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INTERNATIONAL JOURNAL OF ADVANCED RESEARCH (IJAR)

Article DOI:10.21474/IJAR01/19645
DOI URL: <http://dx.doi.org/10.21474/IJAR01/19645>



RESEARCH ARTICLE

PARENTAL INVOLVEMENT AND STUDENT ACADEMIC PERFORMANCE IN SECONDARY INCLUSIVE SCHOOLS IN RWANDA A CASE OF GASABO

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Manuscript Info

Manuscript History

Received: 10 August 2024

Final Accepted: 14 September 2024

Published: October 2024

Key words:-

Education, Inclusive, Student Academic
Performance

Abstract

The study aimed to investigate the influence of parental involvement on performance of students with diverse learning needs in inclusive settings in secondary schools in Gasabo District-Rwanda. Specifically, the research sought to assess the influences of parent-school communication on students' performance in secondary schools in Gasabo District, Rwanda; to examine the influence of parent's participation on students' performance in secondary schools in Gasabo District-Rwanda and to determine the influences of parent-home assistance on student's performance in secondary schools in Gasabo District, Rwanda; The research used the descriptive survey design with quantitative and qualitative methods of data collection and analysis. The study population was made up of 1,918 people from which a sample size of 331 was drawn using the Yamane formula including 302 teachers, 8 head teachers, and 21 parents. The researcher adopted purposive sampling to select both teachers and head teachers of secondary schools, and convenient sampling to select parents. This study used questionnaire given to teachers, Focused group discussions (FGDs) given to parents whose children are disabled and interview guide given to head teachers. The information was analyzed using frequency, percentage, mean and standard deviation and correlational analysis. The results showed that there is a statistically significant relationship ($r = .793, p < .01$) between Parent-School Communication and student's academic performance in secondary inclusive schools in Gasabo District. This also implies an association between the effect of parental involvement and student's academic performance in secondary inclusive schools in Gasabo District. Furthermore, according to the findings, there is a strong positive correlation ($r = .815, p < .01$) between Parent-participation and student's academic performance in secondary inclusive schools in Gasabo. This indicates that students who engage in regular academic practice are more likely to retain the information they learn. Finally, the results indicate that there is a moderate to strong positive correlation ($r = .935, p < .01$) between parent-home assistance and student's academic performance in secondary inclusive schools in Gasabo. The researcher recommends several key strategies to address the issue of parental involvement in Rwanda. These include parent participation in school events and

decision-making processes, implement structured communication channels between the school and parents, establish clear guidelines and frameworks for schools to foster effective parental involvement in secondary inclusive schools. The researcher suggests exploring how teacher training and professional development can better prepare educators to engage parents in the education of their children.

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Introduction:-

Parental involvement is crucial for children's academic and social development, significantly impacting their success in school (Roberts & Webster, 2020). Parents facilitate communication between teachers and students, provide home support, and advocate for their children's needs. Their active participation contributes to a positive school climate, fostering a sense of belonging, especially for students with disabilities. Inclusive education benefits all learners, ensuring that students of all abilities can learn together and reach their full potential. Without parental engagement, particularly in inclusive settings, students—especially those with special needs—may struggle both academically and socially, and teachers may face challenges in meeting diverse needs. The lack of communication between parents and educators hinders the effective implementation of inclusive practices, creating a gap in understanding students' progress.

In England, parental involvement in secondary inclusive schools is crucial for student academic success, as it positively impacts learning outcomes and overall school experience (Smith, 2022). Parents can engage in various ways, such as attending parent-teacher meetings, participating in school activities, and supporting homework. Educational institutions and the government emphasize collaboration between parents, teachers, and students to create a supportive, inclusive environment. Ongoing parental support is essential, not only for homework but for ensuring students have the resources and encouragement needed to succeed. Similarly, India recognizes the importance of inclusive education in enhancing student performance, offering equal opportunities to all learners, including those with disabilities (Sharma & Sharma, 2017). Despite challenges like limited resources and societal biases, India has made progress toward creating a more inclusive education system through government policies and initiatives aimed at fostering inclusivity and empowering marginalized communities (Indian Government, 2018).

In the African context, parental involvement is key to the success of inclusive education, where parents advocate for accessible resources, collaborate with educators, and promote acceptance within the community, especially for children with disabilities (UNESCO, 2019). Engaging in capacity-building initiatives, such as workshops and training, empowers parents to support their child's learning journey, fostering strong collaboration between home and school (UNESCO, 2021). South Africa has made significant progress in inclusive education, emphasizing equal opportunities for all students, regardless of their backgrounds or abilities, and promoting a sense of community and respect (Department of Basic Education, 2017; Inclusive Education South Africa, 2020). In Rwanda, inclusive education policies aim to provide equitable access to education for all students, including those with disabilities, by adapting teaching methods and creating a supportive school environment (MINEDUC, 2022; UNESCO, 2020). This approach addresses a wide range of disabilities, ensuring that every child can reach their full potential, promoting both academic and social inclusion, and fostering a more inclusive, tolerant society (Webster, 2020).

The general objective of the topic "Parental Involvement and student's academic performance in Secondary Inclusive Schools" is to investigate the impact of parental involvement in the education of students with diverse learning needs in inclusive settings in Gasabo District.

The study was guided by the following specific objectives:

1. To assess the influences of parent-school communication on student performance in Gasabo District, Rwanda
2. To examine the influence of parent participation in inclusive education on student's performance in Gasabo District, Rwanda
3. To determine the influences of parent-home assistance on student's performance in Gasabo District, Rwanda

Literature Review:-

Theoretical Literature

It reviewed the existing theoretical literature; it described key concepts of the study and reviewed the existing studies on parental involvement and student academic performance schools in Rwanda.

Influence of Parental Involvement in Inclusive Education

Parental involvement plays a crucial role in the success of inclusive education. When parents are actively engaged in their child's education, they are more likely to advocate for their child's needs and support their learning. This involvement can lead to better communication between parents and educators, resulting in more effective strategies for meeting the diverse needs of students in inclusive classrooms. Additionally, parental involvement can foster a sense of community and collaboration among families, which can enhance the overall learning environment. Ultimately, parental involvement is essential for creating a supportive and inclusive educational experience for all students. (Epstein, 2018; Smith, 2020; Doe et al., 2021).

Parents who are actively engaged in their child's education are more likely to have children who exhibit positive behavior, develop strong self-esteem, and achieve academic success. This is because parental involvement in education creates a positive and supportive learning environment that encourages children to work hard, persevere through challenges, and develop a love for learning. When parents are involved in their child's education, they are able to provide emotional support, guidance, and encouragement, which can help their children develop the skills and confidence they need to succeed academically and personally. By actively participating in their child's education, parents can help their children build a strong foundation for lifelong learning and success (Epstein, 2018).

Moreover, parental involvement can foster a sense of belonging and acceptance among students with diverse learning needs, thereby promoting inclusive classroom environments. When parents are engaged in their child's education, they are able to communicate with teachers, share in their child's learning experiences, and provide emotional support. This involvement helps create a positive and inclusive classroom environment where all students feel valued, respected, and supported. By actively participating in their child's education, parents can help their children develop a sense of belonging and acceptance, which is essential for academic success and personal growth (Carter, 2020).

By collaborating with teachers, parents can contribute to the development of individualized education plans (IEPs) that address the specific needs of their children (Turnbull, 2016). This collaboration allows parents and educators to work together to identify their child's strengths, weaknesses, and learning goals, and to develop strategies and accommodations that will help their child succeed academically and personally. Through this collaborative process, parents can provide valuable insights and perspectives that can inform the development of their child's IEP, ensuring that it is tailored to their unique needs and abilities. By actively participating in the development of their child's IEP, parents can help ensure that their child receives the support and resources they need to achieve their full potential.

Furthermore, parental involvement can empower students with diverse learning needs by providing them with the necessary support and resources to succeed in school. When parents are actively engaged in their child's education, they are able to provide emotional support, guidance, and encouragement, which can help their children develop the skills and confidence they need to succeed academically and personally. By collaborating with teachers and other professionals, parents can help identify their child's strengths, weaknesses, and learning goals, and develop strategies and accommodations that will help their child succeed in school. Through this support, parents can empower their children to overcome challenges, develop a love for learning, and achieve their full potential. By providing their children with the necessary support and resources, parents can help ensure that their children are equipped with the tools they need to succeed in school and beyond (Walker, 2016).

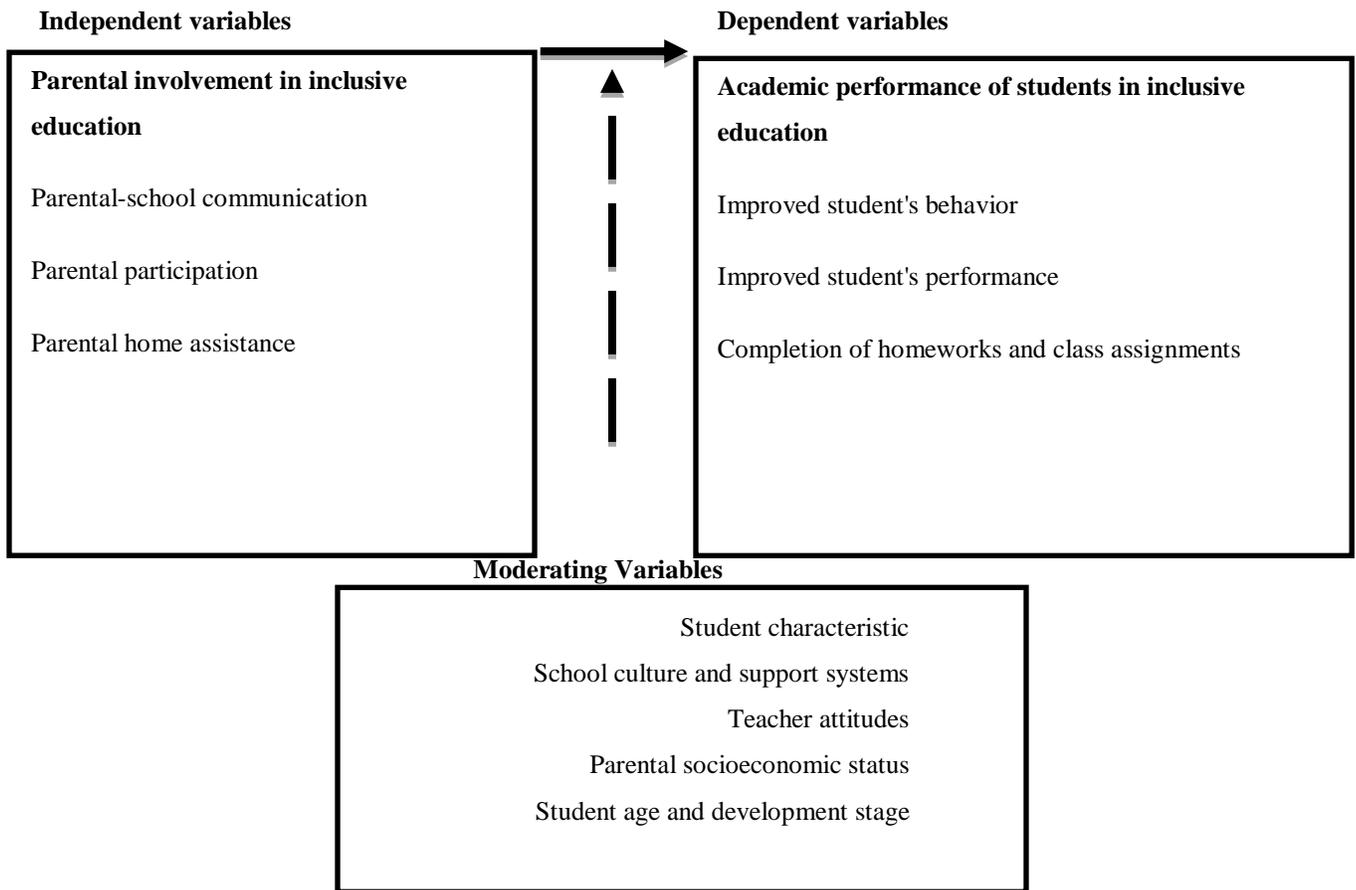
Theoretical Framework

The relationship between parental involvement in inclusive education and student performance can be understood through Urie Bronfenbrenner's ecological systems theory, which highlights how multiple interconnected systems influence development. At the microsystem level, research shows that parental involvement positively affects students' academic achievement, behavior, and social skills, especially for learners with disabilities (Henderson & Mapp, 2002; PTA, 2018). This involvement bridges the gap between home and school, ensuring necessary support for success. At the mesosystem level, parental engagement fosters collaboration between home and school, enhancing student outcomes by improving communication

and strengthening relationships between parents and teachers (Spooner, 2021). The macrosystem, which encompasses cultural attitudes, societal beliefs, and socioeconomic factors, shapes parental involvement and influences student performance, especially in inclusive settings (Yovanoff et al., 2020). Lastly, the chronosystem addresses the impact of life transitions, emphasizing the need for parents to adapt their involvement as their children grow, ensuring continued support during critical developmental stages (Spooner, 2021). This comprehensive approach underscores the importance of parental involvement in fostering a supportive, effective educational environment for all students, especially those with disabilities.

Conceptual framework

The conceptual framework shows the relationship between independent and dependent variables. The conceptual framework shows the interplay between parental involvement and inclusive education and academic Parents participate in achievements of their children through supporting them in school activities which help them in academic performance.



Research Methodology:-

Research design

This study is a descriptive survey with mixed approaches where the researcher aims at gathering information about the characteristics, opinions, or behaviors of a population or subgroup. The researcher combined both quantitative and qualitative methods in order to arrive at a rich conclusion encompassing independent information on inclusive education and student performance (Creswell & Plano Clark, 2018). A survey came in hands as it enables the researcher to study a small represents part of the population and generalize to the entire Gasabo District.

Target population

The target population represents the broadest group the researcher is interested in studying, but it's not always practical or feasible to gather data from everyone within this population. According to the statistics from Gasabo District Office (2024), the target population from which the sample was drawn consisted of 1,772 teachers who

taught 71,941 learners in secondary schools, 94 disabled learners, and 52 head teachers from 52 secondary schools. The research was conducted in the following sectors: Kimironko, Remera, Kacyiru and Kinyinya.

Sample design

According to the large number of population where the research was conducted, the researcher selected some elements of the population to give the data which were used to make generalization about the current situation of Gasabo district as regard inclusive education and students' performance.

Sample Size Determination

The sample was determined using Taro Yamane's formula of sample calculation cited by Kasunic (2005). The formula assumes 95% confidence level and maximum variance ($p=5\%$).

The formula is: $n = \frac{N}{1 + N(e)^2}$,

Where n is the sample size, N is the population and e is the desired level of precision (Precision $e = 1$ and precision $p = 0.95$).

In this study, N equals to 1,918, $e = 1 - 0.95 = 0.05$, $n = 1,918 / [1 + 1,918(0.05)^2] = 331$

After applying Yamane formula of sample determination and finding out the above results, the researcher used a sample of 331 participants in total including teachers and parents whose children are in inclusive education in the chosen schools.

Table 3.1:- Respondents Sampling Matrix.

Respondents	Total Population	Sample size
Teachers	1,772	302
Head teachers	52	8
Parents	94	21
Total	1,918	331

Source: Primary Data (2024)

The total population in table 3.1 is 1,918 out of which 331 respondents were sampled to participate in the study. The key informants were 302 teachers, 21 parents and 8 head teachers who participated in this study.

Sampling Techniques

Purposive sampling technique was used to select the schools where the research was conducted and to select both head teachers and teachers from the secondary schools in Gasabo District, which have both ordinary and advanced levels. This is because purposive sampling technique allows the researcher to select specific, relevant participants or areas that align with the study's objectives. Due to the heterogeneous nature of the population, convenient sampling was used to select parents because it is quick and easy. It involved selecting participants or data that are readily available and accessible to the researcher. This method is often used when time or resources are limited, and the goal is to gather data quickly (Bryman, 2016).

Research Findings and Discussions:-

Demographic Characteristics of Respondents

The demographic characteristics of the respondents in this study took part of gender of respondents, marital status and age group of respondents.

Age Group of Respondents

The maturity of the respondents is a key factor, as it enabled the researcher to guarantee the reliability and credibility of their responses, which are vital for this study. Additionally, the age range of secondary school teachers in Gasabo District was important for evaluating their perspectives.

Table 4.3:- Age Group of Respondents.

Age group	Frequency	Percentage
20-29	18	5.4
30-39	158	47.7

40-49	119	36.0
Above 50	36	10.9
Total	331	100.0

Source: Primary Data (2024)

The table presents the age distribution of respondents, with the largest group being those aged 30-39, representing 47.7% of the total sample, followed by the 40-49 age group at 36.0%. A smaller portion of respondents are in the 20-29 age group (5.4%) and those above 50 (10.9%). The data indicates that the majority of respondents fall within the middle-aged categories, suggesting that the study is primarily reflective of individuals with considerable life and professional experience.

Marital Status**Table 4.2:- Marital Status.**

Marital Status	Frequency	Percentage
	108	32.6
Single	214	64.7
Married		
Divorced	9	2.7
Total	331	100.0

Source: Primary Data (2024)

Table 4.2 presents the marital status distribution of the respondents in the survey. The table shows that out of 331 total respondents, 108 (32.6%) are single, 214 (64.7%) are married, and 9 (2.7%) are divorced. This indicates that most of the respondents are married, which provided the researcher with valuable information, as they are likely to have direct experience with the dynamics of family life and its effect on education.

Gender of Respondents

The researcher requested the respondents to tick their gender on the provided space of the questionnaire.

Table 4.1:- Gender of Respondents.

Gender	Frequency	Percentage
	190	57.4
Male		
Female	141	42.6
Total	331	100.0

Source: Primary Data (2024)

Table 4.1 shows the gender distribution of participants in a survey carried out in Gasabo District. Out of a total of 331 respondents, 190 (57.4%) are male, while 141 (42.6%) are female, indicating that the majority of respondents are male. This distribution offers the researcher a clear understanding of the gender composition of the sample, providing valuable context for analyzing the data and considering potential gender-related influences on the findings.

Professional Qualification of Respondents

The researcher asked the respondents to indicate their professional qualifications by marking the appropriate box on the questionnaire.

Qualifications	Frequency	Percentage
Advanced Diploma	98	29.6

Bachelor's degree	226	68.3
Master's degree	7	2.1
Total	331	100.0

Table 4.4:- Professional Qualification.

Source: Primary Data (2024)

The table shows that the majority of respondents 226 (68.3%) hold a bachelor's degree, while 98 (29.6%) have an advanced diploma, and only 7 (2.1%) possess a master's degree. This suggests that most of the respondents have undergraduate-level qualifications, with a smaller proportion having higher-level qualifications. The distribution reflects a sample primarily made up of individuals with a bachelor's degree, which may influence their perspectives and experiences, particularly in the context of the study's focus on professional involvement and student academic performance. The limited number of respondents with a master's degree suggests that higher academic qualifications are less common in this sample.

Presentation of Findings

The following section presents the findings on parental involvement and students' academic performance in secondary inclusive schools in Rwanda. Through a thorough analysis of primary data, this section explores the influence of parental involvement on students' academic outcomes, offering valuable insights into the effectiveness of this educational practice within the Rwandan context.

Parent-School Communication and Student’s Academic Performance

The first objective of this research was to assess the influences of parent-school communication on student performance in Gasabo District, Rwanda. To achieve this objective, the researcher asked the respondents to express their opinions by completing the questionnaire.

Table 4.5:- Parent-School Communication and Student’s Academic Performance.

Statements	SD		D		N		A		SA		Mean	Std
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%		
Effective parent communication is essential for student academic success in inclusive education.	3	.9	10	3.0	3	.9	100	30.2	215	65.0	4.58	.768
Effective parent-teacher communication can significantly boost student motivation and engagement in inclusive education, leading to better academic outcomes.	6	1.8	5	1.5	6	1.8	89	26.9	225	68.0	4.55	.746
Parents at our inclusive school are actively involved in their children's education.	102	30.8	96	29.0	13	3.9	64	19.3	56	16.9	2.63	1.503
Clear and consistent communication with parents help to address academic and behavioral challenges early on.	7	2.1	2	.6	3	.9	107	32.3	212	64.0	4.56	.746

Parents in our inclusive education setting consistently respond to my communication within a reasonable timeframe. 100 30.2 122 36.9 10 3.0 57 17.2 42 12.7 245 1401

Source: Primary Data (2024)

The results from Table 4.5 concerning parent-school communication and student academic performance reveal significant insights. There was a strong consensus on the importance of effective communication for student success in inclusive education, with 65.0% of respondents strongly agreeing and 30.2% agreeing, leading to a high mean score of 4.58 and a low standard deviation of 0.768, indicating widespread agreement. Similarly, 68.0% strongly agreed and 26.9% agreed that communication between parents and teachers enhances student motivation, as reflected by a mean score of 4.55 and a standard deviation of 0.746. However, responses on active parental involvement were more divided, with a mean of 2.63 and a higher standard deviation of 1.503, showing significant disagreement. Clear communication in addressing academic and behavioral challenges was widely supported, with 64.0% strongly agreeing and 32.3% agreeing, yielding a mean of 4.56. In contrast, the timeliness of parental responses was a point of dissatisfaction, with a mean score of 2.45 and a standard deviation of 1.401, highlighting variability in responses. These findings align with a similar study in Bhutan, where communication was recognized as crucial but often lacked in practice. Both studies suggest a disconnect between the importance of communication and its consistent implementation, emphasizing the need for schools and parents to adopt more structured and proactive communication practices to bridge this gap, ultimately improving student outcomes in inclusive education.

Parent Participation and Student’s Academic Performance

The second objective of this research was to examine the influence of parental involvement in inclusive education on student performance in Gasabo District, Rwanda. To accomplish this, the researcher asked the respondents to share their opinions by completing the questionnaire.

Table 4.6:- Parent Participation and Student’s Academic Performance.

Statements	SD		D		N		A		SA		Mean	Std
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%		
Active parent participation in school activities positively correlates with student academic achievement in inclusive education settings	8	2.4	9	2.7	5	1.5	91	27.5	218	65.9	4.54	.786
In inclusive education settings, parents who volunteer for classroom or school events demonstrate a strong commitment to their child’s education.	5	1.5	6	1.8	7	2.1	111	33.5	202	61.0	4.51	.764

Parent participation in school decision-making can lead to improved school climate and overall student well-being, especially in inclusive education settings.	8	2.4	9	2.7	5	1.5	91	27.5	218	65.9	4.52	.858
In inclusive education settings, when parents are involved in their child's learning, students are more likely to develop a positive attitude towards school.	4	1.2	4	1.2	0	0	100	30.2	223	67.4	4.63	.636
For students in inclusive classrooms, parental involvement in educational activities is consistent and ongoing.	82	24.8	177	53.5	12	3.6	39	11.8	21	6.3	2.21	1.133

Source: Primary Data (2024)

The table highlights key insights into parental involvement in inclusive education, with strong consensus on several aspects of parental engagement. For example, the majority of respondents (65.9%) strongly agreed that active parent participation in school activities positively correlates with student academic achievement, reflected in a high mean of 4.54 and a low standard deviation of 0.786, indicating minimal variation in responses. Similar strong agreement was seen for parental volunteering, with 61% strongly agreeing that it demonstrates commitment to a child's education (mean = 4.51, SD = 0.764). Respondents also endorsed the idea that parent participation in decision-making improves school climate and student well-being (mean = 4.52, SD = 0.858), though with slightly more variability. The statement that parental involvement improves student attitudes towards school saw overwhelming agreement (mean = 4.63, SD = 0.636). However, responses were more divided on the consistency of parental involvement, with many dissatisfied (mean = 2.21, SD = 1.133), indicating a significant gap in ongoing engagement. These findings align with research by Henderson & Mapp (2020), which emphasizes the critical role of parental involvement in boosting student outcomes. Overall, the results suggest that while there is broad support for the positive impact of parental involvement, challenges remain regarding its consistency and ongoing nature in inclusive education settings.

Parent-Home Assistance on Student's Academic Performance

The third objective of this study is to determine the influences of parental support at home on student performance in Gasabo District, Rwanda. To achieve this goal, the researcher asked respondents to express their views by completing the questionnaire.

Table 4.7:- Parent-Home Assistance and Student's Academic Performance.

Statements	SD		D		N		A		SA		Mean	Std
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%		

In inclusive classrooms, active parental support with homework and studying can significantly boost student achievement.	8	2.4	5	1.5	4	1.2	101	30.5	213	64.4	4.53	.810
In inclusive education settings, parents who provide a supportive and conducive learning environment at home help students achieve their full potential.	8	2.4	7	2.1	3	.9	112	33.8	201	60.7	4.48	.829
For students in inclusive classrooms, parental guidance in developing effective study habits and time management skills is crucial for academic success.	6	1.8	9	2.7	2	.6	115	34.7	199	60.1	4.49	.803
For students in inclusive classrooms, parental support and encouragement can significantly enhance their motivation and self-belief.	8	2.4	5	1.5	4	1.2	130	39.3	184	55.6	4.44	.808
In my inclusive classroom, parents actively support students with their homework.	88	26.6	145	43.8	12	3.6	39	11.8	47	14.2	2.43	1.368

Source: Primary Data (2024)

The data from Table 4.7 highlights the significant role of parental involvement in inclusive classrooms, particularly in areas such as homework support, creating a conducive learning environment, and fostering academic success. Respondents strongly agreed that active parental support in homework (213, 64.4% strongly agree, 101, 30.5% agree, mean = 4.53), a supportive home environment (201, 60.7% strongly agree, 112, 33.8% agree, mean = 4.48), and guidance in study habits (199, 60.1% strongly agree, 115, 34.7% agree, mean = 4.49) are critical for student achievement. Similarly, parental support and encouragement were seen as vital for student motivation (184, 55.6% strongly agree, 130, 39.3% agree, mean = 4.44). However, a noticeable gap was found between the perceived importance of parental involvement and its actual practice. In the statement “In my inclusive classroom, parents actively support students with their homework,” only 47 (14.2%) strongly agreed and 39 (11.8%) agreed, while 88 (26.6%) strongly disagreed and 145 (43.8%) disagreed, resulting in a mean of 2.43, with a high standard deviation of 1.368. These findings align with Epstein's (2018) research, which emphasizes the positive impact of parent-home involvement on academic success, though the discrepancy suggests that barriers such as communication challenges and time constraints hinder consistent parental engagement in homework support.

Table 4.8:- Correlation between Parental Involvement and Student Academic Performance in Rwanda.

		Student's Academic Performance	Student's Academic Performance	Student's Academic Performance	Academic Performance
Parent-School Communication	Pearson Correlation Sig. (2-tailed)	.793**	.000		

	N	331	
Parent Participation	Pearson Correlation		.815**
	Sig. (2-tailed)		.000
	N	331	
Parent-home Assistance	Pearson Correlation		.935**
	Sig. (2-tailed)		.000
	N	331	

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

Source: Primary Data (2024)

The table presents the Pearson correlation coefficients between different aspects of parental involvement (parent-school communication, parent participation, and parent-home assistance) and students' academic performance. All three correlations are highly significant at the 0.01 level (2-tailed), with very strong positive relationships. Specifically, the correlation between parent-home assistance and student academic performance is the highest at 0.935, indicating a very strong positive association, followed by parent participation (0.815) and parent-school communication (0.793). These results suggest that the more actively involved parents are in their children's education whether through communication with the school, participation in school activities, or providing home support the better the academic performance of students. The statistical significance (Sig. = 0.000) for all correlations reinforces the reliability of these findings.

Regression Analysis between Parental Involvement and Student’s Academic Performance in Rwanda

This research conducted a regression analysis to examine the relationship between parental involvement and student academic performance in secondary inclusive schools in Gasabo District, Rwanda. The following table presents a summary of the model and an analysis of variance (ANOVA). The subsequent tables provide a model summary and the ANOVA results comparing the indicators of the independent and dependent variables. **Table 4.9:- Model Summary.**

Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate
1	.956 ^a	.915	.914		.195

Predictors: (Constant), Parental Involvement

Source: Primary Data (2024)

The table 4.9, presents the Pearson correlation coefficients between different aspects of parental involvement (parent-school communication, parent participation, and parent-home assistance) and students' academic performance. All three correlations are highly significant at the 0.01 level (2-tailed), with very strong positive relationships. Specifically, the correlation between parent-home assistance and student academic performance is the highest at 0.935, indicating a very strong positive association, followed by parent participation (0.815) and parent-school communication (0.793). These results suggest that the more actively involved parents are in their children's education whether through communication with the school, participation in school activities, or providing home support the better the academic performance of students. The statistical significance (Sig. = 0.000) for all correlations reinforces the reliability of these findings.

Table 4.10:- Analysis of Variance (ANOVA).

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	133.689	1	133.689	3527.547	.000 ^b
Residual	12.469	329	.038		
Total	146.158	330			

a. Dependent Variable: Student’s Academic Performance

b. Predictors: (Constant), Parental Involvement

Source: Primary Data (2024)

The Analysis of Variance (ANOVA) table reveals that parental involvement significantly influences students' academic performance. The F-value of 3527.547 is highly significant with a p-value of 0.000, indicating that the regression model is a good fit and that parental involvement is a strong predictor of academic performance. The Sum

of Squares for the regression is 133.689, while the residual sum of squares is 12.469, showing that most of the variation in students' academic performance can be attributed to parental involvement. The Mean Square for the regression is 133.689, and for the residual is 0.038, further highlighting the substantial impact of parental involvement on academic outcomes. The total sum of squares is 146.158, further supporting the model's overall validity.

Table 4.11:- Regression Coefficient.

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.348	.064		5.464	.000
	Parental Involvement	.940	.016	.956	58.75	.000

Source: Primary Data (2024)

The findings in Table 4.11 from the respondents of this study indicated that the regression equation ($y = ax + b + c$) thus y : dependent variable as student academic performance, x : independent variable as parental involvement. Therefore, $Y = .940x + .348 + \epsilon$. This slope is highly significant since the significance value is .000 which is less than the conventional alpha level of 0.5. This implies that student academic performance has significant effects on student's academic performance in inclusive secondary schools of Gasabo District.

Conclusions and Recommendations:-

Conclusions:-

Following the study findings the study makes the following conclusions:

Parental involvement enhances students' academic achievement as it fosters a conducive environment for the learner both at home and school.

The study highlighted the importance of effective communication between parents and schools in fostering a positive educational environment.

Effective communication between parents and school foster a positive educational environment that may go a long way in shaping learning outcomes.

Recommendations:-

Parents must establish a dedicated, quiet space for studying and homework. Ensure that this environment is free from distractions and equipped with necessary resources, such as books, internet access, and materials.

The head teachers must offer resources to help parents support their children's learning at home. This could include workshops on effective study techniques, time management, or ways to assist with homework.

The Rwanda Education Board should promote the use of regular, accessible communication channels between schools and parents, such as digital platforms, text messages, and phone calls. Schools could also schedule regular feedback sessions to ensure that parents are informed about their child's academic progress and challenges in real-time.

The Ministry of Education should implement training programs and workshops aimed at equipping parents with the skills needed to support their children's education at home.

Suggestion for Further Study:-

Following the conduct of this research the researcher recommends that future research in the following areas:

Impact of programs designed to support parental involvement on both student achievement and parent well-being, using this data to inform necessary improvements.

Exploring how teacher training and professional development can better to prepare educators to engage parents in education of their children.

Influence of communication methods, such as digital platforms and face-to-face meetings, on parental engagement and student outcomes, in diverse cultural contexts of Rwandan inclusive schools.

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