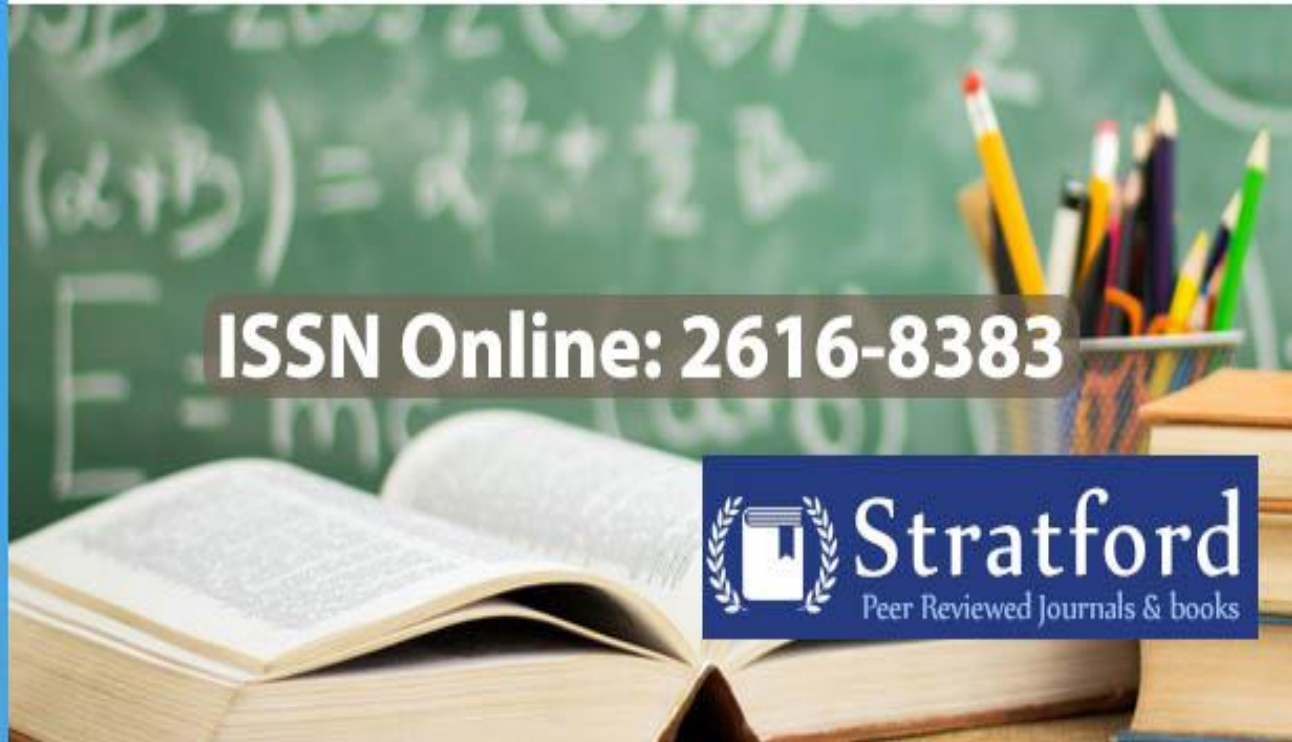


# Journal of Education



**ISSN Online: 2616-8383**



**Stratford**  
Peer Reviewed Journals & books

## **Parents Teachers Association's Participation Activities and Selected Public Secondary Schools' Students Academic Performance in Rwanda**

**Nzamura baho Jean Bosco & Dr. Hesbon Opiyo Andala**

**ISSN: 2616-8383**

## Parents Teachers Association's Participation Activities and Selected Public Secondary Schools' Students Academic Performance in Rwanda

<sup>1\*</sup>Nzamurambaho Jean Bosco & <sup>2</sup> Dr. Hesbon Opiyo Andala

<sup>1\*</sup>Post graduate student, Mount Kenya University, Rwanda

<sup>2</sup>Lecturer and Research coordinator, school of education, Mount Kenya University, Rwanda

\*Email of the corresponding Author: [nzamujabo45@gmail.com](mailto:nzamujabo45@gmail.com)

*How to cite this article:* Bosco, N., J., & Andala, H., O. (2021). Parents Teachers Association's Participation Activities and Selected Public Secondary Schools' Students Academic Performance in Rwanda. *Journal of Education*, 4(5), 65-79. <https://doi.org/10.53819/81018102t50010>

### Abstract

The participation of parents and teachers in the performance of school activities plays a significant role in both teachers and students' school performance. The government of Rwanda through the Ministry of Education has put a lot of emphasis to involve educational stakeholders in various school activities. However, the effectiveness of PTA in some public secondary schools in Rwanda is low. This formed the motive of the study to assess the influence of Parents Teachers Association (PTA)'s participation activities on public secondary schools students' academic performance in Nyamagabe district in Rwanda. This paper employed correlation research design. The target population was 240 people corresponding to the sample size of 156 respondents by using Yamane formula. Questionnaire and guided interview were used as data collection instruments. The findings of the study revealed that 83.9% of the variations in students' academic performance was influenced by PTA's participation activities as R square was 0.839. The remaining 16.1% of school students' academic performance could be influenced by other factors. The findings also revealed there is a statistically significance high degree of positive relationship between PTA's participation activities and school students' academic performance as the P-value was 0.000 which was less than 0.0. The Pearson coefficient of correlation ( $r$ ) was 0.866. The study concluded that effective participation of PTA members in school activities improve the school students' academic performance. The study recommended that school head teachers should work hand in hand with parents and also create active participation of Parents Teacher Association (PTA) committee in performance of various school activities in order to improve the school performance. Teachers should strengthen collaboration with parents in order to share various strategies which could be used to make conducive teaching environment and enhance the school students' performance. Moreover, parents should give their participation in performance of school activities and make effective communication with school staffs in order to develop the effective learning conditions of their children.

**Keywords:** *Parents Teacher Association, school activities, academic performance, Public Secondary Schools, Rwanda*

## **1.1 Introduction**

Globally, the 16<sup>th</sup> article of the National Education Basic Law (NEBL) in Turkey indicated that cooperation between Parents, Teachers and School (PTS) is beneficial to have a contribution to the establishment of the school aims as to involve parents and teachers in the participation of the school activities (Bilgen & Yusuf, 2019). The effective participation of Parents Teachers Association (PTA) in the school setting, affects positively the students' achievement as well as individual psychology (Can, 2011). Okumbe (2011) revealed that (PTA) can be stated as the collaboration of teachers, parents and school. The intended objectives of PTA establishment in school activities, is to promote various services needed in the school learning environment where PTA members are mostly involved in such activities performed by schools related to the provision of professional guidance, planning and approval of the school budget as well as other related activities that can lead to the school development and also sharing information related to the school activities with teachers. In United States of America (USA), the participation of PTA plays a greater role in the determination of curriculum and instructional decision accompanied by provision of professional guidance, effective planning and approval of the school budget as well as promotion of the school communication that promotes the school academic performance (Dam, 2008).

In Africa like in South Africa, the participation of PTA has been done in the provision of hygiene facilities including sanitation facilities needed in school learning environment (Van Wyk, 2019). Therefore, this helps the Board of Management (BOM), to ensure high moral standard and academic excellent in South Africa. Though, in most African countries, PTAs have a significance part of governing and managing the school activities where various school projects are developed by PTAs (Ogana, 2012). In Nigeria, PTA indicates the major source of additional income in the school setting where PTA promotes the implementation of the school projects while in Zambia; PTAs are elected rather than voluntary due to the fact that members of PTAs feel responsible for teacher performance (Adeboweje, 2010).

In Kenya, the members of PTA are volunteers though, they have responsibilities of assessing the quality of education delivered in school including academic performance of the students as well as they present their views related to education provided in school (Ogana, 2012). PTA members also participate in school programs like raising funds needed to support the school budget as well as to make decision about the planned school budget. PTAs in Kenya are usually involved in the Annual General Meeting (AGM) in which they play a greater participation in discussion related to the school budget as well as approval of the school fees that might be paid. According to Essenwa (2014), PTA members might participate in identification and implementation of the school projects as also they become one of the projects members and procurement committee. Essenwa (2014) also added that PTA is considered as the welfare body that put together teaching staff and parents whose children in that school where they cooperate on enrichment programs that might be developed in school settings.

In Rwanda, PTAs are not yet being developed effectively so as to make sure that their children have met the school objectives as well as established national goals based on the planned educational policies (REB, 2017). Therefore, this may make confusion for putting in place the vision for future development of the school setting. According to Anderson and Mapp (2012), low effectiveness of PTAs in schools, bring various problems related to the lack of effective

collaboration stem caused by the misunderstanding of parents as well as communities on learning achievement of their children and school development.

## **1.2 Problem Statement**

The government of Rwanda through the Ministry of Education (MINEDUC) has put a lot of emphasis to involve educational stakeholders in various school activities (Robert, 2016). The participation of parents and teachers in the implementation of the school activities enhances the school productivity including school academic performance (MINEDUC, 2010). Therefore, the government of Rwanda, the participation of key stakeholders like parents in various school activities where each public school established in Rwanda, allocated an association known as Parent Teacher Association (PTA) so as to develop the school outcomes including improved academic performance of the students in public secondary schools (REB, 2016). However, the effectiveness of PTA in some public secondary schools in Rwanda is low. Despite, the Ministry of Education put much emphasis in the improvement of academic performance in public secondary schools through the participation of PTAs (MINEDUC, 2012). Andrew and Jonathan (2018) indicated that there is 56.2% of students' academic performance affected by the lack of parental involvement to education of their children. Therefore, the lack of PTAs participation in public secondary school activities was complained by the school head teachers as well as teachers who are in charge of improving students' academic performance in such public secondary schools in Nyamagabe district. Therefore, this paper sought to investigate the influence of PTA'S participation activities on public secondary schools' academic performance in Nyamagabe district in Rwanda.

## **1.3 Research Objective**

The objective of this paper was to assess the influence of PTA's participation activities on selected public secondary schools students' academic performance in Nyamagabe district in Rwanda.

## **2.1 Literature Review**

### **2.1.1 The Concept of PTA**

According to Ogana (2012), PTA refers to formal organization composed of parents, teachers and staff that is intended to facilitate parental participation in school. Maryam (2008) indicated that PTA in USA is engineered by mothers' meetings where it seeks to promote the welfare of children at school as well as at home. The establishment of PTA was done in order to make the standard of the school activities implementation where the school involves various stakeholders of the school setting. This makes the successfulness of the prepared school activities that fulfill the collaboration of parents and school (Lee & Ross, 2015). Maryam (2012) the steering of PTA is taken as realization related to delivery of education. This should be built on high participation of PTAs in school activities that should also be headed and managed by PTA committee members of school (Lewin, 2016). However, parents as the first educators and teachers as one of professional instructors should be accounted to the effectiveness of PTA in school where it noted that the presented association should make an advocacy of enhancing the implementation related to children rights (Lasibille, 2010).

Lasibille (2010) also added that PTA came up to solve any obstacle that can affect the collaboration between teachers, parents and school members in general. This also implies that the school management has not attempted to establish the close collaboration between parents and schools

including teachers and these also affected parents to become irrelevant to the implementation of the school activities since some parents were illiterate or having low educational background. According to Ajayi (2015), the relationship between parents and teachers in various countries including Rwanda, brought a better change related to the effectiveness of school learning outcomes. According to Chidi and Akinwale (2018), to improve the school academic performance, PTAs are required to support the action of equipping the school facilities like school libraries. The effective provision of school facilities by PTA is considered as an important factor that leads to an attainment of the school goals and objectives needed to make satisfaction of physical, social as well as psychological needs of school staff and students in general (Eziuzo & Enueme, 2013).

### **2.1.2 The Concept of School Academic Performance**

The role of education in the acquisition of knowledge and skills is irreplaceable (Valerie, 2012). Therefore, the establishment of relevant education allows a country to shape citizens in the way that they function well in the community. An important aspect of education is evaluating how far students mastered the content. Students' academic performance is a measure of how students realized their needs. Evaluating the knowledge acquired by students take many forms throughout the course of leaning and this may include class work giving homework and giving tests. Students' academic results give a view of how a student is progressively mastering contents and how student is using that knowledge to solve a task given by teacher in a fixed time or academic year (Dimbiso, 2015). Kodari (2016) indicated that the academic performance might be improved due to the effective collaboration of teachers and parents. However, the efficiency and effective management of the school properties and development of professional teaching, bring instructional strategies that promote the process of teaching and that of learning (Maina, 2010). The effective communication and sharing of information between teachers and parents as well as school administration, help the students to learn better and improve school academic performance (Agun, 2013).

Academic performance is important across all levels of education; it is important criterion for promotion of students from one grade to another. Secondary level education is the most crucial stage in the life of students as they make an important transition to tertiary education. According to Kimani and Njagi (2013), academic performance determines the level of students' transition. Students who do well in their secondary education are able to secure admission to good colleges and universities. Good academic performance has numerous positive impacts. According to findings of Kimani *et al.* (2013), students whose poor educational background at secondary level it takes away the opportunity of continuing in tertiary education and this spoil one's career. Liem and Gore (2011) added that students who have poor academic records would find it difficult to cope in competitive society. Aluja and Blanch (2012) students at school attain other aspect of life which helps them to act as humans in society and also determine decisions they make in life.

### **2.1.3 PTA Participation and School Academic Performance**

The participation of Parents Teachers Association (PTA) in the academic affairs of students is considered as to be the greater influence on both school and students' academic performance (Crozier, 2012). Therefore, the reduction of PTA in terms of attention related to the students schooling, can affect students to get low grades as well as they may stay dropping out the school and parents remain blaming teachers and also teachers blame parents for the negative performance presented by children (Brenner & Sadler, 2016). According to Kimu (2012), the school head teachers and teachers may become incompetent to comprehend the potential payback that could

result from the perceptions presented by parents. According to Bilgen and Yusuf (2019), PTAs are the key to making high academic performance of school students due to the quality of established communication with children, parents, teachers and school as well as the level of cooperation with school is also very important to school academic performance. Dogru (2015) indicated that establishing strong links between schools and parents as well as sustainability of such relationship, improve effectiveness and efficiency of the school setting.

According to Crozier (2012), the relationship between parents, teachers and students' academic performance is the reflection of PTA participation that also enhances parents school relationship where parents become involved in daily school activities as well as academic achievement though they meet various economic challenges, culture and social perspective. The effectiveness of parents and school relationship, promote the quality of education system for children with positive learning environment (Mannathokoi & Mangopeii, 2013). Therefore, PTAs need to establish some positive school performance measures that might be done due to effective communication, collegial, planning as well as standard setting and addressing the cause of poor performance (Alder & Dreikurs, 2012).

#### **2.1.4 Effectiveness of PTA Participation**

According to Rose (2014), Parents Teachers Association (PTA), make effective management of children at school and at home as well as in community and any other related place. The PTA is also stated within the provision of responsibilities to PTA members to raise the standard of life. Therefore, the greater role of making close relationship between school and parents, indicate the effectiveness of PTA members, where they increase their effective cooperation intelligently in education of students. According to Maurice (2012), PTA should indicate the development between educators and society in general so as to unify the necessary efforts as well as security that bring the highest advantages related to physical, mental and social as well as spiritual education for the students. However, in some countries like in Georgia, PTA council failed to maintain the communication and collaboration of teachers so as to make effective follow up of daily activities done by students (Maurice, 2012). PTA involvement in school activities, promote measurable gains in students and school academic performance. Therefore, involving parents in school programs through PTA is very important and can enhance high level of school achievement.

Mbiti (2017) indicated that schools that do not involve parents to make effective participation in school program as well as in any other school activities present the lack of knowledge and skills in school affairs. According to Christen and Sheridan (2010), PTA promotes children to get improved grades as well as improved termly scores which lead to the improvement of students' completion. Therefore, the effective communication and working together of teachers and parents, maintain families and school partnership where everyone gets benefits. The involvement of school, teachers and parents, provide a significant impact to make the process of school academic performance to be improved (Baharat & Syed, 2012). Therefore, the participation of PTA, play a greater important role in school setting due to the fact that the presented cooperation of PTA members performs better the prepared school activities effectively. The quality of education cannot be improved due to the lack of effective participation in community as well as in school setting which forms the triangulation process of school to promote education.

### **2.1.5 Influence of PTA Participation on School Academic Performance**

According to Ogana (2012), the school academic performance may become low due to low participation of Parents Teachers Association (PTA) in school program. Berg and Karlen (2017) indicated that low effectiveness of school leadership and competence found as one of the factors that can cause the lower academic development of school. However, performance indicated by school should be delivered from the level of PTA participation in school programs developed by effective communication and collaboration of parents, teachers and schools. Thite (2010) argued that, the effective participation of PTAs requires high level of commitment of PTA members as well as school community in general so as to meet the available knowledge and skills as well as experience that can help the school to reach the highest level of school academic performance.

Maccoby (2010) revealed that the PTAs should help the school administration to accomplish the school duties and responsibilities. However, the involvement of parents in the provision of quality education given to their children may become low due to parental education background, availability of parents in the participation of education given to their children or effective communication of school and parents (Larson & Gray, 2016). Therefore, the basic ingredient of school academic performance is the degree of influencing and collaborating with PTA in school programs that also involve the PTA members in school decision making (Nyandemo & Kengere, 2010). The strategies to be used should be reviewed time to time throughout the planned programs so as to ensure that they stay understandable and valid. According to Akahomen (2018), PTA has a greater influence in the development of the school academic performance where that school members and PTA members build up activities that could be performed by school. Knezevish (2015) added that the students' facilities might be available and lead to academic performance due to high level of PTA participation in school program.

### **2.1.6 Measures to Enhance PTA Participation in School**

The effective enhancement of parental involvement in the provision of education that should be served to their children, promote the success of any educational program (Simatwa, 2012). Therefore, school head teachers should have effective cooperation with parents and teachers in the performance of the intended learning activities. Though, it is very important to make parents to be motivated specifically in the provision of various ideas that lead to the development of the school as well as suggestions and opinions (Ekundayo & Alonge, 2012). The most focus of PTA is to promote the effective relationship and communication that lead activities to be performed effectively (Kabuya, 2010). According to the study presented by Bakhada (2004), getting time to discuss about the aspects that lead to the school development and also encouraging their participation in school activities lead to the improvement of the school academic performance. Therefore, the effective communication and collaboration between school, parents and teachers, promote formal as well as informal exchanges. Though, PTA should pass out by parents.

Kabuya (2010) indicated that, parents whose children enrolled in school, should make sure that, high moral values presented, are implemented at home as well as in community. Though, children implement the same case performed by parents as well as teachers who seem to be their role models. Lin (2010) added that, PTA should indicate parents as members of PTA with leadership qualities as well as relevant expertise to the school PTA officials as well as those who are able to solve various issues raised in Annual General Meeting (AGM). Similarly, Achoka (2013) revealed that the management of the school could be promoted basing on performance of the school head teachers in their roles. Mbiti (2017) added that the accomplishment of the school activities

becomes more significance when parents recognize that the effective school progress is done due to the contribution of PTA. Therefore, PTA members should share ideas and opinions that help the school running activities including curriculum implementation (Farrant, 2014). PTA function in the management of the school activities might be emphasized.

### 3.1 Research Methodology

The study employed correlation research design in order to find out the extent to which PTA participation activities is correlated with students' academic performance. The target population was 240 people composed of 130 teachers, 100 parents and 10 head teachers. The sample size was 156 respondents got by using Yamane formula. The stratified sampling technique was used in the study. The findings were collected by using questionnaire and interview guide. To maintain the validity of the research instrument, they were distributed to the expert respondents who cross-checked to ensure the content within is satisfactory for analysis. The reliability was maintained by making pilot study that provided reliability of the research instrument and got 97.9% using Cronbach's Alpha and considered to be reliable as it was greater than 70% as recommended.

### 4.1 Research Findings

The study sought to assess the influence of PTA's participation activities on selected public secondary schools students' academic performance in Nyamagabe district in Rwanda. The study findings were depicted in subsections.

#### 4.1.1 PTA's Participation Activities in public secondary schools of Nyamagabe district

The study findings on teachers' responses on PTA'S participation activities is presented in Table 1

**Table 1: Teachers' responses on PTA's participation activities**

Statements	SD		D		N		A		SA		Mean	Std
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%		
Provision of professional guidance	10	12.0	11	13.3	4	4.8	32	38.6	26	31.3	3.64	1.37
Planning the school budget	7	8.4	14	16.9	7	8.4	24	28.9	31	37.3	3.70	1.35
Approval of school budget	9	10.8	11	13.3	8	9.6	25	30.1	30	36.1	3.67	1.37
Effective collaboration of PTA and Teachers	10	12.0	13	15.7	8	9.6	19	22.9	33	39.8	3.63	1.45
standardized school development due to PTA participation	8	9.6	15	18.1	4	4.8	33	39.8	23	27.7	3.58	1.33
PTA members share information with teachers	9	10.8	14	16.9	9	10.8	31	37.3	20	24.1	3.47	1.32



The findings presented in Table 1 present teachers' responses on PTA's participation activities in selected public secondary schools of Nyamagabe district. It was revealed that the majority whose mean is 3.70 and 1.35 of standard deviation corresponding to 66.2% of teachers agreed that PTA members effectively participate in planning of school budget. This implies that there are a number of PTA members who do not actively participate in school activities. This was followed by 3.67 of mean and 1.37 of standard deviation corresponding to 66.1% of teachers agreed that PTA members participate in approval of school budget. This shows that PTA member do not 100% participate in approval of school budget which affect negatively the level of students' academic performance. According to Okumbe (2011), planning and approval of school budget done in collaboration of teachers, parents and school head teachers strengthen the school environment and make positive teaching and learning environment. On the other hand, the mean of 3.64 and the standard deviation of 1.37 corresponding to 69.9% of teachers agreed that PTA members discuss with them some professional guidance that can be helpful to develop their teaching career. This implies that PTA members are not actively aware of providing some professional guidance to teacher thus can reduce school productivity.

The effective provision of school facilities and guidance by PTA are considered to be an important factors that can lead to attainment of the school goals and objectives needed to make satisfaction of physical, social as well as psychological needs of school staff and students in general (Eziuzo & Enueme, 2013). This was followed by the mean of 3.63 and 1.45 of standard deviation corresponding with 62.7% of teachers agreed that they make effective collaboration with PTA member. This implies that the collaboration between teachers and PTA member was not highly maintained and this can reduce the school effectiveness including students' academic performance. PTA may fail to maintain the communication and collaboration of teachers so as to make effective follow up of daily activities done by students thus reduce the school productivity (Maurice, 2012). The findings in the Table 1 also revealed that the mean of 3.58 and 1.33 of standard deviation corresponding with 67.5% agreed that school get standard in development due to PTA participation. This implies the participation of PTA member need to be improved in order to improve the school development effectively. Finally, 3.47 of mean and 1.32 of standard deviation corresponding to 61.4% of teachers agreed that they share information with PTA member that can lead to development of students' performance. According to Van Wyk (2019), effective communication between teachers and parents promotes the quality of students' education.

The responses of PTA' members on PTA' participation activities is summarized in Table 2

**Table 2: Responses of PTA’ members on PTA’ participation activities**

	N	Minimum	Maximum	Mean	Std. Deviation
provision of professional guidance	56	1.00	5.00	3.07	1.51
Sharing information related to teaching with teachers	56	1.00	5.00	3.25	1.46
Participating in development	56	1.00	5.00	3.21	1.40
Participating in planning and approval of school budget	56	1.00	5.00	3.16	1.45
Making effective collaboration with school staff	56	1.00	5.00	3.39	1.47
Valid N (listwise)	56				

The finding from the Table 2 shows the responses of PTA members on their participation in school activities in selected public secondary schools of Nyamagabe district. It was revealed that the majority with the mean of 3.39 and 1.47 of standard deviation of PTA members agreed that they make effective collaboration with school staffs. This implies that the collaboration of PTA members and school staffs needs to be strengthened so as to improve the school outcomes. According to Maurice (2012), PTA should indicate the development between educators and society in general so as to unify the necessary efforts as well as security that bring the highest advantages related to physical, mental and social as well as spiritual education for the students. This was followed by the mean of 3.25 and 1.46 of standard deviation to PTA members agreed that they share information related to teaching staff. This implies that information shared to PTA members and teaching staff play a significance role in the promotion of school productivity. On the other hand, the mean of 3.21 and standard deviation of 1.40 of PTA members agreed that they effectively participate in development of school setting. However, the mean of 3.16 and 1.45 of standard deviation of PTA members agreed that they participate in planning and approval of school budget. This implies that participation of PTA members in planning and approval of budget develops the working conditions of school including academic performance of students. According to Rose (2014), PTA makes effective management of children at school and at home as well as in community and any other related place. Finally, the mean of 3.07 and 1.51 of standard deviation agreed that they provide some professional guidance to teachers. This implies that teachers do not effectively get professional guidance that strengthens their teaching activity. Interview guide was given to school head teachers to evaluate PTA’s participation activities in selected public secondary schools of Nyamagabe district. The school head teachers revealed that “PTA participates in school budget approval, provision of some guidance to school staff”. They also added that “PTA participates in performance in school income generating projects”. Maccoby (2010) revealed that the PTAs should help the school administration to accomplish the school duties and responsibilities.

#### 4.1.2 Students’ academic performance of selected secondary schools in Nyamagabe district

The respondents of the study as were 83 teachers and 56 parents’ submitted questionnaires that were given to them provided their responses while 10 school head teachers were given guided interview. They indicated respondents of the study provided their responses related to the level of students’ academic performance in selected public secondary schools of Nyamagabe district. SPSS software version 21 was used to perform data analysis of quantitative findings while thematic approach was used to analyze the qualitative data collected from interview guide.

The teachers’ responses on students’ academic performance is presented in Table 3

**Table 3: Teachers’ responses on students’ academic performance**

Statements	SD		D		N		A		SA		Mean	Std
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%		
Effective students’ completion rate	7	8.4	14	16.9	10	12.0	28	33.7	24	28.9	3.58	1.30
Getting standard level of students’ grade	10	12.0	14	16.9	5	6.0	31	37.3	23	27.7	3.51	1.37
Effective termly students’ scores	12	14.5	15	18.1	3	3.6	31	37.3	22	26.5	3.43	1.42
High level of students performance in continuous assessment	13	15.7	13	15.7	3	3.6	30	36.1	24	28.9	3.47	1.45
High level of students’ class participation	10	12.0	14	16.9	6	7.2	25	30.1	28	33.7	3.56	1.41

Basing on the findings presented in Table 3 which presents teachers’ responses on the level of students’ academic performance, it was found that the majority of 3.58 of mean and 1.30 of standard deviation corresponding to 62.6% of teachers agreed that there was an effective students’ completion rate. This implies teachers expressed that students’ completion rate was not highly established. This was followed by 3.56 of mean and 1.41 of standard deviation corresponding to 63.8% of teachers agreed that there is a high level of students’ class participation. This implies some students do not get effective class participation thus influence their level of academic performance. According to Mourshed *et al.* (2010), the school academic performance is a continuous process that may be increased or decreased due to the level of educational stakeholders’ participation including PTAs. On the other hand, the mean of 3.51 and standard deviation of 1.37 corresponding with 65.0% of teachers agreed that students get standard in school exams. This implies that some students get low academic grades due to various factors including PTA participation. This was followed by the mean of 3.47 and standard deviation of 1.45 corresponding with 65.0% agreed that there is a high performance of students in continuous assessment tests done

in classroom. This implies that when there is an improved PTA participation can improve the level of students' performance. Finally, the mean of 3.43 and the standard deviation of 1.42 corresponding with 63.8% of teachers agreed that there are effective termly students' scores. This shows that the students' scores can be improved due to effective PTA participation. Students' academic results at the end of the term give a view of how a student is progressively mastering contents (Dimbiso, 2009).

The responses of PTA members on students' academic performance is presented in Table 4

**Table 4: Responses of PTA members on students' academic performance**

	N	Minimum	Maximum	Mean	Std. Deviation
Level of students' completion rate	56	1.00	5.00	3.45	1.31
Getting improved grade in national examination	56	1.00	5.00	3.31	1.31
Termly students' scores	56	1.00	5.00	3.39	1.46
Being motivated in daily school activities by students	56	1.00	5.00	3.36	1.52
Valid N (listwise)	56				

**Source: Primary data, 2020**

From the finding represented in the Table4 presents responses presented by PTA members related to the level of school students' academic performance in selected public secondary school of Nyamagabe district. It was revealed that the majority with the mean of 3.39 and 1.46 of standard deviation agreed that their children get improved termly scores. This implies that some parents indicate that their children do not get improved scores at the end of the term exam due to various factors including their participation in school activities. Kodari (2016) indicated that the academic performance might be improved due to the effective collaboration of teachers and parents lead to getting improved results. This was followed by the mean of 3.45 and 1.31 of standard deviation agreed on the improved level of students' completion rate in selected public secondary schools of Nyamagabe district. This implies that that there is still an emphasis based on PTA participation in school activities that should lead to the improvement of students' completion rate. The effective communication and sharing of information between teachers and parents as well as school administration, help the students to learn better and improve school students' completion (Maina, 2010).

On the other hand, the findings in Table 4 revealed that the mean of 3.36 and 1.52 agreed that their children are always motivated in school activities. This implies that students' motivation in school activities which can affect their level of academic performance need to be strengthened by effective participation of PTA in various school activities. Finally, the mean of 3.31 and 1.31 of standard deviation to PTA members in selected public secondary schools of Nyamagabe district agreed that their children get improved grade in national examination. The guided interview which was done face to face to school head teachers of public secondary schools that were selected revealed that

“the school students’ academic performance is ranked by the level of students’ grade got from national examination”. The participation of Parents Teachers Association (PTA) in the academic school activities help their children to make effective learning which may lead to getting improved grade in national examination (Crozier, 2012).

#### 4.1.3 Influence of PTA’s participation activities on students’ academic performance

The R Square results of PTA participation activities and students’ academic performance is summarized in Table 5

**Table 5: R Square results of PTA participation activities and students’ academic performance**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.916 <sup>a</sup>	.839	.832	.53249	.839	136.751	3	79	.000

a. Predictors: (Constant), Sharing information with teachers, Planning and approval of school budget, Provision of professional guidance

The results in Table 5 indicate the R Square results of PTA participation activities and students’ academic performance. The findings present the R Square of .839. This means that the variables that make PTA’s participation activities are able to influence the students’ academic performance at the level of 83.9% and the remaining 16.1% can be influenced by other variables. According to Christen and Sheridan (2010), PTA promotes children to get improved grades as well as improved termly scores which lead to the improvement of students’ completion.

#### 4.1.4 Relationship between PTA’s participation activities and school students’ academic performance

The relationship between PTA’s participation and school students’ academic performance is presented in Table 6

**Table 6: Relationship between PTA’s participation and school students’ academic performance**

		PTA’s participation activities	School students' academic performance
PTA’s participation activities	Pearson Correlation	1.000	.866**
	Sig. (2-tailed)		.000
	N	139	139
School students' academic performance	Pearson Correlation	.866**	1.000
	Sig. (2-tailed)	.000	
	N	139	139

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

The findings from the Table 6 indicates that there is a statistical significance high degree of positive relationship between PTA's participation activities and school students' academic performance thus P-value = .000 which less than 0.01 as the level of significance and Pearson coefficient of correlation  $r = .866$  which is high. This also implies that there is an association related to the influence PTA's participation activities and school students' academic performance. According to the study presented by Bakhada (2014), getting time to discuss with school staff plays a significance role in school development thus leads to the improvement of the school academic performance.

### **5.1 Summary of findings and Conclusion**

The objective of this paper focused on assessing the influence of PTA's participation activities on school students' academic performance in Nyamagabe district in Rwanda. The findings of the study revealed that 83.9% of the variations in students' academic performance was influenced by PTA's participation activities as R square = .839. This implies that the remaining 16.1% of school students' academic performance could be influenced by other factors. On the other hand, the findings also revealed that there is a statistically significance high degree of positive relationship between PTA's participation activities and school students' academic performance thus P-value = .000 which is less than .01 as the level of significance and Pearson coefficient of correlation  $r = .866$ . The paper concluded that the effective participation of PTA members in the performance of school activities can improve the level of school students' academic performance while the lack of effective participation of PTA members in performance of school activities can also reduce the level of school students' academic performance.

### **6.1 Recommendations**

1. School head teachers should work hand in hand with parents and also create active participation of Parents Teacher Association (PTA) committee in performance of various school activities in order to improve the school performance.
2. Teachers should strengthen collaboration with parents in order to share various strategies which could be used to make conducive teaching environment and enhance the school students' performance.
3. Parents should give their participation in performance of school activities and make effective communication with school staffs in order to develop the effective learning conditions of their children.

## REFERENCES

- Agba, N., Gray, w., Karlen, D. & Dale, E. (2018). The Role of Parents Teachers Association (PTA) in Education Development in Cross River State. *Journal of Education*. 4(1), 1-24.
- Akinforlarin & Ethinala (2014). Research and Practices in Parents Involvement. Implications for Teacher Education. *The elementary School Journal*, 91(3), 279-288.
- Kingi, P.M. (2013). The Role of Parents Teachers Association in the Management of Public Secondary Schools: Gatundu North Kenya. *International Journal of Science and Research*. 4(9), 2319-7064.
- Kittuu, P.N.W. (2012). An Assessment of the Parents and Teachers Associations (PTA) Funding in Sustainability Day Secondary Schools in Machakos District, Machakos County. Unpublished Masters Thesis.
- Nyandema, S. M. & Kongera, T.O. (2016). *Project Management: From Design to Implementation*. Nairobi, Richmond.
- Venerande, K. & Tabitha, M. (2013). Parental Involvement in High and Low Performing Schools in Gasabo District, Rwanda. *International Journal about Parents in Education*. 7(1), 30-42.
- Ajayi, I.A. (2015). Motivation as Correlation of Teachers' Job Performance in Ogun State Secondary Schools. *UNAD Journal of Education*. 3: 15-16.
- Akahomen, D.O. (2018). An Overview of the Place of Parents Teachers Association in the Provision and Management of Facilities in Schools. *Journal of Sport and Physical Education*, 5(3), 28-33.
- Akinwale, V.A. (2018). Extent of Parent-Teachers Association Involvement in the Implementation of Universal Basic Education Program in Primary Schools in Northern Senatorial District of Ondo State, Nigeria. *Educational Process: International Journal*, 7(2), 106-117.
- Bilgen, K. & Yusuf, G. (2019). , The evaluation of school-Parent Association Activities According to the views of teachers. *Universal Journal of Educational Research*. 7(3):874-884.
- Can, N. (2011). *Role Playing in School Management. Theory and Practices*. Ankara: Pegen Akademi.
- Christen, S.L. & Sheridan, A.L. (2010). *Hand Book of School-Family Partnerships*. Routledge.
- Crozier, G. (2012). *Researching Parents -School Relationship*. *British Educational Research Association (BERA)*, Availability Online at [www.bera.ac.uk](http://www.bera.ac.uk). pp.2-10.
- Dam, E. (2012). *School- Community Relations in School Supervision: Training Workshop Manual of Effective School*. New York, Washington, DC.
- Dogru, C. T. (2015). *The effect of School-Teacher-Family Cooperation to the Classroom Management*. Unpublished Masters Thesis. *Kenyatta University. Physical Planning and Development*. National Universities Commission Abuja, Nigeria.
- Essenwa, F.O. (2014). Project Procurement in Process or how to Execute Capital Projects Efficiently. *International Journal for Scientific Research*, 2(1), 1-16.

- Eziuzo, V. E. & Enueme, K. N. (2013). School Effectiveness in 14 Sub-Saharan African Countries. Links With 6<sup>th</sup> Grades Reading Achievement. *Studies in Educational Evaluation*, 31:2-3.
- Kimu, A.M. (2012). Parent Involvement in Public Primary Schools in Kenya. *Journal of Education*, 2(1), 1-12.
- Lasibille, G.J. (2010). Expansion of Private Education. Lesson from Present Experiences in Tanzania Uganda and Kenya. *Journal of Education*, 2(1) 1-12.
- Lee, K. & Ross, P. (2015). The relationship between Teacher Support and Students Academic Emotions: *Journal of Annual Review*, 1:513-542.
- Lewin, K. M. (2016). *Expanded Access to Secondary Schooling in Sub-Saharan Africa. Key Planning and Finance Issues Commissioned Positions Paper*. London. DFID.
- Liem, N. & Gore, B. (2011). School management and performance in secondary school. *International Journal of humanities* 2(3), 12-35.
- Mapp, K. L. (2012). *Parents Describe how and why they are Involved in their Children Education*. Paper Presented at Annual Meeting of the American Educational Research Association, New orleans, LA.
- Maryam, M. (2012). *Parents as Partners in Education. The School and Home Working together*. New York: Macmillan.
- Maurice, J.E. (2012). *Academic and Social Emotional Learning*. UNESCO Publication.
- Mbiti, D.M. (2017). *Foundation of School Administration*. Nairobi: Oxford University Press.
- Mourshed Mourshed,S., Denny, G. Blanch, W. & Gare, S. (2010). *Role of PTAs for Promoting Quality Education in Islamabad*. Strength for today and Bright Hope for Tomorrow Volume.
- Njagi, A. W. (2013). Effectiveness of BOGS in Management of Public Secondary Schools. *Journal of Education*, 4(7):28-35.
- Ogan, G. N. (2012). Factors influencing Completion of Parents Teachers Association Funded Projects in Public Secondary Schools in Nigeria District. Unpublished M. Ed. Thesis University of Nairobi.
- Okumbe, J.A. (2011). *Educational Management Theory and Practices*. Nairobi: University Press, Kenya.
- REB (2017). *Rwanda National Parents-School Partnership Standards*. Kigali, Rwanda.
- Rose, N. (2014). The Role of Parents Teachers Association in Enhancing Discipline in Public Secondary Schools in Ongata Rongai Zone Kajiada County, Kenya, Unpublished Masters' Thesis, Kenyatta University.
- Yildirim, C. M. & Donmez, B. (2008). A Study on School-Family Cooperation. *Journal of Social Sciences*, 7(23). 98-115.