



**PARENTAL FACTORS ASSOCIATED WITH STUDENTS DROPOUT IN LOWER
PUBLIC SECONDARY SCHOOLS IN GASABO DISTRICT, RWANDA**

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**PARENTAL FACTORS ASSOCIATED WITH STUDENTS' DROPOUT IN LOWER
PUBLIC SECONDARY SCHOOLS IN GASABO DISTRICT**

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A Dissertation is submitted in partial fulfilment of the requirement of the Degree of Master of Education in Leadership And Management in University of Rwanda – College of Education

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DECLARATION

I, Aron Ntigurirwa, I hereby affirm this is entirely my original work and has not been presented elsewhere for any other academic degree or award.

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DEDICATION

This research is dedicated to my parents for their continuous support, my brothers and sisters for their encouragement and emotional support.

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I want to express my deepest gratitude to God for granting me the ability to successfully accomplish this endeavor research. I am thankful to my supervisors Philothère NTAWIHA (Phd) and Philibert GAKWENZIRE (Phd) for their support and encouragement throughout the process of this study. This was challenging work, but my supervisors were ready to guide me whenever I needed their support. I am also appreciative all my lecturers from UR-CE, who equipped me with the knowledge and skills I needed to complete my studies. My special thanks to my entire classmates who continuously supported me in my studies. I am also grateful to the Mayor of Kigali City, the District Education Officer of Gasabo, who permitted me to conduct this research in various schools of Gasabo district. I appreciate the head teachers, students, and parents who granted me permission to conduct research activities in their schools. Finally, I thank my family, who has always encouraged me to complete this study.

ABSTRACT

This study aimed to investigate the parental factors associated with students' dropout in lower public secondary schools in Gasabo District. The research objectives were to determine how parents' socioeconomic status is associated with students' dropout in lower public secondary schools in Gasabo District, to assess how parents' involvement is associated with students' dropout in lower public secondary schools in Gasabo District, to determine how family structure is associated with students' dropout in lower public secondary schools in Gasabo District. This study was guided by the convergent parallel design. The target population comprised 125 students, ten head teachers and 125 parents. Simple random sampling was employed to select 95 students who had dropped out of the school and 46 parents, 10 head teachers were selected purposively. In this study, instruments such as questionnaires, interviews, and documentary analysis were employed to collect data from participants. The SPSS version 21 was used to analyze quantitative data. However thematic analysis was used for the completion of interviews. The findings indicated that socioeconomic status was associated with students' dropout as indicated by 69 out of 87 (79.45%) of students who had dropped out the school. It was also reported that parent involvement was contributed to students' dropout because the parent of the students who had dropped out school ($M = 1.62$, $SD = 0.569$) were rarely involved in their children's education. Lastly, family structure contributed to students drop out differently where the majority of the students 48 out of 87 (55.17%) of the students who had dropped out the school were from the single families. The study concluded that the parental factors such as parents' socioeconomic status, parents' involvement, and family structure were associated with students' dropout. Thus, the study recommended the following, the government needs to improve the welfare of the families, local leaders and their partners should work hand in hand to seek support for vulnerable children. Additionally, school leaders and parents should work together to make follow up on students who are at risk of dropping out of school.

Keywords: Parental factors, dropout rate, and Gasabo district.

LIST OF ABBREVIATIONS AND ACRONYMS

A0: Bachelor's degree

A2: Advanced Certificate

EFA: Education For All

GED: General Education Development.

MINEDUC: Ministry of Education

SPSS: Statistical Package for Social Sciences

UNESCO: United Nations Educational, Scientific and Cultural Organization

UNICEF: United Nations International children's Emergency Fund

UR-CE: University of Rwanda College of Education

USAID: United States Agency for International Development

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CHAPTER ONE: INTRODUCTION AND BACKGROUND TO THE STUDY

1.0 Introduction

This chapter provides an overview of the research problem. It includes the background of the study, statement of the problem, objective of the study, research questions, significance of the study, limitations of the study, delimitation of the study, operation definition of terms, and a summary of chapter.

1.1 Background of the Study

In this day, education is the fundamental element for the development of every nation. It is the basic for socio-economics and politics development for the country, for that reason when we want to change our society for good life, we must ensure that, every citizen obtains quality education (Daniel , Romina , & Madeilene, 2023). This was confirmed by Nelson Mandela who said that the greatest weapon that can be used to transform the world in positive way is education (Arne , 2013). Today, investing in the education of young people is recognized as a key strategy for national development and is widely used by many countries to enhance their social and economic progress (World Bank, 2018).

After realizing that education plays a vital role to reach national development goals, the governments have taken countless measures for enhancing their citizens' education in order to strengthen their countries' economy and to fulfill the international agreement for education. This was not far from the fourth goal of sustainable Development Goals (SDGs) which suggested that by 2030 all girls and boys complete free, fair, and high-quality primary and secondary education that results in relevant and effective learning outcomes (United Nations, 2019). Besides, the governments have invested in education, by making education free and compulsory, raising the numbers of the teachers, enhancing the school infrastructure, and embracing digital transformation (United Nations, 2023). Therefore, education emerges as one of the most potent means to eradicate poverty and offer individuals valuable opportunities in civil society (UNESCO, 2005).

Although the enrollments of the students continue to go up, many governments fail to sustain the students continuation to complete a certain level, and the school dropout become a crucial problem throughout the world. This issue of school dropouts has escalated to epidemic levels on

a global scale and presenting significant challenges for the education sector worldwide (Bridge, Dilulio, & Morison, 2004).

UNESCO predicts that pre-primary and secondary education is the second most impacted level which expected to experience a 2.8% decline in enrollment, translating to 5 million fewer children attending the school (UNESCO, 2020). According to these predictions, 0.27% of primary and 1.48% of secondary education students, corresponding to 5.2 million girls and 5.7 million boys at both levels was at risk of dropping out the schools (UNESCO, 2020).

In context of New Delhi in Indian, although only a small fraction of children manage to reach secondary education, the dropout rates at this level are alarmingly high where it reached 36.04 percent (Chugh, 2004). Based on Pakistan Education Statistics (2016-17), the survival rate up to grade V stands at 67% with an equal proportion of males and females, this indicates that the national dropout rate is 33% (Dawood , Ghulam , & Tahir , 2019).

In Philippine, even though primary and secondary education is publicly funded and free, the expenses associated with studies contribute to the country having the highest dropout rates in comparison to other Asian nations where the dropout rate is 6.38 percent for elementary students and 7.82 percent for secondary school students (Crispin, 2021).

In context of Ghana, a survey conducted in Ghana (2019) by the Ghana Statistical Service (GSS) highlighted a significant number of youth 25 percent who are eligible for Senior High School (SHS) education are not enrolled, while at the primary school level the percentage of school-going children who are not attending school reaches as high as 19 percent (Farida, 2019).

Likewise, examination of data from the 2012 Population and Housing Census, the 2011/2012 Household Budget Survey, and administrative education records for Tanzania Mainland unveiled that around 3.5 million children of primary and secondary school age were not attending school, and more that 1.7 million pre-primary school age children had not yet enrolled in any educational institution (UNICEF, 2018). Moreover, from 2015 to 2016 the Ministry of Education Science and Technology (MOEST) in Tanzania collaborated with UNICEF to conduct a study aimed at identifying the characteristics, locations, and activities of out of school children (UNICEF, 2018).

Like other countries, Rwanda also has made many improvements in education in terms of access and accessibility to enhance their education system. For that reason, the government of Rwanda and World Bank entered into a financial agreement of \$200 million aimed to enhancing teacher's competence and promoting students' retention and learning in basic education, covering pre-primary through secondary school levels in Rwanda (Kayihura, 2019).

Unfortunately, different reports demonstrate that students' dropout continues to appear in Rwandan education system. For instance education statistical year books (2019) showed that the dropout rate in lower secondary schools in 2018/2019 were 9.3% for male and 8.9% for female, in 2019/2020 dropout rate for male was 10.9% for male and 11.1 for female, while in 2020/2021 the dropout rate was 13.1% and 11.9% for male and female respectively (Ministry of Education, 2023). This was also highlighted with the study conducted by Ngabonziza and Sikubwayo (2022), where they found that around 672 students have dropped out in nine Years Basic Education in Rutsiro District (Ngabonziza & Sikubwayo, 2022).

In Gasabo district as well as other districts some reports revealed that there was an alarmed dropout rate in lower secondary schools. For instance, the report of Imihigo from Gasabo district 2018-2019 has shown that the dropout rate was 1.8% in lower secondary schools throughout the district (Gasabo District, 2019). Hence, the problem of students' dropout inhibit education achievement in terms of quality and quantity which will impact negatively our future generation, that is the reason why this research seeks to investigate parental factors associated with students dropout in lower public secondary schools in Gasabo district.

1.2 Statement of the Problem

The quality of education is the main key that every nation strives to improve for making better education system. Access and retention of students is the main indicator to enhance the quality of education. The government of Rwanda has taken countless measures to enhance participation and access to education to every school-aged learner. It has set a target to raise the effort to decrease the dropout rate in lower secondary schools from 6.3% in 2017 to 1.7% by 2024 (Republic of Rwanda, 2017). Then, completion of the students enhances their social well beings, individual economic benefit, mental and emotional health and they impact positively the society.

Although the government of Rwanda has set a target to decrease the number of students who leave school early, there is a gap between today's situation and the national target. For example, the number of students who dropped out of the school raised instead of decreasing in lower secondary schools, as shown by the education statistical year-book 2021/22 from MINEDUC, where in 2018/2019, 2019/2020, 2020/2021 dropout rate was 9.1%, 11%, and 12.5% respectively (Ministry of Education, 2023), and the dropout rate in lower secondary schools in Gasabo District was 1.8% as indicated by the report of imihigo (Gasabo District, 2019).

Therefore, the dropout of the students continues to go up. The parent factors such as parents' socioeconomic status, parents' involvements, and family structure could be the cause of students' dropout out from the schools. For this reason, this study designed to investigate the parental factors associated with students' dropout in lower public secondary schools in Gasabo District. This would be significant for the policy makers, stakeholders, and other people in charge of education to prevent students' dropout and it enables the researchers to understand deeply education problems.

1.3. Objectives of the Study

General objectify and specific objectives of the study are listed below.

1.3.1 General Objective

The purpose of this study aimed to investigate parental factors associated with students' dropout in lower public secondary schools in Gasabo district.

1.3.2 Specific Objectives

This research has the following specific objectives:

- To determine how socioeconomic status of the parents are associated with students' dropout in lower public secondary schools in Gasabo District.
- To assess how parents' involvement are associated with students' dropout in lower public secondary schools in Gasabo District.
- To assess how family structure are associated with students' dropout in lower public secondary schools in Gasabo District.

1.4 Research Question

- How do socioeconomic status of the parents are associated with students' dropout in lower public secondary schools in Gasabo District?
- How do parents' involvement are associated with students' dropout in lower public secondary schools in Gasabo District?
- How do family structures are associated with students dropout in lower public secondary schools in Gasabo District?

1.5 Significance of the Research

The findings of this research will be important in the education sector in various ways as follows; first, the results of this study will be used by the Ministry of Education and other agencies in charge of education to elaborate new policies and take measures to reduce students' dropout at the ordinary level. Second, the findings of the study will help local leaders such as district education officers, sector education officers, and other leaders to work hand in hand to find solutions to family problems that negatively impact students' completion rates of the students. Third, the findings of this study will help school leaders and teachers to make follow up on students who are at high risk of leaving the school early by finding the best strategy to support them. Fourth, the findings of this study will assist parents and school leaders in finding solutions and taking measures to stop children from dropping out of school. Lastly, they will be the source of other researchers' information.

1.6. Limitations of the Study

The following was the limits of the study;

The study was limited to the lack of enough previous studies about parental factors associated with students' dropout in context of Rwanda. In addition, as the study was carried out in lower public secondary schools in Gasabo district, the findings will not generalized beyond the area of study.

1.7 Delimitation of the Study

Below was delimitation of the study;

It was conducted in 10 selected lower public secondary schools in Gasabo district. The parental factors on this study only covered parents' socioeconomic status such as income occupation and

education level, parents' involvement such as participation in school program, parental advising, monitoring study habit at home, and discussing academic progress and the family structure such as single parent family, grandparent family, and stepparent family. The study focused only on the students who had dropped out the school, their parents and head teachers in selected schools.

1.8. Operational Definition of Terms

Parental factors: Refers to parents' socioeconomic status, parents' involvement and family structure.

Dropout: This is the action of leaving the school early before completion of a school program. According to Thinley, (2022) dropout defined as any student who leaves school for any reason before graduation or completion of a program of studies without transferring to another elementary or secondary school (Thinley, 2022).

Parent socioeconomic status: refers to the social and economic standing of a family within a society. It is usually related to the income, occupation and education attainment of the parents. According (Javeria, 2023) define social economic status as combination of income, education, occupation, and wealth of any individual.

Parent involvement: Parent involvement refers to the active participation and engagement of parents in their children's education such as participating in school program, advising the children, monitoring study habit at home, and discussing academic progress. Parental involvement refers to the consistent and engaged participation of a parent or primary caregiver in a child's education (Annie, 2022).

Public secondary school: Government managed, maintained, and funded secondary schools.

1.9: Summary of Chapter One

This chapter has shown the foundation of the research entitled "Parental factors associated with students' dropout in lower public secondary schools in Gasabo district. It provides the foundation of research problems, the significance of the study, and it was subdivided into three objectives and research questions. Then the next chapter provide the review of literature that was formulated according to the objectives of the study.

CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction

This chapter summarizes key reflections on students' dropout where parents may be associated. It consists on theoretical review, empirical review and existing gap.

2.1 Theoretical Review

Theoretical review of this research is composed of theoretical concepts that explain parental factors associated with the students' dropout.

2.1.1 Parent Factors Affecting Student Dropout in Secondary Schools

Parental factors refer to the various elements and characteristics related to parents that can influence the well-being, development, and outcomes of their children. These factors encompass a wide range of aspects, including parenting style, level of involvement in a child's education, socioeconomic status, emotional support, and overall family structure. These factors are significant mediator in various social factors that is essential for the development and growth of any child in society even the school (Ropafadzo , Eniko , & Levison , 2017). For that reason, the parents have an important role in all stages of child's development especial in their formal education as long as he/she is the first who have the main role to send and maintain their children for schooling.

2.1.2 Socioeconomic Status

Socioeconomic status is often measured as revenue, employment, education level, and wealth condition of an individual or group. It is considered as significant determinant of various life outcomes, including access to education, healthcare, housing, and overall well-being. In education, the socioeconomic status of the family is mostly significant for journey of their children in schooling. For instance, the families experiencing low economic status face constraints in accessing public and social advantages including educational benefits (Olympia & Thomas, 2020).

2.1.2.1 Education Level

Education level of the parent is the main factor that enables that parents to be the role model and encourages the children to remain in their schools. Educated parents create a better environment

for the continuation of their children's education (Sunila , Nadeem, & Nosheen , 2015). This means that, the parent who are well educated are more effective in creating a better atmosphere for their children to access a quality education by sharing importance of education and the offering all requirement for education (Ropafadzo , Eniko , & Levison , 2017). For instance, educated parents inspire their children's eagerness to learn, offer guidance and advice on effective school performance, and provide the essential resources, thereby significantly influencing their children's educational outcomes (Olympia & Thomas, 2020). As results, if the father had no attained any education, it decrease the likely of the boys and girls of staying at school, but if the father attained high level of education, it decrease the chance of dropping out the school (Janini, 2015).

2.1.2.2 Income

Parents' income is essential factor that influence the level of the students to access or not access the school. There is an absolutely costs of education that are supposed to be paid by parents such as: school uniforms, text books, school fees and so on in order to make education conducive. For this reason, the parents who have high income is easy to deliver more required resources to facilitate their children's education such as private tuition, better schools, and monitoring study at home, these are crucial factors that encourage the children to attend the school (Ropafadzo , Eniko , & Levison , 2017). The income of the parents play important role in the education of the children. According to Frank (2016) who argued that the students who live from a moderately economic constant household have always participated in schools than their fellow students from a disadvantaged family (Frank , 2016). Unfortunately, Insufficiency of parents 'income prompts various students to not attend school because they involved in various activities to support their parent financially. This was not far from Saeed, Dickson, & Asare, (2016.) contended that the students from the households with a low standard of living have high risks to drop out early due to the lack of motivation and poverty. Consequently, the lack of family support to children due to the economics insufficiency leads children to meet with various issues that make them leave school early.

2.1.2.3 Occupation

An occupation is a position of employment or role held by an individual, serving as their source of income, and it constitutes the third variable within socioeconomic status (SES) and is

interconnected with both income and education (Satar et al., 2017). The parents' occupation are not only involved in providing the foods, shelter, clothes, or other day to day requirements of their children, but also in finding out the ways that can make their children to be comfortable in the formal education which leads to completion of the required level (Korir , 2018). The students with parents in lower occupational levels demonstrated academic performance below the average which might be attributed to insufficient availability of educational resources within the home environment. On the contrary, students with parents in middle-level occupations exhibited superior performance in comparison to other groups. This can be credited to parents who effectively utilize their available resources to invest in education of their children by giving the necessary reading and writing materials (Korir , 2018).

2.1.3 Parent Involvement

Parental involvement refers to the commitment of the parents to participate in all activities of their children's education in and out of the school in the purpose of supporting them to achieve academic performance and completing their studies. According to Ronak , Rashmi , & Shobhit , (2021) the parents' involvement in the learners' education refer as the responsibilities of the parents in directing the learners in their process of learning in the ways of offering time to control the changes of their life and career. The active participation of the parents plays a crucial role in enhancing the children's performance in schools and motivates the students to graduate. The students would experience greater academic advantages when their parents participate in the conference of the teacher and parents, respond phone call from the school, react and acknowledge messages from the school, as opposed to children whose parents do not engage in any of these activities (Durisic & Bunijevac, 2017). Moreover, the parents' involvement significantly affects the academic success of children and diminishes the likelihood of students dropping out of school (Naranthiran et al , 2023). The parents involvement composed by various factors. Some of the factors that can be used to measure parental involvement in this study include; parental participation in school program, parental advising, monitoring study habit at home, and discussing academic progress.

2.1.3.1 Parental Participation in School

Participation of the parents in school programs result a great impact on elaboration of new program that direct the school to their mission and vision, and also it involves the parents in implementation of various school plans. The participation of the parents in school programs can be done in various ways such as general assemble meeting, school committees meeting, call of the teacher, school visit etc. Parental involvement would enhance children's cultural identity and aid in their socialization, positively influencing their attitudes and behaviors towards others both within and outside their communities (Peter & Daniel , 2021). Besides, active participation leads to positive outcomes including; improved academic performance with higher grades and test scores, enhanced reading proficiency, increased attendance and completion of homework assignments, increase rates of graduation and higher enrollment in tertiary education, students exhibiting more favorable attitudes and behavior (National Human Services Assembly, 2004). Then the parents' participation in school activities enhances students' attendance as well as it is the way that parents used to follow the students achievements.

2.1.3.2 Parental Advising

The parents' advice to their children is very importance because it helps the learners to understand the benefit of study and know a right ways in the journey of study. This can be done by providing emotional support and motivational to the learners. Emotional support and motivation from the family particularly the parents play a vital role for creating interest in a child to go forward in his/her study (Ropafadzo , Eniko , & Levison , 2017). Furthermore, the parent support that offered to school enhance their children's self-esteem, and long term planning, however bad attitudes toward completion of school seriously affect negatively the children's opportunity to graduate a certain level (Marion , 2008). Moreover, the great number of absenteeism cases and student dropout was found out in the families who have poor communication, who exert excessive control or lack authority over their children, and unconcerned about the failure of their children (Şeyma , Zeynep , & Abdurrahman , 2016). Otherwise, when the learners are getting less importance to education, they need the aspiration of the parents or other old people to return them in right ways.

2.1.3.3 Monitoring Study Habit at Home

The study habits refer to the techniques, strategies, and routine that students use to learn and master academics material. Effective study habits are often linked to intrinsic motivation, and the students with strong study habits are more likely to stay motivated and committed on their education goals. Effective study habits significantly impact students' academic success and are considered one of the most influential factors in their learning outcomes (Ebele & Olofu , 2017). A successful parent creates a study habit for their child by creating consistence study routine and be involved in studying activities. For instance, the parents should give a time and supervise the children in home study such as doing homework and making revision. The parents' participation in their children's homework in mathematics was associated with the performance in mathematics and motivation (Giang-Nguyen , Byron , & Barbara , 2021). Parents' engagement in homework has at most a marginally positive influence on academic performance (Patall, Cooper, & Robinson, 2008).

2.1.3.4 Discussing Academic Progress

A discussion of the teachers and parents to the students' academic progress is significance and constructive way to remain the parents to be aware of their child's performance in school. Indeed, the parents have a significant role in their children's schooling and are become more actively involved in monitoring their academic progress from an early stage (Possip, 2021). Thus, discussing academic progress is essential for monitoring performance, identifying challenges, promoting accountability, setting goals, building support systems, enhancing communication skills, addressing learning styles, encouraging reflection, preventing academic issues, promoting motivation, involving parents, and supporting future planning (Durisic & Bunjevac, 2017).

2.1.4 Family Structure

The family structure in which a child lived in play a important role in influencing the attitude of the children to attend the school. Therefore, the kind of family structure that a person lives in affect the probability of that person's chance to quit the school early (Ropafadzo , Eniko , & Levison , 2017). Family structure is determined by various factors such as death of spouse, separation of the parent, divorced parents. These family structures play important role for

determining if the students remain in the schools or leaving early the school. For instance, when the children live in the families where one of the parents are not her/ his biological parent, often provides misunderstanding and conflict in that family. Furthermore, the children from no biological parent present in the household are more likely to drop out from the school compared to the children who are two biological parents in the household (Douglas et al 2018). In Additional, separation or divorce of the parents affects the families' income and the relationship, as results the children from better families are more likely to remain in school than those who are in poor (Farida, 2019). Hence, when one parent are not present in household because they are divorced, the amount of time the parents spend together with the children limit due to increase in two-earner families, and the consistence of parental inattention to the children's activities such as the school performance monitoring, or inspiring education value decline (Ropafadzo , Eniko , & Levison , 2017). Consequently, the importance of having both biological parents in household contributes in reducing the students' dropout in the school. This can be attributed to the fact that the children from both parents in household tend to have social capital from parents in form of emotional support, encouragement, every day assistance, high standard of living, and then encouraging them to stay in school as outcomes of household stability (Amato, Patterson, & Beattie, 2015).

2.2 EMPIRICAL LITERATURE REVIEW

The following are the evidence of the previous studies that reveal the impact of parental factors such as socioeconomic status, parent involvement, and family structure on students' dropout.

2.2.1 The Impact of Parents' Socioeconomic Status on Students' Dropout

The socioeconomic status of parents significantly influences student dropouts. Various research studies have confirmed that factors like the parents' education level, income, and occupation are primary causes of student dropouts. According to Brown & Park (2002) in research conducted in China which showed that for each added year of a father's education, the chance of his child leave the school early drops down by 12-14 percent. Based on full report on understanding dropout rate and repetition in Rwanda the data obviously showed that when the household know to read and write or whether household have a certain education level, it affects their child's education and is correlated with the students leave early the school (Mineduc Rwanda & Unicef,

2017). This was supplemented by the study conducted in Khan District showed that the low education level of the parent is correlated with the high level of school dropout at the primary level of education (Sunila , Nadeem, & Nosheen , 2015).

As indicated by both empirical and statistical research, the children from better families possess a high possibility to remain in school, however the children from poor households have a high probability to not attend the school (Ropafadzo , Eniko , & Levison , 2017). This was supported by the study conducted by (Dachi & Garrett, 2003) which suggested that the students who live in better families are less likely to quit early the school, while the students who live in poorer families are less likely to attend, or to leave early the school once they have registered. Besides the research conducted by Frederick, (2014) in Kenya, revealed that the majority of the respondent teacher (94%), the majority of head teachers (80%) and 82.9% of respondent students accepted that the household income is the factor that influences the students' dropout. This was not far from the study conducted in Ghana, which revealed that for getting quick money, particularly some student at Junior High School level quit the school to work for farming activities (Saeed, Dickson, & Asare, 2016). Moreover, the research conducted by Mineduc & Unicef in Rwanda revealed that the children from the poorest families were practically four times more likely to leave early the school at least once, than those children who live in the families who have the highest wealth (Mineduc Rwanda & Unicef, 2017).

Occupation of the parents is significant to determine the students' completion for certain level. Different research revealed the importance of parents' occupation for prompting the students to remain in the school when their parents possess a good job, or leave the school when they have an unfavorable job. According to the research conducted by Korir (2018) which indicated that the students with parents, in higher occupational levels demonstrated higher academic performance compared to those with parents in low and middle occupational levels. The academic performance of the learners is not only for judging the intellectual capacity of them, but also it creates a good environment for studying and encourages the learners to remain in the school.

2.2.2 The Impact of Parents' Involvement on Students' Dropout

Parent involvement in a child's education is an essential factor that can positively impact academic success and completion of the students. The research has shown that the children at any age from developed countries possess a certain amount of benefit of parent involvement (Mahamood et

al., 2012). As shown by various researches the active involvement of parents in their child's education creates a supportive environment that positively influences academic performance, motivation, and overall well-being. This significantly reduces the risk of students dropping out of school. The study conducted in Malaysia found that the parents' involvement plays a crucial role in determining their children's academic achievements and reduces the likelihood that students will contemplate discontinuing their studies (Naranthiran et al., 2023). According to a study conducted by Brown et al. (2019) in Switzerland revealed that students with engaged parents are more likely to exhibit enhanced social skills, improved behavior, superior grades and test scores, consistent attendance, and aptitude at adapting well to the school environment, irrespective of their family's income level. In other hand, when the parents' participation in the school was not effective, it impacts the children's education. According to the study conducted by Ronak , Rashmi , & Shobhit , (2021) which revealed that the bivariate findings, 29% of children whose parents did not attend PTA meetings in round-I had encountered school dropout in round-II. Additionally, elements such as the frequency of parent-teacher meetings and the duration of time dedicated to such involvement play a pivotal role in assessing the connection between substantial parental engagement and the occurrence of school dropout (Ronak et al., 2021).

2.2.3 The Impact of Family Structure on Students' Dropout

Various researches have highlighted the impact of family structure on students' dropout. According to the research conducted by (Ropafadzo , Eniko , & Levison , 2017), in Zimbabwe their finding revealed that death of parents, separation of parents or divorced parent were found as indicator for school dropout in Rushinga District. Furthermore, the study conducted by (Frederick, 2014) showed that the high number of teachers (87.8%) attributed that the students from single parents are mostly disturbed emotionally and are not able to concentrate in their education and then they have high probability to dropout. Thus, parents 'role to their children seems to be correlated with the decline of school dropout rates, whether both parents of these participants were existed or not (Asunción et al, 2016). Besides the parents' factors such as poverty, ignorance, education level, family structure, may lead the children failed to complete their education.

2.3 Theoretical framework

The study is guided by Maslow theory or theory of human motivation that was based on the hierarchy of human needs. It was proposed by Psychologist Mr. Abraham Harold Maslow in 1943. According to this theory; all people have a hierarchy of needs that must be achieved in order to satisfy their full potential and self-actualization (Hena & Shara , 2023). Thus the individual satisfied their needs in this order as suggested by this theory, firstly basic physiological needs, secondary safety, third belongingness and love, fourth esteem, and fifth self-actualization. In education, ensuring that students' fundamental requirements including; nourishment, security, and a nurturing educational setting are met, it is essential for fostering an optimal learning environment (Hena & Shara , 2023). This theory is appropriate to this study because the students cannot complete their study when their learning environment did not favor to study. In other part the students have dropped out the school because they were not satisfied to their needs. In addition, when the basic needs did not achieve first, to achieve the high level needs cannot be possible. The following is how this theory is relevance to the study; first when the physiological needs such as food, shelter, and clothes are not met, learning environment become unfavorable which lead the students to leave the school early. Second, when the family did not protect their children from various circumstances the students become unsafe which prompted them to dropout the school. Third, when the students lose belonging and the love of their family due to family conflict their possibility to leave the school early rises up. Fourth, the students may decide to not complete their study because of receiving unconstructive feedback which makes him to lose their self-esteem, self-worth. It is vital to offer students' chances to be acknowledged for their accomplishments, receive helpful feedback, and participated in activities that boost their self-assurance (Hena & Shara , 2023). Fifth, when the parents offer the children the chance for creativity, analytical reasoning, and individual growth in their education, they become motivated and they cannot leave the school. Therefore, when parents understand what students need it gives the ways to support their children' learning.

2.4 Conceptual Framework

In this study, conceptual framework in figure 1 describe interrelationship between the parental factors and students' dropout.

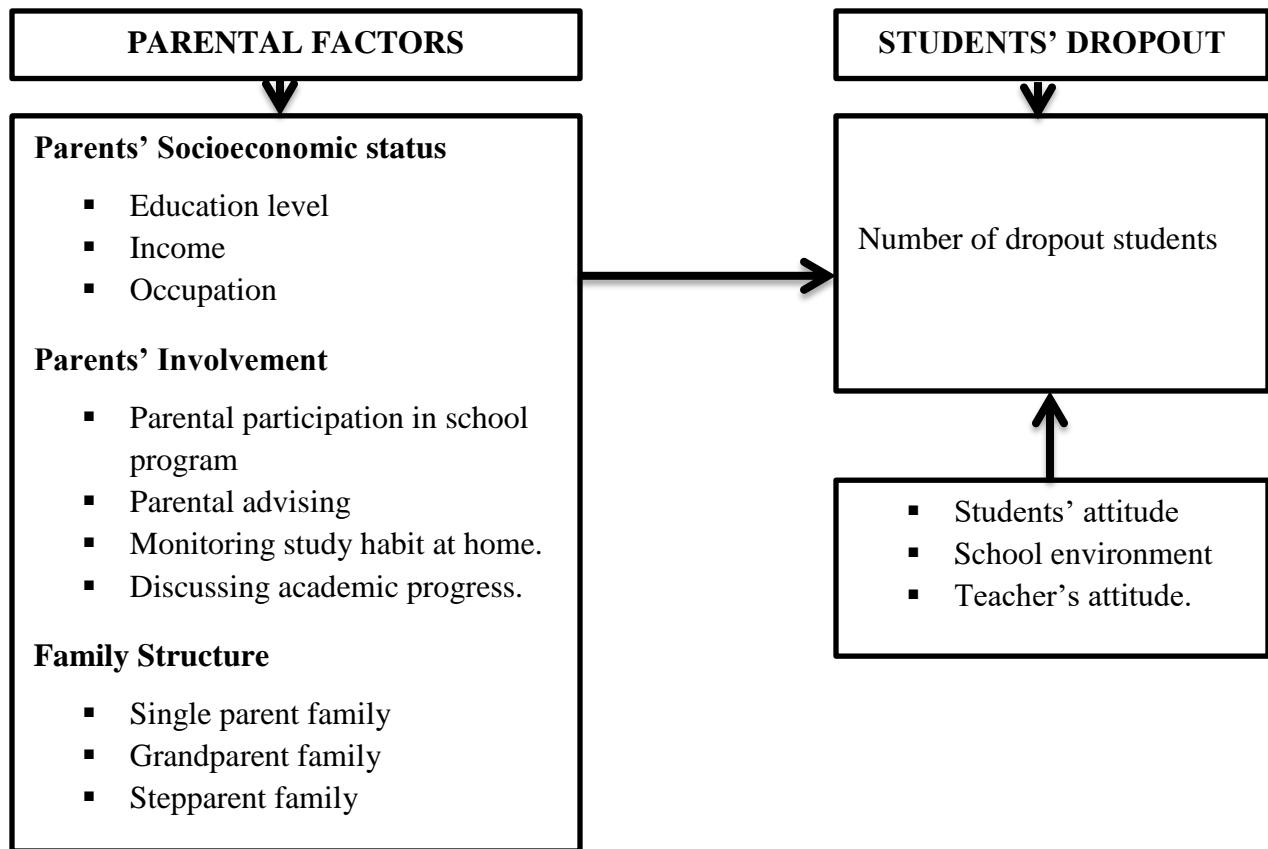


Figure 1: Association between parental factor and students' dropout

The figure 1 shows a conceptual framework of the study. This conceptual framework explains the parental factors which was associated with the students' dropout. In this view the parents' socioeconomic status, parents' involvement, and family structure can reduce or increase the numbers of students' dropout.

2.5 Summary of Chapter II and Gap Identified

This chapter reviewed various literatures from different author related to this study, different key words and concepts are explored and clarified their meaning and interconnection with the

parental factors associated with students' dropout. Various studies have revealed that parental factors such as socioeconomic factors, parents' involvement, and family structure was associated with students' dropout, but no study assessed these factors simultaneously in the same study to find out their association with students' dropout. To fill this gap a research conduct a study combing these factors in the same study. In addition, the studies related to the students' dropout in Rwanda did not focus on lower secondary schools where it has a high numbers of drop out students as shown by statistical year book for Ministry of Education in Rwanda. Therefore the researcher will conduct the research in lower public secondary schools to fulfil the identified gap.

CHAPTER THREE: RESEARCH METHODOLOGY

3.0 Introduction

This chapter covers the study's area, research design, target population, sample and sampling procedures, data collection instruments, data collection procedures, validity, reliability, data analysis techniques, and legal and ethical considerations.

3.1 Area of the Study

Gasabo is one of the three districts that make up Kigali city. Positioned in the northeastern part of Kigali city, it shares borders with Kicukiro district to the South, Nyarugenge to the West, Rwamagana to the East, and Rulindo and Gicumbi to the North. It covers an area of 430 km². It is subdivided into fifteen sectors (Gasabo District, 2018).

3.2 Research Design

Convergent parallel design guided this study. Creswell, (2012) explains that this approach addresses limitations in either quantitative or qualitative approaches by effectively combining both. It was significant to this study because it allowed the researcher to combine both quantitative and qualitative data for better understanding of the research problem.

3.3 The target population.

A target population refers to a specific group of individuals who share a common defining characteristic that the researcher can identify and study (Creswell, 2012). The study was limited to ten lower secondary schools selected randomly in Gasabo District. The target population of this study was the students who had dropped out of schools i.e. the students who left the schools at a certain period and returned to school, their parents, and head teachers. The head teachers were targeted in this study because they provided deep information related to dropping out of the students in their schools. The students were targeted because they provided accurate information related to the problems which they had met in day to day and then contributed to them to quit early from the school. The parents included in this study because they had the students who have experienced the issues of dropout and they absolutely knew what the students needed to make them attend school regularly.

Table 1: Target population

Number of Students	Number of Head Teachers	Number of Parents	Total
125	10	125	260

Source: School documents

3.4 Sample and Sampling Techniques

A sample is a subset of the target population that a researcher plans to study for generalizing the target population (Creswell, 2012). A researcher classified the students who had dropped out the school and their parents into strata to be sure that each category are represented in the study. To be sure that every students and parents have an equal chance to be selected, simple random sampling was employed to select them from each stratum. A simple random is a method that give every member of the population an equal and independent chance to be selected (Jack , Norman , & Helen , 2012). Purposive sampling is a method where investigators use their previous knowledge of a population and the specific research objective to select a sample based on personal judgement (Jack, Norman, & Helen, 2012). Head teachers were selected purposively, as the means of getting deeply information related to students' dropout because they possessed experiences on dealing with dropout cases. All targeted head teachers were involved, while the research was limited to 46 parents because their availability and time of the parents and researcher was limited. The formula of Yamane (1967) used to determine the sample size of the students who had dropped out the schools.

$$n = \frac{N}{1 + Ne^2}$$

Where; **n** is sample size,

N is the targeted population,

e is the margin error (0.05)

$$n = \frac{125}{1+(125 \times (0.05)^2)} = 95 \text{ Students}$$

Table 2: Sample size

Number of Students	Number of Head Teachers	Number of Parents	Total
95	10	46	151

Source: Primary data

3.5 Data Collection Instruments

For this study, a researcher employed questionnaires, interviews, and document analysis to collect the data from participants.

3.5.1 Questionnaire

In this study, a researcher used a questionnaire composed by four sections. Section A respond demographic background, a section B made by multiple choice questions related to the parent socioeconomic status factors associated with students dropout, section C composed by multiple choice questions connected to the parent involvement factors in relation to students dropout, and section D consisted with multiple questions linked to family structure factor associated with students dropout. The questionnaire was accurate to this study because it helped a researcher to collect appropriate information on students who had dropout the schools. It was also significance for this study because it easy to administer questionnaire, and using questionnaire minimized the time during gathering the data.

3.5.2 Interview Guide

In this study, a researcher used a semi-structured interview to collect qualitative data from parents and head teachers. According to (Kakilla, 2021) semi-structured interview is useful for having in-depth conversation. Through a conversation a researcher gets deeply information from head teachers and parents related to students' dropout. The interview guide for head Teacher comprised by 4 open questions related to parental factors associated with students' dropout. The head teacher's interview was made in English as language known by all the head teachers and suitable for researcher's work. Similarly, interview guide for parents composed of five open ended questions. The interview of the parents was asked in English and translate in Kinyarwanda as it was the language understood by all the parents. The decision to use interviews with both

head teachers and parents was based on the need to get in depth information and clarification regarding parental factors associated with student dropout in their schools.

3.4.3 Document Analysis Guide

In this study the researcher analyzed the school documents to determine the numbers of the students who had dropped out. It also helped the researcher get the students and parents information related to their family category of ubudehe. It enables researcher to know the times of the parents participated in school activities when they are called to school.

3.6 Data Collection Procedures

In this study, a personal administration with on-the-spot collection was employed. This approach was chosen because it allowed the researcher to directly manage the distribution and return of questionnaires, immediately address any issues or questions participants had, and effectively monitor the time required to complete the research project.

3.7 Pilot Study

According to (Jack , Norman , & Helen , 2012) a pilot study is a small group trial of the suggested techniques that used to identify any problems in order to improve in advance of the proper study is conducted out. A pilot study helped to see whether the research design and tools were constructed in appropriate ways. In other hand it enabled the researcher to verify if the items stated in the instrument and instructions given were clear (Mugiraneza , 2012). Researcher conducted pilot study in two selected public secondary schools apart from the target population. Therefore 4 students who had dropped out the school, 2 parents, and 2 head teachers were chosen in two selected schools.

3.8 Validity

Validity refers to the appropriateness, accuracy, significance, and utility of the specific inferences drawn by researcher from the data they gather (Jack , Norman , & Helen , 2012). It can manifest as internal or external validity. To ensure the validity of this study, the researcher standardized the conditions under which the study occurred, obtained more information on the subjects, and chosen an appropriate design, and shared the questionnaire and interview guide

with the experts in the school of education for expert judgement. Then researcher integrated the opinions and judgements from experts into the research instruments.

3.9 Reliability

Reliability refers to the stability of scores or answers from one administration of an instrument to another, and from one set of items to another (Jack , Norman , & Helen , 2012). To determine the reliability of this study the followings procedures are followed;

The test-retest method involved in administering the same test twice to the same group after a certain time interval has passed. Reliability was then calculated using the Pearson's product-moment correlation coefficient (r). The reliability coefficient signifies the relationship between the two sets scores obtained from the repeated test administrations (Jack , Norman , & Helen , 2012)

The research used the Statistical Package for Social Sciences (SPSS) to test reliability. The calculated coefficient was 0.81. Then the calculated coefficient of reliability (0.81) indicates a good relationship, which implies that the students' questionnaire is reliable.

3.10 Data Analysis Technique

The researcher analyzed quantitative data using the Statistical Package for Social Science (SPSS) version 21. It was appropriate for this study because it was used to analyze quantitative data by computing descriptive statistics results such as frequency, percentage, mean, and standard deviation, and presented the findings using table and graph. The qualitative data were analyzed thematically and presented using a text.

3.11 Legal and Ethical Considerations

To ensure the legal side of this research, researcher followed these stages in order to be authorized to collect the data. First, researcher got a research ethical clearance for the study and a research recommendation letter from University of Rwanda, College of Education which allowed him as researcher to go to the field to collect the data. Second, a research sought data collection permission from Kigali City which allowed him as a researcher to conduct a research in selected schools located in Gasabo district. Third, a researcher introduced himself to education officer of Gasabo district and clarified his needs. Finally, researcher looked for an approval from the school leaders to conduct a research in their schools.

To ensure ethical considerations, all participants were informed about the purpose of the study and assured that their participation was voluntary. They signed informed consent forms before data collection began. The researcher guaranteed that the information provided would be used solely for academic purposes and kept securely, with personal identifiers like names excluded from the questionnaires. Additionally, interviews with head teachers and parents were conducted in a secure environment to maintain confidentiality. A respectful tone was used during interviews to foster a positive relationship and attitude.

3.12 Summary of Chapter III

This chapter employed converged parallel mixed method design to direct this study. It used head teachers, parents and students as target population. The simple random were used to select schools, students and parents, while purpose sampling were used to select head teachers. For collecting data, questionnaire, structure interview, and documents review are used. Test- retest and expert judgement employed to assure reliability and validity of instruments respectively. The following chapter discuss and present the findings.

CHAPTER FOUR: PRESENTATION OF FINDINGS AND DISCUSSION

4.0 Introduction

This chapter aims to discuss the parental factors associated with students' dropout in Lower Public Secondary Schools in Gasabo District. It guided by three objectives; to determine how socioeconomic status of the parents are associated with students dropout in lower public secondary schools in Gasabo District, to assess how parents involvement are associated with students' dropout in lower public secondary schools in Gasabo District, and to determine how family structure are associated with students dropout in lower public secondary schools in Gasabo District. This section consists of analysis, presentation, and interpretation of research findings.

4.1 Returned Instruments

In this study eight questionnaires were not returned which implies that the research instrument returned rate was 91.58%. According to Scispace (2023), the response rates of 70% or high are sufficient to be considered for generalization.

4.2 Profile of Respondents

This section described the demographic background of respondents who participated in this study. It consists of their gender, age, experience and ubudehe category.

4.2.1 Gender of Respondents

The study considered the gender of respondents. The gender in this research was significant because it assured that both male and female were represented.

Table 3: Gender of respondents

Gender of Respondents	Students		Head Teachers		Parents	
	Frequency	Percentage (%)	Frequency	Percentage (%)	Frequency	Percentage (%)
Male	39	44.83	2	20	19	41.3
Female	48	55.17	8	80	27	58.7

Total	87	100	10	100	46	100
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Source: Primary data

As shown in table 3, all categories of respondents were represented by both male and female. Thus the majority of the students 48 out of 87 (55.17%) who participated in this study were the female while the minority of students 39 out of 87(44.83%) were male. Regarding to the head teachers 8 out of 10 (80%) were male while the remaining 2 out of 10 (20%) were female. For parents, the majority 27 out of 46 (58.7%) were female while the minority 19 out 46 (41.3%) were male. Based on the above finding all participants were fairly represented which gave balanced opinions for the study.

4.2.2 Ubudehe Category

The study considered ubudehe category of students and parents. Ubudehe category was significant for this study because it described the level of wealth possessed by a family to afford all required needs and other support for their children to study.

Table 4: Ubudehe categories of parents and students

Ubudehe Category of respondents	Students		Parents	
	Frequency	Percentage	Frequency	Percentage
Category I	42	48.3	25	54.4
Category II	33	37.9	14	30.4
Category III	12	13.8	7	15.2
Category IV	0	0	0	0
Total	87	100	46	100

Source: Primary data

The statistics results presented in table 4, indicated that the majority of students 42 out of 87, (48.3%) and 33 out of 87 (37.9%) participated in this study were from the first category and the second category of ubudehe respectively, while the minority students 12 out of 87 (13.8%) were from the third category of ubudehe. Regarding to the parents, high number 25 out of 46 (54.4%) and 14 out of 46 (30.4%) were from the first and second category of ubudehe respectively. Whereas the least of them 7 out of 46 (15.2%) were from the third category of ubudehe.

Generally, this finding showed that the students from first and second category of ubudehe were likely to dropout the school than other categories since they were struggling with poor living conditions. This was not far from the statistical and empirical research conducted in Zimbabwe that revealed that the children who are in better household have a great chance to remain in schools while those who live in poor family are more unlikely to attend the schools (Ropafadzo , Eniko , & Levison , 2017).

4.2.3 Level of Education of Respondents

The study considered educational level of the parents. Education level of respondents was significant to the study because it showed the capacity of the parents to help their children academically and motivation.

Table 5: Education level of parents

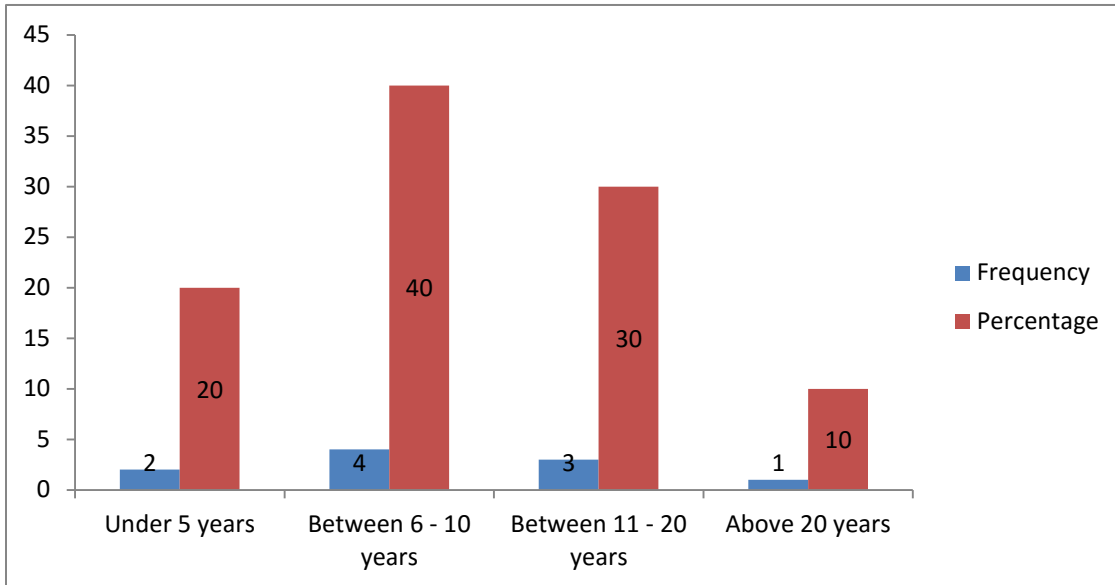
Level of education	Parents	
	Frequency	Percentage
Uneducated	12	26.1
Primary	30	65.2
Secondary (A2)	4	8.7
University(A0)	0	0
Total	46	100

Source: Primary data

Table 5 shows that the majority of parents 30 out of 46 (65.2%) who participated in this study attained primary level of education, followed by 12 out of 46 (26.1%) of parent who did not educated. This finding revealed that most of parents of the students who had dropped out the school did not complete basic education 42 out of 46 (91.3%). This was true because the parent who had not well educated or had insufficiency level of education could not provide efficiency support and encouragement to their children which led the students to leave early the school. This was not far from study conducted in Khan District which indicated that the parents who had low education was related with insight of higher level of drop out of school (Sunila , Nadeem, & Nosheen , 2015).

4.2.4 Experience of Respondents

This part considers the working experience for head teachers. Working experience was appropriate to this study because it described the level at which the respondents knew the issues of dropping out of school.



Source: Primary data

Figure 2: Experience of head teacher

As shown in the figure 2, a large number of head teachers 40% had experience ranged between 6 and 10 years, followed by 30% of head teachers who have experience ranged between 11 and 20 years. This implied that majority of head teacher who participated in this study were appropriate to provide enough information on the issues of the students' dropout.

4.3 Parental Factors Associated with Students' dropout in Lower Public Secondary Schools in Gasabo district

This section analyzed the parental factors associated with students' dropout such as parent socioeconomic status, parental involvement and family structure by using Means, Standard deviation, Frequencies and Percentages. Then result of the finding represented by using table.

4.3.1 Parent Socioeconomic Status

Regarding to the first objective of this study, to determine how socioeconomic status of the parents are associated with students' dropout in lower public secondary schools in Gasabo

district. The respondents were expected to respond if the mentioned statement related to socioeconomic status were led her or him to dropout the school by selecting **yes**, or selecting **no** for the statement that they had not led her or him to drop out of the school. The following table summarize the responses of students.

Table 6: The causes of students' dropout associated with parents' socioeconomic status

Statement	Response	Frequency	Percentage (%)
Failure of the parents to give them school materials.	No	19	21.8
	Yes	68	78.2
Inability of the parents to pay school contribution.	No	7	8
	Yes	80	92
Failure of the parents to give them enough food to eat at home	No	27	31
	Yes	60	69
Inability of the parents to purchase the school materials.	No	17	19.5
	Yes	70	80.5
The family poverty that pushed the students to do some jobs to survive.	No	8	9.2
	Yes	79	90.8
Engage the students to take care of sibling.	No	27	31
	Yes	60	69
Embarrassment to bring old clothes to school.	No	19	21.8
	Yes	68	78.2
Absence of the job for the parents.	No	18	20.7
	Yes	69	79.3
Overall mean	Non	18	20.55
	Yes	69	79.45

Source: Primary data

The statistics results presented in table 6, shows that most causes of students dropout as indicated by the students frequency and percentage of their responses were inability of the parents to pay school contribution 80 out of 87 (92%), the family poverty that pushed the

students to do some jobs in order to survive 79 out of 87 (90.8%), inability of the parents to purchase the school materials 70 out of 87 (80.5%) and absence of the job for their parents 69 out of 87 (79.3%). However the least causes of students' dropout were embarrassment to bring old clothes to school 68 out of 87 (78.2%), failure of the parents to give them school materials 67 out of 87 (77%), engage the students to take care of siblings 60 out of 87 (69%) and failure of the parents to give them enough food to eat at home 60 out of 87 (69%). Therefore, the parents socioeconomic status contributed to students' dropout as indicated by the overall mean of students 69 out of 87 (79.45%) who had dropped out because of their parents' socioeconomic status was greater than the overall mean of students 18 out of 87 (20.55%) who had not dropped out the school due to their parents' socioeconomic status. In addition, most of the interviewed parents agreed that their socioeconomic status such as education level, income, and their occupations had prompted their students to dropout out the school. For example, one parents said that;

“My child had dropped out because I am poor and I have many children to feed and other responsibilities that required me to fulfill at home. For that reason I can't get money to pay my children's educational fees. In addition my child is mature enough he can go to work for money in order to find out their school materials and other things her/his need”.

Furthermore, most interviewed head teachers supplemented that parents' socioeconomic status such income, education level and occupation contributed in students' dropouts. For example, one head teacher said that;

“Most of the students who had dropped out schools were the student from poor family. Consequently, it is not easy for the poor family or jobless families to afford their children' school materials, paying school feedings contribution, and giving other required material even at home. Due to those issues most the students from those families dropped out the school because they were worked for their survival and do not get support from their parents. In addition, most of dropped out students were from low educated where their parents cannot inspire them and provide constructive advice in the journey of studying.”

Furthermore, 34 out of 46 (73.9%) of the parents through interview revealed that they had led their children to dropout the schools because they had no job or other business activity to earn money for supporting their children in schooling.

Based on above results from questionnaire and interview respondents, it was true that the parent socioeconomic status such as income, education, and occupation was associated with students' dropout. This finding concurred with of (Ropafadzo , Eniko , & Levison , 2017), which stated that the parents who have high income is easy to deliver more required resources to facilitate their children's education such as private tuition, better quality schools, and enough support for learning at home which was significant factor that causes children to attend the school. Furthermore, the study of (Ainsworth, 2005) stated that the parent or the household head who have high education level increases the probability of the students access, regular attendance, and lower dropout rates.

4.3.2 Parents' involvement

By referring to the second objective of this study “to assess how parents' involvement are associated with students' dropout in lower public secondary schools in Gasabo District” In responding to this research question, researcher developed a questionnaire using a five point Likert-scale and students were requested to provide their responses on all items regarding to parents' involvement by rating from “never” to “always”. 1 represented “never”, 2 represented “rarely”, 3 represented “sometimes”, 4 represented “often” and 5 represented “always”. The mean (M) and Standard deviation (SD) were used to indicate level of parents' involvement and the variability in students' response respectively. The table below summarizes and present the student's responses on items related with the impact of parents involvement on students dropout.

Table 7: The parents' involvement of the students who had dropped out the school

Function	Item	Mean	Std. Deviation
Parental participation in school program	Attend the meeting invited by school leader	2.61	.768
	Attend school events such as end of terms, and school ceremony	1.78	.689
	Interest in communicating with the teachers	1.90	.748
	Parental participation in school program	2.1	0.735

Parental advising	Discuss with the students to the problem faced at school	1.66	.546
	Encourage students to attend school regularly	1.61	.491
	Discuss with students the importance of studying	1.60	.493
	Praise students effort and good attitude about school work	1.45	.586
	Parental advising	1.58	0.529
Monitoring study at home	Make sure the child do their home work	1.29	.455
	Help students to set high expectations in his studies	1.34	.478
	Check students' school report and test marks and advise accordingly	1.33	.474
	Get the students books to study at home	1.44	.499
	Monitoring study at home	1.35	0.476
Discussing academic progress	Monitor students' success or failure at school	1.47	.502
	Discuss with the teacher about their child test marks	1.43	.497
	Inform the teacher when the students will be absent next day	1.46	.606
		Discussing academic progress	1.45
Overall mean		1.62	0.569

Source: Primary data

As indicated in the table 7, the students who had dropped out the schools, their parents involved differently in their educations. Referring to the mean the parents involved rarely in the parental participation in school program (M=2.1, SD=0.735), and parental advising (M=1.58, SD= 0.529) and the standard deviation (SD) indicated that there was small variability in students' response. This means that although there were some involvements of the parents in the student educations,

the parents' involvement of the students who had dropped out the school was poorly. Since the parents involved rarely in above practice, the parents attend sometime in the meeting invited by school leader (M=2.61, SD= 0.768). However, the parents never involved in monitoring study habit at home (M=1.35, SD=0.476), and discussing academic progress (M=1.45, SD=0.535) by considering the mean, and there was small standard deviation which implied homogeneous in students response. The practice that the parent worst involved was to make sure that their child was doing their homework at home (M=1.29, SD=0.455). Furthermore, the parents of the students who had dropped out the school were rarely involved in their children's education as indicated by the overall mean (M=1.62, SD=0.569). This implied that the parent involvement were associated with students drop out because the students who had dropped out the school their parents rarely involved in their studies.

This finding is not far from the head teachers' interview where most of them revealed that the parents' involvement is associated with student dropout in their schools. For instance, one head teacher said,

“Most of the parents who had dropped out students were less involved in their students' education. For instance, they could not create a good environment for studying at home and school, they are not interested to know the problem that their children are facing at school and at home and they cannot advice accordingly. Furthermore, when the parents sent their children to school, they consider their responsibilities were already be finished, they cannot take time to check and see if their children really went to school by checking their home works, school report or class visit”

Furthermore, high number of parents who have the students who had dropped out the school through interview confirmed that they rarely involved in their children's education to support them to complete their education. For example, one parents said

“Apart from sending my children to school, I didn't have a time to be involved in my children's education such as advising to the problem that they faced at school, ensuring that they had already done the given homework by the teacher, or communicating with my teachers' children.

In generally, the findings of the study from respondent questionnaire of students, interview of head teachers and parents shown that the parent involvement contributed to students' dropout.

This attributed to the finding of Giang-Nguyen , Byron , & Barbara (2021), which stated that the parent involvement plays a crucial role in increasing or reducing high school dropout rate of students. Moreover, the intention of students to dropout is prompted by parental involvement (Naranthiran et al., 2023).

4.3.3 Family Structure

Concerning to the third objective of this study, to investigate how family structure are associated with students' dropout in lower public secondary schools in Gasabo District. The respondents were expected select the family structure at which they have belonged to.

Table 8: The family structure of the students who had dropped out the school

Family structure	Statements	Frequency	Percent
Single family	Death of one parents	20	22.99
	Divorced parents	5	5.75
	Separated parents	23	26.44
		48	55.17
Stepparent family	Stepmother parents	2	2.3
	Stepfather parent	7	8.04
	Adoptive parents	6	6.9
		15	17.24
Grandparents family	Grandmother	14	16.09
	Grandfather	10	11.49
		24	27.59

Source: Primary data

Statistics presented in table 8 indicates that the students had dropped out the school differently depend on the nature of their family. The high number of students who had dropout the school were the students from single parents families 48 out of 87(55.17%) where the majority of them 23 out 48 their parents separated and the minority 5 out of 48 their parents divorced. The following family structure that led the students to drop out the school was the grandparent families 24 out of 87(27.59%) where the high number 14 out of 24 were lived with their grandmother. However, the family structure that has lower number of students who had dropped out the school was students from stepparent families 15 out of 87(17.24%). Therefore the mostly family structure that lead the students to leave the school early was single family as indicated by

their frequency and percentage 48 out of 87 (55.17%). This finding was supported by large number of head teachers who interviewed and confirmed that the single family was the mostly family structure that prompted the students to leave the school early. For example one head teacher said;

“When the parents were separated their ways of taking care of their children was automatically disturbed, and as consequence they encounter with financial constraint, which they could use to support their children. Moreover, their children were in dilemma for getting the support from their father or their mother.”

Furthermore, most of the parents through interview accepted that their children had dropped out because she/he separated with her/his spouse. For example one parent said that:

“I let my children to leave school early because I have separated with his father therefore I have not sufficiency capacity to cover all their school needs. I could not get enough food to feed and not able to providing school feeding contribution. Therefore to take care alone to the children is huge burden.”

According to this finding, it was absolutely true that the family structure was associated with the students' dropout because the children from single parents have high probability to leave early the school than the children from both parents. This correlated with the finding of (Ropafadzo , Eniko , & Levison , 2017) which suggested that when one parent are not present in household because they are separated, the time the parents taken to occupy the children was limited due to increase in two-earner families, and the consistence of careless of the parents to the activities of their children such as monitoring the students' performance at school, or inspiring education value decline. This concur with finding of (Amato, Patterson, & Beattie, 2015), which said that the children from both parents in household tend to have social capital from parents in form of emotional support, encouragement, every day assistance, high standard of living, and then encouraging them to stay in school as outcomes of household stability.

4.4 Summary of Chapter IV

This chapter analyzed the field data collected via questionnaire using SPSS, and the interview data using thematic and textual analysis. The findings were presented in tables and figures. The discussion of the findings was based on the study's objectives and research questions by referencing to what other researchers have said about the factors associated with student dropout.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter summarized the main findings of the study such as conclusions, recommendations and suggestions for further research.

5.1 Summary of Findings

The findings are summarized according to objectives and research questions of the study. In the same vein, the findings of the study were in accordance of parental factors associated with students' dropout such as socioeconomic status, parents' involvement, and family structure.

5.1.1 Parental Socioeconomic Status

Referring to the findings of the study, it revealed that parental socioeconomic status was associated with students' dropout as indicated by the overall mean of students 69 out of 87 (79.45%) who had dropped out the school was greater than the students 18 out of 87 (20.55%) who had not dropped out the school because of socioeconomic status. In this factor the most cause of students dropped out were inability of the parents to pay school contribution 80 out of 87 (92%), The family poverty that pushed the students to do some jobs in order to help their family to get food at home 79 out of 87 (90.8%), inability of the parents to purchase the school materials 70 out of 87 (80.5%) and jobless of the parents 69 out of 87 (79.3%). However the least causes of students' dropout were embarrassment to bring old clothes to school 68 out of 87 (78.2%), failure of the parents to give them school materials 67 out of 87 (77%), engagement of the students to take care of sibling 60 out of 87 (69%) and failure of the parents to give them enough food to eat at home 60 out of 87 (69%). In addition, 34 out of 46(73.9%) of the parent were jobless and had no business activities to earn money for helping their children in education and 42 out of 46(91.3%) did not complete basic education. Furthermore, the findings from interview of head teachers and parents also confirmed that the socioeconomic status of the parents was associated with the students drop out.

5.1.2 Parents' involvement

Based on finding of the study, the parents of the students who had dropped out the school were involved differently in their children's education. The parents involved rarely in the parental participation in school program ($M=2.1$, $SD=0.735$), and parental advising ($M=1.58$, $SD=$

0.529). Although the parent involved rarely in school participation program, sometime the parents attend the meeting invited by school leader (M=2.61, SD= 0.768). However, the parents never involved in monitoring study habit at home (M=1.35, SD=0.476), and discussing academic progress (M=1.45, SD=0.535). Therefore, the parents of the students who had dropped out the school were rarely involved in their children's education as indicated by the overall mean (M=1.62, SD=0.569), which implied that the parents involvement contributed to students' dropout. This was supplemented by the parents and head teachers' interview which attributed that the parents of the students who had dropped out the school involved in their children educations rarely.

5.1.3 Family Structure

According to the finding of the study, family structure contributed to students' dropout differently. The most students 48 out of 87(55.17%) who had dropped out the school were the students from single family. The following family structure that had high number of students who had dropped out the schools was the grandparent family 24 out of 87 (27.59%). However, the family structure that had lower number of students who had dropped out the school was stepparent family 15 out of 87 (17.24%). Moreover, the parents and head teacher's interview confirmed that the single parents was the mostly cause of students dropout.

5.2 Conclusion

Due to the purpose of this study, to determine the parental factors associated with student dropout in lower public secondary schools in Gasabo district, and in line with the objective of the study, this part provides the conclusion of the findings as follows;

5.2.1 Parents' Socioeconomic Status

The study concluded that the parent socioeconomic status contributed to students' dropout as showed by students' respondent and parents and head teachers' interview.

In this factor the most cause of students dropped out were inability of the parents to pay school contribution, the family poverty that pushed them to do some jobs to survive, inability of the parents to purchase the school materials, and jobless of the parents. However the least causes of students' dropout were embarrassment to bring old clothes to school, failure of the parents to give them school materials, engagement of the students to take care of sibling and failure of the

parents to give them enough food to eat at home. Moreover, the failure of the parent to complete basic education and absence of the job for the parents to earn money for supporting their children also was associated with the students' dropout.

5.2.2 Parents' Involvement

The study concluded that; the parents were worst involved in their children's education, which prompted their students to dropout as indicated by students' response, parents and head teachers' interviews.

In this part, the parents of the students who had dropped out the school were rarely involved in participating in school program and advising their children about education, but the parents involved sometime in meeting invited by school leader. However, the parents never involved in monitoring the study habit of their children's education at home, and did not discussed to academic progress of their children education.

5.2.3 Family Structure

The study concluded that the family structure contributed to students' dropout differently. The family structure that caused the students' dropouts mostly was single family. The next family structure that contributed to students' dropout was grandparent family. Lastly, the family structure that caused least students to dropout was stepparent family.

5.3 Recommendations

In this section basing on the findings of this study the researcher suggested the following recommendations for policy makers, stakeholders, and further research.

5.3.1 Recommendations of Policy Makers

After realized that parental factors such as socioeconomic status, parents' involvement, and family structure contributed to students dropouts, the policy makers are recommended to do the followings;

- Government should strength the welfare of the families which have the children who show the sign of dropping out. This should be done by elaborating programs for supporting those families.

- Government should elaborate a specific institution which has a purpose to look for and to fund the vulnerable students. This institution should be done by specifying vulnerable students at village level and offering the required materials and other necessary support.

5.3.2 Recommendations of Stakeholders

The stakeholders are recommended to do the followings;

- Parents should do their best in order to create the jobs which can generate income to support their children' learning.
- School leaders should encourage the parents' involvement in their children's learning.
- Parents should be involved in their children' education. This minimizes the rate of school dropout.
- Parents should put more attention in the education of their children in case of the family instability. Thus the children should not be victim of the family issues.

5.3.3 Recommendation for Further research

By considering to the finding of the study which determined the parental factors associated with study dropouts' dropout in lower public secondary schools in Gasabo district. The recommendation below was made for further research

- This study was conducted in lower public secondary schools. Therefore, similar study should be conducted in upper public secondary school to determine the parental factors associated with students' dropout.
- This study could not consider the public primary schools where the students' dropout can also occur. Therefore, similar study should be carried out in public primary schools to determine the parental factors associated with students' dropout.
- The study was limited in Gasabo district, a similar study should be conducted in other districts to determine the parental factors associated with students dropout in other districts.

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APPENDICES

APPENDIX I: RESEARCH ETHICAL CLEARANCE



UNIVERSITY of
RWANDA

COLLEGE OF EDUCATION

RESEARCH AND INNOVATION OFFICE

Rukara, 3rd April, 2023
Ref: 03/DRI-CE/057(a)/ EN/gi/2023

Mr Aron NTIGURIRWA
Master Student
Master of Education in Educational Leadership and Management
School of Education
UR-CE

Dear Mr Ntigurirwa,

RE: RESEARCH ETHICAL CLEARANCE FOR YOUR STUDY

Following your application for research clearance for your study entitled: **"Parental factors associated with student dropout in Lower Secondary School in Gasabo district."**

Having reviewed your application and being satisfied with your protocol (your research topic, interview schedule, and informed consent): your study is ethically acceptable. This ethical clearance shall last for 18 months and is renewable upon your request and presentation of the progress report to the UR-CE Research Screening and Ethics Clearance Committee (RSEC-C) through the Research and Innovation Unit. Please note that you will have to apply for ethical clearance before making changes in the protocol during the implementation phase. The Research and Innovation Unit shall receive a final copy of your study report at the end of your study.

We wish you success in your study.



Assoc. Prof. Eugene Ndabaga
Chairperson, UR-CE RSEC-C
Director of Research and Innovation Unit
Tel.: 250788308862
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UR-College of Education
Cc:

- The Principal, CE
- Dean, School of Education
- Dr Philothere Ntawihwa (Supervisor)

EMAIL: dr.ce@ur.ac.rw

P.O. Box: 55 Bwamagana

WEBSITE: www.ur.ac.rw

APPENDIX II: RESEARCH RECOMMENDATION LETTER

	UNIVERSITY of RWANDA	COLLEGE OF EDUCATION
RESEARCH AND INNOVATION UNIT		
Rukara, 3 rd April 2023 Réf: 03/DRI-CE/057(b)/EN/gi/2023		
<p>The Mayor Kigali City <u>Rwanda</u></p>		
<p>Re: Research recommendation letter for Mr Aron NTIGURIRWA</p>		
<p>On behalf of the University of Rwanda-College of Education (UR-CE), I introduce Mr Aron Ntigurirwa, a postgraduate student at the School of Education of UR-CE. Mr Ntigurirwa is writing his thesis entitled: "Parental factors associated with student dropout in Lower Secondary School in Gasabo district" to complete his Master of Education in Educational Leadership and Management.</p>		
<p>He wishes to determine parental factors associated with students' dropout at secondary school. This research will involve head teachers, parents/caregivers and students from the selected secondary schools of the Gasabo District.</p>		
<p>Therefore, we kindly request your permission for him to collect data from secondary schools of the said district located in Kigali City.</p>		
<p>We very much hope to get your usual cooperation.</p>		
<p>Yours sincerely,</p>		
		
		
<p>Assoc. Prof. Eugene NDABAGA Director of Research and Innovation University of Rwanda-College of Education E-mail: ndabaga@yahoocw.rw Mobile: +250788308862</p>		
<p>Cc:</p> <ul style="list-style-type: none">- Principal, UR-CE- Postgraduate Program Coordinator, School of Education- Dr Michael Tusiime (Supervisor)- The District Executive Administrator, Gasabo		
<hr/>		
EMAIL: dri.ce@ur.ac.rw	P.O. Box: 55 Rwamagana	WEBSITE: www.ur.ac.rw

APPENDIX III: PERMISSION LETTER FOR DATA COLLECTION



Republic of Rwanda
City of Kigali



Ref. n° 9.6.02/07.01.16/23

Kigali, on 14 AVR 2023

Mr. NTIGURIRWA Aron
Tel: 0785393934
Email: ntigurirwaa@gmail.com

Dear Sir,

Re: Your request for data collection permission

Reference is made to your letter dated on 05th April 2023 requesting for data collection permission in Gasabo District/ City of Kigali on "*Parental factors associated with students dropout in lower public secondary schools in Gasabo District*";

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

Sincerely,

Joseph NIYONGABO
Director General of Corporate Services



Cc:

- City Manager of the City of Kigali
- District Executive Administrator/ Gasabo

KIGALI

APPENDIX IV: QUESTIONNAIRE FOR THE STUDENTS.

Dear Student,

I am ARON NTIGURIRWA, Graduate students carrying out a research in partial fulfillment for the degree in Education in University of Rwanda. This questionnaire is designed to help me finding **parental factors associated with student dropout in lower public secondary school in Gasabo District**. Therefore, the findings of enquiry will help to suggest some measures to be taken into account to overcome problems and challenges faced by learners in lower public schools which may result them to leave early their schools. Please answer the questions as indicated and I sure you that the information will be treated with high confidentiality and use only for the purpose of the work of this study.

For any clarification, please do not hesitate to contact me on 0785393934 or via email: Ntigurirwaa@gmail.com.

Section A: Demographic background.

1. Gender: Male
Female
2. Age: below 13 years
13 – 16 years
17 – 19 years
Above 19 years
3. Your family category (Ubudehe) : Category I
Category II
Category III
Category IV

Section B: Socioeconomics factors associated with student dropout.

This section covers questions about the causes of school dropout associated with parental socioeconomics. To answer, just tick **Yes** for the statements that describe the reasons why you had dropped out of school and **No** for that reasons that did not cause you to drop out the school.

#	Statements	Tick	
		Yes	No
1	I had dropped out because my parents did not give me school materials		
2	I had dropped out because my parents were not able to pay my school contribution.		
3	I had dropped out because my parent did not have enough food to eat after school.		
4	I had dropped out because my parents my parents were unable to purchase my school materials.		
5	I had dropped out because my family poverty pushed me to do some jobs in order to help them to get food at home.		
6	I had dropped out because my parents engaged me to take care of my siblings.		
7	I had dropped out because I was embarrassed to bring old clothes to school.		
8	I had dropped out because my parents were jobless.		

SECTION C: Parents involvement associated with school dropout.

The questions in this section ask the cause of students dropout associated with the parents' involvement. To answer, just tick appropriate space.

Key: Always (5), Often (4), Sometime (3), Rarely (2), Never (1)

N ^o	Statements	5	4	3	2	1
	Parental participation in school program					
1	My parents attend the meetings invited by school leader					
2	My parents attend school events such as end of terms, and					

	school ceremony.					
3	My parents are interested in communicating with my teachers					
	Parental advising					
4	My parents discussed with me to the problem faced at school					
5	My parents encouraged me to attend school regularly.					
6	I discuss with my parents the importance of studying.					
7	My parents praise my effort and good attitude about school work.					
	Monitoring study at home					
8	My parents make sure I do my homework.					
9	My parents help me to set high expectations in my studies at home.					
10	My parents check my school report and test marks and advise accordingly.					
11	My parents get me books to study at home					
	Discussing academic progress					
12	My parents monitor my success or failure at school					
13	My parents discuss with the teacher about my test marks					
14	My parents inform my teacher when I will be absent next day					
15	My parents ask my teacher how I behave in school					

SECTION D: FAMILY STRUCTURE

The questions in this section relate to causes of school dropout associated with the family structure.

I. I have dropped out the school because of the following reason

- 1. One of my parents died
- 2. Both of my parents died
- 3. My parents separated
- 4. My parent divorced
- 5. I live with my stepmother / stepfather
- 6. I am a head of the family
- 7. I lived with grandfather/ grandmother
- 8. Other

If others family structure says it.

Thank you for taking your time to complete this questionnaire

APPENDIX V: STRUCTURE INTERVIEW FOR HEAD TEACHER

1. How long have been Head teacher at Secondary school?
2. Explain the impact of socioeconomic status on students' dropout at your school?
3. How the parents' involvement was associated with the students' dropout at your school?
4. As head teacher, how the family structures of the students lead them to leave the school early?

Thank you for your collaboration

APPENDIX VI: STRUCTURE INTERVIEW FOR PARENT

1.
 - i. What is your job? (Nuwuhe murimo ukora?)
 - ii. As a parent, how your job had prompted your child to leave the school early? (Nku umubyeyi nigute umurimo ukora watumye umwana wawe ave mu ishuri?)
2.
 - i. In which category of Ubudehe do you live? (Muba mukiciro cy' ubudehe cya kangahe?)
 - ii. As parent, what how your income had prompted your children to dropout the school? (Nku umubyeyi nuruhe ruhare amafaranga winjiza yagize mu gutuma umwana wawe ava mu ishuri?)
3.
 - i. What is the highest level of education that has you attained? (Wize amashuri angahe?)
 - ii. As a parent, how your education level had caused your children to dropout the school? (Nku umubyeyi ni uruhe ruhare amashuri wize yagize mugutuma umwana wawe ava mu ishuri?)
4. As parents how your family structure prompted your child to drop out (Nku umubyeyi ni gute imiterere y' umyango wawe yatumye umwana wawe ava mu ishuri?)
5. How do you involved in your children's education to support them to complete their studies? (Nigute ugira uruhare mu myigire y' umwana wawe kugirango ubafashe kurangiza amasomo ye?)

Thank you for your collaboration.

APPENDIX VII: INFORMED CONSENT FOR HEAD TEACHER

My name is NTIGURIRWA Aron, a Masters student at University of Rwanda-College of Education. I am conducting a study on “Parental factors associated with student dropout in Gasabo district.”

Participation in this study will require you to answer questions from questionnaire. The provided information will be kept with high confidentiality and will be used only for the purpose of this study. To ensure anonymity, don’t provide your name during interview process

Remember that participation in this study is voluntary and you have right to refuse participation in this study. You may also stop your participation in the study anytime you want and you will not face any consequences. You may also ask any questions related to the study any time you want.

If you accept to participate in this study, you will help to find the solution of student dropout in lower secondary in Gasabo District caused by parental factors in Gasabo district.

If you have any questions you may contact me on 0785393934 / 0733843623

Date, Signature,

APPENDIX VIII: PARENT CONSENT FORM FOR INTERVIEW

Please fill in and return the reply slip below indicating your willingness to be a participant in my voluntary research project called (Uzuza amazina yawe, hanyuma usubize urupapuro rwibisubizo hepfo werekana ubushake bwawe bwo kugira uruhare mumushinga wanjye wubushakashatsi witwa) : **“parental factors associated with student dropout in Gasabo district”**

I (Njye) give my consent for the following (Ntanze uburenganzira kuri ibi bikurikira): Circle one to show your agreement. (Zengurutsa akaziga kuri Yego cyangwa Oya kugirango werekane amasezerano yawe.

Permission to be interviewed (Uruhushya rwo gukora ikiganiro)

- I accept to be interviewed for this study. (Nemeye kubazwa kubwubu bushakashatsi).
YES or NO (YEGO cyangwa OYA)
- I give permission to be audiotaped in this interview. (Ntanze uruhushya rwo gufatwa amajwi muriki kiganiro) **YES or NO (YEGO cyangwa OYA)**
- I know that I can stop the interview at any time. (Nzi ko nshobora guhagarika ikiganiro igihe icyo aricyo cyose) **YES or NO (YEGO cyangwa OYA)**
- I know that I have right to refuse answer all questions asked any time (Nzi ko mfite uburenganzira bwo kwanga gusubiza ibibazo byose byabajijwe igihe icyo aricyo cyose) .
YES or NO (YEGO cyangwa OYA)
- I know that the audiotapes will be used for the purpose of this study only. (Nzi ko amajwi azakoreshwa hagamijwe ubu bushakashatsi gusa) **YES or NO (YEGO cyangwa OYA)**

I understand that (Nsobanukiwe neza ko):

- information I will provide, will be kept confidential and safe and that my name will not be revealed. (amakuru nzatanga azabikwa mwibanga n'umutekano kandi ko izina ryanjye ritazamenyekana);
- information I will provide will be only used for purpose of the project;(amakuru nzatanga azakoreshwa gusa kubikorwa byubu bushakashatsi)

.Signature (Umukono) _____ Date (italiki) _____

APPENDIX IX: TURNIT REPORT

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