



**CHILDREN PSYCHOLOGICAL DEVELOPMENT AND ACADEMIC
PERFORMANCE OF RAFIKI INTERNATIONAL SCHOOL BUGESERA DISTRICT,
RWANDA**

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ABSTRACT

Child psychological development effect has become a global problem that needs to be tackled if children are to be given the right to education and freedom. Early exposure to adverse early childhood experiences including physical, sexual, and emotional; neglect; violence; household dysfunction; parental substance abusers or mental illness; and an absent parent are strong predictors of poor academic performance. The main objective of this study was assessing the effects of children psychological development on children academic performance in Rafiki international school in Nyamata District of Rwanda. The specific objectives are; to establish the effects of cognitive development, social emotional development and personality development on children's academic performance in Rafiki international school. The study will be significant to the policy makers as a reference on the necessity of curbing the menace of child abuse in parenting related to child psychological development; it will be benefit to all children who go to school from different families who are under different psychological threats. The study adopted a descriptive research design. The target population (91) respondents for this study comprised teachers and caregivers. Sample sizes are 74 respondents and were selected from population. To arrive to the findings, the researcher used structured questionnaires. Data was analyzed and interpreted using descriptive statistics (mean and standard deviation), inferential regression correlation, presented in the frequency tables. The major findings were personality development and emotional development had moderate positive relationship ($r=0.437$ $p=0.000$ and $r=0.484$, $p=0.00$) respectively while cognitive development had weak negative association ($r=-0.350$ $p=0.00$) with academic performance school of pupils. The study concluded that cognitive development affect academic performance and therefore social mental and enthusiastic

advancements are critical to development in youth. Emotional developments are important to growth in early childhood. The emotional developments are associated with the ability to communicate with others in the classroom (teachers and peers) and outside of school. The study recommends that Rafiki international school look at effects of cognitive development on children psychological development as it will help in providing some quite beneficial information to help the board in understanding this relationship cognitive development and children psychological development which will improve academic performance level of pupils in the school. Last recommendation is that Rafiki international should construct learning environments that take into consideration pupils' individual differences and strengths. Personality assessment may be a useful tool in effectively guiding and counseling pupils throughout their academic pursuit. Information on the personality of each pupil in school could be used to direct pupils towards disciplines.

Introduction

Child Psychological development is a psychological, passionate, scholarly, and social capacities and working throughout a typical life expectancy, from outset through advanced age. It is the topic of the discipline known as formative brain research. Youngster brain science was the customary focal point of examination, yet since the mid-twentieth century much has been found out with regards to outset and adulthood also (Blum & Libbey, 2013). One of the major formative time frames is the change from youth to formal training, which can be especially difficult because of intellectual capacities, learning setting, and different individual encounters. In this period, scholastic accomplishment applies an enormous effect on self-idea, inspiration, and ingenuity of kids. The kids' achievement in instructive settings is a variable of specific factors like the capacity to manage theoretical and conceptual issues and basic reasoning (Jin, 2017).

There is developing interest in deciding the elements intriguing Scholarly Execution. Numerous discoveries recorded the impact of social and context oriented variables. The financial status is one of the variables that can by implication influence the instructive accomplishment of youngsters (Mike, 2014). Educating and learning in schools have solid social, enthusiastic, and scholastic parts. Understudies normally don't learn alone yet rather in a joint effort with their educators, in the organization of their friends, and with the consolation of their families. Feelings can work with or hinder kids' scholarly commitment, hardworking attitude, responsibility, and

extreme school achievement. Since connections and passionate cycles influence how and what we realize, schools and families should adequately address these parts of the instructive interaction to help all understudies (Mark, 2017).

A vital test for 21st-century schools includes serving socially different understudies with shifted capacities and inspirations for picking up (Learning First Partnership, 2011). Sadly, numerous understudies need social-enthusiastic skills and become less associated with school as they progress from rudimentary to center to secondary school, and this absence of association contrarily influences their scholastic presentation, conduct, and wellbeing (Libbey, 2009).

In a public example of 148,189 6th to twelfth graders, just 29%–45% of overruled understudies revealed that they had social abilities like compassion, dynamic, and compromise abilities, and just 29% demonstrated that their school gave a mindful, empowering climate. By secondary school as numerous as 40%–60% of understudies become constantly withdrawn from school (Klem and Connell, 2014). Besides, roughly 30% of secondary school understudies take part in different high-hazard practices (e.g., substance use, sex, brutality, discouragement, endeavored self-destruction) that meddle with school execution and risk their potential for life achievement (Dryfoos, 2017; Eaton *et al.*, 2018).

Youngsters brought up in a group of single parent or in a non-organic family generally need social help and habitually experience private portability and medical conditions. These variables in the end changes into intellectual challenges and conduct issues. It is in this manner fundamental that parent social prosperity be acutely noticed thinking about its significance as far as a family's monetary achievement, accomplishment of kids in schools and their future lives. A few examinations uncover that one's adolescence nurturing has huge and enduring consequences for his/her wellbeing and prosperity (Adams, 2012).

An extraordinary number of students at Rafiki international school are influenced by misfortune and injury every year. The passing of a parent, kin, dear companion or educator isn't

unprecedented and can influence the wellbeing and day by day capacity of children and teenagers throughout a drawn out timeframe. Likewise, separate, savagery, provocation and other emergency circumstances can have both a psychological and actual cost. 46% of pupils at Rafiki international school experience loss of a parent, sibling, 19% experience divorce of parents, 16% experience violence, 15% experience physical change of his/her body, while 4% experience bullying those traumatic events faced by pupils may delay their psychological development. The effect of injury and misfortune on kids and youths has been shown not exclusively to have the ability to initiate post-horrible pressure problem (PTSD), however uneasiness issues and gloom also. While the mental results are all around portrayed, the missing is to examine the instructive outcomes of injury. Corresponding to the decrease in the capacity to work adequately in work found in grown-ups following injury (Odenbring, 2019).

To modify the behavior or to bring about some change in the behavior it is necessary to study the science of behavior thus, education and psychology are logically related (Bransford, 2009). what is missing is to examine teachers knowledge on children development stages. Children from burdened foundations could as now be a long time behind their more monetarily advantaged peers. Mediations in the early years can possibly balance these patterns and give little children more freedom and better results as far as admittance to training, nature of learning, actual development and wellbeing are efficiency (ICAI, 2012). what is missing is the effect of poverty on children's moral development. It is sensible to expect that understudies' presentation in school will be influenced, both in regards to achievement and non-appearance (Hanushek, 2017). The missing is to examine the impacts of kids mental advancement to scholarly execution in grade to gain from early periods till now. The current written works showed that the connections among instructors and understudies can influence understudies' mental turn of events, learning results and also characters.

Research methodology

The aim of the study was to determine the effect of psychological development on academic performance of Rafiki International School Bugesera District, Rwanda. This research used the descriptive and explanatory research method design, a descriptive study helped researcher to identify all details of picture of phenomenon or event, and provides the enough information about the issues in Rafiki International School, while explanatory study enabled researcher to define well the dependent and independent variables relationship in Rafiki International School

Study population and procedure of the study

The study took place at Rafiki international School in Bugesera District ,the study is comprised of the 42caregivers and 32 teachers of Rafiki international school in Nyamata District, Rwanda.. Primary data were collected from the caregiver, teachers using questionnaires. The study employed quantitative of data collection using self-administered questionnaires. The poll was semi organized. The questionnaire had three parts which asked the respondents about their socio-demographic characteristics, education level and factors associated with psychological development and academic performance. The surveys had open and shut finished things joined by a rundown of potential choices from which the respondents selected the appropriate response that they have addressed their reactions.

Data analysis

The gathered information was cleaned and factors were re-coded into an expressive investigation by SPSS adaptation 21. The strategy which was utilized is illustrative insights utilizing factual bundle for sociology (SPSS 21) and Microsoft Excel. The aftereffects of this review were introduced in recurrence tables and graphs. Graphic insights were utilized to give a reasonable image of foundation factors like age, sex and different factors in all around organized survey. A p Values <0.05 were viewed as genuinely critical in all cases. The information were dissected

and deciphered in the pattern of the goals of this review. Expressive insights assisted a scientist with summing up an example, instead of utilization information to find out with regards to populace that the straightforward of information is thought to address, it helped additionally to set brief illustrative coefficients than sums up a given informational collection that addresses either the whole populace. Information was examined and deciphered utilizing illustrative measurements (mean and standard deviation), inferential relapse connection, introduced in the recurrence tables. Analysis of Variance (ANOVA) were additionally be utilized to break down information. Gathered information was summed up and introduced in type of rates, extents, tables, account. A multivariate regression analysis was used to determine the relationship between the dependent and the independent variables.

Results

The presentation and interpretation of research findings are done based on research objectives.

Table1 Response rate

Respondents	Frequency	Percent
		%
Questionnaire returned	70	95
Questionnaire not returned	4	5
Total	74	100

Source: Primary data, (2022)

The study targeted 74 respondents whereby, 70 questionnaires were returned from teachers and caregivers this translated to response rate of 95%. Teachers and caregivers mainly responded to the cognitive, personality and emotional development effect on academic performance of pupils at Rafiki international school in Bugesera district of eastern province in Rwanda. This

contributed to respond the overall objective of the study which was to assess the children psychological development and academic performance in primary school of Rwanda.

Demographic characteristic of Respondents

This section indicates demographic characteristic of respondents in terms of gender, age and education level. This section details more about their demographic characteristics.

Gender of Respondents

Research findings regarding the gender of respondents differ from one person to another. The information collected at Rafiki international school is presented in table 4.2below

Table2 Gender of respondents

Respondents	Frequency	Percent
		%
Male	33	45
Female	37	50
Total	70	95

Source: Primary data, (2022)

Table 2 shows that among 70 respondents at Rafiki international school 45% of them are males and they are slightly less than females 50%. Since this was a purposive sampling, the research intended to evenly balance gender. The general observation of researcher with basis of research findings is that male respondents were less than female in Rafiki international school.

Age of respondents

The information collected at Rafiki international school regarding age groups of participants in this research. Table 3 summarizes the information about the age groups of participants as follows.

Table 3 Age of respondents

Age bracket	Frequency	Percent %
below 25 years	8	11
26-35 years	41	56
36-45 years	21	28
Total	70	95

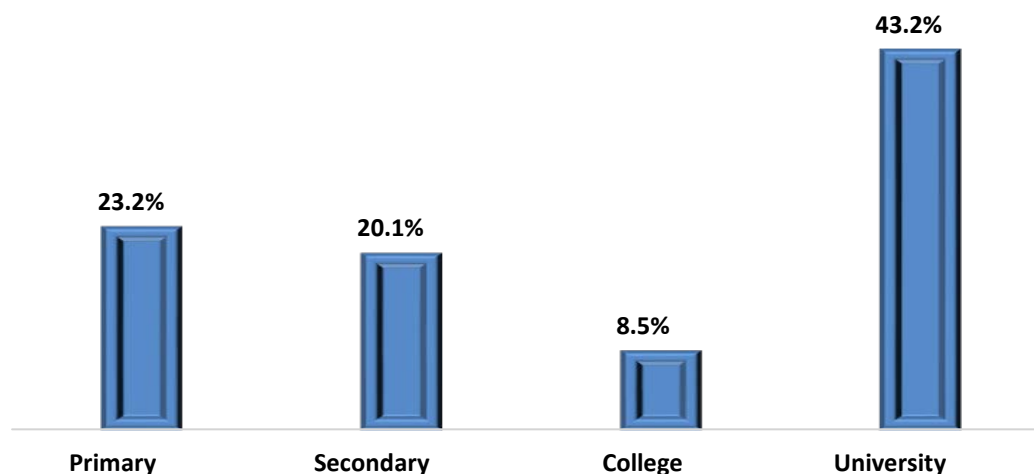
Source: Primary data, (2022)

The table 3 above shows that 56% are aged between 26 to 35 years old, 28% of participants was aged between 36 to 45 years whereas only 11% are aged below 25 years old. The general observation of researcher with basis of research findings is that that most of care givers and teachers at Rafiki international school are aged between 26-35 years.

Education level of caregivers and teachers

The education of respondents was seen as important aspect of assessing the extent to which the assessed respondent's children psychological development on academic performance in primary school students of Rafiki international school in Bugesera District of Rwanda. Research findings regarding the Education level of caregivers and teachers. The information collected is summarized in figure 1 summarizes the information about the age groups of participants in this research.

Figure 1. Education level of respondents



Source: Primary data, (2022)

The graph above shows that, among 70 participants of our research; 43.2% were university graduate, 8.5% went to college school, 20.1% graduated from secondary school while 23.2% completed only primary education. The disparity in education was expected since some were teachers at Rafiki international school (who had high education) and others were parents who on the other hand had low education level.

Presentation of Research Findings from Teacher and caregivers

The results about the effects of children psychological development on academic performance of Rafiki international school in Bugesera District of Rwanda is presented with basis of research objectives.

To establish the effects of cognitive development on academic performance of Rafiki international school

On evaluate the role of effects of cognitive development on academic performance of Rafiki international school. The information pertaining this research objective was collected through

questionnaire where research participants contributed in answering the questions provided to them. The Likert-type scale was used to rate their responses on a 5– point scale ranging from 5 = Strongly Agree to 1 = Strongly Disagree Therefore the information .The results about effects of cognitive development on academic performance of Rafiki international collected is presented in the following table 4.4 below

Table 4 Effects of cognitive development on academic performance of Rafiki international

STATEMENTS	SA	A	N	D	SD	Mean	SD
Family size affects a child's cognitive development.	60%	14%	14%	0%	7%	4.1	1.3
Family position affect a child's cognitive development	18%	57%	11%	8%	1%	3.7	0.94
There is less widespread recognition of the severe traumas that children can face from cognitive development	8%	28%	57%	1%	1%	3.3	0.8
Homelessness, domestic violence, death of parents (mother or father) or relatives, parental drug abuse, neglect and physical or sexual abuse are common traumas that affect children 's cognitive development	78%	7%	3%	2%	5%	4.4	1.3
The game that children are engaged in to develop their memory affect their cognitive development	80%	8%	0%	2%	5%	4.5	1.2
Children's Players which involve reasoning affect their cognitive	79%	10%	0%	3%	3%	4.5	1.2
Communication between children and their parents affect their cognitive development	1%	34%	56%	4%	0%	3.3	0.7
Overall Mean						3.97	1.06

Source: Primary Data (2022)

The result in the table 4 shows that 60% of respondents strongly agreed, 14% agreed 14% neither agreed nor disagreed while 7% strongly disagreed that family size affect a child's cognitive development with mean 4.1 with Standard Deviation 1.3. On statement that Family position affect a child's cognitive development 18% of respondents strongly agreed, 57% agreed 11%

neither agreed nor disagreed 8% disagreed while 1% strongly disagreed with mean 3.7 and Standard Deviation 0.94.

On statement that there is less widespread recognition of the severe traumas that children can face from cognitive development 8% of respondents strongly agreed, 28% agreed 57% neither agreed nor disagreed 1% disagreed while 1% strongly disagreed with mean 3.3 with Standard Deviation 0.8 On the statement that homelessness, domestic violence, death of parents (mother or father) or relatives, parental drug abuse, neglect and physical or sexual abuse are common traumas that affect children 's cognitive development 78% strongly agreed, 7% agreed 3% neither agreed nor disagreed 2% disagreed while 5% strongly disagreed with mean 4.4 with Standard Deviation 1.3.

On the statement that the game that children are engaged in to develop their memory affect their cognitive development 80% strongly agreed, 8% agreed, 2% disagreed while 3% strongly disagreed with mean 4.5 with Standard Deviation 1.2. On the statement that children's Players which involve reasoning affect their cognitive 79% strongly agreed, 10% agreed, 3% disagreed while 3% strongly disagreed with mean 4.5 with Standard Deviation 1.2. On the statement that communication between children and their parents affect their cognitive development 1% strongly agree, 34% agreed 56% neither agreed nor did disagreed while 4% s disagree with mean 3.3 with Standard Deviation 0.7

To determine the effects of Emotional development of academic performance of Rafiki international school

On evaluate the role of effects of Emotional development on academic performance of Rafiki international school. The information pertaining this research objective was collected through questionnaire where research participants contributed in answering the questions provided to them. The information from Likert-type scale was used to rate their responses on a 5– point scale ranging from 5 = Strongly Agree to 1 = Strongly Disagree Therefore the information. The results

about effects of emotional development on academic performance of Rafiki international collected is presented in the following table 5 below.

Table 5 Effects of Emotional development on academic performance of Rafiki international

STATEMENTS	SA	A	N	D	SD	Mean	SD
Child abuse affect child psychological development leads them to setting low academic targets	83%	5%	0%	3%	4%	4.5	1.3
social-emotional competencies affects academic performance,	26%	60%	1%	5%	3%	3.8	0.9
physically abused children may become aggressive towards other children and even their teachers and own parents or significant others	27%	43%	18%	7%	0%	3.9	0.9
children are more likely to engage in positive behavior when they grow in class	5%	70%	15%	4%	1%	3.7	0.7
Relations with teachers increase children's positive outcomes and help them to develop cognitive skills	12%	50%	31%	2%	0%	3.6	07
positive teacher-child relationships improve children's psychosocial abilities	0%	61%	31%	1%	2%	3.5	0.7
Interacting with children peers in classroom activities supports emotional development	3%	36%	53%	3%	0%	3.3	0.7
School environment affect children's emotional development	21%	50%	18%	0%	6	3.7	1.2
Overall Mean						3.75	0.688

Primary Data (2022)

The result in the table 5 shows that 83% of respondents strongly agreed, 5% agreed, 2% disagreed while 4% that Child abuse affect child psychological development leads them to setting low academic targets with mean 4.5 with Standard Deviation 1.3. On the statement that

the social-emotional competencies affects academic performance 26% strongly agreed, 60% agreed, 1% neither disagree nor agree, 5% disagreed while 3% strongly disagreed with mean 3.8 with Standard Deviation. On the statement that physically abused children may become aggressive towards other children and even their teachers and own parents or significant others 27% of respondents strongly agreed, 43% agreed, 18% neither agreed nor disagreed, 7% disagreed with mean 3.9 with Standard Deviation 0.9. On the statement that children are more likely to engage in positive behavior when they grow in class 5% of respondents strongly agreed, 70% agreed 15% neither agreed nor disagreed, 4% disagreed while 1% strongly disagree with mean 3.6 with Standard Deviation 0.7. On the statement that Relations with teachers increase children's positive outcomes and help them to develop cognitive skills 12% of respondents strongly agreed, 50% agreed, 31% neither agreed nor disagreed while 2% disagreed with mean 3.6 with Standard Deviation 0.7.

On the statement that positive teacher-child relationships improve children's psychosocial abilities 61% of respondents agreed 31% neither agreed nor did disagreed 1% disagree while 2% strongly agreed with mean 3.5 with Standard Deviation 0.7. On the statement that Interacting with children peers in classroom activities supports emotional development 3% of respondents strongly agreed, 36% agreed 53% neither agreed nor disagreed 3% disagreed with mean 3.3 with Standard Deviation 0.7. On the statement that School environment affect children's emotional development 21% of respondents strongly agreed, 50% agreed while 18% neither agreed nor disagreed 6% strongly disagreed with mean 3.7 with Standard Deviation 0.7

To assess the effects of personality development on academic performance of Rafiki international school

On evaluate the role of effects of personality development on academic performance of Rafiki international school. The information pertaining this research objective was collected through questionnaire where research participants contributed in answering the questions provided to

them. The information from Likert-type scale was used to rate their responses on a 5– point scale ranging from 5 = Strongly Agree to 1 = Strongly Disagree Therefore the information. The results about effects of personality development on academic performance in Rafiki international collected is presented in the following table 6 below.

Table 6 effects of personality development on academic performance of Rafiki international

STATEMENTS	SA	A	N	D	SD	Mean	SD
Cognitive ability impacts personality development	70%	12%	10%	2%	1%	4.4	1.1
Social environment can indirectly affect the educational achievement and personality development of children.	40%	48%	0%	5%	2%	4.1	1.0
Genetic factors of parent affect a child's personality development.	44%	42%	3%	2%	4%	4.1	1.1
Social environment (preschool and kindergarten) supports children's personality.	43%	34%	12%	3%	3%	4.0	1.1
Age of the child influence his personality development.	12%	64%	16%	1%	2%	3.8	0.8
Boys consistently develop personality quicker than girls.	19%	22%	8%	10%	36%	2.7	1.6
Overall Mean						3.85	1.3

Source: Primary Data (2022)

The result in the table 6 shows that 70% of respondents strongly agreed, 12% agreed while 10% neither disagreed nor agreed 2% disagreed while 1% strongly disagreed that Cognitive ability impacts personality development with mean 4.5 with Standard Deviation 1.1. On the statement that the Social environment can indirectly affect the educational achievement and personality development of children 40% strongly agreed, 48% agreed 5% disagreed while 2% strongly disagreed with mean 4.1 with standard deviation.

On the statement that the genetic factors of parent affect a child's personality development 44% strongly agreed, 42% agreed 3% neither disagreed nor agree 2% disagreed while 4% strongly disagreed with mean 4.1 with Standard Deviation 1.1. On statement that Social environment

(preschool and kindergarten) supports children's personality 43% strongly agreed, 34% agreed 12% neither disagreed nor agree, 3% disagreed while 3% strongly disagreed with mean 4.0 with Standard Deviation 1.1. On statement that Age of the child influence his personality development 12% strongly agreed, 64% agreed 16% neither disagreed nor agreed 1% disagreed while 2% strongly disagreed with mean 3.8 with Standard Deviation 0.8. On statement that boys consistently do not develop personality quicker than girls 19% strongly agreed, 22% agreed 8% disagreed nor agreed 10% disagreed while 36% strongly disagreed with mean 2.7 with Standard Deviation 1.6.

Academic performance as an outcome of children psychological development

On evaluate the academic performance of Rafiki international school. The information pertaining this research objective was collected through questionnaire where research participants contributed in answering the questions provided to them. The information from Likert-type scale was used to rate their responses on a 5– point scale ranging from 5 = Strongly Agree to 1 = Strongly Disagree Therefore the information. The results about on academic performance in Rafiki international collected is presented in the following table 4.7 below

Table 7 Academic performance as an outcome of children psychological development

STATEMENTS	S A	A	N	D	SD	Mean	SD
Psychological development affect the mean score of the students in schools	78%	7%	3%	0%	7%	4.4	1.2
Transition rate is influenced by children psychological development	16%	6%	1%	6%	0%	3.8	0.8
Children who are well disciplined tend to perform well in class.	70%	5%	5%	11%	4%	4.4	1.1
Children attendance affects academic performance.	43%	34%	4%	12%	2%	4.0	1.1

Source: Primary Data (2022)

The result in the table 7 shows that 78% strongly agreed, 7% agreed 3% neither agreed nor disagreed while 7% strongly disagreed that Psychological development affect the mean score of the students in schools with mean 4.1 with Standard Deviation. On the statement that transition rate is influenced by children psychological development 16% strongly agreed, 61% agreed 12% neither disagreed nor agree while 6% disagreed with mean 4.1 with Standard Deviation1.1

On the statement that Children who are well disciplined tend to perform well in class 70% strongly agreed, 5% agreed 5% neither disagreed nor agree 11% disagreed while 4% strongly disagreed with mean 4.4 with Standard Deviation1.1. On the statement that Children attendance affect academic performance 43% strongly agreed, 34% agreed 4% neither disagreed nor agree 12% disagreed while 2% strongly disagreed with mean 4.0 with Standard Deviation1.1

Inferential Statistic

Correlation analysis

The analysis of the findings in this research constituted descriptive and inferential statistics. Correlation analysis is one of the inferential statistics that the study conducted. Correlation analysis involves determining the degree and direction of association between two variables. This study conducted correlation between the effects of children psychological development on academic performance of Rafiki international school in Bugesera. It gives the Pearson's coefficient value (correlation test) and the significance value (measuring significance of the association). In this study, the Pearson r statistic is used to calculate bivariate correlations Values between 0 and 0.3 (0 and -0.3) indicate no correlation (variables not associated), 0.3 and 0.5 (-0.3 and -0.5) a weak positive (negative) linear association, Values between 0.5 and 0.7 (-0.5 and -0.7) indicate a moderate positive (negative) linear association and Values between 0.7 and 1.0 (-0.7 and -1.0) indicate a strong positive (negative) linear association. The significance of the relationship is tested at 95% level with a 2-tailed test where a statistically significant correlation is indicated by a probability value of less than 0.025

Table 8: Correlation analysis of psychological development on academic performance

		Performance in primary school students	Cognitive developmen t	Social emotional developmen t	Personality development
Performance in primary school students	Correlation Coefficient	1			
	Sig. (2- tailed)	.			
	N	70			
Cognitive development	Correlation Coefficient	-.350**	1		
	Sig. (2- tailed)	.003	.		
	N	70	70		
Social emotional development	Correlation Coefficient	.437**	-.128	1	
	Sig. (2- tailed)	.000	.283	.	
	N	70	70	70	
Personality development	Correlation Coefficient	.484**	-.007	.847**	1
	Sig. (2- tailed)	.000	.952	.000	.
	N	70	70	70	70

Source: Primary data (2022)

The correlation between Personality development, Social emotional development and Performance in primary school students was moderate positive ($r=0.437$ $p=0.000$ and $r=0.484$, $p=0.00$) respectively. Cognitive development had negative weak association ($r=-0.350$ $p=0.00$) with Performance in primary school students respectively.

Regression analysis

This study assesses to evaluate the effects of children psychological development on academic performance of Rafiki international school in Bugesera District of Rwanda. In a more summarized way, reports OLS results for study as follows:

Table 9 Model Summary

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.916 ^a	.765	.757	.266

A) Predictors: (Constant), cognitive development, social emotional development and personality development

Source: Primary data (2022)

Adjusted R squared is coefficient of determination which tells us the variation in the dependent variable due to changes in the independent variable. From the findings in the above table, the value of adjusted R squared was 0.765, an indication that there was variation of 76.5% on the cognitive development, social emotional development and personality development at 95% confidence interval. This shows that 76.5% changes performance of Rafiki international school in Bugesera District of Rwanda could be accounted cognitive development, social emotional development and personality development. R is the correlation coefficient which shows the relationship between the study variables. The findings show that there was a strong positive relationship between the study variables as shown by 0.816.

Table 10. ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	28.751	3	5.750	81.539	.000 ^b
1	Residual	14.457	69	.071		
	Total	43.208	70			

a. Dependent Variable: performance of Rafiki international school in Bugesera District of Rwanda

Predictors: (Constant), cognitive development, social emotional development and personality development

Source: Primary data (2022)

From the ANOVA statistics in table above, the processed data, which is the population parameters, had a significance level of 0.05 which shows that the data is ideal for making a conclusion on the population's parameter as the value of significance (p-value) is less than 5%. The model between performances in primary school students of Rafiki international school in Bugesera District of Rwanda. Shows that model was significant since the p-value was less than 0.05 without the interaction term, $F(4, 78) = 81.539$, $p < .0018$. The significance value was less than 0.05 and indication that the model was statistically significant

Table 11: Multiple Regression Analysis

	Beta	Std. Error	t-Stats	Sig.
(Constant)	4.076	0.233	1.213	0.001
Cognitive development	0.605	0.038	5.310	0.002
Emotional development	0.582	0.026	6.416	0.004
Personality development	0.483	0.027	3.923	0.000

Dependent Variable: Performance of Rafiki international school in Bugesera

Source: Primary data (2022)

Therefore, the equations used within the study in two variables, the researcher used regression

model being illustrated as; $y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \varepsilon$

Where: performance of Rafiki international school = $4.076 + 0.605$ cognitive development + 0.582 social emotional development + 0.483 Personality development.

From the above regression equation it was revealed that cognitive development, social emotional development and personality development are holding to a constant zero : Performance of Rafiki international school in Bugesera would stand at 4.076, a unit increase cognitive development would lead to increase in : Performance of Rafiki international school in Bugesera

by a factor of 0.605, unit increase in social emotional development would lead to increase in Performance of Rafiki international school in Bugesera by a factor of 0.582 , a unit increase in Personality development would lead to increase in Performance of Rafiki international school in Bugesera by a factor of 0.483 .

Results

Objective one of this study is to examine the effects of cognitive development on academic performance of Rafiki international school. The result from descriptive statistics analysis in table 4.3.1 showed that most of the respondents neither agreed nor disagreed that communication between children and their parents affect their cognitive development with mean 3.3 with Standard Deviation 0.7. A majority with mean of 4.5 and standard deviation of 1.2 strongly agreed that children's Players which involve reasoning affect their cognitive. A majority with mean of 4.5 and standard deviation 1.2 also strongly agreed that the game that children are engaged in to develop their memory affect their cognitive development. In general the respondents agreed that cognitive development affect academic performance with overall mean Of 3.97. Regression statistics analysis showed that there was a weak negative relationship between cognitive development dependent and academic performance independent variables, which imply that with the improvement of cognitive development, academic performance would be improved.

Objective two of this study is to determine the effects of emotional development on academic performance in Rafiki international school. In general, the result from descriptive statistics analysis in table 4.3.2 showed most of the respondents neither agreed nor disagreed that

Interacting with children peers in classroom activities supports emotional development with mean 3.3 with Standard Deviation 0.7. A majority with mean of 4.5 and standard deviation of 1.3 agreed that Child abuse affect child psychological development leads them to setting low academic targets .In general The respondents agreed that emotional development affect academic performance with overall mean Of 3.75. Regression statistics analysis showed that there was a moderate positive relationship between emotional development dependent and academic performance independent variables, which imply that with the improvement of emotional development, academic performance would be improved

Objective three of this study is to assess the effects of personality development on academic performance of Rafiki international school. In general, the result from descriptive statistics analysis in table 4.3.3 showed that most of the respondents disagreed that boys consistently do not develop personality quicker than with mean 2.7 with Standard Deviation 1.6. A majority with mean of 4.1 and standard deviation of 1.1 agreed that Cognitive ability impacts personality development. In general the respondents agreed that personality development affect academic performance with overall mean Of 3.85. Regression statistics analysis showed that there was a moderate positive relationship between personality development dependent and academic performance independent variables, which imply that with the improvement of personality development, academic performance would be improved.

Conclusions

The study aimed looking at effects of children psychological development on academic performance of Rafiki international school in Bugesera District of Rwanda. From the findings it can be concluded that cognitive development affect academic performance and therefore social mental and enthusiastic advancements are critical to development in children. Development of

children cognitively, plays a greater participation and influence to student school performance. children accumulate knowledge and skills through processing various individual perceptions and beliefs that help to build the common understanding related to the needs of societal norms. Children's mind growth is associated the development of an individual basic memory process which encloses various daily activities done and experience gained. Children accumulate knowledge and skills through processing various individual perceptions and beliefs that help to build the common understanding related to the needs of societal norms.

Emotional developments are important to growth in early childhood. The social and emotional skills are associated with the ability to communicate with others in the classroom (teachers and peers) and outside of school. Social and emotional skills influence how children interact with others, how they deal with their emotions, and how they react to the events that happen around them. Social and emotional skills are correlated with the ability to properly express emotions such as happiness, sadness, nervousness, and anger; these skills also help children determine how to act when they are feeling one of these emotions. In addition, children can learn about their own feelings and identities by practicing social and emotional skills with their peers and teachers social and emotional competence as the use of acceptable behavior to socialize with others and to foster positive interaction. Many teachers are keen to regularly support their students' development of social and emotional skills. When teachers focus on support, they increase children's positive outcomes and help them to develop cognitive skills. Negative communication between peers impacts children's emotional, social, and behavioral skills. Mahdi (2015) mentioned that many scholars have shown the teacher-child relationship to affect all children in the classroom equally. Children can have different experiences when interacting with the same teacher in the same classroom. Children with problematic behaviors are likely to experience developmental difficulties, both in childhood and in adulthood. Early-childhood teacher are responsible for supporting children and developing their social, emotional, and cognitive

competence; thus, teachers must understand their students' characteristics and use various activities to help them become healthy adolescents.

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