

# THE FACTORS AFFECTING ACHIEVEMENT OF UNIVERSAL PRIMARY EDUCATION IN RWANDA, CASE STUDY KARONGI DISTRICT

HABAGUHIRWAW JEREMIE

Jomo Kenyatta University of Agriculture and Technology Kigali-Rwanda

[jeremy.habaguirwa@gmail.com](mailto:jeremy.habaguirwa@gmail.com)

---

**Abstract:** The purposes of this study was to provide an overview of the current status of universal primary education and to examine the factors that hindering the implementation of universal primary education in Karongi District. The objective of this study is to analyze the factors affecting the achievement of Universal primary education in Karongi district-Rwanda, to assess the effects of home environment to the universal primary education in Karongi District and To examine the effect of school environment to the universal primary Education in Karongi district. This study employed both qualitative and quantitative research methods to carry out data collection from students and teachers, as well as out of school children, in Karongi district.

The target population was 400 who represent the whole population of Karongi District from 2013-2017. The sample size comprises by parent 178, teacher 121 and students 101.

The findings demonstrate the obstacles which slow down the achievement of universal primary education as the following: The outcomes of the study indicate that 46 percent of the children dropout of schools due to the influential of communities. 49.25 percent stand for student absenteeism due to the home chores and illegal works. The children stands by 49 percent do not attend the school due to late for school. The remaining other are 52.7 percent who have the feeling of fear of failure has been also taken into consideration as factor the reduce the chance for achieving universal primary education.

**Keywords:** Primary education, Personal achievement, Social achievement, Economic, Achievement, Universal Primary Education, Student Achievement.

---

## 1. INTRODUCTION

As Muslim Aid put it in 2016, school attendance for children is vital given the fact that formal education is a must in order to acquire skills required to understand the world. Reading and writing, especially from the childhood, is the cornerstone which strongly support a fight a fight against poverty. Unfortunately, instead of grating indiscriminately education to all children as their basic right, people tend take it as a privilege to well-to-do people in many parts of the world. However, the good news is that the millennium development goals strived to insure that all children across the world complete their primary education. Were hopping to reach the universal primary education goal. As it was stated before, Children of underprivileged countries are blocked from attending schools by many handicaps related to poverty and unwillingness of State government.

Apart from the above two main root causes of lack of education in underdeveloped countries, other minor factors such as cultural barriers lack of school facilities, long distance to cover to school, unsecure environment and poor quality teacher, contribute to dislike of school attendance or at least to the dropout of schools. Fortunately, as time passes by, many NGOs and private companies are doing their best to overcome the aforementioned challenges by assisting people to gain access

to knowledge and skills. In addition to the government-forecited challenges comes the worst and impromptu impediments such as civil conflicts, natural disasters and wars. These cause massive human displacement putting children in very big impossibility to get a proper education. Furthermore, the 11<sup>th</sup> education for all global monitoring report states that in poor countries one in four children is half-backed in much as he is unable to read a single sentence due to the poor quality education. To bring remedy to the latter, not only good teachers are required, but also other measures such as good quality workshops, regular training sessions meant for teachers and attractive salaries for them are to be taken to address that crucial issues. In terms of attaining the millennium development goals through universal education, Rwanda has made a giant step, against all odds, in the aftermath of the 1994 genocide by recognizing that education is a pivot of human development that is why as a result of a good governance and a good management of environment, Rwanda is internationally applauded for its remarkable progress in universal primary education. In so doing, Rwanda has found it better to establish a strong policy of gender equality and empowerment of women which goes hand in hand with a universal primary education to promote a sustainable development throughout the country (MINALOC2011).

In that case study, Karongi district counts three universities, four vocational training centers (VTC), 67 nursery schools, 127 primary schools and 57 secondary schools. Although the rate of illiteracy in that district is equivalent to 30.1% of the whole active population, Karongi district's literacy is ranked among the best compared to national average rate of 30.3%, (Health, 2013). Even if Rwanda has managed to implement the universal primary education significantly, there are still a number of causes for a high dropout rate. Among other causes, we can mention for example the poverty Rwanda population which prevents many people from acquiring adequate school materials even though the primary education is free. Other reasons like over-aged children as a result of grade repetitions due especially to inefficiency of education system. That kind of frequent repetitions implies a negative impact on human capacity and development in general. The following lines show the detailed repetition rates:

The overall repetition rate in primary is 12.7%, in secondary the overall repetition rate 5.8% while in upper secondary the repetition rate is 1.6%. In our case study in Karongi District the dropout in primary was 10.9% and 13.1% in secondary while in upper secondary the dropout rate was 2.4% in the year 2013.

## 2. STATEMENT OF THE PROBLEM

In the year 2010, another United Nations (UN)'s organ UNDP advised that all developing countries should enroll both boys and girls in primary Universal education to meet the millennium development goal. Nevertheless, many sub-Saharan African countries proved themselves to be incapable to meet the aforesaid goal although they are making an outstanding progress. Rwanda is one of a few countries in that region to perform well in that field. As we stated before that poverty is the major root cause which impedes the universal primary education, in the poorest countries with abject poverty, children are compelled to contribute to family income instead of going to school. They are involved in hard labor sometime girls in particular are forced to do unpaid jobs mostly in domestic and agricultural work.

When the above challenge meets with poor nutrition, health problems and poor quality education, the situation for children to access to full learning becomes worse. Statistics from international labor organization estimates that up to 250 million children are working full or part-time in the developing countries. As for UNICEF, 140 million of them are between 6 years and 11 years of age. Only 23% of those children are admitted to schools but a short time later 77% dropout (UNICEF, 1998). Still in the poorest countries the female illiteracy is at an alarming rate since out of 800 million illiterate adults, 600 million are women as a result of the fact that illiterate parents are not interested in assisting and encouraging their children in literacy and numeracy skills. Specifically since 2003, Rwanda made effort to impart knowledge and skills to all Rwandan children but the process is not easy. According to the study carried out by integrated household living conditions survey from 2000 to 2005, disadvantaged children like orphans and foster children leave school involuntarily before full completion and this case affects especially a big number of girls. "ILO, 2005" emphasized that child labor is the worst hindrance of education in families stricken by abject poverty whereby poverty compels parents to send their offsprings to look for money by working hard for long hours a day in tea plantations or in brick factories.

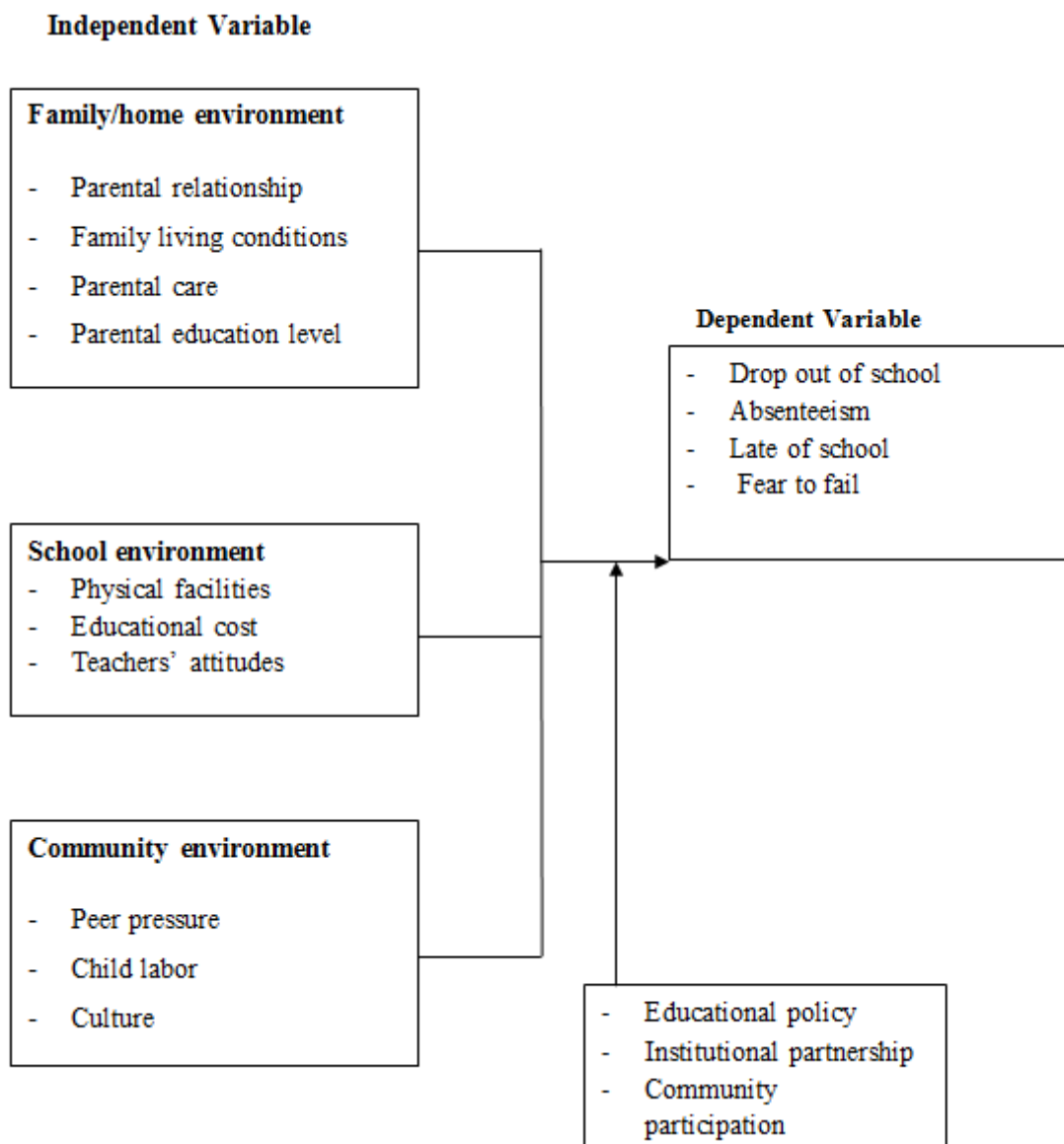
The estimate figures in Rwanda should, that in the aforementioned year, there was 400,000 children workers of whom 120,000 were facing the worst hard labor while an estimated figure of 60,000 children were employed as domestic workers. ILO went on to explain the negative impact a child labor has on children and came to a conclusion that any kind of child labor should not interfere with education nor damage the physical or mental health of children. Pitigala in 2005 put it as following: "the absence of a demand of skilled labor in rural areas contributes to child labor and it has been noted

as a profitable labor market which influences educational decision of parents". The present study carried out in Karongi District reflects the general factors affecting not only the universal primary education in Karongi district but also the educations throughout our country Rwanda. This study is so meaningful that it should be a landmark for future researchers, institutions and organizations organizations

### 3. OBJECTIVE

The objective of this study is to analyze the factors affecting the achievement of Universal primary education in Karongi district-Rwanda.

### 4. CONCEPTUAL FRAME-WORK



### 5. RESEARCH DESIGN

This study employed both qualitative and quantitative research methods to carry out data collection from students and teachers, as well as out of school children, in Karongi district.

This study has applied cross-section study design to record information about the effect affecting the achievement universal primary Education.

### 5.1 Target population

The study population operated in Karongi District and is represented by 400 include student teacher and parents

### 5.2 Sampling procedure and Sample size

This sample is presented by populations from Karongi District especially students, their parents and teachers. Due to limited resources and time, population census would not be possible and a big number of population for which the research is concerned; all of which entail sampling. Simple random sampling was be used and sloven’s formula which is mostly used to determine sample was employed.  $n = \frac{N}{1 + e}$  and  $e = 0.05$

Here, the researcher has chosen subjects who in his opinion were likely to supply information

The research as follow:  $n = \frac{N}{1 + e} = 400$ . Thus, respondents who represent the whole population are 400.

### 5.3. Research Instruments and Data Analysis

The descriptive study, numerous methods are used to obtain the required data, nutshell questionnaires, observation, Interviewing, examination of records, etc., with their merits and limitations, and the researcher may user one or more of these methods. While designing data-collection procedure, adequate safeguards against bias and unreliability must be ensured.

## 6. RESEARCH FINDINGS

### 6.1. Level of education

In order to assess the level of education the researcher requested the respondents to illustrate their levels of education as provided in the following table:

**Table 1: Respondents distribution by level of education**

Level of education	Frequency	Percent
Illiterate	44	11
Primary education	188	47
Advanced level	92	23
Ordinary level	65	16.25
Others	11	2.75
<b>Total</b>	<b>400</b>	<b>100</b>

Source: Primary Data, 2018

The above table reports that 11 percent respondents are illiterate, while those who completed

Their primary educations are 47 percent. The respondents who reported that they finished the advance level of education and ordinal level are respectively 92 and 65 percentage.

### 6.2. Parental relationship

This unit comes to describe how relationship of the parents can influence the school performance of their children either negatively or positively accordingly as the statistics below explains. Here the researcher employed the term “insufficient parental relationship” in order to be precise to the respondents.

**Table 2: Parental relationship**

Parental relationship	Frequency	Percent
Strong disagree	13	3.3
Disagree	10	2.5
Neutral	25	6.3

Valid	Agree	186	46.5
	Strong agree	166	41.5
	Total	400	100.0

Source: Primary Data, 2018

### 6.3. Parental care

This indicator comes to make acknowledged if the lack of parental attention can be measured to stimulus the poor performance of children over their lessons. The next table encompasses the data which show us the actuality.

**Table 3: Lack of parental care**

Lack of parental care		Frequency	Percent
	Strongly disagree	16	4.0
	Disagree	22	5.5
	Neutral	16	4.0
	Agree	203	50.8
Valid	Strong agree	143	35.8
	Total	400	100.0

Source: Primary Data, 2018

Universal primary education in Karongi district is also slowed down by Lack of parental care at the degree of more than 90 percent while less than 4 percent affected by other factors. Findings also confirm previous literature. The research outcomes shown that parent participation helps extend teaching outside the Classroom generates a more positive involvement for children and helps children perform better when they are in school. That when parents are actively involved with their child's early childhood education, they are more possible to stay participated when their child move to elementary school

### 6.4. Parental education level

Parental education level should be studied in order to see how it effects the achievement of universal primary education in Karongi district. Lets' see the table below

**Table 4: Parental education level**

Parental education level		Frequency	Percent
	Strong disagree	21	5.3
	Disagree	53	13.3
	Neutral	29	7.3
	Agree	178	44.5
Valid	Strong agree	119	29.8
	Total	400	100.0

Source: Primary Data, 2018

The study revealed that 44.5 percent of respondents agreed that a Parents' education level prevents universal primary education, where 29.8 % strongly agreed with the supposition. 13.3 percent disagreed, 5.3 strongly disagreed while 7.3 are neither agree nor disagree.

### 6.5. Lack of school materials

This sub-section comes to make clear if the universal primary education can be perturbed by the

School materials whether are available or are missing. The following statistics report it in details:

**Table 5: Lack of school materials**

	<b>Lack of school materials</b>	<b>Frequency</b>	<b>Percent</b>
Valid	Strong disagree	16	4.0
	Disagree	67	16.8
	Neutral	47	11.8
	Agree	156	39.0
	Strong agree	114	28.5
	Total	400	100.0

Source: Primary Data, 2018

The study revealed that 39 percent and 28.5 percent of respondents are agreed and strongly

agreed respectively with the supposition that shortage of necessary means prevent pupils from attendance classes, the findings in this study is in line with remaining research were research revealed that lack of necessary means hindering pupils in get into primary education

### 6.6. Family living conditions

This sub-section defines how far universal primary education may or may not be well

Achieved due to the state of family existing situations. We are discerning the following report:

**Table 6: Family living conditions**

	<b>Poor family living conditions</b>	<b>Frequency</b>	<b>Percent</b>
Valid	Strong disagree	51	12.8
	Disagree	61	15.3
	Neutral	38	9.5
	Agree	157	39.3
	Strong agree	93	23.3
	Total	400	100.0

Source: Primary Data, 2018

The above table reveals that hard living conditions affect pupils' primary education in Karongi district, this study revealed that 23.3 percent and 39.3 percent strongly agree and agree respectively, while 18.1 think otherwise.

### 6.7. Costs of education

The charges of learning may be also having effect for universal primary achievement as the following table reports:

**Table 7: Costs of education**

	<b>Costs of education</b>	<b>Frequency</b>	<b>Percent</b>
Valid	Strong disagree	35	8.8
	Disagree	60	15.0
	Neutral	29	7.3
	Agree	197	49.3
	Strong agree	79	19.8
	Total	400	100.0

Source: Primary Data, 2018

The study revealed that 49.3 and 19.8 percent of respondents agreed and strongly agreed respectively that child labor hinders universal primary education in Karongi district. 15.5 And 8.8 and 15 percent strongly disagree and disagree respectively; while 7.3 percent of respondents are in neutral position.

### 6.8. Child labor

The remarkable hindrance of achieving universal primary education in Karongi District is the child labor, the table below clear the situation regarding aforementioned case.

**Table 8: child labor**

Child labor	Frequency	Percent
Strong disagree	36	9.0
Disagree	24	6.0
Neutral	47	11.8
Agree	155	38.8
Strong agree	138	34.5
Valid Total	400	100.0

Source: Primary Data, 2018

Child labor negatively obstructed the achievement of universal primary education in Karongi district as countersigned by 38.8 and 34.5 percent of respondents. However, some respondents opposed the supposition i.e. 9 and 6 percent. Further, the findings of this study is in line with the report of ministry of agriculture in Rwanda reported that child labor typically has a strong correlation to poverty, and many families enforced their children work to growth household revenue, also research revealed that 5.2% of Children perform hazardous tasks in farming

### 6.9. Culture

The Culture has been also taken into consideration in order to study how universal primary

Education is achieved. Without going far, the table below gives us detailed information:

**Table 9: Culture**

Culture	Frequency	Percent
Strong	4	1.0
Disagree	46	11.5
Neutral	11	2.8
Agree	190	47.5
Strong agree	149	37.3
Valid Total	400	100.0

Source: Primary Data, 2018

Culture is a critical element that has been observed as it hampers to accomplish universal primary education in Karongi district. This study shows that 47.5 percent support the supposition meanwhile, 37.3 percent of respondents strongly support it, and however, 11.5 and 1 percent disagree and strongly disagree respectively while 2.8 percent of respondents are neither agree nor disagree.

## 7. CONCLUSIONS

The findings of the study revealed that learners have their challenges which they encounter such as long walking distance, child labor, poverty/ financial challenges and unpredictable home environments. Also the learners indicated strongly that their parents or guardians nurtured them on farming or other domestic activities than education. The study also established that the language of instruction is a barrier to learning in the resettlement areas. The research indicated that these challenges affect the learner's academic performance. Attribution theory provides an important theoretical framework for

examining and understanding motivation and reasons for dropout in academic settings. It examines individuals' beliefs about why certain events occur and correlates those beliefs to subsequent motivation hence this theory provided a sound theoretical framework in exploring the causes of school dropout among resettlement learners in Rwanda.

On the basis of the findings in the study we can see that the poverty and other family related problems are the main challenges for the implementation of universal primary education 2016, further, lack of necessary materials and cost of education other than school fees and uniforms undermines students' performance. Thus, Referring to the findings from the study therefore, I conclude that family-based factors such as poverty, parent's level of education, and child labor; lack of sufficient basic materials; and community based factors community difficult living conditions, all together hindered the implementation of universal primary education in in Karongi District between 2013 and 2016.

### 7.1. Recommendations

On the basis of the above conclusion, the researcher made the following recommendations:

#### A. To parents

- The parents and learners should be knowledgeable about performing the use of English at home as it helps in achieving good results.
- Parents should be explained on the essential to make education of their children a significance.
- Parents should deliver sufficient school learning constituents to their children such as school uniforms, school fees, and notebook
- Parentages should be educated on the negative effects of high fertility rate since most of them resort to child labor practices due to huge family size

#### B. To Governments

- Parents, government, the school, NGOs and other stakeholders can play their assistance to reduce poor school drop-outs in resettlement schools through assisting in the fast tracking of the building of conducive to learning centers.
- The government should increase the allocations of funds to provide more amenities to facilitate learning in resettlement areas.
- All stakeholders should be encouraged to take a more participatory role in the implementation of universal primary education specifically; the government should sensitize key stakeholders including parents as well as the local community. Incentives such as bursaries were found necessary should be given to students to help them acquire basic materials such as school uniforms and notebooks to facilitate them to attend school consistently and regularly
- The government should increase the capitation grants to the schools so as to provide for the basic needs of pupils at school such as exercise books, pencils and school bags.

### REFERENCES

- [1] MINEDUC. (2010). Education Sector Policy. Kigali: MINEDUC.
- [2] Adekunle. (2015). Political will and starategic planning in the implimentation of universal basic education in nigeria.
- [3] Allport, G. W. (2012). Personality: a psychological interpretation. Amercan journal of sociology .
- [4] Bailey, K. (1978). Methods of social Research. califonia: Free press.
- [5] grey, P. (Dec, 2017). Free to Learn: Why Unleashing the Instinct to Play Will Make Our Children Happier, More Self-reliant, and Better Students for Life is available in PDF and Audiobook format. New York.
- [6] <http://www.ehow.com>. (n.d.). Retrieved from [www.ehow.com](http://www.ehow.com).
- [7] JagannathMohanty. (1982). indian Education in the emerging society.
- [8] KARONGI District. (2013). District Development Plan.
- [9] MINAGRI. (2018). Efforts to elladicate child labor. Kigali.



- [10] MINALOC. (2011).
- [11] MINEDUC. (february 2016). Education Statistical Year book. Kigali.
- [12] MuslimAid. (2016). Muslim Aid Launches ramadan campain.
- [13] Rakhipoonga, P. a. (1997). Free and compaulsory Education. New delhi.
- [14] Rattan. (2006). New Delhi.
- [15] Rwomushana, E. (2008). Agricultural Extension. South African Journal of Agricultural Extension, 37.
- [16] salah. (2014). factors affecting the implementation of universal primary education in semi-arid areas of kenya: the case of garissa county\salah. internation journal of social science.
- [17] Schunk, D. H. (1990). Goal setting and self-efficacy during self-regulated learning. Educational Psychologist.,
- [18] United Nations . (n.d.). declaration of Human right. Article 26.
- [19] united states department of labor. (2016). child labor and forced report.
- [20] Universal Journal of Education and General Studies. (november 2012). Universal Journal of Education and General Studies.
- [21] Vnderstel, A. (2014). the impact of demographics in education.
- [22] Webster, T. (July 2000). Globalization of Education policies: Externt Of External Influences On Contemporary Universal primary Education Policies In Papua New Guinea.
- [23] wikipedia . (n.d.).
- [24] wikipedia. (n.d.). <https://en.wikipedia.org/wiki>. Retrieved from [www.wikipedia.org](http://www.wikipedia.org).
- [25] world Bank . (2014). national education Profile .
- [26] Ayers, P.D. (1999). "Exploring the relationship between high school facilities and achievement of high school students in Georgia." Unpublished doctoral dissertation, University of Georgia,Athens, GA
- [27] Anna J. Egalite., (2016). How Family Background Influences Student Achievement. Department of Educational Leadership, Policy, and Human Development at the College of Education, North Carolina State University
- [28] Adedeji, T.. (1998). In Abiodun-Oyebanji, O.A. (2008). Resource Situation and Academic Staff Job Performance in South-West, NigeriaUniversities. Unpublished Ph.D. Thesis University of Ado-Ekiti
- [29] Ademilua, A.A. (2002). Factors Affecting Students 'Academic Performance in some selected schools in Ekiti State. Unpublished M.Ed. Dissertation. University of Ilorin, Nigeria
- [30] Adewunmi, T.B. (2000). The Influence of Physical Resources on pupils Academic Performance in Lagos State Primary School. Unpublished M.Ed. Dissertation, University of Benin
- [31] Adeyemi, T.O. (2008). The influence of class-size on the Quality of Output in Secondary Schools in Ekiti State, Niger ia. Pakistan Journal of Social Sciences.
- [32] Nwankwo, J.I. (1982). Educational Administration: Theory and Practice. New Delhi: Vikas Publishing House Pvt. Ltd