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# THE PERCEPTION OF PARENT INVOLVEMENT IN TEACHING AND LEARNING ON STUDENTS' ACADEMIC PERFORMANCE. CASE OF O-LEVEL STUDENTS IN TUMBA SECTOR, HUYE DISTRICT.

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## ABSTRACT

*The study sought to determine the perception of parental involvement in teaching and learning activities on students' academic performance. A case of Huye district, in Tumba sector, the selected school were Ecole Regina Pacis, G.S.Cyarwa, G.S<sup>Ste</sup> RITA MUSANGE. The population size was 70. The data were collected by using questionnaires, interview guided, observation and documentation. Data were processed and analyzed using software called SPSS. Descriptive statics such as frequencies and percentage were used to describe data. The study has shown that there is significant and positive relationship between parental involvement and student academic performance. The provision of learning facilities, encouragement, rewarding, setting guidelines and discipline control improve students 'academic performance. The study revealed again that parent –teacher face to face conversation impacts positively student academic performance. Moreover, the study indicated that using communication notebook and phones are the best desirable modes of communication between parent and teacher and impacts positively as students problems are identified and handled timely, this was reported by a percentage of 73.3%. However, the study confirmed that parent' an involvement in school*

*functions and budget allocation has positive effect on students academic performance as discipline is enhanced, and absenteeism reduced and this was ranked by a percentage of 57.1%, . In addition to this collaboration with the school and community member has significant impact on student academic performance and school development.*

**Keywords:** *Parents involvement, teaching and learning, students' academic performance.*

## 1. I NTRODUCTI ON

Education is the best legacy that a country must give to its citizens and development of any nation depends largely on the quality of such a nation. (Garner, 2004; Garfield & Brimley, 2002; Akanle, 2007). Researchers showed that parents contribute a lot in education and academic performance of their children. 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. The support of parents to their children promoted their performance in both academic and non academic activities. Gudlaug, (2010) argued that parents who play their roles in education of their children such as helping them in doing class assignment and other programs contribute to their good performance Parent involvement increases students' academic achievement and self-esteem (Erdogan & Demirkasimoglu, 2010; Desimone, 1999) while decreasing absenteeism and behavioral problems

(Epstein & Sheldon, 2002a; Epstein & Sheldon, 2002b; Michael, Dittus, & Epstein, 2007; Sezer & Isgör, 2010; Sezer, 2016). There is a significant shortage of parent participation at the secondary level that may negatively be affecting children's academic progress and high school completion (Epstein, 1987; Wandersman et al., 2002). Children whose parents do not participate in their schooling do not benefit as well academically and socially as those children whose parents do participate (Christenson, 1995; Epstein, 1987; Epstein & Dauber, 1991; Powell, 1989; USDE, 2005).

As education of children is shared responsibility of schools, families and local communities, lack of positive relationships between school staff and families can have negative effects on children's learning outcomes. Parent-school partnerships in many Rwandan schools are not yet sufficiently developed to ensure children meet the learning goals set in the curriculum. Many barriers to effective collaboration stem from a lack of understanding around the impact parents and communities can have when they

truly engage with children in ways that support their learning and development. As an academician having experience in teaching and learning activities in secondary schools, I have observed some gaps between parents and school partnerships. The study was guided by the following specific objectives namely:

1. To investigate the contribution of parenting on students' academic performance.
2. To examine the benefits of communicating between parent-teacher, school-and home on student academic performance.
3. To find out effects of parents volunteering in school activities on students academic performance.
4. To analyze relationship between collaboration with the community and student academic performance.

## 2. LITERATURE REVIEW

### *2.1 Relationship between parenting and students' academic performance.*

Researchers discovered the presence of positive link between parental involvement and academic achievement; according to Henderson & Mapp. (2002) parents play a crucial role both at home and at school, they facilitate higher accomplishment of children in dialect and arithmetic. Henderson & Mapp(2002) argued that parental involvement in education reduce dropout and promote discipline , good behavior among the students and better grades in school

tests. Parents are the first teacher and play a crucial role in education and live of their children. Bronfenbrenner (1979) argued that students 'academic achievement was influenced by their life outside the school and pointed out importance of parent involvement in teaching and learning of their children. In fact, parents 'words, behaviors and beliefs have great impact on development of their children. (Hedenbro& Rydelius, 2019;Lamb et al.; 2002).

According to Nevski&Siibak, 2016; Pineda et al.; 2018) found that involving parents in education of their children will also help parents to understand their children and teachers better to improve their instruction.

Various Researchers like (Hedenbro & Ryedelius, 2019; Langevine, 2020; Silinskas&Kikas, 2019) found that parent involvement in education of their children has the following benefit:

- ❖ Can promote children social-emotional development
- ❖ Improve student achievement
- ❖ Promote better grades, test scores and school attendance
- ❖ Facilitates parent to increase their interaction and discussion with their children and they are very sensitive to social, emotional and intellectual development needs at school and at home.

- ❖ Providing opportunities for teachers and parents to boost mutual respect and understanding like attending school meetings, supporting school events, talking to teachers or volunteering at school.

## ***2.2 Communicating and student academic performance***

According to ( OEC,2012b), communication refers to open discussion between parents and children on academic and non academic matters as well as a clear display of parents' interest in a child's general and academic wellbeing.

According to Desforges and Abouchaar,(2003), communication between parents and school helps parents to collect relevant information and to keep well informed about the children progress and to support their learning.

According to (Kaptich et al., 2019), good communication between parents and teachers has a lot of advantages on students academic performance, according to them , when parents and teachers share information , children learn more and both parents and teachers feel more supported.

According to case study conducted by Mahuro and Hungu (2016) on parental participation in Iganga and Mayuge district in Uganda showed that parental involvement such as providing conducive environment at home, checking student's progress record and school visits

increased students numeracy and literacy significantly.

According to the research conducted by Abuya et al( 2014) revealed that parent participation by engaging and creating an open communication with children improved significantly their learning outcomes, children feel more aspired in education , developed open communication and were able to make critical thinking.

## ***2.3 Volunteering and students academic performance.***

According to Comer (1995), Parents should be involved in school activities through school development program such as attending parent – teacher conferences, participating in school event such as parent teacher association (PTA), meetings and communication between parents and school personnel.

According to (Hughes et al., 2013), parents work as volunteers in home school communication, phone contacts, parents teacher conferences, homework assistance, home tutoring and home education environment.

Education practitioners and policy makers accept the importance of parental involvement at home and at school, it was reported that student academic achievement is positively related to having parents who enforce rules at home and make follow up in school to enhance their children academic success. (Kimaro, 2015).

#### **2.4 Community collaboration and students**

**academic performance** A school community is a learning environment where teamwork is prevalent; diversity is incorporated and individual care about, trust and respects each other. Community members share a vision for the future of the school, a common sense of purpose and common set of values.(Nisbet & Spaulding, 2009). Community collaboration has the following advantages on student's achievement: It provides continuity of services across the day and year, easing school transitions and promoting improved attendance in after school programs;

It facilitates access to a range of learning opportunities and developmental supports, providing opportunities for students and teachers alike to experiment with new approaches to teaching and learning;

It facilitate information sharing about specific students to best support individual learning; and

It provides family members with alternative entry points into the school day to support their student's learning. (Nisbet & Spaulding, 2009).

#### **2.4 Challenges impeding parents involvement in education**

Different studies revealed that parental involvement contributed tremendously on children education (Lamb et al., 2002), despite of this, researchers discovered some challenges acting as barriers to PI , Hornby& Blackwell,(2018) found that feeling unwelcome in school, lack of interest , lack of time of working with parents and teacher attitude were

main challenges to parent involvement in education of their children. According to Chan (1995), argued that parental involvement requires teamwork, cooperation and collaboration between schools and parents, therefore if teachers consider parents less valued, teachers would rarely design school activities or homework that can involve parents. Hence parents will not have opportunities to participate in their children education.

Parents 'attitude is another challenge to involvement in education of their children, if they do not understand their roles and contribution to their children education, they will be a disconnection between home and school, if they are not aware of what happens in their children classroom, they will lose a capacity of judging school performance and development level of their children (Liu et al., 2020).

The research conducted by (Liu et al., 2020) indicated that lack of time for parents is also another challenge preventing parents to be involved fully in education of their kids. Nowadays both mother and father are employed and lack time to communicate and to share information between the school and home, sometimes parents do not have time to discuss with teachers, to help their children to do homework, and some parents do not have time to attend school meeting, activities and this affect negatively to the children academic performance.

## 2.5 Strategies for enhancing parent involvement in education

### 2.5.1 Changing teacher's attitude

According to (Liu et al., 2020), they proposed strategies enhancing teachers and parents cooperation in education of their kids. First teachers must know that parents can provide full support in education of their children and school leaders should support parental involvement by designing a lecture, seminar or awareness campaign in which topic related to parental involvement is prepared. According to them, teachers are requested to do the following:

- ❖ Teachers can involve parents in the decision making process
- ❖ Teachers together with school leaders can organize a short parent-teacher on a weekly or monthly basis
- ❖ Teachers work together with the parents and to discover parents 'concerns and expectations about their children.

### 2.5.2 Changing parents 'attitude

As indicated by various researchers, parents play crucial role in education of their children, but some parents do not know their roles in education of their kids. So if they really realize their important role on social, emotional and intellectual development of their kids, they will attend school activities willingly and interact with teachers regularly. (Liu et al., 2020)proposed the following strategies to involve fully parents in teaching and learning activities.

- ❖ Parents should be encouraged to participate in a school conference with school leader and during discussion in this meeting; the significance of parental involvement in education should be shared.
- ❖ Instructors can plan activities which make parents to fully participate and this builds a bond between parents and school.

### 2.5.3 Time

Time is limited for both teachers and parents especially those who are employed; sometimes they lack time to assist their kids and to be involved in school activities. Yanhui Liu et al., (2020) proposed the following strategies:

- ❖ Teachers can establish a family contact list, making phone calls and sending email to parents.
- ❖ Teachers can provide parents materials and activities that can be done at home. According to Olibie (2014), having a parental involvement component in the home enhanced the curriculum at school. The more parents are involved at home, the more likely the child will succeed.
- ❖ Teachers can use technology to share information, they can create website for sharing the information with parents, and hence they can control their own time and be free to share when they have a free moment.

### 3. METHODOLOGY

#### 3.1 Research design

According to Leedy and Omrod (2001), research design is a careful set of plans developed by a researcher in order to provide criteria and specification of the research. Therefore Suri (2011) extend the meaning of research design by saying that research design describes the nature and pattern used during field research. The researcher used both qualitative (in words description) and quantitative (in number description). The researcher used also questionnaires and interview to collect qualitative and quantitative data on the impact of parent's involvements in teaching and learning process on student' academic performance. After collecting data, the researcher analyzed data by using excel and SPSS in order to present the findings. The research presented findings by using tables and charts showing frequencies and percentages.

#### 3.2 Study population

According to KomboTromp (2006) stated that study population is group of individuals, objects or items from which samples were taken for measurement, it is an entire group of persons or elements that have at least one thing in common. Therefore in this research, the study population was the secondary school having ordinary level and located in Tumba sector of Huye District.

Tumba sector has 3 secondary school such as G.S. Regina Pacis de Tumba, G.S Musange and

G.S. Cyarwa. Respondents were the O-Level students of those 3 secondary schools of Tumba Sector, their teachers and Head teachers.

#### 3.3 Data analysis

The data gathered through the above stated methods was presented in conjunction with available literature. All collected primary data were analyzed using SPSS version 16.0, which will help the researcher to analyze data, compile appropriate tables, graphs and examine relationships among variables (Babbie,Mouton,Vorster &prozesky,2001:583). Once all the necessary data captured and evaluated the results were presented, discussed and recommendations were drawn up.

#### 3.4 Ethical consideration

In order to make sure that ethics is practiced in this researcher, the researcher was asked permission to the Mayor of Huye district to conduct research in G.S Cyarwa, G.S.Musange and G.S. Regina Pacis. The researcher explained questionnaire to the respondents and ensure them to keep confidentially information that they provided. The researcher always acknowledged the author quote in this study through citations and referencing. However, in this study, the researcher considered the research values of voluntary participation, anonymity by asking respondents not to write their names on the questionnaires. The researcher protected respondents from any possible harm that can arise from participating in the study.

## 4. FINDINGS

This chapter presents the findings, interpretation and discussion according to the objectives and research questions that guided the study. The main purpose of study was to assess the effects of parents' involvements in teaching and learning activities on performance of O-level students in Tumba Sector, Huye district. The study wants to respond to research questions in light of analysis of data.

### **4.1 The contribution of parenting on students' academic performance.**

The findings indicated that parents contribute in education of their children by providing uniforms and notebooks and this was responded at percentage of 58.6% and followed by paying tuition fees and this was reported at percentage of 48.6%. The findings indicated that parents also contribute a lot in education of their children by providing advice and guidelines to their children and this was reported at percentage of 48.6%, the findings also parents contribute in education of their children through setting study rules at home and this was reported at percentage of 45.7%.

### **4.2 The benefits of communicating between parent-teacher, school-and home on student academic performance.**

The study indicated that parent –teacher face to face conversation is the most desirable system of communication that may improve not only

students' performance but also students attitudes, discipline and attendance rate and was confirmed at percentage of 73.3%, the respondents agreed that using communication notebook and phones was the most desirable modes of communication for both parents and school, this was confirmed at percentage of 66.7%.

### **4.3 Effects of parents volunteering in school activities on students academic performance**

The study indicated that parental involvement in school functions may increase student academic performance and this was responded at percentage of 57.1%, parents' participation in elaboration of school policies should also improve academic achievement and this was agreed at percentage of 55.7%. Respondents reported that involving parents in school activities increase students' success as parents enhance follow up, ownership, students discipline is maintained and dropout rate is reduced. Several school meetings with parents, mobilization of parents by using local authorities, sending message through churches are the best ways to involve parents in teaching and learning activities. They report again that preparation of PTA should be enhanced, organizing community works and sport activities at school.

### **4.4 Relationship between collaboration with the community and student academic performance**



The last objective of this study was to analyze relationship between collaboration with the community and student academic performance. The finding indicated that building trusting collaborative relationships among teachers, families and community improves student academic performance, it was confirmed at percentage of 61.4%. The findings revealed that some benefits of working with the community is that student discipline is maintained, indiscipline cases are handled and support was given where necessary for both side. The findings indicated that the school should organized community work and sport activities in order to increase awareness of school activities and program to the community.

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