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## INTERNATIONAL JOURNAL OF ADVANCED RESEARCH (IJAR)

Article DOI:10.21474/IJAR01/18983  
DOI URL: <http://dx.doi.org/10.21474/IJAR01/18983>



### RESEARCH ARTICLE

#### FAMILY CONFLICTS AND STUDENTS DROP OUT IN PUBLIC PRIMARY SCHOOLS IN RWANDA, A CASE OF BUGESERA DISTRICT RWANDA

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#### Manuscript Info

##### Manuscript History

Received: 25 April 2024  
Final Accepted: 28 May 2024  
Published: June 2024

##### Key words:-

Family Conflicts, Drop Out Rate,  
Students Drop Out, Family, Conflict,  
Public Primary Schools

#### Abstract

The effect of family conflicts on children's education is significant and can affect various aspects of their educational outcomes. The Objective of the study was to assess the effect of family conflicts on student dropout rates in public primary schools in Bugesera District, Rwanda.. This research was supported with system theory and Maslow's hierarchy of needs Theory. The researcher used descriptive research design for data collections. The participants were students, parents, teachers and Head teachers. All respondents was 960 including 30 headteachers 120 teachers,360 parents and 450 Students from 30 schools sampled schools from 15 sectors of Bugesera District, Rwanda. The Yamane formula was used to calculate the sample size of 282 respondents. The participants was chosen by using different methods where researcher was random sampling and purposive sampling. Researcher was questionnaire and interview guide as data collection instruments where Questionnaire was designed to parents and interview guide was designed for schools' heads, teachers and students. Researcher used IBM.SPSS 22.0 in analysis procedure. Table 4.16 in the study revealed a strong relationship between family conflict and students drop out rate in public primary schools. This relationship was substantiated by a Pearson correlation coefficient (r) of 0.948, which was associated with a statistically significant p-value of 0.000 for a two-tailed test. This suggests a highly positive and statistically significant association between family conflicts and students drop out . The findings also found in table 4.17 that all variables are coherent and students drop out is caused by family conflict within the family as it is shown by the regression analysis model with Square of 0.898 means that the all kinds of family conflict affect significantly students schooling including students drop out. Government should enact policies that prioritize family well-being and address the underlying socioeconomic determinants of family conflicts, such as poverty, unemployment, and inadequate social services. The Ministry of Education should integrate family conflict resolution programs into the national curriculum, equipping students with conflict resolution skills and fostering familial cohesion. Headteachers should foster a supportive school environment that prioritizes the well-being of students and families. Teachers should Cultivate a safe and supportive

classroom environment where students feel valued, respected, and empowered to express themselves.

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### **Introduction:-**

Family conflicts and their influence on student dropouts are not limited to a specific region and have been a subject of research and concern worldwide. Numerous studies have explored the relationship between family conflicts and educational outcomes, including student dropout rates, in various countries. For example, research conducted in the United States by Amato and Keith (2021) found that high levels of family conflict were associated with higher rates of school dropout. Similarly, studies in other countries, such as India, Brazil, and South Africa, have also shown a correlation between family conflicts and students' educational outcomes, including dropout rates (Gupta, 2010; Kofman & Schmelkes, 2012; Richter et al., 2006).

In the African context, family conflicts and their impact on student dropout rates have been a subject of interest. Several studies conducted across different African countries highlight the relevance of family conflicts in educational outcomes. For instance, a study conducted in Kenya by Oyugi and Ochieng (2016) found that family conflicts, such as parental separation or divorce, domestic violence, and financial constraints, were significant predictors of students' dropout rates. In another study conducted in Nigeria by Odunsi and Abiodun (2017), family conflicts were identified as one of the major factors contributing to school dropout rates among students. These findings highlight the regional significance of understanding the influence of family conflicts on student dropout rates.

In Rwanda, while there is limited research specifically addressing the influence of family conflicts on student dropout rates in public primary schools, broader studies on educational outcomes and factors contributing to dropout rates provide relevant insights. According to the Ministry of Education's Annual Education Statistics Report (2019), dropout rates in primary schools remain a concern in Rwanda, and understanding the underlying factors is crucial for effective interventions. Family-related challenges, including conflicts and socio-economic factors, are known to contribute to dropout rates in Rwanda (Mugabo et al., 2017; Nizeyimana, 2020). Education plays a vital role in the socio-economic development of a country. In Rwanda, the government has made significant efforts to improve access to education and achieve universal primary education. Public primary schools serve as the foundation for students' educational journey, but the issue of student dropout rates remains a challenge. By addressing this research gap, valuable insights can be gained to inform targeted interventions and policies. However, a focused study specifically examining the influence of family conflicts on student dropout rates in public primary schools would provide valuable insights for policymakers, educators, and families in Rwanda.

Family conflicts have been identified as a significant factor impacting the educational outcomes of students, particularly in the context of public primary schools in Rwanda. These conflicts, which include inter-parental disputes, domestic violence, divorce, and other forms of familial discord, can have profound effects on the psychological and emotional well-being of children, leading to increased rates of school dropout. The growing recognition of the detrimental effects of family conflicts on students' academic engagement and persistence, there is a lack of comprehensive research specifically focusing on the influence of such conflicts on student dropout rates in public primary schools in Rwanda (Uwamariya & Shyaka, 2016).

Consequently, there is a need to investigate the extent and nature of this problem to develop targeted interventions and policies that address the underlying causes and mitigate the negative impact of family conflicts on educational outcomes. Rwanda has been grappling with high student dropout rates in its public primary schools. The district faces unique socio-economic and cultural challenges that can affect educational outcomes. It is important to understand the local context of Bugesera District to comprehend the specific factors influencing student dropout rates. Bugesera District, like other regions in Rwanda, has made progress in expanding access to education. However, the district continues to grapple with high dropout rates, hindering students' academic progression and impacting their future prospects. Exploring the factors contributing to student dropout within the context of Bugesera District is crucial for targeted interventions (Ndayambaje & Sano 2017).

The family serves as the primary socializing agent for children and plays a significant role in their educational development. A supportive and nurturing family environment is essential for students' academic success and

engagement. However, family conflicts can disrupt this environment and have adverse effects on students' educational outcomes. Family conflicts encompass various forms, including domestic violence, divorce or separation, financial instability, substance abuse, neglect, and other related factors. These conflicts can create a stressful and disruptive home environment for students, affecting their emotional well-being, academic motivation, and overall engagement in school. Such circumstances may ultimately lead to student dropout. While studies have examined student dropout rates in Rwanda, there is a need for research specifically focused on the influence of family conflicts. Understanding the specific forms and dynamics of family conflicts in Bugesera District and their impact on student dropout rates remains unexplored. Therefore, this study aimed to explore the influence of family conflicts on student dropout rates in public primary schools in Rwanda.

### **Objectives of the Study:-**

The objective of the paper was to assess the influence of family conflicts on student dropout rates in public primary schools in Bugesera District, Rwanda.

### **Review of Related Literature:-**

#### **Theoretical literature**

This literature review aims to explore the theoretical underpinnings of the influence of family conflicts on the dropout rate of students in public primary schools in Rwanda. It provides an overview of relevant theories and conceptual frameworks that help understand the relationship between family conflicts and student dropout in Rwanda.

#### **Family conflicts**

Family conflict refers to disagreements, tensions, and disputes that arise within the context of familial relationships. It involves conflicting interests, values, or goals among family members, leading to emotional distress and potential negative consequences for individuals and the family system as a whole. Family conflicts can manifest in various forms, ranging from minor disagreements to more severe and long-lasting disputes. Family conflict, explore its different types, discuss the causes and consequences of such conflicts, and provide insights into effective conflict resolution strategies. Relevant research and scholarly references was utilized to support the discussion. Family conflict can be defined as the clash of interests, perspectives, or behaviours among family members that result in tensions, disagreements, or disputes (Aquilino, 2016). It involves the expression of differing opinions, emotions, or values that can challenge family cohesion, disrupt harmony, and negatively impact the well-being of individuals involved. Family conflicts can occur between spouses, between parents and children, or among siblings, and may be influenced by various factors such as communication breakdowns, power imbalances, or differences in expectations and values.

#### **School drop out**

Jamil et al. (2010) define drop out as the act of discontinuing schooling and leaving education incomplete for any reason other than death. This broad definition encompasses students at all levels who fail to complete their studies. It also includes students who are expelled from educational institutions due to poor performance or academic failure. Additionally, it accounts for students who discontinue their studies due to illness. On the other hand, Malik (2002) defines drop out as a student who leaves school before completing a specific course of study. This definition lacks complexity and clarity, as it broadly encompasses all students who quit their schools before finishing their courses.

Student dropout is a prevalent issue in both developed and developing countries, with higher rates observed in developing countries, particularly in Africa (Graeff-Martins et al., 2016). Dropout is a complex problem influenced by various factors, which researchers have categorized using the push and pull theory. Push factors refer to situations where students assess and choose to engage in other activities they deem important, such as job opportunities or family responsibilities, leading them to leave school. On the other hand, pull factors place schools at the center of student dropouts, suggesting that students are rejected or face adverse conditions within the school environment (Stearns & Glennie, 2016). It is worth noting that theoretical models have long emphasized the impact of school-related factors, beyond those associated with the family, on student dropout rates (Lessard, Poirier & Fortin, 2020).

The process of dropping out primarily occurs within the school setting, highlighting the importance of schools implementing protective measures to address the issue. Scholars have linked different school-level characteristics to

the phenomenon of dropout. Moreover, while dropout is influenced by multiple factors, the risk is likely to increase when multiple factors coexist (Charmaraman & Hall, 2020). Research has identified school characteristics such as available equipment and resources, as well as school size, as influential in students' decisions to drop out (De Witte et al., 2017). Other practices associated with dropout include the quality of teaching, academic climate, and teachers' approaches (Blue & Cook, 2014; De Witte et al., 2013; Rumberger, 2014). For example, the relationship between students and teachers significantly impacts students' satisfaction, well-being, and academic achievement. Unsatisfactory relationships, on the other hand, contribute to a negative classroom climate, ultimately leading to students leaving school prematurely (Fortin et al., 2013).

While fostering positive relationships between teachers and students is generally seen as a way to create conducive learning environments, gender perceptions can contribute to differences in dropout rates between male and female students. In many cases, male students perceive their relationships with teachers negatively, which puts them at a higher risk of leaving school before completing their enrolled courses (Lessard et al., 2010). On the other hand, promoting positive peer relationships and encouraging participation in extracurricular activities have been linked to lower dropout rates (Erkint, Okcabol& Ural, 2010; Fortin et al., 2013). Conversely, excessively strict disciplinary measures and a focus on instilling discipline have been associated with higher dropout rates.

Specific schools with high dropout rates have been identified as lacking a focus on meeting individual student needs and failing to provide adequate support for students requiring additional assistance (Stearns & Glennie, 2016). In contrast, schools that have achieved high retention rates typically have a disciplined student body and implement student support programs that involve the local community and parents (Christenson & Thurlow, 2014). Taking a holistic approach, these schools ensure that all stakeholders share the responsibility of preventing student dropouts.

#### **Family conflicts towards children's education**

The impact of family conflicts on children's education is significant and can affect various aspects of their educational outcomes. Family conflicts, such as parental disagreements, financial stress, divorce or separation, and external stressors, can have detrimental effects on children's academic performance, emotional well-being, and overall educational attainment. Family conflicts can negatively impact children's academic performance. Constant exposure to conflicts within the family environment can create a stressful atmosphere for children, leading to increased anxiety and difficulties in concentration. The emotional turmoil associated with family conflicts can hinder children's ability to focus on their studies, resulting in lower academic achievement (Amato & Booth, 2017). The instability caused by ongoing conflicts can disrupt routines and impede consistent support and guidance from parents, which are crucial for academic success (Fincham & Grych, 2016).

Family conflicts can have adverse effects on children's emotional well-being, which in turn can impact their educational outcomes. Witnessing or being directly involved in conflicts between parents can evoke feelings of guilt, fear, and sadness in children. These emotional distresses can undermine their self-esteem, confidence, and motivation, affecting their engagement and overall well-being in school (Cummings & Davies, 2020). Moreover, the emotional toll of family conflicts can be a significant distraction, diverting children's attention away from their studies and hindering their ability to fully participate in educational activities.

Furthermore, family conflicts can impede children's long-term educational attainment. Lower academic performance resulting from ongoing conflicts can limit educational opportunities and hinder access to higher education. Children experiencing family conflicts may also face increased school absences, which can further hinder their educational progress and limit their potential for future success (McLoyd, 2018). The disruption caused by divorce or separation, including changes in living arrangements and reduced parental involvement, can have lasting effects on children's educational stability and support (Amato & Booth, 2017).

Family conflicts have a significant impact on children's education, affecting their academic performance, emotional well-being, and overall educational attainment. The stress, instability, and emotional distress associated with family conflicts can hinder children's ability to succeed academically, impacting their educational outcomes. Additionally, the emotional consequences of family conflicts can undermine children's motivation and engagement in school. It is crucial to address and mitigate these conflicts through effective communication, support services, and interventions to create a positive and supportive environment for children's educational development.

**Family etiology and school dropout**

Rumberger (2021) conducted a study focusing on the reasons behind student dropout rates and potential solutions. The research findings revealed that dropping out of school is not solely caused by academic failure but stems from a combination of social and academic difficulties within the school environment. Furthermore, these challenges often emerge early in students' educational journeys, indicating the importance of early intervention. Another significant factor is the lack of support and resources within families, schools, and communities, which contribute to these problems. To effectively reduce dropout rates, a comprehensive approach is required, encompassing support for at-risk students in addressing both their social and academic issues, as well as improvements in the risk factors present in their environments.

Mishra (2014), carried out on the familial causes of school dropout and the findings underscore the influential role of the family among various social factors that significantly impact a child's growth and development. The family's environment, economic status, and the socio-educational background of parents all play a crucial role in shaping different aspects of a child's developmental milestones. Family factors have been identified as the most influential contributors to a child's schooling experience and the overall quality of education they receive. The presence of a positive family atmosphere can help overcome other obstacles that may arise. Existing literature and empirical evidence consistently highlight a significant negative correlation between the family environment and school dropout rates.

Akhter (2016) and Brown and Park (2018) have identified various determinants of enrolment and primary school dropout, including family type, monthly income, parental education, maternal education, family size, caste affiliations, place of residence, and educational infrastructure. Jayachandran (2016) suggests that the primary factors contributing to dropout are lack of interest and motivation in studies from both the child and parents, inability to cope with academic demands, engagement in wage-earning or other economic activities, involvement in domestic responsibilities, and financial constraints. Rupon Basumatary (2012) emphasizes that a family's social and demographic circumstances play a crucial role in school dropout decisions, including the composition of the child's family, the health of family members, the educational attainment of parents, the activities in which family members are involved, and whether the family is headed by a single parent or not..

**The Relationship between Family Conflicts and School Dropout Rate**

Terry (2003) discovered that families and friends exert significant influence on the decisions of high school learners to drop out before completing their education. The findings indicated that schools should actively foster a welcoming environment and strive to make learners' families and friends more comfortable within the school setting. Furthermore, it was recommended that parents and guardians receive guidance and training on how to provide academic support to their children in educational settings (Terry, 2017).

Family conflicts have significant emotional consequences, further influencing the school dropout rate in Rwanda. Witnessing or experiencing conflicts within the family can evoke feelings of guilt, fear, anxiety, and sadness, undermining children's emotional well-being. These emotional challenges impact self-esteem, confidence, and overall mental health, increasing the risk of school disengagement and dropout (Nsabimana & Uwitonze, 2020). Family conflicts often create instability and disrupt supportive family structures, contributing to the school dropout rate. Divorce or separation, for example, can result in changes in living arrangements, reduced parental involvement, and diminished support for educational activities. The lack of stability and support within the family context hampers children's academic progress, heightening their vulnerability to dropout (Uwamariya & Shyaka, 2016).

Family conflicts associated with poverty and resource constraints also influence the school dropout rate in Rwanda. Financial stress and limited resources within the family impede parents' ability to provide essential educational support, such as school supplies, uniforms, and tuition fees. These challenges create significant barriers to consistent school attendance and academic success, increasing the likelihood of dropout (Nsabimana & Uwitonze, 2020). To address the relationship between family conflicts and the school dropout rate, targeted interventions and support systems are crucial. These may include counseling services, parenting programs, community engagement initiatives, and financial assistance to alleviate economic hardships. Creating a supportive and inclusive school environment that promotes positive relationships and provides resources for students and families is also essential for reducing the school dropout rate in Rwanda (Uwamariya & Mukashema, 2019). Kainuwa and Yusuf (2013) highlight the disparities between children of educated parents and those whose parents have only completed primary school or

less. They further note that children of fathers with university degrees perform notably better and achieve higher scores in examinations.

Musgrave (2020) supports this notion, stating that children from educated households tend to follow in the footsteps of their families and actively engage in completing their studies. Educated parents often provide access to library facilities, encouraging children to participate in intellectually stimulating activities such as reading newspapers, magazines, and journals. This exposure helps children develop a broader vocabulary and enhances their language fluency. Eccles (2015) adds that educated parents employ strategies to expose their children to various educational opportunities. For example, in the United States, highly educated parents enroll their children in music lessons, science and computer programs, and relevant summer camps. They are also more likely to enrol their children in top private schools and seek tutoring assistance if their children encounter difficulties in school.

### **Maslow's hierarchy of needs Theory**

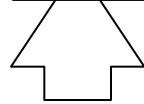
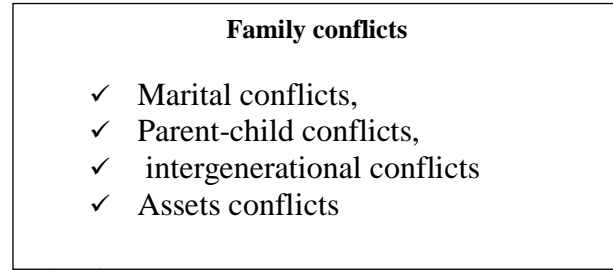
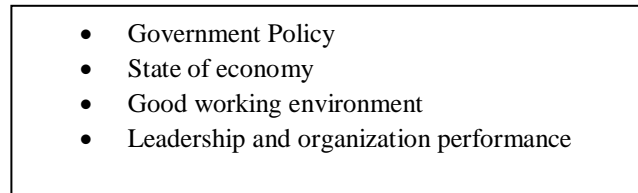
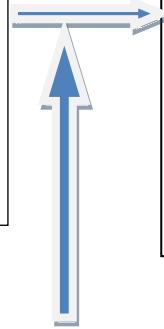
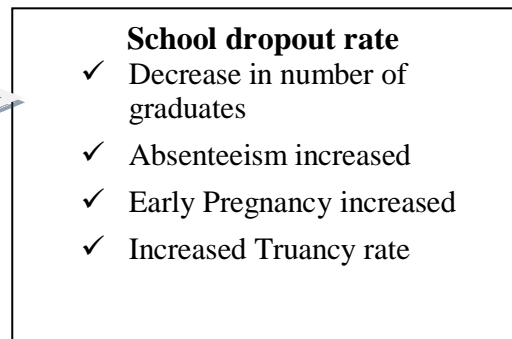
Maslow's hierarchy of needs theory provides a valuable framework for understanding the potential impact of family conflict on school dropout rates. According to Maslow, individuals have a hierarchy of needs that must be met in a specific order, starting with physiological needs (such as food, shelter, and safety) and progressing towards higher-level needs, such as social belonging, esteem, and self-actualization (Maslow, 1943). Family conflict can disrupt the fulfillment of these needs, potentially affecting a child's overall well-being and educational outcomes.

Family conflicts directly impact the lower-level needs of children, such as safety and security. When children experience ongoing conflicts within the family, their sense of safety and stability may be compromised, leading to increased stress and anxiety (Conger et al., 2014). This can create a challenging environment for learning and hinder their ability to fully engage in their education. Family conflicts indirectly affect higher-level needs, such as social belonging and self-esteem. When conflicts arise within the family, it can create a hostile or unsupportive atmosphere, leading to feelings of isolation and detachment (Amato & Booth, 2017). Such negative family dynamics can undermine a child's sense of belonging and self-worth, potentially influencing their motivation and commitment to education. The impact of family conflict on school dropout rates can also be understood in light of Maslow's concept of self-actualization. Self-actualization refers to an individual's desire for personal growth and fulfillment of their potential (Maslow, 1943). When children are exposed to frequent family conflicts, their focus and energy may be diverted away from their educational pursuits, hindering their ability to develop and achieve their full potential. Furthermore, Maslow's theory highlights the importance of basic physiological needs, such as food, clothing, and shelter. Family conflicts can lead to financial strain or disrupted family routines, which may compromise the child's access to these basic needs (Amato, 2001). This deprivation can create additional barriers to education and increase the likelihood of school dropout. By integrating Maslow's hierarchy of needs theory into a study on the impact of family conflict on school dropout rates, researchers gained a deeper understanding of the underlying psychological and motivational processes. This theoretical framework provides a lens through which to analyse the complex interplay between family conflict, needs fulfillment, and educational outcomes, ultimately informing the development of targeted interventions to address these issues effectively.

### **Conceptual framework**

Conceptual framework is a graphic presentation of the interrelationships of the variables involved in the study. This study was conceptualized as shown figure 2.1. It provides explanation in schematic relationship between two variables. Independent Variable is Family Conflict..

This variable represents the presence and intensity of conflicts within the family setting. It include various types of conflicts such as marital conflicts, parent-child conflicts, or intergenerational conflicts while dependent Variable is School Dropout. This variable indicates the outcome of interest, which is the rate of students who discontinue their education before completing primary school. It is measured by the number or percentage of students who drop out within a specific time frame such as poor academic performance, increase of repetition rate, early pregnancy, Absenteeism and Increased Truancy rate. Independent Variable is Family Conflict, this variable represents the presence and intensity of conflicts within the family setting, including marital conflicts, parent-child conflicts, and intergenerational conflicts. Indicators may include frequency of conflicts, types of conflicts, and levels of hostility (Amato & Keith, 1991; Cummings & Davies, 2010) while Dependent Variable is School Dropout, this variable indicates the outcome of interest, which is the rate of students who discontinue their education before completing primary school. Indicators may include the number or percentage of students who drop out within a specific time frame, as reported by school records or official statistics (Ministry of Education,2019).

**Independent Variable****Intervening variables****Researcher (2024)****Dependent Variable****Figure 2. 1:-** Conceptual framework.

The availability and accessibility of community resources, services, and support systems that can help mitigate the impact of family conflict on school dropout rates. Indicators may include community-based programs, counselling services, and support networks available to families (UNICEF, 2017; World Bank, 2018). The conceptual framework suggests that family conflict has direct and indirect effects on school dropout rates, with psychological well-being and academic engagement serving as mediating variables. Socioeconomic status and parental involvement are considered as moderating variables that may influence the relationship between family conflict and school dropout. Cultural factors and community support provide the broader context that may shape family conflict and its impact on educational outcomes.

**Methodology:-****Research Design**

In research methodology, a research design refers to the plan that outlines how, when, and where data was collected and analysed (Parahoo, 2021). For the study on the impact of family conflict on school dropout in primary schools of Rwanda, a descriptive research design was employed. A descriptive research design aims to describe the characteristics of an event, community, or region by providing data about the population or items being studied. It focuses on answering questions related to who, what, how, when, and where of a situation at a specific time. However, it does not delve into investigating the causes or reasons behind the situation being described (Parahoo, 1997).

The participants were parents, students, teachers and Head teachers. All respondents were 810 including 30 headteachers, 120 teachers, 360 parents and 450 Students from 30 schools sampled from 15 sectors of Bugesera District, Rwanda. Researcher chose sample size by using Yamane formula (Yamane, 1970) by using that Yamane formula, sample size was 268 from the population of 810. Simplified formula for sample size (Yamane, 1970) is as follows:

$$n = \frac{N}{1+N(e^2)} \text{ where } n \text{ represent sample size}$$

If N is 268

$$n \text{ was } n = \frac{960}{1+960(0.05^2)} = 282$$

**Table 3. 1:- Targeted Population and Sample Size.**

Respondents	Population	Simple size
Students	450	132
Headteachers	30	9
Teachers	120	35
Parents	360	106
<b>TOTAL</b>	<b>960</b>	<b>282</b>

Researcher (2024)

In this study, parents were selected purposively due to the issues of family conflicts and school dropout rate in public primary schools in Rwanda, cluster random sampling was employed to select schools as clusters, simple random sampling was used to choose students from public primary schools. The researcher used stratified sampling technique for selecting teachers and headteachers relying on their expertise in conflict resolutions at school level.

### Findings and Discussion:-

#### Characteristics of the respondents

The participants were composed of students, teachers, parents and Head teachers. This section indicates the background information of the respondents based on their categories like age, working experience, gender, and educational levels. The participants was students, teachers, parents and Head teachers where all respondents was 282 including 9Headteachers, 35 teachers,106 parents and 132 students from all selected schools located in bugesera district, Rwanda.

**Table 4.1:- Characteristics of the respondents.**

Statement		Frequency	Percent	Valid Percent
Valid	Headteachers	9	3.2	3.2
	Teachers	35	12.4	12.4
	Students	132	46.8	46.8
	parents	106	37.6	37.6
	<b>Total</b>	<b>282</b>	<b>100</b>	<b>100.0</b>

Primary data,2024

All respondents participated in the study were summarized in the table 4.1 where there are 9 headteachers of public primary schools, 106 parents having children in different public primary schools,132 students from selected primary schools in Bugesera District, Rwanda and 35 teachers from public primary schools and the main purpose of the study was based on the investigation of influence of family conflicts on student dropout rates in public primary schools in Bugesera District, Rwanda

#### Gender of respondents

This research wanted to know all genders where research minded on how gender of respondents affects the research objectives, therefore table 4.2, table 4.3 and table 4.4 indicate gender of respondents.

**Table 4.2:- Gender of students.**

Statement		Frequency	Percent		Valid Percent	Cumulative Percent
Valid	Male	101	76.5		76.5	76.5
	Female	31	23.5		23.5	100.0
	<b>Total</b>	<b>132</b>	<b>100.0</b>		<b>100.0</b>	

Primary data,2024

Findings indicated in the table 4.2 summarized the gender of students who participated in the study where the 76.5% of all participated students were males while 23.5% of all participated students were females means that all gender were included in study and there was no any bias based on gender of respondents for students.

**Table 4.3:- Gender of headteachers.**

Statement		Frequency	Percent	Valid Percent
Valid	Female	2	22.2	22.2
	Male	7	77.8	77.8
	<b>Total</b>	<b>9</b>	<b>100.0</b>	<b>100.0</b>

Primary data,2024

Headteachers who participated in the study were 9 headteachers and Findings shown in the table 4.3 summarized the gender of headteachers who participated in the study where the 22.2% of all participated headteachers were females while 77.8.0% of all participated headteachers were males.

**Table 4.4:-** Gender of teachers.

Statement		Frequency	Percent	Valid Percent
Valid	Female	13	37.1	37.1
	Male	22	62.9	62.9
	<b>Total</b>	<b>35</b>	<b>100.0</b>	<b>100.0</b>

**Primary data,2024**

All gender of teachers were respected and the participated respondents are in the table 4.4 where the 37.1% all participated teachers were females while 62.9% of all respondents were males.

**Table 4.5:-** Gender of parents.

Statement		Frequency	Percent	Valid Percent
Valid	Female	44	41.5	41.5
	Male	62	58.5	58.5
	<b>Total</b>	<b>106</b>	<b>100.0</b>	<b>100.0</b>

**Primary data,2024**

All gender of teachers were respected and the participated respondents are in the table 4.5 where the 41.5% all participated parents were females while 58.5% of all respondents were males. The Whole research included 282 respondents which comprised of 90(31.9%) of participated respondents were females while 192(68.1%) of all respondents were males means that gender was ensured and respected in this research. The presence of gender in the study were needed for being sure all respondents given equal chance in the study to enhance the quality of the research without any kind of discrimination and disparities based on gender bias.

**Presentation of the Findings**

The specific objective of the study was four as they are the following: To identify the different forms of family conflicts prevalent in Bugesera District that may lead to student dropout, to assess the level of students 'dropout rate in public primary schools of Bugesera district, Rwanda, to evaluate the causes of family conflicts and their preventions measures to reduce student's dropout rate in public primary schools of Bugesera District, Rwanda, to examine the relationship between family conflict and students drop out rate in public primary schools. Data collection was based on the above specific objectives and the findings were highlighted.

**Different forms of family conflicts prevalent in Bugesera District, Rwanda.**

The first objective of the study was based on the investigation of the different forms of family conflicts prevalent in Bugesera District that may lead to student dropout. To achieve this objective, researchers drafted a questionnaire and interview guide for different respondents such as parents. Here, respondents were required to show their perceptions by indicating the extent to which they agreed with the statements given as; SA (1) for Strongly Agree, A (2) for Agree, N (3) for Neutral, D (4) for Disagree and SD (5) for Strongly Disagree. Several items in the questionnaire were presented to the respondents to rate their availability and the findings are shown in Table 4.6.

**Table 4.6:-** Different forms of family conflicts prevalent in Bugesera District.

Statements	SD		D		N		A		SA	
	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%
Verbal Conflicts	7	6.6	3	2.8	1	0.9	69	65.1	26	24.6
Physical Conflicts	1	0.9	2	1.8	0	0	17	16.1	86	81.2
Financial Conflicts	13	12.3	12	11.3	7	6.6	18	16.9	56	52.9
Parenting Conflicts	30	28.3	13	12.3	6	5.6	50	47.2	7	6.6
Divorce or Separation Conflicts	7	6.6	15	14.2	2	1.8	13	12.3	69	65.1
Substance Abuse Conflicts	31	29.2	16	15.1	1	0.9	8	7.6	50	47.2
Assets Conflicts	3	2.8	9	8.5	2	1.8	49	46.2	43	40.7

**Primary data,2024**

Researcher wanted to know different form of family conflict that are reflected in different family which can lead to the students drop out specifically students from public primary schools in Rwanda. The respondents were given the table and different forms of family conflicts and they confirmed some that are in the respective families. The first question were based on the conflict based on Arguments, shouting matches, insults, and verbal abuse between family members it is also called Verbal Conflicts where the majority(65.1) of allrespondents participated in the study agreed that they have verbal conflict in their families,24.6% of all parents participated also in the study agreed strongly that their families faces verbal conflicts ,6.6% of all parents participated in the study indicated strongly that they do not have any case of miscommunication which can lead to the verbal communication,2.8% of all parents participated in the study also indicated that there is no any case of misarguments, shouting matches, insults, and verbal abuse between family members while 0.9% of all respondents were neutral to the case of misarguments, shouting matches, insults, and verbal abuse between family members.

The second point related to the conflict with the family members was based on the Physical aggression, violence, or acts of harm between family members also called physical conflicts and the majority(81.2) of respondents strongly agreed that most of family members faces the physical conflicts ,16.1% of all parents participated in the study agreed also that they face physical conflict in the respective house holds while 2.7% of all respondents indicated that they do not have any case of physical conflicts and the other shared that their experience about Disagreements related to money matters, such as financial mismanagement, debt, spending habits, or financial supportcalled Financial Conflicts where the 52.9% of all respondents accepted strongly that there is some disagreements related to money matters, such as financial mismanagement, debt, spending habits, or financial support, 16.9% of all parents participated in the study indicated positively that they face some disagreements related to money matters, such as financial mismanagement, debt, spending habits, or financial support,23.6% of all parents participated in the study indicated that there is no case of disagreements related to money matters, such as financial mismanagement, debt, spending habits, or financial support while 6.6% of all parents participated in the study refused to show their views about disagreements related to money matters, such as financial mismanagement, debt, spending habits, or financial support.

The fifth point researcher wanted to know about the parenting styles, disciplinary approaches, and conflicts regarding child-rearing decisionsalso called parenting Conflicts within the family members where the majority (47.2%)of respondents agreed that parenting conflicts also arises in their families based on parenting styles, disciplinary approaches, and conflicts regarding child-rearing decisions,6.6% of parents participated in the study indicated that they are challenged with the parenting styles, disciplinary approaches, and conflicts regarding child-rearing decisions in their respectives,28.3% of all parents participated in the study disagreed strongly that they faced challenges in parenting styles, disciplinary approaches, and conflicts regarding child-rearing decisions, 12.3% of all parents participating in the study were disagreed that they do not face any challenges in parenting styles, disciplinary approaches, and conflicts regarding child-rearing decisions while 5.6% of all parents participated in the study refused to say anything about parenting styles, disciplinary approaches, and conflicts regarding child-rearing decisions. Some families faced divorces and the children face those challenges , the researcher wanted to know what about Conflict arising during divorce or separation proceedings, including disputes over custody, visitation, property division, and financial support also called the divorce or separation conflicts , the majority (65.1%) of parents participated in the study agrees strongly that they face conflicts arising during divorce or separation proceedings, including disputes over custody, visitation, property division, and financial support, 12.3% of all parents participated in the study agreed that they meet conflict arising during divorce or separation proceedings, including disputes over custody, visitation, property division, and financial support, 6.6% of all parents participated in the study indicated strongly that they did not meet any case of conflicts arising during divorce or separation proceedings, including disputes over custody, visitation, property division, and financial support, 14.2% of all respondents indicated that they did not have any case of conflicts arising during divorce or separation proceedings, including disputes over custody, visitation, property division, and financial support while 1.8% of all respondents were neutral to the statement on the conflicts arising during divorce or separation proceedings, including disputes over custody, visitation, property division, and financial support.

The researcher also wanted to know what about conflicts caused by the use of excessive alcohols and the respondents were asked the question on conflicts related to substance abuse within the family, such as addiction, enabling behaviours, or disagreements over seeking treatment also called the substance abuse conflicts where the majority(47.2%) of all parents participated in the study strongly agreed that they met the conflicts related to substance abuse within the family, such as addiction, enabling behaviours, or disagreements over seeking treatment,

29.2% of all respondents agreed also they met the conflicts related to substance abuse within the family, such as addiction, enabling behaviours, or disagreements over seeking treatment, 22.7% of all respondents indicated that they do not have any case of conflicts related to substance abuse within the family, such as addiction, enabling behaviours, or disagreements over seeking treatment while 0.9% of all respondents were neutral to the statement on the conflicts from drug abuse use.

### The level of students 'dropout rate in public primary schools

Second objective of the study were the investigation the level of students 'dropout rate in public primary schools of Bugesera district, Rwanda. Researchers used questionnaire and interview guide for different respondents such as teachers, students, headteachers. Here, respondents were required to show their perceptions by indicating the extent to which they agreed with the statements given as; SA (1) for Strongly Agree, A (2) for Agree, N (3) for Neutral, D (4) for Disagree and SD (5) for Strongly Disagree. Several items in the questionnaire were presented to the respondents to rate their availability and the findings are shown in Table 4.7

Researcher wanted to know the level of students drop out in Bugesera District , specifically in public primary school, the findings shown in the table 4.7 indicated that the majority(66.1%) of all parents participated in the study accepted that the school regularly communicates with me regarding students attendance,23.6% of all parents participated also accepted strongly that the school regularly communicates with me regarding students attendance,6.6% all parents participated indicated strongly that the school do not regularly communicates with me regarding students attendance,2.8% of all respondents highlighted that they are not communicated with school on issues of their children attendance at school while 0.9% of all respondents mentioned that they do not want to talk about issues of their children attendance at schools and even issues of the school communication with them on issues of their kids attendance.

**Table 4.7:-**Level of students 'dropout rate in public primary schools.

Statements	SD		D		N		A		SA	
	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%
The school regularly communicates with me regarding my child's attendance.	7	6.6	3	2.8	1	0.9	70	66.1	25	23.6
The school provides clear information about its policies and procedures related to attendance and dropout prevention.	3	2.8	7	6.6	5	4.7	30	28.3	61	57.6
Teachers at the school effectively communicate with me about my child's progress and potential dropout concerns.	13	12.3	5	4.7	3	2.8	7	6.6	78	73.6
The school offers extracurricular activities and programs that engage my child and discourage dropout.	9	8.5	2	1.8	4	3.7	43	40.6	48	45.4
The school provides additional support and resources for students who are struggling academically.	19	17.9	4	3.7	1	0.9	16	15.2	66	62.3
The school offers counselling services or support for students facing social or emotional difficulties.	29	27.4	8	7.5	3	2.8	22	20.8	44	41.5
I believe that the school values the input and involvement of parents in dropout prevention efforts.	17	16.1	14	13.2	1	0.9	41	38.7	33	31.1

### Primary data, (2024)

The findings shown in the table 4.7 revealed that teachers and parents communicate effectively where the majority (73.6%) of all respondents accepted highly that teachers at the school effectively communicate with parents about students progress and potential dropout concerns,6.6% of all parents participated in the study also appreciated how teachers at the school effectively communicate with parents about students progress and potential dropout concerns,12.3% of all respondents participated in the study indicated strongly that there is no effective communication between teachers and parents about students progress and potential dropout concerns, 4.7% of all

parents also indicated that there is gap of communication between teachers and parents about students progress and potential dropout concerns while 2.8% of all respondents refused to say anything about parents and teachers communication regarding students progress and drop out concerns at school.

Researcher wanted to know if the school offers extracurricular activities and programs that engage students and discourage dropout in public primary schools of Rwanda. The findings are summarized in the table 4.7 where the majority (45.5%) of all parents contributed in the study appreciated highly that school offers extracurricular activities and programs that engage students and discourage dropout in public primary schools of Rwanda, 40.6% of all parents participated in the study also appreciated that school offers extracurricular activities and programs that engage students and discourage dropout in public primary schools of Rwanda, 8.5% of all parents participated in the study stated strongly that the school do not offer neither extracurricular activities nor program that engage students attendance and discourage the schools drop out specifically in public primary schools of Rwanda, 1.8% of all participated parents in the study disagreed that school offers extracurricular activities and programs that engage students and discourage dropout in public primary schools of Rwanda while the 3.7% of all parents participated in the study were refused to talk on the school offence of extracurricular activities and programs that engage students and discourage dropout in public primary schools of Rwanda.

### The causes of family conflicts and their preventions to reduce student's dropout rate

Third objective of the study were based on the assessment of the causes of family conflicts and their preventions measures to reduce student's dropout rate in public primary schools of Bugesera District, Rwanda. Here, respondents were required to show their perceptions by indicating the extent to which they agreed with the statements given as; SA (1) for Strongly Agree, A (2) for Agree, N (3) for Neutral, D (4) for Disagree and SD (5) for Strongly Disagree. Several items in the questionnaire were presented to the respondents to rate their views and the findings are shown in Table 4.8 The researcher wanted to know specifically the causes of family conflicts and their preventions measures to reduce student's dropout rate in public primary schools and the questionnaires were addressed to the parents to ensure the main causes of students drop out in the public primary schools. The findings indicated in the table 4.8 revealed that majority (84.9%) of parents participated in the study accepted and appreciated that one of the cause of students drop out is Poor communication, misunderstandings, misinterpretations, and lack of effective listening skills can lead to conflicts within families, 9.4% of all parents participated in the study disagreed that that one of the cause of students drop out is Poor communication, misunderstandings, misinterpretations, and lack of effective listening skills can lead to conflicts within families while 5.7% of all parents participated in the study were neutral to the statements on how poor communication, misunderstandings, misinterpretations, and lack of effective listening skills can lead to conflicts within families

**Table 4.8:-** Causes of family conflicts and their preventions.

Statement Statements	SD		D		N		A		SA	
	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%
Poor communication, misunderstandings, misinterpretations, and lack of effective listening skills can lead to conflicts within families.	7	6.6	3	2.8	6	5.7	50	47.2	40	37.7
Disagreements stemming from differences in religious beliefs, cultural practices, moral values, and personal ideologies.	10	9.4	15	14.2	5	4.7	17	16.1	59	55.6
Financial stress, disagreements over money management, spending habits, debts, and financial responsibilities can lead to conflicts	3	2.8	9	8.5	2	1.8	57	53.8	35	33.1
Major life changes such as marriage, divorce, birth of a child, relocation, or loss of a loved one can create tensions and conflicts within families.	11	10.4	6	5.7	5	4.7	18	16.9	66	62.3
Substance abuse issues, including alcohol or drug addiction, can strain family relationships and lead to conflicts	5	4.7	21	19.8	1	0.9	25	23.7	54	50.9
Mental health challenges such as depression, anxiety, or personality disorders within family	12	11.3	6	5.7	7	6.6	44	41.5	37	34.9

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contribute to conflicts and strained relationships

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**Primary data, (2024)**

The findings highlighted in the table 4.8 indicated that the majority(86.6%) of parents participated in the study accepted strongly and confirmed that financial stress, disagreements over money management, spending habits, debts, and financial responsibilities can lead to conflicts,11.3% of all parents participated in the study disagreed that financial stress, disagreements over money management, spending habits, debts, and financial responsibilities can lead to conflicts while 1.8% of all parents participated in the study were refused to show their views on how financial stress, disagreements over money management, spending habits, debts, and financial responsibilities can lead to conflicts.

**Relationship between family conflicts and students drop out**

The fourth objective of this research project aimed to investigate the connection between family conflict and students drop out rate in public primary schools. The findings related to this objective were presented in Table 4.9, which showcased the respondents' perspectives and insights regarding the relationship between verbal Conflicts and students drop out. The initial phase of the study involved establishing correlations between Verbal Conflicts and students drop out and the outcomes of this analysis are summarized in Table 4.9.

**Table 4.9:-** Correlations of verbal conflicts and students drop out.

Statements		verbal conflicts	Students drop out
<b>Verbal conflicts</b>	Pearson correlation	1	.909**
	Sig. (2-tailed)		.000
	N	106	106
<b>Students drop out</b>	Pearson correlation	.909**	1
	Sig.(2-tailed)	.000	
	N	106	106

**Primary data,2024**

The findings presented in Table 4.9 reflect the respondents' perceptions regarding the relationship between Verbal Conflicts and students drop out. The results revealed a significant correlation with a p-value of 0.000, which is less than the typical significance level of 0.05, indicating a very strong positive correlation. This high degree of positive correlation was further substantiated by the Karl Pearson correlation coefficient (r), which was calculated to be 0.909 means that the verbal conflicts are very correlative with the students drop outs andthe table 4.10 highlight the correlation between Physical Conflicts and students drop out and the findings are indicated in the table 4.10

**Table 4.10:-** Correlations of physical conflicts and students drop out.

Statement		physical conflicts	students drop out
<b>physical conflicts</b>	Pearson correlation	1	.890**
	Sig. (2-tailed)		.000
	N	106	106
<b>students drop out</b>	Pearson correlation	.890**	1
	Sig.(2-tailed)	.000	
	Pearson correlation	106	106

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

**Primary data,2024**

The findings presented in Table 4.10 reflect the respondents' perceptions regarding the correlation between the Physical Conflicts and students drop out. These results indicated a significant correlation with a p-value of 0.000, which is less than the conventional significance level of 0.05, signifying a very strong positive correlation. This high positive correlation was confirmed by the Karl Pearson correlation coefficient (r), which was calculated to be 0.890. This suggests that the physical conflicts should be reduced to help the students to stay at school and attend the classes regularly

Findings also established correlation between financial Conflicts and students drop outthe research examined the correlation between Financial Conflicts and their impact on financial students drop out, with the results presented in Table 4.11. These findings indicated the perceptions of respondents regarding the relationship between Financial Conflicts and students drop out.

**Table 4.11:-** Correlations of financial conflicts and students drop out.

Statement		financial conflicts	students drop out
financial conflicts	Pearson correlation	1	.889**
	Sig. (2-tailed)		.000
	N	106	106
students drop out	Pearson correlation	.889**	1
	Sig.(2-tailed)	.000	
	Pearson correlation	106	106

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

**Primary data,2024**

The results from Table 4.11 showed a significant correlation with a p-value of 0.000, which is lower than the conventional significance level of 0.05, indicating a very strong positive correlation. This high level of positive correlation was further supported by the Karl Pearson correlation coefficient (r), which was calculated to be 0.889. This suggests that financial conflicts should be avoided within the family to reduce and alleviate students drop and promote quality education in public primary schools. The findings presented in Table 4.12 portray the respondents' perspectives regarding the relationship between parenting conflicts and students drop out.

**Table 4.12:-** Correlations of parenting conflicts and students drop out.

Statements		parenting conflicts	students drop out.
parenting conflicts	Pearson correlation	1	.934**
	Sig. (2-tailed)		.000
	N	106	106
students drop out	Pearson correlation	.934**	1
	Sig.(2-tailed)	.000	
	Pearson correlation	106	106

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

**Primary data,2024**

The results indicated a significant correlation with a p-value of 0.000, which is less than the typical significance level of 0.05, signifying a very strong positive correlation. This robust positive correlation was further substantiated by the Karl Pearson correlation coefficient (r), which was computed to be 0.934. This implies that there is a highly positive association between parenting conflicts and students drop out, means that the parents should take care of parenting conflicts and they affect their children schooling therefore parenting conflicts should be avoided within then family.

**Table 4.13:-** Correlations of divorce or separation conflicts and students drop out.

Statements		divorce conflicts	students drop out
divorce conflicts	Pearson correlation	1	.949**
	Sig. (2-tailed)		.000
	N	106	106
students drop out	Pearson correlation	.949**	1
	Sig.(2-tailed)	.000	
	N	106	106
<b>Primary data,2024</b>			

The findings presented in Table 4.13 reflect the respondents' perceptions regarding the relationship between divorce or separation conflicts and students drop out. The results revealed a significant correlation with a p-value of 0.000, which is less than the typical significance level of 0.05, indicating a very strong positive correlation. This high degree of positive correlation was further substantiated by the Karl Pearson correlation coefficient (r), which was calculated to be 0.949 means that the divorce or separations are very correlative with the students drop outs and the table 4.13 highlight the correlation between divorce or separation conflicts and students drop out and the findings are indicated in the table 4.14

The findings presented in Table 4.14 reflect the respondents' perceptions regarding the correlation between the Substance Abuse Conflicts and students drop out. These results indicated a significant correlation with a p-value of 0.000, which is less than the conventional significance level of 0.05, signifying a very strong positive correlation. This high positive correlation was confirmed by the Karl Pearson correlation coefficient (r), which was calculated to be 0.870. This suggests that substance abuse conflicts and alcohol consumption should be reduced to help the students to stay at school, attend the classes regularly and enjoy their families peacefully.

**Table 4.14:-** Correlations of substance abuse conflicts and students drop out.

Statement		Substance Abuse Conflicts	students drop out
Substance Abuse Conflicts	Pearson correlation	1	.870**
	Sig. (2-tailed)		.000
	N	106	106
students drop out	Pearson correlation	.870**	1
	Sig.(2-tailed)	.000	
	Pearson correlation	106	106

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

#### Primary data,2024

Findings also established correlation between assets conflicts and students drop out. The research examined the correlation between assets conflicts and their impact on students drop out, with the results presented in Table 4.14.

**Table 4.15:-** Correlations of assets conflicts and students drop out.

Statement		assets conflicts	students drop out
assets conflicts	Pearson correlation	1	.823**
	Sig. (2-tailed)		.000
	N	106	106
students drop out	Pearson correlation	.823**	1
	Sig.(2-tailed)	.000	
	Pearson correlation	106	106

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

#### Primary data,2024

These findings indicated the perceptions of respondents regarding the relationship between assets conflicts and students drop out. The results from Table 4.15 showed a significant correlation with a p-value of 0.000, which is lower than the conventional significance level of 0.05, indicating a very strong positive correlation. This high level of positive correlation was further supported by the Karl Pearson correlation coefficient (r), which was calculated to be 0.823. This suggests that assets conflicts should be avoided within the family to reduce and alleviate students drop and promote quality education in public primary schools.

#### Correlation of variables

This research focused on two variables: independent variables, represented by family conflicts, and dependent variables, represented by students drop out. The primary aim was to understand the correlation between these two variables and establish a regression analysis model.

**Table 4.16:-** Correlations of variables.

Statements		family conflicts	students drop out
family conflicts.	Pearson Correlation	1	.948**
	Sig. (2-tailed)		.000
	N	106	106
students drop out	Pearson Correlation	.948**	1
	Sig. (2-tailed)	.000	
	N	106	106

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

#### Primary data,2024

Table 4.16 in the study revealed a strong relationship between family conflict and students drop out rate in public primary schools. This relationship was substantiated by a Pearson correlation coefficient (r) of 0.948, which was associated with a statistically significant p-value of 0.000 for a two-tailed test. This suggests a highly positive and statistically significant association between family conflicts and students drop out.

**Table 4.17:-** Regression analysis Model Summary<sup>b</sup>

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.948 <sup>a</sup>	.898	.898	.45719	.385

a. Predictors: (Constant),family conflicts

b. Dependent Variable: students drop out

#### Primary data,2024

The findings also found in table 4.17 that all variables are coherent and students drop out is caused by family conflict within the family as it is shown by the regression analysis model with Square of 0.898 means that the all kinds of family conflict affect significantly students schooling including students drop out. Family conflicts associated with poverty and resource constraints also influence the school dropout rate in Rwanda. Financial stress and limited resources within the family impede parents' ability to provide essential educational support, such as school supplies, uniforms, and tuition fees. These challenges create significant barriers to consistent school attendance and academic success, increasing the likelihood of dropout (Nsabimana & Uwitonze, 2020). To address the relationship between family conflicts and the school dropout rate, targeted interventions and support systems are crucial. These may include counseling services, parenting programs, community engagement initiatives, and financial assistance to alleviate economic hardships. Creating a supportive and inclusive school environment that promotes positive relationships and provides resources for students and families is also essential for reducing the school dropout rate in Rwanda (Uwamariya & Mukashema, 2019). Kainuwa and Yusuf (2013) highlight the disparities between children of educated parents and those whose parents have only completed primary school or less. They further note that children of fathers with university degrees perform notably better and achieve higher scores in examinations.

Musgrave (2020) supports this notion, stating that children from educated households tend to follow in the footsteps of their families and actively engage in completing their studies. Educated parents often provide access to library facilities, encouraging children to participate in intellectually stimulating activities such as reading newspapers, magazines, and journals. This exposure helps children develop a broader vocabulary and enhances their language fluency. Eccles (2015) adds that educated parents employ strategies to expose their children to various educational opportunities. For example, in the United States, highly educated parents enroll their children in music lessons, science and computer programs, and relevant summer camps. They are also more likely to enrol their children in top private schools and seek tutoring assistance if their children encounter difficulties in school.

## Conclusion and Recommendations:-

### Conclusion:-

The study examining the influence of family conflicts on student dropout rates in public primary schools in Rwanda illuminates significant insights into the multifaceted dynamics shaping educational outcomes in the country.

Through a comprehensive analysis of familial discord and its repercussions on student retention, this research underscores the critical role that family environments play in shaping academic trajectories. Across eight paragraphs, the conclusion synthesizes key findings, discusses implications, and suggests avenues for future research.

The study discerns a discernible correlation between family conflicts and student dropout rates in Rwandan public primary schools. Through rigorous statistical analysis and qualitative inquiry, it has elucidated how intrafamilial tensions, including marital discord, domestic violence, and economic strain, exert profound repercussions on children's educational engagement and persistence.

The findings underscore the urgency of targeted interventions aimed at mitigating the adverse effects of family conflicts on student retention. Policymakers and educational stakeholders must prioritize initiatives that foster familial cohesion, provide socioemotional support to vulnerable students, and enhance parental involvement in their children's schooling. Contextual factors, including poverty, cultural norms, and social inequalities, significantly mediate the relationship between family conflicts and student dropout rates. Thus, interventions must be culturally sensitive, contextually relevant, and inclusive of diverse socioeconomic backgrounds to address the root causes of educational disengagement. The study advocates for an interdisciplinary approach to understanding and addressing the complex nexus between family dynamics and educational outcomes. Collaboration between educators, psychologists, social workers, and community leaders is imperative to develop holistic interventions that nurture supportive family environments conducive to academic success. This research endeavours are imperative to delineate the longitudinal trajectories of students affected by family conflicts. By tracking students over time, researchers discern the enduring impacts of familial discord on academic achievement, mental health, and socioemotional well-being. Gender dynamics intersect with familial conflicts to shape differential educational outcomes for boys and girls. Future research should elucidate how patriarchal norms, gender-based violence, and societal expectations influence dropout rates and educational trajectories, particularly among marginalized populations. Exploring students' resilience and coping mechanisms in the face of familial adversity is a fruitful area for future inquiry with identification of protective factors and resilience-enhancing strategies, educators and practitioners can empower students to navigate familial challenges and persist in their educational pursuits. This study underscores the imperative of collaborative action to address the insidious effects of family conflicts on student dropout rates in Rwandan public primary schools. By fostering resilient, supportive family environments and implementing evidence-based interventions, we can cultivate a more equitable and inclusive educational landscape that empowers all students to thrive academically and personally.

### **Recommendations:-**

Government should enact policies that prioritize family well-being and address the underlying socioeconomic determinants of family conflicts, such as poverty, unemployment, and inadequate social services. Investing in social welfare programs, economic empowerment initiatives, and affordable housing can alleviate financial strain on families and reduce conflict-related stressors. Government should strengthen legal protections for children exposed to family conflicts, including legislation against domestic violence, child abuse, and neglect. Enhancing legal frameworks and enforcement mechanisms can safeguard children's rights and provide avenues for recourse and protection in situations of familial discord. Government should allocate sufficient funding for educational resources and infrastructure to support schools in addressing the needs of students affected by family conflicts. Investing in counselling services, extracurricular activities, and educational materials can enhance students' academic engagement and promote resilience in the face of adversity.

The Ministry of Education should integrate family conflict resolution programs into the national curriculum, equipping students with conflict resolution skills and fostering familial cohesion. These programs can be delivered through workshops, seminars, and educational campaigns targeting students, parents, and educators. The Ministry of Education should establish psychosocial support services within schools can offer students and families a safe space to address familial conflicts and mitigate their impact on academic engagement. Collaborating with mental health professionals and community organizations, the ministry can ensure accessible, culturally sensitive support for students and families in need. The Ministry of Education should implement specialized training initiatives for teachers to recognize and address signs of familial conflict among students. Equipping educators with the skills to provide empathetic support and referrals to relevant support services can contribute to early intervention and mitigate dropout rates.

Teachers should cultivate a safe and supportive classroom environment where students feel valued, respected, and empowered to express themselves. Teachers can foster a sense of belonging and inclusion by modelling empathy, actively listening to students' concerns, and promoting positive peer relationships. Teachers should familiarize themselves with the signs and symptoms of familial conflict and its impact on student well-being and academic performance. Teachers should remain vigilant for changes in behavior, mood, and attendance patterns that may indicate underlying familial stressors, and offer support and referrals as needed.

Teachers should build positive relationships with students based on trust, respect, and open communication. Establishing rapport with students enables teachers to create a supportive space where students feel comfortable sharing their experiences and seeking assistance when facing familial challenges. Teachers should provide emotional support and validation to students experiencing familial conflict, acknowledging the complexity of their emotions and experiences. Teachers can offer a listening ear, empathetic understanding, and encouragement, validating students' feelings and helping them develop coping strategies to navigate adversity. Teachers should collaborate with school counselors, social workers, and support services to address the needs of students affected by family conflicts. Teachers can facilitate referrals to appropriate resources, advocate for students' well-being, and collaborate with multidisciplinary teams to develop personalized support plans. Teachers should promote resilience and self-efficacy among students by fostering a growth mindset and emphasizing strengths-based approaches. Teachers can celebrate students' achievements, cultivate a sense of optimism, and empower students to overcome challenges and setbacks related to familial conflicts.

Parents should stay informed about children's academic progress, attendance, and behaviour in school. Maintain regular communication with teachers and school staff to address any concerns or challenges that may arise, and actively participate in parent-teacher meetings and school events to support children's educational journey. Parents should create a stable and nurturing home environment characterized by routine, structure, and consistency. Minimize exposure to stressful or volatile situations, prioritize children's physical and emotional safety, and provide a supportive foundation for their academic and personal development.

Students should communicate openly with trusted adults, such as parents, teachers, or school counselors, about any challenges or concerns related to familial conflicts. Seek support and guidance when needed, and remember that you are not alone in facing difficult situations. Students should stay focused on their education and academic goals despite any obstacles or distractions that may arise at home. Recognize the value of education as a pathway to future opportunities and personal fulfillment, and remain committed to your learning journey.

Students should develop healthy coping strategies to manage stress and navigate familial conflicts in a constructive manner. Practice self-care activities such as exercise, mindfulness, and hobbies that promote emotional well-being and resilience in challenging times.

Students should seek support from peers who may be experiencing similar challenges at home or in school. Build positive relationships with classmates who can offer empathy, encouragement, and solidarity, and remember that support networks extend beyond familial ties. Students should advocate for yourself and your educational needs by communicating with teachers, school administrators, or trusted adults about any difficulties you may be facing due to familial conflicts. Seek accommodations or support services that can help alleviate academic or emotional stressors and ensure your success in school. Students should stay engaged in school activities, extracurricular, and academic pursuits that spark your interests and passions. Be persistent in overcoming obstacles, setbacks, or feelings of discouragement, and remember that your resilience and determination are key assets in achieving your educational aspirations.

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