

## Effect of Parents' Participation in Secondary Schools Activities on Students' Academic Achievement: A Case of Nyabihu District, Rwanda

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### ABSTRACT

*The purpose of this study was to examine the effect of parents' participation and students' academic performance in secondary schools in Nyabihu district, Rwanda. In Rwandan culture, parents are the primary foundation of their children's learning, whereby parents have primarily responsibilities to train children in different cultural activities that intend to educate them in different key values, skills, attitudes, and knowledge. This research was conducted under the following guiding research objectives: To examine the effect of parents' participation in financial activities on students' academic performance and to assess the effect of parents' participation in academic activities on students' academic performance. The study adopted a descriptive and correlational research design to answer some research questions, and the data were analysed quantitatively. This research used a target population of 1224, while the sample from the target population was 301 participants obtained using Sloven's formula. Data collection used a structured questionnaire, interviews, and documentation. The data collection was analysed through the mean of percentages, means, standard deviation, and regression analysis. Findings of the first objective showed that there were financial activities that parents participated in that increased the academic performance of their children. The results of the second objective reported that parents' participation in academic activities inevitably increases students' academic performance. Hence, the study revealed that parents' participation in school activities has a great positive effect on students' academic performance. The study recommends that parents take their children's studying seriously by involving them in financial activities and academic activities in order to be aware of their children's learning situation. In addition, schools have to create a good environment that encourages parents to collaborate with the teachers to enhance students' academic performance. Parents or guardians must attend the different meetings organized by schools, such as PTAs. Government officials should encourage parental involvement in teaching and learning activities in order to enhance children's academic performance.*

**Keywords:** Academic Achievement, Educational Activities, Financial Activities, Nyabihu District Rwanda, Parents' Participation, Secondary Schools

### I. INTRODUCTION

Participation of parents in educational activities has been a topic of my intellectual curiosity for several years among scholars dedicated to ameliorating outcomes (Johnson & McComb, 2008). In this regard, the completion of academic targets for students in secondary school is mostly assessed by reports and grades obtained the average of marks per term or academic year, and promotion to the next class. According to Iradukunda (2018), there is a clear contribution of the community environment and school setting to the advancement of children in secondary schools. Several scholars have shown that effective collaboration between secondary schools, parents, and the whole community can increase children's academic performance in secondary schools. Past studies revealed that the good performance of children depends on different academic supports, conducive school and home environments, and parental involvement.

Association between community/parents and schools is one of the essentials" for promoting children's educational achievement. Scholars' evidence shows an association at an individual level between parent participation and children's academic performance (Hewison & Tizard, 1980; Coleman, 1998) and at whole school level, parent – school relationship, school achievement and school academic performance (Wolfendale & Bastiani, 2002).

The performance initiated consistent collaboration, cooperation, and interaction between parents, teachers, students, and schools.

In Rwanda, the Ministry of Education focuses on the effective collaboration of different stakeholders to ensure the quality of education by stating that interaction, Collaboration and cooperation among parents, teachers, and secondary school heads is seen as the paramount apparatus for academic achievement (Ministry of Education, 2023).

In this regard, the National Curriculum Development Council (2008) states that schools have the duty to organize meetings in which school heads stimulate parents to carry out responsibilities in supporting students, visiting them at school during teaching and learning, paying school feeding, buying school materials, etc.

The percentages of parents' participation in secondary school activities in three sectors are as follows: Mukamira sector 2021-2022 stands at 18% of parents' participation in academic activities; Rambura sector 2021-2022 is close to 16%; and Karago sector stands at 14% of parents' participation in academic activities. This indicates a huge gap in parental participation in school activities and in educational activities for their children among parents in Nyabihu district; consequently, if it is not taken into consideration, it can continue to cause poor performance among secondary schools' students in Nyabihu district.

Due to the information provided above, it was crucial to conduct this research in order to find a durable solution for the identified problem.

### **1.2 Research objectives:**

- i. To examine the effect of parents' participation in financial activities on students' academic achievement.
- ii. To assess the effect of parents' participation in academic activities on students' academic achievement.

## **II. LITERATURE REVIEW**

### **2.1 Theoretical Review**

#### **2.1.1 Sociocultural Theory**

This is the theory developed by Vygotsky by emphasized the relationship between human beings and their environment, both physical and social, in his sociocultural theory. According to Vygotsky, the influences of social and cultural factors on development and learning are abundant (Vygotsky, 1978). Human beings are surrounded by family members and are influenced by the culture in which they live (Rieber & Robinson, 2004). Children's interaction with their family members in the community is so important for their learning and development since their first teacher is the family. For this reason, children gain knowledge about the world through interaction with the community. (Vygotsky, 1978), claimed that children can learn and achieve by themselves at one level. However, he introduced another level that refers to the child's abilities when working under the guidance of an adult (Vygotsky, 1978). It is the fact that students are basically taught by parents though acquiring good behaviour and discipline which helps them to acquire knowledge, behaviour, attitudes and skills from the school. This theory is very important and related to this study because it shows how community members interact, it is in this way parents cannot participate in academic activities without interacting with their children and teachers, this interaction can be done through providing facilities to their children, discipline management and visiting their children at school among others.

### **2.2 Empirical Review**

This section of this study deals with the different documents from various relevant authors or researchers in previous years concerning to this topic. The focus is on parents' participation in educational activities on students' academic achievement. Past scholars attempted to provide information on the role of parents' participation in academics. Parents' participation in educational activities is defined as the level of participation that a parents have in their children's educational system and schools (Harris & Goodall, 2007). However, it has been observed that parents are not usually participating in school activities (Topor et al., 2010). Secondary schools have attempted to encourage parents' participation in sports, games, educational and involving in volunteering activities which are: home environment, parent-teacher communication, and educational activities at home and school.

Parents played a significant contribution in academic performance of their children and parents are the cornerstone of children success in education activities (Erika et al, 2008) demonstrated that parental participation has been as a contributing element in stimulating the success of their children at school.

Parents' participation as home environment has showed how the family creates favourable environment to facilitate children's learning. This is done through setting rules for self-study, watching TV, playing games, reading, time of eating, time for sleeping, activities out of studies, homeworking activities and appropriate target to achieve (Erlendsdottir, 2010). It has been observed that this include supervising student (Jeynes, 2007). However, most of students afford small time to watch TV and enough time in educational activities indicated a correlation with academic performance (Gudlaug, 2010). For being more profitable and the best winner in this scenario, educational activities within the family might be well explained and planned by parents and guardians, teaching staff must provide homework's in order to strengthen skills.

In recent period, appropriate parents' participation and academic performance, necessitate strong collaboration between parents and schools. Interaction between parents in term of communication is one among the greatest six strategies of parental participation practices used between families and schools (Dewey, 1938). Therefore, in the same vein, the most of teaching staffs did not have enough experience and knowledge in communication with parents (Snowling & Hulme, 2011). Reconsidering the important of effective communication between families and schools enhances academic improvement (National Curriculum Development Center, 2008).

Some evidences have shown that cooperation between parents and teaching staff can be done without visiting their students at school but at home she/he supervises what teachers have given to their children. The parent-teacher partnership can be done through telephone call, dialogue, verbal communication and writing in communication notebooks (Kraft, & Dougherty, 2013). A study conducted by scholars returns to school with assignment or homework done, the parent accomplished the role of guiding their children in doing homework in right way in the right time, parents are checking how performance in the homework is related to academic performance. Therefore, educational activities at home include homework activities, assignment, self-management, self-discipline, meetings, committees and other organization, reading, educational tools.

A study conducted by the National Curriculum Development Center (2008), standard of education in public schools might not attain expected target as it is in private schools. The assessment of educational asset in secondary schools indicated clear gap in demand and supply compared to public schools especially (Samaranayake, 2010). The remarkable effects of inappropriate or lack of educational resources were lacking incentives, teachers' weaknesses, dropout, low quality of learning and teaching which are the roots of academic performance (Barahira,2016).

### **2.2.1 Effect of Parents' Participation in Financial Activities on Students' Academic Performance**

In the past, parents' in education was characterized by volunteers, Parents assisting in the classrooms and fundraising at schools. Today the School-family-community partnership has replaced old model. This entire people participate in goal oriented activities linked to student achievement and school success. Research revealed that various factors are responsible for students' failure, such as low social-economic background, school related factor, environment of home or support given by parents (Fan, 2001)

In a study conducted in Uganda, (Nyamusana, 2010), concluded that parents are not actively involved, let alone in financial management of their children's schools which is why the school's resources are constrained as a result of which they are not well prepared for the attainment of good academic performance. According to (Onganga,2019).Parents' participation in financial activities is not limited to school fees alone but it may extend to include students personal requirements that contribute positively to improved academic performance in directly. This may buy include school uniforms, sanitary pads for female students, proper medication and pocket money to easy school life for the students.

### **2.2.2 Parental Participation in Academic Activities and Students' Academic Achievement**

For many parents lack of parental participation in secondary schools did not have enough practical skills in the context of school. Parental participation can be uncomfortable with the culture or socio-economic degree compared to those of teachers (Stephen & Olmo, 2006). Some parents, caregivers, legal guardians who did not participate in educational activities at school were unable to recognize the necessity of parents' participation and though their do - have enough skills to provide educational support. Literature has shown that when parents are participating in education for their children, children obtained high scores and obtained good grade in assignment and homework's, positive attitude and behavioural orientation (Johnson & McComb, 2008).

Scholars demonstrated that parental involvement in educational activities in secondary schools enhance the success of their Children, strengthen school attendance and re-establish the self-determination of parents and guardians in the educational system of their children (Topor et al,2011).Parents' participation in educational activities is permanently discovered to be correlated with their education outcomes( Ugwulashi,2012).Therefore, student whose parents, guardians and other caregivers were included in educational activities had to achieve good results and grades compared to students whose parents did not participate in their educational activities.

## **III. METHODOLOGY**

### **3.1 Research design**

This study used descriptive and correlation research design to answer research questions of the study, where data were analysed quantitatively and qualitatively for a researcher has collected information in numerical and no numerical information. From the information gathered, the research design might be explained as quantity approach

through a descriptive survey. Research collected based on peoples' suggestions where a researcher translated into numerical data in order to generalize and draw conclusion regarding to variables.

### 3.2 Participants

Based on what said by (Amin, 2005) a target population is the population to which the researcher ultimately wants to generalize the results. This research was carried out in three sectors which Karago, Rambura and Mukamira in selected nine secondary schools. Among nine secondary schools 1224 individuals was the target population, divided into 162 secondary teachers, 9 head teachers, 1044 secondary students and 9 PTA chairpersons from 9 secondary schools. The sample size was calculated by using Javeau and Sloven's formulas as follow:

$$n = \frac{20 * N}{100} \text{ and } n = \frac{N}{1 + Ne^2}$$

Where **n**=sample size,

**N**=Target population,

**e**=marginal error selected at 5%.

After substitution, 301 participants were included in the study, number of six schools were randomly selected from three sectors of 18 schools. The formula of Javeau was used to calculate the number of sectors and the number of schools whereas the Sloven's formula was used to calculate sample size of students, Parents, secondary teachers and head teachers. According to the suggestion proposed by Javeau, 20% of population is enough to generalize the results. In this study, it was used as follow: Nyabihu covers 46 secondary schools extended to twelve sectors. In selecting sectors, the suggestion used by Javeau was used.

### 3.3 Research Instruments

This research used questionnaires to collect data from 301 sampled respondents and documentation as another instrument used to obtain secondary data from books, journals and interview guide which was used to gather information from head teachers and directors of the studies.

Questionnaire was composed close-ended questions in form of Likert scales (1= Strongly Disagree, 2=Disagree, 3= Neutral, 4=Agree, 5= Strongly Agree). The respondents had to tick in the appropriate box according to their understanding.

### 3.4 Data collection methods

In order to get wide range of information for the purpose of this study, three methods of data collection namely questionnaires, documentation and interview were used.

#### 3.4.1 Validity and Reliability of Instrument

To prove the validity of the study instruments, the researcher demonstrated research to experts in research to examine and check them. The instrument was first of all to be presented to the supervisor of this research and then lecturers of University of Kigali and Kigali Independent University. Expert opinions, literature researches and pre-testing of questionnaire helped to establish content and face to face validity. After being proved valid, the questionnaires were then administered to respondents.

Reliability is the extent to which a research results are consistent over time, over place and over methods (Oso & Onen, 2009). A reliable instrument is the one that constantly provided expected results when used more than one to collect data from different samples of the same population. Reliability focuses on the degree to which empirical indicators are consistent across various attempts to measure theoretical concepts (Orodho, 2004). To test reliability of research instrument, the research applied the test re-test technique. The same questions were administered to the same group of respondents. Cronbach's coefficient alpha was used in this study to compute for reliability. This coefficient is the average inter-item correlation of all items constituting a scale representing the best estimate of full-scale reliability. It has value between 0.00 and 1.00. The closer the value approaches 1.0 the more consistent a test is and the free of error of variance (Mugenda & Mugenda, 2003). The study conducted to 24 students from the total targeted students from different schools. Those students were given the questionnaires and each of them asked to feedback. Data collected in pilot study was entered in SPSS computer software to calculate reliability coefficient (Cronbach's Alpha). The table below shows Cronbach's Alpha scores.



**Table 1**  
*Reliability Results*

Variables	Item	Cronbach's Alpha	Comments
parents' participation in financial activities	24	0.892	Accepted
Parents' participation in academic activities	24	0.893	Accepted
<b>Overall</b>		<b>0.892</b>	<b>Accepted</b>

#### IV. FINDINGS & DISCUSSIONS

##### 4.1 Parents' Participation in Financial Activities and Students' Academic Performance

This first objective was to find out from secondary students whether parents had roles in financial activities in order to increase students' academic performance. The second objective sought to determine the extent to which parental participation in educational activities had inevitable influence on students' academic performance in secondary schools.

**Table 2**  
*Descriptive Statistics on Parents' Participation in Financial Activities*

Statement	SD		D		N		A		SA		Mean	Std. Dev.
	Fi	%	Fi	%	Fi	%	Fi	%	Fi	%		
Parents participate in budget formulation at school.	12	4.0	6	2.0	25	8.3	132	43.9	12	41.9	4.17	.95
Parents participate in fundraising at school.	8	2.7	14	4.7	32	10.6	118	39.2	12	42.9	4.14	.97
Parents participating in repairing destroyed materials at school.	24	8.0	23	7.6	21	7.0	144	47.8	89	29.6	3.83	1.16
Parents contributing in school feeding through regular paying on time.	17	5.6	17	5.6	20	6.6	162	53.8	96	31.9	4.04	.98
Parents paying school fees regularly and often	15	5.0	8	2.7	29	9.6	114	37.9	135	44.9	4.14	1.03
Parents participating in paying school feeding on time.	7	2.3	7	2.3	36	12.0	107	35.5	144	47.8	4.24	.91
Parents participate in school financial support	23	7.6	29	9.6	25	8.3	137	45.5	87	28.9	3.78	1.18
Parents contributing on school repairing	16	5.3	8	2.7	25	8.3	153	50.8	99	32.9	4.03	.99
Parents help school to construct toilets	9	3.0	14	4.7	21	7.0	148	49.2	109	36.2	4.10	.93
Parents pay student health insurances	17	5.6	15	5.0	25	8.3	146	48.5	98	32.6	3.97	1.05
<b>Overall</b>											4.04	1.01

The findings from the above table showed that the majority of respondents agreed and strongly agreed that the following variables have relationship with students' academic performance with high mean and very high mean. There are namely: Parents participate in budget formulation at school increase students' academic performance (mean =4.17 and STD=0.9), Parents participate in fundraising at school ( mean= 4.14 and STD=0.9), Parents participating in repairing destroyed materials at school (mean =3.83 and STD=1.16),Parents contributing in school feeding through regular paying on time( mean =4.04 and STD =0.98),Parents paying school fees regularly and often (mean=4.14 and STD=1.03),Parents participating in paying school feeding on time (mean =4.24 and 0.91),Parents participating in school financial support (mean =3.78 and STD =1.18),Parents contributing on school repairing ( mean=4.03 and STD=0.99),Parents helping school to construct toilets (mean=4.10 and STD =0.93),and pay student health insurances at school (mean =3.97 and STD =1.05).

The results from interview given by Head teachers indicated that students who mostly tend to have more marks are those whose parents are aware of school life and need in sake of knowledge for their children. However, the children whose parents do not participate in school financial activities their children academically perform poorly.

Directors of studies also did not go beyond of head teachers who answered questions of interview where they confirm that parental participation in financial activities have a great impact on performance of their children at school. In addition, parents' participation is essential for academic performance of their children so far.

#### 4.2 Parents' Participation in Academic Activities and Students' Academic Performance

This second objective sought to determine the extent to which parents' participation in academic activities has relationship with students' academic performance in secondary schools. The study sought to find out from secondary students if parents exercise their roles in academic activities in order to increase students' academic performance of their children. This was done on a scale of 1 to 5 where: 1=Strongly Disagree, 2=Disagree, N=Neutral, A=Agree and SA=Strongly Agree.

**Table 3**

*Descriptive Statistics on Parents' Participation in Academic Activities and Students' Academic Performance*

Options	SD		D		N		A		SA		Mean	Std. Dev.
	Fi	%	Fi	%	Fi	%	Fi	%	Fi	%		
Parents helping their children with their homework.	7	.2.3	13	4.3	9	3.0	161	53.5	111	36.9	4.18	.86
Parents set study rules at home for their children.	10	3.3	29	9.6	15	5.0	164	54.5	83	27.6	3.93	1.00
Parents set a study room at home for children's study.	9	3.0	18	6.0	33	11.0	130	43.2	111	36.9	4.04	.99
Parents control when and what children watch on television.	6	2.0	37	12.3	5	1.7	115	38.2	138	45.8	4.13	1.06
Parents reward children when they do well in assessments.	15	5.0	18	6.0	9	3.0	143	47.5	116	38.5	4.13	.98
I explain about assignments to my children	16	5.3	27	9.0	16	5.3	147	48.8	95	31.6	3.98	1.03
Parent check and comment on student's notebook	14	4.7	36	12.0	12	4.0	118	39.2	121	40.2	3.98	1.15
Parents usual go to school to discuss about the results obtained by his/ her child with school authorities.	9	3.0	33	11.0	24	8.0	138	45.8	97	32.2	3.93	1.05
Parents 'buying all school materials for their children	5	1.7	28	9.3	18	6.0	151	50.2	99	32.9	4.03	.95
Parents send children at school every studying days	21	7.0	36	12.0	8	2.7	146	48.5	90	29.9	3.82	1.18
<b>Overall</b>											4.01	1.02

The results from the table3, showed that the almost of respondents agree and strongly agreed that the following variables have inevitable relationship with students' academic performance with high mean and very high mean. These are: .Parents' helping their children in their homework increase performance (mean=4.18 and STD=0.86), Parents' setting study rules at home for their children increase students' performance (mean=3.93 and STD=1.00), Parents controlling when and what children watch on television enhances performance (mean=4.04 and STD=0.99), Parents' controlling when and what children watch on television (mean=4.13 and STD=1.06), Parents' rewarding children when they do well in assessments motivate students to further performing well increase students' academic performance ( mean=4.13 and STD=0.98), Parents 'checking and commenting on student's notebooks enhance students' academic performance (mean=3.98 and STD=1.15), Parents usual going to school for discussing about the results obtained by his/ her child with school authorities increase students' academic performance(mean =3.93 and 1.05), Parents' buying all school materials for their children (mean=4.03 and STD=0.95) and Parents' sending children at school every studying days(mean=3.82 and STD=1.18)

The most respondents who involved in interview (head teachers and Directors of studies) accepted the role of parental participation support to increase students' academic performance because parents are among the primary

partners of educational system, this means that parent should work hand in hand with the schools where their children are studying in order to create the environment which enable students to work hard so that they should perform well.

### 4.3 Students' Academic Performance

**Table 4**

*Descriptive statistics for Students' Academic Performance*

Options	N	Min	Max	Mean	Std.
I get excellent grade in pop quizzes in this school	260	1.00	5.00	2.001	.777
I perform with above average grade in midterm exams in this school	260	1.00	5.00	2.301	1.809
I achieve average grade in final exams in this school	260	1.00	5.00	2.066	.500
I score below average grade in practical exams in this school	260	1.00	5.00	2.331	.781
I get poor grade in debates and presentation in this school	260	1.00	5.00	2.305	1.433
I achieve excellent grade in curriculum-based measures district based exams in this school	260	1.00	5.00	2.040	.766
I get above average grade in district-developed tests in this school	260	1.00	5.00	3.000	.609
I obtain average grade in teacher-common assessment test across the district in this school	260	1.00	5.00	2.331	.590
I ended up with below average grade in ordinary level National Secondary education exams in this school	260	1.00	5.00	3.005	.603
I came away with poor grade in Advanced level National Secondary education exams in this school	260	1.00	5.00	3.000	.947
<b>Overall</b>	<b>260</b>			<b>2.438</b>	<b>0.8815</b>

The results in Table 2 show the opinions of respondents about different statement defining Students' Academic Performance. Considering the mean from responses, it appears that statements are in the following category: Moderate mean, and low mean. The results in all these categories indicate that the respondents agreed and disagreed with the statements associated with the Students' Academic Performance.

The statements with moderate mean are: I get above average grade in district-developed tests in this school ( $\mu=3.000$  and  $STD=.609$ ), I ended up with below average grade in ordinary level National Secondary education exams in this school ( $\mu=3.005$  and  $STD=.603$ ), and I came away with poor grade in Advanced Level National Secondary education exams in this school ( $\mu=3.000$  and  $STD=.947$ ).

The statements with low mean are: I get excellent grade in pop quizzes in this school ( $\mu=2.001$  and  $STD=.777$ ), I perform with above average grade in midterm exams in this school ( $\mu=2.301$  and  $STD=1.809$ ), I achieve average grade in final exams in this school ( $\mu=2.066$  and  $STD=.500$ ), I score below average grade in practical exams in this school ( $\mu=2.331$  and  $STD=.781$ ), I get poor grade in debates and presentation in this school ( $\mu=2.305$  and  $STD=1.433$ ), I achieve excellent grade in curriculum-based measures district based exams in this school ( $\mu=2.040$  and  $STD=.766$ ), and I obtain average grade in teacher-common assessment test across the district in this school ( $\mu=2.331$  and  $STD=.590$ ). The results from table 2, show that the overall mean of agreement is low ( $\mu=2.438$ , low mean) and the overall standard deviation is ( $STD=0.8815$ ). The low mean show that respondents disagreed with statements, while low standard deviation shows that the results are more representative of the population and that there is less variability in the measured variable.

### 4.4 Relationship between Parents 'Participation and Students' Academic Performance

The fifth objective of this study was to establish the relationship between parents' participation and students' academic performance in secondary schools of Nyabihu District. To reach this objective the researcher considered the perception of respondents since they have provided their perception to all statements.

**Table 5**  
*Correlation Matrix for Parents' Participation In Educational Activities*

Variable		Parents' participation in financial activities	Parents' participation in academic activities	Students' academic achievement
Parents' participation in financial activities	Pearson Correlation	1	.654**	.747**
	Sig. (2-tailed)	.000	.000	.000
	N	301	301	301
Parents' participation in academic activities	Pearson Correlation	.654**	1	.771**
	Sig. (2-tailed)	.000	.000	.000
	N	301	301	301
Students' academic achievement	Pearson Correlation	.747**	.771**	1
	Sig. (2-tailed)	.000	.000	
	N	301	301	301

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

According to the table 4, Parents' participation in financial activities on students' academic performance were significantly correlated (correlation coefficient is 0.747 and Sig. (2-tailed) of 0.000 which is less than 0.05. This means that there is moderate correlation between Parents' participation in financial activities and students' academic performance. Parents' participation in academic activities (correlation coefficient is 0.771 and Sig. (2-tailed) of 0.000 which is less than 0.05. This shows that there is moderate correlation between Parents' participation in academic activities and students' academic performance. Parents' participation in discipline management (correlation coefficient is 0.769 and Sig. (2-tailed) of 0.000 which is less than 0.05, This shows that there is moderate correlation between Parents' participation in discipline management and students' academic performance. Parents participation in decision making (correlation coefficient is 0.209 and Sig. (2-tailed) of 0.000 which is less than 0.05, this means that there is weak correlation between parents' decision making and students' academic performance.

**Table 6**  
*Model Summary for Parents' Participation In Educational Activities*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.857 <sup>a</sup>	.734	.730	7.53093

a. Predictors: (Constant), Parents' participation in financial activities and Parents' participation in academic activities.

From findings of analysis, the findings show that the independents variables (parents' participation in financial activities and parents' participation in academic activities have impact of 73% of the variation in the level of students' academic performance as explained by adjusted R<sup>2</sup> of 0.730 which shows that the model is a good prediction..

**Table 7**  
*Analysis of Variance for Parents' Participation Related Variables*

ANOVA <sup>a</sup>						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	46243.410	4	11560.853	203.842	.000 <sup>b</sup>
	Residual	16787.600	296	56.715		
	Total	63031.010	300			

a. Dependent Variable: Students' academic achievement

b. Predictors: (Constant), parents' participation in financial activities and parents' participation in academic activities.

The test for the analysis of variance (ANOVA) presented that regression coefficients indicate that the significance of the F is 0.000 which is less than 0.05; therefore there is a significant relationship between independent variables and students' academic performance.





**Table 8**  
Regression Coefficient for Parents’ Participation Related Variables and Students’ Academic Achievement

Model		Coefficients <sup>a</sup>			T	Sig.
		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta		
1	(Constant)	12.867	4.960		2.594	.010
	Parents’ participation in financial activities	1.383	.180	.327	7.666	.000
	Parents’ participation in academic activities	1.037	.151	.327	6.855	.000

a. Dependent Variable: Students’ academic achievement

The results in the table 11 revealed that there was a positive and significance effect between variable 1 and variable 3 ( $\beta=1.383$ ,  $p$  value  $< 0.05$ ). This means that a unit of change in variable1 (Parents’ participation in financial activities) increase variable 3(Students’ academic achievement) by 1.383 units while holding constant variable 2 which is the “Parents’ participation in academic activities” and variable 3 which is “Students’ academic achievement”. In addition, there was a positive and significance relationship between variable 2 (Parents’ participation in financial activities) and variable 3 (Students’ academic achievement) ( $\beta=1.037$ ,  $p$  value  $< 0.05$ ). This means that a unit change in variable 2 increases variable 3 by 1.037 units while holding constant variable 1, 2 and variable 3.

This can be shown in the equation below:

$$Y=12.867+1.383x_1+ 1.037x_2 \text{ where:}$$

Y refers to variable 3 as dependent variable (students’ academic achievement)

X<sub>1</sub> refers to variable 1(Parents’ participation in financial activities)

X<sub>2</sub> refers to variable 2 (Parents’ participation in academic activities)

#### 4.5 Discussions

The study’s findings aimed at assessing the effect of parents’ participation in financial and educational activities on students’ academic performance. The results revealed the majority of respondents agreed and strongly agreed that the majority of respondents agreed and strongly agreed that the following variables have relationship with students’ academic performance with high mean and very high mean. There are namely: Parents participate in budget formulation at school increase students’ academic performance (mean =4.17 and STD=0.9), Parents participate in fundraising at school ( mean= 4.14 and STD=0.9), Parents participating in repairing destroyed materials at school (mean =3.83 and STD=1.16),Parents contributing in school feeding through regular paying on time( mean =4.04 and STD =0.98),Parents paying school fees regularly and often (mean=4.14 and STD=1.03),Parents participating in paying school feeding on time (mean =4.24 and 0.91),Parents participating in school financial support (mean =3.78 and STD =1.18),Parents contributing on school repairing ( mean=4.03 and STD=0.99),Parents helping school to construct toilets (mean=4.10 and STD =0.93),and pay student health insurances at school (mean =3.97 and STD =1.05).

The findings from interview given by Head teachers indicated that students who mostly tend to have more marks are those whose parents are aware of school life and need in sake of knowledge for their children. However, the children whose parents do not participate in school financial activities their children academically perform poorly.

Directors of studies also did not go beyond of head teachers who answered questions of interview where they confirm that parental participation in financial activities have an impact on performance of their children at school. In addition, parents’ participation is essential for academic performance of their children so far. Above findings are consistent with the different researchers such as (Topor et al,2011).where they stated that parental participation in educational activities in secondary schools enhance the success of their Children, strengthen school attendance and re-establish the self-determination of parents and guardians in the educational system of their children. Parental participation in educational activities is permanently discovered to be correlated with their education outcomes (Ugwulashi, 2012),

The findings from the second objective showed that the majority numbers of respondents agree and strongly agreed that the following variables have inevitable relationship with students’ academic performance with high mean and very high mean. These are: .Parents’ helping their children in their homework increase performance (mean=4.18 and STD= 0.86), Parents’ setting study rules at home for their children increase students’ performance (mean=3.93 and STD=1.00), Parents controlling when and what children watch on television enhances performance (mean=4.04 and STD=0.99),Parents’ controlling when and what children watch on television (mean=4.13 and STD=1.06), Parents’ rewarding children when they do well in assessments motivate students to further performing well increase students’ academic performance ( mean=4.13 and STD=0.98), Parents ‘checking and commenting on student’s

notebooks enhance students' academic performance (mean=3.98 and STD=1.15), Parents usual going to school for discussing about the results obtained by his/ her child with school authorities increase students' academic performance(mean =3.93 and 1.05), Parents' buying all school materials for their children (mean=4.03 and STD=0.95) and Parents' sending children at school every studying days(mean=3.82 and STD=1.18)

The most respondents who involved in interview (head teachers and Directors of studies) accepted the role of parental participation support to increase students' academic performance because parents are among the primary partners of educational system, this means that parent should work hand in hand with the schools where their children are studying in order to create the environment which enable students to work hard so that they should perform well.

## V. CONCLUSION & RECOMMENDATIONS

### 5.1 Conclusions

Basing on the above mentioned findings, the study concluded that parents must participate in educational activities as follow: On the side of parents' participation in financial activities, parents must participate in all activities that require them to pay in term of money such as fundraising at school, paying school feeding, repairing destroyed learning material and participating in school financial support. Parents have to contribute in academic activities for their children through controlling them while they are revising lessons and doing home works at home, helping children in their home works, rewarding children when they do well in assessments motivate students to further performing well increase students' academic performance and buying all school materials needed by children. In addition, parents must participate in managing the children' discipline either at home or at school by participating in setting school rules and regulation, visiting schools to follow up their children, follow up intimate relationship between their children and teachers and Parents' participating to set home based rules and regulations for their children. Furthermore, parents should put into consideration the decisions taken over their children as to give them guidelines which promote academic achievement. Study concluded that parents' participation must be more encourage because it has a great percentage in students' academic achievement in secondary schools of Nyabihu district.

### 5.2 Recommendations

The following recommendations are based on the conclusion of the study.

Parents should be aware of setting conducive home environment and assist their children in doing their home works. Parents should set a home environment and rules that encourage learning and also time for children to revise their lessons as they also need to be cared for regarding their special needs. Schools should establish effective partnership though communication with parents to support learners learning. Parents and teachers should adopt modern method of communication including mobile phone to enhance communication on the interest of students. Parents and teachers should embrace school communication for improved academic performance. Parental participation in schools' activities should be encouraged and government should consider developing and implementing policies that support this practice. Government should seek help from other partners such as non-governmental organizations so as to provide enough support in order to support parents and school such as buying textbooks, constructing new rooms, among others.

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