



***Title: Parental Involvement And Learner's Academic Performance In Nine Years Basic Education. Case Of Mukamira And Jenda Sectors In Nyabihu District, Rwanda. 2014/2019***

***Author: NIYOTWIRINGIRA Martin & SIKUBWABO Cyprien***

***Abstract***

This study was designed to investigate the relationship between parental involvement and learner's academic performance in nine years basic of education in Rwanda. It focuses on the following specific objectives: To examine the relationship between parental financial support on learners' academic performance in Jenda and Mukamira sectors, To explore the relationship between parental academic support on learners' academic performance in Jenda and Mukamira Sectors, To establish the relationship between parental support in discipline management on learners' academic performance in Jenda and Mukamira Sectors, To determine the relationship between parental support in school decision making process on learners' academic performance in Jenda and Mukamira Sector. During the work of presenting, analyzing and interpreting data. The researcher used descriptive research design and also quantitative and qualitative approaches. Qualitative approach was used to analyse quantitative data while qualitative approach used to analyze qualitative data from interview. The Study used 223 as the target population and 147 the sample size. Data were collected using structured questions with 5-point Likert scales and an interview guide together with records. Quantitative data were analyzed using frequencies, percentages, standard deviation, means, and correlation analysis while qualitative data were analyzed using themes that helped in analyzing qualitative data. The finding from study concluded that there positive significant relationship between parental involvement and learners' academic performance in Rwanda. SPSS and Themes were used to calculate the correlation analysis of the study. Finally, the study indicated that there is positive significant relationship between each variable as follows: parental financial support, parental academic support, parental support in discipline management and parental support in decision making process all have a significant relationship with learners' academic performance in Rwanda; finally, the study concluded that there positive significant relationship between parental involvement and learners' academic performance. The study recommended people who have a strong connection with education sector: Government should train school and sector administrative staffs to involve

parents in decision making process because it has discovered that some schools do not engage parents, teachers and other Stakeholders including government. Government and other educational stakeholders should work together to monitor if schools are giving parents time to express their opinions on how education of their children can be done and conducted.

## INTRODUCTION

Access, quality, inclusive, equitable education and the promotion of lifelong learning opportunity for all is the 4<sup>th</sup> SDGSs that all countries of the world are aiming to achieve by 2030 (2015, Agenda for SDGS). Due to the process of Globalization, Education has been identified as the primary need within this process as it gives the insights, strengthens people's personality, inculcates moral values and most importantly increases the knowledge and enriches skills which are crucial for human capital development of the 21<sup>st</sup> century and in future. (World Bank educational report, February 2018) in addition to this, Education is the most significant asset in the competition world whereby competent and qualified people are needed at the local, regional and international market. Battle and Lewis (2002) indicated that in this period of technological and globalization reforms, education is given too much consideration in every human development arena. Generally, it is the Foundational stone for human capital development.

Education helps in the allocation of human personnel in different occupational positions; it allocates people by sharpening their skills and the development of their own talents (William&Vimal, 1967). Comments from many researchers and scholars showed that the blame from the poor performance has been linked with the insufficient attention of the learners, school staffs and parents. Home is the first school for learners where they acquire the attitudes and values of the society before they quit their homes to formal type of education. Luxurious and conducive atmosphere at home together with adequate learning materials play a significant role in intellectual capacity towards good performance of the children. Parents should play an important role in their learner's academic performance through for instance providing the learning materials such as television, videotapes, novel books and newspapers. Motivating children in their studies, helping them to set and realize their visions and goals, guiding children in their

home works, creating strong ties with teachers and school staff, monitoring on a daily basis children's absenteeism as well as visiting children at school to monitor the learning progress in collaboration with the teachers and school staff (Berger,1991) Parents as partners in education , New York: Macmillan.)

In most developed countries like Finland, USA and Canada, parents 'involvement in the development of education have a positive impact on the students' academic performance (Miller-Grand Vaux & Yoder, 2002). In Finland, parents and other educational stakeholders contribute in their children's education by providing daily diet for children at school, participating in health services which are needed at school, as well as playing a role in guidance and psychological counseling and access to a broader array of mental health and other services for their students. Their participation reflects a great commitment to the well-being of all children (Finland, 2010. Gamerman (2008) indicated that in the United States of America education system is undergoing a systemic perceptual Change as a result of parents and community dissatisfaction with individual learners 'achievement in the education arena. In education, most systematic transformation involved stakeholders that are critical to achieving the desired change (Watson &Regolith, 2008)

However, parents with higher level of education have higher rate of commitment and involvement in their children's education. 87% of parents with bachelor's degree and other levels of education were full committed and participated in their children's education globally in 2016 while 54% of parents with less than a high school degree was involved in their children's education in 2018. UNICEF, 2018. This shows the illiteracy implication as a main global challenge that is hindering parental involvement. Other factors affecting the lack of parental involvement worldwide include but not limited to time constraints for many parents, shortage of enough resources, Government and school administration's policies that are not favorable for parents as well as lack of interests for some parents (LaBahn,1995).

In an African perspective, parental involvement on students' academic performance differ from one country to another; Pre-colonial education of Africa was therefore in form of apprenticeship, a form of informal education, where children and or other family members of each household mostly learned from the elders of their local community and tribes. In most cases, family

members learned more than one skill from their dairy life but this teaching was community based.

In Malawi, Mali and Ethiopia parents and the community contribute highly in education of their children, they often have a great initiative of helping their children to achieve more academically by performing various role like fundraising, often through communal field and agriculture activities, providing the housing facilities to the teachers, participating in school building, providing different materials, giving to the teachers a plot of land for farming, providing transport means to the administrative and teaching staff, paying the school furniture, providing the sports equipment, participation in teachers feeding program, buying the students school supplies, they also recruit teachers when those who are paid by government are not enough, pay teachers for additional tutoring activity after class, monitor the teachers and learner's academic activities. (Odonkor, 2000).

However, in an African perspective, the aspect of parental involvement in education is still currently questionable due to different implications and dynamics that have been debatable by many researchers and scholars across the whole continent. According to Singh, Mbokodi and Msila (2004) one of the challenge that hinders effective parental involvement in Africa is the low income of parents which requires parents to be involved in many jobs and tends not to spend enough time at home helping children with their school work. UNICEF (2016) outlined other factors associated with lack of parental involvement in sub-Saharan Africa such as parent's illiteracy, poverty, poor integration of parents within the school environment, culture implications, beliefs, as well as regional differences.

In the Rwandan perspective, the Government of Rwanda through the ministry of Education encourages parents to full participate and contributes largely in their children' education. Educational officials from different levels are also encouraged and accountable for creating a conducive environment that favors the full participation as well as partnership between parents and the school administration. This is in line of achieving Access and quality education which is an important agenda in the Rwanda's vision 2050. Which is to transform the country into the Knowledge based economy (Uwamariya, 2017?)

However, there is still a huge gap in terms of parental involvement in Rwanda due to various factors. Large numbers of parents especially in rural areas are still experiencing issues related to

low level of understanding their importance in their children's education. In addition to that few parents can hold school leaders and teachers accountable for the student's performance. (BLF, SGACs handouts 2019). Other factors include but not limited to the parent's mindsets, low income, school environment which is not favorable for parents as well as time constraints for parents due to their daily works. Basing on the national examination results of 2015- 2019 and the school reports, Nyabihu district has been ranked among the poor performing districts in terms of student's performance MINEDUC ranking 2018. one would wonder if it is due to the use of unqualified and inexperienced teachers while others mention that it is the result of poor motivation of the teachers such as little salaries which is even come irregularly while others say that the school do not have the support from parents but this issue is not only in Nyabihu district but also across other districts of Rwanda.

All of those aforementioned problems that are in education sector continue to prompt a great number of the researchers to analyze the cause of poor academic performance in Rwandan 9YBE. This is also what motivates the researcher to conduct a research about the contribution of parents in enhancing the student's academic performance in 9YBE in Nyabihu district focusing in JENDA and MUKAMIRA sectors as case studies.

### **Statement of the Problem.**

Researches show that effective parental involvement and their contribution at home and school accounts **80%** of student's academic performance. While the responsibilities of the school accounts **20%** (Odongo, Aloka & Raburu 2016), parental involvement has the following main important outcomes: reduction of school absenteeism and reduction of school dropout. Learners whose parents participate actively in their education tends to have high grades and appreciable test scores , Parent's involvement in learners academic performance should be done through giving Basic parenting to their children while they are at home after class, participating in home learning facilitation by guiding children in homework activities, Participation in school decision making process through School General Assembly (SGACs) , Parents teachers association (PTA) and express their views and Feedback on school improvement and effective learning , volunteering in school activities like participating in school public events organized by the school, Communication with school staffs and teachers about student's progress and gaps. (REB

& MINEDUC, 2019). In Nyabihu District particularly, the current statistics shows low attendance rate in primary and secondary schools which is below 50%. 28, 3% children aged 3 years and above in Nyabihu district are not in schools. Only 55% of children have primary education, 11, 2% have secondary education while 1.1% attended university. The percentage of the youth who have never gone to school varies from one sector to another, the highest record is in Muringa 31,2% and Rurembo 24% sectors whereas the lowest recorded is Mukamira (10,2%), Kabatwa (10,4%) and Jenda (11,6%). ((NISR, 2012), According to the school leaders of GS MUKAMIRA and GS REGA ADEPR, since 2014- 2019, for instance the number of parents who usually visits their children at school is still low, close to (25- 30%) from 2016-2018 in GS MUKAMIRA (Head teacher portfolios attendance, (2016, 2017) the number of parents who attended SGACs meeting in 2017 was 45% at GS REGA. This indicates an existing huge gap in terms of parental involvement in Nyabihu district and if it is not well addressed will always lead to problems of poor quality education at all levels. However, parental involvement and learners' academic performance in nine years basic of education, has not been systematically investigated and documented, especially in Nyabihu District. Thus this research intends to clarify everything related to the parent's involvement and learner's academic performance. It will be helpful to the policy makers, government of Rwanda, educational stakeholders, NGOs, and parents to come up with possible solutions of mitigating this problem.

## **Objectives of the study**

The main objective of this research is to investigate the relationship between parental involvement and learner's academic performance in nine years basic of education in Rwanda.

The specific objectives of this research were to:

1. To examine the relationship between parental financial support on learners' academic performance in Jenda and Mukamira sectors
2. To explore the relationship between parental academic support on learners' academic performance in Jenda and Mukamira Sectors.
3. To establish the relationship between parental support in discipline management on learners' academic performance in Jenda and Mukamira Sectors

4. To determine the relationship between parental support in school decision making process on learners' academic performance in Jenda and Mukamira Sector.

## **Research questions**

This research will answer the following questions:

1. What is the relationship between parental financial support and learners' academic performance in Jenda and Mukamira sectors?
2. To what extent does the relationship between parental academic supports affects learners' academic performance in Jenda and Mukamira Sectors?
3. How the relationship between parental supports in discipline management affects learners' academic performance in Jenda and Mukamira Sectors?
4. What is the relationship between parental support in school decision making process and learners' academic performance in Jenda and Mukamira Sectors?

## **LITERATURE REVIEW**

### **Parental financial support on learner's academic performance**

Financial implications play a very big role in enhancing learner's academic achievement. Currently students from well living families attend their studies in excellent schools and also have the chance of going abroad to continue their studies where they think there is high quality education. On another hand when parents are not responsible for financing education of their children, children's education tend to be compromised hence failures in their academic success. Financial support includes various aspects such as paying school fees, paying extra- courses, buying school materials, paying trips, transports etc. All of this depends on socioeconomic status of the family. This shows a very big relationship between financial support and learner's academic performance.

Some researchers like Buchman (2002) indicated that socio economic status distinguish children academically; students from advantaged families seem to perform better than those from

disadvantaged families. Bourdieu & Richardson (1986) indicates that parents can use money generated from different things to pay for school fees, buying equipment, sending children in seminars or conferences. One can use money to build a strong social status (Lareau, 2011).

Children from poor and marginalized families due to poor economic means, their performance in academic performance tend to be low and compromised (Crosnoe & Cooper, 2010). They are also other children from poor families who are supported by Non-Governmental Organizations (NGOs), local community, humanitarian agencies who perform better than those from advantaged family, other side you can find some students who have all financial support but their performance is always unappreciable as long as their parents are not monitoring other things. Hence, we cannot ignore that financial means is important but it has to go hand in hand with other intervening elements parental involvement inclusive.

### **Parental academic support on learners' academic performance**

In the developed countries parents are the main facilitators and guiders in teaching and learning process. Educational policy in USA stipulates that there should be a good relationship between parents and school in order to prevent poor school attainments (Education & Bruton 2006). Cooperation is the main important aspect for supporting learners to achieve more in education career and sharpening their acceptable behaviors. The purpose of the family in education is development of the learners academically and in other ways of living. It is more profitable for the learners that to have a school, teachers, parents and community having partnership, with the purpose of supporting them. Many studies have concluded that such partnership for both parties should not be seen as an option rather as an obligation.

Nam and Park (2014) stated that race, ethnicity, category of country, parent's level of education, types of home facilitation, and other issues that can contribute in shaping education have a significant impact on learner's academic performance.

You and Nguyen (2011) indicated that the relationship between child and parents is the foundation stone of learners' academic performance, as they interact a child develop in different ways because a little child learns more from his/her parents. Barge and Loges (2003) indicated that communication and collaboration is crucial in developing learner's academic performance, this requires a mutual understanding between teachers, parents and local community when they



work hand in hands, academic performance is easily attained. This makes the researcher to clarify everything and the link between these variables. There is high relationship between parental involvement and academic performance.

### **Parental support in discipline management and learners' academic performance**

Sun (2015) parents are the first teachers of everything since childhood to adulthood. This means that it is not easy to educate a child without parent's support. It is very necessary to continue valuing their role in making follow up of their children's academic and social dimensions. Parents have the responsibility to induct or train their children in enhancing their discipline which is a foundation stone for the successful academic performance and in their entire life after outside of the school.

(Friend, 2008). Identified time constraint as a major factor hindering parents to fully involve in education of their children. The current unemployment issues and expensive life have made the parents to be always busy at work and not having enough time to follow up on children's progress either in discipline related matters and academic progress in General. This affects the successful academic achievements of the learners.

Manamela (2015) views that administrative and teaching staff should make sure that there is a great relationship between them and parents by creating opportunities that can help them to welcome parents in school activities. Parents and care givers are the focal point in school management. Reason why a school gains from using parents in solving disruptive school behaviors of the children. But as manamela said, it is possible that parents can ignore their responsibilities of making follow up but a child can manifest a good behavior and good academic performance.

Manamela went on further and stated that some of the parents left the rural areas to urban areas to search for jobs due to high rate of unemployment in rural areas then they left their children in rural areas. On another side there are children who are left alone by their parents as the result of HIV/AIDS and other diseases, all of those children manifest indiscipline at school since there is no follow up of what they are doing on a daily basis.

Many scholars have declared that cooperation between school and home play a significant impact on students' academic performance and behavior change. Theories were shown that when

there is cooperation between both sides' parents, school and community there is also a good conducive environment that allows learner's educational attainments in different ways such as behaviors change, academic success as well as reforms in education sector. Researchers also shows that successful learners are those who have a strong help from parents (Sheldon & Epstein, 2005)

Grolnick (1994) Conducted research with the purpose of ascertaining parents who have successful students and parents with learners who are facing with problems of behaviors and academic difficulties. The finding showed that parents who have successful children use strict approaches to assist them in teaching, learning and behavior management. They spend more efforts communicating with their learners and making regular follow up on learners' progress, contact the school authorities and creating mutual relationship between them and school staff.

People learn through imitating attitudes, values and behaviors of others, human being learn by observing others and find themselves copying their ways of doing things, means that from observation one creates an idea of how new received behaviors are performed, and the later this decoded information serves as a guide for the activities. Theory of social learning explains human behavior in the way of reciprocal interaction chain between behavioral, cognitive and environmental influences. This reflects that learners can imitate and cope their parent's behaviors at home and improve on their academic performance (Hill & Taylor, 2004).

Effective discipline management is among the most important factor that can make teaching and learning successful, this shows that they might be a relationship between prenatal involvement and learner academic performance

### **Parental support in school decision making process and learner's academic performance**

Parents' involvement in decision making process has a great relationship with learners' academic performance. Parents should contribute highly in school planning, management and coordination. This should be done through strong partnership with school leaders whereby parents can provide some thoughts on school annual plans, budgets, setting rules and regulations governing students as well as setting up parent's advisory committee on school matters. (Gwija, 2016).

Doucet (2008) indicated that parental involvement happens when there is partnership between school and home and he emphasized that this usually happens when there is room for sharing about the decisions that affects learner's academic lives. On another hand there are some parents who participate effectively in decision making process and their children are not performing well, this indicates that parent's participation in decision making process is not enough as long other intervening contributions are ignored.

In the Rwandan perspective, most schools have committees which are in charge of different functions at school level. Those committees include Parent Teacher Association committee (PTA), School General Assembly committees (SGAC), School Auditing Committee (SAC). Since the ministry of education emphasized the establishment of those committees within schools, there has been a great tremendous change in terms of cooperation and communication between parents and the school which has been contributing highly to learner's academic performance.

Cline & Frederickson (2009) indicated that Decision making is among the most important aspect parents can benefit from and become aware of the school plans and actions. Parents have the right to choose the type of education that their children have to follow even if education they expected fails; they have the right to choose another school or change the administrative staff if it is possible. When the school administration creates an enabling environment that involves parents to fully participate in decision making process, they become motivated and keep on following student's progress hence the successful learner's attainments.

## RESEARCH METHODOLOGY

### Research design

This study used Descriptive Survey design.

### Target population

	Target population						
Location per sector	PTA	Head teachers	Discipline masters	Deputy in charge of studies	Bursars	Teachers	Total population

Mukamira Sector	7	3	2	3	3	60	78
Jenda sector	7	3	3	3	3	140	159
<b>Total</b>	<b>14</b>	<b>6</b>	<b>5</b>	<b>6</b>	<b>6</b>	<b>200</b>	<b>237</b>

**Source: primary data (2019)**

### Sampling size

The 1967 Yamane simplified formula (Israel, 2013) was used in calculating the sample size. This formula is stated as  $n = \frac{N}{1+N(e)^2}$  where n is the sample size, N is the population size and e is the level of precision/sampling error (.05 or 5%). However, the sampling formula was only applied to the farmer beneficiaries of the project while all the 23 staffs of the Horticultural Centre of Excellence capacity building projects were included in the study using census because their number was small.

$$\text{Sample size} = \frac{237}{1+237(0,05)^2} = 147$$

### Data collection methods

Data collection method is the process of gathering information from various sources. This is done with the intention of searching answers to the problem statement; evaluate the research questions and making sure that there is an accuracy of the outcomes. Data collection methods are subdivided into 2 classes these are the primary and secondary data.

### Data analysis

Descriptive data like percentages was analyzed and presented into pie charts and bar graphs then interpretation was done following the analysis by using statistical package for social sciences and then the data were transferred in Microsoft word for further analysis by checking the frequencies, correlation between independent variable (parental involvement) and dependent variable (learners' academic performance).

## DATA PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

### Presentation of the findings

This part comprises of the findings that the researcher had taken from the field and this was analyzed using descriptive statistics. In presentation of findings the following objectives such as Parental financial support, parental academic support, parental support in discipline management and parental support in school decision making process were given too much consideration. Every objective has its own descriptive statistics and analysis of the information provided by respondents.

### Descriptive statistics of parental financial support on learners' academic performance

	N	Mean	Std.
Parental payment for continuous professional development courses increase learners academic performance	147	4.4694	84648
Parent's payments of transport fees increase learner's performance	147	4.3333	97456
Parent's payments of urgent money for unplanned activities help in increasing learner's performance.	147	4.2789	1.10901
Parent's regular payments of school fees increase learner's academic performance.	147	4.1701	1.16674
Parents hiring extra-home teachers increase learner's performance	147	4.1701	1.23518
Parent's payment of part time teachers increases learner's academic performance	147	4.1497	1.20133
Parent's payments of field trips increase learner's academic performance	147	4.1361	1.28019
Parents rewards to the best learners increase learner's academic performance	147	4.1088	1.22267
Parents giving some gifts to the teachers increase learner's academic performance	147	4.0544	1.23190
Parents giving bonuses to teachers' increases learners' academic performance	147	3.9388	1.27797

Valid N (listwise) 147 4.18096 1.03447

**Note:** Strongly Disagree = [1] = **Very Low mean**; Disagree= [1-2] =**Low mean**; Neutral= [2-3] =**moderated mean**; Agree= [3-4] =**High mean**; Strongly Agree= [4-5] = **Very High mean**

The findings from table 5, indicated that the majority of respondents strongly agree that above factors had relationship with learner's academic performance. They are the following: Parental payment of continuous professional development courses increase learners academic performance( $\mu=4.4694$  and  $STD=.84648$ ), Parent's payments of transport fees increase learner's performance( $\mu=4.3333$  and  $STD=.97456$ ), Parent's payments of urgent money for unplanned activities help in increasing learner's performance( $\mu=4.2789$  and  $STD=1.10901$ ), Parent's regular payments of school fees increase learner's academic performance( $\mu=4.1701$  and  $STD=1.16674$ ), Parents hiring extra-home teachers increase learner's performance( $\mu=4.1701$  and  $STD=1.23518$ ), Parent's payment of part time teachers increases learner's academic performance( $\mu=4.1497$  and  $STD=1.20133$ ), Parent's payments of field trips increase learner's academic performance( $\mu=$  and  $STD=$ ), Parents rewards to the best learners increase learner's academic performance( $\mu=4.1361$  and  $STD=1.28019$ ), Parents rewards to the best learners increase learner's academic performance( $\mu=4.1088$  and  $STD=1.22267$ ) Parents giving some gifts to the teachers increase learner's academic performance( $\mu=4.0544$  and  $STD=1.23190$ ), the table above indicated that the respondents agree that the following factors have relationship with learners academic performance they include : Parents giving bonuses to teachers' increases learners' academic performance( $\mu=3.9388$  and  $STD=1.27797$ ). The overall, decision is that most of the respondents strongly agree that parental financial support had relationship with learner's academic performance (( $\mu= 4.18096$  and  $STD=1.03447$ ).

The results from interview given by the HT<sub>s</sub> revealed that when parents support learners financially, learner's performance increase because the most important challenge learners are facing today is the scarcity of the school materials because sometimes parents cannot afford those materials or some of them are not taking responsibilities of buying those materials.

The interview from MPTA indicated that "the role of parents in education is very crucial because when parents do not pay attention to the education of their children, students cannot attain their intended learning outcomes. But since parents were mobilized to support learners financially,

there will be an increase in learning outcomes which will result in producing citizens capable of bringing their skills and competencies for social and economic development of the nation.

The majority of respondents in interview accepted the role of parental support in increasing learners' academic performance because parents are among the primary partners in education system of every country. This means that parents must work hand in hand with school leaders and teachers to create an enabling environment that can foster learner's active participation in all education activities that helps them to achieve their learning outcomes.

### **Descriptive statistics of Parental academic support on learners' academic performance**

	N	Mean	Std. Deviation
Parents helping learners in homework increase academic Performance	147	4.3469	.99073
Parent's signing in homework books help in increasing learner's academic performance	147	4.3197	1.14668
Parent's helping learners in career guidance and counseling increase learners academic performance	147	4.2653	1.08745
Parent's home academic support increase learner academic performance.	147	4.2449	1.16214
Parents controlling learner's home activities for learning increase learner's performance	147	4.1905	1.23496
Parent's visiting schools to follow up on learner's progress increase academic performance.	147	4.1701	1.30528
Parent's participation in school activities like trips increase learners performance.	147	4.0680	1.24229
Parent's buying school materials to learners increase learners academic performance	147	4.0680	1.34297
Parent's making home academic time tables increase learner's academic performance	147	4.0068	1.27406
Mutual Collaboration between parents and teachers increase learner's academic performance.	147	3.8299	1.37678
Valid N (listwise)	147	4.15101	1.21633

**Note:** Strongly Disagree = [1] = **Very Low mean**; Disagree= [1-2] =**Low mean**; Neutral= [2-3] =**moderated mean**; Agree= [3-4] =**High mean**; Strongly Agree= [4-5] = **Very High mean**

The table 6 indicated that most of respondents strongly agreed that the following variables have relationship with learners academic performance those are: Parents helping learners in homework increase academic Performance ( $\mu=4.3469$  and  $STD=.99073$ ), Parent's signing in homework books help in increasing learner's academic performance ( $\mu=4.3197$  and  $STD=1.14668$ ), Parent's helping learners in career guidance and counseling increase learners academic performance ( $\mu=4.2653$  and  $STD=1.08745$ ), Parent's home academic support increase learner academic performance ( $\mu=4.2449$  and  $STD=1.16214$ ). Parents controlling learners for home learning activities increase learner's performance( $\mu=4.1905$  and  $STD=1.23496$ ), Parent's visiting schools to make follow up on learner's progress increase academic performance( $\mu=4.1701$  and  $STD=1.30528$ ), Parent's participation in school activities like trips increase learners performance  $\mu=4.0680$  and  $STD=1.30528$ ), Parent's buying of school materials to learners increase learners academic performance( $\mu=4.0680$  and  $STD=1.34297$ ), Parent's making home academic time tables increase learner's academic performance( $\mu=4.0068$  and  $STD=1.27406$ ), while the last variable, respondents agreed that it has a relationship at high means: it is namely: Mutual Collaboration between parents and teachers increase learner's academic performance( $\mu=3.8299$  and  $STD=1.37678$  ). Overall decision is that most of respondents strongly agree at very high mean that parental academic support has a strong relationship with learners' academic performance ( $\mu=4.1510$  and  $STD=1.21633$ ).

The findings from interview given by Head teachers indicated that learners who mostly tend to have more marks are those ones who are getting coaching and mentorship activities after class while those who are not getting them and are always occupied by other home duties tend to perform poorly in academic tasks. ( $HT_2$  and  $HT_1$ ).

Director in charge of studies disclosed that parental support in academic matters have a significance relationship with learners' academic performance because even at home parents have to make a schedule of how learners have to review the contents learnt from schools. In addition to that, learners with parents who support them in revising lessons and setting goals are always ahead of those who have parents leaving their responsibilities in the hands of school leaders and teachers. Academically learner's need parents as they need teachers and Head teachers.



### Descriptive statistics of Parental support in discipline management on learners' academic performance.

	N	Mean	Std.
Parents calling administrative staff about learners discipline increases academic performance.	147	4.5442	.76955
Reporting learner's home behaviors to school leaders and teachers increase learner's academic performance.	147	4.5238	.87846
Parental support in managing learners disruptive behaviors increase learner's performance.	147	4.4830	.94618
Parents setting timetable for going and returning back from schools increase performance	147	4.4558	.99472
Parent's teaching learners about social norms and values help in increasing learner's academic performance.	147	4.3741	.94515
Parents coming at school to solve learner's misbehaviors increase learner's performance.	147	4.3605	.99275
Asking permission to every learner who is out of school during class time increase learner's academic success.	147	4.2721	1.14412
Parental participation in setting school rules and regulations increase learner's performance.	147	4.2449	1.08912
Parents coming at school to punish learners increase learner's performance	147	4.1973	.99753
Parental punishments to learners dodging schools increase learner's performance.	147	4.1905	.99542
Valid N (listwise)	147	4.3646	0.9753

**Note:** Strongly Disagree = [1] = **Very Low mean**; Disagree= [1-2] =**Low mean**; Neutral= [2-3] =**moderated mean**; Agree= [3-4] =**High mean**; Strongly Agree= [4-5] = **Very High mean**

Finding from table 7, indicated that most of the respondents strongly agreed that the following variables have relationship with learners academic performance: Parents calling administrative staff about learners discipline increases academic performance ( $\mu=4.5442$  and  $STD=.76955$ ), Reporting learner's home behaviors to school leaders and teachers increase learner's academic performance  $\mu=4.5238$  and  $STD=.87846$ ), Parental support in managing learners disruptive behaviors increase learner's performance( $\mu=4.4830$  and  $STD=.94618$ ), Parents setting timetable

for the learners going and returning from schools increase performance( $\mu=4.4558$  and  $STD=.99472$ ), Parent's teaching learners about social norms help in increasing learner's academic performance( $\mu=4.3741$  and  $STD=.94515$ ), Parents coming at school to solve learner's misbehaviors increase learner's performance( $\mu=4.3605$  and  $STD=.99275$ ), Asking permission to every learner who is out of school during class time increase learners academic success( $\mu=4.2721$  and  $STD=1.14412$ ), Parental participation in setting school rules and regulations increase learner's performance( $\mu=4.2449$  and  $STD=1.08912$ ), Parents coming at school to punish learner increase learner's performance( $\mu=4.1973$  and  $STD=.99753$ ), Parental punishments to learners dodging schools increase learner's performance( $\mu= 4.1905$  and  $STD=.99542$ ). The overall decision is that most of the respondents strongly approved at very high mean that parental support in discipline management have relationship with learners' academic performance. overall results indicated that most of the respondents had strongly agreed at very high mean that parental support in discipline management have relationship with learner's academic performance as it is shown by ( $\mu= 4.3646$  and  $STD=0.9753$ ).

Basing on the results from interview, one interviewee indicated that parental support in discipline management have great influence on learner's academic performance, once learners misbehave administrative and teaching staff can give sanctions to the children but they have all to work hand in hands with parents or guardians of the students HT<sub>2</sub>.

Another interviewee from MPTA<sub>6</sub> disclosed that parents visits to schools for following up on student's behaviors contribute to the high performance of children as it is regarded as the best psychological approach of motivating students to study hard. The interviewee continued mentioning that high dropout can be influenced by poor discipline management between parents and teachers but when both sides' work closely the school become a conducive and enjoying environment for learners even disruptive behaviors cannot be easily manifested among the students.

**Descriptive statistics of Parental support in school decision making process on learners' academic performance.**

	N	Mean	Std.
Parent participation in school auditing committee (SAC) increase the school academic performance.	147	4.5442	.76060
Decisions taken in parents teachers association (PTA) plays a role in learner's academic performance	147	4.5170	.73423
Decisions taken in school general assembly (SGA) plays a role improving learner's academic performance	147	4.5102	.80552
Parental involvement in school decision making process leads to successful school performance.	147	4.5034	.74369
Parents decisions about the use of school budget contribute to learner's academic performance	147	4.4830	.83053
Parent's decisions about the bonuses that should be given to the teachers increase academic performance	147	4.4558	.74237
Parent's decisions about teacher's remunerations at school increase learner's academic performance.	147	4.4422	.89999
Parent's decisions about school budget plan contribute highly to the rise of school academic performance	147	4.4150	.93518
Parent's decisions in setting up school rules and regulations contribute in learner's performance.	147	4.2721	1.00381
Parents 'decisions about repairing or increase of school infrastructure increase learners performance	147	4.2653	.92401
Valid N (listwise)	147	4.440	0.83799

**Note:** Strongly Disagree = [1] = **Very Low mean**; Disagree= [1-2] =**Low mean**; Neutral= [2-3] =**moderated mean**; Agree= [3-4] =**High mean**; Strongly Agree= [4-5] = **Very High mean**

The finding from the table 8, showed that most of the respondents strongly agreed that the following variables have relationship with learners' academic performance. Those are : Parent participation in school audit commit (SAC) increase the school academic performance ( $\mu=4.5442$  and  $STD=.76060$ ), Decisions taken in parents' teachers association meetings (PTA) plays a key role in learner's academic performance ( $\mu=4.5170$  and  $STD=.73423$ ), Decisions taken in school general assembly (SGA) plays a role improving learner's academic performance ( $\mu=4.5102$  and  $STD=.80552$ ), Parental involvement in school decision making

process leads to successful school performance( $\mu=4.5034$  and  $STD=.74369$ ), Parents decision about the use of school budget contribute to learner's academic performance( $\mu=4.4830$  and  $STD=.83053$ ), Parent's decisions about the bonuses that should be given to the teachers increase academic performance( $\mu=4.4558$  and  $STD=.74237$ ), Parent's decisions about teacher's remunerations at school increase learner's academic performance( $\mu=4.4422$  and  $STD=.89999$ ), Parent's decisions about school budget plan contribute highly to the rise of school academic performance( $\mu=4.4150$  and  $STD=.93518$ ), Parent's decisions in setting up school rules and regulations contribute in learner's performance( $\mu=$ and  $STD=$ ), Parents 'decisions about repairing or increase of school infrastructure increase learners performance( $\mu=4.2653$  and  $STD=.92401$ ).

One interviewee mentioned that support of the parents in school decision making process has a great influence on learner's academic performance, parents are the one who knows what their children wants to become in future. For instance, in career guidance parents or guardians play a pertinent role in making sure that their children will realize their future dreams, aspirations and goals. (HT<sub>2</sub>)

One Director in charge of discipline indicated that when parents participate actively in school decision making process they become aware of discipline trends, disruptive behaviors, and how this can effect learner's academic performance in one way or another. The schools where parents are involved in decision making process manifest a strong partnership with them as well as the community. This helps in identifying community trends that can compromise the teaching and learning process hence poor performance of students. (DOS<sub>1</sub>)

### **Descriptive statistics of Learners' academic performance.**

	N	Mean	Std.
Number of learners getting letters to the next levels (A Level) has been increased for the last five years.	147	4.4218	.81866
Academic performance in national examinations in this school has been increased for the last five years.	147	4.4014	.69892
The number of learners performing well in school course work increased for the last five years.	147	4.3810	.83036

Performance in school based exams has been increased for the last five years.	147	4.3605	.79334
The number of students in this school has been increased for the last five years.	147	4.3401	.79809
Number of learners failing in school Exams has been reduced for the last five years.	147	4.3265	.86929
The number of graduates has been increasing every year within the last five years.	147	4.3265	.85338
School repetition rate have been reduced for the last five years.	147	4.2721	.88795
Number of learners performing in district tests has been increased for the last five years.	147	4.2381	.90911
The number of learners performing in first categories during National exams have been increased for the last five years	147	4.2381	.99542
Valid N (listwise)	147	4.3300	0.84545

**Note:** Strongly Disagree = [1] = **Very Low mean**; Disagree= [1-2] =**Low mean**; Neutral= [2-3] =**moderated mean**; Agree= [3-4] =**High mean**; Strongly Agree= [4-5] = **Very**

The findings from the table above indicated that most of the respondents strongly approved that academic performance increased. They are namely: Number of learners getting letters to the next levels (A Level) have been increased for the last five years( $\mu=4.4218$  and  $STD=.81866$ ), The number of learners performing well in school course work increased for the last five years( $\mu=4.3810$  and  $STD=.83036$ ), Academic performance in national examinations in this school has been increased for the last five years( $\mu=4.4014$  and  $STD=.69892$ ), The number of students in this school have been increased for the last five years( $\mu=4.3401$  and  $STD=.79809$ ), the number of learners failing in school Exams have been reduced for the last five years( $\mu=4.3265$  and  $STD=.86929$ ), Performance in school based exams has been increased for the last five years( $\mu=4.3605$  and  $STD=.79334$ ), Number of learners performing in district tests have been increased for the last five years( $\mu=4.2381$  and  $STD=.90911$ ), The number of graduates have been increasing every year within the last five years( $\mu=4.3265$  and  $STD=.85338$ ), The number of learners performing in the first categories during national exams have been increased for the last five years( $\mu=4.2381$  and  $STD=.99542$ ), School repetition rate have been reduced for the last five years( $\mu=4.2721$  and  $STD=.88795$ ).

One interviewee who is MPTA<sub>8</sub> disclosed that comparing to the time parents were not paying attention to their children's education, nowadays, academic performance has increased because

most of the parents are mobilized to contribute to the education system of their children but some of them who are not bringing their contributions their children experiences poor performance issues academically and in Discipline aspect

Another interviewee who was HT<sub>2</sub> indicated that basing on assessment records from 2015; the analysis indicated that there is a great change in academic achievement in their schools. In addition to that, since the time parents have started to put more efforts in participating in education of their children, there has been a very Good tremendous progress in academic performance of children. This is quite different from the time when parents had left these responsibilities in the hands of teaching and school administrative staff. Director in charge of studies also indicated that since parents started coming to schools to follow up on their children's academic performance. Learner's performance in classroom tasks and discipline aspects has been drastically increased.

### Multiple correlation analysis

#### Correlations

		Parental Support In Decision making	Parental Discipline Support	Parental Academic support	Parental Financial support	Academic performan ce
Parental Support In Decision Making	Pearson	1	.900**	.929**	.852**	.943**
	Correlation					
	Sig. (2-tailed)		.000	.000	.002	.000
	N	10	10	10	10	10
Parental discipline support	Pearson	.900**	1	.933**	.909**	.971**
	Correlation					
	Sig. (2-tailed)	.000		.000	.000	.000
	N	10	10	10	10	10
Parental academic support	Pearson	.929**	.933**	1	.921**	.929**
	Correlation					
	Sig. (2-tailed)	.000	.000		.000	.000
	N	10	10	10	10	10
Parental financial Support	Pearson	.852**	.909**	.921**	1	.930**
	Correlation					
	Sig. (2-tailed)	.002	.000	.000		.000
	N	10	10	10	10	10

Academic Performance	Pearson Correlation	.943**	.971**	.929**	.930**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	10	10	10	10	10

\*\*. Correlation is significant at the 0.01 level (2-tailed).

Multiple correlation analysis was used to measure their positive significant relationship between parental involvement and learner's academic performance in nine years basic of education. It was used for overall variables to determine correlation of both variables. Finally, the analysis indicated that there was a significant positive relationship between parental involvement and learner's academic performance in nine years basic of education. The following variables such as Parental financial support factor ( $r=.930^{**}$  and  $p=.000$ ), Parental academic support ( $r=.929^{**}$   $p=.000$ ), Parental support in discipline management ( $r=.971^{**}$   $p=.000$ ) and Parental support in decision making ( $r=.943^{**}$   $p=.000$ ) are all positively significant correlated. As the finding of Topor, Keane, Shelton and Calkins, S. D. (2010) indicated that there is significant relationship between parental involvement and learners' academic performance as long as parents and the school provide everything that learners need, there is always an increase in student's academic achievements.

## SUMMARY, CONCLUSION AND RECOMMENDATIONS

### Summary of findings

Findings from the objective number one indicated that there is a significant positive relationship between parental financial support and learners' academic performance. Simply they were significantly correlated ( $r=0.930$  and  $p\text{-value}=.000$ ). According to Antoine (2015) parents who participate actively in education of their children increase chances for those students to perform academically. Parents must provide school equipment to students through paying school fees or other allowances charged by the school, supporting schools in building new and repairing infrastructure, contributing to the provision of bonuses to the teachers and also giving her/his materials to be used at school. Parental financial support is very important because poverty is among the factors leading to school dropout. Many researchers explained that family incomes enable students to perform successful as they can get materials such as books, pens, uniforms, transport, better housing facilities, taking breakfast and lunch at school, studying in well-known

schools can affect academic achievement because the environment is conducive for those learners whose family is financially stable while students from lower income families experiences poor academic performance. (Adzido, Dzogbede, Ahiave & Dorkpah, 2016). Finally, parental financial support has a close relationship with learner's academic achievement as various studies different researchers explained.

Findings related to the objective number two demonstrate that there is a positive significant relationship between parental academic support and learners' academic performance ( $r=0.929$  and  $p\text{-value} = .000$ ). Many other researchers found the same thing about this objective such as Shute, Hansen, Underwood and Razzouk, (2011) while wanted to examine the relationship between parental involvement and secondary school student's academic achievement revealed that parental academic support has significant relationship with learners' academic performance as long as parents give learners necessary equipments that could be used at school, teaching and learning process become conducive on the side of parents. Parents can support academically in different ways by helping learners in reading, writing, listening skills and helping them to make homework and other tasks provided by teachers (Echaune, Ndiku and Sang, 2015).

Findings form objective number three approved the positive significant relationship between parental support in discipline management and learner's academic achievement ( $r=0.971$  and  $p\text{-value} = .000$ ). Grolnick (1994) made a research on parent involvement in discipline management and disclosed that learners who manifest high level of success are learners whose parents contribute highly in discipline management of their students and make a quick follow up if there is any another cases of misbehaviors that student manifest later. Researchers indicated that student's behavior affect academic performance in different domains; outcomes from schools have significant relationship with student's behaviors. That is the reason why both teachers and parents must work closely to attain discipline management of students.

The finding from objective number four pointed out that parental involvement in decision making process is positively correlated with learners' academic performance ( $r=.943^{**}$  and  $p\text{-value} = .000$ ). For further studies Cline and Frederickson (2009) indicated that decision making is the best activities that parents can benefit from, because it is a kind of channel where parents can use to give their opinions on how school can educate their children. Finally, the researcher



concluded that their significant relationship between parent's support in decision making process and learners academic performance. Other researchers commented on the reason why parental decisions are relevant to the selection of schools because when schools do not consider parents views. They can even transfer their children to other schools which can value their opinions and involvement in decision making process. Parents select schools basing on the results in national examinations, method of instructions and the way the school give parents time to participate in decision making process. (Alsauidi, 2016). Parental contribution in school decision making is very important because the school was formed with the mission of Educating children in the community. This means that when school administrative staffs ignore the role of parents, that school cannot get sufficient number of clients who can help them to achieve its goals and objectives as well the goals and objectives of the ministry of Education.

## **Conclusion**

Conclusively, education system is very important in any given country for both developed and developing. When a country wants to develop economically, politically and socially, its education system should be given too much consideration. By developing and implementing relevant competency based curriculum which aligns with the needs of the population. To achieve this, there is need to engage stakeholders at all levels parents inclusive. It is in this regard that parental involvement and learner's academic performance is an important topic which should be discussed at every level of education. This will help parents not only to involve actively in educating their children but also understands the relevance of participating in decisions that affects their children's studies and welfare. Parental involvement has a significant impact in teaching and learning activities as witnessed by many respondents. Some of the parents do not sponsor education systems, believing that government and others stakeholders are enough to do all to their children. Parental attention in education of their children has a great impact and relationship with learner's academic performance because after class and even during the time of classroom management parents have to contribute in academic affairs. While students reach at home parents have to help them in homework and provide coaching guidance. Parents must contribute in education hundred percent as they have important impact in education of children, parents who could train their children good behaviors, attitudes and values so that learner's can join school with prerequisites on discipline but many parents do not even visit schools to make

follow up on how their children behaviors . This compromises learners' academic achievement, because students need both sides: school, parents and community to be always on their side. Parental support in decision making process is a crucial element that should be discussed academically; decision making process is an activity which cannot take place without involving both parties but the opinions of parents is very important in education of their children. Some schools do not involve parents in decision making process and this compromises education system. In addition to that, Parents should decide on student's enrollment and schools where they should enroll. It is in this regard that parent's engagement in every education activity at every level should be given too much consideration by all Educational implementers such as Ministry of education, Education officials at district and sector officials, School leaders and teachers, Educational NGOs as well as parents. The researcher concluded that parents' involvement can be the main factor contributing to quality of education in any given country.

### **Recommendations**

After carefully reviewing and analyzing this study, the following recommendations were provided basing on what can be done in terms of parental involvement as an important educational aspect that can contribute to quality Education:

- a) Government should train school and sector administrative committee to involve parent in decision making process because it has discovered that some schools do not engage parents in different educational programs happening at school level.
- b) Government through the ministry of Education in collaboration with the ministry of local government should mobilize parents about their impact on learning and teaching process and the relevance of working closely with teachers and school administrative staff to attain the learning outcomes of their children.
- c) Government through the Ministry of education in collaboration with District officials and other Educational partners should hold school leaders accountable as well as monitoring the effective and efficient implementation of parental involvement in schools
- d) Community leaders at different levels should conduct intensive community engagement aiming at mobilizing parents about the relevance of encouraging students, implementing home curriculums , providing necessary support in career counseling and Guidance as

well as supporting students to set the future goals and the realization of their future dreams, aspirations and potentials.

- e) Parents should also take the necessary responsibilities by visiting students at school, holding school leaders and teachers accountable as well as monitoring day to day student's life at home to ensure effective and efficient implementation of home curriculums which entails many home teaching and learning aspects, culture societal values and discipline.

## REFERENCES

- Adzido, R. Y. N., Dzogbede, O. E., Ahiave, E., & Dorkpah, O. K. (2016). Assessment of family income on academic performance of tertiary students: The case of Ho Polytechnic, Ghana. *International Journal of Academic Research in Accounting, Finance and Management Sciences*, 6(3), 154-169.
- Alsauidi, F. (2016). Reasons Influencing Selection Decision Making of Parental Choice of School. *International Journal of Research in Education and Science*, 2(1), 201-211.
- Barge, J. K., & Loges, W. E. (2003). Parent, student, and teacher perceptions of parental Involvement. *Journal of Applied Communication Research*, 31(2), 140-163.
- Battle, J., & Lewis, M. (2002). The increasing significance of class: The relative effects of race and socioeconomic status on academic achievement. *Journal of poverty*, 6(2), 21-35.
- Bauch, J. P. (1994). Categories of parent involvement. *The School Community Journal*, 4(1), 53-61.
- Buchmann, C. (2002). Measuring family background in international studies of education: Conceptual issues and methodological challenges. *Methodological advances in cross-national surveys of educational achievement*, 150-197.
- Catsambis, S. (2001). Expanding knowledge of parental involvement in children's secondary Education: Connections with high school seniors' academic success. *Social psychology of education*, 5(2), 149-177.
- Chavkin, N. F., & Williams, D. L. (1988). Critical issues in teacher training for parent Involvement. *Educational Horizons*, 66(2), 87-89.
- Cho, S., & Campbell, J. R. (2010). Differential influences of family processes for scientifically Talented individuals' academic achievement along developmental stages. *Roeper Review*, 33(1), 33-45.
- Chrispeels, J. (1996). Effective schools and home-school-community partnership roles: A Framework for parent involvement. *School effectiveness and school improvement*, 7(4), 297-323.
- Crosnoe, R., & Cooper, C. E. (2010). Economically disadvantaged children's transitions into elementary school: Linking family processes, school contexts, and educational policy. *American Educational Research Journal*, 47(2), 258-291.
- Echaune, M., Ndiku, J. M., & Sang, A. (2015). Parental Involvement in Homework and Primary School Academic Performance in Kenya. *Journal of Education and Practice*, 6(9), 46-53.
- Epstein, J. L. (1985). Home and school connections in schools of the future: Implications of

- research on parent involvement. *Peabody Journal of Education*, 62 (2), 18-41.
- Epstein, J. L. (1987). Parent involvement: What research says to administrators. *Education and urban society*, 19(2), 119-136.
- Fan, X. (2001). Parental involvement and students' academic achievement: A growth modeling analysis. *The Journal of Experimental Education*, 70(1), 27-61.
- Fan, X., & Chen, M. (2001). Parental involvement and students' academic achievement: A meta-analysis. *Educational psychology review*, 13(1), 1-22.
- Gacohi, J. N., Sindabi, A. M., & Chepcheng, M. C. (2017). Influence of Career Information on Choice of Degree Programme among Regular and Self-Sponsored Students in Public Universities, Kenya. *Journal of Education and Practice*, 8(11), 38-47.
- George, R., & Kaplan, D. (1998). A structural model of parent and teacher influences on science attitudes of eighth graders: Evidence from NELS: 88. *Science Education*, 82(1), 93-109.
- Grolnick, W. S., & Slowiaczek, M. L. (1994). Parents' involvement in children's schooling: A multidimensional conceptualization and motivational model. *Child development*, 65(1), 237-252.
- Hill, N. E., & Taylor, L. C. (2004). Parental school involvement and children's academic achievement: Pragmatics and issues. *Current directions in psychological science*, 13(4), 161-164.
- Houtenville, A. J., & Conway, K. S. (2008). Parental effort, school resources, and student achievement. *Journal of Human resources*, 43(2), 437-453.
- Jones, B. A. (1993). An adolescent focused agenda: The collaborative role of school, family, and the community. *School Community Journal*, 3(1), 13-22.
- Kombo, D. K., & Tromp, D. L. (2006). Proposal and thesis writing: An introduction. *Nairobi: Paulines Publications Africa*, 5, 814-30.
- Lareau, A. (2011). *Unequal childhoods: Class, race, and family life*. Unity of California Press.
- Lau, E. Y., Li, H., & Rao, N. (2011). Parental involvement and children's readiness for school in China. *Educational Research*, 53(1), 95-113.
- Manamela, L. M. (2015). *The role of parental involvement in improving discipline in secondary schools of the Kgakotlou circuit* (Doctoral dissertation).
- Mouton, J., & Babbie, E. (2001). The practice of social research. *Cape Town: Wadsworth Publishing Company*, 871-890.
- NISR, M. (2014). Rwanda fourth population and housing census 2012. *Thematic Report on Population size, structure and distribution*. National Institute of Statistics of Rwanda.
- Ogoye-Ndegwa, C., Mengich, W. S., & Abidha, O. (2007). Parental Participation in Pupils' Homework in Kenya: In Search of an Inclusive Policy. *International Education Journal*, 8(1), 118-126.
- REB & MINEDUC . (April 2019). *school genaral assembly committees1st edition*. united kingdom's department for international development.
- Sacker, A., Schoon, I., & Bartley, M. (2002). Social inequality in educational achievement and psychosocial adjustment throughout childhood: magnitude and mechanisms. *Social science & medicine*, 55(5), 863-880.
- Sewell, W. H., & Shah, V. P. (1967). Socioeconomic status, intelligence, and the attainment of higher education. *Sociology of education*, 1-23.
- Sheldon, S. B., & Epstein, J. L. (2005). Involvement counts: Family and community partnerships and mathematics achievement. *The Journal of Educational Research*, 98(4), 196-207.
- Sui-Chu, E. H., & Willms, J. D. (1996). Effects of parental involvement on eighth-grade

- achievement. *Sociology of education*, 126-141.
- Topor, D. R., Keane, S. P., Shelton, T. L., & Calkins, S. D. (2010). Parent involvement and student academic performance: A multiple mediational analysis. *Journal of prevention & intervention in the community*, 38(3), 183-197.
- Walberg, H. J. (1984). Families as partners in educational productivity. *Phi delta kappan*, 65(6), 397-400.
- Watson, S. L., & Reigeluth, C. M. (2008). Community members' perceptions on social, cultural changes and its implication for educational transformation in a small school district community. *Journal of Organisational Transformation & Social Change*, 5(1), 45-65.
- You, S., & Nguyen, J. T. (2011). Parents' involvement in adolescents' schooling: A multidimensional conceptualization and mediational model. *Educational Psychology*, 31(5), 547-558.

