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RESEARCH ARTICLE

FAMILY INVOLVEMENT AND TRUANCY RATE IN PRIMARY SCHOOLS OF RWANDA A CASE OF BUGESERA DISTRICT

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Abstract

Background: The study intended to analyze the family involvement and truancy rate in primary schools of Bugesera District, Rwanda. The specific objectives of this study were: to identify the roles of family on truancy rate in primary schools of Bugesera District, to determine the level of students' truancy rate in primary schools in Bugesera District Rwanda, to establish the relationship between family involvement and truancy rate in primary schools of Bugesera District Rwanda. The researcher adopted the descriptive survey design because the study sought to gain insight or perception into a phenomenon as a way of providing basic information in an area of study. The study target population comprised of 686 in total including 108 teachers, 18 head teachers, 200 parents and 360 students of 18 primary schools in Bugesera district.

Methods and Materials: The researcher selected respondents' pupils using simple random sampling. The researcher used simple random sampling to select the schools; hence 7 schools were sampled. Stratified random sampling was used to categorize the sampled schools according to their zones and size. At school levels, 38 the teachers and 7 head teachers were purposively sampled, 130 pupils and 72 parents were selected using stratified random sampling. The formula used to determine the sample size of the respondents was Robert and Morgan table for sample size determination where the sample size was 247 respondents. The researcher used the questionnaire and interview to take data. The interview was used for head teachers and teachers, and questionnaires for parents and students. Data were analysed into tables and graphs applying descriptive statistics (frequency, percentages and mean) by statistical tools such SPSS Version 2.0 was used for data analysis.

Results: As shown by the findings, 52% of students and 80.5% of parents confirmed that the family played a distinctive role in minimizing the level of truancy, even though there were some parents/guardians who did not do follow-up to their children that is why some students were truant others were absent without reasons. Determining the level of truancy rate in primary schools, it was indicated by 36.85% of students and 72.3% of the parents that the level of truancy rate was moderate; the number of truant pupils was not high in primary schools

of Bugesera due to the facts that the age of primary students varied between 6 and 14 that the pupils were still little to indulge themselves into the temptations even though there was some students who were truant due to lack of school materials and family conflict reasons. The findings showed that there was a negative correlation between family involvement and truancy rate which was -0.242 of Spearman correlation coefficient; which meant that when the family actively involved in the pupils education, the level of truancy went down due to the parents/ guardians' guidance, pupils' follow-up for pupils' performance and positive discipline. The researcher recommended that the concerned stakeholders in education should work together to ensure pupils attend school regularly.

Conclusion: The researcher suggested other researchers should carry out studies related to the family involvement and truancy rate in secondary schools, on the absenteeism and attendance rate.

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..... **Introduction:-**

The role that parents play in the upbringing of a child is very important. Children look up-to their parents for guidance, protection and motivation to live a great life. One of the best ways to achieve wholesome qualities of education is the partnership of parents and teachers in injecting valuable skills, conduct, and knowledge to the students (Dautscher&Ibe, 2003). All over the world parents play a vital role in the education of their child, whatever child's age. If parents pay attention to their children, they make more scholastic achievements than those who are ignored. Lutz (2008) pointed out that where children are unable to take a balanced meal or have no food at all, education becomes a stump. Students who have fed well have energy to study. Hungry and malnourished students do not perform well in their studies. Scientists argue that brain requires nourishment and proper feeding.

The socioeconomic status portrayed by parents play a vital role in influencing their children's learning as well as shaping their improvement in the academic attainment and achievements and their overall behavior and attendance. Some of the characteristics such as a parent's attitudes, aspirations and behavior are all important, as is their ability to: understand their child's day-to-day progress, undertake family learning together, and talk regularly with their child about their learning (Carbonel, Banggawan&Agbisit, 2013).

In Africa, education achievement is one of the most important aspects of the society. This is because in the developing nations academic achievement is one of the keys to development and growth of both the individual and the society. Thus, the characteristics portrayed by parents in the education of their children is important in ensuring that the students focus on their studies and are able to have good academic performance. In Ghana for instance, the characteristics of parents or guardians towards learning of children is associated positively with students' performance in school (Chowa, Ansong&Osei-Akoto, 2012).

According to Amukowa and Karue (2013) among the key causes of poor performance in education, characteristics such as parental involvement and the family background have a major impact on student's academic achievement. Most research has dwelled on poor facilities and finances as among the key causes of poor academic performance among many students in public Primary schools in Kenya. In Kenya the characteristics of parents in the learning process of their children has generally been limited to financial support. Once the fee is paid most parents don't feel obliged to take any further actions in terms of their children's education. Rather they live the burden to the teachers who they believe they pay enough to take care of their children. Therefore, with the numerous advantages that accrue from the involvement of parents in the education, it is imperative that this study be carried out on the characteristics of parents in improving academic performance of students in public Primary schools.

In pursuit to this, the Rwanda Government since 2005 has made very significant and progressive stride toward the achievement of the set objective by introducing SEDP. These appreciated efforts include the establishment of World Primary School (WPS) all over the country. Despite this program (SEDP), there is a failure of students to appreciate and participate in the SEDP.

Many governments and international agencies in the world are increasing becoming interested in finding ways to boost learning outcomes and get maximum benefit from their education investment. Education quality continues to be very low in Primary schools due to shortage of staff, teaching materials, lack of environment conducive to implement SEDP and high rate of students' dropout and truancy (URT, 2010). During 2005 it became more common for both urban and rural students to access Primary schools' places since WSS were being built closer to the students' homes. Besides, failure of children to have interest in schooling, some parents practically engage their children during school hours to contribute to their survival needs, as these parents believed that education has no benefit so no need of allowing their children to go to schools. Children were engaged by parents to mama Lishe to wash cooking utensils and serve customers, also to dry chips. These were further worsened by the cultural belief system of few parents that female children should not be allowed to go to school since any time their education will be useless since they will be given out in marriage and their duty is that of child bearing and home making, so education for female will be wastage of time and money. The World Bank (2001) observed that Primary school dropout and truancy in Rwanda appears so be a great problem leading to a substantial number of Primary school students failing to complete form four primary educations. Due to increase in number of Primary schools in Rwanda during the implementation of SEDP, the number of Primary school dropouts has increased in Primary schools than it was in the previous year (URT, 2009). Primary school truanies have also become much more common in primary school (URT 2009). There are possible reasons that can contribute to students' truancy and dropout and one of the reasons being social economic status of the parents. This calls for a deep and focused analysis of the influence of parents' social economic status on the studies of students from Primary schools.

The World Bank (2005) recommended that one way that countries in the world can ensure the quality of Universal Primary Education (UPE) is by expanding Primary education. This recommendation would influence parents to send their children to primary school if they are sure that opportunities are available at Primary school's level. However, one wonders if both poor and rich families can be able to send their children to school. URT (1995) have revealed that school dropout is a function of both economic and social cultural factors. There is no single factor that can completely account for a student decision to continue in school until graduation. Economic factors limit the ability of the parents or family to meet educational cost of their children, since parents from poor social economic status fail to meet educational needs of their children hence children drop out from school.

Furthermore, social factors influence both positive and negative on school attendance. These factors include parents' attitudes towards girls' education and early marriage. A family social economic status is based on family income, parental education level, parental occupation and social status in the community; such as group associations. Families with high social economic status often have more success in preparing their young children for school because they typically have access to widen the range of resources. It is against this background that this study was conducted to investigate the influence of parents' social economic status on students' participation rate in Primary schools in Bugesera district.

According to Lamberty and Conic (1994) the social economic status of a family can play a very important role in child's education, social economic status influence what opportunities children will be exposed to, limiting children of low social economic status to fewer opportunity and giving students with higher social economic status (SES) a chance of more opportunity. Social economic status is typically broken into three categories, high SES, middle SES and low SES to describe the three areas of a family or an individual may fall into. Families with high social economic status often have more success in preparing their children for school because they typically have access to a wide range of resources to promote and support their children's education and those parents with low SES. These children are more likely to drop out from schools because they have little or no resource to support and promote their children's education.

Dropping out and truancy of school reduces individual future earning and employment opportunities. People in Bugesera district mainly depend on animals keeping and agriculture, whereby sugar cane and rice plantation are the cash crops. Although there is cultivation of sugar canes as cash crops in the district, the decrease in price of Rwandan sugar in the world market, and diseases which seriously attack people who consume sugar such as diabetes, have largely threatened the social economic status of many parents in Bugesera district. Farmers also keep animals such as cows, goats and sheep in sparse populated areas. Keeping animals also has been affected by lack of enough area for grazing and drought. Some farmers have stopped to cultivate cassava and banana plantation due to decrease in price when compared with the cost of cultivation. As a result, members are becoming poorer. Furthermore, there are no inadequate crops for selling and eating Policy (SAP). People with high social economic

status can afford to take their children to good and high performing private Primary schools. However, parents in the low social economic status cannot afford to do so. They take their children to Primary schools located nearby their residence, cheapest and with lower school performance.

In Bugesera district, all Primary schools are owned either by private persons or by government or government aided. These Primary schools were built as a result of political pressure, without taking into consideration of the basic requirements for the provision of quality education. For example, the location and sitting of school was not based on technical consideration (Forojalla, 1993). This was similar also during implementation of SEDP, the factors of school location; planning school age population of an area was decided on the basis of political patronage. Schools were therefore located where a particular or its leader was known to sympathize with the government even though the population size did not warrant the building of a given school. A good example of this fact in Bugesera district is found in Dakama ward where there are two Primary schools (Field data, 2013). As a result, these schools are performing very poorly compared to other categories of schools. The main objective of this study was to investigate the family involvement and truancy rate in primary schools of Rwanda-Bugesera District. It was guided by the following specific objectives:

1. To examine the roles of family on truancy rate in primary schools of Bugesera District.
2. To determine the level of students' truancy rate in primary schools in Bugesera District Rwanda
3. To establish the relationship between family involvement and truancy rate in primary schools of Bugesera District Rwanda.

Theoretical Framework

The researcher crowned the theoretical framework justified through logically related to behavioral and motivation theory.

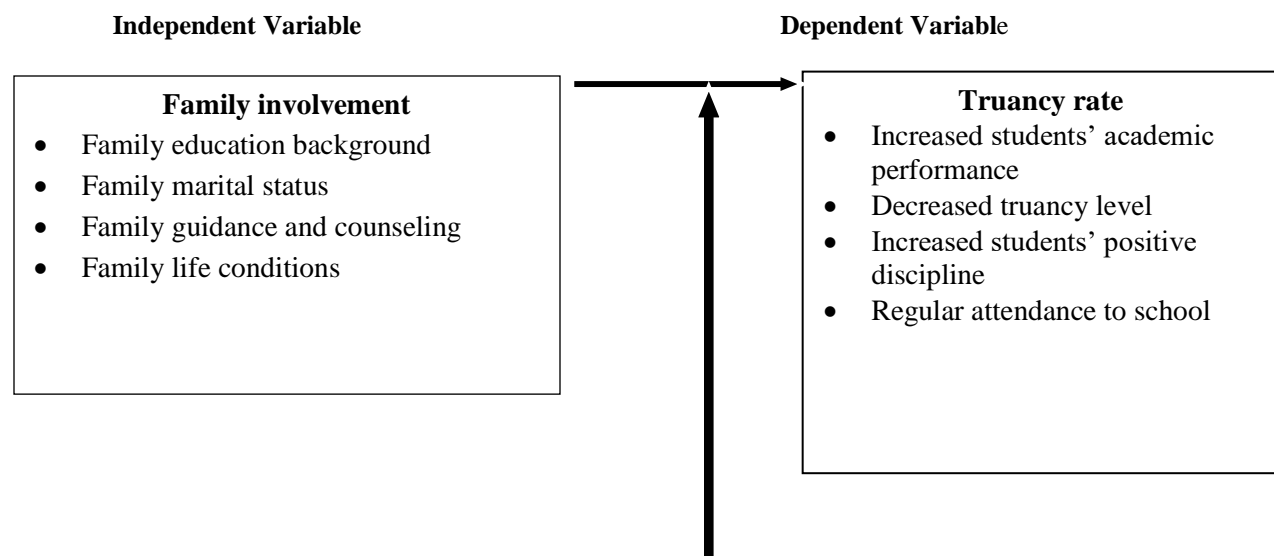
The Behavioral Cognitive and Transpersonal theories

Most motivation theorists assumed that motivation is involved in the performance of all learned responses that is, a learned behavior did not occur unless it is energized. The theories mainly focus on internal and external influences that move a person. The theories are broadly classified as; Behavioral Cognitive Psychoanalytic Humanistic and Transpersonal theories,

Behavioral Theory: according to this theory the desired behavior should be reinforced. It includes the classical theories which states that a biological response to associated stimuli energizes and direct behavior. Skinner emphasized on the role of reinforcement in learning. According to this, students are motivated to complete a task by being promised a reward of some kind. The limitation of this theory in terms of students was that students might develop a materialistic participation towards learning. According to Covington (2002), when we artificially limit opportunities to attain the highest level of accomplishment, intrinsic motivation declines in an effort to protect an individual's sense of worth. **Cognitive theory:** These theories are related to the information processing approach to learning. It focuses on categories and labels people use, helps to identify thoughts, emotions, dispositions and behaviors.

Conceptual Framework

The conceptual framework of this study contains the related indicators of both independent variable as the causality and dependent variable as the effects.



Intervening Variable

- Government Educational policies
- School environment
- School rules and regulations

Source: Researcher (2023)

Figure 1:- Conceptual framework relating the variables.

The conceptual framework relates the independent variables: family involvement: Family education background, Family marital status, family activities, family health condition and age, and family possibilities to the dependent variables: high truancy level, poor students' academic performance, poor students' discipline, irregular attendance to school, learner's delinquency. The researcher also brought in the intervening variables that are government educational policies, school environment, school rules and regulations.

Research Methodology:-

Research Design

Kombo and Tromp (2006) define research design as a scheme outline or plan that is used to generate answers to research problems. A research design can be regarded as an arrangement of conditions for collections and analysis of data in a manner that aims to combine relevance with research purposes. The research design is a plan of action for collecting data, organizing and analyzing it with the objective of combining the relevance of research with economy in procedures. In this study descriptive survey design was used. This is a method of collecting information by interviewing or administering questionnaires to a sample of individuals' characteristics. It is used to collect information about people's attitudes, opinions, habits or social issues such as education.

Target Population

A researcher must know the kind of information s/he wants, who has the information and where to find the persons with such information. The kinds of people that the researcher has in mind from whom information can be obtained are called population (Frankel and Wallen (1990). The population as group of individuals objects or items from which samples are taken for measurement. In this study the population included students from Primary schools, their parents as well as continuing students. It also included parents of continuing students and other education stakeholders such as head teacher, teachers and families or parents. The total number of target population is 686 which seem to be enough for providing relevant information for the study. The researcher selected seven (7) schools which are G.S NyamataCatholique, G.S Ruhuha, E.P KagasaGashora, E.P Gitwe, E.P Kayenzi, GS Munazi and GS Kagasa-Mwogo. Seven (7) Heads Teachers (H/T), one hundred and eight (108) teachers, three hundred and sixty (360) students, and two hundred (200) parents or families.

Sample Design

This part shows the sampling procedures used by the researcher during the determination of sample size and sampling techniques.

Sampling Techniques

A sampling technique as a procedure used to select some elements of population in such a way that they present the actual characteristics of the total population (Frankel & Wallen 1990). The sampling is the process of selecting members from a population such that the selected group contains elements representative of the characteristics found in the entire group. Sampling procedure is a definitive plan for obtaining sample from the population. A sample is a finite part of a statistical population whose properties are studied to gain information about the whole. When dealing with people it can be defined as a set of respondents (people) selected from a large population for the purpose of the survey. The sampling of the participants involved purposive sampling, simple random and cluster sampling techniques.

In the sampling technique, the research purposely targeted a group of people believed to be reliable in providing the required information for the study. Frankel and Wallen (1990) define purposive sampling as a selection of individuals to participate in research by choice. Based on the specific purpose of the research, the researcher selected the sample that appeared to be representative of the population

The stratified random sampling was used in selecting the seven (7) Primary schools from marginalized places in Bugesera district. This method allowed the division of school population into zones or other boundaries and random sampling in those clusters. To obtain seven (7) primary schools out of ninety nine (99) schools. The researcher used this technique in order to obtain a representative sample of school from all parts of Bugesera district.

Random sampling as the procedure by which all individuals in the defined population have an equal and independent chance of being selected as a member of a sample. Simple random sampling technique was used to select 1 stream from each primary class level. In selecting boys and girls from each level from primary four to primary six; the following process was used in carrying out random sampling. The papers with words (Yes or no) only two pieces of paper was marked "yes" the left was marked "no", then the researcher mixed them up thoroughly and then the students picked one paper from each box one by one. The number of pieces of papers was equal to the number of students. The student who picked "yes" was considered in the study. The same procedure was applied for the other respondents of continuing students.

Sample Size

Denscombe, (2008) asserts that the sample must be carefully selected to be representative of the entire population and to provide information that can scientifically be tested. Random sampling technique was used to select a representative sample from each of the seven schools that was used in this study. The number of respondents was sampled using the Robert and Morgan table (1970) technique which employs the Robert and Morgan's table that is generated from the sampling formula. (Appendix VI)

$$s = \frac{X^2 NP (1 - P)}{d^2 (N - 1) + X^2 P (1 - P)}$$

s = required sample size.

X^2 = the table value of chi-square for 1 degree of freedom at the desired confidence level (3.841). N = the population size.

P = the population proportion (assumed to be .50 since this would provide the maximum Sample size).

d = the degree of accuracy expressed as a proportion (.05).

According to Robert and Morgan table, the sample size is 247 and the sample size for the study is summarized in table 1.

Table 1:- Targeted Population and Sample Size.

Categories	Targeted population	Sample size
Head teachers	18	7
Teachers	108	38
Students	360	130
Parents	200	72
Total	686	247

Source: Robert and Morgan Table (1970)

Data Collection Methods:-

Data collection is the term used to describe a process of preparing and collecting data. The data collection was used in gathering of specific information aimed at providing facts pertaining to a particular study. In this study data were collected from primary sources.

Data Collection Instruments

A researcher cannot collect data without using data collection instruments. An instrument is what is used to obtain data from the field. The researcher employed two techniques for data collection namely questionnaires, and documentary reviews. The use of multiple techniques helps in cross checking the authenticity of information thus enhancing reliability (Kombo Tromp, 2006).

Questionnaires

A questionnaire refers to use of written items in the form of statement or questions to which the respondent may be required to do one or more of the following; tick, select or note down their answer. Questionnaires consist of a number of printed or typed questions in a definite order or form. In this study, both open ended and closed ended questions were administered to respondents to collect both quantitative and qualitative data for the study. The use of open ended questions gave the respondents freedom to express their views about student truancy in Primary schools. Open ended questions are useful because they elicit more detailed information since they are free to give their opinions. The use of closed ended items entailed the respondents to choose from the provided responses. The closed items were preferred because they are normally easy to fill in, take little time and effort, keep the subjects to the point, giving them a wider range of choice.

In this study questionnaires were administered to the selected head teachers of schools, parents, class teachers, form four, five and six students. The questionnaires and interview for continuing students form four and form five form six, headmasters' class teachers are found in appendices.

Interview Guide

Interview was another research instrument that was used by the researcher in collecting data. It is a research instrument for data collection that involves collection of data through direct verbal interaction between interviewer and interviewee. In this study interview guide was prepared for interviewing students who dropped out from schools together with their parents. The question was framed in such a way that the respondents were able to give out their opinions and views concerning student dropouts from Primary schools. The interview is advantageous because it is quite flexible, adaptable and can be used for many people (Frankel and Wallen 1990). Detailed information can be obtained and well explained. Moreover, an interview can gather other supplementary information and quality information by proving for more information. The interviews guide for teachers and Head teachers who lead the schools of the students who had been truants of schools are found in appendices respectively.

Administration of Research Instruments

In order to minimize the limitation of questionnaires the researcher administered them in person to all respondents; students, class teachers head teachers, parents and student dropouts; so that clarification could be provided in case of ambiguous and not well understood questions. This enabled the researcher to collect all the distributed questionnaires and there was no room for some of them to be lost.

Research Findings and Discussion:

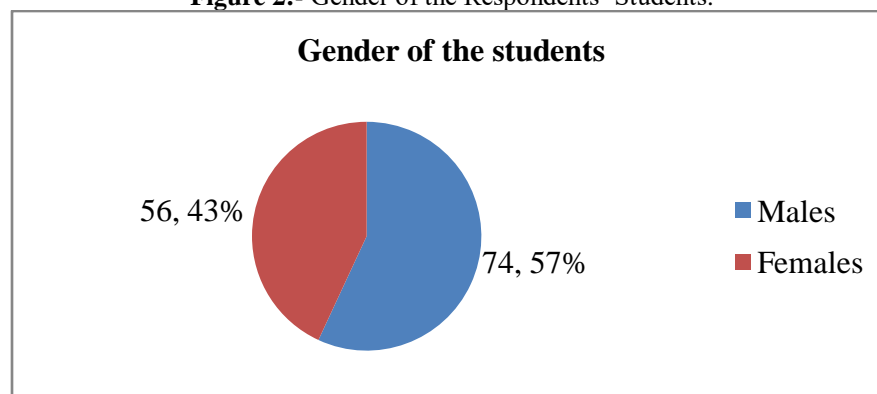
Demographic characteristics of the respondents

In this study, the respondents have been distributed in terms of their gender, educational level, schools, occupation, roles they play in education system, the level of their understanding to the family involvement and truancy rate.

Distribution of the Respondents/ students

The students participated in the study were distributed according to their gender, respective classes, age and respective schools:

Figure 2:- Gender of the Respondents' Students.



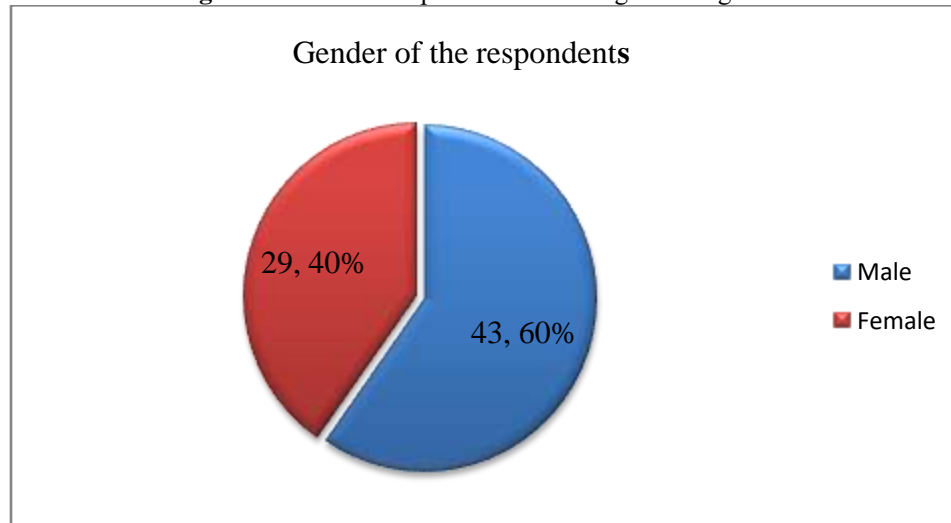
Source: Primary field data, 2023.

The figure 2 shows the gender distribution of students who were present during the data collection process where 74 of 130 equal to 57% were males while 56 of 130 equal to 43% were females. This shows that the researcher gave equal chance to both boys and girls students to participate in the study.

Distribution of the Respondents/ Parents

The parents who participated in the study were distributed according to their gender, marital status education occupation:

Figure 3:- Parents' respondents according to their gender.



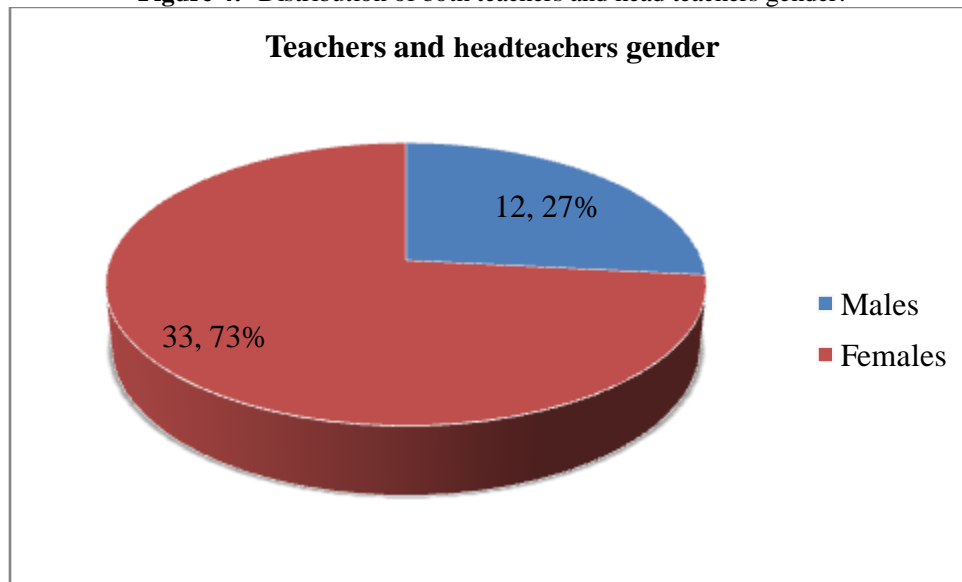
Source: Primary field data, 2023

The figure 3 shows the gender distribution of the parents who were present during the data collection process where 43 of 72 equal to 60% were males while 29 of 72 equal to 40% were females. This shows that the researcher gave equal chance to both females and males parents and/or guardians to participate in the study.

Distribution of the Respondents/ Teachers and Head Teachers

The respondents to the side of teachers and heaters of the selected schools of Bugesera District were present and distributed in gender, their respective schools, levels of education and working experience.

Figure 4:- Distribution of both teachers and head teachers gender.



Source: Primary field data, 2023.

The figure 4 shows the gender distribution of teachers and head teachers who were present during the data collection process where 33 of 45 equal to 73% were females while 12 of 45 equal to 27% were males. This shows that in the primary schools the majority of teachers were females.

Presentation of the Findings

During the analysis of data, the researcher presented them according to different specific objectives which were: “To examine the roles of family on truancy rate in primary schools of Bugesera District, to determine the level of students’ truancy rate in primary schools in Bugesera District Rwanda, and to establish the relationship between family involvement and truancy rate in primary schools of Bugesera District Rwanda.

Examining The Roles Of Family On Truancy Rate In Primary Schools Of Bugesera

The first specific objective of this study was to examine the roles of family on truancy rate in primary schools of Bugesera District. The data were analyzed and presented depending on the results got from the research tools.

The first question was asked to the students whether it happened to them to be truant or absent from school; and they answered the following:

Table 2:- The Level of Being Truant from School.

Question	Answers	Frequencies	Percentages
Does it happen to be truant or absent?	Yes	72	55.3%
	No	58	44.7%
	Total	130	100.0%

Source: Primary field data, 2023.

Respondents were asked if it happens to them to be truant or absent from schools, the majority of students who are equal to 55.3% responded yes, while the minority equal to 44.7% answered no. this shows that the majority of pupils were absents or truant.

Table 3:- Major Causes Of Students’ Truancy And/ Or Absence.

Question	Answers	Frequencies	Percentages
Problems caused students to be truant/ absent or not attending school regularly	Poverty with hunger,	118	90.7
	Lack of school materials,	61	46.9
	Conflicts and among parents due to drunkard/ alcoholism,	96	73.8
	Delinquency caused by teachers and parents	40	30.7
	laisser-faire		
	Lack of learning motivation	74	56.9
	Mean	77.8	59.8

Source: Primary field data, 2023.

The respondents were asked about the main problems they faced during their studies which caused them to be truant/ absent or not attending school regularly; the majority who were equal to 90.7% answered; poverty, 73.8% answered; conflicts and among parents due to drunkard/ alcoholism, 56.9% answered lack of learning motivation, 46.9% answered; lack of school materials, while 30.7% answered; delinquency caused by teachers and parents laissez-faire. If the mean of the responses provided by the respondents is 59.8%, this shows that the above list were the main causes of students truancy/ absent from school.

Table 4:- What Family Provide to Children to Be Involved In Education.

Question	Answers	Frequencies	Percent
How the family involves in students' studies.	Buying me school materials	121	93.0%
	Giving me money to pay for school fees	93	71.5%
	Transport means to take me to school by motorcycles or car	17	13.0%
	Others like play equipment	21	16.1%
	Mean	63	48.4%

Source: Primary field data, 2023.

The students were asked about what their parents/ guardians do to them for well learning; the majority who were equal to 93.0% answered; school materials, 71.5% answered; money to pay for school fees, 16.1% answered; others like play equipment etc, while the minority equaled to 13.0% answered; transport means to take them to school by motorcycles or car. Because the mean of the responses provided by the respondents equal to 48.4%, this shows that the above list shows the contribution of family involvement in pupils education.

Table 5:- The Roles of Family On Truancy Rate In Primary Schools According To Students.

Statements	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Fre	%	Fre	%	Fre	%	Fre	%	Fre	%
Parents guide and counsel pupils during their studies for positive discipline	21	16.2	23	17.6	7	5.5	52	40	27	20.7
The parents/ guardians are educated that why they care about my studies	24	18.5	41	31.5	11	8.4	32	24.6	22	17
I am absent or truant because my parents are careless about my studies	28	21.5	30	23	26	20	29	22.3	17	13
The family motivates me to study for the future life conditions	11	8.4	8	6.2	33	25.3	42	32.3	36	27.6
The parents positive reinforcements motivate students participations	17	13	8	6.2	25	19.3	52	40	28	21.5
Mean	20.2	16	22	17	20.4	16	41.4	32	26	20

Source: Primary field data, 2023.

The table 5 shows the responses provided by the students on family involvement to minimize truancy rate in primary schools where students were asked if parents provide guidance and counseling to them for positive discipline; 16.2% answered strongly disagree, 17.6% disagreed, 5.5% were neutral, 40% agreed, while 20.7% answered strongly agree. When students were asked if their parents/ guardians were educated that they care about my studies; 18.5% answered strongly disagree, 31.5% disagreed, 8.4% were neutral, 24.6% agreed, while only 17% answered strongly agree; which means that it was not only educated parents/ guardians who cared about their children's education. They were asked if they were absent or truant because their parents are careless about my studies; 21.6% answered strongly disagree, 23% disagreed, 20% were neutral, 22.3% agreed, while 13% answered strongly agree. They were asked if their families motivate them to study for the future life conditions; 8.4% answered strongly disagree, .2% disagreed, 25.3% were neutral, 32.3% agreed, while 27.6% answered strongly disagree. They were asked if their parents positive reinforcements motivate them lo learning; 13% answered strongly disagree, 6.2% disagreed, 19.3% were neutral, 40% agreed, while 21.5% answered strongly agree. The agreement mean of the respondents' students was equal to 52% which means that the family/parents/guardians play a big role in minimizing truancy rate in primary schools, even though some parents equaled to 33% were careless about their children education.

Table 6:- The Roles of Family on Truancy Rate In Primary Schools According To Parents.

Statements	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Fre	%	Fre	%	Fre	%	Fre	%	Fre	%
The engagement of parents in children's primary education	7	9.7	12	17	6	8.3	38	52.8	11	15
The engagement of parents through dialogue with children to guide them to attendance	1	1.4	4	5.5	2	2.8	42	58.3	23	32
Regular attendance in the meeting organized by school discussing pupils attendance	3	4.1	7	9.7	12	17	27	37.5	23	32

Provision of school materials to children to encourage them learning	0	0	1	1.4	0	0	19	26.3	52	72.3
Mean	3	4.1	6	8.3	5	7	31	43	27	37.5

Source: Primary field data, 2023.

The table 6 shows the responses provided by the parents on family involvement to decrease truancy rate in primary schools where the parents were asked if they engage in children's education; 15% answered strongly agree, 52.8% agreed, 8.3% were neutral, 17% disagreed, while 9.7% answered strongly disagree. Parents were asked if they engage through dialogues with their children to guide them to attendance school regularly; 32% answered strongly agree, 58.3% agreed, 2.8% were neutral, 5.5% disagreed, while only 1.4% answered strongly disagree. They were asked if they attended the meeting organized by school discussing pupils attendance; 32% answered strongly agree, 37.5% agreed, 17% were neutral, 9.7% disagreed, while 4.1% answered strongly disagree. They were asked if they provided school materials to their children to encourage them learning; 72.3% answered strongly agree, 26.3% agreed, no one were neutral, 1.4% disagreed, also no one answered strongly disagree. The total agreements mean of the respondents' parents was equal to 80.5% which means that the parents/guardians/ family took part in their children education decreasing truancy rate in primary schools, even though there were minimum of parents/guardians varied to 12.4%, who were not able to support their children's education due to different circumstances.

Determining the Level of Students Truancy Rate In Primary Schools Of The District

The second objective focused on determining the level of students' truancy rate in primary school of Bugesera District where the researcher got the responses from students, parents, teachers and head teachers of the respective primary schools.

Table 7:- Level of Truancy Rate In Primary Schools By Students.

Statements	Never		Rarely		Neutral		Sometimes		Always	
	Fre	%	Fre	%	Fre	%	Fre	%	Fre	%
Pupils are truant early after arriving at school	47	36.1	35	27	17	13	15	11.6	16	12.3
Pupils are truant because are not motivated for studying	49	37.6	38	29.2	12	9.2	23	17.6	8	6.1
Colleagues like to leave the school before the time to go home	2	1.5	29	22.3	32	24.6	36	27.7	31	23.8
Pupils leave the school before the time because teachers are absent	26	20	15	11.6	33	25.3	26	20	30	23
The school teachers and head teacher are lesser-faire	34	26.2	32	24.6	10	7.7	36	27.7	18	14
Mean	31.6	24.3	29.8	23	20.8	16	27.2	21	20.6	15.8

Source: Primary field data, 2023.

The table 7 shows the responses provided by the students on the level of students' truancy rate in primary school where the pupils were asked if they were truant early after arriving at school; 12.3% responded always, 11.6% answered sometimes, 13% were neutral, 27% responded rarely, while 36.1% answered never. Pupils were again asked if they were truant because they are not motivated for studying, 6.1% responded always, 17.6% answered sometimes, 9.2% were neutral, 29.2% responded rarely, while 37.6% answered never. They were asked if their colleagues like to leave the school before the time to go home; 23.8% responded always, 27.7% answered sometimes, 24.6% were neutral, 22.3% responded rarely, while 1.5% answered never. Students were asked if they leave the school before the time because teachers are absent; 23% responded always, 20% answered sometimes, 25.3% were neutral, 11.6% responded rarely, while 20% answered never. Students were asked if they were truants from the school because teachers and head teacher are lesser-faire; 14% responded always, 27.7% answered sometimes, 7.7% were neutral, 24.6% responded rarely, while 26.2% answered never. Thus, the total mean of agreement's side of the respondents' students was equal to 36.85% which means that student truancy level was

moderate because either some teachers were absent from classes or both teachers and head teacher of the school were lesser-faire to follow-up the pupils' attendance.

Table 8:- Level of Truancy Rate In Primary Schools According To Parents.

Statements	Never		Rarely		Neutral		Sometime		Always	
	Fre	%	Fre	%	Fre	%	Fre	%	Fr	%
Explaining the advantages of education to children	0	0	8	11.1	7	9.7	34	47.2	23	32
Explaining the effects of truancy to children	6	8.4	2	2.7	2	2.7	55	76.3	7	9.7
Receiving reports from school authorities related to children's attendance	25	34.7	13	18	0	0	16	22.2	18	25
Children/ pupils perform well in class due to regular attendance	0	0	8	11.1	3	3.1	43	60	8	11.1
Follow-up to children to ensure they attend regularly	11	15.2	5	7	9	12.5	26	36.1	21	29.1
Mean	8.4	11.7	7.4	10.2	4.2	5.8	35	48.6	17	23.7

Source: Primary field data, 2023.

The table 8 shows the responses provided by the respondents on the level of students' truancy rate in primary school where the parents were asked if they explained the advantages of education to their children; 32% responded: always, 47.2% answered: sometimes, 9.7% were neutral, 11.1% responded: rarely, no one answered: never. Parents were asked if they were explaining the effects of truancy to their children, 9.7% responded: always, 76.3% answered: sometimes, 2.7% were neutral, 2.7% responded: rarely, while 8.4% answered: never. They were asked if they were receiving reports from school authorities related to children's attendance; 25% responded: always, 22.2% answered: sometimes, no one was neutral, 18% responded: rarely, while no one answered: never. Parents were asked if they their children/ pupils perform well in class due to regular attendance; 11.1% responded: always, 60% answered: sometimes, 3.1% were neutral, 11.1% responded: rarely, while no one answered: never. Parents were asked if they did follow-up to children to ensure they attended school regularly; 29% responded: always, 36.1% answered: sometimes, 12.5% were neutral, 7% responded: rarely, while 15.2% answered never. Thus, the total mean of agreement of the respondents' parents was equal to 72.3% which means that pupils' truancy level was low despite of some parents who did not follow up their children's attendance to minimize truancy rate.

The Relationship between Family Involvement and Truancy Rate In Primary Schools

The third objective was to establish the relationship between family involvement and truancy rate in primary schools. The researcher, during the interview guide, discovered whether the family involvement as independent variable correlates with the truancy rate in primary schools which was dependent variable correlate.

The findings on the third objective which was to discover the relationship between family involvement and truancy rate in primary schools of Bugesera District-Rwanda, were shown in the table 4.13 where the researcher measured the correlation between two variables indicators of family involvement (the independent variable's indicators) which were: family education background, family marital status, family guidance and counseling, family life conditions, and truancy rate in primary schools (dependent variable's indicators) which were: increased students' academic performance, decreased truancy level, increased students' positive discipline, regular attendance to school.

Table 9:- The Relationship between Family Involvements on Truancy Rate In Primary.

Correlation			Family involvement	Truancy rate in primary
Spearman's rho	Family involvement	Correlation coefficient	1	-0.242
		Significance. (2-tailed)		0.01

	Truancy rate in primary	N	45	45
		Correlation coefficient	-0.242	1
		Sig. (2-tailed)	0.01	
		N	45	45
Correlation is significant at the 0.01 level (2-tailed).				

Source: Primary field data, 2023.

To determine the relationship, the researcher used Spearman correlation method of correlation coefficient. When Spearman Coefficient correlation is lower than 0.5 or -0.5, it is low correlation coefficient, while if the Spearman Coefficient of correlation is between 0.5 and 1, or -0.5 and -1. Then, when Spearman man correlation coefficient is very closer to zero (0) or zero (0) there is a correlation. Thus, there was a negative correlation which equals to -0.242.

During an interview with the respondents, these themes show the findings from the interview guide with teachers and head teachers. The interview questions were asked to 45 teachers and head teachers on how they considered the family involvement in guiding pupils to regular attendance aiming at reducing truancy rate, where the following are some of the responses from them:

Respondents: The family to be involved in guidance of pupils is essential strategy that we could encourage to them. As you know, said by the respondents: "The education is a system that well functions if everybody plays his/her roles. Parents' contribution is one of the primary needs that pupils need to learn effectively. Parents who engage in conversations with their children succeed (children) well in classes and their discipline is high that they cannot dare to be truant or absent without a reason". This also what respondents recommended to parents/ guardians.

Respondents added that the school enforces educational policies, school rules/ regulations, family participation, and mitigation of family conflicts which were some of the main causes influencing pupils' truancy, by organizing regular general assembly meetings, sending pupils discipline reports, reminding pupils for abiding by the school rules and regulations, keeping pupils with some extracurricular activities, implementing learner centered teaching and learning methodology, providing school materials to pupils. Mobilizing parents to keep their families with harmony due to that the conflicts among families cause students truancy, absence without reasons and dropout. Last but not least, the respondents added that effective communication between parents and schools played a very distinctive role in reducing pupils' truancy in primary schools of Bugesera District.

Summary

In this fourth chapter, the researcher presented and discussed the findings of the study focused to the specific objectives which were to determine the truancy rate in primary schools, to examine the family involvement on truancy rate in primary and to discover the relationship between family involvement and truancy rare in primary schools of Bugesera District. The findings showed that the family played a major role in the pupils and education to minimize truancy level even though there were many causes of pupils' truancy such as family conflicts, lack of schools materials, lack of learning motivation, parents/ guardians who did not provide guidance and counseling to their children, some teachers who were absent from classes as well as teachers and head teachers who were laissez-faire to provide positive reinforcements and guidance to pupils for positive discipline.

Conclusion:-

The conclusions of the findings were made focusing on the research questions which were: what is are the roles of the family on truancy rate in primary schools, what is the level of pupils truancy rate in primary schools, and what is the relationship between family involvement on truancy rate in primary schools in Bugesera District-Rwanda? The respondents confirmed that there was a big role of the family involvement to the decrease of truancy rate in primary schools, even though the level of truancy was moderate due to some challenges pupils met such as lack of school materials, poverty and family conflicts. Thus, there was a negative relationship between the family involvement and truancy rate in primary schools.

The Roles Of Family On Truancy Rate

During the study, the respondents provided the responses on the roles of family in the involvement on truancy rate. The respondents answered that the family is one of the primary school stakeholders who played the role of

maintaining the pupils with guidance and good conduct to improve their positive discipline for pupils' performance. They argued that parents are the first teachers to transmit prerequisite knowledge, attitudes and values which guide them (pupils) for the learning journey.

The Level Of Truancy Rate In Primary Schools

During the study, the respondents provided their responses on the level of truancy rate in primary schools that the pupils who were truant during the process of teaching and learning were moderate. According to 36.85% of students and 72.3% of the parents, as well as the school leaders and teachers, there were pupils who were truant, even though the number of them was not higher. Students' truancy increased when the conflicts in families, poverty and lack of school materials increased too. According to the respondents of the study, the families which did provide guidance and advices to pupils were likely to have a high number of pupils truancy rate than those who did follow-up, and provided school equipment to pupils.

The Relationship Between Family Involvement On Truancy Rate In Primary Schools

The conclusion was made to the third research question, and the respondents provided the responses on the relationship between family involvements on truancy rate in primary schools. The Spearman coefficient correlation showed that there was a negative correlation coefficient between family involvement and truancy rate in primary schools due to that when the family involved in pupils education through pupils' following-up, guidance, provision of school materials, communication with the school, the number of truancy pupils decreased distinctively.

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