PARENTAL INVOLVEMENT AND ACADEMIC PERFORMANCE IN RWANDA:

A CASE STUDY OF RWAMAGANA DISTRICT

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MED/2017/65373

Research Project Submitted in partial Fulfilment for the Award of a Degree in a Master of Education (Education Planning, Management and Administration Option of Mount Kenya University

APRIL 2019
DECLARATION

This research project is my original work and has not been presented for a degree in any other Institution

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Declaration by the Supervisor(s)

The research project has been submitted with our approval as the Mount Kenya University supervisor(s)

Name:  Mr. Harelimana Jean Paul

Sign………………………………………………………Date…………………………………
DEDICATION

This study is dedicated to my husband Sebahizi Emmanuel, to my daughters and sons Mbabazi Angel Blessing and Irakoze Muhizi Blaise.
ACKNOWLEDGEMENT

This research could not be accomplished without the intervention and assistance from different people. First of all, my heartfelt gratitude is addressed to almighty God for enabling to carry out this research. Special thanks are addressed to the people for helping the research in achieving this research project. My especially thanks is addressed to my supervisor Mr Harelimana Jean Paul who guides research in the preparation of this study through this patience and encouragement during this research project writing. Special appreciation is addressed to my darling husband Sebahizi Emmanuel for his moral and financial support, care and encouragement during my academic career. Researchers appreciate their cooperation, without their willingness, researchers cannot do anything. This research never has been completed without the encouragement and devotion of my Parents. Deeply to parents, to my brothers, to all relatives, beloved and all friends. Thank you for all, encouragement and support during research’s studies. The recognition and appreciation go also to head teacher, teachers and students of G.S.Rwamagana for their useful answers.
The present research examined the role of parental involvement on academic performance in secondary schools in Rwanda taking a case study of Groupe Scolaire Saint Aloys. Specifically the study identified the influence of parental volunteering activities on academic performance; investigated the extent to which parent-teacher communication affect the academic performance and assessed the impact of participation in decision making on academic performance. Results from the present study will be very significant in providing relevant information to education policy makers dedicated to enhance academic performance in Rwanda. The study will help future researchers as documentary source. A descriptive research was used during the research process. The target population was 1460 respondents and the sample size of 308 respondents was selected. Both stratified and simple random sampling techniques were used to select sampled respondents. A questionnaire survey and interview guide was used as research instrument that were administered to respondents. It was certain that 111(30.6%), mean=2.6 and standard =1.6 strongly disagree that parents arrange proper tuition sessions for my children. Findings show that 115(37.5%) respondents with mean=1.3 and standard deviation 1.3 strongly disagree that parents allow children to participate in community and faith based. In addition, 157(51.0%) strongly agree that parents take time to know school friends of their children. However, 101(32.8%) respondents agree that parents help their children to set and achieve their goals. Findings show that 137(44.5%) respondents disagree that parents communicate with parents through mobile phones. The results reveal that communication between parents and teachers is very crucial in enabling parents’ participation in education activities. In addition, 226 (72.0) respondents, mean=4.29 with a Standard Deviation of 1.30 strongly agree that parents communicate with teachers through writing in correspondence notebook. The results show that communication between parents and teachers was mainly formal. There is a need to develop the culture of active participation of parents in the learning process of students both at home and at school. Head teachers have to cooperate with teaching staff and parents to adopt enhance academic performance in their schools in order to enhance academic performance and to meet the expected educational target. Parents should know that their children have right to good education. Parents should assist their children in doing their homework. Teaching staff can acquire modernized approaches such as phone to improve communication consequently to enhance academic performance.
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# LIST OF ACRONYMS AND ABREVIATIONS

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<tr>
<td>DEO</td>
<td>District Education Officer</td>
</tr>
<tr>
<td>EDC</td>
<td>Education Development Center</td>
</tr>
<tr>
<td>ESSP</td>
<td>Education Sector Strategic Plan</td>
</tr>
<tr>
<td>GS</td>
<td>Group Scolaire</td>
</tr>
<tr>
<td>MINEDUC</td>
<td>Minister of Education</td>
</tr>
<tr>
<td>MKUR</td>
<td>Mount Kenya University Rwanda</td>
</tr>
<tr>
<td>O’ LEVEL</td>
<td>Ordinary Level</td>
</tr>
<tr>
<td>OLPC</td>
<td>One Laptop per Child</td>
</tr>
<tr>
<td>PTP</td>
<td>Parent–Teacher Partnership</td>
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<tr>
<td>S1</td>
<td>Senior one</td>
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<tr>
<td>SGB</td>
<td>School Governing Bodies</td>
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<td>SIP</td>
<td>School Improvement Plan</td>
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<tr>
<td>SMS</td>
<td>Short Message System</td>
</tr>
<tr>
<td>SPSS</td>
<td>Statistical Package for Social Sciences for Social Science</td>
</tr>
<tr>
<td>REB</td>
<td>Rwanda Education Board</td>
</tr>
<tr>
<td>REG</td>
<td>Registration</td>
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## DEFINITION OF OPERATION KEY TERMS

<table>
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<th>Term</th>
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<tr>
<td>Parental involvement</td>
<td>The parent’s involvement is the act of participating of parents that stimulate them to instigate children to undertake the teaching and learning.</td>
</tr>
<tr>
<td>Performance</td>
<td>This term refers to the achievement or attainment of expected results or output related to predetermined objectives. The concept will be used as the attainment of student results.</td>
</tr>
<tr>
<td>Academic performance</td>
<td>Academic performance is the attainment of grades by children in their studies either in national exams, internal exams and homework’s.</td>
</tr>
<tr>
<td>Education</td>
<td>Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs, and habits. Education frequently takes place under the guidance of educators and also learners may also educate themselves.</td>
</tr>
<tr>
<td>Secondary school</td>
<td>A secondary school is both an organization that provides secondary education. Some secondary schools can provide both lower secondary education and upper secondary education, but these can also be provided in separate schools.</td>
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</table>
CHAPTER ONE: INTRODUCTION

1.0 Introduction

The present chapter present background to the study, problem statement, objectives, research questions, significance of the study, limitations, scope and organization of the study. In this research the following section provides the following study.

1.1. Background to the study

Parent’ involvement in the education process for children started early with creation of formal schools (Tope & Calkins, 2010). Education were conducted within families where parents were in charge of all expenses. Therefore, both scientific and empirical evidences revealed that creation of boarding schools marked a landscape in depriving parent from participation in the education of children (Tope, 2011). Academic achievement is the capability of evidences and becoming capable to disseminate information related to skills verbally or written on paper (Scortts, 2012). It is the extent to which students attained prominently the predetermined objectives, target of the research topic that they are exposed to in secondary school. The achievement of this academic performance is measured and evaluated through what is known as grades. Therefore, grades given the personnel at the end of a learning and teaching years are very important measures and productivity when those personnel observe for the first employments (Tella & Tella, 2010). Grades are the students’ scores obtained in school activities. Scores and grades frequently impacted marks in assignment, tests and national exams and mostly influenced by several elements including attendance as a teaching staff thoughts of the student as well.
Muola (2010) conducted in developed countries revealed that there was a drastic fall in student’s academic performance in national examination compared to performance in similar examination in Singapore and Shaghai in China. According to Owen and Philp (2013), the level of involvement is related to rural areas, school that accommodated schools in urban and rural areas. Researchers demonstrated that since 14th century where education of purpose has been housed in guardians and parents (Jacob and Wilder, 2010). The management of school, therefore, established a disconnected families as school activities were coming the home learning and teaching, for providing that male students from household for education (Grave, 2011). Therefore, the participation of parents were included in the decision making process were very necessary and taking into consideration of the children’s food, health, security, accommodation, clothes, and shelters (Epstein, 2009).

Therefore, the participation of parents and home-school cooperation and interaction were carried out and demonstrated at the national level, and local level. Harrison & Hara (2010) recommended in study in done North Carolina that parents and society and community participations conducted in North Carolina that parental involvement could have a significant impact on expected results.

The trend of achievement of secondary schools have also evidenced in Africa by the Western African Council (Blevins, 2009). Parents, teaching staff, curriculum, experts and assessment evidenced relevant regarding over the deterioration. It was known that the exiting literature on school performance, academic adequacy are positively linked with academic achievement (Nyarko, 2011). Several of the children take into parent education; parents income, language activities, of and inspiring of guardians (Aryana, 2010).
In Rwanda, the long-term Vision 2020, EDPRS known as the medium-term planning framework, the seven year governmental program, and the 2013-2014 education sector strategic plan demonstrated that schools, families, and community groups have by working together to stimulate academic performance (REB, 2012). However, the study subject evidenced the need to parent’s involvement and have adequate participation of parents in education of students. This research investigated the relationship parent involvement and academic performance of in-school student in Rwamagana district.

1.2. Problem Statement
The problem to be studied was related to the impact of parent involvement on student academic performance of Groupe scolaire St Aloys Rwamagana. In this regards, failure in grades, assessment test and exams and national evaluation tests, are one of the growing problems worth taking up in post education reform for all establishment (Owen & Philip, 2013).

One of the greatest impediments to the academic performance following the implementation of education for all is that students, parents, teachers, and school administration are separated from one another. Lack of communication, poor volunteering activities, insufficient participation in decision making, misunderstanding of PTA, amount of school fees, indiscipline of students, cutoff link traditional link between parents and children (Harrison & Hara, 2010; Nyarko, 2011).

In this regards, Epstein (2009) argues that the attainment of academic performance needed parent’s participation in school management. However, this can achieved when parents participate actively in volunteering activities, communication with teachers and in decision making process, it will enhance academic performance. Therefore, in search of ways to restore
academic performance for children in boarding secondary schools, it is generally contended that high performance requires student-parent-school management partnership ((Epstein, 2009).

Current studies did not explain more the relationship between parental involvement and academic performance in secondary schools in Rwanda, especially in Rwamagana district. Therefore, the present research examined the role of parental involvement in boarding secondary schools on academic performance.

1.3 Objectives of the study
This research had both the main and specific objectives. These objective are started in the following

1.3.1 General objective
This research investigated the role of parental involvement in the improvement of academic performance of their children in boarding secondary schools in Rwamagana District, Rwanda.

1.3.2 Specific objectives
This research verified the following objectives:

i. To determine the influence of parental volunteering activities on academic performance of students

ii. To investigate the effect of communication between parent and teachers on the academic performance

iii. To assess the impact of parent participation in decision making on academic performance
1.4 Research questions

This research addressed the following research questions:

i. How parental volunteering activities affect academic performance of students?

ii. To what extent parent-teacher communication affect the academic performance in Groupe scolaire Saint Aloys Rwamagana?

iii. What is impact of parent participation in decision making on academic performance in Groupe scolaire Saint Aloys Rwamagana?

1.5 Significance of the study

The study is helpful to parents due to its role in demonstrating the role of parental involvement in the teaching and learning process of their students. There is an expectation of high academic achievement improvement. The findings would be very relevant in stimulating parents to involve adequately in educational activities and work of children either with school environment or within the family for enhancing their success in boarding schools.

Results would be very helpful for secondary schools and the ministry of education in general to advance adequate teacher’s activities. Therefore, the size of classrooms, encouragement strategies, supportive activities in the education sector development. The study findings will assist in ameliorating parent’s participation success in leaning process of boarding secondary schools of students. Results could identify different types of the participation of parent through information sharing, voluntary activities, based family environment, how decisions are made and collaborating between schools and the entire society that influence student performance in boarding schools.
Findings would be helpful to the existing literature for further researchers in the context of acquiring skills, knowledge and experience on the participation and parental involvement on the success of their children at school. Results would also be very important to the teaching staff members, parents and children themselves, students from less developed countries policies and strategies for improving their skills, knowledge, behavior, attitude or capabilities for problem solving to their children.

1.6 Limitation of the study

In conducting this research, constraints have been frequent in getting students respondents. Most of students did not have the time during information gathering and others were moved to others. It was not easy to control different steps through which parent are participating in children and academic activities like socio-economic status which can influence the level of academic performance.

1.7 Scope of the study

The present study took into consideration an assessment for parental participation and its impact on success of children in boarding secondary schools. This research was delimitated in time, space, and theoretical or content. In this regards, results from the present research and concluding remarks were delimitated to the research topic. Findings were limited to the education conditions in Rwamagana.

1.7.1. Content scope

The research emphases the parental participation and its role in academic success of student in boarding secondary schools. The researcher deal several contents related to family or home conditional of studying and living, information sharing between parents or guardians and
school administration and management including school principals and teaching staff members. However, the research also gathered information concerning the barriers to parental involvement in the performance of their children.

1.7.2 Geographical scope

The study was conducted at Groupe Scolaire Saint Aloys, a boarding secondary located in Kigabiro sector one of sectors comprising the district of Rwamagana. Therefore the findings may not apply in other geographical region outside the district unless prevalent circumstances exist. The participant was 308 secondary school students selected purposively from the four selected classes.

1.7.3. Time scope

The process of carrying out present study started in January 2018 and it is expected to be finished in September, 2018.

1.8 Organization of the study

The dissertation was organized in five chapters. The first chapter known as introduction to the study dealt with background to the study, problem statement, objectives, and research questions, significance of the study, limitations, scope and organization. The second chapter presents the review of the existing body of knowledge, on parental involvement in secondary school learning, theoretical framework and conceptual framework. Chapter three provides research methodology and research design adopted to attain the research objectives. The above included research design, target population, sample and sampling produces, research instruments, information gathering and the analysis. The fourth chapter dealt with analysis of data collected from the field and according to specific research objectives. The last chapter provides summary, concluding remarks, recommendations and suggestion for further studies.
CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.0. Introduction

Chapter two provides information on a review of the existing literature regarding the research topic. It reviews existing theoretical literature regarding involvement of parent in education and academic performance. It presents a review of the existing empirical literature. It gives theoretical and conceptual framework. It depicts knowledge gap to be filled by the research.

2.1. Theoretical Review

The section on theoretical review is concerned on reviewing the existing literature on parent involvement in education activities of their children in secondary schools and student academic performance. Its content includes: the historical background of parent involvement, benefits of parents involvement, challenges to parents involvements, elements and stages in parents involvement.

2.1.1. Emergency of parental involvement in children education

Both scientific and empirical evidences (Nyarko, 2011; Tope, 2011; Tornblad, and Widell, 2013; Anderson, 2013) reveal that since the ancient time, parents have been participating moderating education, and educating their children. In this respect, parents were the teaching staff and the home environment is the first classroom (Blaver, 2010). Evidences from a study of Blaver (2010) demonstrated that even before the 1400s AD the first English Private Schools introduced by parents through their financial support and school fees. In this respect, children’s education was fully accommodated in Parents (UNESCO, 2010). Parents were involved within the educational management of their children, where education was provided with the home and parent’s basis and the participation of parent was a routinized activity
(Tornblad & Widell, 2013). Therefore, till this time the participation of parents was primarily consisted of the provision of foods, safety, shelter, clothing and wellbeing for their children (Epstein, 2009).

A study carried out by Blevins (2009) revealed that education have been evidenced. However, the courted decided that all parents must assume children’s education (Owen & Philip, 2013). Due to the low level of achievement the judicial procedures concluded the ancient law concerning the beginning of every city must own school and support a school (Muola, 2010).

Donkor (2010) demonstrated that there was the formation and establishment of different groups during the 19th century as a means to for expressing political views. Furthermore, this groups were turned into parent supporting groups including Parental Teacher Association (PTA) that were initially introduced as meeting of mothers.

The contribution of the participation of parents to the schooling process were evidenced in the United States of America that was remarkably in rural and urban areas (Keil and Partell, 2010). The Second World Two produced scientific and empirical changes by bringing social changes (Keil & Partell, 2010). In particular families in developed counties were involved in education of their children through voluntary activities (Anderson, 2013).

Considering the historical background of the participation of parent, Fan and Williams (2010) reiterate that they have played a paramount contribution the education of children. Therefore, the 1982, more than 4.3 million of parents were interested in the provision of volunteer services in education. In the contrast in 1965 more than 12 million of parents were involved in Parental Teacher Association (PTA) (Blatchford, 2011). The year 1990 was characterized by
an increase of parent involvement in schools activities (Berger, 2008). Parent’s involvement in Parental Teacher Association (PTA) was increased to 7 million (Blatchford, 2011).

2.1.2. Benefits of Parental Involvement

Lightfoot et al (2012) demonstrate that education begins before formal schooling. In fact, they were recognized as a child’s first educator. Researchers demonstrated that the importance of building positive relationships between parents and children’s education including productive collaborations between (Lightfoot et al, 2012).

According to Epstein et al (2009), there are parent’s participation encourage the high performance for their children, their parents/guardians or teaching staff members? The researcher explained that some types of participation activities are more likely to influence skills, achievement, and test score of students at schools. However, other types influence attitudes, attendance, and behavior. Therefore, the same author said that parents has been documented and different positive results including attendance, well-being, perceptions of the school, and academic achievement were revealed (Blatchford, 2011). Owing to the fact that most schools evaluate their efficiency and effectiveness based on student performance, involvement of parents are more likely to affect student performance need a recognition.

According to a study conducted by Gillum, School, and Novak on parent involvement in educational performance contracts (Harrison & Hara, 2010). Furthermore, a study conducted to schools revealed a significant correlation between high regarding and matching marks and assisting situation with parents or guardians were involved (Keil & Partell, 2010).

The research carried Grave (2011) in USA on 14 primary schools where use teaching a kind of methods for promoting parent involvement or home based learning. In this study Goodman,
and Gregg (2010). Epstein revealed a significant effect on academic achievement by seeking relationship between achievements of children achievement test scores (Epstein, 2009). Harrison and Hara (2010) argued that parents are valuable financial resources that teaching staff could support parent to sensitize children to safeguard evidenced that teaching leadership in organizing, monitoring and evaluating the participation of parents (Kimu, 2012).

However, teachers can encourage involvement of parent’s children’s academic process (Epstein, 2009). However, parents develop positive attitudes about school, and registered in any education programs as the findings of parents in their children education (Tornblad & Widell, 2013). The involvement of parents produces changes and alternatives in parents. Therefore, parents who are involved in school activities have a significant focused on school environment in place of home environment through parental participation (Epstein, 2009).

Several policies involving parents in parents based learning activities in a support role rather than a direct teaching role (UNESCO, 2010). The invaluable contribution and the Parents based community were the correlation was acknowledged by all levels of government. The participation of parents in a children’s education continues to be addressed (Blevins, 2009).

2.1.3. Constrain prevents effective participation of parents in academic activities

Marphatia and Archer (2010) reveal that involvement of parents in academic activities involvement is recognized as a most important for children’s education. However, parents and guardians are constrained by the intimidation as a results of language barrier, curriculum, and school administrative staff. As a result, parents can avoid communication with schools (Epstein, 2009). In search of ways to overcome shortcomings preventing effective participation of parents, school administration and management must provide an appropriate environment where staff is respectful and responsive for parent involvement (Jacob & Wilder,
It is important that management and administration but also teachers promote communicative channel between schools and families (Jacob & Wilder, 2010). A position of an education consultant known as Bouie reveal considering parents as client and as partners in supporting their children to learn (Jacob & Wilder, 2010).

Tope (2011) reiterates the contribution of parental participation in the context of involving most of parents and guardians in different variety of secondary schools. Parental participation through workshop teachers obtained in order to acquire information on school curriculum and reminding them that children were mostly important in achieving academic performance (Tope, 2011).

2.2. Empirical Literature Review

This section is presented in four subtopics namely; the effect of involving parent in secondary school management, communication with administration and teaching staff and in decision making on student academic performance.

2.2.1. Involving parents in volunteer activities and student academic performance

A study conducted in 2009 by Epstein and his partners on the relationship between volunteering activities and academic performance evidenced that voluntary activities are considered as the recruitment and organization of people to help the secondary schools and their students in secondary schools. These are considered the actual within the school settings, the support during the time in which the place and the time are allocated (Epstein et al, 2009).

In this regards, the research evidenced that the need of parent to participate effectively in time management is difficult because of volunteering activities to be undertaken (Balfanz&Bynes, 2012). Furthermore, adequate involvement could help in different program. However, those
activities are recruitment, training, arrangement, area of the and parental role for their children attainment to the expected achievement (Epstein et al, 2009). Volunteer activities could be very important for an audience, association, meeting members, achievement, sport and other student’s position (Dee and Jacob, 2011).

Therefore, many schools have introduced volunteering activities (Fan, & Williams, 2010). The greatest impediment to voluntary activities is that the recruitment of a multitude of contents of individuals so that all households are aware of their values (Grace et al, 2012). However, evidence the need to acquire volunteers, trainings and the ability to provide effective supports, therefore, there is a need to establish the role of parent involvement on academic performance though expertise and familiarity (Epstein et al., 2009).

The voluntary activities enable to have confidence in parental involvement in their children academic activities within school setting. Therefore, their enrollment in improving their education and academic performance can be achieved through volunteer activities and experiences (Epstein et al., 2009).

A study conducted by Muola (2010) on the cooperation and interaction related to the entire society and education sector argued that it is contended as coordination of products or services for families, children, schools to support in achieving academic performance (Epstein et al, 2009). Therefore, collaboration of parents by supporting to the school by reinforcing relationship with people in the local community. Parents is influencing the academic performance for their children not just those living approximately the school. Family members (parents and guardians) played an important role to their children, teaching staff. School principals and the entire through the provision of products and services by business cooperation, traditional organization, and services related to life and living conditions,
entertainment, old population projects religious organization, public entities and other groups (Epstein et al., 2009).

Owen and Philip (2013) concluded that students obtain skills, and other practices through the curriculum and extracurriculum expertise (Epstein et al, 2009). Therefore, children have the proprietorship to the parent from cooperation in activities within the society (Epstein et al, 2009). In addition, households are receiving benefits from the cooperation by experience of enhancing skills from the entire community and their parents. The collaboration with them allows parents are more likely to cooperate and interact with school principals and school principals by improving their relationship and constructing a sense of proprietorship within community participation (Epstein et al, 2009).

2.2.2. Communication of parents-teacher and academic performance

Haertel (2013), reveals that parents have the right to be consulted by school principals or administration concerning the nature of educational program provided to the students involving in academic decision making in controlling their school.

Furthermore, family members or those which had adopted students and were permitted for advising school principals with regards to educational characteristics and programs and parents have to be involved in governing secondary schools. Parents were able to select the adequate program to be taught by their students from, preschool, and primary school to secondary schools and even to the University or tertiary if they afforded the situation to the appropriate reason to promote and enhance academic performance for their children (Harrison & Hara, 2010).
The study continue by evidencing the impact of family members to the provision, protection, responsibility, participation and monitoring of educational activities for their children within secondary schools. Family members were deemed very prominent in safeguarding the rights of access to education but also the enhancement of academic performance in every school day to learn (Keil, &Partell, 2010). In addition, the parents are indebted to afford the educational equipment and materials for children within secondary schools. This include for instance their expectation to the provision of accommodation, nutrition, protecting from challenges, school clothes and equipment, school feeding and drinking water (Grace et al, 2012). It has been indicated that parents contributed more to the performance of their children in their academic career. Therefore, communication itself is related to parental initiatives and school setting environment towards children’s progress.

Therefore, discussion related to the cooperation and collaboration between school teaching staff, school principals and parent involvement in secondary school administrative committee is very important (Harrison and Hara, 2010). The content of agenda must include current problems to be resolved. Parents must have awareness of the record management concerning their children’s class attendance, absenteeism, and delay and leaving school without permission. Based on the above consideration, the participation of parents in educational activities is very prominent in linking teaching staff and parents to the children working either at home or at schools.

**2.2.3 Involvement of parent in decision making and student academic performance**

Epstein (2009) assert that parents participate in school management and administrative activities and enhancing leaders attainment of the expected outputs (Epstein et al, 2009).
Therefore, it was very important to provide parents with adequate skills to represent others in order to help the society (Balfanz & Bynes, 2012).

However, parents who are leaders actively participate and represent their counterparts and families which had children in boarding secondary schools and offering information to parents in matters concerning decision making with the school setting (Akinsanya, & Salomi, 2011). However, schools need to provide adequate training and capacity building to the parent representatives to support in developing their developing skills and property representation (Akinsanya, & Salomi, 2011). In addition, parental participation in educational activities especially in adoption academic solution, children were able to known that parent are involved in school administration and management in secondary schools. Parents know all education policies, projects and responsibilities and obtain the meaning of respectfulness in educational sector through their participation in management and leadership process especially by making appropriate decisions. In fact, this stimulate academic performance for students in secondary schools (Akinsanya, & Salomi, 2011).

The adoption of decision is reached by consent in democratic way by taking position related to education problems through the effect of internal problems. A study carried out by Anderson (2013), secondary school must involve parents in making decisions, administration, and advocating role through effective communication between families and teaching staff, governing body, and advice. Therefore, parents are legally entitled to educate their children either at school or within their families.
2.3 Critical Review and Research Gap identification

This section review critically the existing theoretical and empirical literature on Parents participation and academic performance. This section is divided into critical analysis and the identification of research gap found in existing literature.

2.3.1 Critical review

Keil and Partell (2010); Tope, (2011); Kimu,(2012); Owen and Philip (2013) conducted studies on the effects of parental involvement in educational activities of their children have been conducted by many scholars and all have agreed that the parents greatly stimulated the success of their children at school. For this reason there could be many scholars carried out on the topic little is recognized about the impact of parent participation of students in rural areas. For this perspective the present study established if involving them in educational activities of children improved academic performance for children. Many researchers have been conducted on the parental involvement in education activities of children and its impacts on students’ academic performance in secondary schools. For example Fan and Williams (2010). evidenced that the participation of parents in education either at school or at home. Epstein(1987) contended that parental involvement is considered as a multifaceted through the provision of adequate home conditions, active parental participation in school meetings, offering regularly their contribution in teacher-parent association, follow up, monitoring and evaluation.

Studies conducted in Rwanda (MINEDUC, 2007; Nganizi, 2015) in Rwanda, demonstrated different elements contributing to the academic performance of children. However, the parental involvement to the teaching/learning process has been studied as a good factor of good school management with the emphasis on the financial and discipline aspects not on
students’ academic performance. The available documents on parental involvement for students’ academic performance concern the private primary schools. This lets a gap to the researcher who wants to investigate on this contribution and involvement of parents on students’ academic achievement. And the importance attention must be put on the primary school’s students for basic knowledge to following level.

2.3.2. Identification of Research gap

Few studies have been undertaken on the direct relationship between parental involvement and academic performance of students in secondary schools did not show how different parents participate in education of their students in secondary schools and how this can influence academic performance. Parental involvement in educational activities at home level, school relation and home-school relationship level were assessed in order to fill this gap in literature.

2.4. Theoretical Framework

This section reviews some theories that are related to the study. Viewed from involvement perspective, a theory can be defined as a set of assumptions from which the people can understand, explain and predict the behavior in an organization. Such knowledge and understanding enable to fashion out effective leadership, supervision, control and motivation and adoption of strategies necessary for attainment of organizational goals.

2.4.1. Parent-school partnership model

In this regards, parent-school partnership strategy was introduced and advanced by Epstein took into consideration the contribution of secondary schools, parents/guardians and the entire society through their cooperation and collaboration to stimulate the
advancement and education of children (Anderson, 2013). The scholar of the approach was considered as the prominent influence among parents, school principals, teaching staff and the entire society with the purpose to provide skills and knowledge to their students to enhance their academic performance.

2.4.2. Overlapping spheres of influence model

The role of approach evidenced that the shared role and occupation for secondary schools. In this regards, parents and guardians were preoccupied with their children’s performance in secondary schools (Epstein et al, 2009). However, outside organization of school environment of impact approach acknowledge for schools where schools parents and the community were of special emphasis (Azhar, 2013). Therefore, the familiarity, thoughts, practices and theories push and pull together as findings of the huge amount between school settings (Epstein et al, 2009). The amount of adjustment taken within the households, secondary schools and the entire society (Epstein, 2011).

![Figure 2.1 Sphere of influence for external organization](image)

Figure 2.1 Sphere of influence for external organization
2.4.3. Internal structure of overlapping sphere of influence model

The impact of organization of the totality environment of impact evidenced for cooperation that appear as finding of parents, schools and society collaborating. The aforementioned theory proposed that parent, schools, family and other social setting would support school setting opportunities, home environment and teaching staff parents association and effective communication. In this regards family members established schools compared to families or households in order to stimulate students’ academic performance (Epstein et al., 2009). Community afford school in term of chances by fortification of the efforts and the high level of academic achievement.

Figure 2.2 Overlapping sphere of influence internal organization in supporting their education performance (Epstein et al., 2009).

2.5. Conceptual framework

This section provides the relationship between dependent and independent. It show interaction between those variables. The involvement of parents is very important in taking at home and at school. The participation of parent’s impact student success, Therefore, there is a need to
provide conceptual framework which many intervene in the attainment of student success including age, sex, and care, education profile of parents and guardians, nature of schools and even the size of a class where students enroll in school subjects.

**Parental involvement**

<table>
<thead>
<tr>
<th>Volunteering activities</th>
<th>Grades obtained in national examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent-Teacher communication</td>
<td>Score in internal/trimester results based school</td>
</tr>
<tr>
<td>Participation in decision making process</td>
<td>Improved theoretical and practical skills</td>
</tr>
</tbody>
</table>

**Intervening Variables**

1. Government policies
2. School strategic plan
3. Community commitment

**Academic Performance**

**Figure 2.3 Conceptual framework**

*Source: Researcher, 2019*

The conceptual framework shows the highlights on how parental involvement affects the attainment of expected academic outcomes in secondary schools in Rwanda, taking a case study of Goupe scolaire Saint Aloys Rwamagana located in Rwamagana district. The conceptual framework indicates that the factors influencing academic performance are parent volunteering activities, communication, and involvement in decision making. In addition, students’ academic performance is measured through scores obtained in continuing assessment tests, school exams and national examinations.

**2.6. Summary of literature**
The chapter evidenced that the participation of parents might affect significantly the education of children. Families allows their students to achieve their expected outcomes. Therefore, parents were not aware for assistance to be provided to their children. Therefore, teaching staff were required to care about their students’ performance through the provision of appropriate involvement opportunities. The prominent role played by parents and teaching staff were positive with playing double role in helping their students to attain their expectation. Therefore, parents and teaching staff cooperation and interaction with the provision of avenues for children to discover the performance at school and outside secondary schools where teaching staff must take responsibilities.
CHAPTER THREE: RESEARCH METHODOLOGY

3.0 Introduction

The study used a kind of methodology including methods of data analysis and techniques of data collection. This chapter discussed procedures that were followed in conducting the present research emphasizing on the research design, target population, sample design, method of collecting information, data analysis procedures and ethical consideration.

3.1 Research Design

The study design is a way for planning through the specification of methods and procedures which are very important to gather information and evidences needed for responding to the study problem (Burney, 2008). This study was a descriptive study. Therefore, a quantitative model has been used due to fact that the researcher collected information in numerical information from the District Education Officer. Student’s examination score results was obtained from DEO office. From the information gathered from students in the same time, the research design might be explained as a quantitative approach through a descriptive survey.

3.2. Target Population

The study population is a group of people, objects from which the sample is drawn for data collection and evaluation. In this regards, the nature the targeted population for this research are students of secondary school in Rwamagana district with reference to St Aloys Rwamagana. The present study population were students in Goupe scolaire St Aloys Rwamagana, the target population was composed of 1205 students; 219 secondary teachers, 18 chairperson of Parental Teacher Association, 18 Head teachers. The total size of target population was 1460. Owing to the fact that it could be very relevant for people to assess the
degree of their participation in comparison to parents and community themselves. The total population concerned by this study is comprised by 1460 respondents.

3.3. Sample design

The sample design is defined as the process and procedures of sample determination or calculation and sampling techniques. In this regards, the data collected from a representative group of people. However, the sample itself is considered as the group of respondents chosen from the target population for purpose with a perspective my taking a general overview to the whole population. It necessary and imperative to choose a group of people that represents the whole population in order to have a suitable representative characteristics of the entire population. This is the reason why the sample size was used.

3.3.1 Sample size

In order to carry out a comprehensive assessment of parent participation in boarding schools on the Academic performance of students in boarding secondary schools.

Table 3.1 Target population and sample size

<table>
<thead>
<tr>
<th>Category</th>
<th>Population size</th>
<th>Sample size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>1205</td>
<td>264</td>
</tr>
<tr>
<td>Secondary teachers</td>
<td>219</td>
<td>45</td>
</tr>
<tr>
<td>PTA Chair person</td>
<td>18</td>
<td>1</td>
</tr>
<tr>
<td>Head teachers</td>
<td>18</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>1460</td>
<td>314</td>
</tr>
</tbody>
</table>

Source: District Education Officer, Goupe Scolaire Saint Aloys Rwamagana (2018)
3.3.2. Sampling techniques

A sampling technique refers to a sampling technique is defined as the way in which the researcher makes a selection of a sample of individuals to be research participants (Goldman, 2007), there are two kind of sampling technique probability and non-probability sampling techniques. The probability sampling technique is any method of sampling that utilizes some form of random selection. In order to have a random selection method, you must set up some process or procedure that assures that the different units in your population have equal probabilities of being chosen (Pickard, 2007). It include systemic, stratified, cluster and strata sampling techniques.

The non-probability sampling technique is a sampling technique where the odds of any member being selected for a sample cannot be calculated. In addition, probability sampling involves random selection, while non-probability sampling does not—it relies on the subjective judgement of the researcher (Alvi, 2016). In can be convenience, purposive and snow bolling sampling techniques.

The researcher will use probability sampling technique known as stratified sampling technique as well as simple random sampling technique. When random sampling is used, each element in the study population has an equal chance of being selected or has probability of being selected.

The researcher used first of all stratified sampling technique through different strata taken. Therefore, simple random sampling technique was used to select respondents from each strata while purpose sampling technique was used to select teachers and representative of parents owing to the knowledge and experience they have acquired.
3.4 Data collection method

3.4.1 Data collection instruments

A data collection technique is defined as an instrument of collecting information. There is an interest in using various possible instruments for the reliability and validity of research findings as mentioned by different authors. The main techniques of data collection for this study are documentary analysis, semi-questionnaires and interview schedules. A questionnaire is systematic composition of questions in order to submit to the sampled population and to obtain adequate evidences that are expected. It is comprised of close and open ended questions that were translated from English to Kinyarwanda language. This purposively aimed at producing statistical data related to the education that are positively adopted by planners and education practitioner was conducted in Rwamagana district. The study was conducted among students in St Aloys Rwamagana. Interview was considered as an appropriate approach that engage interviewee and interviewee into dialogue in order to get evidences and facts in deep. Interview schedules was used for guiding interviews with DEO officer, SEO officer and Head teacher and selected teachers in the secondary school under the present research. The interview schedule collected information related to the opportunities and constraints regarding involvement of parents and student academic performance. The research project was carried out, prepared and written after reading the existing literature available within books, policies, regulations, reports, journals, articles, internet sources, and other documents dissertations, and theses all related to the research field of involvement of parents and student academic performance. The secondary sources was also useful for analysis and discussion of findings that was generated from primary data.
3.4.2 Administration of Data collection instruments

It based on the involvement of parents, effect of their communication, volunteering, decision making and participation in school activities on the student performance. Participation was voluntary and informed consent was requested for each patient to be involved in the study. The questionnaire was administered to participants who fulfill criteria. The questionnaire was attached with informed consent which helped to record provided information for further analysis. The questionnaire was taken back the same day. The researcher read questionnaire for participants one after another and tick right responses accordingly.

3.4.3 Reliability and of research instruments

Under this section the researcher will take into consideration two dimensions to this effect, which is validity and reliability. The need to bring to light the meaning of these two terms as their meaning is quite different yet central to any research. Validity of research instrument has to do with if research method, models, strategies, approaches and techniques related to or measure, the issues that researcher is going to explore (Blaxter et al, 2010). While reliability has to do with how well the researcher has conducted her study (Blaxter et al, 2010). Bell (2010) advises that triangulation is an essential factor in the matter of validity and reliability. This means a multi-method approach. As mentioned before, both structured and semi-structured questions will be used. Questionnaires will be administered where the respondents are comfortable and there will be no requirement for filling in names. The number of respondents considered in terms of percentage will ascertained to be adequate for the research. Both data collection and analysis will be employed to realize validity and reliability.
3.5. Data analysis procedures

This section provides information related to procedures and steps in analyzing information collected from the field and the data analysis, presentation of data and its discussion. In this regards, the following subheading provide detailed information.

3.5.1. Data analysis procedures

The data analysis procedure is defined as cleaning, organizing and editing data in order to be able to analyses information collected from respondents. In this regards, data analysis procedures for this study relied on data entry, coding, editing, processing, and generating results. Therefore, the phase of processing information provide explanation of the responses collected from the field. In this regards, editing, coding and tabulating are utilized to provide explanation of information gathered from the field. Responses were edited in order to clean data collected at the first stages and providing sufficient information. In fact, editing was done after cross-checking questionnaires with the purpose to attain the coherence and logic of records by providing enough information. Another technical procedures that was used is to codify, therefore, codifying means the categorization of responses. The main cause of using this procedure was related to the summary of information collected through the classification of responses provided in several levels for easy transformation. The phase of tabulating information is related to a systematic ordering of information in tables, figures. Pie charges or graphs or in a recapitulative forms by indicating frequencies and percentages.

3.5.2. Data analysis techniques

Quantitative information were analysed using a computer based software known as statistical package for social sciences (SPSS) version 21.0. In this regards, the above software helped the researcher to evaluate the significance helped in analyzing statistical information in order
to establish the correlation between involvement of parents and student’s academic performance. The analysis was done by calculating percentages, and commenting answers provided by respondents in order to design the conclusion. Qualitative analysis method consists in analysing data based on explanation and consequences coming from respondent’s evidences and documented facts. This helped in describing objective of the study, and systematic themes. This permitted the analysis of all data and information harvested systematically. This method was useful for analysing data collected through interview protocols.

3.9. Ethical consideration

Before going to the field to collect information, the researcher got ethical approval and an authorization letter from the management and administration of the Mount Kenya University, the administration of education in Rwamagana district, and at St Aloys Rwamagana. In both studies consent forms was used to inform participants about the purposes and objectives of the study.
CHAPTER FOUR: RESEARCH FINDINGS AND DISCUSSION

4.0 Introduction

Results were presented according to specific objectives. These are: (i) to identify the influence of parental volunteering activities on academic performance in Groupe Scolaire Saint Aloys Rwamagana; (ii) to investigate the extent to which parent–teacher communication affect the academic performance in Groupe scolaire Saint Aloys Rwamagana; (iii) to assess the impact participation in decision making on academic performance in Groupe scolaire Saint Aloys Rwamagana.

4.1 Demographic Characteristics of Respondents

Personal characteristics such as sex, age, parents, education, and life condition of living affect the results to the present study.

4.1.1 Gender of respondents

It is important to present gender characteristic of respondents in determining whether they afford a strongly relationship due to different perspective concerning the present research. The general information of respondents are analyzed through the gender, age, marital status and education profile of respondents.
Table 4.1 Gender of respondents

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>158</td>
<td>51.2</td>
</tr>
<tr>
<td>Female</td>
<td>150</td>
<td>48.8</td>
</tr>
<tr>
<td>Total</td>
<td>308</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Source: Primary data, 2019

Findings in Table 4.1 indicate that 5.2% of respondents were men and 48.8% are women. As it is clear in the table above, women occupy a high proportion in this study, during field research; respondents revealed that girls are many in secondary schools. The findings from the present study did not contradict with conclusions drawn in a research conducted by Tornblad, and Widell (2013) when they discovered the discourse of parental involvement in two Tanzania primary schools, they find out that the majority of respondents were male with 55% of percentage.

4.2.1 Age of respondents

The researcher asked respondents their age group as a crucial variable which allowed the researcher in determining the maturity of the answer in order to get credible information that is vital in this research.
### Table 4.2 Age of respondents

<table>
<thead>
<tr>
<th>Age groups</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 15 years</td>
<td>120</td>
<td>38.8</td>
</tr>
<tr>
<td>16-20 years</td>
<td>172</td>
<td>55.9</td>
</tr>
<tr>
<td>above 20 years</td>
<td>10</td>
<td>3.1</td>
</tr>
<tr>
<td>below 30 years</td>
<td>2</td>
<td>0.6</td>
</tr>
<tr>
<td>30-50 years</td>
<td>4</td>
<td>1.6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>308</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

*Source: Primary data, 2019*

According to Table 4.4, 120 (38.8%) of the respondents were students below 15 years, 172 (55.9%) students between 16-20 years and only 10 (3.1%) above 30 years. From the teachers and head teachers, four (0.5%) were below 30 years while six (1.6%) were between 30 to 50 age group. In fact, the findings show that many students were of age 16-20 while teachers and head teachers were between 30-50 years. This composition implies that the students were mature youths who were winding up the adolescents stage and were intractable. With the presence of mature adult teachers classroom management was possible.

The findings from the present study did not contradict with a study carried out by Toper and Calkins (2010) on the participation of parents and academic performance as a meditation discussion, they find out that the majority of respondents were below 20 years with 80% of percentage.

#### 4.1.3. Education level of respondents

The researcher sought to collect information related the education profile of respondents and this helped to analyze the skills they have obtained to reach the highest of education level. Therefore, findings are presented in Table 4.3
Table 4.3 Education level

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1</td>
<td>99</td>
<td>32.3</td>
</tr>
<tr>
<td>S2</td>
<td>134</td>
<td>43.6</td>
</tr>
<tr>
<td>S3</td>
<td>68</td>
<td>22.0</td>
</tr>
<tr>
<td>Bachelor</td>
<td>5</td>
<td>1.6</td>
</tr>
<tr>
<td>Master</td>
<td>2</td>
<td>0.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>308</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Source: Primary data, 2019

According to Table 4.5, 99 (32.3%) of the respondents were students of S1, 133 (43.6%) students in S2 and 68 (22.0%) students from S3. By far the majority were from S2 implying they were familiar enough with the teachers and the school environment given their two year study in the school. The response from the majority group was considered authentic therefore for this study. From the teachers, 5 (1.6) had bachelors and two (0.5%) masters. The findings from the present study did not contradict with a report published by UNESCO (2010) on teacher qualification in sub-Saharan Africa evidenced that in secondary schools most of teachers, meaning 55% hold bachelor’s degree. The teachers were qualified and competent enough to manage their classrooms and provide a conducive professional atmosphere ethical for good performance. This implies that all respondents were academically mature to understand and correctly interpret the questionnaires to provide meaningful responses for the study.
4.2 Presentation of Findings

The researcher broke down this main objective into the following three subtopics. The first objective identified the influence of volunteering activities of parents on academic performance in Groupe Scolaire Saint Aloys Rwamagana. The second objective investigated the extent to which parent-teacher communication affect the academic performance in Groupe scolaire Saint Aloys Rwamagana. The third objective assessed the impact participation in decision making on academic performance in Groupe scolaire Saint Aloys Rwamagana.

4.2.1 Influence of parental volunteering activities on academic performance in Groupe Scolaire Saint Aloys Rwamagana.

The first objective was to determine the influence of parental volunteering activities on academic performance in Groupe Scolaire Saint Aloys Rwamagana.
Table 4.1 The influence of parental volunteering activities on academic performance in Groupe Scolaire Saint Aloys Rwamagana

<table>
<thead>
<tr>
<th>Statement</th>
<th>SD</th>
<th>D</th>
<th>NS</th>
<th>A</th>
<th>SA</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents tell their children about the importance of education</td>
<td>65</td>
<td>21.8</td>
<td>35</td>
<td>11.4</td>
<td>10</td>
<td>3.2</td>
</tr>
<tr>
<td>Parents participate in varies school program</td>
<td>93</td>
<td>30.2</td>
<td>31</td>
<td>10.1</td>
<td>4</td>
<td>1.3</td>
</tr>
<tr>
<td>Parents arrange proper tuition sessions for their children</td>
<td>111</td>
<td>36.0</td>
<td>66</td>
<td>21.4</td>
<td>4</td>
<td>1.3</td>
</tr>
<tr>
<td>Parents ask their children Related to what has been done at school per day</td>
<td>0</td>
<td>0.0</td>
<td>29</td>
<td>9.2</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Parents allow children to participate in community and faith based</td>
<td>115</td>
<td>37.5</td>
<td>53</td>
<td>17.5</td>
<td>4</td>
<td>1.3</td>
</tr>
<tr>
<td>Parents take time to know school friends of their children</td>
<td>36</td>
<td>11.7</td>
<td>34</td>
<td>11.0</td>
<td>3</td>
<td>1.0</td>
</tr>
<tr>
<td>Parents help their children to set and achieve their goals</td>
<td>27</td>
<td>8.8</td>
<td>88</td>
<td>28.6</td>
<td>11</td>
<td>3.6</td>
</tr>
</tbody>
</table>

Source: Primary data, 2018

According to Table 4.5, 142(46.1\%), mean=3.5, Standard Deviation=1.6 strongly agreed that Parents tell their children about the importance of education. Findings show that 93(30.2\%), mean=3.1, Standard Deviation=1.6 Disagreed that parents participate in varies school program. It was certain that 111(30.6\%), mean=2.6 and standard deviation=1.6 strongly disagree that Parents arrange proper tuition sessions for their children. Furthermore, 152(45.8\%), mean= 4.2 and Standard Deviation=0.8 strongly agree Parents ask their children regarding what children have performed during the day.
Findings show that 115(37.5%) respondents with mean=1.3 and standard deviation 1.3 strongly disagree that parents allow their children to participate in community. In addition, 157(51.0%) on a mean=3.9 and standard deviation equal to 1.3 strongly agree that parents take time to know school friends of their children. However, 101(32.8%) respondents with mean of 3.3 and 1.3 agree that parents help their children to set and achieve their goals.

An interview conducted with school principal, he said that “here we encourage parents to follow up how their children are studying when they return at home, during holidays and for this reason we told them to provide rooms for studies, limiting the time of watching television and helping children to do homework”. This study concurs with previous empirical evidences from Harrison and Hara, (2010) in their study on Parent and Parents Involvement in North Carolina USA when they contended that parents are more like to participate in educational activities at home through the provision of room for doing studies and home works, fixing hours for sleeping and watching TV and effective guide line provision to their children. These author continued and concluded that a guide for effective parental involvement in education activities is of paramount to enhance academic performance for their children.

4.2.2. Extent to which parent-teacher communication affect the academic performance in Groupe scolaire Saint Aloys Rwamagana

The second objective was to investigate the influence of parent-teacher communication on students’ academic performance. The objective looked at Parents’ involvement in educational activities at school and enquired from the Parents whether they participated in educational activities at school.
Table 4.2 The extent to which parent-teacher communication affect the academic performance in Groupe scolaire Saint Aloys Rwamagana

<table>
<thead>
<tr>
<th>Statement</th>
<th>SD</th>
<th>D</th>
<th>NS</th>
<th>A</th>
<th>SA</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents frequently follow up on students’ academic improvement with teaching staff</td>
<td>55</td>
<td>17.5</td>
<td>136</td>
<td>43.3</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Parents make frequent follow ups with school about their children behavior</td>
<td>16</td>
<td>5.1</td>
<td>55</td>
<td>17.5</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Parents make follow ups on their student school attendance with teachers</td>
<td>36</td>
<td>11.5</td>
<td>8</td>
<td>2.5</td>
<td>2</td>
<td>0.6</td>
</tr>
<tr>
<td>Parents always evidenced the best relationship between them and the school teaching staff</td>
<td>29</td>
<td>9.2</td>
<td>133</td>
<td>42.4</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Parents used phone teachers</td>
<td>66</td>
<td>21.4</td>
<td>137</td>
<td>44.5</td>
<td>5</td>
<td>1.6</td>
</tr>
<tr>
<td>Parent communicate with teacher about home work of their students</td>
<td>35</td>
<td>11.4</td>
<td>74</td>
<td>24.0</td>
<td>3</td>
<td>1.0</td>
</tr>
<tr>
<td>Parents communicate with teachers about the performance of their children</td>
<td>33</td>
<td>10.7</td>
<td>54</td>
<td>17.5</td>
<td>5</td>
<td>1.6</td>
</tr>
</tbody>
</table>

Source: Primary data, 2018

According to Table 4.6, 136(43.3%), mean=2.6, Standard Deviation=1.3 disagreed that Parents made constant monitoring and evaluation on the academic success with teachers. This reveals that children in RWAMAGANA district still face a problem of missing classes since Parents delay to pay as revealed by the study. Therefore Parents should be encouraged to pay school fees on time and on a regular basis for their children to fully maximize their learning without interruptions. Findings demonstrated that 136(43.3%), mean= 3.9 with a standard
deviation 1.2 strongly agree that parents made constant follow up or monitoring and evaluation regarding their children attitude towards academic activities. Therefore parents should raise the academic performance of children by providing lunch at school as according to Maslow (1954), food is a basic need for mankind.

Results from the present study contended that 170 (54.1%) of respondents, mean=4.1 with a standard deviation 1.29 strongly agree that parents make follow ups on their student school attendance with teachers. The results reveal that parents attendance to schools’ functions impacts positively on academic performance of school children (Grolnick, 1994). The information in the above table 4.6 reveals that 152 (48.4%) of all respondents, mean= 4.2 with a standard deviation 0.87 strongly agreed that their children in RWAMAGANA District are parents usually evidenced a positive correlation between parent and school staff members and teachers. Therefore, parents should be encouraged to communicate with teachers at school so as to fully get involved in their academic performance.

Findings show that 137 (44.5%) respondents with mean of 2.4 and standard deviation disagree that parents communicate with teachers using mobile phones. In addition, 105 (34.1%) respondents with mean of 3.4 and standard of 1.4 agree that parent communicate with teacher about home work of their students. Furthermore, 127 (41.2%) respondents, mean=3.6 and standard of 1.3 disagree that parents communicate with teachers about the performance of their children.

During an interview with the depute head teachers in charge of academic affairs, the researcher found that Groupe Scolaire St Aloys Rwamagana, the school encourage parents to participate in educational activities of their children at school. In this context the informant
argued “we usually stimulate parent to participate in school activities through constant payment of school fees, fees for school materials and equipment, participation in meetings and following up their children at school and paying fees for PTAs”. Therefore, the finding from key information did not contradict the information collected from teachers, children and parents.

Though a comparison and a contrast with previous empirical evidences, it was found that this study concur with the results by Donkor (2010) when he studies parental participation in educational activities in Ghana taking a case of private primary schools, he demonstrated that parental involvement in educational activities at school was achieved through effective and regular payment of schools, additional costs related to school equipment and materials, participation in meetings and in offering incentives in the context of parents-teacher association. These scholar recommends that parental involvement must be active and appropriate in order to stimulate high academic performance.

4.2.3. Impact of participation in decision making on academic performance in Groupe scolaire Saint Aloys Rwamagana

The third objective the impact participation in decision making on academic performance in Groupe scolaire Saint Aloys Rwamagana on academic performance of students in secondary schools. This research sought to discover them from children whether there was parents - school communication.
Table 4.3 The impact participation in decision making on academic performance in Groupe scolaire Saint Aloys Rwamagana

<table>
<thead>
<tr>
<th>Statement</th>
<th>SD</th>
<th>D</th>
<th>NS</th>
<th>A</th>
<th>SA</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents involve in PTA committees</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>4.8</td>
<td>16</td>
<td>5.1</td>
<td>70</td>
<td>22.3</td>
</tr>
<tr>
<td></td>
<td>209</td>
<td>66.6</td>
<td>308</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents attend school meetings</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td></td>
<td>24</td>
<td>7.6</td>
<td>29</td>
<td>9.2</td>
<td>4</td>
<td>1.3</td>
</tr>
<tr>
<td></td>
<td>226</td>
<td>72.0</td>
<td>308</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents provide advice to school management</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Parents participate in school table and business activities</td>
<td>31</td>
<td>9.9</td>
<td>55</td>
<td>17.5</td>
<td>31</td>
<td>9.9</td>
</tr>
<tr>
<td></td>
<td>114</td>
<td>36.3</td>
<td>83</td>
<td>26.4</td>
<td>308</td>
<td></td>
</tr>
<tr>
<td>Parents share Idea with school principal</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td></td>
<td>103</td>
<td>33.4</td>
<td>108</td>
<td>35.1</td>
<td>3</td>
<td>1.0</td>
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<tr>
<td></td>
<td>78</td>
<td>25.3</td>
<td>16</td>
<td>5.2</td>
<td>308</td>
<td></td>
</tr>
<tr>
<td>Parents participate in different activities</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td></td>
<td>127</td>
<td>41.2</td>
<td>49</td>
<td>15.9</td>
<td>3</td>
<td>1.0</td>
</tr>
<tr>
<td></td>
<td>97</td>
<td>31.5</td>
<td>32</td>
<td>10.4</td>
<td>308</td>
<td></td>
</tr>
<tr>
<td>Source: Primary data, 2018</td>
<td>Mean</td>
<td></td>
<td>Sd</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4.4</td>
<td>4.29</td>
<td>3.5</td>
<td>3.9</td>
<td>2.5</td>
<td></td>
</tr>
</tbody>
</table>

According to Table 4.7, 209(66.6%), mean=4.4, Standard Deviation=1.07 strongly agreed that Parents involve in PTA committees. In addition, 226 (72.0) respondents, mean=4.29 with a Standard Deviation of 1.30 strongly agree that Parents attend school meetings. Results show that 114(36.3) respondents, mean=3.5 with a standard deviation of 1.31 agree that the Parents provide advice to school management. During course of the study, it was made to identify the level of children in RWAMAGANA District whose their Parents visit them at school regularly. The above table indicates that 134(42.7%) respondents, mean=3.9 with a standard deviation of 1.27 strongly agreed that Parents participate in school table and business activities. The findings reveal that 134(42.7%) respondents with mean=3.9 and standard deviation of .24 strongly agree that parents participate in school table and business activities. Parents share Idea with school principal. This was disagree by 108(35.1%) with mean=2.3
and standard deviation of 1.3. Lastly, 127 (41.2%) respondents with a standard deviation strongly disagree that parents participate in different activities with a mean of 2.5 and standard deviation 1.5

During an interview with the depute head teachers in charge of academic affairs, he confirmed that “we give parents an opportunity to make decisions concerning school development, quality of education and academic performance of children. We usually provide this opportunity through monthly, trimestral and annual meeting, parent committees and transparency”. Therefore, the finding from key information contended with evidences and illustrations from quantitative responses.

Though a comparison and a contrast with previous empirical evidences, it was found that this study concur with the results evidenced by Erlendsdóttir (2010) on the adequacy of parent involvement in education in Namibia, he asserted that parents can participate in educational activities of their children through their constant communication with teachers of their children and school management and administration. For this perspective, the author’s results concur with the present results in the context of communication through phone call, writing in communication notes books, visiting with teaching staff to the advancement and achievement of their children even and discipline and behavior at school.

In addition Fan and William (2010) contended that effects of parental participation on pupils’ academic is stimulated by motivational incentives coming from parent visits of their children at school, and effective dialogue and friendly relationship with teaching staff of the their children, the author focused on the role of writings in communication notes between teachers and children.
CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction
The fifth chapter provides the summary of key results corresponding discussions of those findings. The conclusion to the present research have been made in accordance to the research questions. It also gives recommendations for consideration. Suggestions for further studies are given in this chapter.

5.1 Summary of findings
This summary is presented taking into consideration specific objectives discussed within the fourth chapter. Objectives of this research were: (i) to identify the influence of parental volunteering activities on academic performance in Groupe Scolaire Saint Aloys Rwamagana; (ii) to investigate the extent to which parent-teacher communication affect the academic performance in Groupe scolaire Saint Aloys Rwamagana; (iii) to assess the impact participation in decision making on academic performance in Groupe scolaire Saint Aloys Rwamagana. This research used a descriptive research design. Stratified sampling technique helped the researcher to select schools. Questionnaire, documentary analysis was instrument of the study. Data was collected from three hundred and fourteen (308) respondents who included; Parents, teachers and secondary school learners.
5.1.1 Influence of parental volunteering activities on academic performance in Groupe Scolaire Saint Aloys Rwamagana.

The impact of participation of parents in volunteering activities on academic performance in Groupe Scolaire Saint Aloys Rwamagana was the first objective which guided the researcher in the study. The findings show respondents strongly agreed that parents tell their children about the importance of education. It was certain that respondents strongly disagree that parents arrange proper tuition sessions for my children. Furthermore, respondents strongly agree parents ask my children about what they had done at school during the day. Findings show that parents allow my children to participate in community and faith based. In addition, they strongly agree that parents take time to know school friends of my children. However, they agree that parents help my children to set and achieve their goals.

5.1.2 Extent to which parent and teachers communication affect academic performance in Groupe scolaire Saint Aloys Rwamagana

The extent to which parent-teacher communication affect the academic performance in Groupe scolaire Saint Aloys Rwamagana was the second objective which guided the researcher in the study. From this study, 43.3% of respondents disagreed that parents usually followed up and monitored the success of their children at school. This reveals that children in RWAMAGANA district still face a problem of missing classes since Parents delay to pay as revealed by the study. Therefore Parents should be encouraged to pay school fees on time and on a regular basis for their children to fully maximize their learning without interruptions. Findings demonstrated that parents make frequent follow ups with school about their children behavior. Therefore Parents should raise the academic performance of children by providing lunch at school as according to Maslow, food is a basic need for mankind.
Results contended that the majority of respondents, strongly agree that parents make follow ups on my student school attendance with teachers. The results reveal that parents attendance to schools functions impacts positively on academic performance of preschool children (Grolnick, 1994).

The information reveals that all respondents, strongly agreed that children in RWAMAGANA District are parents frequently evidenced a positive correlation between parents and teaching staff members. Therefore parents should be encouraged to communicate with teachers at school so as to fully get involved in their academic performance. In addition, 34.1% of respondents agree that parent communicate with teacher about home work of their students. Therefore Parents should support their children by assisting them in doing homework in order to raise their academic performance since the study shows that there is still a parents al gap. In reality there is encouragement of children to work hard for better exams results.

5.1.3 Impact participation in decision making on academic performance in Groupe scolaire Saint Aloys Rwamagana

The impact participation in decision making on academic performance in Groupe scolaire Saint Aloys Rwamagana on academic performance was the third objective which guided the researcher. Results indicated that 66.6% strongly agree that parents is regularly communicate with teacher through phones. The results reveal that communication between parents and teachers is very crucial in enabling parents’ participation in education activities. Career advancement and preparation in strengthening communication can be offered because they strongly enhanced the advancement of communication skills for teaching staff members (Caspe, 2003). However, the researcher investigated various forms of communication used in the parents -school communication.
In addition, (72.0% of respondents, strongly agree that parents communicate with teachers through writing in correspondence notebook. The results show that communication between the Parents and the teachers was mainly formal. Teachers should always choose the most convenient method to communicate.

Caspe (2003) noted that parents-school communication enables the Parents or the teachers to pass information regarding the child. Frequent teachers-Parents interactions have contributed to the enhancement of student involvement in their education attainment assessed through grades or scores obtained in homework activities, the rates of educational attainment, promotion in upper classes and behavior change (Kraft et al, 2011). Further, the researcher also investigated from the Parents whether report cards were used by teachers to communicate to them about academic performance of the preschool children.

It is through report cards that Parents can tell the academic performance of their children. Once a parent looks at the performance of the child him or she, may decide to call or write to the teacher (Caspe, 2003) During course of the study, it was made to identify the level of children in RWAMAGANA District whose their Parents visit them at school regularly. The findings reveal that respondents strongly agree that parents participate in school table and business activities. Parents share Idea with school principal.

5.2 Conclusion

The study findings revealed that parents were included in students’ academic performance at a considerable degree. Parents provide scholastic materials such as notebooks and pens; they are also involved in assisting their children in doing homework, they visit them regularly at school, provide lunch at school, they make follow-up regularly on their children’s
performance among others. However, Parents should put more efforts in assisting their children in checking if the home works are done every day, interacting with the schools in order to know the progress of their children, setting home environment that encourages learning, paying school fees on time, treating their children, participate in schools meetings like PTAs and buying all necessary supplementary scholastic materials like textbooks, calculators, laptops among others.

5.3 Recommendations

The following recommendations were based key findings and conclusion drawn upon them. However, recommendations were given to various categories of stakeholders in education section.

MINEDUC

The government of Rwanda through the Ministry of Education should seek help from other partners such as non-governmental organizations so as to provide enough textbooks in classroom as it has been proved by the study findings that the books are not sufficient.

Government should consider developing and implementing policies that support this. The collaborative efforts enhances children learning.

There is a need to develop the culture of active participation of parents in the learning process of students both at home and at school.

MINEDUC should collaborate with district and sectors and their educational officers (DEO&SEOs) in order to share improve parental involvement to make sure that participation is effective in order to improve academic performance.
MINEDUC through is policy makers must indicate on whether to optimize opportunities to involve parents in their everyday teaching and learning activities

**Schools**

Secondary schools in Rwamagana district must develop the culture of involving parents in school activities

School principals have to cooperate with teaching staff and parents to adopt enhance academic performance in their schools in order to enhance academic performance and to meet the expected educational target.

**Parents**

Parents should know that their children have right to good education. Parents should assist their children in doing their homework. They should set within their families an adequate environment by stimulating instructional activities and also time related to their students to revise their lessons as they also need to be cared for regarding their special needs. Parents should interact with schools in order to know the progress of their children.

They should attend the meetings organized by schools including PTAs. Through meetings organized by schools, school authorities should educate Parents on how better they must participate in education of educational activities towards their academic performance.

**Teachers**

Teaching staff should provide adequate cooperation and communication with parents to assist their children in learning practices. The above consideration would improve the success of their children owing to the fact that the attention provided to the comments from any
contributing parties to the assistance of children are very prominent. Teaching staff can acquire modernized approaches such as phone to improve communication consequently to enhance academic performance.

5.4 Suggestion for further study

Considering the results revealed by the present study, the researcher proposed recommendations according to this research findings:

i A study on the effect of parents’ effective support on secondary school student academic performance

ii A similar study on the influence of parents’ participation in other district and other countries

iii A study on the indicators of successful interpersonal relationship between the teachers, children and the Parents

iv A study on the barriers that hinder participation of children into community should also be conducted
REFERENCES


Kimu, A. M. (2012), *Parent Involvement in Public Primary Schools in Kenya*, Unpublished (Phd), Nairobi University.


APPENDIX I. REQUEST FOR CONDUCTING EDUCATIONAL RESEARCH, RWAMAGANA

District
Rwamagana District
Kigabiro Sector
Phone number
30th June, 2018

To the Mayor of Rwamagana district

Dear Sir,

Re: Request for access to school to conduct educational research.

It is with great pleasure that I submit my letter in your district to apply for the authorization of carrying out the academic research in boarding secondary schools located in your district. The aim of this research is to examine the relationship between involvement of parent and student academic performance in boarding schools in Rwanda. In fact, I’am a student in master of education at Mount Kenya University, Kigali campus. Sampled secondary school will G.S Saint Aloys Rwamagana located in your district, and respondent will be 261 including DEO, SEOs, social affairs, head teacher, teachers, parents, and students. My research will never disrupt the smooth teaching and learning activities. I hope this research would play an important role in undertraining the concept of parent al involvement and relation to the academic performance of students and some strategies that can be undertaken to improve student performance. It will be very grateful if my request to access to this school cited above for the purpose of conducting this research will be accepted.

Yours faithfully
Icyimpaye Esperance
APPENDIX II. LETTER FOR RESPONDENT

Mount Kenya University
MED/2017/65373
Phone number: 0785553038
10th February, 2018

To DEO, SEOs, socials affairs, head teachers, teachers, parents and students

Dear respondents,

RE: Research work

My name is Icyimpaye Esperance, a master student at Mount Kenya University, Master of Education in Educational planning and management. I am currently working on my research project whose title is” Involvement of parents in secondary schools and academic performance in Rwamagana District-Rwanda. This questionnaire provides you with an opportunity to reflect on this relationship. You are requested to answer the questions as trustfully as possible. Any time you need clarification to any question being asked do not hesitate to ask the researcher.

Thank you in advance for your cooperation
Dear respondent,

I’am a student in master program of education carrying out a research on parental involvement and academic performance in secondary schools: a case study of GS St Aloys Rwamagana District, Rwanda

Please provides responses to questions and your participation will be appreciated and kept confidentially.

Thank you.

Icyimpaye Esperance
SECTION A: DEMOGRAPHIC CHARACTERISTIC FOR RESPONDENTS.

1. Gender of respondent

Use a tick (✓) to show your gender.

Male

Female

2. Marital Status

Married

Single

3. Ages of the respondents in years

15-20

20-25

25-30

31-35

36-40

Above 41

3. Academic level

a. Secondary certificate (A2 Level)

b. Diploma (A1)

c. Bachelor (A0)

d. Postgraduate

e. Other (Specify)...........
SECTION B: VOLUNTEERING ACTIVITIES OF PARENT AND STUDENT ACADEMIC PERFORMANCE

The following questions were in the table below and were ranked from one to five. The value

1 Strongly Disagree; 2=Disagree; 3=Neutral; 4=Agree; 5=Strongly Agree

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>I tell my children on the importance of education</td>
<td></td>
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<tr>
<td>I participate in varies school program</td>
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<td></td>
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<tr>
<td>I arrange proper tuition sessions for my children</td>
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<tr>
<td>I ask my children regarding the work done at school during the day</td>
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<tr>
<td>I allow my children to participate in community and faith based</td>
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<tr>
<td>I take time to know school friends of my children</td>
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<tr>
<td>I help my children to set and achieve their goals</td>
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</table>
SECTION C: INVESTIGATION THE EXTENT TO WHICH PARENT AND TEACHER COMMUNICATION INFLUENCE ACADEMIC PERFORMANCE OF STUDENTS IN SECONDARY SCHOOLS

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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</tr>
</thead>
<tbody>
<tr>
<td>I used to follow up children’s education at school and their success with teaching staff</td>
<td></td>
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<tr>
<td>I used to follow up with secondary schools related to children’s attitudes</td>
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<tr>
<td>I make follow ups on my student school attendance with teachers</td>
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<tr>
<td>I usually have the positive correlation between them and teachers</td>
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<td>I used phone teachers</td>
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<tr>
<td>I communicate with teacher about home work of my students</td>
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<tr>
<td>I communicate with teachers about the performance of my child</td>
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</tbody>
</table>
SECTION D: ASSESSMENT OF THE IMPACT OF PARTICIPATION ON DECISION MAKING ON ACADEMIC PERFORMANCE

<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>I involve in PTA committees</td>
<td></td>
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<td></td>
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<tr>
<td>I attend school meetings</td>
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<tr>
<td>I provide advice to school management</td>
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<tr>
<td>I participate in school table and business activities</td>
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<td></td>
</tr>
<tr>
<td>I share Idea with school principal</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>I participate in different activities</td>
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</tbody>
</table>
APPENDICES IV: QUESTIONNAIRES TO CHILDREN

SECTION A: DEMOGRAPHIC CHARACTERISTIC FOR RESPONDENTS.

Gender of respondent

Use a tick (✓) to show your gender,

Male

Female

Ages of the respondents in years

a. 15-20

b. 20-25

Academic level

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<tbody>
<tr>
<td>My parents tell me about the importance of education</td>
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<td>My parents participate in varies school program</td>
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<td>My parents provides adequate tuition sessions for the children</td>
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<td>My parent usually asked me question related to my studies</td>
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<td>My parent permit me to involve in community and faith based</td>
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<td>organization</td>
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<tr>
<td>My parent have a time to aware school friends to the children</td>
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<td>My parents help me to set and achieve their goals</td>
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## SECTION C: PARENT INVOLVEMENT IN VOLUNTEERING ACTIVITIES

### ACADEMIC PERFORMANCE OF STUDENTS IN SECONDARY SCHOOLS

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<tr>
<td>My parents/guardians made constant monitoring related to education advancement with teaching staff</td>
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<td>My parents made usually follow up with secondary schools about the children</td>
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<tr>
<td>My parent follow up my school attendance with teachers</td>
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<td>There is a good relationship between my parent and my school staff members and teachers</td>
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<td>My parent used phone teachers</td>
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<td>My parent communicate with teacher about home work</td>
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<tr>
<td>My parent communicate with teachers about my performance</td>
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## SECTION D: ASSESSMENT OF THE IMPACT OF PARTICIPATION ON DECISION MAKING ON ACADEMIC PERFORMANCE

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<tbody>
<tr>
<td>My parent is in PTA committees</td>
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<td>My parent attend school meetings</td>
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<td>My parent provides advice to school management</td>
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<td>My parent participates in school table and business activities</td>
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<td>My parent shares Idea with school principal</td>
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<td>My parent participates in different activities</td>
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