

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.
1	Regression	28.751	3	5.750	81.539	.000 ^b
	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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