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Abstract

The participation of parents in the performance of their children's schooling activities play a significant role in the promotion of their school status and performance. The purpose of this paper therefore, was to establish the relationship between parents' involvement in education activities and learners academic performance in 12Year Basic Education (YBE) schools in Nyarugenge district in Rwanda. The study adopted correlation research design while questionnaire, interview guide and document analysis review were used as data collection instruments. The target population was 1343. The study used simple random and stratified sampling techniques to get the sample size of 308 respondents. The study findings revealed there is a high significant positive relationship between parents' participation in education activities at school and high score grades with 0.852. The correlation between parents' participation in education activities was 0.873 and the correlation between parent's participation in education activities at school and marks in discipline was .949 thus $P = 0.000 < 0.05$. The study recommended that government should consider developing and implementing policies that support parents' involvement in education activities. Parents should assist their children in doing their homework and 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. School principals have to cooperate with teaching staff and parents to enhance academic performance in their schools.

Keywords: *Parental involvement to education, learners' academic performance and 12 years basic education*

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1.0 Introduction

Debates about the role of parents or guardians in education of their children have become increasingly important worldwide. According to Fan and Williams (2010) showed that the role of family in education of their children is very crucial, due to the fact that it facilitates education stakeholders such as parents, teachers, school leaders and student partnerships, as it also improves the relationship between the schools and their students' families. In developed parts of the world such USA and Europe, the involvement of parents since the 1960s and 1970s has developed into a deliberate program aimed, at encouraging poor families to get involved in education of their children as they were at risk of performing poorly in academic activities as a result of their poor living conditions (Balfanz &Byrnes, 2012). The support of parents to their children promoted their performance in both academic and non-activities. A study by Erlendsdóttir (2010) suggested that the guardian is the key teachers stationed at home environment for the fundamental literacy skills acquisition of their children at the early childhood stage. Moreover, a study carried out in South Africa by Gudlaug (2010) indicated that parents who play their role in education of their children such as helping them in doing class assignment and other programs contribute to their good performance. Marphatia and Archer (2010) conducted a study in Kenya, and his study showed that parents 'interest in homework was high, with the aim of encouraging students to learn and supplement their teachers' efforts, even though their own Efforts were limited by countless variables. Similarly, parental responsibility is taken more than the responsibility of mothers and fathers.

As far as Rwanda is concerned, primary education was made free (in public and government subsidized schools) whereby the government is in charge of delivering funds to help schools to function well. This was done in order to reduce the students' dropout rate, because students from poor families could not find school fees. In this context, MINEDUC (2011) said that under the 9YBE reform, government abolished primary school fees. In fact, this system allows many students, especially those coming from poor families, to freely benefit from primary education and ordinary level of secondary education. Then after, in 2012, the system of Twelve Year Basic Education (12YBE) started. This system helped Rwandan students to continue with their studies to Advanced Level of secondary studies without paying school fees. From the above reasons, the system of EFA has given good results. This is shown by UNESCO (2010) where they say that Rwanda has achieved gender parity in primary and secondary enrolment. Although many has been done especially in making easy to access the basic education for children from poor families, the quality of education is still low and when you see the academic performance of secondary schools in Rwanda , you find that many schools are not performing well, mainly the schools under nine and twelve years' basic education program. For instance, results of the National examinations in Nyarugenge District, in the academic years 2016 shows that the schools under Nine and twelve years basic education program are performing poorly compared to other kinds of schools, meaning schools of Excellency and Privates schools.

As indicated in the education report of Nyarugenge District the following statistics show how schools performed in national examinations in academic year 2017. In public boarding schools, 100% of students were promoted, where 97 % were in the first division. In private schools on 10 % were in the first division (Ministry of Education [MINEDUC], 2018). In nine and twelve years' basic education schools, in advanced level, 74 % passed and 26 % of all the candidates were

unclassified or failed. In ordinary level, only 14 % were in the first and the second class while 78 % were in the last two classes (District Education office, 2017). There is an assumption that low Parental involvement is considered as the major cause leading to poor academic achievement among other factors. The increasing parents' participation in education should be an appropriate response to the problem that can also answer even other related causes.

Despite the policy of Education for all to facilitate access to education, students' academic performance among school students (especially those studying in 12YBE schools) is a problem since they have to leave their schools every day after class to come back the following day (Muvunyi, 2013). It is a situation which is different from the one of their fellow counterparts who study in boarding schools who remained in the management of the school but 12 YBE students are supposed to be in the hands of their parents who are mainly busy with work, business and most of the times these families have socio economic problems and they cannot afford tutors who can help students in coaching which is not the case for most private school students. This makes students management difficult after class and most of students come late to school and sometimes without completing the school's assignment and even without taking time to revise. As pointed out by Muvunyi (2013), most of community members (teachers, head teachers, parents, education partners, and students themselves) are claiming that EFA has affected the quality of education and specifically the students' academic performance. This can be measured by the school attendances, dropout rates, and behaviors in classes and mainly by the results of standardized tests. On other hand, some parents make follow up of their children at school in order to get information on how they are learning. Others do not come even when the school administrators require them to come and help in handling disciplinary or academic problems or issues. It has been found that good collaboration among education stakeholder such as teaching staff, parents and the community positively influences students' academic achievement.

1.1 Statement of the Problem

Students' academic performance over years has been a concern and a debatable subject around corridors of education stakeholder and studies have revealed the central role of parents in enhancing the pitiable students' outcome (Muhammad, 2013). If the contribution of parents in teaching and learning process is effective and healthy, it is expected that the academic performance of children would improve because parents would participate actively in education of their own learners. The low academic achievement of learners of Primary schools is frequently remarkable in Secondary Schools as found by Nzabihimana (2010). The past studies suggested that parents' participation in education activities of their children can yield better educational results (Sammons *et al.*, 2015). In addition, Agostinho (2012) say that if students do not do homework, their school performance will be lower and parental support was the key to doing homework. This has been proved by the research conducted by Ntihabose (2013), in Nyarugenge District where he had revealed that parents' contribution in teaching - learning process is high for private schools (84%) whereas it is low in Public schools (6%). It is in this context that the present study was undertaken to assess the contribution of parents on academic achievement of learners in 12YBE schools in Nyarugenge District in Rwanda.

1.2 Objective of the Paper

The objective of this paper was to establish the relationship between parents' involvement in education activities and learners' academic performance in 12YBE schools in Nyarugenge District in Rwanda.

2.0 Literature Review

2.1 Parental involvement

The attention of parents is a buzzword for various acts, such as good parenting at home, homework support, collaborating with teachers and directing schoolwork (Donkor, 2010). Participation of parents in education either at home or at school is the actual motivation of the child to learn. The attitude of the parents in promoting their children to achieve better results through the desired support promotes the attachment of the students. The involvement of parents can be considered as a motivation or facility to the studying of their children. Chowa and Osei-Akoto (2012) found that most children receive two main teachers in the spirit of their guardians and their educators. Guardians/parents are considered as the first facilitator of their children when they are young, before they reach school age or even during school. In addition to teachers, parents are still responsible for supplementing teachers' contribution to student education by developing their reading, writing, cognitive and socialization skills at home. Nonetheless, the gap which exists between parents, community, teachers and school and society is mutually exclusive, for better or for worse. With regard to the shared interest of society, all have the same objectives focusing on intellectual and social development of the child. Family, community and the school need to band together to minimize problems and maximize results.

Thus, parent involvement leads to better field performance, solving some problems and encouraging them. The level of parents' participation in education can be evaluated by the questionnaire given to learners and their educators (Anderson, 2013). This technique has been used by Chowa et al., (2012) by considering the variables such as volunteering at school, attending important school events, talking with teachers/counselors and attending PTA sessions. Similarly, Erlendsdotter (2010) in his study on the effects of parental involvement in education found that involvement of parents is considered as set of activities performed by parents either at home or at school for encouraging children to learn. On the other hand Fan and Williams (2010) considered parental involvement as when parents participate in selecting the school for their children, interaction between the school and parents/guardian, administrative authorities and communication between teachers and parents. Harrison and Hara (2010) was in agreement with this aspect and complemented by saying that parents who participate in education of their children both at home and at school motivate them to learn hence better students' academic achievement. In the voice of Goodman and Gregg (2010) students' achievements are usually limited to grades and grades points, advanced years enrollment, school attendance, and have been advanced to the next level and behavior has improved. Grave, propones that students' academic performance refers to students' ability to learn and retrieve facts and being able to communicate knowledge formally or informally (Grave, 2011).

2.2 Parents- school communication and students' academic performance

In his study, Gudlaug (2010) asserts that, parents and teachers are most influential persons in the life of a child. Ideally, Parents initiate the learning process and teachers bolster it. Durojaiye augments that it is crucial for homes to cooperate with schools and establish good monetary and social relationship with teachers. Harbison and Hanushek (2011) argued that education performance studies, especially in developing world always show that studying at home is much more relevant than at home. The effectiveness of learning at home is usually influenced by the education level of household and family socio- economic status. By examining past studies, Gudlaug (2010) found that learners' academic performance are most often determined by grades, grades of scores, promotion in next levels, school attendance, participation in school extra-curricular activities, and good behavior (Hoover, 2011). The proposed model has been encouraged and confirmed by various studies showing that proper collaboration between school administration, households and the community in general can largely impact on academic performance of students and education reform (Kimu, 2012). A large number of effective schools have made great efforts to involve parents in education of their children by maintaining contact and cooperation. The school can easily achieve educational objectives when a powerful and proper connection is established between students, parents, teachers and the community (Margaret, et al., 2011). Most of students are more academically successful if their home environment is supportive. The advantages of having a strong school-to-home relationship for students result from the establishment of trust between guardian and educator.

As pointed by Muhammad (2013), findings have shown that majority of educators wish that families should get involved in education of their kids. The hindrance is that very limited numbers of teachers can manage to help households and participate in schooling of their children. Caring for the parents- teacher collaboration is also taken as essential to maintaining team work (Harrison & Hara, 2010). However, majority of educators do not possess the required competences to effectively interact with parents (Keil & Partell, 2010). School- parents' communication is considered as the base for involving families in the process of teaching and learning. Teachers' continuous professional development should also emphasis on communication skills needed by educators (Kimu, 2012). Educators work hard to build a good relationship with parents to help students learn. Tough communication is the base for good relationship and maintaining a sense of community between school and home. In this changing world, educators need to develop and expand their capabilities to maximize successful interaction with families. Effective interaction between families and educators has a lot of advantages. As parents and teachers exchange information, students learn a lot and families and educators feel more supported. Effective interaction between families and the school positively influence students' learning.

The school community knows that effective interaction with families is a crucial element of their task. Educators are required to have information about learners' parents' background in order to assist them in learning. Families have advantages because they get to know what is going on at school and what they required to do in order to assist their children perform well in academics. Most importantly, learners get advantages from improved communication as home-school contact helps children to learn and be successful. However, communication between parents and teachers can also be difficult, especially if parents feel uncomfortable at school, do not speak official language well, or have culture which is different from that of teachers. Meanwhile, both parents

and educators have established some strategies to facilitate communication. Some parents had bad experiences as children in school. Other parents did not feel welcome by the school or the educators.

Studies conducted in the US attempted to evaluate the effectiveness of teacher-parent communication with students as a way of promoting learners' participation (Kraft & Shaun, 2011). It turned out that regular interaction, immediately increased learners' participation, increased completion rates, task behavior, and class participation. It has been found that communication between teachers and parents increased by 39% the rate of students doing their homework and reduced by 27% the number of times teachers had to divert students' attention to the task at hand. For the sixth grade students, the class participation rate increased by 51%, while communication had a small negative impact on 9th grade participation. Based on the information from teaching staff and learners, there are three main mechanisms by which communication has likely impacted on participation: tough relationship between teacher and students, greater participation of parents, and greater children motivation. Families can teach their children good behavior, positive values and characters. They can stay in touch with the school, express high expectations of the learners and support their efforts. The school communicates with parents about school programs and children's progress through effective door-to-door and door-to-door communication. An educator can call a guardian to provide information related to disruptive behavior or poor performance of a student (Lim, 2012).

2.3 Parents' participation in educational activities at school and students' performance

According to Hoover (2011) when parents participate in education activities at school, their children perform well in academic activities, improve on their behavior and develop good relationship with teachers. Schooling activities at school include the provision of teaching and learning materials, participation in parent meetings, participation in sports days, the annual academic day, parenting seminars and participation in various groups such as the PTA (PTA). Research indicated that household with high level of schooling, high income have been found to effectively participate in school activities such as school events, volunteering and school meeting in order to enrich their children learning performance. However, families with different socioeconomic background can create the same conditions for their child's education by spending their time to participate in education activities at school aiming at improving learners' achievement. Teachers pay more attention to children when they know that their parents mostly visit school (Hoover, 2011).

Therefore, it is important for parents to put school attendance events first, and this can motivate their children to focus on their studies. Households should participate in schooling of their children by joining PTAs or PTOs and helping to make decisions about their children's educational achievement. Most of education institutions have a parent teacher association or a parent teacher organization, but a very limited number of guardians are active in these organizations or associations (Lim, 2012). Normally, these groups work hand in hand with school administration to establish a flexible timetable related to school events, parents-teacher meeting, inform families about education of their children at school and assist guardians in creating a supportive learning environment for their children (Marphatia & Archer, 2010). A lot of schools have responded to the needs of working parents by holding conferences in the evenings and during the day and scheduling school events throughout the year at different times of the year (Muola, 2010). For

majority of parents, lack of time is a major obstacle to participation in school activities aiming at improving students' learning. Parents with employment often cannot attend school events during the day time. Moreover, evenings are the only time these parents spend with their learners, and they may choose to spend time with their family instead of attending school.

2.4 Parents' participation in educational activities at home and students' performance

According to Keith (2009), it is the responsibility of parents to ensure that the work given to their children is done in the right way and at the right time. Parents who review children's homework have shown a positive correlation with academic performance in some studies. Children whose parents are involved in reviewing their homework have outperformed children whose parents are not involved in reviewing homework. However, other studies have shown a negative correlation between parents reviewing their children's homework and the performance of their children (Nganizi, 2015). What parents do is more important to the children ' performance than whether they are of high or low income, whether the parents are educated or illiterate. Each school encourages partnerships that increase parents' interaction with school in promoting children's academic growth. It has been found that children who on average spend more time doing homework perform better in school and that the academic benefit increases when children go to high school (Nitecki, 2015). Good and successful tasks can help children develop healthy habits and attitudes. However, assignment can help families get information on how their children are learning at school. This can promote a lifelong love of teach (Nitecki, 2015). When learning at home, families and their children need to learn together at home, including homework and other activities and decisions associated with the curriculum. Decision making involves families as participants in school decisions, governance and advocacy by PTAs, school boards, committees and other parent organizations. Studies conducted by Education Research International in the US and Uganda show that affective support and involvement of parents seemed to be one of the strongest predictors of student achievement (Nyarko, 2011).

A study by Nyarko (2011) illustrated a high correlation between parents support at home and students' academic achievement. When parents maintain children discipline at home and support them in doing school homework their academic performance increases. This influence is mainly result from parents with authoritarian parenting style such as caring for children, helping them and maintaining a positive behavior at home. Families with authoritative parenting style have qualities that can motivate children to approach them and discuss school work and what parents want them to become in their future time. In addition, such kind of families often engage with teachers when children experience academic or behavioral problems. Parents who are always occupied can involve children in some home activities such as caring for young children, cooking food and among others. Educators may also give suggestion on how families can take time each day to talk to their learners about issues related to school. But families may consider this as hard if they do not know what is happening at school. Families and their learners can talk about recent issues together with teachers. Educators give children some activities such as reading and writing and educators can read for their children in order to promote their interest in reading. Learners should also be encouraged to read to their parents when they are at home.

When children do not have reading textbooks at home, they can borrow them from school library and use them at home with their parents (Owen & Philip, 2013). In the study by Reece, et al. (2013) guardians confirmed that they play a significant role in learning at home as regard to

studying of their kids. Those activities include supervising their kids' work and progress, discussing issues related to school with their learners, and helping with school assignment. Children normally feel comfortable when their parents assist them to become good at school subjects. Tekin (2011) conducted a study and found that 89% of respondents were in agreement that students who achieve better performance are the ones that receive help from their parents either in understanding the content learnt at school or in doing school assignment. Findings have revealed that children's academic achievement is significantly improved when their parents assist them in understanding the subject content and in doing school assignment (Venerande, 2013). The willingness to learn at school, especially secondary education, depends heavily on home environment, home-based activities and parents' motivation to provide relevant additional reading material such as textbooks and other assistance give to their learners. In addition, continuous interaction between school administration and families is very needed so as to understand how children can be helped in their learning. But there is an evidence that those interactions are the schools that initiate them (Komba, 2010).

2.5 Providing scholastic materials and meeting various costs and students' academic performance

According to Tornblad and Widell (2013), participation enables guardians to oversee school and class activities and coordinate their efforts with teachers to promote acceptable classroom behavior and to ensure that the child completes schoolwork. In Rwanda, school leaders bear the responsibility of making the budget and use it according to school strategic plan. Even if basic education is free of charge in Rwanda, schools receive money from the government, while parents have to bear various other costs, such as providing school materials to students, supporting school development projects, and the costs of boarding (MINEDUC, 2010). Usabyimababazi (2012) confirmed in their observation that parents supplement the work of schools by giving their learners with the facilities and other help required in order studying effectively. School authorities, families, and other education partners need time to provide teaching and learning facilities such as laboratories, textbooks, and equipment to motivate students and teachers to ensure good students' academic achievement. Although there are no school fees, parents still have to contribute some money to the well-being or incentives of teachers and other school initiatives. Especially in 12YBE parents are needed, student teaching materials, incentives for teachers and school uniforms. The literature available focused mainly on the impact of households income level and social factors on learners' achievement, and the results show that low-income parents have difficulty participating in the schooling of their kids and this negatively influence their performance.

It has been found that many parents cannot afford the necessary amount of money, even if they have completed a free 12-year basic education program in Rwanda, not because of the large amount but because of the low income of some families. Although the teacher's incentive is of free will, it puts some parents at risk, but some schools put pressure on parents who are ready to pay but are unable to. And some students can stay home to worry about being asked for money, and some students who are angry about the request may leave school prematurely (Niyigena, 2015). Timely provision of adequate schooling materials to students is another factor that can be important to students' academic achievement. It has been found that nearly 35% of Rwandese households withdraw their children because they were unable to provide the materials needed for the school, and 59% of secondary school students in the free education program have difficulties

having enough schooling material, and the results show that this is the case, the motivation and interests of students to learn decrease, which leads to poor performance or sometimes leads to stopping schooling (Usabyimana, 2012)

2.6 Factors Influencing Parental Involvement in Children's Education

As pointed out by Akanksha (2010), the place where families and students stay, as well as their level of earnings, work related conditions and culture related factors, affects the time available to parents, and thus their contribution. According to Kernan (2012), the degree and nature of parental involvement in early learning is linked to the social class of a family, the level of literacy, socio-economic status and psychosocial health of mothers. According to Venerande (2013), home environment influence students' academic performance. He confirmed that the way through which children are motivated and learn at home greatly depends on home environment. According to Owen and Philip (2013), learners, school and the community will have advantages from helping parents create a home environment that promotes students' development and studying. Families who are unable to meet the necessary basic needs find it harder to help their children succeed at school. Education partners and stakeholders can work hand in hand in order to give support so that parents can put emphasis on education of their children.

Their model of socialization shows six inter-related aspects of domestic environment favorable to students' learning and academic performance. Task Structure: different tasks, such as intellectual tasks, involving children at home. Authority Structure: The extent to which students take responsibility and get involved in family decisions. Authorizing, non-permissive or authoritarian education is linked to exploration and independence behavior in young and mature students. Reward Structure: The way parents value students' progress. Kernan (2012) suggests that parents are not sure how best to reward children for intellectual advancement. Grouping structure: The way guardian favors the students' collaboration with family members and colleagues. Marphatia and Archer (2010) suggests that school administration is requested to as much as possible to assist families use the peer group to provide academic services. Evaluation structure: parents participate in students' performance judgment. Real and correct reference points that are shared among stakeholders can increase students' motivation. Time structure: or the extents to which families give time to students for school work and other tasks. Families who give time to children for doing academic task and extracurricular tasks promote students learning. Well educated families are likely to participate in education of their kids at home and at school compared to families with low level of education.

According to Muhammad (2013), majority of parents with poor earnings have low self-esteem and therefore hesitate whether they have the opportunity to attend their kids' schooling both at home and at school. They often do not look smart, and most of them talk about how they did not feel well at school, that they did not learn much, and that they were academic failures. According to Muola (2010), it was revealed that guardians with high literacy level participate actively in education activities of their kids compared to parents with low level of education. Families with very limited number of children also were found easily to involve schooling of their kids both at home and at school, but families with large number of children have shown poor participation in education of their children. After Nitecki (2015), found that some of the obstacles for parents fully involvement in the education of their children include (1) poor child care, (2) working conditions which are not flexible, (3) low level of income and lack of transport facilities in order to participate

in school programs and events (4) limited confidence and language barrier, (5) parental disgrace about their own educational failure, (6) poor writing skills, (7) lack of relevant information regarding school-home co-operation (8) confusing school expectation role, (9) discomfort in higher-class settings and (10) fear that they are not able to help their kids and at school because of low level of education they have.

3.0 Research Methodology

The study employed correlation research design in order to find out the extent to which the parental involvement in education activities can be correlated with academic performance of learners in 12 years basic education in Nyarugenge district in Rwanda. The target population was 1343 respondents. The sample size was 308 obtained by the use of Yamane formula. The sample was obtained by the use of simple random and stratified sampling techniques. Questionnaire, interview guide and document analysis review were used to collect the data. The data management of this study was maintained by using SPSS version 20.

4.0 Research Findings

The study sought to establish the relationship parental involvement in education activities between learners academic performance in 12 years basic education in Nyarugenge district in Rwanda.

4.1 Extent to which parents are involved in education of their learners in 12YBE schools in Nyarugenge District – Rwanda.

The summary of the extent to which parent-school communication affect the academic performance in 12YBE schools Nyarugenge is presented in Table 1

Table 1: The extent to which parent-school communication affect the academic performance in 12YBE schools Nyarugenge

Statement	SD		D		NS		A		SA		Total	Mean	Sd
	N	%	N	%	N	%	N	%	N	%			
Parents frequently follow up on students' academic improvement with teaching staff	55	17.5	136	43.3	0	0.0	107	34.1	16	5.1	308	2.6	1.3
Parents make frequent follow ups with school about their children behavior	16	5.1	55	17.5	0	0.0	107	34.1	136	43.3	308	3.9	1.2
Parents make follow ups on their student school attendance with teachers	36	11.5	8	2.5	2	0.6	98	31.2	170	54.1	308	4.1	1.29
Parents always evidenced the best relationship between them and the school teaching staff	29	9.2	133	42.4	0	0.0	152	0.0	152	48.4	308	4.2	0.87
Parents used phone teachers	66	21.4	137	44.5	5	1.6	100	32.5	0	0.0	308	2.4	1.1
Parent communicate with teacher about home work of their students	35	11.4	74	24.0	3	1.0	105	34.1	91	29.5	308	3.4	1.4
Parents communicate with teachers about the performance of their children	33	10.7	54	17.5	5	1.6	127	41.2	89	28.9	308	3.6	1.3

According to the summary presented in Table 1, 136(43.3%), mean=2.6, Standard Deviation=1.3 agreed that parents made constant monitoring and evaluation on the academic success with teachers. This reveals that children in Nyarugenge 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 (Tope & Calkins, 2010). 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 Nyarugenge 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 in various 12YBE in Nyarugenge District, 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. This scholar recommends that parental involvement must be active and appropriate in order to stimulate high academic performance.

This second indicator measured the extent to which parental participation in education activities at school had an influence on academic performance in 12YBE in Nyarugenge District. The aim looked at parental participation in educational activities at school and enquired from the parents whether they participated in educational activities at school.

Table 2: Parental participation in educational activities at school and students' academic performance

Statement	SD		D		UC		A		SA		Total	Mean	SD
	N	%	N	%	N	%	N	%	N	%			
Parents regularly pay school fees for their children	16	5.2	78	25.3	3	1.0	108	35.1	103	33.4	308	2.3	1.3
Parents usually provide school feeding for their children at school	32	10.4	49	15.9	3	1.0	97	31.5	127	41.2	308	2.5	1.5
Parents usually attend school meeting	81	15.3	53	17.5	4	1.3	55	19.9	115	37.5	308	2.7	1.3
Parents regularly visit their children at school	36	11.7	34	11.0	3	1.0	78	25.3	157	51.0	308	3.9	1.3

According to the study findings depicted in Table 2, 108(35.5%), mean=2.3, sd=1.3 agreed that parents regularly pay school fees for their children. This reveals that children in Nyarugenge district still face a problem of missing classes since parents delay to pay as revealed by the study. According to Owen and Philip (2013) quality of parents -teacher interaction in paying school fees can improve academic performance. 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 127(41.2%), mean=2.5 with sd 1.5 strongly agree that parents usually provide school feeding for their children at school. 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 from the present study contended that 115 (37.5%) of respondents, mean=2.7 with an sd 1.3 strongly agree that parents usually attended school meetings and conferences. The results reveal that parents attendance to school functions impacts positively on academic performance of school children (Grolnick, 2014). The information in the above table 4.6 reveals that 157(51.0%) of all respondents, mean=3.9 with an sd 1.3 strongly agreed that children in Nyarugenge District are visited regularly by their parents at school. Therefore, parents should be encouraged to visit their children so as to fully get involved in their academic performance. This third indicator assessed the extent to which parental participation in education activities at home had an influence on academic performance in 12YBE in Nyarugenge District. The study sought to find out from secondary schools students whether there were rules at home at their home governing their bed time, study time and television watching among others.

Table 3: Parental participation in education activities at home and students' academic performance

Statement	SD		D		UC		A		SA		Total	Mean	Sd
	N	%	N	%	N	%	N	%	N	%			
There is a room set by the parents for home study	15	4.8	16	5.1	4	1.3	70	22.3	209	66.6	308	4.4	1.07
At home there is a time set for watching TV	24	7.6	29	9.2	4	1.3	31	9.9	226	72.0	308	4.29	1.30
Parents are literate enough to assist me in studies	31	9.9	55	17.5	31	9.9	114	36.3	83	26.4	308	3.5	1.31
I'm are encouraged by my parents to work hard for better exam results	24	7.6	38	12.1	4	1.3	114	36.3	134	42.7	308	3.9	1.27

Based on the results presented in Table 3, 209(66.6%), mean=4.4, SD=1.07 strongly agreed that there is a room set by parents for their children's home study. According to a study conducted by Tornblad and Widell (2013) refers parents are literate enough to assist me in studies as moderate levels of parents all support. The study further sought the parents' opinion on the home study environment. Further, the researcher investigated where else, apart from the study room, children used to do their studies. Findings show that 226 (72.0%), mean=4.29, SD=1.30 strongly agreed that at home there is a time set for watching TV. It was certain that 114 (36.3%), mean=3.5 and Standard Deviation=1.31 strongly agree that parents are literate enough to assist to assist their children in studies and finally. Watching TV impacts positively on academic performance of school children. However, watching TV by children should be controlled to allow time for home study. Children who did not watch TV were denied opportunity for language development hence poor academic performance. Children who spend less time watching television and more time on school-related activities, shows a positive relationship with academic achievement (Keil &Partell (2010). Furthermore, 114(36.3%), mean= 3.9 and SD=1.27 strongly agree that children are encouraged by their parents to work hard for better exam results. According to Topper and Calkins (2010), parents who set high expectations for their children's learning, encourage persistence and curiosity can help their children develop an intrinsic motivation hence improve academic performance. The four indicator investigated the extent to which the provision of scholastic materials affect student academic performance in 12BE in Nyarugenge District.

Table 4: The extent to which the provision of scholastic materials influence academic performance in 12YBE schools Nyarugenge

Statement	SD		D		NS		A		SA		Total	Mean	SD
	N	%	N	%	N	%	N	%	N	%			
My parents buy me enough notebooks	65	21.8	35	11.4	10	3.2	54	17.5	142	46.1	308	3.5	1.6
My parents buy me enough supplementary textbooks	93	30.2	31	10.1	4	1.3	86	27.9	94	30.6	308	3.1	1.6
I have a geometrical set for mathematics	60	19.5	66	21.4	4	1.3	67	21.8	111	36.0	308	2.6	1.6
We form groups in class and we share few textbooks	0	0.0	29	9.2	0	0.0	133	42.4	152	48.4	308	4.2	0.8
My parents pay tuition fees for extra. coaching and study tours	81	15.3	53	17.5	4	1.3	55	19.9	115	37.5	308	2.7	1.3

According to the study findings presented in Table 4, 142(46.1%), mean=3.5, Standard Deviation=1.6 strongly agreed that parents buy me enough notebooks. Findings show that 93(30.2%), mean=3.1, Standard Deviation=1.6 agree that parents buy me enough supplementary textbooks. It was certain that 111(30.6), mean=2.6 and standard deviation=1.6 strongly agree that they have a geometrical set for mathematics. Furthermore, 152(45.8%), mean= 4.2 and Standard Deviation=0.8 strongly agree they form groups in class and we share few textbooks. Findings show that 115(37.5%) respondents with mean=1.3 and standard deviation 1.3 strongly agree that my parents pay tuition fees for extra. coaching and study tours.

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 Assessing the level of learners’ academic achievement in 12YBE schools in Nyarugenge District in Rwanda

The summary of satisfaction of timely completion of assignment and home work is depicted in Table 5

Table 5: Satisfaction of timely completion of assignment and home work

Performance in homework	Frequency	Percent
Yes	291	94.5
No	17	5.5
Total	308	100.0

The study results in Table 5 shows that, 291 (94.5%) were satisfied with the performance in homework while the remaining 17 (5.5%) were not. This response was both from teachers and students and clearly shows high level of satisfaction with homework performance. This study did not contradict, the report of the Ministry of Education [MINEDUC], 2018), where in public boarding schools, 100% of students were promoted, where 97 % were in the first division. In private schools on 10 % were in the first division. Table 4.9 shows the average scores on homework, test grades and National examination grades for S6 in the three years.

Table 6: Frequency of assignment and homework’s given to students

Answers	Frequency	Percent
Everyday	215	69.8
Once a week	53	17.1
Never	39	12.6
Total	308	100.0

According to the results in Table 6, 215(69.8%) gave or received homework every day, 53(17.1%) did it once a week and 39(12.6%) never gave it at all. The majority response therefore shows that homework was given on a daily basis. The student is relevant since, Despite the policy of Education for all to facilitate access to education, students’ academic performance among school

students is a problem since they have to leave their schools every day after class to come back the following day (Muvunyi, 2013); a situation which is different from the one of their fellow counterparts who study in boarding schools who remained in the management of the school but 12 YBE students are supposed to be in the hands of their parents who are mainly busy with work, business and most of the times these families have socio economic problems and they can't afford tutors who can help students in coaching which is not the case for most private school students.

Table 7: Scores of Students in Homework, tests and National exams

Year	Test Grade	Assignment/homework	Activeness in Class	Average	Trend
2015	86.727	86.715	69.932	81.1246667	1.500333
2016	85.818	86.252	75.805	82.625	3.007
2017	86.46	86.58	83.856	85.632	-1.252
2018	86.673	86.086	80.381	84.38	-0.94
Average	86.419	86.408	77.493	83.44	

The summary in Table 7 shows that in 2015, average test grade for the six schools was 86.7, homework was 69.9% and at national level it was 86.7%. In 2014 homework was performed poorly as compared to the other assessments. In 2015 test grade scores declined to 85.8%, homework increased to 75.8% and national exams remained at 86%. In 2016 test grades increased to 86.5%, homework increased to 84% while national exams remained at 86%. In 2017 national exams did not change, test grades too remained the same while homework declined to 80.4%. On analyzing the trend, from 2014 to 2015, the general performance increased by 1.5% then declined continuously from 2016 and 2017. The study founding concur with the research of Muhammad (2013), findings have shown that majority of educators wish that families should get involved in education of their kids. The hindrance is that very limited numbers of teachers can manage to help households and participate in schooling of their children.

Table 8 Average of student academic performance per school from 2015 to 2019

School	Candidates	Winners of 12YBE certificate per school	Academic performance
GS APACE	160	16	10.0
GS IFC	348	55	15.8
GS Cyahafi	560	88	15.8
GS St Famille	168	56	33.4
Gs Scolaire Butamwa,	256	68	26.5
Gs Kivugiza	164	48	29.3

According to Table 8: shows academic performance of students in selected schools of Nyarugenge district from 2015 to 2019, the average percentage of performance are 10.0% in GS APACE 15.8.2 in GS IFC; 15.8% GS Cyahafi; GS St Famille realized 33.4%; Gs Scolaire Butamwa 26.5% and finally realized 30.3% of the performance. In conclusion, it was realized that Gs Kivugiza achieve the low level of performance above 29.3%, unfortunately, the remaining schools had poor performance. The study concurs with the findings of a study conducted in the US attempted to evaluate the effectiveness of teacher-parent communication with students as a way of promoting

learners' participation (Kraft & Shaun, 2011). It turned out that regular interaction, immediately increased learners' participation, increased completion rates, task behavior, and class participation. It has been found that communication between teachers and parents increased by 39% the rate of students doing their homework and reduced by 27% the number of times teachers had to divert students' attention to the task at hand.

4.3 Relationship between parents' involvement in education and learners' academic achievement in 12YBE schools in Nyarugenge District in Rwanda

By using SPSS version, the relationship between parents' involvement in education activities and learners was computed. The study results on the correlations between each element of involvement of parents and learners' academic achievement in 12YBE schools in Nyarugenge District - Rwanda is presented in Table 9

Table 9: Correlations between each element of involvement of parents and learners' academic achievement in 12YBE schools in Nyarugenge District - Rwanda

		Performance in Tests	Assignment and homework	Students' activeness in class	Performance in national examination
Parents-school communication	Pearson Correlation	.843**	.871**	.957**	.176**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	308	308	308	308
Parents participation in education activities at school	Pearson Correlation	.852**	.873**	.949**	.325**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	308	308	308	308
Parents participation in education activities at home	Pearson Correlation	.962**	.934**	.863**	.751**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	308	308	308	308
Providing scholastic materials	Pearson Correlation	.827**	.843**	.934**	.864**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	308	308	308	308

According to the results in Table 9, the correlation between parents-school communication and performance in Tests produced Pearson correlation coefficient $r = 0.843$ between parents participation in education activities at school and assignment and homework. It was 0.871 between parent's participation in education activities at home and 957 between parent's participation in education activities at home and students' activeness in class. This shows that the relationships were all positive and statistically significant. Each of these elements significantly increase academic performance of the students when they are improved. Furthermore, the study findings evidenced that the correlation between parents participation in education activities at school on one hand and high score grades on the other hand was 0.852**, the correlation between parents participation in education activities at school was 873** and the correlation between parents participation in education activities at school and marks in discipline was .949**. Moreover,

parents participation in education activities at home is correlated with high score grades .962**, it has a significant relationship with promotion at .934** and with marks obtained in discipline was at .863**. Results indicate a correlation between providing scholastic materials and high score grades was .827**, it was .843** between providing scholastic materials while it was .934** between providing scholastic materials and performance in national examination.

The results reveal that academic performance of children is communicated to the parents through report card or report books. It is through report cards that parents can tell the academic performance of their children. Once a parents looks at the performance of the child him or she, may decide to call or write to the teacher (Tornblad & Widell, 2013). During course of the study, it was made to identify the level of children in Nyarugenge District whose their parents visit them at school regularly. The above table indicates that 134(42.7%) respondents, mean=3.9 with a sd of 1.27 strongly agreed that the parents communicate with teachers on the regular follow up for children's academic performance. According to (Venerande,2013), when a regular follow is ensured on the academic performance, the student improves and motivation improves. Therefore parents should raise their children's academic performance by regularly following up on their studies at school and even back at home.

5.0 Summary of findings and Conclusion

The relationship between parents' involvement and students' academic performance in 12YBE was established by correlating each of the parental participation constructs like parents- school communication, parent's participation in education activities at school, parent's participation in education activities at home, and providing scholastic materials and students' academic performance. It was found that there is a statistical significant high positive relationship between parents' involvement and students' academic performance in 12YBE in Nyarugenge district.

6.0 Recommendations

The following recommendations are made;

1. Government should consider developing and implementing policies that support parents' involvement in education activities. The collaborative efforts enhance children learning.
2. Parents should assist their children in doing their homework and 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.
3. 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.

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