design. The basic reason for carrying out descriptive research is to identify the cause of something that is happening. It used structured instrument and, specifically designed to measure the characteristics described in the research questions using quantitative and qualitative approaches. Variables of interest in a sample of subjects was examined once and the relationships between them are determined. The quantitative and qualitative analysis was used to determine the correlation between independent variables.

3.3. Target population

The target population is a complete enumeration of all items in the population as used in a study. Thus, it is the population to which the researcher intends to generalize his/her findings (Nipa, 1997). In Gasabo District, there are over 83 private and public secondary schools. But the study was limited to five randomly selected public secondary schools which are GS Ruhanga, GS Kabuga Catholique, GS Kimironko, GS Remera catholique and GS Gikomero. Thus, the population that was involved in this study was all teachers, dean of studies, head teachers, parents and students selected from each school in Gasabo District. Thus, the total population was 1,336 people (See Table 3.1. below). As it is not easy to

reach everybody in the target population, a sample size was then selected to constitute accessible population

Table 3.1. Study population

Schools	Number of teachers	Number of Dean of studies	Number of head teacher	Number of students	Number of parents	Total population
GS Ruhanga	24	1	1	153	50	229
GS Kimironko	34	1	1	224	50	310
GS Gikomero	37	1	1	148	50	237
GS Remera Catholique	28	1	1	211	50	291
GS Kabuga Catholique	32	1	1	185	50	269
Total	**155**	**5**	**5**	**921**	**250**	**1,336**

Source: Gasabo district report, 2019

3.4. Sample size and sampling techniques

3.4.1. Sampling techniques:

This study used purposive and random sampling techniques. The purposive sampling techniques, also called judgement sampling, is deliberate choice of a respondent due to the qualities of respondent possesses (Kothari, 2004). Purposive sampling was used to select head teacher, dean of studies and parents from the schools sampled.

The simple random sampling was used to select teachers from 177 respondents. This sample random simply gives each member of population a chance of being selected. This ensured that each member of the target population has unequal and independent chance of being included in the sample.

Furthermore, the study also used a stratified random sampling. Out of 83 secondary schools from Gasabo District, 5 Gasabo schools was chosen, and the choice was based on the status of the school, therefore five schools were government funded.

3.4.2. Sample size

A sample is a smaller group or sub-group obtained from the accessible population (Mugenda & Mugenda, 2003). This study adopted the stratified sampling technique. Stratified sampling is a probability sampling technique wherein the researcher divides the entire population into different subgroups or strata, then randomly selects the final subjects proportionally from the different strata. The reason for the choice of the sampling method is because it enabled the researcher to representatively sample even the smallest and most inaccessible subgroups in the population. This allowed the researcher to sample the rare extremes of the given population. In addition, the study used the following formula proposed by using Yamane (1973) to determine the sample size;

Using Yamane (1973) formulae

$$n = \frac{N}{(1 + N)(e^2)}$$

Where:

n = sample size

N = the population size

e = the acceptable sampling error (7%) at 93% confidence level

Thus;

n = 1,336 (1+1,336) (0.07)^2

n=177 respondents

A sample of 177 respondents was targeted to participate in this study. This formula was used to estimate a representative sample. A total number of 177 respondents was taken as simple size. The following is the table showing sample size for each category of 5 selected schools:

Table 2. Sample size

Schools	Number of teachers	Number of Dean of studies	Number of head teacher	Number of students	Number of parents	Total population
GS Ruhanga	5	1	1	14	5	26
GS Kimironko	12	1	1	21	5	40
GS Gikomero	16	1	1	14	5	37
GS Remera Catholique	9	1	1	20	5	38
GS Kabuga Catholique	12	1	1	17	5	36
Total	56	5	5	85	25	**177**

Source: Primary data, 2022

3.5. Research instruments

Research instrument refers to the tools to be used for collecting data. The study used questionnaires and interview schedules as the main instruments of data collection.

3.5.1. Questionnaire

Mbaaga (1990) defined a questionnaire as a set of questions which are asked to get information from a respondent. It is also currently used to mean a set of questions, which are self-administrated. A questionnaire was designed and pre-tested before the researcher submitted it to the selected respondents.

In this study, both open ended and close ended questions as the methods of data collection were administered to collect both quantitative and qualitative data for the study. The use of open ended questions gave respondents a greater freedom to

answer the questions because they answer in a way that suits their interpretation while close ended questions limit the number of possible answers to be given (Kothari (2004). The use of close ended questions entailed the respondents to choose from the provided responses. The closed ended questions were preferred because they are normally easy to fill in, take little time and effort, keep the subjects to the point, giving them a wide range of choice (Kothari, 2004). Questionnaires were used purposely to elicit relevant information to teachers, and dean of studies who were involved in our sample size. In this technique, the researcher used a series of questionnaires. Likert scale questions were asked to the teachers and dean of studies where they asked to rate the level of agreement on school based factors which influence dropout in Gasabo District.

3.5.2 Interview

To complement data collected from records and questionnaire, the researcher used unstructured interview where the respondents was asked questions that they could give free responses

Bailey (1982) defines an unstructured interview as an interview without any set format but in which the interviewer may have some key questions formulated in advance. Thus, the respondents will give the subject of the whole issue in general and the respondents was asked to relict the information without any bias.

The interview is advantageous because it is quite flexible, adaptable and can be used for many people (Frankel and Wallen, 2010). Detailed information can be obtained and well explained, more over an interview can gather other supplementary information and quality information by probing for more information. However, the interview can be disadvantageous since the interviews may be subjective in responding to the questions and the responses being biased. The researcher employed both structured and unstructured interview questions to

collect information from head teachers and parents because they are the ones who possess the information on dropping out of students and at the same time, they do not have time to respond to the questionnaire.

3.5.3. Focus Group Discussion

Kombo and Tromp (2006) argue that focus group discussion is a data collection technique with the objectives of tapping relevant information from the selected respondents. Focus group discussion can produce a lot of information quickly and is good in identifying and explaining beliefs, ideas or opinion from the respondents. This method was used by the researcher because it helped the individuals who were involved in the discussion to feel as a part of the study, hence more ideas and views were contributed. The focus group discussions in this study involved 85 from five selected schools. In each school, the research interacts with 17 students from each school on the attitudes, opinions and ideas about the school regulations if they influence dropout in Gasabo District.

3.6. Data collection

According to Jill and Roger (2003), data collection techniques include the means used to obtain the desired information about the topic. To obtain useful and accurate data and ultimately come up with valid results, the researcher used the following methods of data collection; (i) questionnaire, (ii) interview schedule and (iii) document review.

3.6.1.1. Primary data

Adamu (2008) has shown that primary data is the data collected by the research from the field for the purpose of answering a research question/issue. Also Kothari (2004) contend that primary data are those which are collected afresh and for the first time hence being original in character. These data allowed the

researcher to control the information provided by the respondents rather than depending on questions and information asked by another party perhaps with quite different intentions. In this study data were collected through questionnaires which were administered to current enrolled pupils, teachers and dean of studies.

3.6.1.2. Secondary data

Secondary data are those data that are already available. They refer to data which have already been collected and analyzed by someone else for some other purposes (Saunders et al, 2003). The researcher used such data in order to gather relevant information for the study. Secondary data were obtained through documentary review such as guidelines for students' enrolments, attendance register and students' dropout profile.

3.7. Data analysis

Williamson (1982) states that analyzing and processing data, involves that the researcher to group them together and process them in a variety of ways, to show what they mean and to facilitate their interpretation. This means that, data processing consists of transforming raw information into meaningful and relevant information for easy interpretation.

The data collected were entered into the Statistical Package for Social Sciences and analyzed using descriptive and inferential statistics. The data were cleaned and only complete questionnaires were analyzed. All questionnaires which were incomplete were treated as no response

The quantitative data were analyzed and summarized using descriptive statistics in form of means, percentages and frequencies with SPSS version 21 and presented using tables and percentages.

3.8. Ethical Consideration

All along this study, the researcher ensured the following ethical principles: respect for persons, beneficence and justice. Participation in the interview and in responding questionnaire was voluntary and not by force. Effort was made to protect individual confidentiality. Their privacy remained protected. Participants were also informed of their right to withdraw from the study and not to answer any questions they were not feel comfortable answering. The identification of participants in data collection, analysis and transcript was held with utmost confidentially. The research used codes that have nothing to do with respondents' actual identification.

3.9. Conclusion

This chapter presents the methodology used in conducting the research. Different sub-parts are discussed. This study applied descriptive research design as well as combination of qualitative and quantitative research approaches. Research sample was 177 respondents in total. The participants were grouped into groups, namely students, teachers, dean of studies, headteachers and parents. Sampling techniques was simple random techniques and purposive techniques, which used to headteachers and parents. The methods used to collect data included interview and questionnaire. The research design employed in this study was descriptive research design and hence data were analyzed both qualitatively and quantitatively by coding, reading, sorting and presenting thematically.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

4.0. Introduction

At this stage the findings and discussions on the evaluation are presented. The presentation was centered on the exploration intentions. The study aimed to assess **the influence of school regulations on students' dropout rate in public secondary schools in Gasabo District**. Demographic information of the students involved in the study is also presented. The objectives were;

i.   To establish the contribution of standards for quality learning on students' dropout rate in Gasabo public secondary schools, Rwanda.

ii.   To examine the influence of school rules and regulations on students drop-out rate
     in Gasabo public secondary schools, Rwanda.

4.1. Response Rate

The study focused on students, teachers, dean of studies, parents and head teachers of selected schools. The total population was 1336. The survey used a sample of 177 respondents (100%). As a result, the questionnaires were given to 86 students (48.5%), 56 teachers (31.6%), 5 dean of studies (2.8%) from selected schools. Thus, the total number of questionnaires given were 142 and 124 questionnaires were return back (87.3%). The researcher collected 124 questionnaires respectively 39 for teachers and dean of studies (31.4%), and 85 for students (69.6%). Besides, the researcher also interviewed 5 head teachers from selected schools and 5 parents for each selected school. The survey ultimately found the results of 154 (100%) respondents who participated in this

study. Table 4.1 provides details on the return rate of the administered instruments.

Table 4.1: Return rate

Return rate	Frequency	Percentage
Completed questionnaires	124	87.3
Not returned Questionnaires	18	12.7
Total	142	100
Complete Interviews	30	100

Source: Primary data, 2022

Out of the 177 sampled students, 124 completed the questionnaires which is a response rate of 87.3% but 18 questionnaires were not returned back. All five sampled head teachers were interviewed. The response rate was regarded as satisfactory because according to Mugenda and Mugenda (2013), instrument response rate of 70% and above is deemed as excellent.

4.2. Demographic data of teachers and dean of studies

The demographic data for this category of respondents were analyzed in terms of age, gender, teaching experience and the area of specialization.

4.2.1. Age and gender of teachers and dean of studies

The teachers were requested to specify whether they were male or female and questioned to show their ages.

Table 4.2. Age and gender of teachers and dean of studies

Age range in years	Female		Male		Total	Percentage
	Frequency	Percentage	Frequency	Percentage		
18-22	1	9.0	1	3.5	2	5.1
23-27	2	18.1	6	21.4	8	20.5
28-32	2	18.1	14	50	16	41.0
33-37	1	9.0	5	17.8	6	15.3
38-42	2	18.1	1	3.5	3	7.6
Over 42	3	27.2	1	3.5	4	10.2
Total	11	100	28	100	39	100

Source: Primary data, 2022

Table 4.2 indicates that teachers and dean of studies from all beyond 18 years. Few were those aged between 18-22 years (5.1%). The majority were aged between 28-32years (41.0%). Those between 23-27 years were 20.5%, between 33-37years (15.3%), between 38-42 were 7.6% and over 42 were 10.2%

4.2.2. Teaching experience of teachers and dean of studies

Teachers and dean of studies were asked to mention their teaching experience. To establish teaching experience from teachers, they were asked to indicate the period they had taught. The responses are shown in Table 4.3:

Table 4.3: Teaching experience of teachers and dean of studies

Experience	Frequency	Percentage
-3 years	8	20.5
4-6years	13	33.3
7-9years	17	43.5
+10 years	1	2.5
Total	**39**	**100**

Source: Primary data, 2022

Based on data shown in Table 4.3, the majority of the teachers 17 (43.5%) had taught from (7-9) years, 13 (33.3%) of teachers taught from (4-6) years while 8 (20.5%) had teaching experience of less than 3 years and only 1 (2.5%) had teaching experience of over 10 years. If this period could be translated to good teaching and accumulation of knowledge, then these teachers should be competent and able to provide adequate knowledge about academic performance of students.

4. 2.3 Academic qualification

Teachers were required to state their academic qualification.

Table 4.4: Academic qualification of teachers and dean of studies

Experience	Frequency	Percentage
A2	1	2.5
A1	12	30.7
A0	26	66.6
Total	**39**	**100**

Source: Primary data, 2022

The data from Table 4.4 shows the academic qualification of the 39 teachers participated in this research. The big number of the teachers in these special schools were Bachelor holders which represented by 66.6%, which followed by teachers had Diploma revealed by 30.7% and 2.5% were the certificate holders of secondary schools. This qualification background was considered adequate to primary and secondary schools in Rwanda.

4.3. Demographic data of learners

The demographic data for this category of respondents included gender and school level. The data were collected from GS Ruhanga, GS Kimironko, GS

Remera Catholique, GS Kabuga catholique and GS Gikomero. These data were collected to get equal representation between boys and girls in the study. School level was considered to seek varied information from the sample of 86 students.

4. 3.1. Gender and age of learners

The learners were requested to specify whether they were male or female and asked to show their ages.

Table 4.5: Gender and age of students

	Female		Male		Total	Percentage
Age	Frequency	Percentage	Frequency	Percentage		
12-15	1	4.7	5	7.8	6	9.2
16-19	17	80.9	53	82.8	70	76.9
Over 19	3	14.2	6	15.3	9	13.8
Total	21	100	64	100	85	100

Source: Primary data, 2022

The data from Table 4.5 show that the students aged between 12-15years were 6 (9.2%), followed by students aged between 16-19 years were 70 (76.9%), while 9 (13.8%) were over 19 years old. All students taken in our sample size were from senior six, as they are the ones whom the researcher think they can be able to provide information on school regulations.

4.4. Presentation of findings

The research work was conducted on the influence of school regulations on students' dropout rate in public secondary schools in Gasabo District. This section deals with the presentation and analysis of the research data and discussion of findings. These are presented in tables following the sequence of the specific research problem

4.4.1. Contribution of standards for quality learning on students' dropout rate

Findings showed how standards for quality learning contributes students 'dropout. The study indicates what scholastic materials are required of a student in their schools. The majority of 68 (80%) strongly agreed that they received notebooks from their parents which help them in learning. Another group of 17 (20%) agreed that some students who have problem financially, always received uniform from school. Sometimes their parents and students do not communicate because most of time parents are aware of that but they very busy working or looking for survival means.

4.4.1.1. Students' opinion on whether all students afford to get scholastic materials

Findings indicate the opinion of students on whether all students afford to get scholastic materials and if not what should happen. All responded (100%) strongly agreed that all students could not get scholastic materials due to the poverty in their families, this should stop them to continue their studies and they dropout their schools. They also added that these required scholastic materials should lead to dropout as they like some scholastic materials like pens, notebooks and even uniforms and this should make them not being interested in going to school.

Table 4.6: Teachers and dean of studies 'level of agreement on standards for quality learning

Standards for quality learning	SD	D	N	A	SA
At our school, there are set standards for students' scholastic materials that individual learner must meet	6 (15)	21 (54)	9 (23)	2 (5)	1 (3)
At our school, when a student does not meet the acceptable minimum standards for scholastic materials, s/he is not allowed in the class	5 (11)	30 (77)	1 (3)	1 (3)	2 (5)
The list of required scholastic materials is communicated to students and parents ahead of the beginning of a school year/term	10 (26)	19 (49)	6 (15)	3 (7)	1 (3)
At our school, there are cases of students who failed to meet the required scholastic materials and dropped out from school	24 (62)	6 (15)	2 (5)	4 (10)	3 (7)
Our school support students in getting required scholastic materials when parents totally fail to meet these	22 (61)	4 (10)	2 (5)	1 (3)	10 (26)

Note (1= Strongly Disagree, 2 = Disagree, 3= Neutral, 4= Agree and 5= Strongly Agree.)

Source: Primary data, 2022

The Table 4.6 indicates the level of agreement of on standards for quality learning in public secondary school. The big number of respondents (54%) disagreed and strongly disagreed (15%) that there are set standards for students' scholastic materials that individual learner must meet at these schools, 23% were neutral, 5% agreed that statement and 3% strongly agreed. On the second statement where the respondents were asked to provide their level of agreement on at their school,

when a student does not meet the acceptable minimum standards for scholastic materials, s/he is not allowed in the class, the majority of 77% disagreed that. Another portion of 11% also strongly disagreed, 3% were neutral and 3% agreed and 5% strongly agreed.

Furthermore, the respondents were required to answer on the statement which highlights if the list of required scholastic materials is communicated to students and parents ahead of the beginning of a school year/term, all most 49% of respondents strongly disagreed, 26% strongly disagreed, and also some (15%) were neutral but 7 agreed and 3 strongly agreed. Besides, many respondents (32%) were neutral on the statement saying that their school, there are cases of students who failed to meet the required scholastic materials and dropped out from school but 62% strongly disagreed and 15% disagreed. 5% were neutral, 10% agreed and only 7% strongly agreed that statement. Finally, if the students failed to meet the required scholastic materials, the respondents were asked if the school support students in getting them when parents totally fail to meet these. The majority of 61% strongly disagreed that statement and 10% disagreed, 3% were neutral, 5% agreed and 3% disagreed and 26% strongly agreed that statement.

From the findings above, the table highlights the contribution of standards for quality learning on students' dropout rate in public secondary schools. It is seen in their schools there are not set standards for students' scholastic materials that individual learner must meet and when a student does not meet the acceptable minimum standards for scholastic materials, s/he is not allowed in the class and even the list of required scholastic materials is not communicated to students and parents ahead of the beginning of a school year/term. When there are cases of students who failed to meet the required scholastic materials, could even drop out

from school because even though when their parents fail, their schools could sometimes support students in getting required scholastic materials.

Regarding scholastic materials required of students at school, all head teachers asserted that the schools do not provide scholastic materials to students but sometimes some organizations especially NGOs in partnership with a school should provide scholastics materials for vulnerable students especially poor students who are not able to pay school fees or to get notebooks or uniforms. But the parents are not given the opportunity to decide on these. One of the head teacher gives us an example by stating that:

"In February for example World Vision delivered world-class print, audio instructional materials and uniform of 50 students. The materials, developed by L3 and the Rwanda Education Board (REB), facilitate 'Primary One' (P1) and 'Primary Two' (P2) English, Kinyarwanda, and Math lessons, equipping children with the literacy and numeracy skills they need to succeed. Delivery of uniforms and notebook helped a lot the students not to drop out"

Another head teacher B averred that:

"Over the weekend, 15 pupils from our school were given scholastic materials to keep them learning following the reopening of schools last month. The event that took place at the school was organized by the Rotaract Club of KIE (Kigali Institute of Education), and aimed at supporting primary students who were most likely to drop out of school due to financial constraints."

During the interview done with the head teacher C, on the same issues, he stated that:

"The fact is that being a public school, learners are not supposed to pay school fees, but there is some money paid per term to cater for other things depending on the class a child is in, however, some parents lack the means

to support their children. Here in our school sometimes, when the parents fail to provide them scholastic materials, we always give them pair of school uniform, school bag, books, and other necessary scholastic materials. Their tuition was also covered for a whole academic year"

But the head teacher D on same point declared that:

"In this area, many people are not financially stable to provide everything their children need in order to stay in class throughout the year. This initiative is a nice move as it will see learners stay in class without having to burden their parents who are already stressed financially"

During the interview done with the parents, one of them asserted that as they are very poor, once they do not have the school fees or notebooks, his child should dropout the school and she should let her/him at home. She also added that she is not really care about scholastic materials as she is poor. Parents are beginning to appreciate the fact that it is their responsibility to contribute adequate scholastic materials for the proper education of their children. The provision of scholastic materials has increased the morale of the children and facilitated their learning at school.

The parent A has responded that she is not aware of scholastic materials required at school. She pointed out:

" I don't know really what is required because most of time the school does not communicate to me but what I always take care are uniform and notebooks of my kids"

Another parent B asserted:

" There is a problem between the school of my child and parents because at the starting term the school does not even call the parents in the meeting and inform them about scholastic materials we are supposed to give to the students."

When they were asked on the main financial contributions required of a parent at the school the children attend, the parents' C & D (40%) asserted:

> *"One important think which is required is the school fees. Thus when parents when parents fail to fulfill these financial contributions, it can lead the student to dropout the school especially when the parents are poor"*

Furthermore, the respondents were interviewed on what happens to children in case their parents are unable to meet the required standards for scholastic materials. The head teachers, A, C and D responded that if the students lack scholastic materials he should dropout the school except if he/she found any ONG to support him. For example in their school there is School Development Program (SDP) project which had supported students with uniforms and notebooks.

Respondents were interviewed on the main financial contributions required of a parent at the school. All head teachers (A, B, C, D &E) asserted that parents' first contribution is school fees but sometimes they fail to fulfill these financial contributions due to the poverty. One of them stated:

> *"Poverty leading to resource dilution when family size increases and sibling complementarity are probable causes for keeping children away from school and making them work. The elimination of school fees was a first step, but clearly not a big enough one. The estimated costs (2002) of RWF 11,000 ($21) per child per year were still a great deterrent to enrolling a child in school. Even the Ministry of Education recognized that the main financial support at that time for children attending school is the family (90.6%), followed by the state (4.5%) and then other organizations. Subsidies for school uniforms for children from extremely poor and incomplete families could be a policy option."*

In addition to that another head teachers' B added that:

> *"School uniforms could perhaps be bought by schools and loaned to families for a nominal fee. It should be discussed whether the advantages of compulsory*

school uniforms are more important than achieving full school enrolment and completion in a country that has so many poor parents/caretakers. The World Food Program (WFP) started the school feeding program (SFP) in Rwanda in 2001. In 2005, the Rwanda SFP was targeted to 12 drought-prone, food-insecure districts. Attendance rates in WFP-assisted schools increased from 73 percent to 95 percent in 2006"

These concur with the findings of WFP (2014) which stated that from January 2008 to December 2012, WFP extended its program targeting 290,000 students in 300 schools, at a cost of $4.5 million per year. In response to government's policy shift to include free education to nine years of basic education (9YBE), WFP has raised its target to 350,000 across the country. Nutritious food is provided as a daily cooked meal in primary schools, and starting in 2010 WFP also provided a monthly take-home ration of vegetable oil for host families of orphans and vulnerable children (OVC). The Rwandan government aims at the implementation of a general school feeding program by 2012, when the WFP support (the government partner in feeding school children) will be phased out. The assessment of local production for school meals in Rwanda is the first step towards having parents and local communities taking over WFP school-feeding program.

4.4.2. Influence of school rules and regulations on students drop-out rate

In all communities, rules and regulations help to mediate all conduct and/or help as the control mechanism of every action which is dangerous to life and to members of community interests or which can be obstacles to the achievement of aimed objectives. Within the framework of school community, Latham (1998) says that regulations deal with common actions and behaviors school environment, which distort child education and that of his classmates or disturb the order and security at school and its vicinity. So, as it is stated in the Training

Manual for secondary school Head Teachers in Rwanda, school should be a place that is both governed by regulations and democracy. The following gives details:

4.4.2.1. Students 'opinion if they are aware of school regulation

Findings from respondents (students) highlighted depicts an image of students if they are all ware of the school regulation. As indicated by the same table, the majority of 77.6% strongly disagreed that all students are not aware of school regulations but some are known like attendance and punctuality at school but another group of 22.4% agreed that school regulations are known by all students as they know well that time to attend the class and how to ask permission when someone wants to go back home. Besides, respondents were also asked if they have opportunity to contribute to the development of school rules and regulation, all of them refused their participation in elaboration those school regulations.

Current literature indicates that the awareness of school regulations is directly related to effective leadership, management, accountability, and the professionalism of school leaders. As Roher (2001) observed, every action taken by a school board, school administrator, principal, or teacher is founded upon rules and regulations which either permit those actions or limits them in some way. An awareness and understanding of those regulations, therefore, is part of the professional knowledge required for school leaders. Hence, as principals assume a central position among all stakeholders, an understanding of education law issues is very important for them. It helps them operate and manage their schools effectively. For the same reasons, Keel (1998) suggested that the awareness of the school regulations is crucial to successful school leadership and that without it; administrators may be faulty or inappropriate in their decision-making.

In the light of what mentioned above, it is worth mentioning that ignorance of school legal principles, as they are detailed in the school regulations, could clearly prevent school leaders from providing people under their supervision with accurate information. This negatively affects their relationships with their staffs, or lead to perceptions of administrator ineptitude and, worse yet, to situations where teachers may be compromised in legal situations. As a result, their ability to be fully accountable to their school community is diminished. In other words, without the knowledge of the school legal information, school leaders may not be able to meet their responsibilities as professionals. With the help of this knowledge, school leaders will be able to maintain and support a positive school environment, and also to recognize and avoid policy barriers and challenges by stakeholders. They would also be better able to create more effective schools and to establish the opportunities for increased student and staff achievement.

4.4.2.2. Students' opinions if school regulations may contribute to students' dropout

This study shows the level of agreement of students if they school regulations are not fair and if they should contribute to students' drop out. Most respondents (62.3%) agreed that the school regulations are fair as they enable discipline for students, make school orderly and maintain the quality of the school. These regulations enable the students to behave well inside the premises. Another group of 37.6% respondents disagreed that the school and regulations are not fair, and they contribute to student's dropout.

According to Douet (1987) there is no school without discipline. It is first, a set of operations and regulations which are commonly established to guarantee normal sequence of activities in a class and more widely in a school. The word discipline is often related to authority and punishment. In general, authority is the power that somebody or a group of people has over others. That power is seen in two aspects:

the authority of right that we officially acquire from upper hierarchy and the authority of fact which emanates from a person because of his personality, his age, his experience, and his behavior. In secondary schools, that authority is exercised by the school leaders, and it is exercised over students who are to observe social norms for an efficient learning. Thus, shall be called ″disciplined″ every student who behaves according to the code of conduct and shall be called ″in disciplined″ every student who will behave centrally to this code. Judging the behavior of the student towards the code of conduct, gives rise to a measure that can be a reward or a punishment.

During the interview on cases of drop out linked to the failure to meet the required performance standards at the school the children attend, all parents accepted that:

> *"There were many cases where a student dropout because he has not meet the required performance standards especially when he/she did not pay school fees for example"*

These findings are in agreement with Omote (2015) who contended that student discipline is the action of enforcing and implementing rules and regulations, standards other requirements of the instructions. In fact, this concept is defined in the context of stimulating students to adopt a code of conduct through agreement in secondary schools and it is very important for teachers and students. However, discipline is considered as a cornerstone between those who accept it and those who impose it. Sumatra and Serum (2013) contended that standards have been adopted in which teaching staff, students and non-teaching staff, administrators must respect and obey (Oguma, et al (2013).

In view of this, parents and the community must therefore help enhance student discipline in different ways. In his study Kiprop (2004) suggested what should be

done to enhance collaboration between schools, parents and community to manage student discipline effectively. Even if these suggestions were provided based on the situation in Kenya, they can also be adapted to other schools located outside Kenya since the issue of student discipline is an alarming concern for school leaders and stakeholders in places that have a similar socio culture context.

Table 4.7: Teachers and dean of studies 'level of agreement on school rules and regulations on students drop-out rate

School rules and regulations	SD	D	N	A	SA
At our school, rule and regulation are communicated to all students on regular basis	22 (56)	8 (20)	4 (15)	1 (7)	0 (0)
Parents have had the chance to contribute in the development and revision of the school rules and regulations	14 (38)	24 (61)	1 (2)	0 (0)	0 (0)
Students' views were also considered in the development of school rules and regulation	11 (28)	20 (51)	4 (10)	0 (0)	5 (12)
At our school, there are some rules and regulation with may give room to students' drop out (eg, Disciplinary rules)	32 (82)	5 (12)	2 (5)	0 (0)	0 (0)
As a teacher, I am concerned about anything that may lead to school dropout	36 (92)	1 (2)	0 (0)	2 (5)	0 (0)
As teachers we inform the school administration about factors that may contribute to students drop out	24 (61)	8 (21)	3 (7)	1 (25)	3 (7)
The performance standard required at our school may lead to dropout	1 (2)	1 (2)	0 (0)	29 (74)	8 (20)

Note (1= Strongly Disagree, 2 = Disagree, 3= Neutral, 4= Agree and 5= Strongly Agree.)

Source: Primary data, 2022

Table 4.7 indicates the level of agreement on rule and regulation in selected public secondary school. The big number of respondents (56%) disagreed and agreed (20%) that rules and regulations are communicated to all students on regular basis, respectively 15% were neutral and 7% agreed that. On the second statement where the respondents were asked if parents have had the chance to contribute in the development and revision of the school rules and regulations, the majority of 61% of respondents disagreed and 38% agreed that statement. They even added that students' views were not also considered in the development of school rules and regulation as 51% of respondents disagreed and 28% strongly disagreed, but 10% were neutral and small portion of 12% strongly agreed. Respondents about the statement regarding some rules and regulation with may give room to students' drop out at school, the majority of 82% strongly disagreed that statement and 12% agreed that. Furthermore, respondents were also asked if they are concerned about anything that may lead to school dropout, the big number of 36 (92%) respondents strongly disagreed and 2% of respondent disagreed but a small portion of 5% agreed that statement.

Besides, regarding the statement that states the school administration about factors that may contribute to students drop out, the majority of 61% of respondents strongly disagreed and 21% disagreed that statement, respectively 7% were neutral, 2% agreed and 7% strongly disagreed. Lastly, the performance standard required at our school may lead to dropout as 74% agreed and 20% of respondents strongly agreed but 2% strongly disagreed and 2% disagreed.

School senior managing committee members namely School principals, directors of studies and discipline masters are said to stand on the front line in the school leadership, and they are assigned responsibility for all those under their care and supervision. Doing so, they must rely on regulations based on legal standards and, in addition, support staff development so that they demonstrate an acceptable

understanding of policy, regulations, and law. In other words, these school leaders are bound to deliver educational services as required by the law. More importantly, the above mentioned school leaders are responsible for knowing and respecting the rights of their students and teachers as guaranteed by the Constitution (MINEDUC, 2008).

However, even if all secondary schools in Rwanda, like elsewhere in the world, are supposed to have student code of conduct and school general regulations that the school leaders should rely on in managing student discipline, some methods used by the school leaders to manage the student discipline in Rwandan secondary schools have been criticized to be inconsistent with the school general regulations. There has been an assumption that school leaders sometimes take students discipline related decisions using their common sense, and they take legal decision arbitrary driven by their personal intuitions or experience. As Kerrigan (1987) asserts that a solid foundation of relevant awareness relating to school rules and regulations is of paramount importance in student discipline management and an essential aspect of school leaders' accountability to students and community, there is therefore a need to conduct a study in order to examine the relationship between the school regulations awareness held by school leaders and effective management of student discipline in secondary schools in Rwanda with the purpose to investigate the school leaders' knowledge of school general regulations and to examine if the methods used to manage student discipline infractions are consistent with the school general regulations.

From the findings, the results show that rules and regulations are communicated to all students on regular basis, even parents have not had the chance to contribute in the development and revision of the school rules and regulations. Besides, students' views in elaborating those rules and regulations were also considered. These may give room to students' drop out but the teachers they are not

concerned about anything that may lead to school dropout as they do not even inform the school administration about factors that may contribute to students drop out. This should let the performance standard required at our school which may lead to dropout

During the interview done with head teacher A, on the same point regarding rules and regulations, he stated:

> *"The school rules and regulation are made for the students to be followed for them to have an acceptable attitudes and behavior within and outside the schools. Since, the students are the most priority of the school and they are the ones that can help their community in the near future. They are also the key for the success and the most essential resources of education. It is necessary for the students to follow the rules and regulations for them to learn how to be obedient, responsible, honest and be disciplined even if it's the not in the school premises. The school rules and regulations aim to spell out clearly how students can exemplify the 4 core values of our school"*

The head teacher B also added that:

> *"Schools are highly complex and create standards of quality for learning and safety, as well as expectations and accountability. Without these, schools would lack the structure and function necessary to provide for the educational needs of students. Some regulations will be common throughout all schools, whilst others will be designed specifically for each school"*

All head teachers C, D and E accepted that:

> *"School rules are important to follow because they enable the class to run smoothly so that everyone can learn and benefit from what the teacher has to offer. They are instituted in the workplace, so students should learn to follow rules before they get to adulthood and need to abide by them to make a living."*

On this questions all parents A, B, C, D &E (100%) stated:

"if the parents are unable to meet the required standards for scholastic materials, the students dropped out the school unless there is an organization which can support them by paying school fees or by giving them uniforms and notebooks"

Besides regarding the main disciplinary sanctions given to students at their schools, the head teachers A &B said that enforcing discipline is one of the biggest challenges in every school. However, how a school deals with cases of misconduct can have an impact on the performance of the affected student and the general behavior of all students. One school of thought calls for lenience when enforcing discipline while others insist on punitive measures depending on the case.

Another Head teacher argued that:

"Disciplinary action in schools should be lenient because harsh punishment like suspension, expulsion and or even caning, could affect a child's performance in the long run. These extreme forms of punishment might not necessarily correct a student's behavior; instead, it could worsen the situation- for example, a student could hate school, fear teachers or even drop out."

All parents accepted that enforcing discipline is one of big challenged in every school. However, how a school deals with cases of misconduct can have an impact on the performance of the affected students and the general behavior of all students.

The parent E added:

" These extreme forms of punishment might not necessarily correct a student's behavior, instead, it could worsen the situation. For example, a student could hate school, fear teachers or even drop out"

Nasibi (2003) pointed out that discipline is one of the components of school development and it plays an essential role in the moral development of students and in the creation of a healthy school. Okumbe (1998) indicates that in order to successfully achieve the objectives of a school, all members of the educational organization are required to strictly adhere to the various behavior patterns necessary for maximum performance. He adds that despite the acquisition and application of theoretical skills required of a leader, educational managers will still be faced with cases of teachers, students and non-teaching staff who do not strictly follow the set standards of their educational organizations. Okumbe points out that it is thus imperative that educational managers use appropriate disciplinary action to maintain organizational standards necessary for optimum goal attainment.

Besides, another head teacher D pointed out that Positive discipline is one of the new government initiatives that will work better than imposing punishments that could harm and affect children's morals, intellectually and socially. Positive Discipline Program' that was implemented recently is one of the methods that will correct a student's behavior without imposing harsh penalties.

Rwanda, like any other country has a code of discipline for students in secondary schools. This code has been further elaborated in a manual for Heads and Deputy Heads of secondary schools in Rwanda (Ministry of Education, 2010). School leaders are directed to exercise the prescribed methods to the benefit of the student, teacher, parent, government and the whole country. This is imperative because discipline is the foundation of schools. In fact, educators and government authorities recognize discipline as a precursor of success in all school curricular and co- curricular activities. He added:

"It is the responsibility of both parents and teachers to use positive discipline approaches when students go wrong so that they feel free and comfortable to express their feelings about their faults,"

Another head teacher E asserted discussions between teachers and students are an amicable way to solve conflict at school. Teachers should discuss with students and advise them to write apology letters where necessary.

"They should explain what they did wrong and the consequences of their actions, both short and long term"

4.5. Conclusion

In this chapter, the researcher tried to analyzed the date taken from the field by basing on specific objectives which guide this study. The researcher first looked at questionnaire in order to make quantitative and then he also came back on the interview to make qualitative data. Every table made in excel was accompanied with discussion. Finally, after coming up with data collection, the study revealed findings on the influence of school regulations in preventing dropout of students in Gasabo District.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0. Introduction

This chapter is made of discussion of the findings in right of the objective of the study, conclusions and recommendation to different organs.

5.1. Summary of findings

This study examined Influence of school regulations on dropout among students in public secondary schools in Gasabo District, Rwanda. The study was guided by two specific objectives, those were to establish the contribution of standards for quality learning on students' dropout rate in Gasabo public secondary schools and to examine the influence of school rules and regulations on students drop-out rate in Gasabo public secondary schools, Rwanda.

The researcher targeted students, teachers, dean studies, parents and all head teachers 5 selected schools. Those will be GS Ruhanga, GS Kimironko, GS Gikomero, GS Remera Catholique, and GS Kabuga Catholique. Thus, the total number of the population was 1336.The study employed purposive and random sampling techniques. A sample of 177 respondents was taken as sample size of this study.

Data collected from the field was edited. The coding process then followed before the data was keyed into the statistical package for social sciences (SPSS) to aid in data analysis. Qualitative data was analyzed through content analysis and emerging major themes were identified. Descriptive statistics analyses were done from which percentage, frequency and tables were generated.

5.1.1. Findings on standards for quality learning on students' dropout rate in Gasabo public secondary schools

The results revealed that the big number of respondents (54%) disagreed and strongly disagreed (15%) that there are set standards for students' scholastic materials that individual learner must meet at these schools, 23% were neutral, 5% agreed that statement and 3% strongly agreed. On the second statement where the respondents were asked to provide their level of agreement on at their school, when a student does not meet the acceptable minimum standards for scholastic materials, s/he is not allowed in the class, the majority of 77% disagreed that. Another portion of 11% also strongly disagreed, 3% were neutral and 3% agreed and 5% strongly agreed.

The respondents were required to answer on the statement which highlights if the list of required scholastic materials is communicated to students and parents ahead of the beginning of a school year/term, all most 49% of respondents strongly disagreed, 26% strongly disagreed, and also some (15%) were neutral but 7 agreed and 3 strongly agreed. Besides, many respondents (32%) were neutral on the statement saying that their school, there are cases of students who failed to meet the required scholastic materials and dropped out from school but 62% strongly disagreed and 15% disagreed. 5% were neutral, 10% agreed and only 7% strongly agreed that statement. Finally, if the students failed to meet the required scholastic materials, the respondents were asked if the school support students in getting them when parents totally fail to meet these. The majority of 61% strongly disagreed that statement and 10% disagreed, 3% were neutral, 5% agreed and 3% disagreed and 26% strongly agreed that statement.

Furthermore, the respondents were invited to answer on the statement which highlights if the list of required scholastic materials is communicated to students and parents ahead of the beginning of a school year/term, all most 51% of

respondents strongly disagreed, 22% strongly disagreed, and also some (25%) were neutral but 1 respondent (2%) agreed and 1(2%) strongly agreed. Besides, many respondents (32%) were neutral on the statement saying that their school, there are cases of students who failed to meet the required scholastic materials and dropped out from school but 37% strongly agreed and 25% agreed and only 6% agreed that statement. Finally, if the students failed to meet the required scholastic materials, the respondents were asked if the school support students in getting them when parents totally fail to meet these. The majority of 54(83%) strongly disagreed that statement and 6% disagreed, 3% were neutral, 2 % agreed and 6% disagreed that statement.

Besides, regarding students' opinion, they accepted that all responded (100%) argued that all students could not get scholastic materials due to the poverty in their families, this should stop them to continue their studies and they dropout their schools. They also added that these required scholastic materials should lead to dropout.

5.1.2. Findings on influence of school rules and regulations on students drop-out rate

The results revealed that the majority of respondents (56%) disagreed and agreed (20%) that rules and regulations are communicated to all students on regular basis, respectively 15% were neutral and 7% agreed that. On the second statement where the respondents were asked if parents have had the chance to contribute in the development and revision of the school rules and regulations, the majority of 61% of respondents disagreed and 38% agreed that statement. They even added that students' views were not also considered in the development of school rules and regulation as 51% of respondents disagreed and 28% strongly disagreed, but 10% were neutral and small portion of 12% strongly agreed. Respondents about

the statement regarding some rules and regulation with may give room to students' drop out at school, the majority of 82% strongly disagreed that statement and 12% agreed that. Furthermore, respondents were also asked if they are concerned about anything that may lead to school dropout, the big number of 36 (92%) respondents strongly disagreed and 2% of respondent disagreed but a small portion of 5% agreed that statement.

Besides, regarding the statement that states the school administration about factors that may contribute to students drop out, the majority of 61% of respondents strongly disagreed and 21% disagreed that statement, respectively 7% were neutral, 2% agreed and 7% strongly disagreed. Lastly, the performance standard required at our school may lead to dropout as 74% agreed and 20% of respondents strongly agreed but 2% strongly disagreed and 2% disagreed.

Moreover, the results also indicate students' opinions if school regulations may contribute to students' dropout. The majority of respondents (66.2%) agreed that the school regulations are fair as they enable discipline for students, make school orderly and maintain the quality of the school. These regulations enable the students to behave well inside the premises. Another group of 22(33.8%) respondents accepted that the school and regulations are not fair and they contribute to student's dropout. Different researchers including Copland (2002) have revealed that the ignorance of school regulations on the part of school leaders may result in costly and time-consuming 2 litigations, a predicament that school divisions and their administrators undoubtedly wish to avoid. So, the awareness of the rules and regulations governing schools in Rwandan education is needed to avoid potential litigations between school leaders and teachers or students. Ignorance of rules and regulations could then prevent school leaders from providing accurate information to the people they lead, which might

negatively affect their relationships or lead to perceptions of administrator ineptitude and, worse yet, to situations where students or other school staff may be compromised in legal situations. Without this awareness, school leaders may not be able to meet their professional responsibilities and may fail to provide effective student discipline management in schools.

5.2. Conclusion

The study concluded that there are not set standards for students' scholastic materials that individual learner must meet and when a student does not meet the acceptable minimum standards for scholastic materials, s/he is not allowed in the class and even the list of required scholastic materials is not communicated to students and parents ahead of the beginning of a school year/term in their schools. When there are cases of students who failed to meet the required scholastic materials, could even drop out from school because even though when their parents fail, their schools could sometimes support students in getting required scholastic materials.

The study also concluded that the rules and regulations are communicated to all students on regular basis, even parents have not had the chance to contribute in the development and revision of the school rules and regulations. Besides, students' views in elaborating those rules and regulations were also considered. These may give room to students' drop out but the teachers they are not concerned about anything that may lead to school dropout as they do not even inform the school administration about factors that may contribute to students drop out. This should let the performance standard required at their school which may lead to dropout.

5.3. Recommendations

Based on the study findings, the following recommendations were made:

To students

   i.   Students should respect and comply with school rules and regulations through punctuality, demand of permission, constant attendance, doing homework at time, respect to teaching staff and school management personnel.

To teachers

   i.   Ideally, an effective school management system is where teachers and students partake in leadership and discipline management. Schools should have disciplinary committees on the side of teachers and students. These should be respected in terms of decision-making and be given powers and authority to execute their duties

To parents:

   i.   Though schools are conceived to play an important role in instilling society values and good mannerisms in students, this cannot be achieved without parental involvement. Therefore, parents or guardians should collaborate with teachers in enforcing discipline among students.

To the Head teachers:

   i.   The study recommended that school head teachers should ensure the suitability of a set of rules and regulations in the least performing schools and there is a need to ensure students punishment management and adequate administration of school rules and regulations.

   ii.   It also recommended that school leaders should consider the school general regulations as the foundation of any leadership success in secondary schools by making sure that all the decisions made comply with the school general regulations in order to avoid unnecessary discipline litigations with the students.

iii. Head teacher/school principals should help their teachers in understanding that discipline management is key for success and therefore set aside budget for trainings as well as facilitations for good regulations.

iv. School authorities and teachers should reconcile them to give student the occasion of experiencing discipline ensuring progressive evolvement from blind obedience to responsible discipline characterized by self-discipline

v. The head teachers need to listen to the teachers and students' grievances and address them to ensure that there is understanding and prevent school unrests that may lead to drop outs.

vi. In order to prevent poor students not to drop schools, the head teachers should look for partnership with other stakeholders and NGOs in order to support scholastic materials to students

To the Government of Rwanda

i. The Government of Rwanda should design effective regulations tailored towards empowering its education agencies to collaboratively effect the school discipline guidelines throughout the education system. If these regulations are fully implemented, improved discipline would enhance student performance in secondary schools.

ii. There is need for provision of adequate resources to reduce the burden passed to the parents. The ministry of education and the government ought to employ more teachers to improve on the teacher students" ratio for better academic achievements. This will discourage students drop-out.

iii.   The government should ensure that the laid down regulations are adhered to. Such regulations include the regulations on grade repetition and school fees.

5.4 Suggestions for further studies

This study was not exhaustive as far as scholastic materials of students and rules and regulation is concerned. In fact, a myriad of factors account for students' academic performance. Therefore, further studies may be conducted in the following areas: The participation of parents in discipline management and students' academic performance, relationship between teachers' motivation and students' academic achievement and quality assurance in secondary schools and academic performance.

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APPENDICES

APPENDIX I: SCHOOL REGULATIONS FOCUS GROUP DISCUSSION WITH STUDENTS

SECTION A. INTRODUCTION

Dear respondents,

In line with my study entitled "Influence of school regulations on dropout among students in public secondary schools in Gasabo District, Rwanda, I will be taking you through a series of questions aiming at getting sense of the context of your particular school. Each of you will be reacting on the raised question. Feel free to provide your opinion. What matters is you to be as must as honest as you can. The discussion will take 30 to 45 minutes.

SECTION B. IDENTIFICATION OF RESPONDENTS

1. Gender: Male ☐   Female ☐
2. Age: 12-15 yrs. ☐   16- 19yrs ☐   Over 19yrs ☐
3. Class/Year of study: …

SECTION C: QUESTIONS RELATED TO STANDARDS FOR QUALITY LEARNING

Using the Likert scale provided below rate the following statements on the impact of school regulations on drop-out (1= Strongly Disagree, 2 = Disagree, 3= Neutral, 4= Agree and 5= Strongly Agree.)

SN	Statements	5	4	3	2	1
	Part 1: Standards for quality learning					
1	I'm required to bring scholastic materials such as notebook and uniform					
2	I 'always discuss with my parents about scholastic materials at the start of the term					
4	If I don't afford to get all scholastic materials I'm not allowed to attend the class					
5	If I don't get scholastic materials, this may lead to school dropout					
	Part 2: School rules and regulations					
6	I'm aware of school regulations					
7	I know some of school regulations					
8	I have been given the opportunity to contribute to the development of school rules and regulation					
9	Are there some school regulations that are not fair and may contribute to students' drop out?					

Thank you for your time!

APPENDIX II: SCHOOL REGULATIONS QUESTIONNAIRE FOR TEACHERS AND DEAN OF STUDIES

Dear respondents,

In line with my study entitled "Influence of school regulations on dropout among students in public secondary schools in Gasabo District, Rwanda. I am presenting to you this questionnaire as a selected informant. Do not mention your identification anywhere. Your responses will be held confidential and will only be used for academic purposes.

Mark the appropriate answers by using a tick where required

SECTION A. PERSONAL IDENTIFICATION

1. Gender: Male ☐   Female ☐

2. Age range:
18 years - 22years ☐
23yrs - 27years ☐
28 years - 32 years ☐
33years – 37years ☐
38years – 42 years ☐
Over 42yrs ☐

3.Experience in teaching

3 years
4-6years
7-9years
+10 years

4.Qualification:
- ✓ A2 ☐
- ✓ A1 ☐
- ✓ A0 ☐
- ✓ Master ☐

SECTION B: QUESTIONS

Using the Likert scale provided below rate the following statements on the impact of school regualations on drop-out (1= Strongly Disagree, 2 = Disagree, 3= Neutral, 4= Agree and 5= Strongly Agree.)

SN	Statements	5	4	3	2	1
	Part 1: Standards for quality learning					
1	At our school, there are set standards for students' scholastic materials that individual learner must meet					
2	At our school, when a student does not meet the acceptable minimum standards for scholastic materials, s/he is not allowed in the class					
3	The list of required scholastic materials is communicated to students and parents ahead of the beginning of a school year/term					
4	At our school, there are cases of students who failed to meet the required scholastic materials and dropped pout from school					
5	Our school support students in get required scholastic materials when parents totally fail to meet these					
	Part 2: School rules and regulations					
6	At our school, rule and regulation are communicated to all students on regular basis					
7	Parents have had the chance to contribute in the development and revision of the school rules and regulations					
8	Students' views were also considered in the development of school rules and regulation					

9	At our school, there are some rules and regulation with may give room to students' drop out (eg, Disciplinary rules)					
10	As a teacher, I am concerned about anything that may lead to school dropout					
11	As teachers we inform the school administration about factors that may contribute to students drop out					
12	The performance standard required at our school may lead to dropout					

APPENDIX III: SCHOOL REGULATIONS INTERVIEW GUIDE FOR PARENTS

1. Are you aware of the scholastic materials required of students at the school that your children attend? As parents, were you given the opportunity to decide on this?

   …………………………………………………………………………
   …………………………………………………………………………

2. What happens to children in case their parents are unable to meet the required standards for scholastic materials?

   …………………………………………………………………………
   …………………………………………………………………………

3. What main financial contributions required of a parent at the school your children attend? Do parents contribute to the fixing of these? What happens to children when parents fail to fulfill these financial contributions?

   …………………………………………………………………………
   …………………………………………………………………………

4. What are the main disciplinary sanctions given to students at the school your children attend? Do you think these could lead to drop out? What recommendation would you make?

   …………………………………………………………………………
   …………………………………………………………………………

5. What are set performance standards at the school your children attend? What happens to the child in case s/he fails to meet the set performance standards?

   …………………………………………………………………………
   …………………………………………………………………………

6. Have you had about cases of drop out linked to the failure to meet the required performance standards at the school your children attend? What recommendation would you make?

   …………………………………………………………………………
   …………………………………………………………………………

APPENDIX IV: SCHOOL REGULATIONS INTERVIEW FOR HEADTEACHERS

1. What are scholastic materials required of students at your school? Are parents given the opportunity to decide on these?

………………………………………………………………………………

………………………………………………………………………………

2. What happens to children in case their parents are unable to meet the required standards for scholastic materials?

………………………………………………………………………………

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What main financial contributions required of a parent at your school? Do parents contribute to the fixing of these? What happens to children when parents fail to fulfill these financial contributions?

………………………………………………………………………………

………………………………………………………………………………

What are the main disciplinary sanctions given to students at your school? Do you think these could lead to drop out? What recommendation would you make?

………………………………………………………………………………

………………………………………………………………………………

3. What are set performance standards at your school? What happens to the child in case s/he fails to meet the set performance standards?

………………………………………………………………………………

………………………………………………………………………………

4. Have you had about cases of drop out linked to the failure to meet the required performance standards at your school? What recommendation would you make?

………………………………………………………………………………

………………………………………………………………………………

APPENDIX V: INFORMED CONSENT

Part I: Participant' Information Sheet
Date: ………………….
Dear, …………………..
My Name is Clementine BERITETO, a student at University of Rwanda College of Education. I am pursuing a Master's Programme in Management & leadership and I am currently conducting a research entitled "**Influence of school regulations on dropout among students in public secondary schools in Gasabo District, Rwanda**"

You have been selected on a purposive. Hence, I invite you to take part in this interview. The aim of this research is to investigate how literature can be used on school regulations on dropout among students in public secondary schools in in selected Rwandan secondary school in Gasabo District. The research will establish the contribution of standards for quality learning on students' dropout rate in Gasabo public secondary schools and will also examine the influence of school rules and regulations on students drop-out rate in Gasabo public secondary schools, Rwanda.

You are kindly requested to participate in this interview to answer some question related to research questions. There is no right or wrong response to any question. Feel free to express your ideas as you want. Your responses will remain private and will not be shared with anybody in your school or elsewhere. The findings of this study will not identify any name of school, student, teacher or leader. By filling this form, you are approving to take part in this research. You are free to change your mind about your participation at any time, and to withdraw even after you have consented to participate without penalty. Please sign this informed consent, if you agree to participate in this study. I am very grateful for your participation.

Thank you!

Part II: Consent Form

I, ……………………………………………………., hereby confirm that I have been informed by the researcher, …………………………………………. about the nature and aims of his study on …………………………………………...

I have received, read and understood the information provided by the researcher regarding this study. I have had sufficient opportunities to ask questions/explanations about the study. I am aware that all the information I give will be treated confidentially and processed anonymously in this study and in its final report.

I have also understood that, I may at any time, withdraw my consent and participation from this study without any consequences to the services I receive from my school now or in the future.

Therefore, I declare that I accept voluntarily to participate in this research with the understanding that strict confidentiality will be observed and assured.

Signature:

Date:

APPENDIX VI: LETTER REQUESTING PERMISSION TO CONDUCT RESEARCH

BERITETO Clementine

Reg. No: 220018106

E-mail: beriteclement@gmail.com

Tel: 0788648321

9th February 2022

The Mayor

Kigali City

Rwanda

Re: Permission to conduct research in Gasabo district

Dear Mayor,

I am a postgraduate student pursuing a Master's degree at the University of Rwanda College of education. I started my dissertation/research project on dropouts among students in public secondary schools, for the award of a Master's degree in educational leadership and Management. My research topic is "***Influence of school regulations* on dropouts among students in public secondary schools *in Gasabo district, Rwanda".***
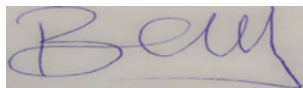
Reference to research recommendation letter given to me by the University of Rwanda College of education, I am writing this letter kindly requesting your good office to grant me with a written permission that allows me to conduct this research in the above mentioned schools in Gasabo district. I plan to administer questionnaires to Secondary teachers, students and dean of studies as well as conducting some interviews with head teachers and parents of these schools.

I have attached to this letter a research recommendation given by the research and Innovation Unit of the University of Rwanda College of education for your reference.

Looking forward to your positive consideration

Respectfully,

BERITETO Clementine

APPENDIX VII: PERMISSION FOR CONDUCTING A RESEARCH

Republic of Rwanda
City of Kigali

Ref. n° 1302 /07.01.16/22

Kigali, on 2 4 FEV 2022

Mrs. BERITETO Clementine
Tel: 0788648321
Email: beriteclement@gmail.com

Dear Madam,

Re: Your request for permission to conduct research

Reference is made to your letter dated on 09th February 2022 requesting for permission to conduct research in Gasabo District/ City of Kigali on *"Influence of school policies on dropouts among students in public secondary schools in Gasabo District, Rwanda"*;

We would like to inform you that your request is hereby granted. However, before starting your research, you must first introduce you to the **Administration of Gasabo District**, and clarifying your need.

Sincerely,

Joseph NIYONGABO
Director General of Corporate Services

Cc:
- City Manager of the City of Kigali
- District Executive Administrator/ Gasabo District
KIGALI

City of Kigali, P.O.Box 3527 Kigali, Hotline 3260, Email: info@kigalicity.gov.rw, Wbsite: www.kigalicity.gov.rw

APPENDIX VIII: RECOMMENDATION LETTER

RWANDA

COLLEGE OF EDUCATION

RESEARCH AND INNOVATION UNIT

Rukara, 26th January 2022
Réf: 03/DRI-CE/008/EN/gi/2022

The District Executive Administrator
Gasabo District
Kigali-City
Rwanda

Re: Research recommendation letter for Mrs. Clementine Beriteto

On behalf of the University of Rwanda-College of Education (UR-CE), I am pleased to introduce Mrs. Clementine Beriteto, a post-graduate student at the School of Education of UR-CE. Mrs. Beriteto is writing his thesis on: **"Influence of school policies on dropout among students in public secondary schools in Gasabo district, Rwanda."** to complete her Master of Education in Leadership and Management.

She wishes to assess the influence of school policies on students' dropout rates in public secondary institutions. Thus, she is requesting permission to collect data from some selected secondary schools located in the Gasabo district of Kigali city. The research participants are teachers, head-teachers, and parents from the selected secondary schools of your district.

Mrs. Beriteto's research project passed successfully through an internal collegial ethical process. Thus, the University of Rwanda-College of Education: Directorate of research and Innovation confirms that her research adheres to ethical standards and principles. Therefore, we kindly request you to accord her your cooperation in this research.

If you need more clarification, please do not hesitate to contact us at wrceresearchin@gmail.com. We very much hope to get your usual cooperation in serving our nation.

Yours sincerely.

Digitally signed by
UR (Rukara, Directorate of Research & Innovation)
Date: 2022.01.27
Time: 09:05:16 +2'00

Assoc. Prof. Eugene Ndabaga
Director of Research and Innovation
University of Rwanda-College of Education
E-mail: ndabagav@yahoo.ie
Mobile: +250788308862
Cc:

APPENDIX IX: ADMINISTRATIVE MAP OF GASABO DISTRICT