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Abstract

The main aim of the study was to examine the influence of classroom management strategies on student dropouts in public secondary schools in Rwanda. The study's specific objectives included; to evaluate the influence of disciplinary intervention strategies on student dropouts in public secondary schools in Musanze District, to examine the influence of teacher-student interaction strategies on student dropouts in public secondary schools in Musanze District, and to evaluate the influence of classroom arrangement strategies and student dropouts in public secondary schools in Musanze District. The target population of the study comprised of 135 participants sourced from head teachers, discipline masters, and teacher representatives from 45 schools. Yamane formula was utilized to determine sample size of 101. The research used purposive and simple random sampling techniques. The findings indicated that the discipline interventions strategies and students drop out were correlative significantly with regression analysis of R^2 of 0.834 this means that the findings show strong linear, positive, statistically significant and good fit. The regression analysis (R^2) of teacher-student Interaction and Student Dropout in public secondary schools in Rwanda was 0.811 and it shown that teacher-students interaction influence student drop out means a good mutuality of teachers and students motivate the students to attend class actively. The findings also focus on how classroom arrangement influence students drop out in public secondary school and the results were justified by the regression analysis of R^2 of 0.924 means that the classroom arrangement can act as catalyst to reduce the student drop out in public secondary schools in Rwanda. Generally the regression analysis R square of 0.912 from all variables indicated that classroom management's strategies are needed to reduce the student dropout rate in public secondary schools. All education partners should have periodical training sessions to encourage effective classroom management strategies, to encourage students to remain in class during teaching and learning process and to enhance teachers' professional practice, knowledge, ethics, values and behaviors towards the students.

Keywords: *classroom management's strategies, Students' drop out, schools, teacher-student interaction, disciplinary intervention, classroom arrangement*

1.1 Introduction and Background

Education system pointed out challenges associated with high school enrolments and low completion rates for students (UNESCO, 2012). South and West Asia experience similar consequences characterized by thirty-three dropout cases for every one hundred students admitted in primary schools. Seventeen percent of pupils in primary classes in Latin America and the Caribbean leave before completing their studies (UNICEF, 2011).

The situation is not different in Niger and Burkina Faso, where more than a quarter of the students aged fourteen and below the dropout of school. The results are similar to American studies by Cameroon (2005), who opined that as children got older, so did their odds of dropping out of elementary school increase. One of the reasons attributed to the trend is the opportunity cost for schooling older children has significantly increased, and hence putting more pressure on work and beginning families. In Bangladesh, scholarly evidence suggested that older pupils were at more severe dangers of dropping out of school compared to young ones. Malawi, Rwanda, and Uganda have registered high rates of overage children in schools, and the situation is higher in Kenya (Abbott, Sapsford, Rwirahira, 2015; Lombo, 2015; Tofaris&Jere, 2017). Nevertheless, the rate at which students fail to complete primary schools is high due to high dropout and completion rates recorded. Another factor that influences student dropout rates within the African continent is late enrolment leading the children to be of overage.

The quality of education in different countries including Rwanda is developed imperatively and it is exposed to diverse challenges (Abbott, *et al*., 2015).The aftermath of the 1994 Genocide against the Tutsi resulted in a huge loss of human capital and the destruction of economic infrastructure. School attendance rates both at primary and secondary levels had increased, probably because of among other board, strategic practice, the Rwanda education system meet the free education from a complete nine and twelve years basic (UNDP, 2014).Statistics indicate that in 2013 recorded a dropout pace of 14.7% in lower and 6.2% in upper secondary schools, and the rates had significantly increased to 7.4% in 2010 (Ministry of Education - MINEDUC, 2014). Field studies by Rwanda Education Board (2012) indicated that the Rwanda education board revealed that rate of dropout and repetition among students in the country's secondary schools was alarming, with the leading Districts being Musanze, Ngororero, and Gasabo.

There is a relationship between learners to be punished by their teachers 'lousy performance and student dropping. Scholarly evidence has linked teachers as a determining factor for student achievement (Marzano, 2013). Besides, classroom management skills have been identified as an essential set of teacher skills influencing student teaching (Hunt, 2008). Despite the findings by scholars, teachers continue to experience challenges that call for the need to improve student motivation and learning. Among these challenges include overpopulation for of enrolled learners, are exposed to emotional stressors, large class sizes, and variations in academic and behavioral skills among students.

1.2 Problem Statement

Although Rwanda has managed to attain the highest school enrollment rates in Africa, student retention rate has remained a problem for school leaders (UNICEF &MINEDUC, 2017). Evidence indicated that the absenteeism of teachers, teaching and learning process are linked with high dropout rates among children. The United Nations Development Program school attendance rates both at primary and secondary levels had increased, probably because of among other board, strategic practice, the Rwanda education system meet the free education from a complete nine and twelve years basic (UNDP, 2014).

The Rate of dropout and repetition among students in the country's secondary schools was alarming, with the leading Districts being Musanze, Ngororero, and Gasabo (REB, 2012). Musanze District was among those identified by a study conducted by REB (2012) to have high dropout and repetition rates of secondary school pupils. Despite the trend poses, no investigations have been done to build up the connection between classroom management strategies and student dropout as most look into socio-demographic characteristics. The study examined how classroom management strategies influenced student dropouts in public secondary schools in Rwanda.

1.3 Objective of the study

The main aim of the paper was to examine the influence of classroom management strategies on student dropouts in public secondary schools in Rwanda, a case of Musanze District.

2. Literature review

2.1 Classroom management Strategies

Classroom management is strategy by which looked as the effective creation of classroom environments that encourage learners to raise the culture, values and attitude of belongingness for attending the school. The most significant responsibilities that teachers engage ina classroom are being the classroom manager. Poorly managed classrooms do not foster effective teaching and learning. The ability of teachers to effectively manage their classrooms and students enhance achievement regardless of the heterogeneous nature of classroom settings. The opposite would happen in the case that teachers are ineffective, students lack adequate guidance which adversely affects their academic progression disorderly and disrespectful students thriving in an environment lacking rules and behaviors aimed at guiding their behaviors and conduct cause chaos, and in such instances both the student and the teachers suffer. In such chaotic classroom settings, educators battle to instruct and students are probably going to adapt not as much as what they should. On the other hand, well-managed classrooms are less chaotic. They are defined by rules and policies that guide the behavior of the students within the class setting, and hence foster an environment where effective teaching and learning flourish. However, well-managed classrooms do not just appear from anywhere, but call for efforts to be creates, and the responsible person is the teacher.

The importance of classroom management for every teacher has been an important issue in academic environments since time immemorial. However, the logical and methodological examination on effectively managing classrooms is a recent phenomenon that has overemphasized on the importance of classroom management in creating a conducive learning environment. Classroom management encompasses rules and procedures applied by teachers in order to establish conducive learning environments. Classroom management has indeed been ranked by scholars among the top issues that determine the effectiveness of teaching as well as student achievement (States, Detrich&Keyworth, 2017).

2.2 Disciplinary Interventions

Disruptive student behaviors have often been linked to low academic achievement and the result is delinquent behaviors, student absenteeism, and finally student dropout (Yusoff&Mansor, 2016). Lack of adequate knowledge and skills to manage disruptive behaviors within the classroom setting have continued to cause high levels of stress and burnout among teachers, and consequently high turnover rates, more so among novice professionals. The prevalence of disruptive behaviors is a sign that systems utilized to oversee problematic practices are ineffective.

Misarranged conduct can disrupt the teacher's performance in the process of reducing drop out by elaborating the regulations with the utilization of proactive strategies and enforce the implementation to address clear rules to work on but at school, teacher can face a challenges or issues of students misconduct where teacher require more associational effort from his her colleagues to resolve the challenges.

2.3 Teacher Student Relationships (TSR)

Quality connection among educators and students is an essential classroom management strategy, especially within the context where scholars have linked effective classroom managers with special considerations in treating students. Students come from different backgrounds and hence in some instances may require to be treated differently, which calls for the application of different strategies depending on the type of students. Effective class managers have skills that enable them identify student needs and in retrospect apply specific techniques to handle the specific needs (Marzano, 2013). Educators who encourage excellent associations with students are said to experience less discipline problems, which justifies the importance of encouraging healthy teacher-student relationships (Marzano, *et al*., 2013).

Scholarly evidence has linked actions of teachers with student assessment and achievement policies (Marzano, 2013; Marzano, *et al*., 2003). In addition, teachers' actions determine their ability to manage classrooms. The importance of classroom management in the middle ages has been overemphasized, mainly due to the assumption that at that stage education motivation for students is likely to decline (Anderman, Maehr, & Midgley, 2009). Furrer and Skinner (2013) linked the decline to loose teacher-student relationships.

2.4 Classroom arrangements Strategies

The classroom arrangement is set of rules and instructions that teachers perform in a class to achieve the intended outcome in learning with the reduction of students' misconduct. However the all teachers must integrate more teaching methods to enhance the students' performance (Sabates, Akyeampong, Westbrook, & Hunt, 2010). Very exact and precious time frame play a big role in the modulation of teaching and learning process therefore teachers may make attention to everyday timetable for instance the period from one lesson to another, attention from one class to another one.

The classroom arrangement provide support or scaffolds that guide students through lesson and encourage mastery of each lesson , clearly state the purpose and rational for acquiring new skills, flawless justification of the materials to be learned and focus on supported practice with feedback are fundamental to explicit instruction, it is an approach to classroom instruction that combine individual instructional practice defined by flawless demonstration of study concepts, structured component and subcomponent of the study concepts, learning strategies to be employed, student assessment strategy, and feedback (Carine *et al.,* 2004).

2.5 The Link between Classroom Management Strategies and Student dropout

Reducing student dropout rates is essential to improving the nature of essential instruction in public schools. Most of the students who do not attend schools are those that have enrolled for studies, but have crossed from being regular attendees to regular absentees. For most nations, numbers excluded using the approach yield more results as opposed to those who never attended school. Low enrolment systems are characterized by high percentages of dropouts. The quality of teaching and learning is also an influencing factor that determines the learning outcome (Hunt, 2008).

High school teachers are in most instances faced by overwhelming challenges and demands within their classroom settings, They are relied upon to ace substance and teaching method and create exercise designs that address the issues of different students utilizing an assortment of instructional systems planned for boosting student accomplishment, Teachers are also expected to foster positive learning relationships with students and understand how they experience social, personal, and cognitive challenges and opportunities at teen age (Hunt, 2008).

Students are not aloof beneficiaries of instructor activities, but reach positively or negatively based on their understanding and attitudes created towards education. Reactions may be in the form of resistance, compliance, ignorance, sabotage or questioning of the teacher. Student's reactions are very important in understanding and interpreting classroom environments as well as their relationships with teachers (Egeberg & McConney, 2018). Student's decisions as whether to behave positively or negatively often illuminate the nature of respect they have towards the teacher. Good teachers are believed to be those that exercise authority without threatening students, making fun of them, or being rigid.

2.6 Theoretical framework

2.6.1 Choice Theory

Choice theory was proposed by William Glasser in 1998, as a model in psychological studies that define human behaviors and how positive relationships fostered among human beings are important. The assumptions propose that human behaviors are linked to choices, which are made as per specific needs and ideas. The principles of the theory suggest that all human beings do is to behave, behavior is chosen, and people are driven by their needs to satisfy their needs. Glasser (1998) believed that change occurred from the internal motivation of a person, and hence there was no power to change others. The suggestion is that people are committed to create the best conditions for a person to learn and develop by their inner motivation, as no one can make a person do so. Hence, environments applying the change hypothesis create better opportunities for people to grow, and hence encouraging performance. The theory is essential for educators who engage young people on a daily basis due to their schools attendances.

2.6.2 Alienation Theory

The Alienation theory was proposed by Karl Marx by developing a description to explain the separation of people from principles due to consequences of living in a stratified society. Alienation from the self is as a result of being in an unfeeling section of social class, a condition which separates someone from their humanity. To explain the dynamics of students' dropout of school, the Merton's strain theory of the Alienation hypothesis is applied (LeCompte&Dworkin, 1991). Strain theory was proposed by Robert Metro, an American psychologist who looks at the functionalist perspective on deviance. The hypothesis is that societies are defined by culture and social structure. Peoples' identities, goals, beliefs, and values are defined within the realm of culture as a response to the existing social structure of the society, which in essence is expected to provide a platform favoring the achievement of goals and enabling people develop positive identities. However, in most instances, goals that are popular within the culture do not balance with the means available within the social structure, leading to strain, and the aftermath is the development of deviant behavior.

The Alienation theory has been used to have a superior viewpoint giving reasons with respect to why students withdraw themselves from the scholarly circle, and in the long run, dropout of school. In the event that individuals feel strained and are unable to close the gaps between experiences and cultural norms, the response is that they tend to alienate themselves from the society. When applied to student dropout, the alienation hypothesis point increased cases of student dropouts to lack of positive relationships between teachers and peers, and the result is students estranging themselves from school, and consequently making a domain and purpose behind withdrawing from school. Studies have linked student dropout cases with feelings that teachers were not cognizant of their feelings or viewed them as trouble makers rather than offering them support. Besides, well fostered connections among instructors and students influence the choice of understudies to estrange and withdraw from school and social systems.

2.6.3 Skinners Operant conditioning

This theory focus on the how the extrinsic effect used to modify the conduct with reward or punishment (Miller, 2011) and also this theory show the deliberate conduct pass as human being be trained to work together with their surrounding (Morrow, 2017). Skinner's study revealed that positive reinforcement occurred as reward and negative reinforcement as punishment due to good conduct or bad conduct (Miller, 211).

This theory support the research by saying that the school administration create a clear instruction to the student and teaching and learning environment to motivate all students to attend the schools and facilitate them in their academic performance means that classroom management must be arranged and managed in way of every student be attentive and attend the class without any disruptive behavior.

2.7 Conceptual Framework

The conceptual framework guiding the study was as presented in Figure 1.

Independent Variable   **Dependent Variable**

Intervening Variables
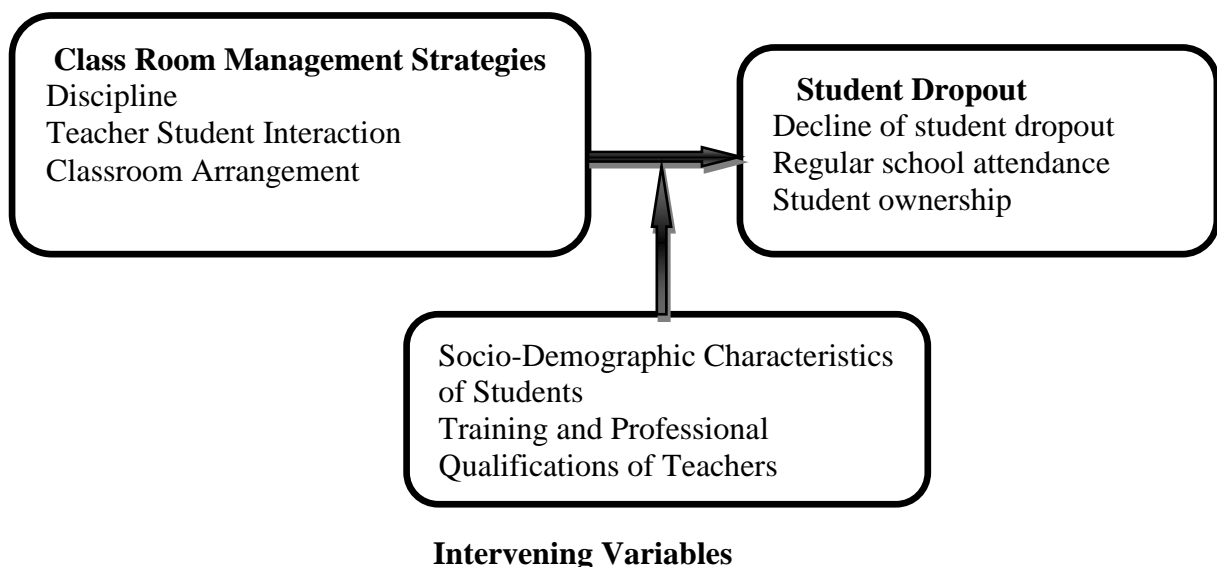
Figure 1: Conceptual Framework

Source: Researcher (2020)

The study's independent variable is classroom management strategies, and is expected to have an impact on Student dropout which is the dependent variable. The predictors of classroom management strategies include; discipline, teacher student interaction, and classroom arrangement, while the predictors for student dropout include; decline of student dropout, regular school attendance, and student ownership.

The assumption of the study is that when teachers adopt disciplinary interventions aimed at improving the behavior of students, there is a decline in student dropout. In addition, students attend school regularly and a sense of ownership is created. The same would apply in the case where the interaction between the teacher and the student is positive. For classroom arrangement, students who occupy the front seats are thought to be more attentive and grasp contents taught unlike their counterparts who seat at the back, which affects student performance. The aftermath id decline of student dropout for the well performing students, regular school attendance and ownership

3 Methodology

Methodology is fundamental in executing the study. It guides the entire research process from planning for data collection to analysis and, finally, presentation. Sections addressed by the chapter include research design, populationsboth target and sample, techniques for sampling the populations, tools, and methods to be utilized during data collection, the validity and reliability of the entire examination, procedures for analyzing and presenting data, and moral obligations to be observed

3.1 Study design

This part indicates the blueprint guiding a scientific study and factors in all factors in study variables as well as procedures and analysis methods adopted (Mugenda, 2003). The researcher used a cross-sectional design to describe classroom management strategies within secondary schools in Musanze using data from 2015 – August 2019 to describe the situation. The importance of cross-sectional designs is that information is recorded and not manipulated. Correlation survey designs were used to show the nature of the connection between two variables, and hence, in this case, were used to show the effect of classroom management strategies and student dropout.

3.2 Target population

All participants were all head teachers, discipline masters, and teacher representatives, each sourced from 45 schools, which were distributed across the district. Hence, the target population was 135 respondents. Table 1 shows the composition of the target population.

Table 1: Target Population

Target Group	Frequency
Head teachers	61
Discipline Masters	34
Teacher Representatives	40
TOTAL	135

3.3 Sample Design

Determination of the sample size and technique utilized when sampling research subjects are discussed in this section. Taro Yamane (1973) was applied in determining the sample size. The formula is presented as;

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

Where;

n = sample size,

N = sampled population and

e = sampling error limit

The study adopted an error tolerance of 5% and sampling error limit of 95%, hence the sample size was:

$$n = \frac{135}{1 + 135(0.05)^2}$$

n = 101

Therefore, 101 respondents were sourced from head teachers, discipline masters, and teacher representatives from each school.

Table 2Sample size

Target Group	Frequency	%	Sample size
Head teachers	61	45.18	45
Discipline Masters	34	25.20	26
Teacher Representatives	40	29.62	30
TOTAL	**135**	**100**	**101**

Convenience sampling recruits study participants as per their proximity and availability. Hence, the selection of the schools to be included in the study was based on their convenience. Study participants were selected using purposive sampling based on the judgment that they would provide the most appropriate information for the study.

4. Findings

The main purpose of this study was to examine the influence of classroom management strategies on student dropouts in public secondary schools in Rwanda. The study's first research objective evaluates the influence of disciplinary intervention strategies on students' dropouts in public secondary schools in Musanze District. The findings indicated in table 3 are supported with the results indicated in table 4.

Table 3 Opinions Regarding Influence of Disciplinary Interventions Strategies on Student Dropout

Statement	N Valid	Mean	Std. Deviation
Methods of implementing discipline in the school match the offenses committed and are acceptable	101	4.5644	.72685
All students relate well with each other and those that do not are punished	101	4.4257	.79179
Student discipline problems have prevented teachers from implementing their lesson plans	101	4.6733	.53120
Reduce high occurrence of behaviors problems is a priority for all teachers	101	4.2277	1.13913
Students are expelled from the school when their levels of indiscipline can no longer be tolerated	101	4.6931	.56112
Teachers lack enough expertise to handle undesirable behaviors in the classroom	101	3.3564	1.22951
Most students drop out of school because of harsh punishments	101	3.1881	1.07436

Source: Primary Data, 2020

Table 4 Correlation of Discipline interventions strategies and students drop out

Statements		Discipline interventions strategies	students drop out
Discipline interventions strategies	Pearson Correlation	1	.913[**]
	Sig. (2-tailed)		.000
	N	101	101
students drop out	Pearson Correlation	.913[**]	1
	Sig. (2-tailed)	.000	
	N	101	101

**. correlation is significant at the 0.01 level (2-tailed),

Source: Primary Data, 2020

Table 5 Regression analysis Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the estimate	Durbin-Watson
1	.913[a]	.834	.832	.45772	.549

a. Predictors: (Constant), Discipline interventions strategies

b. Dependent Variable: Students drop out in secondary schools of Musnze district

The second objective was to examine the influence of teacher-student interaction strategies on student dropouts in public secondary schools Musanze District.

Table 6 Opinions Regarding the Influence of Teacher-Student Interaction on Student Dropout

Statement	N Valid	Mean	Std. Deviation
Mistreatment by teachers causes students to drop out of school	101	4.2178	1.02571
Sexual harassment by teachers is a factor that causes students to drop out of school.	101	3.6931	1.27077
Discriminated at school is a significant cause for students to drop out of school.	101	4.6238	.59752
Teachers are friendly and attend to student needs in time	101	4.0792	.98674
Teachers are impartial and professional in their conduct of duties	101	4.3465	.96370
Teachers go beyond the classroom duties to understand the socio-demographic characteristics of students in order to understand students better	101	4.2574	.67310
Teachers who maintain close and professional relationships with their students have their classes, and students record the highest performance.	101	4.0990	.95399

Source: Primary Data, 2020

The responses from respondents on correlation between teacher-student interaction and students dropping out from school in public secondary schools in Musanze District are summarized in table 7.

Table 7 Correlation of Teacher-Student Interaction and Student Dropout

STATEMENT		Teacher-Student interaction	Student Dropout
Teacher-Student Interaction	Pearson Correlation	1	.901[**]
	Sig.(2-tailed)		.000
	N	101	101
Student Dropout	Pearson Correlation	.901[**]	1
	Sig. (2-tailed)	.000	
	N	101	101

**. correlation is significant at the 0.01 level (2-tailed).

Table 8 Regression Model Summary

.Model	R	R Square	Adjusted R Square	Std.Error of Estimate	Durbin-Watson
1	.901[a]	.811	.812	.43879	.407

a. Predictors: (Constant), Teacher-Student Interaction
b. Dependent Variable: students drop out in secondary schools

The study's third research objective was to evaluate the influence of classroom arrangement strategies and student dropouts in public secondary schools in Musanze District

Table 9 Opinions Regarding the Influence of Classroom arrangement Strategies on Student Dropout

Statement	N Valid	Mean	Std. Deviation
Classroom arrangement significantly impacts on student drop out	101	4.1287	.90181
students who occupy front rows are more attentive than those in the back	101	4.3960	.80099
The students in front are the ones who generally answer questions asked in class.	101	4.1584	1.01718
The arrangement of classroom from students point of view, symbolizes their personality.	101	4.5446	.62490
The diligent and focused students occupy front rows in order not to miss out any vital information and the laid back students opt the back benches to avoid being noticed by teachers.	101	4.3267	.56761
Some students prefer sitting near windows and doors for sufficient distractions and escape lessons taught	101	4.5149	.74315
Seating arrangement may be the cause for learners performance as attention span, Concentration, comprehension and retaining information.	101	4.0891	1.09635
Seating arrangement are more important setting events for classroom as they have potential to prevent behavior problems that reduce students attention and diminish available instructional time.	101	4.4059	.68086

Source: Primary Data, 2020

Table 10 Regression analysis model for classroom arrangement

Model	R	R Square	Adjusted R Square	Std.Error of the estimate	Durbin-Waston
1	.961[a]	.924	.923	.28103	1.385

a. Predictors (Constant), Student Dropout
b. Dependent Variables: classroom arrangement

Table 11 Regression analysis model ANOVA[b] for classroom arrangement

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	65.215	1	65.215	825.739	.000[a]
	Residual	5.371	100	.079		
	Total	70.586	101			

a. Predictors: (Constant), Student Dropout

b. Dependent Variable: classroom arrangement strategies

The table 12 shows correlation between classroom management strategies and student's drop-out

in the public secondary schools of Musanze District, Rwanda.

Table 12 Correlation of variable

STATEMENT		Classroom management strategies	students drop-out
Classroom management strategies	Pearson Correlation	1	.955[**]
	Sig. (2-tailed)		.000
	N	101	101
Students' drop out	Pearson Correlation	.955[**]	1
	Sig. (2-tailed)	.000	
	N	101	101

**. Correlation is significant at the 0.01 level (2-tailed).

Table 13 Regression analysis Model of two variables

Model	R	R Square	Adjusted R Square	Std.Error of the estimate	Durbin-Watson
1	.955[a]	.912	.911	.31355	.844

a. Predictors: (Constant), Classroom management strategies

b. Dependent Variable: student's drop-out

5 Discussions

The study's first research objective evaluates the influence of disciplinary intervention strategies on students dropouts in public secondary schools in Musanze District. The findings indicated in table 3 are supported with the results indicated in table 4 where respondents were provided with statements to level their agreement regarding the possible influence of disciplinary interventions used by teachers using a Likert scale of 1-5. Responses were added and interpreted using means where 1.0-1.9 represented strongly disagree and 2.0 – 2.9 represented disagree. 3.0 – 3.9 represented neither agree nor disagree, 4.0 – 4.4 represented agree, and 4.5 – 5.0 represented strongly agree. Results were as documented in Table 3 where the respondents who strongly agreed with the statements that students were expelled from school if their indiscipline levels could no longer be tolerated (mean 4.69), discipline problems among students had prevented teachers from implementing lesson plans effectively (mean 4.67), Method to implement discipline in schools matched offenses committed by students (mean 4.56). Respondents agreed with the statements that students related well with each other, and those that failed building healthy relationships were punished (mean 4.42), and the schools had made it a priority to reduce severe problems in behavior occurrences (mean 4.22). Respondents who neither agree nor disagree with that teachers lacked enough expertise to handle undesirable behaviors in the classroom (mean 3.35), and more students dropouts resulted from harsh punishments (3.18).

Effective management of class and instruction are interdependent and one cannot be there without another for minimizing students' misbehavior where teachers have to maximize learning outcome by usingeffective instructional strategies teachers and be proficient in behavior management strategies (Rogers and Renard,2009). A critical analysis of the above findings suggested that the disciplinary interventions applied by teachers influenced student dropout. There was evidence that teachers imposed disciplinary interventions on students who were found on the wrong side of school rules as well as those who did not relate positively with their colleagues. Besides, disciplinary measures were made in order to reduce high occurrences of problematic behaviors, and in extreme cases, students were expelled from school.

It was also evident that student disciplinary issues negatively affected the ability of teachers to implement lesson plans even though respondents agreed with most of the statements supporting the implementation of disciplinary intervention respondents undeceive responses regarding teacher expertise in handling undesirable behaviors and students dropping out of school because of harsh punishments highlighted important issues within school disciplinary systems that potentially caused high rates of attrition among students.

The findings of the study were consistent with those by Mphale (2014) and Jepketer, Kombo, and Kyalo (2015). Mphale (2014) pinpointed behaviors that pushed teachers to impose discipline on students, such as absenteeism, alcohol abuse, and drug abuse, which in extreme cases, saw students being expelled. The study also coincided with empirical evidence by Jepketer, Kombo, and Kyalo (2015), which linked discipline management with student performance and dropout intentions. With the use of the regression analysis the disciplinary strategies can influence the students drop out rate reduction. Respondents were provided with statements to level their

agreement regarding the possible influence of disciplinary interventions used by teachers using regression analysis as it indicated in table 4.5. Here researcher used the regression analysis to test how Discipline interventions strategies influence students dropout in secondary schools are good fit or related with them

Findings in table 4 indicated that discipline interventions strategies and students drop out were correlative with high positive correlation. The Pearson Correlation coefficient r=0.913 was produced with p-value of 000 of a 2-tailed. The findings shown there are strongly positive and statistically significant for the two variables means that once the discipline interventions strategies improved, the students' dropout rate be reduced significantly. The table 5 indicated the regression analysis of discipline interventions strategies towards the dropout of students in public secondary schools in Rwanda, finding shown that discipline impact positively student drop out with regression analysis of R^2 of 0.834 which is higher to indicate that the discipline should be enforced to reduce or to avoid students drop out.

The findings in table 5 revealed thatthe discipline interventions strategies were significantly important to students dropout in secondary schools therefore The regression analysis (R^2) were 0.834, this means that the findings show strong linear, positive,statistically significant and good fit. Mussa (2015) indicated that discipline intervention strategies played an important role on Students drop out in Rwanda. Findings in this study showed that positive impact of improved discipline interventions strategies to reduce the students dropout rates and the findings in table 4 indicated that the discipline interventions strategies and students drop out were correlative with high positive correlation means that the Pearson Correlation coefficients r=0.913 was produced with p-value of 000 of a 2-tailed. The findings show strong positive and statistically significant therefore the discipline intervention strategies contribute in the students drop out rate reduction process in the secondary schools.

To examine the influence of teacher-student interaction strategies on student dropouts in public secondary schools Musanze District. Respondents were provided with statements to level their agreement regarding the possible influence of teacher-student interaction using a Likert scale of 1-5 and findings documented in Table 6, those who strongly agree that discrimination is a significant cause for students drop out of school (mean 4.62). Respondents agreed with the statements that; teachers were partial and professional in conducting their duties (mean 4.34), teachers exceeded their classroom duties to understand the socio-demographic characteristics of students in order to understand students better (mean 4.25); mistreatment by teachers caused students to drop out of school (mean 4.21); teachers who maintain close and professional relationships with their students had their classes and students record the highest performance (mean4.09), and teachers were friendly and attend to student needs in time (mean 4.07) and those who neither agree nor disagree that sexual harassment by teachers was a factor that caused students to drop out of school (mean3.69).

From above results in table 6, it was evident that the interaction between teachers and students influenced the dropout levels, as illustrated in the responses that students who were mistreated by teachers or discriminated against would most probably drop out of school. The importance of healthy interaction of students and teachers was emphasized by friendliness teachers have to

attend to student needs all the time, their impartial and professional conduct, and their exceeded efforts in understanding learners at a personal level in order to cultivate learning activities that supported respective learners. The significance of cultivating healthy and positive interaction between learners and students was highlighted by the fact that teachers who cultivated such relationships and interactions had both their classes and students record high performance, which significantly reduces student dropout levels and encouraged students to remain in school. One outstanding aspect is that respondents neither agreed nor disagreed that sexual harassment by teachers influence students to drop out from school. The indication was that there could have been instances of sexual abuse within the schooling environment mirroring negative interactions among students and their teachers, which consequently affected the learner.

The above findings were consistent with those by Egeberg and McConney (2018), Krane, *et al*., (2016), Talebi, *et al*., (2015), Simić and Krstić (2017), and Lessard, *et al*., (2010). Egeberg and McConney(2018) linked effective classroom management with caring relationships between students and teachers, which in turn aided teachers in controlling the class environment while at the same time engaging students in learning and teaching them to become more responsible in Australia. Krane, *et al*., (2016) suggested that interactions between teachers and students played an important role in student's mental health and dropout. The findings of the study linked interactions between teachers and students to academic performance, suggesting that it was possible that interactions between teachers and students indirectly affected student dropout by influencing their academic performance.

In Iran, Talebi, *et al*., (2015) suggested that interaction of students with teachers and their peers determined their success levels, and hence, the relationship among educators and students was distinguished as a significant factor in the class environment. Simić and Krstić (2017) identified low teaching quality, lack of emotional and learning support, and poor relationships between teachers and students as having the most significant influence on dropout rates.

The responses from respondents on correlation between teacher-student interaction and students dropping out from school in public secondary schools in Musanze District are summarized in table7. The results in table 7 indicated that teachers students interaction and students dropout were correlative with high positive correlation means that teachers and students should perform their duties friendly and collectively to enhance the students participation. The Pearson Correlation coefficient r=0.901 was produced with p-value of 000 of a 2-tailed. The findings show strong positive and statistically significant for the two variables means that once the teacher-students interaction improved , the students dropout rate be reduced significantly. The findings of the study sees to conjure with many reviewed studies such as hall (2005) and Mussa (2015) which all indicated that teachers students interaction have a big important role for students dropping out from school especially in secondary public schools. Findings in this study showed that positive impact of teachers–students interaction on students drop out in public secondary schools to enhance their school participation and school enrollment therefore the teachers-student interactions have positive and significant impact on reduction dropout rate of students especially in public secondary schools.

The table 8 indicated the regression analysis of teacher-student Interaction and Student Dropout in secondary schools in Rwanda, the finding shown that teacher-students interaction influence student drop out means a good mutuality of teachers and students motivate the students to attend class actively with regression analysis of R^2 of 0.811 which means there is a need of high commitment for teachers towards students to encourage them attending classes and this one can alleviate the students drop out.

The table 8 indicated the regression of teachers–students interaction and students' dropout. The results indicated that R square of those variable is 0.811 which means the teacher students interaction can act as one of the issues that influence student dropout therefore the teacher student interaction should be respect and dressed to avoid students dropout. High school teachers are in most instances faced by overwhelming challenges and demands within their classroom settings, They are relied upon to ace substance and teaching method and create exercise designs that address the issues of different students utilizing an assortment of instructional systems planned for boosting student accomplishment, Teachers are also expected to foster positive learning relationships with students and understand how they experience social, personal, and cognitive challenges and opportunities at teen age (Hunt, 2008).

The study's third research objective was to evaluate the influence of classroom arrangement strategies and student dropouts in public secondary schools in Musanze District. Respondents were provided with statements to level their agreement regarding the possible influence of classroom arrangement strategies using a Likert scale of 1-5 and findings documented in Table 9. And as indicated in table 9, the respondents strongly agreed with the statements that classroom arrangement symbolized the personality of students (mean 4.54), and Some students prefer sitting near windows and doors for sufficient distractions and escape lessons taught (mean 4.51). Respondents agreed with the statements that seating arrangement are more important setting events for classroom as they have potential to prevent behavior problems that reduce students attention and diminish available instructional time. (mean 4.40), students who occupy front rows are more attentive than those in the back (mean 4.39), The deligent and focused students occupy front rows in order not to miss out any vital information and the laid back students opt the back benches to avoid being noticed by teachers (mean 4.32), students seated in front are the ones who generally answer questions asked in class.(mean 4.15), Classroom arrangement significantly impacted on students behaviors (mean 4.12), and Seating arrangement may be the cause for learners performance as attention span, Concentration, comprehension and retaining information(mean 4.08). Findings above indicated that student sitting arrangement was a significant influencing factor for student dropout. From the responses, it was evident that both teachers and students had reasons for selecting seating positions, with the front rows being occupied by the most attentive students and the back rows students who were easily distracted and who wanted to pass time in class.

The responses also linked student seating position with performance, which is an essential determining factor of dropout. The importance of classroom arrangement and most explicitly touching on seating arrangement has attracted researchers. The findings of the study were not consistent with those by Meeks, et al. (2013) who suggests that performance of students was not altered by seating position or location. The findings were however supported by Minchen's (2017) empirical findings indicating that students who sat in front did better than those seating in back of classroom. Classroom arrangement encompasses rules and procedures applied by teachers in order to establish conducive in learning environments. Classroom arrangement has indeed been ranked by scholars among the top issues that determine the effectiveness of teaching as well as student achievement (States, Detrich, & Keyworth, 2017).

The table 10 shown the regression analysis on how classroom arrangement influence students drop out in public secondary school and the results revealed that the seating plan in a classroom can make a student to drop the school with regression analysis of R^2 of 0.924 which means there is a need of high attention on classroom arrangement to motivate students to attend actively ,this can reduce or alleviate drop out of students in public Secondary Schools Rwanda .

Table 10 indicated the regression of classroom arrangement strategies and students drop out ,the results indicated that R square of those variable is 0.924which means the good classroom arrangement can act as catalyst to reduce the students drop out therefore the every class teacher should be strict, respect and dress a good classroom arrangement and its protocol to motivate students to attend the schools and teachers should innovate , create more classroom strategies for motivating all students for students drop out reduction purpose.

The table 4.12 shows correlation between classroom management strategies and student's drop-out in the public secondary schools of Musanze District, Rwanda. Finding in table 12 indicated that student's drop-out and classroom management strategies were correlative with the success of reduction student's drop-out rate. The correlation coefficients are shown in table 12 r=0.955 is accordingly and was produced with p-value of 000 of a 2-tailed. The findings show strong positive and statistically significant and the student's drop-out can be reduced with the improved classroom management strategies significantly and the findings also are shown by the regression analysis of two variables indicated in table 13.

The results revealed that the classroom management's strategies must be coherent with all students to manage all students misbehaviors as shown with the regression analysis R square of 0.912 indicating that classroom management's strategies are needed to prevent or to reduce the student dropout rate in secondary schools and study findings sees to conjure with many reviewed studies indicating that based on students attitudes, their understanding and values created towards education and reactions may be in the form of resistance, compliance, ignorance, sabotage or questioning of the teacher, Student's reactions are very important in understanding and interpreting classroom environments as well as their relationships with teachers.

6. Conclusion and Recommendations

The main aim of this research project was to examine influence of classroom management strategies on student dropouts in public secondary schools in Rwanda. There was evidence that teachers imposed disciplinary interventions on students who were found on the wrong side of school rules as well as those who did not relate positively with their colleagues. The study established that the interaction between teachers and students influenced the dropout levels, as illustrated in the responses that students who were mistreated by teachers or discriminated against would most probably dropout of school. The importance of healthy interaction of learners and teachers was emphasized by friendliness of teachers to attend to student needs all the time, their impartial and professional conduct, and their exceeded efforts in understanding learners at a personal level in order to cultivate learning activities that supported respective learners. The study concluded that teachers who cultivated positive relationships and interactions had both their classes and students record high performance, which significantly reduced student dropout levels and encouraged students to remain in School. Student sitting arrangement was a significant influencing factor for student dropout.

From the responses, the study concluded that both teachers and students had reasons for selecting seating positions with the front rows being occupied by the most attentive students and the back rows students who were easily distracted and who wanted to pass the time in class. The study recommended the following; Schools should device mechanisms that allow students to report discrimination and mistreatment by teachers without fear, school heads should formulate policies that ensure teachers remain professional in their duties and encourage healthy relationships with their students. Though these policies guide the teaching profession, each school should tailor-make policies that emphasize on the adoption of healthy relationships, and consequences should teachers be found practicing activities that negatively impact their relationships with students, Owing to the findings that there could be instances of sexual abuse within schools that negatively affected students leading to their dropout of school, school heads should ensure that all sexual accusations are thoroughly investigated and action taken upon those found guilty, Counseling departments within each school should ensure that school counselors keep in close conduct with students and observe behaviors that could lead to the identification of underlying issues affecting their ability to remain in school. Some of the issues could be discrimination, sexual abuse, and truancy, the school management, through the discipline masters and mistresses, should ensure that punishments given to students are not discouraging, but rather help them learn from their mistakes. This is means that all punishments should be aimed at correcting student behavior as opposed to discouraging them from remaining in school, severe behavioral cases should be brought to the attention of the counseling masters before the decision to expel students is reached. This should be done in consultation with responsible teachers, the school management, and parents in order to help students improve behaviors other than dismissing them.

The ministry of education through district education officers should have periodical training sessions to empower teachers with knowhow on effective classroom management, punishment mechanisms to encourage students to remain in class while learning from their mistakes and methodologies to maintain effective classroom management and discipline, Teachers should consider practical seating arrangements that ensure each student is attentive to the class and grasps teaching material with minimum destructions.

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Conflicts of Interest

The authors declare no conflicts of interest

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