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SUBJECT: THESIS

***Topic: DETERMINANTS OF TEACHER-PARENT
PARTNERSHIP ON CHILDREN'S EDUCATION IN
SELECTED PUBLIC PRIMARY SCHOOLS OF
KAMONYI DISTRICT.***

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DECLARATION

By affixing my signature, I confirm that the work is completely my own original creation and has not been previously presented for academic credit towards any other degree within this university or elsewhere.

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Dr. Dan IMANIRIHO

**First, I thank God!
Second, I want to
express my gratitude
to my wonderful
family for their
never-ending
support.**

**Last, this work is
dedicated to my
friends and
colleagues.**

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To each and every one of you, May the all-powerful God always bestow grace, joy, and serenity.

ABSTRACT

The key foundation of education is primary education. If children get the effective primary education, they help them to pursue successfully the following ones. The primary schools present crucial opportunities for children's growth, development and learning. The effective teacher-parent partnership in their children's education is thus important since the parents are the first educators of their children, if they work in partnership with teachers, the children can have the strongest foundation of education. Most importantly, parents' engagement in their children's education develop their academic results. The main objective of this thesis was therefore to explore the determinants of teacher-parent partnership in their children's education as influenced by: level of partnership between parents and teachers, teachers' views on teacher-parent partnership, barriers that hinder teacher-parent partnership and the strategies that can be implemented by the schools to promote the effective teacher-parent partnership in their children's education. Model of Parents' Engagement, which outlines six categories of parental engagement like parenting, communication, volunteering, at-home learning, decision-making, and community collaboration served as the study's foundation. The study employed the descriptive research design and specifically used the survey method, focused on cross-sectional survey. The sample size constituted 4 schools, 4 head teachers, 6 teachers and 100 parents. A questionnaire was utilized to gather data from parents, and a schedule of interviews was employed to obtain information from head teachers and primary teachers. Data were examined using both qualitative and quantitative methodologies. The findings revealed that parents consistently participated in activities that needed them to financially support their children. However, parents rarely participated in other academic activities due to a lack of teacher-parent collaboration, which limits their access to timely academic information on their children. The study thus concluded that there was poor teacher-parent partnership where parents involved more in activities that required financial contribution to the expense of other necessities. It was therefore recommended that policy developers should specify clearly the contribution of parents in their children's academic process and the way of following up their implementation.

Keywords: *teacher-parent partnership, parental engagement, children's education, scheme of work, curriculum.*

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LIST OF ABBREVIATIONS AND ACRONYMS

US: United State

NCDC: National Child Development Agency

SGAC: School General Assembly

REB: Rwanda Education Board

NISR: National Institute of Statistics Rwanda

TPP: Teacher Parent Partnership

SIP: School Improvement Plan

Std: Standard Deviation

UNESCO: United Nations Educational Scientific and Culture Organization.

DV: Dependent Variable

Ext.V: Extraneous Variable

UN: United Nations

UNICEF: United Nations Children Emergency Fund

CHAPTER ONE: GENERAL INTRODUCTION

1.1. BACKGROUND OF THE STUDY

Globally, when there is an effective cooperation between teachers and parents, learners will benefit both academically and socially. In the word of (Lareau, 2009), suggested that teacher-parent partnership helps the community of adults to take responsibilities by working towards the same goal. By viewing through the goals of Educate America Act, it specifically highlights that ‘every school will promote partnership that will increase parental engagement in promoting social, emotional, and academic growth of children, (U.S, 2012). On the other side, the research conducted in California showed that there was a little parent-teacher partnership which affected the learners academically. Concerning about parental engagement in learners’ level of academic performance, the research conducted with (Ice & Hoover-Dempsey, 2011), showed that frequent parental engagement in education is very necessary because it affects positively children’s self-expectations for academic performance. On the other side, in the words of (Keyes, 2020) in his article, parents demonstrated the long period of their working, the types of the job they are working affect their relationship including those of teachers of their children.

In African perspective, teacher-parent partnership differ from one country to another. In countries like Malawi, Mali and Ethiopia, teacher-parent partnership is carried out where parents work with the school to help their children develop academically. Some of the activities they do include paying all facilities required by the schools, motivating teachers by providing to them different incentives and advising the school administrative on everything that should be done to enhance the learners’ academic performance. According to a study conducted in Ghana by (Chowa, Ansong, & Osei-Akoto, 2012), Ghanaian parents frequently participate in their children's learning in some way. Furthermore, teacher-parent partnerships appear to be strong in terms of school meetings, attendance, and discussion expectations with their children, whilst others never directly assist their children with homework.

In Rwanda, the Rwandan government, through the Ministry of Education, encourages parents to fully participate and contribute to their children's education. Educational officials at all levels are also encouraged and held accountable for developing an atmosphere that promotes full engagement and collaboration between parents and the school administration. This is consistent with Rwanda's vision 2050, which prioritizes access and quality education. Which seeks to turn the country into a knowledge-based economy (Uwamariya, 2017).

Additionally, by viewing in the framework of Rwanda ministry of education N° 001/MINEDUC/2020, in article 4 where they highlight the role of parents such as (1) to provide necessary learning materials; (2) to provide resources for a balanced diet to the learner at home and /or at school; (3) to make constant follow up on the school learner preventing any absenteeism and lateness; (4) to prevent the learner from using drugs, practicing sexual misconducts and preventing a learner from other habits prohibited at educational institution; (5) to nature a learner

to grow up with good Rwandan cultural values, positive attitude to learning and work and other values; (6) to collaborate closely with the school and participate in all parents' meetings at school; (7) to register a child to begin school at the right age; (8) to avoid anything that may cause child to drop out the school; (9) to do everything that may lead to better learning of a learner. Even though the ministerial order highlighted these role of parents, there is no clear specific of what they should be doing and the level of doing it. They are still in general. Furthermore, (Kagabo, 2008), found out that in Gasabo district, parents are more involved in their children's education at home than at school but they are not engaged at all for example, no parent who communicate with teacher about the curriculum and scheme of work to know the content learners should cover. His study however focused on pre-school children in Kigali city but current one will focus on teacher-parent partnership on children's education in public primary schools of Kamonyi district. Thus, being the first educators of their children, parents have a responsibility to support their children's education through a good partnership with their teachers. The problem which undermines good relationship with their teachers is that parents do not know their tasks, like sharing the curriculum and the scheme of work with the teachers so that they can do follow up on whether their children are studying what they are supposed to study. Consequently, the poor teacher-parent partnership continue to raise and lead to poor pupils' academic development (NCDC, 2006). This study therefore, sought to investigate the determinants of teacher-parent partnership on children's education in selected public primary schools of Kamonyi district.

1.2. PROBLEM STATEMENT

By looking on professional standards for effective school leaders, the fifth standard says "working with parents and the wider community" (REB, 2000). In the teacher professional standards published by REB, the sixth standard says "knowledge and understanding of parents' involvement in education. With this in mind, The Rwandan government, through its Ministry of Education, encourages parents to fully participate and contribute to their children's education. Educational officials at all levels are also encouraged and held accountable for developing an atmosphere that promotes full engagement and collaboration between parents and the school administration. This is consistent with Rwanda's vision 2050, which prioritizes access and quality education. Which is to develop the nation into a knowledge-based economy (Uwamariya, 2017).

With this in mind, according to National Institute of Statistics of Rwanda (NISR), 53.9% completed primary schools, 15.1 completed secondary schools and 3.3 completed university, (NISR, 2022). In general, 77.7% Rwandan people attended the school. This means that the big number of today's young parents are educated and they may be able to enhance effective teacher-parent partnership.

A school is a place where children learn, but it is also a place where parents and teachers work together to ensure that children receive the best quality education (VVOB, 2016). However, there is no clear framework that shows

the specific responsibilities of parents in helping their children academically. The provided standards are in general, they do not specify the clear parent-teacher partnership in the development of learners, what parents should do? How teacher can share the academic documents with parents such as scheme of work, curriculum and other documents? Most of the time parents think that their part limited to providing school materials, and those few who help their children, do it as a favor. While the learning of students can be achieved successful if both parents and teachers work together. There is an example I got from one of my supervisor, where the teacher of his child, after realizing that the students from her class are more failing, she invited all parents of her students and organized the seats where every single student sat together with his/her parent and the teacher delivered the lesson. In her lesson, she tried to involve both parents and students. Her objective was to show parents that studying is not task that can be done by teacher only to make children understand everything but partnership. Finally, the parents decided to help their children in their studies after realizing that teacher alone cannot make children achieve more. In that class meeting, some parents said that they do not know what their children are supposed to cover and so on.

Consequently, many parents miss what to help their students, others lack information from teachers which lead to poor teacher-parent partnership as well as the low performance of students especially in primary level where the children need more help from parents in their studies. This study intends to investigate the determinants of teacher-parent partnership on the children's education in public primary schools of Kamonyi district.

1.3. THE RESEARCH OBJECTIVES

The general objective of this study is to investigate what determines teacher-parent partnership on children's education in selected public primary schools of Kamonyi district.

This research will be specifically guided by the following objectives:

1. To assess the level of partnership between parents and teachers in selected public primary schools of Kamonyi district.
2. To find out teachers' perception on teacher-parent partnership in kamonyi district.
3. To find out the barriers to teacher-parent partnership in selected public primary schools of Kamonyi district.
4. To establish the strategies used in promoting teacher-parent partnership to enhance primary children's education in Kamonyi district.

1.4. RESEARCH QUESTIONS

This study will be guided by the following questions:

1. What are the level of partnership between parents and teachers in public primary schools?

2. What are the teachers' perceptions on teacher-parent partnership in Kamonyi district?
3. What are the barriers to teacher-parent partnership in public primary schools?
4. What are the strategies used by the schools to promote teacher-parent partnership to enhance primary children's education in Kamonyi district?

1.5. SIGNIFICANCE OF THE STUDY.

This study is mainly assigned to investigate the determinants of teacher-parent partnership on children's education in public primary schools of Kamonyi district. If this study success, it will help the teachers to understand the importance of working closely with the parents to finish their curriculum and increasing the learners' performance. Parents also will know their tasks on helping their children academically. This study if well conducted, it will help school administrators to figure out the effectiveness of teacher-parent partnership and take initiative to strengthen in their schools. The information from this study may also be useful to education decision makers and educational designers where they design the curriculum by providing well the tasks parents should do in supporting their children academically.

1.6. CONCEPTUAL FRAMEWORK

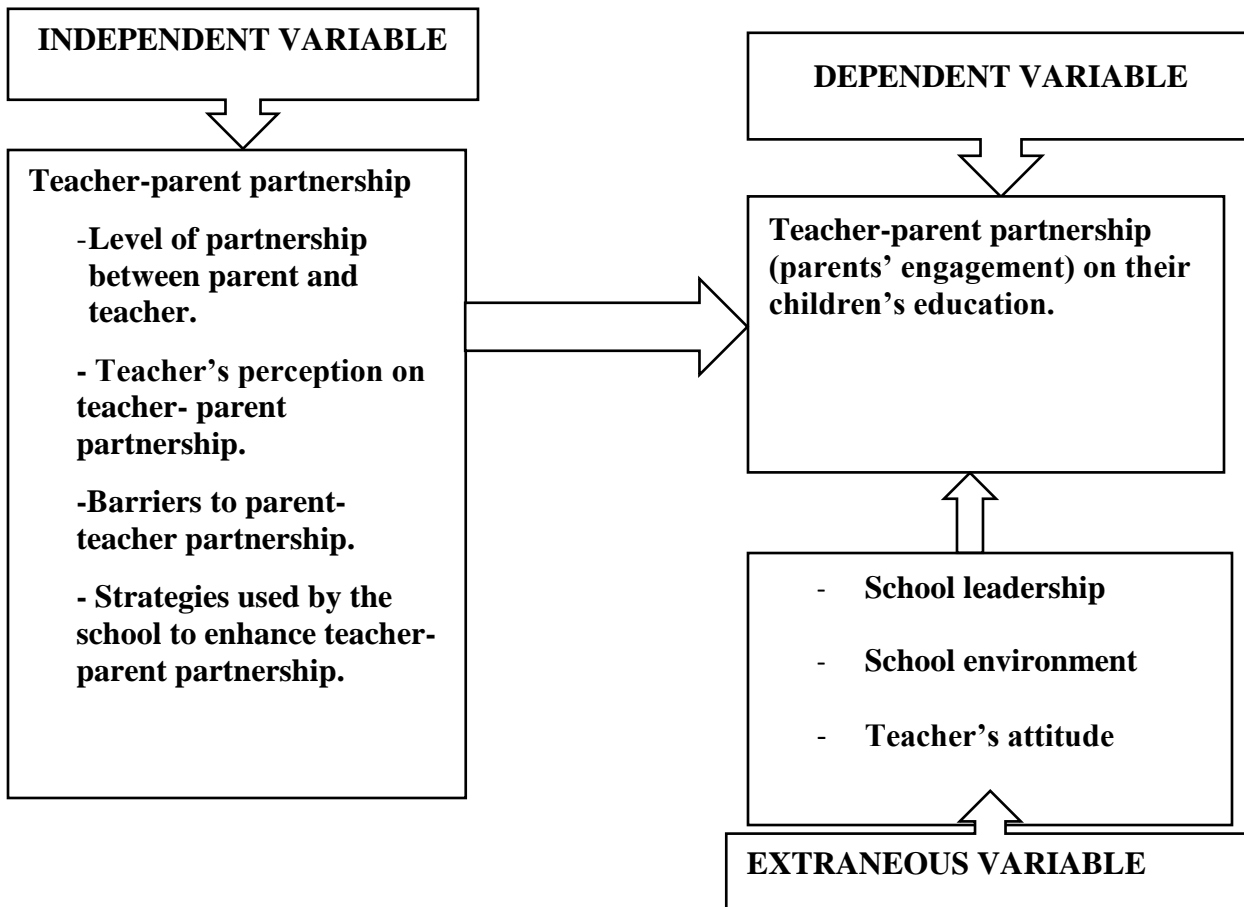


Figure 1 Influence of teacher-parent partnership in Primary Education

As the conceptual diagram shows the variables under study which influenced teacher-parent partnership in their children's education are level of their collaboration, teachers' perception on teacher-parent partnership, barriers that limit their partnership and strategies to promote teacher-parent partnership. Low level of partnership; it should be high or low, depending on the circumstances. When there is a strong teacher-parent collaboration, children are more likely to perform and develop well in general, however when they are not involved, the opposite is true. Low levels of education would be a primary source of unemployment, eventually leading to poverty or low incomes.

1.7. Theoretical Framework.

Epstein Model of parents' involvement in education of learners (2002) was selected to guide this thesis. This model comprises 6 points of parents' engagement. They include: parenting, volunteering, home learning, decision making, communication and collaboration with the community. When parents and teachers work cooperatively, learners can profit more from what they are studying and help the schools to achieve its goal.

To Epstein, school parents and community are very important to sharpen the development of children academically. With this regards, he encouraged them to work collaboratively.

CHAPTER TWO: REVIEW OF LITERATURE

2.1. Level of partnership between parents and teachers

In many rich countries, the education has already developed. In their journey of development, these countries stipulated that the effective teacher-parent partnership should be the essence to facilitate teaching and learning, example is the educational policy of USA (Bruton, The essence of teacher-parent partnership , 2006). Working together as a team is the focal important of succeeding in education. When the parents and teachers increase the level of partnership, learners perform better and profit both academically and good behaviors. Many researchers concluded that when there is a high level of teacher-parent partnership and the community, learners take serious the course knowing that they monitored both at school and at home and this increase their awareness of their studies. When parents found the better results of their children, they take as an option rather obligation.

(Nguyen, 2011) highlighted that the basic education starts at home where children learn different skills by their parents and they start imitating them which take a great impact when a child starting a school. As parents are the first teachers of their children, if they collaborate effectively with the teachers and school administrator, they get early information on what they can help their children especially when they start schools. (Loges, 2003) confirmed that when parents, teachers and community cooperate together for the purpose of enhancing the quality education of the children, the learners really perform well academically regardless other factors that may arise.

When parents show the high level of involvement in school administration, there is a greater likelihood of excellent learning outcomes and superior performance (Epstein, School, family and community partnership, 1997) The part of parents is greatly important in setting schools strategies to enhance teaching and learning process. Parents might participate in planning, management and coordination. This increase the effective partnership between parents and the schools (Guija, 2016). In this view, (Doucet, 2008) added that the schools where there is a high level of partnership between teacher and parents, they have a room for sharing ideas and the decisions all aiming at increasing the academic performance of learners.

As noted by (Epstein, 2001), family is the most and best educator of the children. A good family become the first teacher of the children and a bad do the inverse. When parents fulfil all the basic needs like food, shelter, clothing, etc. These help children to do well at school and the children do not meet all these basic requirements find it more difficult to perform at school. In the words of (Holloway, 2000) in Japan, teachers highly beg the parents to monitor home based behaviors of the learners and the school based activities like helping their children fulfill their homework, attending school events and frequent communication with the school authorities.

According to (Ndegwa & W.S, 2007) suggested that teacher-parent partnership should increase in order to support children academically. He continued saying that the parents who failed to maintain an effective teacher-parent partnership gave some reasons like blaming teachers for not giving the learners homework, their busy and other parents claimed that they are illiterate and become so hard to them to help their children academically.

Additionally, (Ondieki, 2012) in his comparison research found that learners whose parents maintain clear partnership with teachers tend to perform better than those parents do not do so.

To (Deborah, 2000), learners are performing better if the effective teacher-parent partnership is maintained and strengthened where parents communicate frequently with the teachers on the progress of students. In that time students become more motivated by these relationship and this increase both their performance and attendance. Additionally, when there is a good teacher-parent partnership, motivate teachers and hence reduces turnover. Furthermore, effective teacher-parent partnership helps parents to realize that they are members of the school community and participate actively in school activities like curriculum, assessment and other activities that support the students to learn better and thus the schools reach on their goals.

2.2. Teachers' views on teacher-parent partnership.

When teachers set the strategies that can rise the partnership with parents, the children increase their academic results. Those strategies may include giving the children many home activities and leave the place that the parents may sign in as the evidence that they have helped their children to complete those activities. Other strategy that teachers may do to motivate and strengthen the effective partnership with the parents is updating the parents about the progressive growth of their children. This encourage the parents to engage more in learning-related activities (NAEYC, 2005). The teacher-parent partnership is mainly implied in children's nursery school education. Generally, when families or parents participate actively in their children's education, either at home or school, they strengthen the effective partnership with teachers which result in development of learners both academically and socially (Anderson & Minke, 2007).

The open discussion chart room in schools where parents are freely sharing their ideas and experiences about their children's behaviors, become the vital role in increasing the teacher-parent development in partnership. This practice enriches the confidence in parents and feel secured especially when teachers respected their knowledge and instincts about their own children (Gordon & Browne, 2004). Additionally, clear communication between them is the key in maintaining partnership where parents should be invited to share ideas, help the school to set the achievable goals and clarify the expectations of the institution (Epistein, 2001).

With the same voice, (Deborah, 2000) went on saying that when the successful schools are those where parents are involved in school activities and have a good relationship with teachers of their children. The regular collaboration of the parents with their students' teachers can increase the children to increase their school performance, improve their school attendance and produce the desirable behaviors both at school and home.

To Abrahams etal (2000) teachers' attitudes and characteristics can also be the factor to enhance TPP. They also found that the level of education of some teachers can determine the way they work together with parents where the experienced teachers in education tend to initiate the partnership with parents as the first support of delivering

the content to learners where the incompetent teachers tend to put away parents thinking that they criticize them and give them a lot of work they are not getting incentives of it.

Furthermore, in the words of Deborah (2000) the regular communication with parents about curriculum and scheme of work or other subjects the learners should cover in the certain period of time and other ways the parents should be engaged in, aid teachers to discover the effectiveness of using regular communication with parents as the best strategy that can help to get information of their students and the ways they can treat them basing on their background. Additionally, (Epstein J. , 1995) augments that parents might be described as being leaders and responsible in setting school decision. As the ones who are interacting with the community and can help the school to identify the resources and services that can be added for varying all things that develop the education of the children. In addition, (Hoover & Sandler, 1997) found that the level of teacher-parent partnership depend on how the school recommend them and the attitudes of class teachers on following the education of their children.

2.3. Barriers to teacher-parent partnership in primary schools

According to Friend (2008), the major factor that limit the full teacher-parent partnership is the lack of time of many parents. Most of the parents are busy of struggling searching what their children should eat and searching school fees thinking that the formal education is for teachers only as their jobs or vocation. The continuous of this affect both the behaviors and academic performance of the children.

In the words of (Makewa, Otewa, & Role, 2012), the poverty of parents may become the constraints of teacher-parent partnership where the poor parents miss the enough school materials, school fees and other activity fees. Their children tend to attend the school irregular due to those unstable life.

Some parents highlight the barriers that limit the teacher-parent partnership. Some of those barriers include lack of time to visit their children at school and even to communicate with the teachers of their children, lack of confidence of discussing with the school authorities, language barriers and so on (Epstein,2005). Furthermore, (Goodall & Vorhaus, 2011), suggested that educators should deal with the parents and the community by communicating with them in local language in order to communicate effectively with the parents. The school should provide many activities that can make the frequent collaboration with the parent in order to reduce the shyness of some parents and increase the effective teacher-parent partnership.

2.4. Strategies used by primary schools to promote teacher-parent partnership.

As paraphrased from the quote of (Epistein, 2001), parents are mainly responsible for rising up their children and the schools remain ultimately responsible for providing quality education to the students. In the same way, (Goodall & Vorhaus, 2011) added that it is more necessary to notify the model of partnership, by emphasizing on full engagement in school life and helping children's learning and education. In words of (Winqvist, 1997)highlights that the activities where many parents participate mostly is the school meeting and mothers and single parents participate more than fathers. On attending school meeting and participate in school activities in

order to help children achieve more academically, in the African perspective as noted by (Mugo, 2009), childcare is the domain of women they are the ones to be mostly available in monitoring the education of their children.

Deborah (2000) pointed out that when parents and teachers working together by sharing information about the children either at home or to school, this motivate learners to perform well. The effective communication with families support the development of learners both socially and academically. Additionally, (Gargiulo & Graves, 1991) suggested that schools should encourage and mobilize the parents to fully participate in their children's education in many ways like warm welcoming the parents to school, communicate with the parents in the language they understand simply the local language, motivating the parents by initiating the adult literacy, teaching the new language especially that one used education medium of instruction, inviting them in making school decision especially in School Improvement Plan (SIP) and school programs and policies.

According to (Epistein, 2001) there should be an open forum for discussions and actions to ensure students are receiving support not only at school but also at home. Information like this could help parents and teachers communicate better, which would eventually promote students' performance.

Based on another study, (Williams, 2002) created seven key stages for connecting home and school in an elementary environment. These steps include: (1) removing practical barriers by providing childcare for young children and even providing transportation to those in need; (2) recognizing the need for contributions and providing incentives by providing food at meetings, raffle prizes, and acknowledging parents' achievements and contributions; (3) listening to parents' needs; (4) changing organizational processes to increase parental engagement by working with parents to provide training for both parents and (5) strengthen family culture by collaborating with staff to gain a better understanding of the specific cultures within the school and utilizing parents' experiences in the classroom and school; (6) understand the specific populations within the community and tailor strategies and activities to the needs of parents; and (7) assist parents in developing the necessary parenting skills to support their children (Williams, 2002). By creating these steps, Williams was able to give school districts with seven simple strategies to transition from parental involvement to parental engagement.

Engaging parents in school-based volunteer activities can be the best to encourage and promote teacher-parent partnership. This means, recruiting and organizing volunteer support of school events can be truly privilege to teachers while rising the community awareness of the school, its mission as well as the issues teachers face (Margaret & Leer, 2012). In the way, engaging parents in decision making at school level and voting the parents committees for representing other parents and advise them in participating in all activities planned by the school and setting the rules that parents should follow to impact the children's academic performance, build largely the teacher-parent partnership (Desforges & Abouchaar, 2003).

Another strategy that the school should initiate as highlighted by Deborah (2000), the study the interest of its parents and their availability to volunteer and invite them for trip or summer vacation to share the same bus and eat lunch with their children. This can be the strength of the school to be accessible and welcoming.

2.5. Summary and gap identification

This literature review identified that the effective teacher-parent partnership is the essence in increasing the performance of students both academically and socially. Further, the research studies reviewed on the level of teacher-parent partnership to enhance children's education, the parents' level of education, the barriers to teacher-parent partnership, teachers' perception on TPP and the strategies of promoting TTP in schools. The level of TTP can be revealed in children performance where the low level of TTP can result in low level of children's performance and vice versa, the parents' level of education can show their collaboration with teachers' in monitoring the children' academic progress, some constraints to TTP may also arise that can affect the education of children . Even though many strategies to enhance teacher-parent partnership have been documented by various scholars, there is still a low teacher-parent partnership in schools of Rwanda and this study is going to fill the gap on the extent to how parents should be actively engaged in educational academic activities either at schools or home.

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.1. Introduction

This chapter explores research design and methodology, including research design, study location, target population, sampling strategies, and sample size. It also covers research tools, data collection methods, and data analysis techniques.

3.2. Research design

The descriptive study methodology was used, specifically the survey method, focused on cross-sectional survey to investigate the teacher-parent collaboration framework in public primary schools in Kamonyi district, Rwanda. This approach was chosen because the research aims to provide a full account of parents' personal perspectives on their engagement in improving their children's partnerships with teachers. They also defined the hurdles that hinder their participation. The survey method was appropriate for this study because it was effective in describing the determinants of teacher-parent partnership.

This design used both qualitative and quantitative methodologies for analyzing data collected from the study sample. For qualitative approach, the study used document analysis and interviews administered to class teachers (tutors) and head teachers. The document analysis consisted of reviewing the marks primary learners obtained by focusing on those with low grades i.e. who got under 40% marks in full academic year 2022-2023. For quantitative approach, questionnaires were used while collecting data required to determine the level of teacher-parent partnership on children's education. Simply, both methods were chosen because they complement one another, with the qualitative method providing in-depth explanations and the quantitative method providing the hard data required to accomplish the required objectives (Mugenda & Mugenda, 2003).

3.3. Location of the study

This study was conducted in the district of Kamonyi, in Southern province in Rwanda. This district has been chosen to be used because a big space of this district is rural areas and small part is urban areas.

3.4. Target population

The target population of this study was all the primary schools which are in Musambira and Nyamiyaga sectors in Kamonyi district which are 22 public primary schools as well as 22 primary head teachers, 60 class teachers and 1000 parents who have children with low grades i.e. under 40% in full academic year the research was being carried out.

3.5. Sampling techniques and sample size determination.

This section explored several sampling procedures utilized in the current study to collect the sample. It also examined the size of the sample chosen for the study and how the selection was accomplished.

3.5.1. Sampling techniques

Kamonyi district was purposively selected because it has the diversity of the population as all the spheres of population were represented. For representativeness of the findings, Musambira and Nyamiyaga sectors were purposively selected. Musambira sector seems to be in semi-urban developing zone area whereas Nyamiyaga sector seems to be rural zone area, and the inhabitants of the two sectors differ accordingly. To ensure that all individuals in the population were given an equal chance to participate, random sampling technique was used to select the primary schools, class teachers (tutors) and parents who have children with low grades (<40% marks) in public primary schools. Therefore, 4(20%) public primary schools as well as one class teacher per school were selected in 2 public primary schools and another 2 class teachers each in 2 public primary schools, thus a total sample of 6(10%) of them, while for the parents, 100(10%) of them were selected. As for the public primary school head teachers, 4(20%) were purposively sampled for interview in line with (Mugenda & Mugenda, 2003), since their schools had already included in the sample.

3.5.2. Sample size

Sample size for this study was 6(10%) class teachers (tutors) from different schools located in two sectors from rural and semi-urban parts of Kamonyi district, 100(10%) parents who have children with low grades in the selected schools were randomly selected. This study used 4(20%) head teachers from the two selected sectors. According to (Gay, 1981), a sample size of between 10%-30% of the total population is adequate for study in descriptive research. As for procedure, the researcher exercised the sentiments of (Patton, 1990) who states that there is no rule when determining the sample size for qualitative studies, the researcher has to balance the need for appropriate data with the resources necessary to collect it.

3.6. Research instruments

The information was collected using questionnaires for parents and the interviews for class teachers and head teachers as described in below points:

3.6.1. Questionnaire for parents

The questionnaire for parents included closed questions that resulted in descriptive statistics on teacher-parent partnership activities, as well as open-ended questions that provided qualitative data. The questionnaire had two sections: A and B. Section A collected demographic information about the parents' personal identification, such as their gender, and section B collected information about the activities that indicate the level of teacher-parent partnership in their children's education, such as getting involved in making play materials with their students, participating in scheme of work, or knowing the content the students must cover, volunteering in primary school related activities. The questionnaire was suitable because it provided for use of standardized questions to all parent participants, ensured their anonymity and simultaneously provided them the opportunity to participate without much restriction.

3.6.2. Interview guide for primary school teachers and head teachers.

The questions for interview were asked to six teachers and four head teachers. The interview was used to collect data from these respondents because it gives an in depth information. An interview technique was fitted this thesis because it helped the researcher to compare the results from parents using questionnaires to those from teachers and head teachers and made a clear conclusion. From their responses it was possible to establish whether there was low or high teacher-parent partnership which may contribute to positive or negative influence on child's education.

The interview for primary head teachers and class teachers similarly consisted of two sections. Section A sought demographic information about class teachers and head teachers' personal identification like class teachers and head teachers' qualification while section B gathered information about teacher-parent partnership in their children's education as well as strategies used by primary schools to promote parents' engagement.

3.7. Validity and Reliability of the instruments

Validity is the quality of a data-gathering instrument or procedure that enables it to measure what is supposed to measure (Kahan, 2006). In order to ascertain validity, the questionnaire and interview guide were analyzed by the researcher and the supervisor, and they were also handed to the panel of expert in education for analysis, who provided feedback. Thereafter, they were revised according to their inputs and comments so that they gave the answers that constitute a real base to identify and assess the determinants of teacher-parent partnership on their children's education in public primary schools in Kamonyi district. In addition, a pilot study was conducted and then after, Kuder Richardson formula 21 was used to determine the reliability. That is, after calculating the mean and standard deviation, the researcher used the following formula to determine the reliability:

$$\frac{1-M(K-M)}{K(S^2)} \text{ Where,}$$

K: number of items in the questionnaire

M: the mean

S: Standard Deviation

After calculation the reliability coefficient was 0.77 and 0.78 for parents and staff respectively. It is to note that when this formula is used, the instrument is reliable when the reliability coefficient calculated range between 0.60 and 0.80 or above. The nearer the value calculated is to 1.00, the higher the reliability of the instrument, the higher it is consistent in measuring what it is intended to measure. Therefore, the instruments for this study were reliable.

3.8. Data collection techniques

In order to avoid any loss of questionnaire and to ensure accurate responses from parents, personal administration with on-the-spot collection method was used to collect data on the teacher-parent partnership in enhancing the primary children education. On this note, the researcher delivered the questionnaires in person, and he waited for the respondents to complete them and then collected them on spot. There was no research assistant for this study.

To collect the information from the teachers and head teachers, the interview guide was used where the researcher addressed the questions to one respondent at a time. That means that the researcher asked direct or indirect questions to teachers and head teachers who in turns answered them.

3.9. Data analysis

During the data analysis process, the researcher dealt with the information gathered from the respondents. To analyze the qualitative data that was collected from open-ended questions, the researcher used thematic analysis approach to analyze them. This means that responses that were given by parents, class teachers as well head teachers on the determinants of teacher-parent partnership were put into themes. After the analysis of data, tabular and graphical modes were used to present quantitative findings. In other words, the quantitative data were presented using descriptive statistics such as frequency distribution, mean, standard deviation, percentages and tabulations. As for qualitative data, they were presented in text using actual words of the participants.

According to (Green, 2002) quantitative research produces results which can be expressed using numbers or statistics, exploring the extent to which something happens while qualitative research explores individual viewpoints which are not so easily measured.

3.10. Logistics and ethical considerations

3.10.1. Logistical consideration

Before beginning the study, the researcher obtained authorization to conduct the research, which included a letter from the University of Rwanda, College of Education as well as a letter from the leader of the district where the research was conducted.

3.10.2. Ethical consideration

In terms of ethical considerations, the researcher promised the participants that all of their responses would be kept strictly confidential and utilized only for the purposes of the study.

CHAPTER FOUR: DATA PRESENTATIONS, ANALYSIS AND DISCUSSIONS

4.1.Introduction

The fourth chapter tried to present the finding by analyzing and interpreting them based on the research questions. Text and table would be used to express the meaningful results.

4.2. Demographic Characteristics of Parents, Teachers and Head teachers

The tables below represents the gender of parents, class teachers and head teachers and the occupation of parents.

4.2.1. Parents, Teachers and Head teachers' Gender

Parents, class teachers, and principals were asked to identify their gender, whether male or female. Table 4.1 shows demographic information about the participants' gender.

Table 1 Parents, Teachers and Head teachers' Gender

Gender	Parents	%	Class teachers	%	Head teachers	%
Male	28	28	2	33.33333	3	75
Female	72	72	4	66.66667	1	25
Total	100	100	6	100	4	100

Table 1 above is showing that the big number of parents who participated in this study are female where they count 72% and the few ones are male with 28%. In Rwandan culture especially in rural areas, mothers take the initiative in following up the children's education than fathers. The class teachers who participated in this study, we also had 66.6% female teachers and 33% male teachers. The number of female teachers is higher than that of male teachers. Mugo (2009) defended this study where she established that in the African set up, caring children is the main job of women and could be the reason why we have many female teachers as well as many female parents who participated in this study.

4.2.2. Parents' Occupation

The table below presents the occupation of parents by indicating what they do for living. The specified jobs are: farmers, business activities, working in education or working in local government.

Table 2 Parents' Occupation

Occupation	Frequency: n=100	%
Farmer	62	62
Business	20	20
Education	8	8

Local government	10	10
Total	100	100

The table 2 above presents 62% of parents who are farmers, 20% of them are working in business activities, 8% of them are working in education and 10% of them are busy working in local government. The findings showed that many parents are farmers. While collecting data, some parents told me they are jobless and they have only one parcel of land to cultivate and I inserted them in farmers. As many parents are farmers is not a surprise because around 70% of Rwandan are farmers according to NISR (2023).

4.2.3. Teachers and Head teachers' Qualifications

The table below shows the qualification of the teachers and head teachers who participated in this study.

Table 3 Teachers and Head teachers' Qualifications

Qualification	Teachers	Head teachers
O' Level certificate	0	0
A' Level certificate	2	0
TTC certificate	4	1
Diploma in ECE	0	0
Others (Bachelors, Masters,)	0	3
Total	6	4

Table 3 indicates that there is no teacher with ordinal level certificate only, two among the participants have Advanced level certificate in other fields apart from education, four teachers among the participants have TTC certificate and there is none with Early childhood education certificate. About head teachers, only one has a TTC certificate while the remaining three have bachelor's degree in education. It was very necessary to find out the qualifications of teachers and head teachers because as REB (2015) stated in Competence-Based Curriculum, the teachers and head teachers who did education are more professional than those who did not do so. As also supported by (Abrahams, Gibbs, & Chen, 2000), Chen & Chandler (2001) correlated the teachers and head teachers' level of education with attitudes in improving teacher-parent partnership and they found a high positive correlations.

4.3. Findings on level of teacher-parent partnership to enhance children's education.

The objective one sought the activities parents are engaged in that indicate the level of partnership between them and teachers to enhance the children's education. Four different tables were used to assess all these activities parents are engaged in to strengthen the effective teacher-parent partnership. These activities are separated in engagement in provision of learning resources, teaching-learning activities, reinforcement activities and shared activities.

4.3.1. Parents' engagement in provision of learning resources

The table 4 below shows the level of parental engagement in provision of learning resources as a way of strengthening teacher-parent partnership. The focused points are how parents are motivated in buying school materials of their children, how they try to purchase story books for the child, how they motivate the child who performs better in classroom activities and how they take initiative in paying school feeding.

Table 4 Engagement in Provision of Learning Resources

Activities	Mean	Std Deviation	Level of partnership
Buying school materials for the child	1.91	0.686	High level
Purchasing story books for the child	1.54	0.875	Low level
Giving present to the child when perform well	2.01	0.773	Moderate level
Paying school feeding to the child	1.78	0.918	High level
Overall Mean	1.81	0.813	Moderate level

The results in table 4 indicate the level of teacher-parent partnership in provision of learning resources as mean scored: lower mean score is 1.54 and higher mean score is 2.01. The overall mean index on the level of teacher-parent partnership in provision of learning resources is 1.81 equivalent to moderate level for the parents' views. On buying school materials, the calculated mean and standard deviation showed that some parents did not buy school materials to their students and they wrote the reasons on their questionnaires saying that they are very poor even though none asked them to explain them and the great number of parents agreed that they always buy the required school materials to their children. The findings therefore confirmed that the majority of parents try to provide the required school materials to their children by supporting them to acquire the formal education.

By collecting information on the second activity which is buying story books to the children, the mean and standard deviation showed that many parents never bought story books to their children and few ones try to do so. The data from this research showed that the majority of parents do not buy story books for their children. This could be because they are not actively engaged in their children education thinking that the schools are the ones to provide books to the learners and helped by the teachers, this slow down the effective teacher-parent partnership. It is the same as what (Gloznick, 1994) found, where parents are cognitively and intellectually stimulating

materials to a child, like books or current events. The data from the sampled parents can therefore showed that parents are unengaged about this.

In relation to providing presents to learners who perform well, the analyzed data showed that some parents never give presents to their children either performed well or not while many parents try to do so. This findings show that several parents provide present to their children and this implies that parents know the importance of motivating children in order to encourage them doing very hard for getting a lot of rewards. Within this perspective (Ondieki, 2012) suggested that parents are called upon in providing reward to their children as positive way to reinforce them.

In paying school feeding, the majority of parents tried to pay school feeding to their children because the government reduced the cost of school feeding to public schools where the contribution of parents is only 975 Rwf per term in public primary schools.

4.3.2. Parents' Engagement in Teaching-Learning Activities.

Parents' engagement in teaching and learning activities included asking teacher the scheme of work at the beginning of the year, asking teacher the curriculum to know the content a child should cover, helping the child to do homework, checking if the school work is done by the child, telling stories to the child, commenting on the child's progress, disciplining the child and teaching the child how to read. Table 5 shows the results on parents' engagement level in teaching and learning process.

Table 5 Engagement in Teaching and Learning activities

Activities	Mean	Std Deviation	Level of partnership
Asking teacher the scheme of work at the beginning of the year	0.01	0.786	Low level
Asking teacher the curriculum to know the content a child should cover	0.01	0.675	Low level
Helping the child to do homework	1.01	0.573	Moderate level
Checking if the school work is done by the child	2.54	0.818	Low level
Telling stories to the child	1.76	0.749	Low level
Commenting on the child's progress	1.02	0.772	Low level
Disciplining the child	2.67	0.638	High level
Teaching the child how to read	0.8	0.375	Low level

Overall Mean	1.2275	0.673	Low level
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The results in table 5 indicate the level of teacher-parent partnership in teaching and learning activities as lower mean scored is 0.01 and higher mean scored is 2.67. The overall mean index on the level of teacher-parent partnership in teaching and learning activities is 1.2275 equivalent to low level for the parents' views.

On asking the scheme of work at the beginning of the year, many of the sampled parents answered that they never ask the teacher the scheme of work to know how the lessons are scheduled.

On asking teacher the curriculum to know the content a child should cover, the majority of parents reported that they did not ask the teacher the curriculum to know the content a child should cover.

On helping the child to do homework, moderate of parents answered they tried to help their children in completing homework and the few ones reported that they never support their children in completing homework and some of them provide the reasons even though none asked them to clarify but they said that they are uneducated and limit them to help their children in doing homework. About an activity of checking if the children have done the activities given by teachers, the collected data from this sample showed that there is low level of teacher-parent partnership on this activity of checking if the children complete the given work. This findings implies the opposition to what Kagabo (2008) found, where his study found that in Rwanda parents were more engaged in their children's education at home than at school, but his sample was in Gasabo district which is in town but this is in Kamonyi district which is rural areas. On this activity, (Ndegwa & W.S, 2007) noted that there are many factors that affect parents from positively participating in and out of the school activities. Some of those factors include illiterate parents, teachers who not provide work to students and parents who are busy at work. In this view, Deborah (2000) advised the schools to encourage and always remind the parents to spend at least 30-50 minutes helping and checking the works given by teachers. This can really increase the effectiveness of teacher-parent partnership.

On telling stories to the child, the data from this research shows that many parents rarely tell stories to their children, this may be due to a lot of work of parents and become very tired and miss the time to narrate stories to their children. In relation to telling the children stories, Gadsden & Bowman (1999) found that the children who listen to different stories from their parents develop the level of thinking and excel academically and their daily life.

On discussing about children's progress and disciplining the children, this finding showed that the majority of parents comment on their children's progress and discipline their children about the desirable behaviors. Class teacher can communicate with parents effectively and discuss with the children's progress and discipline to enhance the development of students to both academically and socially and this enhance the teacher-parent partnership to children's adjustment (NAEYC, 2005).

On supporting the child how to read, the data from this research on this activity showed that many parents including the parents who never and rarely taught their children to read is higher compared to those who always helped them learning how to read. This may be caused to the overwork of parents and lack of the time or the mindset of parents thinking that teaching the children how to read is the only job of teachers. In connection to some scholars, Gadsden & Bowman (1999) stated that parents who try to teach their children how to read and select to them the books that can help them tend to perform better academically compared to those who never do so. Within this perspective Deborah (2000) added that being both parent and teacher at home helps children to construct social and education values which result in increasing the performance of the children.

4.3.3. Parents' Engagement in Reinforcement Activities

The way parents react to their children can also play role in the academic performance of learners. The table below tries to show some activities the parents can do for positive reinforcement of their children.

Table 6 Engagement in Reinforcement Activities

Activities	Mean	Std Deviation	Level of partnership
Thanking the child when perform well.	1.81	0.886	High level
Listening tok the child	1.88	0.865	Moderate level
Responding to the child query.	2.11	0.753	Moderate level
Overall Mean	1.93	0.834	Moderate level

The results in table 6 indicate the teacher-parent partnership in reinforcement activities where lower mean scored 1.81 and higher mean scored 2.11. The overall mean index for parental engagement in reinforcement activities is 1.93 equivalent to moderate level.

The findings from this results implies the average number of parents who were not appreciating their children for good performance. This can minimize the effort of children because none who is motivating them. Within this, Ondieki (2012) stated that the parents who try to appreciate their children for good performance tend to repeat the positive behaviors as they correlate the rewards from their parents with their performance.

About listening to the child while talking to them, the information from this study showed that some of the sampled parents answered that they sometimes listen carefully to their children while speaking to them.

About responding attentively to the children’s question, this finding indicates the big number of parents who rarely answer carefully the questions asked by their children. This may due to the age of the children in which the parents cannot spend their time listening to them, the quality of the asked questions and the awareness of the asked questions.

4.3.4. Parents’ Engagement in Shared Activities

Education for children is the process journey. Every habit happening at home can affect them both academically and socially, the below table collected the data on how parents are engaged in shared activities include but not exhausted to eating together, making play materials together, playing and praying together with the child.

Table 7 Engagement in shared activities

Activities	Mean	Std Deviation	Level of partnership
Eating together with the child	2.81	0.696	Moderate level
Making play material with the child	0.41	0.575	Low level
Playing together with the child	0.91	0.693	Low level
Praying together with the child	2.14	0.518	Low level
Overall Mean	1.5675	0.6205	Low level

The results in table7 indicate the level of teacher-parent partnership in shared activities as lower mean scored 0.41 and higher mean scored 2.81. The overall mean index for these activities is 1.5675 equivalent to low level.

On eating together with the child, this finding shows that the big number of parents are rarely eating together with their children this can be due to the family culture where they believe that children should not eat together with mature people. In connection to the scholars, Power & Parke (2004) noted that the children whose parents share the food on the same table tend to get clear ideas which affect them in academically.

About creating play materials with the children, this findings therefore show that the big number of parents are rarely create play materials with their children, this may be caused to lack of information of parents about the role of making play materials together with the child or taking it the waste of time because they do not informed its advantage on the educational development of a child. In connection with the scholars, Mwirichia (2013) &

Ndegwa et al(2007) noted that the collaboration of parents in making the play materials together with their children help the children learn more than those who do not collaborate with their parents.

About playing with the child, the data from this study shows that the big number of parents rarely play with their children. This can be caused by their busy or lack of information on the advantage of playing together with the children. In connection to scholars, Harvard Graduate School of education (2006) noted that children who play with their parents feel confident and a quick intellectual development compared to those who never get a chance of playing with their parents.

About praying together with the child, this study revealed that the big number of parents are rarely praying with their children. This may be caused by the parents who are very busy and spent a long time at work and lack the time to pray with their children, some parents also may not give any advantage to prayers in the development of children. The small number of parents responded that they always prayed with their children, this may due to the factor that the parents believe in the power of the Holy Spirit in the development of the children. In connection with the scholars, Mukuna & Indoshi (2012) stated that some parents think that only tangible materials benefit children and they ignored the other unquantifiable benefits such as psychosocial, intellectual, spiritual etc.

Regarding the interview with teachers and head teachers, the big number which is 7 out of 10 agreed that parents tried to participate in their children's education which indicate some level of teacher-parent partnership on children's education. Two head teachers in their responses, they agreed that: *'the parents do not contribute efficiently to their children's education and they provided the reasons behind the poor participation such as poor parenting styles and their mindset where they think that education for their children is for teachers only.'* This is in line with what Baumrind (1967) found, where he noted that: *'the parents do not fully participate in the formal education for their children because they lack the knowledge about parenting styles and lack of the time due to the nature of their jobs.'*

4.4. Teachers' views on teacher-parent partnership.

The second objective of this study has to find out the teachers' views on the activities parents do to support their children academically and increase the level of teacher-parent partnership in enhancing children's education. Those activities are arranged in three groups, which are monitoring activities, communication activities and provision of voluntary services as they are discussed in below paragraphs.

4.4.1. Teachers' perception on teacher-parent partnership in monitoring activities.

The activities that parents can participate in monitoring or following up their children education can include but not exhausted to the following: teacher-parent communication, attending school meeting, discussing the school and subject curricula, participation in the school decision making especially in the school improvement plan (SIP) and school funds management which is also included in SIP.

Table 8 Views on monitoring activities.

Type of activity	Mean	Std Deviation	Interpretation of perceptions level.
Parent-teacher association	2.61	0.686	Low level
School meeting	1.78	0.675	Moderate level
School curricula	0.21	0.573	Low level
School decision making	1.04	0.418	Low level
School funds management	1.16	0.349	Moderate level
Overall Mean	1.36	0.5402	Low level

The results in table 8 indicate the perceptions of teachers on parental engagement in monitoring activities as lower mean scored 0.21 and higher mean scored 2.61. The overall mean index for teachers' views is 1.36 equivalent to low level of participation in monitoring activities.

On parent-teacher association, the analyzed data indicated that the big number of teachers responded that the parents do not involve in PTA. This is because they are very busy or they do not know the advantage of participating in PTA to their children's education. In connection to the scholars, Mwirichia (2013) pointed out that: "the children whose parents participate actively in PTA tend to perform better than those parents did not participate."

On attending the school meeting, as the data from this finding expresses the big number of teachers answered the parents rarely attend the meeting. They added that: "some parents attend the school meeting because it is mandatory and some punishment may arise to those who attend the school meetings." In connection to scholars, Chowa et al (2012) revealed that: "some parents do not participate in the school activities for their own willingness." For instance some they attend the school meeting because it is mandatory and avoiding the penalties that may arise.

About the school curricula, the data from this variable expresses the big number of parents who did not attend the school curricula. This may be due to lack of information about the school curricula and take it as the job of the

school leaders and teachers as they are getting paid for it. In connection to scholars, Desforges & Abouchaar (2003) stated that when parents participate in all school activities like meeting, voluntary service, advisory group and school curricula, affect their children’s academic performance as they have all information about the requirement of the children to study perfectly.

On school decision making, as viewed in this data, the big number of parents did not participate in the school decision making. This may be due to lack of invitation from school leaders in participating in school decision making or they do not value the advantages of participating in the school decision making on their children’s education.

In regarding school funds management, in analyzing this data, the big number of teachers confirmed that: “*parents never participated in the school funds management.*” This may be due to lack of invitation from the school leaders where some school authorities do not know that the parents are the first sponsors of the schools. In connection to scholars, Tuyisenge (2001) found that some parents instead of participating in school management funds and provide ideas on what should be done, they moved their children from the school which is requiring a lot of money to the school which is paying few money. In relation to Epstein’s model of parental participation, schools should hold monthly curriculum meetings where staff members discuss what the school is offering.

4.4.2. Views of teachers on teacher-parent partnership in sharing information regarding the education of learners.

In line with teachers’ views on activities that parents should do to increase the teacher-parent partnership on their children’s education, the below table summarize the findings on how parents discuss the progress and the behaviors of the learners with their teachers, how they try to visit their children at school especially when invited by their teachers and the parents interact with teachers by asking them questions related to school and so on.

Table 9 Teachers’ perceptions on communication activities.

Type of activity	Mean	Std Deviation	Interpretation of perceptions level.
Communicating child’s progress and behaviors	0.41	0.586	Low level
Responding to the invitation of the teacher	1.18	0.485	Moderate level

Conversing with teachers	0.04	0.423	Low level
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Overall Mean	0.54	0.498	Low level
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The results in table 9 indicate the teachers' perceptions on parental engagement in communication activities as lower mean scored 0.41 and higher mean scored 1.18. The overall mean index is 0.54 equivalent to low level of participation. These results provide enough evidence by concluding that at this component, teacher-parent partnership in communication activities is at low level.

In communicating child's progress and behaviors, the interviewed teachers answered that: " *the parents sometimes discuss with their children's progress and behaviors.* About responding to the invitation from teachers, the majority of teachers who interviewed agreed that: " *parents always visit their children by respecting the invitation from teachers.* " About conversation with teachers, no teacher limit the parents to ask questions or discuss with them, the interviewed teachers answered that: " *they sometimes allow the parents to converse together by responding the asked questions.* As shown on the above findings, a big number of teachers responded that: " *parents always visit their children to school by respecting the invitation from the teacher* " , and a good number of teachers answered that: " *sometimes parents communicate with their children's academic progress and behaviors.* " As mentioned early, the parents who really understand the importance of working together with the teachers, try to make more effort in following their children's education and paying attention to every single information from teachers. In connection to the scholars, Arnold et al. (2008) pointed out that in order to help children develop and grow holistically, there should be effective communication between teachers and parents of the children which lead to effective teacher-parent partnership.

In regarding with the conversation with parents and teachers, the majority of interviewed teachers answered that: " *they rarely allow parents ask them questions because most of the time, the timetable is full from morning till evening and they do not have period to discuss with the parents on their timetable.* " In connection with scholars, Abrams & Gibs (2000) stated that teachers may refuse to discuss with parents because they do not have ideas on how to explain to the parents the reasons for their children failures. But this is especially done by the incompetent teachers. About this, Deborah (2000) added that children are more successfully if the parents maintain a clear communication with the children's teacher and build a strong relationship by providing two ways communication which means communicating with the child's progress either face to face or using technology. To Epstein, it is crucial to establish a regular and healthy line of communication between the teachers and the parents.

4.4.3. Views of teachers on teacher-parent partnership in provision of voluntary service.

About these sub variables, teachers showed their views on how parents tried to participate in actions that can promote the school on their willingness. These voluntary activities include building classrooms, hygiene related and the contribution in school feeding program as shown in below table.

Table 10 Teachers' views on voluntary activities

Type of activity	Mean	Std Deviation	Interpretation of perceptions level.
Building classrooms	2.21	0.786	Moderate level
Hygiene related	2.58	0.685	Moderate level
Contribution in school feeding program at school	2.04	0.823	Moderate level
Overall Mean	2.276	0.764	Moderate level

The results in table 10 indicate the perceptions of teachers on teacher-parent partnership in voluntary activities as low mean scored 2.04 and the highest mean scored 2.58. The overall mean index for teachers' views is 2.276. These results provide enough evidence by concluding that at this component, teacher-parent partnership on children's education in voluntary activities is at moderate level.

The data collected in these sub variables as shown in the above the majority of interviewed teachers answered that: "parents sometimes participate in building school activity." About volunteering in hygiene related activities, the interviewed teachers answered that: "the parents sometimes attend the school general cleaning." Regarding the contribution of parents in school feeding program, the interviewed teachers agreed that: "the parents always participate in school feeding program."

The analyzed data from these sub variables show that a big number of parents tried to participate in voluntary activities by respecting the school invitations and understanding that the place where their children spend a long period of time should be smart. About the participation in school feeding a good number of parents participate in school feeding. This may be due to because the government set the clear guidelines about school feeding in public schools where the contributions of parents are clearly stated and the school leaders set the strategies of following up.

In comparing to the results from the interview with head teachers, they all supported the above results and they added that: "parents participate in activities that require them money than activities that require them the contact." This is because they are busy searching money for surviving. In connection to scholars, Margaret & Leer (2012) stated that: "the schools might encourage the parents to attend the school volunteer activities as the

way of meeting and discuss many school issues including the educational development of their children.’’ This can also be the time to strengthen teacher-parents partnership on the children’s education. Without strong parent-school collaboration, schools are unable to give all the assistance pupils require to succeed (Epistein, 2001)

4.5. Findings on barriers or obstacles that slows down the effective teacher-parent partnership in children’s education.

Regarding the third objective, parents, teachers and head teachers were asked to indicate the barriers that led to poor teacher-parent partnership. Table 12 present the results on parents’ views on barriers that led to poor teacher-parent partnership.

Table 11 Parents’ views on barriers/obstacles that limit an effective teacher-parent partnership.

Barriers / Obstacles	Frequency	Percentage
Poor communication between teacher and parent	22	22%
Lack of time due to the type of work parent does (busy)	20	20%
Being afraid of talking with teachers or school leaders	16	22%
Lack of knowledge about some supportive documents like scheme of work and curriculum	26	26%
Language barriers	16	16%

Table 11 indicates that 22% of parents reported that poor communication between teacher and parent is the barrier that limit the effective teacher-parent partnership. This could be caused by the attitudes of teachers and poverty of some parents who do not have the means of communication like phone. About this, 20% of parents reported that: *‘‘lack of time due to the type of work parent does (busy) is the obstacle of an effective teacher-parent partnership.’’* This means that due to unemployment of some parents, they always such a daily paying job and this limit the effective teacher-parent partnership. 22% of parents reported that: *‘‘they were afraid of talking with teachers and school leaders and this become obstacle to an effective teacher-parent partnership.’’* This means that some uneducated parents are very shy in contacting with teachers as well as school leaders. In addition, 26% of parents reported that: *‘‘they do not have knowledge about some teaching documents like scheme of work and curriculum which limit their full engagement to enhance teacher-parent partnership.’’* This means that many parents do not have information about scheme of work and curriculum that can support them to follow their children academically. Lastly, 16% of parents reported that: *‘‘language barrier limit them to an effective interaction with teachers.’’* This means that the medium instruction of teaching is English and some parents do not know this language and become obstacle in initiating the effective teacher-parent partnership.

The findings from the interview with teachers on obstacles or barriers that limit an effective teacher-parent partnership show the majority of 4/6 of them said that: *‘‘the great obstacle that hind the effective relationship between parents and teachers are poor communication where some parents do not have phones and two ways*

communication become impossible.” Another obstacle showed is the language barrier where many parents have limited knowledge in English and French which limit their support on helping their children academically and hence slow down the effective teacher-parent partnership.

In the interview with head teachers, all of them (4) respondent that: *‘poor communication between teachers and parents, is a great obstacle that hinder the full engagement of parents in their children’s education.’* In connection with the scholars, Epstein (2008) added that some parents wish to work collaboratively with parents and meet with different challenges like time, language barrier and lack the invitation from teachers or school authorities that encourage them to contribute in their academic education of their children.

4.6. Findings on strategies used by the school to promote teacher-parent partnership in primary schools.

Regarding the last objective of this study, all the participants were asked to provide suggestions on what should be done to initiate the effective teacher-parent partnership on their children’s education. The below table 13 summarizes the participants perceptions on what strategies should be taken to enhance the said above.

Table 12 Parents’ views on strategies schools could use to promote teacher-parent partnership in primary schools.

Strategies	Frequency n=100	%
PTA committee responsible for reminding parents about their responsibility	17	17
the frequent invitation of parents to schools	19	19
Encouraging parents to contribute in school funds management	21	21
Providing training opportunity for parents	27	27
Providing and sharing the file of children’s academic progress.	16	16
Total	100	100

About this data in above table, 17% of the sampled parents answered that: *‘providing PTA committee responsible for reminding parents about their responsibility on following up their children’s education may be the great strategy.’* 19% of the asked parents answered that: *‘the frequent invitation and welcoming parents to schools can be the great strategy to enhance teacher-parent partnership on their children’s education.’* 21% of the sampled parents answered that: *‘encouraging parents to contribute in schools fund management can be a good strategy of promoting the collaboration between parents and the teachers of their children.’* 27% of the asked parents, agreed that: *‘the provision of training opportunity to the parents for how they can help their children’s academically.’* Those trainings may include teaching the parents how to check a subject curriculum and connect it with the scheme of work so that the parents may know and follow the contents their children cover every single term or week accordingly. The training may also encompass to teaching them the notion on the new language

especially that one used in schools. For example, in Rwandan education system, the language of instruction is English. In addition, 16% of the sampled parents agreed that: *‘provision and sharing the file for children’s academic progress can be the best strategy to consistently maintain the effective teacher-parent partnership on their children’s education.’* They stressed this because the teachers used to communicate with the parents only for the purpose of asking them money for school fees and in case of mistakes made by the children.

In combining with the data from interviewed teachers, they responded that: *‘the strategies that could increase the collaboration of teachers and parents is the mutual visitation where parents can visit their children even in the classroom in order to experience the behaviors of their children in classroom and know what to do with the help of teachers. Also teachers may find the time to visit parents to their home to experience the behaviors of their learners at home.’*

By combining with the interview from head teachers, their suggestions were the same as that from parents and teachers. They added that: *‘another strategy that can promote the cooperation of teachers and parents as well as school authorities is the amical play game where the school can plan the different entertainment and invite the parents, for example the school can plan a football or volley ball game where the team of teacher meet with the team from parents. This can be a good time to initiate their friendship and hence increase the teacher-parent partnership on their children’s education.’* In connection to scholars, Deborah (2000) stated that the great strategy that can promote the cooperation of teachers and parents is to remove all the limitation like language barriers and being invited and warmly welcomed to schools and so on.

CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

The findings, conclusions of the study as well as recommendations have been presented in this chapter.

5.1. Summary of findings

The major findings in this research were as follows:

First, the different activities that can indicate the level of partnership between teachers and parents to promote the education of students showed that there is a low level of teacher-parent partnership where parents do not participate in many activities regarding teaching-learning. For example, the study found that no parents who asked information about the subject curriculum and the scheme of work to know what their students might cover and do the follow up accordingly.

Second, the views of teachers on the consistency of teacher-parent partnership on children's education, the study found that there is a poor contributions of parents especially in teaching-learning process where parents contribute more on activities that require them to pay money.

Third, this study found out that there are different barriers that hinder the promotion of teacher-parent partnership. Some of those barriers are the mindset of some parents where they thought that the formal educational of their children is for teachers because they are the ones who are getting paid for their jobs. Another great obstacle found is the illiterate parents. The parents who do not know to read and write miss what to help their children and most of them were not able to pay the home teachers and this hindered their involvement in their children's education.

Fourth, this study found the strategies suggested by the respondents. On the top, the study found out the mutual teacher-parent visitation strategy where the school can plan the time the parents can come to school and study together with their children for experiencing well their children's behaviors in the classrooms, and in turn, teachers also can plan the time where they can visit their learners at home in order to experience the behaviors of their learners at home. Another strategy found out is amical game entertainment strategy where the school can plan the game like football or volleyball and one team from parents fight against the other one from teachers for both gender.

5.2. Conclusion

The findings of this study and the Epstein's level of parental involvement in their children's education serve as the basis of making the following conclusions:

Firstly, all the activities that the parents should do to encourage the effective teacher-parent partnership showed that there is low level of teacher-parent partnership in their children's education. The school authorities and teachers have to take initiative and try their best and teach the parents on the importance of participating actively in all activities that can contribute to the educational development of their children.

Secondly, teachers' views on teacher-parent partnership in their children's education was low where they emphasized that there was a poor contribution of parents to promote teacher-parent partnership especially in teaching and learning process.

Thirdly, there were a lot of barriers that hinder teacher-parent partnership on children's education such as poor communication, mindset of some parents, illiterate parents etc.

Lastly, there are strategies that suggested by the respondents like mutual school-home visit strategy, amical game play entertainment strategy and providing different trainings to parents focusing on pedagogy.

5.3.Recommendations

The below recommendations have been framed based on the findings and conclusions made in this research:

First, the school leaders and teachers should be more creative in searching the strategies that can motivate parents willingly participate in the activities that can develop the education of their children.

Second, the school authorities together with the local government should mobilize and encourage the adult literacy in order to reduce illiterate parents so that they can contribute to academic education for their children.

Third, school leaders and teachers should innovate the different strategies that attract parents in involving in their children's education, like frequent training on pedagogy, two ways communication, school-home visiting strategy, amical game entertainment strategy, etc.

Fourth, the curriculum designers and educational planners should also try to specify clearly the part of parents in delivering curriculum because what we have today is in general.

This thesis is not exhausted, the interested future researchers would be concerned with the following topics related to this study:

- ❖ This study emphasized on the determinants of teacher-parent partnership on children's education in selected public primary schools of Kamonyi district, I recommend the next study to focus on secondary schools to see if the results are the same or different.
- ❖ The practices of school leadership in promoting teacher-parent partnership.

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APPENDICES

APPENDIX 1A: QUESTIONNAIRE FOR PARENTS

Dear parents,

This thesis intend to explore the determinants of teacher-parent partnership in their children's education in selected public primary schools of Kamonyi district. You have been randomly selected to participate in my study. On your willingness help me to complete the questions on this paper. The provided information will remain secrecy and used for the objective of this study only. Thank you very much!

Instructions:

- ❖ Put a tick (✓) in the provided space
- ❖ Complete the provided place with the asked information.

Section A: Demographic data

Q1. Choose your gender. Male

Female

Q2. Select your profession? (Job)

Farmer

Business

Education

Local Government

Other

Section B: General Questions related to activities that can promote the level of teacher-parent partnership (engagement).

Q3. Using the following terms below, indicate how you participate in your child's education in each of the activities listed.

Activities	Not at all (3)	Rarely (2)	Always (1)
Buying school supplies for the child			
Ask teacher the scheme of work at the beginning of the year.			
Ask teacher the curriculum to know the content a child should cover.			

Purchasing narrative books for children.			
Helping the child with their schoolwork.			
Checking to see if the child completed their schoolwork.			
Eating with the child.			
Create play materials with the youngster.			
Playing with the child.			
Praying with the child.			
Appreciate the child for good performance.			
When the youngster speaks, listen closely.			
Telling stories to children.			
Making comments about a child's improvement.			
Providing effective answers to the child's queries.			
Disciplining the youngster.			
Teaching the child to read.			
Giving the child a reward for good work.			

Paying school feeding to the child			
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Barriers to teacher-parent partnership

Q4. Write all things you think that can be the barriers to teacher-parent partnership in school where your children are studying.

Strategies used to promote teacher-parent partnership in primary education.

Q5. Suggest the strategies that could be used by the school in order to improve teacher-parent partnership in primary schools.

APPENDIX 1B: Translated questionnaire for parents in Kinyarwanda language

Ibibazo bigenewe ababyeyi.

Babyeyi dukunda,

Tunejewe no kubandikira tubamenyesha ko turi gukora ubushakashatsi bugamije kureba uruhare rw'imikoraniye y'abarimu n'ababyeyi mu guteza imbere imyigire y'abana twibanda ku bana biga mu mashuri abanza. Muri ubu bushakashatsi twabahisemo kugira ngo tubashe kumenya neza uko ubwo bufatanye buhagaze, akaba ari kubwiyo mpamvu mwadufasha kuzuzwa ibisubizo ahabugenewe biri kumugereka w'iyi barwa. Turabamenyesha ko amakuru muzatanga azagirwa ibanga kandi agakoreshwa gusa muri ubu bushakashatsi.

Murakoze cyane mukumva ubusabe bwacu.

Amabwiriza:

- Andika aka kamenyetso (V) mu mwanya wabugenewe.
- Subiriza ahateganyijwe.

Section A: Umwirondoro

1. Igitsina: Gabo Gore

2. Umurimo ukora:

Umuhinzi

Umucuruzi

Ukora mu burezi

Ukora munzego z'ibanz.

Ahandi

Section B: Ibibazo rusange kubikorwa bigamije guteza imbere imikoranire myiza y’abarimu n’ababyeyi.

3. Ukoresheje amagambo akurikira, erekana uburyo ufatanya na mwalimu mu bikorwa bikurikira bikorerwa ku ishuri umwana wawe yigaho.

- ✓ Nta na rimwe
- ✓ Gake cyane
- ✓ Buri gihe

Ibikorwa	Nta na rimwe (3)	Gake cyane (2)	Buri gihe (1)
Kugurira umwana ibikoresho by’ishuri			
Kugurira umwana ibitabo byo gusoma			
Kubaza mwalimu imbonerahamwe y’amasomo umwana agomba kwiga			
Kubaza mwalimu integanyanyigisho y’amasomo umwana agomba kwiga			
Gukorana hamwe n’umwana umukoro wo murugo yahawe na mwalimu.			
Gukurikirana nimba umwana yakoze imyitozo yahawe.			
Kugira uruhari mu kugaburira umwana ku ishuri.			
Gusangirira hamwe n’umwana.			

Kwigisha no gufatanya n'umwana gukora ibikinisho bimufasha kwiga.			
Gukina n'umwana mu rugo.			
Gusengera hamwe n'umwana.			
Gushimira no gutera umwana akanyabugabo igihe yakoze neza			
Guha umwanya no gutega amatwi umwana igihe avuga			
Kubwira umwana udukuru dutandukanye turimo amasomo.			
Kugira icyo uvuga ku kumyigire n'imitsindire y'umwana.			
Gusubiza neza ibibazo by'umwana.			
Kugerageza gutoza umwana imyitwarire myiza.			
Gutoza umwana gusoma.			
Guha umwana agahembo igihe yakoze neza			

Kumenyesha mwalimu igihe umwana yasibye ishuri			
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4. Vuga ibintu utekereza bibangamira imikoranire myiza y’umubyeyi n’umwarimu mu guteza imbere uburezi bw’umwana.

.....
.....
.....

5. Tanga inama ku ngamba ishuri ryakoresha mu kuzamura imikoranire y’ababyeyi n’abarimu mu guteza imbere uburere bw’abana.

.....
.....
.....

MURAKOZE!

APPENDIX 1C: INTERVIEW FOR TEACHERS

Dear teachers,

This thesis intend to explore the determinants of teacher-parent partnership in their children’s education in selected public primary schools of Kamonyi district. You have been randomly selected to participate in my study. On your willingness help me to complete the questions on this paper. The provided information will remain secrecy and used for the objective of this study only. Thank you very much!

Instructions:

- ❖ Put a tick (V) in the provided space
- ❖ Complete the blank space with your answers

Section A: Demographic data

1. Select your gender. Male Female
2. Select your profession
 - O’ Level certificate
 - A’ Level certificate
 - TTC Certificate
 - Diploma in ECE
 - Others, please specify.....

Section B: General Questions related to the activities that can contribute on the level of teacher-parent partnership.

3. Describe any school-related activities that parents at your school participate in. Indicate how frequently parents in your school participate in the under listed school activities.

Activities	Not at all Frq %	Rarely Frq %	Always Frq %	Total %
Parent Teacher Association (PTA)				
School-wide meetings.				
School curricula				
School decision-making				
School finance management.				
Discussing the child's progress and conduct.				
When the teacher invites me, I visit the child in school.				
Asking teachers school-related questions.				

Classroom construction is underway.				
Hygiene concerns.				
School meal program.				
Paying for school meals.				

4. Describe a situation in which the parent-teacher partnership was difficult to establish while working with elementary school students. Please include as much detail as possible about what made this relationship tough or challenging.

5. What are the strategies that could be used by the school to improve teacher-parent partnership in primary schools?

THANKS!

APPENDIX 1D: INTERVIEW FOR PRIMARY SCHOOL HEAD TEACHERS

Dear head teachers,

This thesis intend to explore the determinants of teacher-parent partnership in their children’s education in selected public primary schools of Kamonyi district. You have been randomly selected to participate in my study. On your willingness help me to complete the questions on this paper. The provided information will remain secrecy and used for the objective of this study only. Thank you very much!

A. Demographic Data

- 1. Select your gender. Male Female
- 2. Select your academic qualification.
 - O’ Level
 - A’ Level
 - Diploma
 - Others, please specify.....

B. General questions on teacher-parent partnership

- 3. Rate the relationship between parents and teachers in your school?

Negative Positive

If negative
why?.....
.....
.....

- 4. Do parents at your school get involved in their children's education?

Yes No

If not, what the causes behind their poor involvement?

- 5. What could the school do to increase teacher-parent partnership in primary schools?

APPENDIX 2A: RESEARCH PERMIT FROM UR-CE



COLLEGE OF EDUCATION

RESEARCH AND INNOVATION OFFICE

Rukara, 15th May, 2023

Ref: 03/DRI-CE/074(a)/ EN/gi/2023

Mr Pacifique HABIMANA

Master Student

Master of Education in Educational Leadership and Management

School of Education

UR-CE

Dear Mr Habimana,

RE: RESEARCH ETHICAL CLEARANCE FOR YOUR STUDY

Following your application for research clearance for your study entitled: **“Teacher impact on supporting teacher-parent partnership in selected public primary schools of Kamonyi District”**

Having reviewed your application and being satisfied with your protocol (research topic, interview schedule, and informed consent): this study is ethically acceptable. This ethical clearance shall last for 6 months and is renewable upon your request and presentation of the progress report to the UR-CE Research Screening and Ethics Clearance Committee (RSEC-C) through the Research and Innovation Unit. Please note that you will have to apply for ethical clearance before making changes in the protocol during the implementation phase. The Research and Innovation Unit shall receive a final copy of your study report at the end of your study.



RESEARCH AND INNOVATION UNIT

Rukara, 15th May 2023

Ref: 03/DRI-CE/074(b)/EN/gi/2023

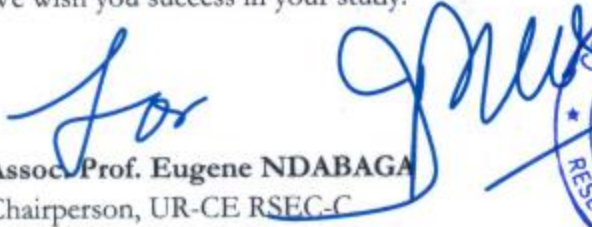
The Mayor
Kamonyi District
Southern Province
Rwanda

Re: Research recommendation letter for Mr Pacifique Habimana

On behalf of the University of Rwanda-College of Education (UR-CE), I introduce Mr Pacifique Habimana, a postgraduate student at the School of Education of UR-CE. He is writing his thesis entitled: **“Teacher Impact on Supporting teacher-parent Partnership in selected public primary schools of Kamonyi District”** to complete his Master of Education in Educational Leadership and Management.

This research will involve parents, headteachers and Deputy headteachers from the secondary schools located in Kamonyi District. Therefore, we kindly request your permission for him to collect data for this study in the identified secondary schools.

We wish you success in your study.


Assoc. Prof. Eugene NDABAGA
Chairperson, UR-CE RSEC-C
Director of Research and Innovation Unit
Tel.: 250788308862
Email: ndabagav@yahoo.ie
UR-College of Education
Cc:



- The Principal, CE
- Dean, School of Education
- Dr Dan Imaniriho (Supervisor)

EMAIL: dri.ce@ur.ac.rw

P.O. Box: 55 Rwamagana

WEBSITE: www.ur.ac.rw

APPENDIX 2B: RESEARCH PERMIT FROM KAMONYI DISTRICT



**SOUTHERN PROVINCE
KAMONYI DISTRICT**
P.O.Box.03 MUHANGA
E-mail: info@kamonyi.gov.rw

N° 591 /07.02/08/DM

Mr. HABIMANA Pacifique

RE : Permission of Data Collection

Dear Habimana,

With reference to your letter of 29 May 2023 requesting for the Permission of Data Collection in our District;

I hereby inform you that your request has been confirmed from 30 June 2023 until 31 August 2023. Furthermore, you will be working with the Director of Education in order to well fulfill your career practice.

BUSHAYIJA Fred
Corporate Service Division Manager



Cc:

Mayor of Kamonyi District

APPENDIX 3: TURNITIN PLAGIALISM REPORT

PACI THESIS 3.docx

ORIGINALITY REPORT

18%	12%	3%	12%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	Submitted to Kenyatta University Student Paper	6%
2	ir-library.ku.ac.ke Internet Source	2%
3	ecommons.luc.edu Internet Source	1%
4	Submitted to Mount Kenya University Student Paper	1%
5	ir.uew.edu.gh:8080 Internet Source	1%
