



# PARENTS' INVOLVEMENT IN EDUCATIONAL ACTIVITIES AND STUDENTS ACADEMIC PERFORMANCE IN 9 YBE SCHOOLS, A CASE OF NYABIHU DISTRICT, RWANDA.

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**Abstract:** The main goal of the study aimed to investigate how parental engagement impacts students' academic achievements in the Nine-Year Basic Education (9 YBE) program in Nyabihu district. To this end the study aimed to ascertain the parent's contribution in educational activities in 9YBEschools in Nyabihu district. To examine the correlation between parental participation in the school activities and academic achievement of their children in 9YBE of Nyabihu district .It also aimed to evaluate the effect of parents' contribution in educational activities on students' academic performance in 9YBE schools in Nyabihu district . The study utilized a mixed research design, specifically adopting the convergent parallel mixed research design. The target population consisted of 29 head teachers, 1365 students, and 5 parents. A sample of 27 head teachers was chosen through simple random sampling, and 309 students were also selected using the same method. Furthermore, 5 parents were deliberately incorporated into the study. The methodology used for data collection comprised administering surveys to head teachers and conducting semi-structured interviews with both parents and students. Descriptive statistics, including measures like mean and standard deviation, were utilized to characterize parents' involvement in educational activities. Additionally, the correlation coefficient was employed to establish the relationship between parental engagement in educational activities and students' academic performance in the 9 YBE program in Nyabihu district. Thematic analysis was used for qualitative data. The findings were presented in tables and texts. The findings from data analysis revealed that there were parents' involvement in education where the overall mean ( $M=2.43$ ,  $SD=1.05$ ) which means that the parents' involvement was done rarely. It was also revealed that there is effect of parents' involvement in educational activities on students' academic performance which means that the effect happened sometimes. This was indicates by ( $R^2=.519$ ). This means 51.9% of students' performance was explained by the parent's involvement in educational activities. It was shown that there was positive significant correlation between parents' involvement in educational activities and students' academic performance in 9YBE in Nyabihu district as it was indicated by the correlation coefficient( $r = .0761$ ) . It was suggested that head teachers should inspire parents to be involved in the educational activities.

**Key words:** parents' involvement in educational activities: students' academic performance.

## CHAPTER ONE: INTRODUCTION

### 1. O: Introduction

It's clear that educators and researchers worldwide are actively discussing parental impact on students 'academic progress. Epstein (2002) asserted that Parental engagement is crucial for improving schools, emphasizing the significance of partnerships among parents, teachers, school administrators, and students. These partnerships result in various advantages for students, school enhancements, teacher support, and overall stronger family units. Globally, the concept of parental involvement gained prominence during the 20th century, particularly in the USA and Europe, as part of efforts to motivate parents with low incomes for better equip their kids for academic success. Bakker et al. (2007) underscored that parental involvement initiatives also sought to mitigate educational setbacks for children who were at risk of leaving school prematurely. Beginning around 1967, programs promoting parental involvement emerged to bolster the academic achievements of elementary school children by encouraging parental intervention and cooperation. Initially directed at economically disadvantaged first-grade students, these programs aimed to reinforce necessary education efforts. These programs have had a significant impact on fostering academic progress by empowering

parents with the skills to assist their children with homework. Parental involvement in education is critical as it prioritizes the well-being of students, the community, and stakeholders. Hence, it's vital for educators to tackle obstacles that could hinder parental engagement, particularly in secondary schools where there's a persistent decline in students' academic performance. Governments are encouraged to support parental engagement through policy declarations that endorse the formation of parents support network, with the goal of improving the education of children. This echoes UNESCO's endeavors toward attaining quality education for all, as outlined in 2003. Comparable discussions have taken place in Africa, such as in Senegal, where the government has considered its role in bolstering partnerships with education stakeholders, including parents. Indeed, initiatives to enhance parental involvement should encompass more than just financing education and cost-sharing. Efforts to enhance education should cover the entire learning journey to ensure quality education for everyone, as stressed by UNESCO (2000). This underscores the crucial role of families and parental engagement, extending beyond financial support to include monitoring the learning process as a whole. However, in practice, many governments worldwide have not sufficiently encouraged parental involvement in the pursuit of quality education. Many scholars are deeply engaged in exploring the obstacles to parental involvement in schools. In Nigeria, Eze (2002) highlighted the pivotal role of parents as the primary educators in the home, underscoring their importance in fostering their children's early literacy abilities. Research suggests that African parents who actively contribute in their children's homework and study routines significantly improve their academic outcomes. Rwanda's education policy and wide-ranging programs underscore a significant emphasis on the contributions of diverse education stakeholders, including parents. REB (2015) acknowledges the importance of parental involvement in education through decentralization. This involves parents contributing to education financing through cost-sharing mechanisms. Additionally, there is a focus on providing education through community collaborations, involving active engagement from Parent-Teacher Associations (PTAs) and Parent-Teacher Committees (PTCs) in the decision-making processes within schools. Galabawa (2001) proposes that parents and students advocate for inclusive, top-tier education, particularly within a democratic educational system where well-informed and involved parents wield influence over decisions affecting their children. Additionally, Rwanda has faced persistent challenges of poor performance in Nine-Year Basic Education (9YBE) intermediate schools over the years, prompting ongoing efforts to address this issue. Certainly, there are numerous factors contributing to students' poor academic performance, such as inadequate school facilities, a shortage of qualified teachers, disciplinary issues, challenging home environments, and insufficient parental involvement. Reasons such as low family income and limited parental education levels, and a lack of engagement from parents and other family members in educational activities can also potentially impact students' academic success. Additionally, in Nyabihu district, it is observed that almost all students are day scholars. While various factors influence students' academic performance, it's crucial to examine those related to parental involvement. Therefore, this paper aims to explore "Parents' involvement in Educational activities and students' academic performance in 9YBE schools, a case study of Nyabihu district, Rwanda.

### 1.1. Specific objectives:

The following are specific objectives guided the study:

- (i) To ascertain the parents involvement in educational activities in 9YBEschools in Nyabihu district.
- (ii) To examine the correlation between parental contribution in the school activities and academic attainment of their children in 9YBE of Nyabihu district.
- (iii) To evaluate the effect of parents' contribution in educational activities on students' academic performance in 9YBE schools in Nyabihu district

## 2.0 Review of related Literature

### 2.1 Empirical Review

This section discusses the findings of relevant studies.

#### 2.2.1. Parents- school communication and students' academic performance

Gudlaug (2010) underscores the pivotal roles of parents and teachers as the most influential figures in a child's life. In an ideal scenario, parents take the lead in initiating the learning process, while teachers provide support and enrichment. Durojaiye also stresses the significance of collaboration between homes and schools, advocating for the cultivation of strong financial and community bonds with tutors. Harbison and Hanushek (2011) assert that research consistently indicates the higher importance of studying at home compared to studying in school, especially in the developing world. The effectiveness of home-based learning is often shaped by the educational attainment level of household members and the house income level. Through an examination of prior research, Gudlaug (2010) found that learners' academic performance is frequently evaluated based on various factors, including grades, examination scores, progression to higher levels, school attendance, engagement in extracurricular activities, and positive behavior (Hoover, 2011). Various studies, as exemplified by Kimu (2012), suggest that effective collaboration School management, households, and the surrounding community can significantly influence students' academic achievements and promote educational reform. Numerous successful Schools have undertaken initiatives to involve parents in their children's academic development through continuous communication and cooperation. Educational objectives can be more easily achieved when there is appropriate connection among pupils, parents, educators, and society (Margaret, et al., 2011). Most students generally achieve higher academic success when their home environment offers support. Building a strong connection between school and home provides benefits for students, including the development of trust between caregivers and instructors. Muhammad (2013) highlights that research suggests a strong desire among educators for Parental participation in their children's educational journey. Nevertheless, the primary challenge arises from the limited capacity of teachers to provide assistance to families and actively take part in their children's schooling. Encouraging collaboration between parents and teachers is seen as vital for fostering teamwork (Harrison & Hara, 2010). Nevertheless, a significant number of educators lack the essential skills to communicate effectively with parents (Keil & Partell, 2010). Encouraging collaboration between parents and teachers is seen as vital for fostering teamwork (Harrison & Hara, 2010). Nevertheless, a significant number of educators lack the essential skills to communicate effectively with parents (Keil & Partell, 2010). In the contemporary educational environment, effective communication is fundamental for constructing robust relationships and nurturing between school and family. Given the dynamic nature of education today, educators must constantly refine and broaden their skill set to enable successful interaction with families. The advantages of strong communication between families and educators are numerous. By exchanging information, both parents and teachers contribute

valuable insights that enrich students' learning experiences. This collaborative interaction fosters a supportive environment, benefiting not only students but also enhancing the sense of support felt by families and educators alike. Successful interaction between families and the school contributes positively to students' academic achievements. Within the school environment, there is an understanding that effective engagement with families is vital for fulfilling educational responsibilities. Educators need to understand students' parents' backgrounds to effectively customize their support and assistance in the learning process. Families benefit when they are informed about school activities and understand how to contribute to their children's academic success. Improved communication between home and school plays a vital role in fostering students' learning and accomplishments. Nevertheless, the interaction between parents and teachers can pose challenges, particularly when parents feel uncomfortable in the school setting, have limited proficiency in the official language, or belong to a different cultural background than the teachers. However, both parents and educators have devised approaches to surmount these obstacles and improve communication. Studies conducted in the United States, such as the research conducted by Kraft and Shaun (2011), have aimed to assess how effective teacher-parent communication is in encouraging student engagement. Regular interaction has been demonstrated to have an immediate positive impact on student participation, completion rates, task behavior, and overall class engagement. Insights gleaned from both educators and students indicate that communication plays a significant role in shaping participation by fostering positive teacher-student connections, enhancing parental engagement, and bolstering student enthusiasm. Families play a pivotal role in nurturing favorable conduct, values, and character attributes in their children. Parents can maintain open communication with the school, set high expectations for their children, and offer support for their endeavors. Schools guarantee effective communication with parents regarding school programs and their children's progress through different channels. Additionally, teachers may actively involve guardians in addressing concerns related to aggressive behavior or inadequate student performance, as emphasized by Lim (2012).

### **2.2.2. Influences of parents' income on student's academic performance**

Parents consistently shoulder the responsibility of guiding their children's development. However, parents exhibit diverse styles of child-rearing, disciplinary methods, and responses to their children. Although these variations may not be consistently evident within each individual family, they often contribute to the typical trends observed among families of varying occupational classes, as evidenced by Rothstein (2014). In a study conducted in Nigeria by Ogunshola and Adewale (2012), a significant correlation was discovered between parental economic standing and students' academic achievement in the region. The research indicated that economic standing factors, including educational background, were correlated with academic performance among students in the specified region. Research conducted on American students within the United States identified two underlying mechanisms that contribute to their decreased academic performance. Scholars researching in developing countries have proposed that the financial status of families significantly influences students' academic performance. It is suggested that students from wealthier families tend to achieve better academic outcomes, whereas those from economically disadvantaged backgrounds often encounter more obstacles in their educational endeavors (Cooper and Crosner, 2012). Moreover, Clark (2014) argues that active involvement in educational pursuits and family background significantly contributes to enhancing students' educational aspirations and motivation to excel academically. Puja (2014) conducted a study examining how socioeconomic factors affect primary school students' performance. The research revealed that students' academic achievements in both English and Mathematics were influenced by the educational level of their parents or guardians. Individuals whose parents or guardians had lower levels of education tended to achieve lower scores in both subjects compared to those with more educated parents. Mbilinyi (2012) additionally argues that in impoverished households, there is often a neglect of school-related activities, leading to children being assigned tasks such as tending, collecting, and household tasks after school. In contrast, in affluent societies, children often receive extra support through extracurricular activities, which can improve their academic performance. These initial disparities observed at the elementary school level tend to endure into secondary school, amplifying the differences in both economic status and educational achievement among students from privileged and underprivileged family backgrounds. However, according to alternative literature, the most reliable indicator of students' academic achievement does not stem from parental income, educational background, or social standing. Rather than parental income or educational attainment, research suggests that the key factor influencing students' academic performance is the quality of the family environment. This includes fostering a learning-friendly environment, setting transparent standards for accomplishment and future aspirations, cultivating a appreciation for education, and actively engaging in their children's educational advancement (Camp, W.G., 2012). Regardless of their socioeconomic status, parents may not significantly influence their children's academic success if they fail to prioritize their children's learning. "As a result, simply having a comfortable living environment and financial resources at family may not inherently improve educational progress in academic areas. Rather, what truly counts is how students make use of the resources provided to them to bolster their learning within the school environment. In essence, students from economically disadvantaged backgrounds possess the potential to excel academically, matching the achievements of their peers from more affluent families, provided they capitalize on available resources and receive necessary support and encouragement. Conversely, affluent households often prioritize education by engaging children in educational activities at home on weekends. Additionally, some parents choose to enroll their children in supplementary tuition classes, while others rely on older siblings who have completed their schooling to assist younger siblings. Furthermore, Komba (2010) points out that some parents who place importance on education motivate their children to spend additional time at school, dedicating two to three extra hours for studying after the regular school day. Regardless of socioeconomic status, parents universally encounter significant obstacles in ensuring their children receive optimal care and education. Wealthier families actively support their children's learning by nurturing enriching home environments and enrolling them in high-quality schools (Thomas, 2011). On the other hand, parents from economically disadvantaged backgrounds face challenges in offering their children additional classes and educational materials because of financial limitations and a less positive attitude toward education.

### **2.2.3. Relationship between parent's education level and students' academic performance**

Studies conducted in advanced nations indicate that adult education programs and early childhood intervention initiatives underscore the crucial impact of parental educational attainment on children's reading abilities and broader academic success (Clark, 2016). Research indicates that parents with higher levels of education typically excel in transmitting cognitive and language abilities to their children, thereby fostering their early academic accomplishments in school (Chen, 2012). As a result, students from families with highly educated parents often attain greater academic success compared to those from less educated backgrounds. Davis (2015) contends that families with advanced education tend to prioritize the importance of education for their children, regarding it as a

means to overcome ignorance and poverty. The research results suggest that parents who are proficient in reading and writing often prioritize their children's schooling, investing time in helping with homework and checking their school assignments. Research also suggests that well-educated parents take an active role in overseeing their children's academic development through acquiring books, monitoring their engagements, and providing enriching experiences (Jensen & Seltzer, 2012). These actions significantly contribute to enhancing students' academic achievements. The level of parental education serves as a determinant for both the likelihood and effectiveness of parental involvement in their children's educational journey. Parents with elevated levels of education are more inclined to actively participate in their children's educational endeavors. Research findings indicate those parents' educational accomplishments influence how they arrange their home environment and interact with teachers and their children to foster academic success. However, it's worth mentioning that the level of parental education might not always be the exclusive factor determining the efforts parents put into supporting their children (Henderson & Mapp, 2016). Research indicates that households with lower socioeconomic status frequently exhibit lower levels of literacy. As a result, parents with limited education may allocate fewer financial resources to their children's schooling compared to more prosperous parents. Generally, individuals with limited elementary education may encounter difficulties with literacy and might not prioritize education as significantly. Conversely, parents with advanced levels of education are more apt to acknowledge the significance of education. This assertion is substantiated by studies indicating that parents with elevated academic credentials and formal employment are more predisposed to financially aid their children's schooling by covering tuition fees, buying books, and investing in supplementary educational resources such as tutoring sessions, as emphasized by Kapinga (2014).

#### **2.2.4. Parents' participation and students' performance**

Hoover (2011) proposes that parental engagement in educational activities at school leads to improved academic performance, enhanced behavior, and stronger relationships between children and teachers. These activities cover a wide range of involvement, including attending parent meetings, taking part in sports events, joining academic celebrations, attending parenting seminars, and participating in groups like the Parent-Teacher Association (PTA). Studies suggest that families with higher levels of education and income tend to participate actively in school events, volunteering, and meetings, which has a positive influence on their children's educational achievements. Therefore, emphasizing the significance of attending school events can serve as motivation for children to prioritize their studies. Families should play an active role in their children's education by participating in parent-teacher associations (PTAs) or parent-teacher organizations (PTOs) and being involved in decisions regarding their children's educational advancement. Despite the prevalence of Parent-Teacher Associations (PTAs) or Parent-Teacher Organizations (PTOs) in the majority of educational institutions, only a minority of parents actively participate in these associations (Lim, 2012). Usually, these groups work together with school administrations to establish flexible schedules for school events and parent-teacher conferences, ensure families receive sufficient information about their children's education, and assist parents in fostering a supportive learning environment for their children (Marphatia & Archer, 2010). Numerous schools have adapted to meet the requirements of working parents by organizing conferences during both daytime and evening hours, and by scheduling school events at different times throughout the year (Muola, 2010). Nevertheless, time constraints present a considerable obstacle for many parents in engaging in activities designed to enrich their children's education. Working parents frequently find it challenging to attend daytime school events owing to their work obligations. Additionally, evenings might be the sole available time for these parents to bond with their children, prompting them to prioritize family time over school-related engagements. Keith (2016) emphasizes the significance of parents ensuring their children complete their assignments accurately and punctually. Several studies have shown a positive correlation between parental involvement in supervising homework and academic achievement. However, the influence of parental engagement in overseeing homework seems to fluctuate across various studies. While some research suggests a positive correlation, indicating that children whose parents review their homework tend to perform better academically compared to those whose parents are less involved (Nganizi, 2015). Conversely, some studies indicate a negative relationship between parental involvement in reviewing homework and children's academic performance. This inconsistency underscores the complex dynamics of parental engagement in education and emphasizes the necessity for additional investigation into the specific factors influencing its effects on academic outcomes. Research indicates that parental actions exert a greater influence on children's academic attainment than their financial status or educational attainment. Schools actively foster collaborations to enhance parental involvement, aiming to bolster children academic success. According to research, children who allocate more time to homework typically achieve better academic outcomes, with these advantages amplifying as they advance into high school (Nitecki, 2015). This underscores the pivotal roles of both parental engagement and student dedication in fostering academic success, irrespective of background. Engaging in meaningful and productive tasks can aid children in cultivating positive study habits and attitudes toward learning. Assignments offer valuable opportunities for families to gain insights into their children's school progress, nurturing a lifelong love for learning (Nitecki, 2015). Education at home requires joint efforts from both families and children, covering not just assignments but also a range of activities in line with the curriculum. Family engagement extends beyond mere involvement in decision-making processes, as they actively participate in school governance, decision-making, and support through PTAs, school boards, committees, and other parental organizations. Studies conducted by Education Research International in both the United States and Uganda highlight the crucial significance of parental emotional support and involvement as fundamental factors influencing student success (Nyarko, 2011). Nyarko's research demonstrated a notable correlation between parental assistance at home and academic achievement among students. The provision of discipline and support with homework by parents was found to have a positive effect on their children's educational outcomes. The impact is notably strong among parents demonstrating an authoritarian parenting approach, marked by nurturing, guidance, and the encouragement of positive conduct within the household. Families embodying an authoritative parenting style possess qualities that prompt children to participate in conversations regarding schoolwork and future goals. Additionally, such families often work closely with educators to tackle academic or behavioral obstacles their children may face. Even parents with hectic schedules can engage their children in diverse household tasks, such as tending to younger siblings or cooking, fostering a sense of responsibility and involvement. Teachers frequently advise families on how to set aside daily time for discussing school-related matters with their children. However, families may encounter difficulties in doing so if they are not adequately informed about school events. To overcome this challenge, families and their children can engage in discussions about recent school happenings with teachers. Additionally, educators assign tasks like reading and writing to enhance literacy skills, sometimes reading to children themselves to ignite their interest in reading. Encouraging children to read aloud to their parents at home further promotes literacy development. If children don't have access to reading materials at home, they can borrow books

from the school library and read them at home with their parents (Owen & Philip, 2013). The collaborative effort among educators, families, and students cultivates a nurturing learning atmosphere both within school premises and at home. Reece et al.'s (2013) study emphasizes the essential role of parents in their children's home education, which includes overseeing their academic tasks and progress, engaging in discussions about school-related matters, and providing support with school assignments. Children often experience increased comfort and confidence when their parents actively support their academic endeavors. Tekin (2011) conducted a study confirming this observation, revealing that 89% of participants recognized the value of parental support in improving academic success, whether in comprehending school material or finishing assignments. Research findings underscore a substantial improvement in children's academic achievements when parents help them understand subjects and complete school tasks (Venerande, 2013). The enthusiasm for learning, especially in secondary education, is greatly influenced by the home environment, activities engaged in at home, and parental commitment to providing relevant supplementary reading materials, such as textbooks, and other forms of assistance to their children. Furthermore, maintaining Consistent engagement between school administrations and families is vital for comprehending how children can obtain sufficient support throughout their educational journey. However, evidence indicates that these interactions are often initiated by schools rather than by families themselves (Komba, 2010). This highlights the importance of proactive engagement between schools and families to ensure effective support for children's educational progress.

#### **2.2.5. Providing scholastic materials and students 'academic performance**

Tornblad and Widell (2013) underscore that parental involvement enables parents to oversee school and classroom activities, working alongside teachers to encourage appropriate classroom behavior and ensure the completion of school assignments. In Rwanda, school administrators are tasked with developing budgets and distributing resources in alignment with the school's strategic objectives. While basic education is provided free of charge in Rwanda, schools receive government subsidies. However, parents are expected to contribute to additional expenses such as providing school materials, supporting school improvement projects, and covering boarding fees (MINEDUC, 2010). Usabyimababazi (2012) observed that parents supplement the endeavors of schools by providing their children with the essential resources and support needed for effective learning. School administrators, families, and other educational stakeholders need adequate resources and time to furnish teaching and learning facilities such as laboratories, textbooks, and equipment, which are crucial for inspiring both students and educators to achieve academic success. Although tuition fees are not mandatory, parents are still anticipated to offer financial support to aid teachers and various school initiatives. This financial aid is especially vital within the framework of the 12-Year Basic Education (12YBE) program, where parents are responsible for providing teaching materials for students, offering incentives for teachers, and providing school uniforms. Existing literature predominantly concentrates on the impact of household income levels and social factors on students' academic performance. Research suggests that parents with lower incomes face difficulties in actively participating in their children's education, which can adversely affect academic achievement. Despite Rwanda's implementation of a free 12-year basic education program, many parents face financial difficulties not solely due to the required contributions, but rather because of limited family income. While teacher incentives are discretionary, they can create challenging circumstances for some parents, as certain schools may exert pressure on those unable to meet financial commitments. As a result, some students may opt to remain at home due to concerns about financial burdens; while others may decide to drop out of school prematurely due to frustration over such demands (Niyigena 2015). It is crucial for academic success that students can access essential school materials promptly. Research suggests that around 35% of Rwandan families withdraw their children from school because they cannot afford the necessary materials. Additionally, 59% of secondary school students enrolled in the free education program encounter challenges in obtaining an adequate supply of school materials. Consequently, when students lack these materials, their motivation and enthusiasm for learning often diminish, resulting in subpar academic performance or, in some instances, even school dropout (Usabyimana, 2012).

## **2. 2 Theoretical literature**

### **Social Cognitive Theory**

Bandura introduced Social Cognitive Theory (SCT), which has been applied across multiple fields including education, communication, and psychology. SCT posits that knowledge is acquired through direct scrutiny, Social exchange, individual encounters, and media persuasion. It emphasizes the role of social influences in constructing meaning and knowledge. Bandura conducted experiments to demonstrate the significant impact of social influences, including on children, in shaping individuals' behavior and cognition. Continuous learning and the process of constructing meaning have evolved from community-based communication to the digital landscape of the internet. SCT illustrates the interconnectedness of behavior, environmental factors, and personal characteristics. These elements are interlinked, and each action has consequential reactions. SCT demonstrates how individuals acquire and sustain various behavior patterns while offering fundamental intervention strategies. Environmental factors, categorized as social and physical environments, have the potential to influence individuals. The social environment denotes interactions within one's family and social circle, while the physical environment encompasses the surrounding comforts and amenities. According to SCT, interactive learning provides students with opportunities to enhance their confidence through practical experiences.

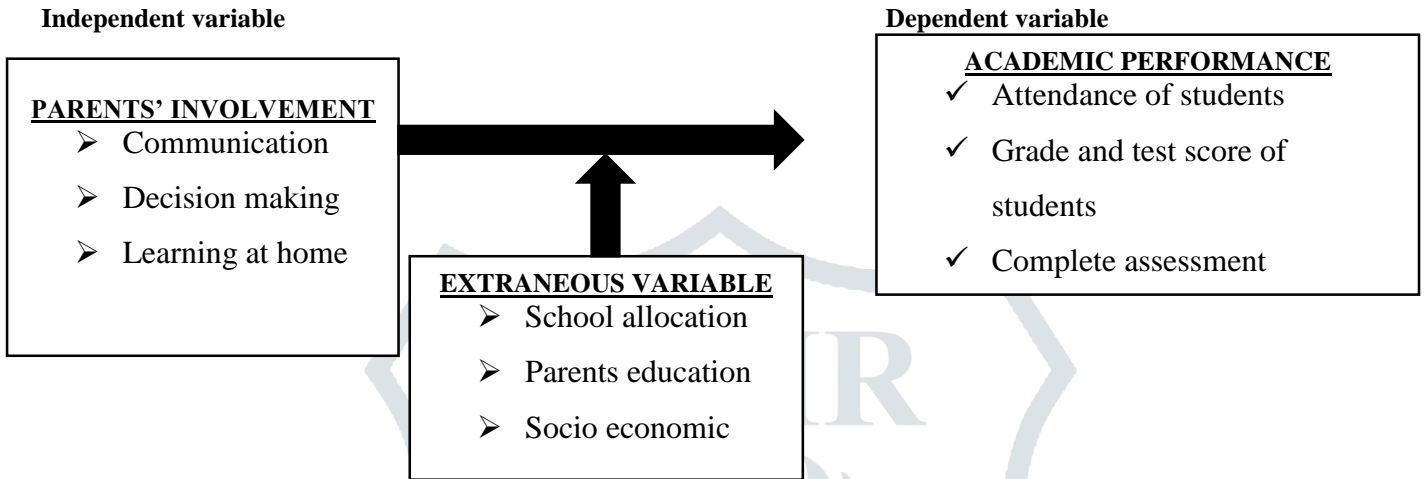
### **Intrinsic and Extrinsic Motivation Theory**

Ryan & Deci (2012) suggest that inner drive involves engaging in an activity solely for personal satisfaction, devoid of external expectations. Key elements such as challenge, curiosity, control, and fantasy are instrumental in fostering intrinsic motivation. Within educational settings, maintaining motivation requires considerable willpower and a positive outlook. There exists a significant and favorable correlation between internal motivation and academic achievement. Intrinsic motivation leads individuals to partake in academic pursuits to experience enjoyment, challenge, and a sense of uniqueness, independent of external pressures or incentives, rather than seeking external rewards or succumbing to pressure. The mindset adopted in learning holds considerable importance and significantly impacts academic success. Intrinsic motivation plays a vital role in fostering positivity and ensuring the retention of acquired knowledge over an extended period. Conversely, extrinsic motivation involves external stimuli such as rewards, coercion, or punitive measures. An individual is considered extrinsically motivated when they are driven by rewards or subjected to pressure or coercion from family members or school authorities. Tohidi & Jabbari (2012) suggest that motivation might start off as extrinsic and then transform into intrinsic motivation as learning advances. While this initial form of motivation can lead to considerable levels of commitment and engagement, it may not be as sustainable over time as intrinsic motivation. Dependence on external rewards or recognition consistently could result in students concentrating solely on obtaining rewards rather than on

personal fulfillment or mastery of skills and knowledge. Furthermore, when individuals are unable to perform tasks either intrinsically or extrinsically motivated, a state of demotivation may arise, where neither intrinsic nor extrinsic motivation exists. Both intrinsic and extrinsic motivation offer distinct attributes to inspire students. Both types are essential in the learning journey. Learning is intricate, and motivation serves as its cornerstone. Hence, it is crucial for parents to imbue their children with strong motivation levels to address challenges, grasp concepts, and apply them in real-life scenarios. Intrinsic motivation cultivates self-motivation in the pursuit of learning, while extrinsic motivation provides a sense of purpose for engaging in the learning process.

**2.3. Conceptual framework**

Orodho (2005) defines a conceptual framework as a method of depiction where an investigator show cases the connections among variables in a study and visually presents them in a diagram.



**3.0: Research methodology**

The study employed a mixed research design, specifically utilizing a convergent parallel mixed study framework. This methodology, as defined by Creswell (2012), integrates quantitative and qualitative research methods to thoroughly examine a research problem. In the convergent parallel approach, both quantitative and qualitative data are gathered simultaneously and then analyzed separately. By employing the convergent mixed research method in this study, the researcher was able to investigate both the role of parents in school activities and the academic performance of students in a comprehensive manner.

**3.1. Target Population**

A resident is a grouping of items, occurrences or people with some shared characteristics that researchers are interested in perusing. It can also be defined as a group of categories of human being, animals and other things that have one or more traits in common (Bathacharjee, 2012). The research covered all head teachers, students, and parents who were part of public primary schools as its target population. The school administrators were targeted because as school leaders they are the right persons to explain the parents' involvement in school activities and they are also the ones who have the information related to student's performance. Students were targeted because they are able to explain their academic performance when their Parents engaged in the school's affairs. Parent was targeted because they were right persons to provide information related to their involvement in school activities.to practice of instructional supervision. Teachers were targeted because they were responsible for performing competences and also provide information related to instructional supervision practice. There are 29 secondary head teachers, one thousand three hundred sixty five (1365) and 1250parents. With list of high schools in the Nyabihu District, a sample size will be chosen. For the purposes of this study, an ideal sample that is neither too large nor too small will be chosen in order to maximize efficiency, representativeness, reliability, and flexibility. There will be a determination of the needed precision and allowable confidence level. The Yamane simplified formula will be used to determine the sample size:  $n = \frac{N}{1+N(e)^2}$

Wherever:

Number of observations is n

N is the census- taking and e is the level of accuracy (0.05)

Sample calculation for teachers using Yamane simplified formula is as below:

$$n = \frac{1365}{1 + 1365 \times (0.05)^2}$$

$$n = \frac{1365}{1 + (1365 \times 0.0025)}$$

$$n = 309.3 \text{ students}$$

Sample calculation for teachers using Yamane simplified formula is as follows:

$$n = \frac{29}{1 + 29 \times (0.05)^2}$$

$$n = \frac{29}{1 + (29 \times 0.0025)}$$

$$n = 27 \text{ headteacher}$$

### 3.3 Data collection Methods and Analysis [procedures]

In this investigation, data from respondents were collected using both questionnaires and interviews. The structured questionnaire served as the primary tool for gathering data from the defendants. The survey was made of closed ended questions. The survey instrument was thoughtfully crafted to match the study's goals, concentrating on collecting information from head teachers to evaluate parental participation in school affairs. By customizing the survey to fit the study's aims, researchers intended to collect precise data concerning the scope and characteristics of parental involvement in diverse school-related activities. This approach ensured that the data collected would directly address the research objectives, providing valuable insights into the level of parental involvement as perceived by head teachers. The survey was composed of questions that helped to collect data on how parents involved in the school activities. The researcher used a guided interview where guided queries were designed to gather information from participants. The interview was employed to collect information from parents and students. The interview was made of open ended questions that have purpose of collecting data about how parents involved in school activities in public primary schools in Nyabihu district. Before conducting interview researcher requested appointment from head teachers in order to know the day on which interview can be conducted smoothly. During interview, the researcher asked the question and the interviewee responded and where possible probing was used in order to get enough information about the variables under investigation.

### 4.0 Research Findings and discussion

**Table3: parents' involvement in school activities**

Items	N	Min	Max	Mean	Std. Deviation
Attending school events including parent-teacher conference	27	1.00	5.00	3.05	1.26
Parents meet with teachers to discuss students' academic progress	27	1.00	5.00	2.20	1.01
Parents equipped students with school materials	27	1.00	5.00	2.01	1.03
Parents assist teachers in understanding families	27	1.00	5.00	2.43	0.89
Parents ensure that students attend school regularly	27	1.00	5.00	2.52	1.51
Parents prioritize to communicate with teachers	27	1.00	5.00	2.87	1.01
Parents are welcomed in the school as volunteers	27	1.00	5.00	1.88	0.73
Parents are full partners in the decision that affect their children	27	1.00	5.00	2.52	1.02
<b>Overall mean scores</b>				<b>2.43</b>	<b>1.05</b>

#### Source: Survey Data (2024)

The table 2 indicates the findings regarding the parents' involvement in school activities. Referring to their mean, attending school events including parent-teacher conference (M=3.05, SD=1.26), ensuring that students attend school regularly (M=2.52, SD=1.51), prioritizing to communicate with teachers (M=2.87, SD=1.01), and being full partners in the decision that affect their children learning (M=2.52, SD=1.02) were done sometimes by the parents in 9 YBE schools in Nyabihu district. This means that great number of parents involved in educational activities in 9 YBE in Nyabihu district. On the other hands, meeting with teachers to discuss students' academic progress (M=2.20, SD=1.01), equipping students with school materials (M=2.01, SD=1.03), assisting teachers in understanding families (M=2.43, SD=0.89), and being welcomed in the school as volunteers were rarely done by parents in public primary school in Nyabihu district. The overall mean scores (M=2.43, SD= 1.05) indicates that the parents' involvement in educational activities were rarely done in public elementary schools in Nyabihu region. During the interview the parents expressed their extent in involving in the school activities. The common of parents (72%) reported they involved in the school decision that have the impact on students' learning. For instance one parent highlighted that: When I monitor my child's progress in school, I endeavor to assess their academic development by conversing with the teachers. As result, my child increases the academic performance. I do agree that parents' involvement has the impact on student's academic performance." These findings are supported by Epstein et al. (2002), who emphasized the necessity for parents to communicate with schools to oversee their children's educational progress. Epstein stressed that parents should demonstrate their involvement in educational activities by assisting their children with revising schoolwork.

### 4.4. Relationship between parents' involvement in school activities and students' academic performance.

**Table 4: Relationship between parent's involvement and students' academic performance**

Items	Correlation coefficient	P-values
Attending school events	0.782	0.001
Discussing students' academic progress with teachers	0.801	0.000
Equipping students with school materials	0.661	0.002
Assisting teachers in understanding families	0.922	0.001
Ensuring that students attend school regularly	0.658	0.000
Prioritizing to communicate with teachers	0.612	0.000
Volunteering in school activities	0.842	0.003
Being full partners in the school decision	0.813	0.001
<b>Overall coefficient of correlation</b>	<b>0.761</b>	

#### Source: Survey Data (2024)

Table 4 illustrates the correlation between parental engagement in school activities and students' academic performance. With an overall correlation coefficient ( $r = 0.761$ ), it signifies a significant positive relationship between parental involvement and students' academic achievements in 9-Year Basic Education (9YBE) schools within the Nyabihu district. These findings align with the research of Fan and Chen (2001), highlighting the notion that active parental involvement in their children's learning at home positively impacts their educational outcomes across primary and secondary education levels. Furthermore, Melhuish et al. (2001)

noted that effective parenting is linked with various advantageous outcomes, including improved academic performance, enhanced cognitive skills, better problem-solving abilities, increased enjoyment of school, higher attendance rates, and reduced behavioral issues.

#### 4.5. Effects of Parents' involvement on students' academic performance.

Table5: Effects of parent's involvement on students' academic performance.

Model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.721 <sup>a</sup>	.519	502	52451

Source: Survey Data (2024)

Table 5 illustrates the influence of parental participation in educational activities on the academic performance of students enrolled in 9-Year Basic Education (9YBE) schools in the Nyabihu district. The data clearly demonstrate a significant effect of parental engagement in educational activities on students' academic achievement. The coefficient of determination ( $R^2 = 0.519$ ) indicates that 51.9% of the variance in students' academic performance can be explained by parental involvement in educational activities. During interviews, a considerable number of students (74%) emphasized that their academic performance improved when their parents engaged with teachers to discuss their progress in school. For instance, one student mentioned, "When my parents show interest in my studies by providing necessary school materials, I feel more motivated to study, resulting in improved academic performance." These findings align with previous research conducted by Willms & Holbein (2005), which highlighted that increased parental involvement enhances a child's perceived competence. Additionally, the outcomes are in accordance with the findings of Dehass et al.'s (2005) research, which established a relationship between parental involvement and a child's cognitive skills, thereby impacting academic performance. The second research inquiry focused on exploring the correlation between parental involvement in school activities and students' academic performance in 9-Year Basic Education (9YBE) schools situated in the Nyabihu district. Following an assessment of parental participation within the district, the subsequent step involved examining the relationship between parental engagement and students' academic achievement. The significance of correlation coefficients was determined using p-values, with a significance level of 0.05 indicating statistical significance. Specifically, each aspect of parental involvement was analyzed in relation to students' academic performance to clarify the link between parental engagement in school activities and academic success.

## 5.0 Discussion

### 5.1. Parents' involvement in school activities

The findings of the study regarding the parents' involvement are at different levels. Attending school events including parent-teacher conference ( $M=3.05$ ,  $SD=1.26$ ), ensuring that students attend school regularly ( $M=2.52$ ,  $SD=1.51$ ), prioritizing to communicate with teachers ( $M=2.87$ ,  $SD=1.01$ ), and being full partners in the decision that affect their children learning ( $M=2.52$ ,  $SD=1.02$ ) were done sometimes by the parents in public elementary schools in Nyabihu district. On the other hands, meeting with teachers to discuss students' academic progress ( $M=2.20$ ,  $SD=1.01$ ), equipping students with school materials ( $M=2.01$ ,  $SD=1.03$ ), assisting teachers in understanding families ( $M=2.43$ ,  $SD=0.89$ ), and being welcomed in the school.

### 5.2. Relationship between parents' involvement in school activities and students' academic performance

The results revealed a distinct correlation between the level of parental involvement in educational activities and the academic achievement of their children, particularly in public primary schools within the Nyabihu district. This suggests that higher levels of parental engagement in educational activities are associated with enhanced academic performance in their children.

### 5.3. Effects of parents' involvement on students' academic performance

The extent of parental involvement in educational activities significantly impacts students' academic performance. The coefficient of determination ( $R^2 = .519$ ) indicates that 51.9% of the variations in students' academic performance can be ascribed to the degree of parental engagement in educational activities.

## 6.0 .Conclusions and Recommendations

Considering the study's aims, research inquiries, and the analysis of results, it's evident that parental participation in educational activities differed among 9YBE schools in the Nyabihu district, with certain areas demonstrating robust involvement while others showed less. Furthermore, the correlation coefficient ( $r = 0.761$ ) highlights a significant connection between parental engagement in educational activities and students' academic performance within these schools

### 6.1. Recommendations for policy makers and stakeholders

Following the revelation that parental participation in educational endeavors significantly influences students' academic performance in 9YBE schools in Nyabihu district, here are recommendations for various policymakers:

- i. The Ministry of Education should promote and support head teachers in encouraging parents to actively participate in school activities.
- ii. The government, supported by the Rwanda Basic Education Board and National Examination and School Inspection Authority, should create monitoring mechanisms to assess parental participation in educational activities, recognizing its positive impact on students' academic performance.
- iii. Educational officials such as Sector Inspector Education and District Education Officers should conduct regular visits to schools to evaluate the degree of parental engagement in educational activities, gaining insights into its effectiveness and areas for improvement.

### 6.2. Recommendations for further research

Given that the results of this study may not fully capture the scope of parental participation in school activities within 9YBE schools in the Nyabihu district, the following recommendations are proposed for future research:

- i. Conduct similar studies in upper secondary schools to explore how parents are involved in school activities beyond the primary level.



- ii. Expand the research scope to include private schools, as this study focused solely on public secondary schools, to gain insights into parental involvement in school activities and its impact on students' academic performance across different types of schools.
- iii. Expand the geographical scope of the study beyond Nyabihu district to other districts or nationwide, providing a broader understanding of how parents are involved in school activities and its effects on students' academic performance across various regions

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