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Influence of Parental Participation in School Academic Activities on Learners' Motivation in Rwandan Public Primary Schools; A Case of Huye District

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Abstract

This study entitled Influence of parental participation in school academic activities on learners' motivation in Rwandan public primary schools. A case of Huye district was conducted with the general objective of investigating the influence of parental participation in school academic activities on learners' motivation in public primary schools in Huye district. Specific objectives of the study were to assess the extent to which parents participate in school academic activities in public primary education in Huye district-Rwanda, to examine the level of learners' motivation in public primary schools in Huye district, Rwanda and to determine the influence of parental participation in school academic activities on learners' motivation in public primary schools in Huye district, Rwanda. The study was guided by descriptive research design and correlational research design. Questionnaires and interview guides were used to collect data from the respondents. The sample of 391 determined by Solvin formula was sampled from the target population of 16593 and selected by simple random techniques. The collected data was analyzed by SPSS version 23 where descriptive analysis, correlation and regression analysis were computed to help in answering research questions. The findings on the first objective showed that 65.7% of the respondents from the students disagreed that their parents visit them at school, 68.7% disagreed that their parents come to attend parents meeting, 57.4% disagreed that their parents give them all the schools materials as asked by the school (the teachers), 74.5% disagreed that their parents help them to do homework and 65.7% disagreed that their parents help them to revise lesson. The findings on the second objective showed that 55.5% of the respondents from the students agreed that they always go to school on school days, 71.7% disagreed that they go to school on time, 87.1%, agreed that in their class, there were students who dropped out of schools, 66.2% disagreed that they do all the homework given by teachers, 57.1% disagreed that they scored more than 50% in the previous examination and 64.8% disagreed that they have never repeated the same class. The findings on the third research objective showed that there is a low degree of correlation (r) of 0.382 and R square of 0.018 between parental participation in school academic activities and learners' motivation in public primary schools in Huye district. It was also shown that the increase

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in parental participation of school academic activities increases students' motivation somewhere between 13 percent and 34.4 percent. It was concluded that there parental participation in academic activities by parents for public primary students in Huye district is low because parents do not visit students at school, parents do not go to attend parents meeting, parents do not give students all the schools materials as asked by the school (the teachers), parents do not help students to do homework and parents do not help students to revise lessons. It was concluded that public primary students in Huye district go to school-on-school days, do not go to school on time, have classmates who dropped out of school, do not do all the homework given by teachers, do not score more than 50% and have ever repeated the same class. This showed that public primary students in Huye district demonstrate a low level of motivation. It was also concluded that there is also a low degree of correlation between parental participation in school academic activities on learners' motivation in public primary schools in Huye district-Rwanda as parental participation in academic activities greatly influences motivation in public primary schools in Huye district-Rwanda. MINEDUC, Huye district, head teachers and teachers were recommended to put in place measures to bust parents' participation in academic activities as a way of improving learners' motivation.

Keywords: *Parental Participation, School Academic Activities, Learners' Motivation, Rwandan Public Primary Schools*

1.0 Background of the study

The term motivation has its origin from Latin Word mover which means to move. In broad motivation is referred to as the acting forces in an individual which leads to the direction, arousal or to persist of voluntary and goal directed efforts (Safdar *et al.*, 2010). Motivation is referred to as everything that energizes, compels, and prompts a person to behave or act in a certain way to attain a specific purpose or goal (Mangal, 2008). However, there is a question of causes an individual motivation, what is really the pushing force which pulls and activates a person to achieve a particular goal? Some answers to these question were tries by psychologists where by the acting forces were identifies as motives, drives and needs (Safdar *et al.*, 2010). Always parents need that their children will have a better life since they also need their children's best. Therefore, many resources are provided by parents as much they can. However, these may also negatively affect children's education. Typically, parents do not participate in the education of their children since arising of difficulties and that may cause parental frustration (Pomerantz, 2005). Nancy and Lorraine (2004), indicate the role of the family in motivating learners to learn by saying that involvement of parents in education comprises of actions such as school volunteering, communication with the schools staff and teachers domestic help in academic tasks and school events attendance.

In Africa, different studies conducted in South Africa showed that in South African education involvement of parents is a continuous discourse, particularly in schools which are poor in which there is a need to support learners in improving lower performance level which is persistent and a continuous lower parental involvement level in spite of the fact that there are policies that encourage relationship between parents and schools. Therefore, the Republic of South Africa needs a cross examination of the such environment nature in chosen communities for understanding the cause of these by putting focus on educators' perception since there the ones supposed to work in parental partnership (Coetzee, 2014). In the context of EAC, the Kenyan national laws, guidelines and polices of the program of education toughly emphasizes the effect of involvement of parents that school practice (Theuri, 2004). However, the need of efficient parental

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involvement in children's education above and over contributing financially in education has basically been unrecognized in Kenya despite these advantages, positive involvement of parents should be specifically an appropriate way to improve education in developing nations like Kenya (Kimu, 2012).

In Rwanda, Rwanda Education Board (REB) argues schools for improving working relationship with parents of children especially through teaching them the types of help they should give their children for school success and later in their lifelong (REB, 2017). Kabarere (2013) also found that parents from high performing schools have committed attitudes to have school children who are healthy than those parents in schools with low performance. There is a difference in terms of promotion of healthy practices like cleanliness, washing hands, beginning from home between high performing school parents and low performing school parents as shown by the mean difference of 3.65 vs 3.51 and prevention of children hunger during time of school with the mean difference of (3.18 vs. 2.51).

1.1 Problem statement

Rwanda Education Policy (2003) indicates that active involvement of all stakeholders including parents is very important to achieve educational goals. Mwenda (2017), argued that the benefits associated with parental involvement as involving improved academic performance, improved school behavior, greater academic motivation, and lower dropout rates. Epstein and Sanders (2002), argued that Family, school and community must significantly involve to best meet the needs of the child. Thus, it has become essential to understand what is meant by the parental involvement and in what ways it has influence on children motivation to learn.

Rwanda education policy (2003) showed the importance of education for all in improving welfare of all Rwandans and call for parental and other stakeholders' participation. However, Rwandan primary schools suffer from the problem of low motivation of learners as indicated by high dropout rate, repetition rate, late attendance and poor performance despite the fact that the government has rehabilitated and constructed new classrooms, trained more teachers to improve education outcome and take measures to reduce dropout and repetition rates. This is shown by Latelite (2017) report showing that in 2016 there was a dropout rate of 2.6% among children below 13 where the situation is worse in poor family where 12% of 7 to 12 aged children from poor household dropped out and a high repetition rate of 17% as well as a low primary completion rate as only 58% of 18 aged rural children completed primary schools in 2017.

The problem of low learning motivation among learners is shown in the study indicating that most parents in Rwanda are not aware of how to motivate and help their children in learning while students spent only 14% of their annual hours at home (REB, 2017). The problem of learners' motivation is also serious in Huye district as indicated in Huye SDMS (2019) that in academic year 2019, 3932 students dropped out while 7, 071 repeated the same class. Therefore, this study had the purpose of investigating the influence of parental participation in school academic activities on learners' motivation in Rwandan public primary schools.

1.2 General objective

This study had the main objective of investigating the influence of parental participation in school academic activities on learners' motivation in public primary schools, Huye district- Rwandan.

1.3 Research question

What is the influence of parental participation in school academic activities on learners' motivation in public primary schools, Huye district- Rwandan.

1.4 Significance of the study

This study is significant because it was aimed at improving quality education by the showing the influence of parental participation in school academic activities in public primary schools. The findings of the study will be significant to Educational planners, education officials at national. District, sector and school level as well as to teachers and parents because the findings demonstrate the influence of parental participation in school academic activities on learners' motivation in public primary schools.

2.0 Review of Related Literature

2.1 Meaning of motivation

The term motivation has its origin from Latin Word mover which means to move. In broad motivation is referred to as the acting forces in an individual which leads to the direction, arousal or to persist of voluntary and goal directed efforts (Safdar *et al.*, 2010). The term motivation was also broadly defined by Mangal (2008), as anything that energize, compels and prompts someone to behave or act in particular ways and at a given time to achieve a particular purpose or goal. Motivation is also defined as the whole desires, wants, needs drives other forces. It concerns with having member in different departments of government for doing the work enthusiastically and willingly for achieving goals of governance of the department (Waithaka, 2019). Scholars have given the definition of motivation as a process of decision making by which a person sets in motion of the behavior required to acquire the selected desired outcome (Uzonna, 2013). The term motivation was also considered at the theoretical basis as proposed by motivational writers such as Herzberg and Maslow who the perspective of human resource in their approaches.

Intrinsic motivation

Intrinsic motivation refers to an effort for completing a given activity for just doing it. Intrinsic motivation is the drive to complete an activity just to do it (Deci & Ryan, 1985; Dickinson 1995; Pintrich & Schunk, 2002). There is dependence of intrinsic motivation on an individuals' feeling on the completion of a given action (Deci & Ryan, 1985; Dickinson, 1995). The feeling of an individual on an action can vary over time with dependence on resources and situations (Pintrich & Schunk, 2002).

Intrinsic motivation cause a learning which is more effective when a student think she or he has had success or can be successful (Guthrie & Wigfield, 2000; Guthrie, 2004; Lutz, Guthrie & Davis, 2006). In the case a learner feel class success will bring about a more intrinsically motivated learner who can go on and complete given activities. The learner has the ability for proceeding with the task with no anxiety of the task completion since she or he has completed similar activities previously. The learner in order words, comprehend the final goals and the type of sustained persistence required for finishing that activity (Dickinson, 1995; Pintrich & Schunk, 2002).

Extrinsic motivation

Pintrich & Schunk (2002), defined extrinsic motivation as a force which lead to an end of a task. An activity with extrinsic motivation is normally done for purpose more than having interest in it (Dickinson, 1995). In general, an incentive is given like a contingency to complete the activity. Even if extrinsic motivation may be used for encouraging an individual for the task completion, when the contingency incentive is not there, an individual lose motivation for completing the activity (Pintrich & Schunk, 2002). Although giving certain forms of contingency incentives to an individual who has been at first have intrinsic motivation for completing the activity may normally reduce intrinsic motivation and possibly reduce the effecting to finish the activity, extrinsic motivation is usually used to encourage learners for completing the task which they may not intrinsically motivated in (Deci & Ryan, 1985).

2.2 Theories of motivation

Need or content theories of motivation

Need or content theories of motivation emphasizes on an individual's internal factor which direct and energize behavior. Generally, these theories consider motivation as a result of internal drive which compels a person to move or act and thus get motivated toward an individual's needs satisfaction. The need theories of motivation take their basis in the old motivation theories which drew on action backwards to the internationally perceived drives. Main content motivation theories are Alderfer (1972) ERG theory, Maslow's (1954) hierarchy of needs, and McClelland (1962) learned needs or three-need theory, Herzberg (1959) motivator-hygiene theory.

Cognitive or process theories of motivation

Cognitive or process theories of motivation emphasizes on human decision processes which are conscious as a justification of motivation. The concerns of cognitive motivation theories are to determine how behavior of people is maintained, directed and energized in the specifically self-directed and willed human cognitive process. The basis of process motivation theories is in old cognitive theories that say that a behavior is resulted from conscious decision making processes. The main process theories of motivation are Skinner (1974) reinforcement theory, Adam (1963) equity theory and Vroom (1960) expectancy theory.

Reinforcement theory

The reinforcement theory of Skinner as used in Jennifer (2010), is built on the assumption that behavior is influenced by its consequences. Reinforcement theory is the process of shaping behavior by controlling consequences of the behavior. Reinforcement theory proposes that you can change someone's behavior by using reinforcement, punishment, and extinction. Rewards are used to reinforce the behavior you want and punishments are used to prevent the behavior you do not want. Extinction is a means to stop someone from performing a learned behavior. The technical term for these processes is called 'operant conditioning'.

Jennifer (2010) explains that in using reinforcement theory to motivate learners, teachers struggle in another areas of whether or not learners have to get a reward of the behaviors they are expected to perform. Since studies on training of behavioral skills claim that feedback as a form of positive reinforcement is important in education people the right expectation and behavior (Miltenberger,

2008). However, there are teachers who think that it is not the responsibility of teachers to give incentives to learners but feel that it is the duty of parents for instance if a parent allow his or her children to borrow a car of the family as a reward of getting good grade the children will be positively reinforced and if a parent stop curfew of children for getting good grades is a negative reinforcement (Jennifer, 2010). Therefore, this theory was adopted in the study because the study will focus on the idea that parental participation in important in motivating students by reinforcing good behavior and preventing bad behavior.

Social Cognitive Theory of Bandura (1997) used in HamaMalini (2014).

According to HamaMalini (2014), Social cognitive theory (SCT) has been implemented in various domains such as education, communication and psychology. SCT is the knowledge acquisition by direct experiences, interaction, observation, and outside media influence and SCT is derivative of constructing knowledge and meaning from the influences from the society. Bandura conducted an experiment to prove that social influences affect people including children. The continuous learning and constructing meaning are from communication among the community and transform to internet now. SCT depicts the interrelationship between behavior, environment factor and personal factor. They are connected and there is consequence action for every action. SCT illustrates how people gain and maintain several behavior patterns and providing basic intervention strategies. Environment factor can influence people and classified as social and physical environment. The social environment refers to family or parents and friends while physical environment refers to the comforts. According to SCT, interactive learning allows students to gain confidence through practices. Therefore, this theory was adopted in the study because the study is based on the idea that participation of the parent or family play an important role in motivating learners.

2.3 Parental involvement in education

Mwenda (2017) argued parental inclusion might be all around characterized as participation of guardians in instructive exercises both at school or at home. Christenson *et al.*(1997) notes that parental inclusion is multidimensional and it involved guardians contribution in exercises like; correspondence among educators and parents about children academic advancement and performance, guardians being associated with school exercises for example, (PTA) meetings, interest in school based dynamic, for example, being a board member, just as parents commitment in observing of home learning activities counting homework that drives the ideal of this investigation.

Involvement of parents in their children's education

Democratic participation concept of educational stakeholders of children's education especially with the parents has constantly been a constant issue in policy of education as a basic purpose to transform education (Naidoo, 2005). As a result different countries have provided parents with a big role in school governance (Lemmer, 2007). It was globally observed that typically parents only help in discipline correction, with homework, school fees payment, and school visit during the set time as their role in governing schools (Lemmer, 2007; Zelman and Waterman, 1998 and Monadjem, 2003).

Involvement of parents takes various structures which might be home established or school based activities. These involve taking part into school strategy making, being individual from Parent

Teacher Association, conveying to the school about the child's advancement, reading within the sight of the child, providing the child with all possible necessary resources, taking part into Teacher-parent meetings and aiding homework (Murithi, 2003). Inclusion of parents in homework of kids in the youth years has been identified to be fundamental. The investigation has set up that, guardians ordinarily engage in students' homework for they anticipate that they should perform better at school throughout all levels of their education (Clark, 1993 and Levin, 1997).

2.4 Theories of parental involvement

The parental involvement theory of Coleman (1987)

The theory of “social capital” of Coleman (1987) states that family structure has been weakened by coinciding shift to education of the mass out of the home which normally used to take place at home and variations in workplaces of parents particularly the mother for working outside of the home has. As a result, proper children's' socialization has failed to be carried out by families. Therefore, education has also shifted to formal schooling from home since children's' socialization is no longer effective at home. As a new organization, the schools have been put in place to offer resources which can produce self-conception, effects and attitudes to deliver the essential social capital for the next generations that household failed to deliver (Coleman, 1987).

(Martinez *et all.*, 2004) explained that social capital is the relationship's depth and quality within persons in the community and the family. The relationship among parents and their children as well as other family members and the resources which are created to meet the welfare of the children create this capital. It is also observed by (Coleman 1987) that the children's' foundation to progress is laid by families by structuring their self-reliance, self-concept and self-confidence and that in case such aspects of home training are not completed when the child begins school, they become a shared responsibility to be share between the school and the family. Thus, parents give the structuring block that makes learning possible: problem will rise if home positive influences are not there.

The Gordon theory of parent involvement

Gordon (1977), says that a home in important in the development of human, the early years are significant in the development of life long and that parents need a help to create good environment at home so that their children can be well developed. Thus, the theory of Gordon (1977) assumes three ways of relationship between school and home so that one can affect the other. Family or Parent Impact Model uses the ways of contact school like school visiting home and teach parents proper ways to support education of their children and of parenting. The model proposes there is capacity of teaching parents by teachers while parents can learn and apply the knowledge from teacher to live effectively. Gordon (1977), designed the model for enabling parent coping with the education system and social for changing their behavior change for raising children who are successful in academics and socially acceptable (Gordon, 1977).

The Curriculum Enrichment Model

Curriculum Enrichment model of Swap (1993) as used in Kibandi (2014), acknowledge the input of parents and inspires in home and school interaction that can lead to implementing a study program which is revised, and that include parental contributions. This help the improvement of educational objectives of the schools. The aim of the model is to make the study program

reproducing the history, values and family learning styles of the students and mainly, those of minority groups and immigrants. To encourage learning, the model has acknowledged the use of learning continuity between home and school. In addition, a school has capacity for improving its program by learning by including own skills of parents from their background. So, parents and teachers are considered in implementing curriculum of the school, they mutually have one another respect and actively interact so that content and objectives of the curriculum can be enriched (Kibandi, 2014),.

Parental involvement theory of Comers (1996)

Parental involvement theory of Comer (1996, as cited in Monadjem, 2003) says that all schools are systems of ecology and that behaviors of learners, levels of achievement, attitudes reflect the school and community climate in which the school is located. For transforming performance, attitudes and achievements of students, thus, the interactions which happen in the system of the school which influence particular learners should be changes. As a result, Social Action Model of Comer (1996) stresses that learners should be considered as family unit components, neighborhood and as a school society element.

Epstein's parental involvement theory

Epstein (1995), sustains that usually parents and school relationship is considered by teachers in three various ways: they either have chronological responsibilities, shared responsibilities or separate responsibilities (Epstein, 1995).

Schools and families sequential responsibilities

According to Van Wyk (2008) as used in Monadjem (2003) this model emphasizes the school and family responsibility order, and the critical stages of contribution of teachers and parents to the development of the children. Until children's formal schooling starts at the age of five or six, children are taught the desired skills by parents. Then, teachers take the basic responsibility for the education of children as the school duty. But, it was noted by Epstein (1995) that if a school consider children as students there is going to consider families as separate from the school and as a result there is an expectation that families will do their job and leave children to the school.

School and family separate responsibilities

In this perception, the school stresses the separate responsibilities of stakeholders, and this mean s that parents must work with their children at home while teachers should have a professional distance from the parents. Parents and teachers are considered to independently and separately achieve their responsibilities in order to limit the resulting incompatibility, competition and conflicts between them (Epstein, 1987).

School and family shared responsibility

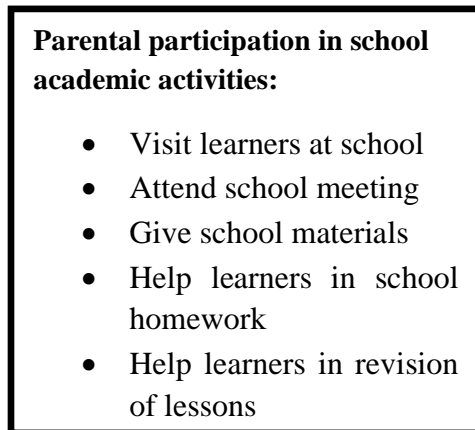
As opposed to separate and sequential responsibilities, the school and family shared responsibility focuses on the teamwork, coordination, harmonizing and collaboration of family and school. Both school and family share the responsibility of the child socialization as parents and teachers work together every one knowing their shared duty and interested in the child for building good program and opportunities for the child (Epstein, 1987). When pupils are seen by teachers like children, teachers are going to consider the community and family as partners to educate those children and

therefore, overlapping sphere and shared responsibilities encompassed (Epstein, 1995). As a result, there is an expectation of an overlap responsibilities between teachers and parents.

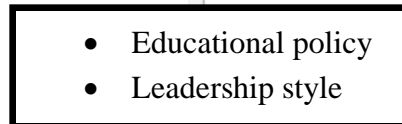
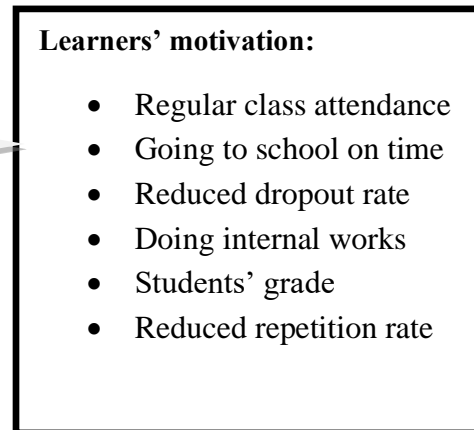
2.5 Conceptual framework

Conceptual framework is a model which linkages independent variable to dependent variable.

Independent variable



Dependent variable



Intervening variables

Figure 1: Conceptual framework

The figure 1 shows the conceptual framework diagram. The conceptual framework showed how parental participation in school academic activities influences public primary learners' motivation.

3.0 Research Methodology

This study used both correlational and descriptive research designs. The target of the study was 16593 consisting of primary 16307 students, 267 teachers and 19 head teachers while the sample was 391 consisting of 364 primary students, 22 teachers and 5 head teachers. The sample was determined by solvin's formula used in Niyonzima (2020). Purposive and simple random techniques were used to select the sample. Questionnaires were used to collect data from the students while interview guides were used for both head teachers and teachers. Questionnaires which were retrieved were coded and analyzed using descriptive statistics like frequency, percentage, mean and standard deviation. Person product moment correlation was also used to show the influence of parental participation in school academic activities on learners' motivation. Thematic method was used to analyze data collected through interview guide. Figures, tables and textual model were used as techniques of data finding presentation.

4.0 Research findings

4.1. The extent to which parents participate in school academic activities in public primary schools in Huye district, Rwanda

Table 1: The extent to which parents participate in school academic activities in public primary schools in Huye district, Rwanda.

Statement	SD		D		Neutral		A		SA		Total		
	F	%	F	%	F	%	F	%	F	%	N	Mean	Sd
My parents visit me at school	123	33.8	116	31.9	0	0	52	14.3	73	20.1	364	1.22	1.23
My parents come to attend parents meeting	130	35.7	119	32.7	21	5.8	53	14.6	41	11.2	364	2.12	.74
My parents give me all the schools materials as asked by the school (the teachers)	108	29.7	101	27.7	13	3.6	53	14.6	89	24.4	364	1.31	.61
My parents help me to do homework	152	41.8	119	32.7	0	0	59	16.2	34	9.3	364	3.31	1.21
My parents help me to revise lesson.	127	34.9	112	30.8	0	0	57	15.6	68	18.7	364	2.42	.54

Source: The researcher: (2023)

The findings presented in the table 1 showed that majority of the respondents from students at 65.7% with the mean of 1.22 and Sd of 1.23 disagreed that their parents visit them at school. Another majority of the respondents from the students at 68.7% with the mean of 2.12 and Sd of .74 disagreed that their parents come to attend parents meeting. The findings also showed that 57.4% of the respondents from the students with the mean of 1.31 and Sd of .61 disagreed that their parents give them all the schools materials as asked by the school (the teachers), another majority of the students at 74.5% with the mean of 3.31 and Sd of 1.21 disagreed that their parents help them to do homework. Finally, the findings showed that 65.7% of the respondents from the students with the mean of 2.42 and Sd of .54 disagreed that their parents help them to revise lesson.

The researcher also conducted an interview with teacher. The findings from the interview with teachers also showed that out the twenty two interviewed teachers 18 teachers answered no when asked if all parents in their schools attended parental meetings, 21 teachers answered that all the students in their classes do not have all the required materials, 22 teachers answered the students in their schools cannot get a help at home on the learnt materials. The researcher also interviewed the head teachers and the findings from the interview with head teachers showed that out the five interviewed head teachers three head teachers answered no when asked if all parents in their schools attended parental meetings, five head teachers answered that all the students in their classes do not have all the required materials, four head teachers answered the students in their schools cannot get a help at home on the learnt materials.

4.2 The level of learners’ motivation in public primary schools in Huye district, Rwanda.
Table 2: The level of learners’ motivation in public primary schools in Huye district, Rwanda.

Statement	SD		D		Neutral		A		SA		Total		
	F	%	F	%	F	%	F	%	F	%	N	Mean	Sd
I always go to school-on-school days	77	21.1	72	19.8	13	3.6	95	26.1	107	29.4	364	4.37	1.3
I always come to school on time	132	36.3	129	35.4	0	0	56	15.4	47	12.9	364	3.51	1.23
In my class, there are students who dropped out of school	12	3.3	31	8.5	4	1.1	190	52.2	127	34.9	364	4.12	.31
I do all the homework given by teachers	137	37.6	104	28.6	6	1.6	49	13.5	68	18.7	364	4.31	1.43
I scored more than 50 % in the previous examination	87	23.9	121	33.2	0	0	85	23.3	71	19.5	364	3.31	1.12
I have ever repeated the same class	107	29.4	129	35.4	15	4.1	68	18.7	45	12.4	364	3.26	.63

Source: The researcher: (2023)

The findings presented in the table 2 revealed that the majority of the respondents from the students at 55.5% with the mean of 4.37 and Sd of 1.3 agreed that they always go to school on school days, another majority of the students at 71.7% with the mean of 3.51 and Sd of 1.23 disagreed that they go to school on time. 87.1% of the respondents from the students with the mean of 4.12 and Sd of .31 agreed that in their class, there were students who dropped out of schools. The findings also revealed that 66.2% of the respondents from the students with the mean of 4.31 and Sd of 1.43 disagreed that they do all the homework given by teachers. 57.1% of the respondents from the students with the mean of 3.31 and Sd of 1.12 disagreed that they scored more than 50% in the previous examination. Finally, the findings presented in table 2 revealed that 64.8% of the respondents from the students with the mean of 3.26 and Sd of .63 disagreed that they have never repeated the same class.

The researcher also conducted an interview with teacher. The findings from the interview with teachers also showed that out of 22 interviewed teachers, 20 teachers answered that some students in their classes miss classes without any known reason. 16 of the interviewed teachers also answered that they have students who dropped out in their classes, 22 teachers answered there are students who come to school late, 6 teachers answered that most of the students scored more than the average and 18 answered that they have more repeaters in their respective classes. The researcher also interviewed the head teachers and the findings from the interview with head teachers showed that out of five interviewed head teachers, four head teachers answered that some students in their school miss classes without any known reason. three of the interviewed head

teachers also answered that they have students who dropped out in their schools, four head teachers answered that there are students who come to school late, two head teachers answered that most of the students scored more than the average and three head teachers answered they have more repeaters in their respective schools.

4.3 The influence of parental participation in school academic activities on learners' motivation in public primary schools in Huye district Rwanda.

Table 3: Correlation between parental participation in school academic activities and learners' motivation in public primary schools

		Regular class attendance	Going to school on time	Reduced drop out	Doing internal work	Students' grade	Reduced repetition rate
	Pearson Correlation	-.032**	.346**	.455**	.455**	.454**	.239**
Visit learners at school	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000
	N	364	364	364	364	364	364
	Pearson Correlation	-.133**	-.015	-.042	-.245	.319**	.131**
Attend parents' meetings	Sig. (2-tailed)	.000	.414	.256	.277	.000	.000
	N	364	364	364	364	364	364
	Pearson Correlation	.134**	.174**	-.378**	-.237**	.302**	.187**
Give school materials	Sig. (2-tailed)	.005	.000	.000	.000	.000	.000
	N	364	364	364	364	364	364
	Pearson Correlation	.163**	.325**	.325**	-.206**	.132**	.128*
Help learners in school homework	Sig. (2-tailed)	.000	.000	.000	.000	.007	.016
	N	364	364	364	364	364	364
Help learners in revision of lessons	Pearson Correlation	.036	.477**	.455**		.277**	.268**
					.355**		
	Sig. (2-tailed)	.520	.000	.000	.000	.000	.000
	N	364	364	364	364	364	364

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

*. Correlation is significant at the 0.05 level (2-tailed).

Source: The researcher: (2023)

Results presented in the Table 3 showing the correlation matrix between parental participation in school academic activities on learners' motivation in public primary schools in Huye district

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Rwanda showed that visit learners at school, negatively correlated with regular class attendance - .032** positively correlated with going to school on time. at .346**, positively correlated with reduced drop out at .455**, positively correlated with doing internal work at .455**, positively correlated with Students' grade at .454**, and positively correlated with reduced repetition rate at .239**. The findings also revealed that attending parents' meetings is negatively correlated with regular class attendance at -.133**, negatively correlated with going to school on time at -.015, negatively correlated with reduced drop out at -.042, positively correlated with doing internal work at -.245, positively correlated with students' grade at .319**, and positively correlated with reduced repetition rate at .131**. The results also showed that give school materials is positively correlated with regular class attendance at .134**, positively correlated with going to school on time. at .175**, negatively correlated with reduced drop out At -.378**, negatively correlated with doing internal work .237**, positively correlated with students' grade at .329** and positively correlated with reduced repetition rate at .131**. The results further showed that helping learners in school homework is positively correlated with regular class attendance at .168**, positively correlated with going to school on time at .325**, positively correlated with reduced drop out at .235**, negatively correlated with doing internal work at -.206**, positively correlated with students' grade at .132** and positively correlated with reduced repetition rate at .128**. Finally, the findings showed that helping learners in revision of lessons is positively correlated with regular class attendance at .036, positively correlated with going to school on time at .477**, positively correlated with reduced drop out at .455**, positively correlated with doing internal work at .355**, positively correlated with students' grade at .277** and positively correlated with reduced repetition rate at .268**.

Table 4: Regression analysis between parental participation in school academic activities and learners' motivation in public primary schools

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					
					R Square Change	F Change	df1	df2	Sig.	F
1	.382 ^a	0.018	.153	.86642	0.018	128.143	1	436	.000	

a. Predictors: (Constant), parental participation in school academic activities.

Source: The researcher (2023)

Table 4 indicates the influence of parental participation in school academic activities and learners' motivation in public primary schools. Where the findings showed that there is a low degree of correlation (r) of 0.382 and R square of 0.018. It means that parental participation in school academic activities shows 1.8 percent variations from expected value and actual results of learners' motivation in public primary schools. This shows the best fit of regression equation where learners' motivation in public primary schools can be affected by parental participation in school academic activities.

Table 5: The influence of parental participation in school academic activities on learners’ motivation in public primary schools.

Model	Coefficients ^a									
	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95.0% Confidence Interval for B		Correlations		
	B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part
(Constant)	3.513	0.489		7.2	0.000	2.546	4.479			
1 Parental participation in school academic activities.	0.209	0.113	0.44	1.8	0.000	0.130	0.344	0.122	0.122	0.122

Source: The researcher (2023).a. Dependent variable: Learners’ motivation in public primary schools.

Table 5 indicates the extent to which parental participation in school academic activities can influence learners’ motivation in public primary schools. The findings from respondents indicated that there is evidence that the regression equation was well indicated due to the fact that there was a significant influence of parental participation in school academic activities on learners’ motivation in public primary schools which was $0.000 < p = 0.000$. Conclusion has drawn that there is greater influence of parental participation in school academic activities on learners’ motivation in public primary schools. Thus, we are 95% confident that the slope of the actual regression line is somewhere between 13 percent and 34.4 percent. This means that the improvement in parental participation of school academic activities increases students’ motivation somewhere between 13 percent and 34.4 percent.

To investigate the perception of teachers on parental participation in school academic activities on learners’ motivation in public primary schools. The majority of interviewed teachers responded that parental participation in school academic activities leads to improved primary students’ motivation by supporting in revision of the lessons, sending students to school on time, helping students to know the role of education and seeing their marks and give the rewards. The researchers also wanted to investigate the head teachers’ perception on parental participation in school academic activities and on learners’ motivation in public primary schools. All the five interviewed head teachers responded that parental participation in academic activities contributes to an improved motivation of the students at primary level because parents can support students at home, give time and support revision of the learners, discipline learners and tell learners the importance of learning.

5.0 Conclusion

Based on the findings of the study, it was concluded that parental participation in academic activities by parents for public primary students in Huye district is low because parents do not visit students at school, parents do not go to attend parents meeting, parents do not give students all the schools materials as asked by the school (the teachers), parents do not help students to do homework and parents do not help students to revise lessons. It was also concluded that public primary students in Huye district always go to school on school days but do not go to school on time, have classmates who dropped out of school, do not do all the homework given by teachers, more students do not score more than 50% and have ever repeated the same class. This also helped

the researcher to conclude that public primary students in Huye district demonstrate a low level of motivation.

Finally, it was concluded that there is a great influence of parental participation in school academic activities on learners' motivation in public primary schools in Huye district-Rwanda. Then, the researcher concluded that there is a low degree of correlation between parental participation in school academic activities on learners' motivation in public primary schools in Huye district-Rwanda. The researcher also concluded that parental participation in academic activities influence students' motivation in public primary schools in Huye district because the findings showed that on the actual regression line, parental participation in academic activities affects students' motivation somewhere between 13 percent and 34.4 percent.

6.0 Recommendation

1. The researcher also recommended teachers and schools leaders support learners motivation by reaching out to those students whose motivation is low and finding out how they make their parents participate in academic activities.
2. The research recommended education planners and education officials at the national and district level to train parents on areas of parental engagement in education so that parents can understand how to support education for their children.

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