

Effect of Parental Conflicts on Students' School Dropout in Twelve Years Basic Education Schools in Rwanda, A Case of Bugesera District

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Abstract: The study aimed to assess the effect of parental conflicts on school dropout rates in Bugesera District's twelve-year basic education schools in Rwanda. It was based on system theory and ecological systems theory. A descriptive research design was used, involving 600 participants: 30 headteachers, 90 teachers, 390 parents / guardians, and 90 students from 30 schools across 15 sectors of Bugesera. The sample size was calculated using the Yamane formula, yielding 240 respondents. Key findings include: A strong positive correlation (0.909) between parental conflicts and student dropout rates, A strong positive relationship (0.890) between poor parental communication and dropout rates, A strong positive correlation (0.889) between parental alcohol abuse and student dropout, highlighting the detrimental effects of substance abuse on children's academic engagement. The study concluded that the lack of parental engagement, particularly during disputes, significantly contributes to dropout rates. It recommended that Bugesera schools and communities provide counseling and conflict resolution services, while the Ministry of Education should collaborate with community organizations to offer support for students affected by parental conflicts. Parents should also be made aware of the negative impact their conflicts have on their children's education.

Keywords: Parental Conflicts, Students' Dropout, 12 Basic Education Schools, School Dropout, Conflict.

1. INTRODUCTION

1.1 Background of the study

Globally, an estimated 258 million children and adolescents are out of school, with pronounced dropout rates in lower-income countries (UNESCO, 2019). Parental conflicts and their influence on students' dropouts are not limited to a specific region and have been a subject of research and concern worldwide. Parental conflicts and their effect on students' dropout rates have been a subject of interest. Several studies conducted across different African countries highlight the relevance of parental conflicts in educational outcomes. For example, a study conducted by Oyugi and Ochieng (2016) in Kenya found that conflicts between parents, such as parental separation or divorce, domestic violence, and financial constraints, were significant predictors of student dropout rates. In another study conducted in Nigeria by Odunsi and Abiodun (2017), parental conflicts were identified as one of the major factors contributing to school dropout rates among students. These findings highlight the regional significance of understanding the influence of parental conflicts on students' dropout rates.

Parental-related challenges, including conflicts and socio-economic factors, are known to contribute to dropout rates in Rwanda (Mugabo et al., 2017; Nizeyimana, 2020). Education plays a vital role in the socio-economic development of a country. In Rwanda, the government has made significant efforts to improve access to education and achieve universal primary education. The Twelve-year basic education schools serve as the foundation for students' educational journey, but the issue of student dropout rates remains a challenge and current study wants to know if there is a correlation of parental

conflicts on this high level of school dropout rate in twelve years basic education schools in Rwanda specifically highlighted in Bugesera district.

1.2 Problem Statement

The school dropout rate reached 14.7% in ordinary level and 6.2% in advanced level of twelve years basic education schools in 2013 and it was increased from the 7.4% recorded in 2017 (MINEDUC, 2017). The dropout rates for secondary school surged from 8.2% in 2019 to an alarming 10.3% in the academic year 2020/21. Parental conflicts have been identified as a significant factor impacting the educational outcomes of students, particularly in the twelve basic education in Rwanda. The school dropout rate in Rwanda has increased, with the ordinary level reaching 14.7% and the advanced level at 6.2% in 2013, further rising to 10.3% by the 2020/21 academic year. Parental conflicts, including domestic violence, divorce, financial instability, substance abuse, and neglect, significantly impact students' emotional well-being, academic motivation, and engagement, leading to higher dropout rates. While some research acknowledges these factors, there is a lack of comprehensive studies specifically examining how parental conflicts contribute to student dropout rates in Rwanda's twelve-year basic education system. Bugesera District, in particular, has a high dropout rate, affecting students' academic performance and future prospects. This study aims to assess the effect of parental conflicts on school dropout in Bugesera District's twelve-year basic education schools. Therefore, the researcher minded that may be these issues of high school dropout rate is caused by different factors including parent conflicts within their respective families and decided to carry out a study on the impact of parental conflicts on students drop out rate in 12 YBE in Rwanda, specifically in Bugesera District, Rwanda. The purpose of the study was to evaluate how parental conflicts affect students into school dropout in 12 YBE in Rwanda, case of Bugesera District, Rwanda.

1.3. Objectives of the Study

1.3.1. General objective

The general objective of the study was to assess the effect of parental conflicts on students' school dropout in twelve years basic education schools in Rwanda, case of Bugesera District, Rwanda.

1.3.2 Specific objectives

- (i) To explore the effect of mismanagement of family property on students' school dropout in twelve years basic education in Bugesera district.
- (ii) To determine the effect of parents' poor communication on students' school dropout in twelve years basic education in Bugesera district
- (iii) To examine the effect of parents' alcohol abuse on students' school dropout in twelve years basic education in Bugesera district.

1.4. Research Hypotheses

The following hypotheses are designed to guide the study toward a better understanding of the topic. They aim to elicit comprehensive and nuanced responses:

Ho1: Mismanagement of family property has no statistically significant effect on student's school dropout in twelve years basic education in Bugesera district.

Ho2: Poor communication among spouses has no statistically significant effect on students' school dropout in twelve years basic education in Bugesera district.

Ho3: Parents' alcohol abuse has no statistically significant effect on students' school dropout in twelve years basic education in Bugesera district.

2. REVIEW OF RELATED LITERATURE

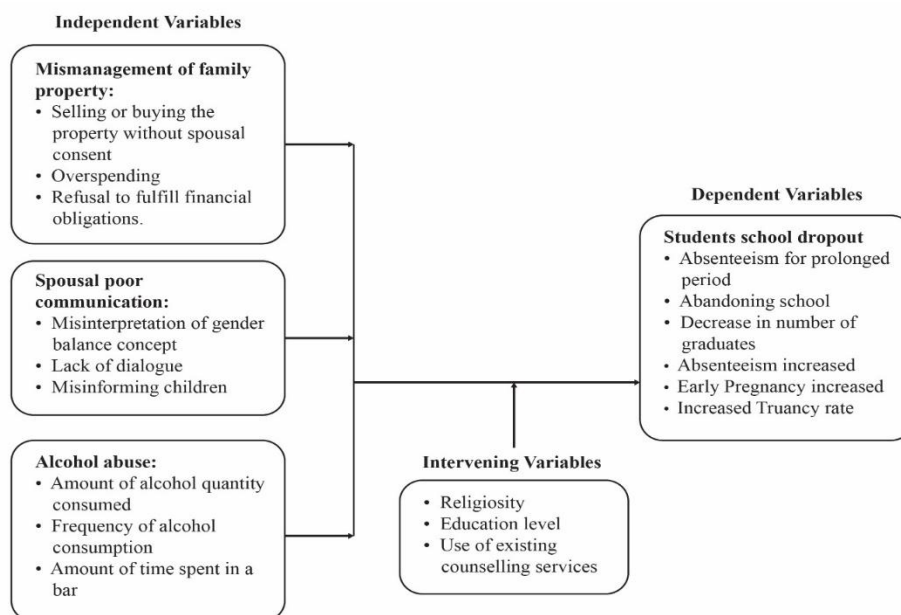
Student dropout is a prevalent issue in both developed and developing countries, with higher rates observed in developing nations, particularly in Africa (Graeff-Martins et al., 2016). Rurangwa (2009) provided extensive insights into school dropout in Rwanda, covering both public and private educational settings. His study, conducted near a mining site, highlighted how economic pursuits, particularly among male students engaged in mining, and aspirations of marriage to perceived wealthy miners, led to significant dropout rates among female students. Alexis (2018) explored the specific challenges faced by students living along the Lake Kivu's edges in the Rusizi district, identifying that boys in the region

were drawn into fishing activities, which diverted their attention from education. Despite these findings, there remains a gap in research on the underlying mechanisms through which parental conflicts influence students' dropout rates in Rwanda.

Factors such as disrupted family routines, property mismanagement, substance abuse, emotional distress, and lack of parental support have been linked to lower educational attainment (McLoyd, 2018; Sheridan & McLaughlin, 2014). Cultural norms, beliefs, and values also shape how conflicts are experienced and resolved within families (Berry et al., 2011). Understanding the relationship between parental conflicts, cultural dynamics, and school dropout rates in Rwanda is essential for developing culturally sensitive interventions. Research has shown that family counselling, parenting programs, and community support systems can effectively improve family functioning and reduce negative educational outcomes (DeGarmo et al., 2014; Van Voorhees et al., 2012). However, the impact of parental conflict on student dropout in Rwanda's twelve-year basic education system, particularly in Bugesera District, remains underexplored.

This study aims to close that gap by providing a comprehensive analysis of the relationship between parental conflicts and student dropout rates in Bugesera District. Specifically, it will examine how factors such as family property mismanagement, poor communication between spouses, and parental alcohol abuse contribute to school dropout among students in the twelve-year basic education system. The findings will shed light on the broader implications of family conflicts on the educational system and underscore the need for targeted interventions to promote student retention and achievement.

2.1 Conceptual framework



Source: Researcher (2024)

Figure 1: conceptual framework

3. THEORETICAL FRAMEWORK

3.1. Systems Theory

The systems theory, devised by Bertalanffy in 1968, posits a comprehensive perspective on interconnected elements within a system, where each element influences the overall functioning, and reciprocally, each is influenced by at least one other element in the system (Bertalanffy, 2018). This theory inherently assumes that all systems possess purpose and direction. Within the educational context, the school system operates with the collective efforts of individuals within a broader community and institutional settings, striving to attain predefined objectives.

Systems Theory offers a comprehensive framework to understand the complex dynamics within families and how conflicts between parents influence students' academic outcomes, potentially leading to school dropout. In a family system, each member plays a role, and changes in one part of the system can have effects throughout. While applying

Systems Theory to parental conflicts, such as separation, sexual infidelity, and excessive drug abuse, let us explore how these issues create disruptions in the family system and impact children's educational trajectories.

3.2. Ecological Systems Theory

Urie Bronfenbrenner formulated the Ecological systems theory during the 1970s, introducing it in his seminal work, "The Ecology of Human Development: Experiments by Nature and Design," published in 1979 (Bronfenbrenner, 1979). Since its inception, this theory has been instrumental in comprehending human development, accentuating the influence of diverse environmental systems on an individual's growth and behavior. Employing this theoretical framework provides an insightful perspective on how parental conflicts may contribute to children's school dropout.

According to the Ecological Systems Theory, individuals are situated within interconnected systems that intricately shape their development. Examining parental conflicts through this lens elucidates their potential impact on children's school dropout across different ecological layers.

At the microsystem level, which represents the immediate family environment, parental conflicts such as separation create disruptions in established family dynamics. The emotional distress experienced by children during this process influences their microsystem, leading to compromised emotional well-being and potential challenges in concentrating on academics. Similarly, the destabilizing effects of parental sexual infidelity and drug abuse contribute to a strained microsystem, affecting the child's immediate interactions and support systems.

4. RESEARCH. METHODOLOGY

4.1. Research Design

The current study employed both descriptive and correlation research designs to fulfil its objectives. The descriptive research design allowed the researcher to provide a comprehensive description of parental conflicts and students school dropout in twelve years basic schools in Rwanda.

4.2. Study Area Description

Bugesera is a district (*akarere*) in Eastern Province, Rwanda. Its capital is Nyamata. Bugesera district is divided into 15 sectors (*imirenge*): Gashora, Juru, Kamabuye, Ntarama, Mareba, Mayange, Musenyi, Mwogo, Ngeruka, Nyamata, Nyarugenge, Rilima, Ruhuha, Rweru and Shyara.

4.3. Target population

The participants were parents, students, teachers and Head teachers. All respondents was 600 including 30 headteachers, 90 teachers, 390 parents and 90 students from 30 schools sampled from 15 sectors of Bugesera District, Rwanda. Researcher chose sample size by using Yamane formula (Yamane, 1970) to select 240 (sample size) from the population of 600 people.

$$n = \frac{N}{1+N(e^2)} \quad \text{where } n \text{ represent sample size If } N \text{ is } 600 \text{ } n \text{ was } n = \frac{N}{1+N(e^2)} \quad n = \frac{600}{1+600(0.05^2)} = 240$$

Table 4.1: Targeted Population and Sampled Size

Respondents	Population	Simple size
Students	90	36
Headteachers	30	12
Teachers	90	36
Parents	390	156
TOTAL	600	240

Primary data, 2024

Data collections instruments in this research were questionnaire and interview guide. The questionnaire was designed for parents while interview guide was designed for Headteachers, students and teachers from selected twelve years basic education schools in Rwanda.

4.4. Sample design

For this study, the researcher calculated the sample size using Yamane's formula (Yamane, 1970). A sample size of 240 was selected from a population of 600, ensuring proportional representation of the entire target population.

4.5. Sampling Technique

The researcher employed two sampling techniques such as simple random sampling, purposive sampling where simple random sampling was used to choose headteachers from twelve years basic education schools of Bugesera District while purposive sampling technique for selecting teachers, students and parents based on their experiences based on the main purpose and objectives of the study.

4.6. Data Collection Methods

The methods of collecting data in this research were two: quantitative and qualitative data collection. They allowed the research to collect all information related the research objectives.

4.7. Reliability and Validity of Instruments

The researcher ensured content validity by arranging questionnaire items based on the critical thinking skills of each participant group, using simple language and clear instructions during interviews. To test reliability, a test-retest method was applied, and consistent responses were obtained across trials, confirming the reliability of the instruments. The questionnaire was piloted in two schools in Bugesera district, and the researcher evaluated the reliability based on the consistency of results from the same respondents over different periods.

4.8. Data Analysis

Qualitative data and quantitative data from data collection instruments was summarized in the frequencies, means and percentages and all data collected was examined using statistical packages for social sciences 22.0. Quantitative methods was employed by using SPSS version 22.0 for data analysis and this software was used to organize and summarize the numbers by means of statistical materials such as means, percentage, standard deviation and correlation coefficients, ANOVAs, Model summary, coefficients as regression model to ensure the for impact and relationship between two variables

5. RESEARCH FINDINGS AND DISCUSSION

The study assessed the relationship between parental conflicts and student dropout rates in Rwanda. It specifically focused on the effect of parental conflicts on students' school dropout in twelve years basic education schools in Bugesera District.

5.1. Presentation of Findings

5.1.1. Mismanagement of family property.

The first objective of this study was to investigate the various forms of family conflicts prevalent in Bugesera District that contribute to student dropout rates.

Table 5.1. Different Forms of Family Conflicts Prevalent in Bugesera District

Statements	SD		D		N		A		SA	
	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%
Mismanagement of family property contributes to financial stress in your household	13	8.3	21	13.5	9	5.8	76	48.7	37	23.7
It is challenging to allocate resources for your child educational needs due to family property mismanagement.	14	9.0	5	3.2	7	4.5	73	46.8	57	36.5
Financial difficulties resulting from mismanagement of family property impact your child ability to concentrate on studies	12	7.7	7	4.5	14	9.0	45	28.8	78	50.0
Mismanagement of family property affects your child's access to necessary educational materials (books, uniforms, etc.)	13	8.3	4	2.6	5	3.2	75	48.1	59	37.8
Mismanagement of family property increases the likelihood of students dropping out of school	46	29.5	21	13.5	13	8.3	60	38.5	16	10.3
Parental involvement in managing family property positively influence children's educational outcomes?	22	14.1	100	6.4	36	23.1	76	48.7	12	7.7

Primary data, 2024

Key findings from the analysis of the responses (shown in Table 4.6) highlighted the strong link between mismanagement of family property and financial stress. For example, 72.4% of parents agreed or strongly agreed that poor property management caused financial strain in their households. This financial stress was identified as a key factor limiting parents' ability to provide for their children's educational needs, with 83.3% of parents agreeing that mismanagement hindered their capacity to allocate resources for their child's education.

Additionally, 78.8% of parents indicated that financial difficulties stemming from property mismanagement impacted their child's ability to concentrate on studies. A majority of parents (80.8%) also recognized that mismanagement affected their child's access to necessary educational materials such as books and uniforms. The study found that 85.9% of parents believed that financial instability increased the likelihood of their children dropping out of school.

As a headteacher, it is evident that financial instability and family conflicts create stressful home environments, disrupt children's education, and often lead to school dropouts in the Twelve Years Basic Education system in Bugesera District. Raising awareness about effective family resource management is crucial in ensuring that students are supported and able to complete their education.

5.1.2. Parents' Poor Communication and Students' School Dropout

This study sought to assess the impact of poor communication between parents on school dropout rates in Bugesera District, Rwanda. The survey, conducted with parents, aimed to evaluate the effectiveness of their communication regarding their children's education. The findings, presented in Table

Table 5.2. Parents' Poor Communication and Students' School Dropout

Statements	SD		D		N		A		SA	
	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%
The communication between me and my spouse regarding our child education is effective	10	6.4	3	1.9	2	1.3	61	39.1	80	51.3
We discuss our child academic progress and challenges openly and constructively.	18	11.5	2	1.3	8	5.1	67	42.9	61	39.1
Both parents actively participate in decision-making processes related to our child education.	18	11.5	11	7.1	7	4.5	56	35.9	64	41.0
Disagreements between me and my spouse regarding our child's education are resolved amicably.	0	0	2	1.3	8	5.1	101	64.7	45	28.8
We have a shared understanding of our child educational goals and aspirations	6	3.8	2	1.3	2	1.3	23	14.7	123	78.8
Communication issues between me and my spouse have caused tension within our family.	2	1.3	1	0.6	5	3.2	59	37.8	88	56.4
Our child has expressed discomfort or anxiety due to conflicts between us as parents.	18	11.5	6	3.8	14	9.0	78	50.0	40	25.6
Poor communication between me and my spouse has affected our child's academic performance	12	7.7	9	5.8	11	7.1	48	30.8	76	48.7
We believe that effective communication between parents is crucial for our child educational success	1	0.6	5	3.2	4	2.6	39	25.0	107	68.6

Primary data, 2024

The first part of the data focused on the communication between parents and their spouses about their children's education. A majority, 51.3%, strongly agreed that their communication was effective, suggesting that over half of the parents felt confident in their ability to discuss and make decisions about their child's education collaboratively. Additionally, 39.1% agreed with the statement, indicating that a significant portion of parents also felt their communication was effective, though not as emphatically as those who strongly agreed. The data overall revealed that

90.4% of parents believed their communication was strong. However, a small percentage of parents—1.3% neutral and 8.3% who disagreed—showed concerns, hinting at possible communication challenges within some households. The next focus was on how parents engage in discussions about their child's academic progress and challenges. A substantial portion, 39.1%, strongly agreed that such conversations were open and constructive. When combined with the 42.9% who agreed, the majority (82.0%) of parents were committed to discussing their child's academic progress in a meaningful way. However, a smaller percentage—5.1% neutral and 12.8% who disagreed—indicated some parents might be less involved in these discussions or face difficulties in maintaining open dialogue about their child's academics. The data suggests that while most parents recognize the importance of these discussions, there is room for improvement among the minority who struggle to engage effectively.

The third area of investigation looked at shared parental involvement in decision-making about their child's education. A notable 41.0% strongly agreed that both parents actively participated in decisions, with another 35.9% agreeing, totalling 76.9%. This shows that a majority of parents shared responsibility in making educational decisions for their children, which likely contributes to a supportive environment for the child's education. However, 18.6% of parents disagreed or strongly disagreed, suggesting that some parents experience barriers, such as time constraints or differing priorities, which limit their involvement in these important decisions. These findings underscore the value of both parents' engagement but also highlight the need to address the challenges faced by the minority of parents not as actively involved.

5.1.3. The Impact of Parents' Alcohol Abuse on Student's School Dropout

The study's objective to examine the impact of parents' alcohol abuse on student school dropout in Bugesera district reveals important insights from the data collected. Several key findings emerged from the responses to the statements provided to parents regarding the effects of alcohol consumption and abuse on children's educational outcomes.

Table 5.3. Effects of Parents' Alcohol Abuse on Student's School Dropout

Statements	SD		D		N		A		SA	
	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%
The frequency of parental alcohol consumption leads to children's school dropout	26	16.7	16	10.3	9	5.3	23	14.7	82	52.6
The amount of time parents spend in a bar contributes to children's school dropout	32	20.5	6	3.8	4	2.6	50	32.1	64	41.0
The amount of alcohol quantity consumed by parents leads to children's school dropout	16	10.3	6	3.8	11	7.1	38	24.4	85	45.5
Parents alcohol abuse negatively affect their children academic performance and school attendance	41	26.3	9	5.8	2	1.3	55	35.3	49	31.4
Children of parents who abuse alcohol are more likely to experience emotional distress, which lead to school dropout	3	1.9	7	4.5	3	1.9	108	69.2	35	22.4
You engage in discussions with your child/children about the risks and consequences of alcohol abuse.	22	14.1	8	5.1	8	5.1	44	28.2	74	47.4
Parental alcohol abuse creates an unstable home environment, which may lead to school dropout among children.	15	9.6	15	9.6	2	1.3	79	50.6	45	28.8

Primary data, 2024

Most parents (52.6%) strongly agreed that the frequency of parental alcohol consumption contributes to children's school dropout. A total of 67.3% of respondents acknowledged this connection, suggesting a strong belief among parents that frequent alcohol consumption by parents leads to higher dropout rates. However, 27% disagreed or strongly disagreed, indicating differing experiences or views on this issue. About 41.0% strongly agreed that the amount of time parents spend in a bar contributes to children's school dropout, with 73.1% in total agreeing to this statement. This demonstrates a significant concern among parents regarding the potential negative impact of parental habits on children's school engagement. However, 24.3% of parents disagreed or strongly disagreed, which shows some variance in perception.

A significant 54.5% of parents strongly agreed that the quantity of alcohol consumed by parents is linked to school dropout, with 78.9% acknowledging this link in total. This supports the concern that higher levels of alcohol consumption by parents may lead to greater academic disengagement among their children. A smaller percentage (14.1%) disagreed with this statement. Regarding the effect of alcohol abuse on children's academic performance and attendance, 31.4% strongly agreed that parental alcohol abuse negatively affects their children's academic success. In total, 66.7% agreed with this view, indicating a strong consensus about the impact of alcohol abuse on educational outcomes. However, 32.1% disagreed or strongly disagreed, highlighting some differences in perception. A notable 69.2% of parents strongly agreed that children of parents who abuse alcohol are more likely to experience emotional distress, which can lead to school dropout. A combined 91.7% agreed or strongly agreed, underscoring the strong belief that emotional distress caused by parental alcohol abuse contributes to school dropout. When asked whether they engage in discussions with their children about the risks and consequences of alcohol abuse, 47.4% of parents strongly agreed, and 75.6% agreed in total. This shows that a majority of parents recognize the importance of educating their children about alcohol abuse. However, 19.2% disagreed or strongly disagreed, suggesting that not all parents engage in such conversations, possibly due to various barriers. A significant 79.4% of parents either agreed or strongly agreed that parental alcohol abuse contributes to an unstable home environment, which may lead to school dropout. This strong agreement emphasizes the broader implications of alcohol abuse on family stability and children's education.

5.2. Relationship Between Variables

The findings related to the relationship variables showcased the respondents' perspectives and insights regarding the relationship between mismanagement of family property and students' school dropout in twelve years basic education .and the results are shown in the table 4.9.

Table 5.4 Correlation of Mismanagement of Family Property and Students' school Dropout

Statements	Mismanagement of family property	Students' school dropout
Mismanagement of family property	Pearson correlation	1
	Sig. (2-tailed)	.909**
	N	156
Students' school dropout	Pearson correlation	.909**
	Sig.(2-tailed)	.000
	N	156

Primary data, 2024

The findings from the study related to the relationship between family dynamics and students' school dropout rates provide valuable insights into the factors that may influence students' educational outcomes. Specifically, the relationship between mismanagement of family property and parents' poor communication with their children shows strong correlations with school dropout rates. The key findings are as follows:

A Pearson correlation coefficient of 0.909** indicates a strong positive correlation** between the mismanagement of family property and school dropout rates. This high correlation suggests that as families mismanage their financial and property resources, the likelihood of students dropping out of school increases significantly.

Table 5.5. Correlations of Parents' Poor Communication and Students' School Dropout

Statement	Parents' poor communication	Students' school dropout
Parents' communication	Poor Pearson correlation	1
	Sig. (2-tailed)	.890**
	N	156
Students' school dropout	Pearson correlation	.890**
	Sig.(2-tailed)	.000
	Pearson correlation	156

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

Primary data, 2024

The findings suggest that poor management of family resources—such as failing to cover school fees, provide necessary learning materials, or maintain a stable home environment—creates conditions that can hinder children's educational success. Students from families experiencing financial instability due to mismanagement are at a much higher risk of disengaging from school and ultimately dropping out.

A Pearson correlation coefficient of ****0.890**** indicates a strong positive relationship between poor communication between parents and students and the likelihood of students dropping out. This suggests that as the quality of communication deteriorates between parents and their children, the risk of school dropout increases.

Poor communication between parents and children may lead to a lack of emotional support, guidance, and encouragement, all of which are critical for academic success. If parents fail to engage in meaningful conversations about school, provide guidance on academic challenges, or offer emotional support, students may feel neglected or unsupported, which could increase the chances of them dropping out.

Table 5.6. Correlations of Parents' Alcohol Abuse and Student's School Dropout

Statement		Parents' alcohol abuse	Student's school dropout
Parents' alcohol abuse	Pearson correlation	1	.889**
	Sig. (2-tailed)		.000
	N	156	156
Student's school dropout	Pearson correlation	.889**	1
	Sig.(2-tailed)	.000	
	Pearson correlation	156	156

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

Primary data, 2024

The findings presented in Table 4.11 regarding the correlation between parents' alcohol abuse and students' school dropout reveal a significant and concerning relationship. Specifically: The Pearson correlation coefficient of **0.889**** indicates a strong positive correlation between parents' alcohol abuse and the likelihood of students dropping out of school. This high correlation (close to 0.9) suggests a clear link between the two variables, where increased alcohol abuse by parents is associated with a higher likelihood of students disengaging from school.

In practical terms, alcohol abuse by parents can contribute to a range of negative outcomes for children, including ****financial instability****, ****neglect****, and ****emotional distress****. These factors can disrupt the family structure, create an unstable home environment, and reduce the level of parental support that children receive. As a result, students may experience difficulties in concentrating on their education, leading to absenteeism, poor academic performance, and eventually, school dropout.

Table 5.7 Correlations of Variables

Statements		Parental conflicts	Students school dropout
Parental conflicts.	Pearson Correlation	1	.948**
	Sig. (2-tailed)		.000
	N	156	156
Students school drop out	Pearson Correlation	.948**	1
	Sig. (2-tailed)	.000	
	N	156	156

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

Primary data, 2024

Table 4.12 the study revealed a strong relationship between parental conflict and students drop out rate in twelve-year basic educations schools. This relationship was substantiated by a Pearson correlation coefficient (r) of **0.948**, which was associated with a statistically significant p -value of **0.000** for a two-tailed test. This suggests a highly positive and statistically significant association between family conflicts and students drop out.

Table 5.8. Regression Analysis Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.948 ^a	.898	.898	.45719	.385

a. Predictors: (Constant), parental conflicts

b. Dependent Variable: students drop out

Primary data, 2024

The findings also found in table 4.13 that all variables are coherent and students drop out is caused by parental conflict within the family as it is shown by the regression analysis model with Square of 0.898 means that the all kinds of parental conflict affect significantly students schooling including students drop out. Parental conflicts associated with poverty and resource constraints also influence the school dropout rate in Rwanda. Financial stress and limited resources within the family impede parents' ability to provide essential educational support, such as school supplies, uniforms, and tuition fees

6. CONCLUSION AND RECOMMENDATIONS

6.1. Conclusion

The study on the effect of parental conflicts on students' school dropout in Twelve Years Basic Education schools in Bugesera District has revealed a strong correlation between familial instability and educational disengagement. Parental conflicts, characterized by mismanagement of family property, excessive alcohol abuse, poor communication between parents, have been shown to significantly increase the likelihood of students dropping out of school. These conflicts disrupt the family environment, which is crucial for providing children with the emotional and psychological support needed to succeed academically.

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