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## Parents'/Guardians'-Students' Academic Discussions and Students' Academic Performance in Twelve Years Basic Education Schools in Rwanda

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### **Abstract:**

*The current study investigates parent-student academic discussions and student's academic performance in twelve years basic education schools in Rwanda, a case of Gasabo district. Objectives of this study comprise the following: to ascertain parent/guardian-student academic discussion practices in twelve years of basic education, to investigate the effect of parents/guardians-students' academic discussion on students' performance in twelve years of basic education and to examine the relationship between parent-student academic discussion and students' academic performance in twelve years basic education in Gasabo district. The study was conducted after a careful review of related literature and an understanding of the research area in connection with the research topic under investigation. In this study, the research used a descriptive survey design employing a mixed research approach. Quantitative and qualitative data were collected from the target population of 150 parents, 360 students, 25 teachers, 12 deans of studies (DOS) and 8 head teachers. The researcher adopted purposive simple random sampling techniques and used Slovin's formula to determine the sample size of 233 participants. The Statistical Product and Service Solutions was used to code, edit, process and analyze the collected raw data through descriptive statistics. The findings from objective one indicate that 65.5 % disagreed that they share the daily learning experience at home with their parents. In contrast, those from objective two revealed that 61.9% and 23.8% of parents who participated in the study strongly agreed and agreed that their style of academic discussion of career aspirations with students enhances students' interest and motivation, which determines students' effort to achieve good grades/scores, and finally, the findings from objective three showed a mean performance of 37.7460, a standard deviation of 1.75028 and a significant Pearson's correlation ( $r = .515$ ) between parent/guardians-students' academic discussion and students' academic performance. In contrast, the mean of 36.9365 and standard deviation of 2.18406 without academic discussion were obtained. This implies that academic discussions enhance students' learning and academic performance. The findings of this research encourage parents to discuss academic matters with students since academic discussions enhance students' academic performance.*

**Keywords:** Parents'/guardians'-students' academic discussions, students' academic performance, parenting style, Students' home based-learning

### **1. Introduction**

Academic discussion within the family facilitates students' learning and drives academic performance. The interaction and communication between parents and students affect the academic achievement of students (Idris, Hussain & Ahmad, 2020a). The discourse regarding academic discussion among family members is crucial to helping children learn even beyond the classroom setting (Garcia-Melgar et al., 2022).

Healthy conversations and interactions between parents, guardians, caregivers, and students are fundamental to accelerated students' learning outcomes (Sianturi, Lee, & Cumming, 2022); thus, exploring the extent to which these discussions happen within the context of Rwanda is beneficial and commendable. These discussions can encompass various topics such as assigned homework, school projects, academic goals, progress reports, and any academic concerns or challenges a student can encounter during the learning process.

Studies have pointed out the contribution of healthy parent-student discussion around interest and motivation towards learning, and the interaction between parent and their children constitutes the mechanism for academic achievement (Soenens, Deci & Vansteenkiste, 2017). McNeal (2012) observed that the main element of the parental contribution that was related to further developed achievement and lessened dangerous ways of behaving (delinquency) was parent-student conversations. More noteworthy degrees of correspondence raise student accomplishment ( $r = .13$ ) and lessen ( $r = -.20$ ) in eighth grade. Effective communication between parent and child has been important in

determining the degree to which the child perform in the classroom with positive interpersonal relationship with peers (Merçon-Vargas, Lima, Rosa, & Tudge, 2020; Sheridan, Smith, Moorman Kim, Beretvas, & Park, 2019). The findings from the study conducted in Chile in Latin America indicated that children with parents who have low involvement in their education tend to have lower academic achievement compared to children with parents who are more actively involved (Lara & Saracostti, 2019). Even if there is a positive difference in learners' performance due to their parents' involvement, the study revealed a smaller number of parents' participation in their children's education.

The parent's role in education cannot be undermined towards effective learning of children. The family is the fundamental entity from where children who become students are grown; thus, providing a solid foundation in terms of a code of conduct and motivation is far more important from the parent side. Abundant literature emphasizes the position of the parent when children meet life challenges, and the latter has been seen as exceptional care of the child, which allows them to develop a sense of courage during the learning period.

Educated parents have been successful in being involved in the education of their children, hence improved performance compared to those with high levels of illiteracy (Idris, Hussain, & Ahmad, 2020b; Narbasheva, 2021). The educational background could not be the only indicator affecting parent-student discussion; instead, other factors have been indicated by previous researchers, including parenting styles, parents' occupation, student's home environment, career aspirations, rules and regulations set by the school, all of which possess an influence on parent-student discussion and on student's performance as well.

Recently, tremendous efforts have been directed to various forms of parental involvement of children. Tan, Lyu and Peng (2020) promulgated six classifications of parental contribution, specifically nurturing to establish a favorable home climate for children, keeping up with customary two-way correspondence with schools, being willing to help with school exercises, assisting kids with advancing at home, partaking in school navigation, and teaming up with the local area at large. However, implementing those forms of parental involvement in Rwandan education is still scarce (Jeong, Sullivan, McCann, McCoy & Yousafzai, 2023). The parental association appears in how guardians speak with their youngsters, mediate in schools to negotiate for additional arrangements to oblige their kids' advancing requirements and coordinate their youngsters' lives to boost students' learning. Generally, effective and positive interactions between parents/guardians and students can contribute to improved educational outcomes, while inappropriate or negative discussions can hinder a student's performance.

### 1.1. Problem Statement

Parents/guardians-students' academic discussion continues to be the focus within academic institutions to improve students' performance. Governments of states and education stakeholders, including policymakers, teachers, and school leaders, are engaging in planning and delivering education, which puts great emphasis on students' performance driven by parents'/guardians' interventions. A study conducted by Hwami (2022) shows that the theoretical dynamics affiliated with parent-child discussion are not well established in developing countries as these might involve parents/guardians discussing school-related topics with their children, which in turn convey key roles of schooling. Rasool and Zhang (2020) report from a qualitative study that inadequate home-based academic-related discussions end up not helping students to develop desirable learning attitudes and expectations.

Tremendous effort has also been invested into studies that disclose the parent-student relationship as a key determinant of students' interest in engaging in academic activities that, in turn, lead to academic success (Emmanuel & Andala, 2021; Jensen & Minke, 2017; Wei & Ni, 2020).

A study conducted in Muhanga district in the southern province of Rwanda claimed that most parents are involved in low-income jobs, and fulfilling living needs becomes their priority, hence their low parent-student interaction at home (TABARO & Uwamahoro, 2020). Data collected from students using focus group interviews to assess the educational practices of their parents disclosed mixed views. Among the total of 50 students, 6 of them, corresponding to 12%, asserted that their parents care for their educational needs, while 31 participants, corresponding to 62%, revealed that some of their parents do not manage to be involved in their education process mainly due to financial factors and ignorance. In addition, 13 students, equivalent to 26%, indicated that their parents try to provide school materials and uniforms on time. Additionally, the low level of parents' participation in their children's education was reported where the family's socio-economic status makes parents fear to approach the school due to many reasons including failure in fulfilling parental duties for children, i.e., school lunch cost, hygiene, students' behaviors (Ndayambaje, Bikorimana & Nsanganwimana, 2021; Ndayisaba, 2022).

The findings of the study carried out by Yulianti, Denessen, Droop & Veerman (2022) accentuated the contribution of the education inputs of daily parental engagement into a child's learning process and aligned such contribution with the child's learning outcomes.

Parents' interventions that have been linked to improving student performance include supervision of student learning habits at home, parent's love and affection, reinforcement and appreciation, as well as parents' code of conduct and relations (L. Boonk, Gijsselaers, Ritzen & Brand-Gruwel, 2018). First, the intent to carry out this study draws evidence from previous studies that emphasized the irreplaceable role of parent-student interaction in the matter concerning student studies (Kewalramani, Phillipson & Belford, 2018; Li, Li, Wang, Liu & Lu, 2022). Second, because previous studies have left the gap between parent-student academic discussion and students' academic performance in the Rwandan context (Stephanie, 2015), the current study was conducted to foster the contribution of parent-student academic discussions and student's academic performance in Twelve years basic education with a particular focus on schools in Gasabo district in Rwanda.

### 1.2. Objectives of the Study

- To ascertain parent/guardian-student academic discussion practices in twelve years of basic education in Gasabo district.
- To find out how students' performance is induced by parents/guardians-students' academic discussion in twelve years of basic education in Gasabo district.
- To examine the relationship between parent-student academic discussion and students' academic performance in twelve years of basic education in Gasabo district.

## 2. Review of Related Literature

### 2.1. Theoretical Literature

#### 2.1.1. Parents'-Students' Academic Discussion in the Context of Students' Learning

Currently, there exist major challenges associated with students who want to live a private life (Cataldo, Lepri, Neoh & Esposito, 2021; Dzoro, Chereni & Gwenzi, 2019), and as they grow up, they remain unwilling to share life experiences with their parents or guardians. The sense of independence and privacy among adolescents prevent them from having conversations concerning their study journey. Past literature indicates that parents are mostly concerned with their children's school performance (Novianti & Garzia, 2020) and desire to have information on the progress of their children's performance through either in-person conversation or through communication channels between the school and parents. Previous studies indicated that parental involvement in the education of children raises education standards and allows students to go through the education system confidently (Đurišić & Bunijevac, 2017; Ilhan, Ozfidan & Yilmaz, 2019). Parent-student communication about study progress has been associated with students' improved classroom performance in terms of engagement, self-efficacy, and classroom performance (Park & Holloway, 2017). In-depth discussion of academic-related matters between parents and students has been investigated by researchers (Alsauidi, 2016), and has been found to influence students' behavior and attitudes toward learning. (Benner, Boyle, & Sadler, 2016) In their educational research article, they emphasized that academic discussion in the family is key to children's success. Although parents would be willing to participate in the education of children through conversation, interactions, and parenting style, the way of undertaking communication may be seen as a burden by adolescents, hence a barrier to fruitful academic discussion between parents and students. Previous studies conducted by Jeynes (2018) and Ma, Shen, Krenn, Hu & Yuan (2016) show that the degree of parental involvement greatly enhances students' learning outcomes. The care provided to students during the learning process serves as a key motivator toward the successful completion of the learning cycle. Another study carried out to analyze the effect of parent-student interaction revealed that during interaction, parents may help students understand why they are struggling with their studies (Riser, 2019). Notwithstanding the effort of parents to follow up students' learning process, there are still barriers holding back the parents' contribution in this regard. Barriers include but are not limited to parents' socio-economic status and their educational background. According to Ren, Li, Chen, Chen & Nie (2020), students' desire for independence and privacy, failure of schools to establish communication (Zhang et al., 2020), and channels with parents when there is a need to inform parents about their children's classroom performance.

#### 2.1.2. Parents'-Students' Academic Discussion and Students' Learning Attitudes

There are studies including parent-student academic discussion and association with students' learning experiences. The challenge is ordering such discussion since there are so many styles. Less than 100 years ago, it was viewed as a theoretical mental idea. However, as of now, scientists in education and psychology research think about it as a development. Parents' conversation about scholastic issues with children has positive results comparable to students' learning. The discussion increases students' potential to manage the subject matter and creates students' positive attitudes toward learning. Parents or other family members are agents of better home-based learning, and the assistance offered to students within the family during home-based activities such as homework and self-evaluation during self-study provides students with courage and determination as they feel the sense of being supported in the learning process. Recent studies have correlated parents' intervention in learning activities with students' academic performance (Huang, Hochbein & Simons, 2020; Lara & Saracostti, 2019). A study conducted by Alam (2022) disclosed the positive contribution of a supportive family environment toward a better learning atmosphere for students. Parent-student discussion has been seen from different perspectives; ample research has seen the trend of parents' engagement in a discussion of academic-related patterns as the process that involves parents, teachers, students, and school administration (Acharya, 2017). Therefore, academic discussion can be undertaken in different styles. Students who come from educated family members are more likely to go further in their learning because either their educated parents or siblings motivate them (Berkowitz, Moore, Astor & Benbenishty, 2017). Although studies have been conducted to validate the linkage between parent-student academic discussion and students' learning attitudes, deep investigations are needed to ascertain whether the correlation between these variables is positive or negative in particular circumstances.

#### 2.1.3. Facilitation of Home-Based Learning and Students' Academic Performance

Parents/guardians provide home-based assistance to their children and assist them with rehearsing self-directed techniques in a home climate. They give independence support and greatly affect a youngster's scholastic accomplishment by affecting home-based learning. Students whose parents/guardians are involved in their education show more

prominent academic accomplishments compared to those with parents/guardians who show less concern and contribution to their children's education (L. M. Boonk, Gijsselaers, Ritzen & Brand-Gruwel, 2022). Parental contribution extensively affects students' academic performance by showing parental assumptions and desires (L. Boonk et al., 2018). Parents' arrangement of structure is vital for students' self-controlled learning. Structure alludes to the unmistakable course of activities and useful feedback (Dickman, 2020), which is useful to improve trust in students to productively examine their study behaviors. Hence, profoundly organized parents ensure the fulfillment of needed skills, which empowers students to engage in self-controlled learning while at home, thus designing opportunities for students to manage their learning (Kwan & Wong, 2016).

#### 2.1.4. Parents'-Students' Academic Discussion and Students' Academic Performance

Parent-student academic discussion has been regarded by previous researchers in education as one of the factors that influence academic performance (Li et al., 2022). Despite a wide examination base that portrays parental involvement in students' academic experiences, a few past investigations by Lambert, Duppong Hurley, January & Huscroft D'Angelo (2022) showed that parental engagement in their children's education predicts their first-year academic performance. Studies have been conducted in the area of parental involvement and the involvement has been found to result in a negative impact on students' scores and the level of independence (Lorence, Hidalgo, Pérez-Padilla, & Menéndez, 2019). (Chen, Kong, Gao, & Mo, 2018) found that students who easily receive financial resources from their parents got lower scores compared to the effect of students' background information, intellectual ability and the type of school a student attending. In this regard, the authoritative parenting style of female parents was also connected to the poor performance of their children. The effect of parental involvement is predicted depending on the social setting and cultural aspects of a given society. Recent studies have indicated that even though a high level of parental involvement for older children/students may result in negative behaviors, several other studies state otherwise; thus, a continuous parent-student academic discussion is also linked to students' academic performance in secondary schools.

### **3. Empirical Literature**

Parents'/guardians' involvement in their children's education has been largely investigated in the United States of America by previous researchers (Blumberg et al., 2019; Flores & Barroso, 2017). In their findings, It has been emphasized that a positive relationship exists between parents' involvement and academic performance when the latter is done in the form of regular discussion of the academic progress within the home environment.

Overall, the results of prominent meta-analyses in the field indicate that, in general, statistically significant relationships exist between parental involvement and academic achievement (Ramanlingam & Maniam, 2020; Tan et al., 2020).

Studies in Eastern Europe by Antony-Newman (2019) and Stepaniuk (2019) have shown that certain parental involvement types are associated with positive academic achievement, whereas others found that it is not associated with changes in students' academic achievement.

A study conducted by Kiranmala (2019) in the Netherlands explored the effect of four components of parental involvement on the achievement of eighth graders, namely: parental aspirations for children's education, parent-child communication about school, home-structure and parental participation in school-related activities. They showed that parental involvement in school activities was not related to achievement, while home structure had a slight negative association. Parental involvement in the form of parent-child discussions had a moderate positive impact. Moreover, parental aspiration had the strongest positive relationship with achievement.

On the contrary, Coulibaly (2019) found that parent-child discussions at home had the strongest positive relationship with eighth graders' academic achievement. They also found that parental involvement in school had a moderate impact on achievement. These studies are just examples indicating that, as is often the case with complex phenomena, findings regarding parents'/guardians' interactions through academic discussions and their relationship with academic achievement are full of inconsistencies that might be alleviated by the current study.

A meta-analysis study conducted in the period between 1984 and 2007 concerning parents' engagement in their children's education indicated that a medium effect size (Cohen's *d*) of 0.51 could be observed when considering parent-student interactions that may lead to better achievement in schools (DRIESEN, 2021). The findings revealed much variance in the impact of parent-student academic matter discussions. The findings of this meta-analysis further showed that parental intervention, when undertaken in the form of supervision, could result in an unpromising effect that is regarded as negative, thus hampering students' academic performance. Among the investigated variables in relation to parents' intervention, aspirations and expectations of parents toward the success of their children presented a strong effect and were strongly correlated to students' academic performance with a Cohen's *d* of 0.80. This meta-analysis also considered parental intervention through modes of communication such as facilitating students during homework-based activities, school-based work, and discussion of school-related performance improvement. Analyzed variables demonstrated a moderate effect size of 0.38, with the effect of home behavior control, like setting rules for watching television and interacting with the home environment, having the weakest effect of 0.18; therefore, the researcher emphasized partnerships between the school and parents for the betterment of student learning.

Earlier investigation has been carried out among college students to examine the effect of frequency, mode and satisfaction as well as quality of academic discussion with parents on college performance (Weintraub & Sax, 2018). Data reported by students indicated that discussion of academic issues with their parents promotes their level of understanding of course content, improvement of information exchange with their classmates, strong interest toward learning and

proper choice of study options. Furthermore, study findings asserted that various communication styles of parents' level of academic discussion with children make parents aware of students' concerns and the needed opportunities that, in turn, strongly influence students' academic performance.

Previously, home-based learning has been explored in education (Haynes, 2020; Wai-Cook, 2020). (Myers & Myers, 2012) reported that home-based learning in the United States of America gained attention, where 41 % of U.S.-based parents whose children's ages range from 5 to 17 years assist their children in home-based learning. Another study reported that children who experience home learning perform better than those who rely only on normal school learning.

## 4. Methodology

### 4.1. Research Design

The study was conducted to examine the effect of parent-student academic discussion on students' academic performance in twelve years of basic education in Gasabo district. The researcher used a mixed research approach encompassing two main strategies, mainly quantitative and qualitative approaches, to determine the effect of dependent variable indicators on dependent variable indicators. The researcher purposely selected a sample of schools in four sectors: Kinyinya, Kimironko, Bumbogo and Gikomero. The researcher used the data collected from study participants in connection with the selected schools from each sector, including G S Gisasa and GS Bumbogo in Bumbogo Sector, GS Kinyinya in Kinyinya sector, GS Kimironko I in Kimironko sector and GS Gikomero in Gikomero sector. From those schools that were selected in this study, 150 parents with their children enrolled in the past three [2021-2023] were considered. The researcher also estimates that 360 students will participate in this study. Moreover, 25 teachers, 12 deans of studies and 8 head teachers were approached to consider their inputs about the status quo of parent-student academic discussion related to students' academic performance in their respective schools. The researcher used a questionnaire assisted by interviews.

Questionnaires were given statements intending to collect information useful toward addressing the research questions and in relation to the objectives of the study.

Participants were asked to rate their level of agreement, neutrality and disagreement using a five-point Likert scale, namely: 1 = strongly disagree, 2 = disagree, 3 = remain neutral, 4 = agree, and 5 = strongly agree. The reliability and validity of the research instrument were ensured with the help of Cronbach's alpha calculation, where the value above .70 indicated the internal consistency of responses that could be generated from the research instruments used.

## 5. Research Findings and Discussion

### 5.1. Demographic Information of Participants

The researcher took into consideration the data from the demographic characteristics of participants from four schools: G S Kimironko, G S Gikomero, G S Kinyinya and G S Bumbogo and parents in a survey to provide valuable insights into the composition of the sample and helped to understand how different factors might influence the outcomes. This study considered gender, affiliations, study level of students, age range, educational background of parents, marital status, and teachers' work experience. Of the students who participated in the study, 96(63.6%) were male, while 55(36.4%) were female. Moreover, 72(47.7%) of them are at an ordinary level, while 79(52.3%) are at an advanced level. Some of The teachers who participated in the study were newcomers to the workforce, to whom 5(45.5%) had less than 5 years of experience, while others, 5(45.5%) and 1(9%), had above 5 and 10 several decades of professional experience. The educational level of parents who contributed to the study, are as follows: 30(47.6%) have a high school advanced certificate, 20(32%) have a Bachelor's degree and 3(4.8%) have a Mater's degree and their marital status was: 5(8%) were single, 47(75%) were married, 4(6%) were divorced and 7(11%) were widowed.

### 5.2. Presentation of Findings

#### 5.2.1. Parents'/Guardians'-Students' Academic Discussion Practices

The first objective of this study was to identify parent/guardian-student academic discussion practices. As indicated in table 1, students' views about their parents' practices of involvement in academic discussion were gathered.

Statements	SD		D		N		A		SA	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
My parents consider academic discussion as important during the learning process	5	3.3	96	63.6	10	6.6	40.0	26.5	0	0
I often discuss with my parents the progress of learning	64	42.4	50	33.1	7	4.6	30	19.9	0	0
My parents give me advice about career choices while discussing academic matters	9	6.0	31	20.5	0	0	41.0	27.2	70	46.4
My parents assist me during homework activities	0	0	108	71.5	6.0	4.0	37	24.5	0	0
My parents create a conducive home-based learning environment	0	0	11	7.3	4	2.6	50	33.1	86	57.0
I share with my parents my daily learning experience	0	0	99	65.6	0	0	33	21.9	19	12.6
My parents help me make decisions and undertake actions	0	0	5	3.3	4	2.6	39	25.8	103	68.2
My parents communicate to me rules and expectations while adopting a supportive and problem-solving approach	0	0	9	6.0	6	4.0	70	46.4	66	43.7
My parents value my opinions when I judge them correct	0	0	0	0	0	0	34	22.5	117	77.5
I have a friendly relationship with my parents	0	0	1	.7	14	9.3	57	37.7	79	52.3

*Table 1: Students' Views about Their Parents' Practices of Involving in Academic Discussion*  
Source: Data from the Field, 2023

From the findings of this study, 5 (3.3%) respondents strongly disagreed with the statement that parents consider academic discussion as important during the learning process, while 96 (63.6%) disagreed. On the other hand, 10 (6.6%) remained neutral, while 40 (26.5 %) agreed. When respondents were presented with the statement regarding the occurrence of discussion with parents about the progress of learning, 64 (42.4%) strongly disagreed, 50 (33.1%) disagreed, 7 (4.6 %) preferred to remain neutral and 30 (19.9%) agreed to the statement. When students are asked if their parents give them advice about career choice while discussing academic matters, 9 (6%) strongly disagreed, 31 (20.5 %) disagreed, 41 (27.2 %) agreed, and 70 (46.4%) strongly agreed to the preset assertion. For parents assisting children during homework activities, 108 (71.5%) disagreed, 6 (4%) remained undecided and 37 (24.5%) agreed. Besides, concerning the provision of a conducive home-based learning environment, 11 (7.3%) disagreed, 4 (2.6%) remained neutral, 50 (33.1%) agreed and 86 (57%) strongly agreed to the researcher's predetermined assertion. The researcher also wanted to gain insight into experience sharing between parents and children, for this concern, 99 (65.6%) respondents disagreed, 33 (21.9%) agreed and 19 (12.6%) strongly agreed. Moreover, understanding how parents help children make decisions and undertake action was also a focus, where 5 (3.3%) disagreed, 4 (2.6%) preferred not to say anything, 39 (25.8%) disagreed and 103 (68.2%) strongly agreed. Whether parents communicate rules and expectations to children while adopting a supportive and problem-solving approach, 9 (6%) respondents disagreed, 6 (4%) held a neutral choice, 70 (46.4%) agreed and 66 (43.7%) strongly agreed. On the contrary, parents value children's opinions when they judge them correctly, as 34 (22.5%) agreed while 117 (77.5%) strongly agreed. Finally, the status of the friendly relationship between parents and children was explored where 1 (0.7 %) disagreed, 14 (9.3 %) remained neutral, 57 (37.7 %) agreed and 79 (52.3 %) strongly agreed that a friendly relationship exists between them and their parents.

Briefly, 101 respondents out of 151, corresponding to 66.9%, do not experience the advantage of having an academic discussion with their parents, while 10 out of 151, corresponding to 6.6%, remained neutral and 40 (26.5%) experience academic discussion with their parents.

While the literature holds that the contribution of parents to the education of students is of paramount importance, the findings of this study revealed that most parents do not discuss academic matters with their children. It is worth noting that previous studies clarified that parents are the first and most important teachers of their children as they influence and shape the behavior, discipline and habits of their children (Alvi, Nausheen, Kanwal & Anwar, 2017). The findings of this study are supported in the literature. For instance, Selvitopu and Kaya (2023) conducted a study about the impact of socio-economic factors on students' academic performance and found that poor families do not find the time to discuss their academic progress with their children. However, children need to feel supported at home and at school and benefit from a learning environment in which they can grow and succeed.

While holding the view that parents are important stakeholders in education, the present study verifies the one conducted by Okano, Kaczmarzyk, Dave, Gabrieli and Grossman (2019), emphasizing that the relationship between a parent and a child is crucial to driving a child's success during the academic journey. As per the findings of this study,

generally, a considerable number of students have close social relationships but no academic relationships and discussions with their parents.

### 5.2.2. Students' Performance Is Induced by Parents'/Guardians'-Students' Academic Discussion

The second objective of the current study was to find out how students' academic performance is induced by parents/guardians-students' academic discussion, as indicated in table 2.

Statements	SD		D		N		A		SA	
	F	%	F	%	F	%	F	%	F	%
Parenting style determines how students appreciate learning, which leads to improved classroom engagement	0	0	0	0	0	0	14	22.2	49	77.8
A good parenting style guides students' behavior at school, which improves students' devotion to learning and promotes positive learning outcomes	0	0	0	0	0	0	28	44.4	35	55.6
Parents'/guardians' academic discussion of career aspirations with students enhances students' interest and motivation, which determines students' effort to achieve good grades/scores	0	0	0	0	9	14.3	15	23.8	39	61.9
Parents'/guardians' continuous monitoring of students' progress improves scores in national examinations	0	0	15	23.8	0	0	13	20.6	35	55.6
Parents/guardians-students' academic discussion improves classroom test scores through the discussion of academic expectations	0	0	5	7.9	0	0	22	34.9	36	57.1
Parents/guardians' assistance during homework activities improves homework completion and adds to students' skills, leading to improved performance	0	0	0	0	0	0	0	0	63	100.0
The level of education of parents/guardians is very important because parents/guardians can lead the student toward the right choice of his/her career	0	0	0	0	0	0	0	0	63	100.0
Parent/guardians-students academic discussion enhances students' motivation towards learning, hence better performance	39	61.9	5	7.9	10	15.9	6	9.5	3	4.8
Parents/guardian-students academic discussion determines how well do students achieve learning outcomes	11	17.5	14	22.2	20	31.7	8	12.7	10	15.9

Table 2: Effect of Parents'/Guardians'-Students' Academic Discussion on Students' Performance Level  
Source: Data from the Field, 2023

When parents are prompted to the fact that parenting style determines how students appreciate learning, which leads to improved classroom engagement, 14 (22.2%) agreed, while 49 (77.8%) strongly agreed. Understanding how good parenting style guides students' behavior at school was also investigated and 28 (44.4%) respondents agreed, while 35 (55.6%) strongly agreed with the preset assertion. The researcher also wanted to understand how parents/guardians value the academic discussion of career aspirations with students, and from the findings, 9 (14.3%) remained neutral, 15

(23.8 %) agreed while 39 (61.9 %) strongly agreed that career aspiration is enhanced by academic discussion with students. When parents/guardians were asked about their continuous monitoring of students' progress and its relation to improved scores in national examinations, 15 (23.8%) disagreed, 13 (20.6%) agreed, and 35 (55.6%) strongly agreed. Importantly, 5 (7.9%) disagreed, 22 (34.9%) agreed and 36 (57.1%) strongly agreed that academic discussion improves classroom test scores through the discussion of academic expectations. Additionally, 100% of all respondents hold that parents/guardians' assistance during homework activities improves homework completion and adds to students' skills leading to improved performance, and that the level of education of parents/guardians is very important because parents/guardians can lead the student toward the right choice of their career. The majority of respondents, 39 (61.9 %), strongly disagreed, while 5 (7.9%) disagreed, and 10 (15.9 %), with only 6 (9.5 %) and 3 (4.8 %) agreed and strongly agreed, respectively, that academic discussion improves students' motivation towards learning. Finally, 11 (17.5%) strongly disagreed, 14 (22.2%) disagreed, 20 (31.7%) remained neutral, 8 (12.7%) agreed and 10 (15.9%) strongly agreed that academic discussion improves students' learning outcomes.

It was postulated that positive attitudes and discussions of parents with children about their daily education foster children's/students' perceptions, cognitive competencies and academic achievements (Fisher, 2022). Moreover, the study based on Albert Bandura's social learning theory found that the students' academic performance was overelaborated firstly by home environments and secondly by school environments (Koutroubas & Galanakis, 2022). Parents have to manage and support all students' home learning environment; in fact, home learning is purely learner-centered.

This agrees with Shang and Xing (2021), who observed that engaging students in discussions with parents about their studies enhances students' active knowledge acquisition, retention, and comprehension of the content. Parents'/Guardians'-students' Academic discussions allow students to elucidate concepts they do not understand and ensure a good understanding of all homework. Students become critical thinkers when they encounter discussions on home-related studies. Researchers have consistently demonstrated a strong correlation between the educational outcomes of parents and those of their children (Lim, 2021). However, Correlation cannot define the cause of performance; other factors like parental support, a conducive home learning environment, access to resources such as technology, and extra-curricular activities can be the foundation and cause of students' academic achievements.

### 5.2.3. Relationship between Parents'-Students' Academic Discussion and Students' Academic Performance

The third objective of the study was to examine the relationship between parent-student academic discussion and students' academic performance. According to the findings presented in table 3, the researcher collected data from teachers to get their insight into how they perceive academic discussion and relate it with students' performance. The mean and standard deviation were established from the data relating parent-student academic discussion and students' academic performance, as shown in table 2, and finally, the relationship was established by computing variables under the study as postulated in table 3.

Statements	N		A		SA	
	F	%	F	%	F	%
Parent-student academic discussion improves students' scores in National examinations	1	9.1	2	18.2	8	72.7
Parent-student academic discussion improves students test scores	1	9.1	3	27.3	7	63.6
Parent-student academic discussion improves students' Classroom engagement			4	36.4	7	63.6
Parent-student academic discussion improves homework completion	2	18.2	4	36.4	5	45.5
Parent-student academic discussion improves homework outcomes	1	9.1	2	18.2	8	72.7

Table 3: Teachers' Views on the Relationship between Parents'-Students' Academic Discussion and Students' Academic Performance

Source: Primary Data 2023

The researcher also wanted to incorporate teachers' perspectives concerning parent-student academic discussion and students' academic performance. As presented in table 3, 8 out of 10 respondents, corresponding to 72.7%, maintain that academic discussion improves national examination. In the same vein, 7 (63.6%) strongly agreed that even test scores could improve because of academic discussion. Equally, 7 (63.7%) of respondents strongly agreed that classroom engagement could be improved by parents'-students' academic performance, while 5 (45.5%) and 8 (72.8%) respondents hold that academic discussion improves both homework completion and outcomes, respectively. Academic discussions among students and parents or parents and teachers on the method of instruction help improve a student's entire education (Silinskas & Kikas, 2019). It is crucial to create a welcoming and honest atmosphere for these discussions. Parents and guardians should encourage questions, listen intently, and refrain from putting too much pressure on their students. Researchers found that students' learning is affected not only by discussions with parents but also by significant parent-teacher partnerships (Paloş, Maricuţoiu & Costea, 2019).



Regular communication between teachers and parents enables them to exchange details regarding a student's development, areas of strength, and areas in need of development. With the help of this information, both parties can collaborate to offer individualized support and interventions, which may result in better academic success. The researcher reported the significance of parents' involvement in students' education. In the study, the findings revealed that involving parents motivates students, boosts students' interest in life-long learning and improves academic achievement (Paseka & Schwab, 2020).

A student's learning experience is greatly influenced by the conversations they have with their teachers and parents. Those conversations can result in greater social and emotional development, higher academic achievement, and a more encouraging and positive learning environment, all of which can contribute to a student's long-term success.

Descriptive Statistics			
Variables	Mean	Std. Deviation	N
Academic performance	36.9365	2.18406	63
Academic discussion	37.7460	1.75028	63

Table 4: Relationship between Academic Discussion and Performance  
Source: Data from the Field, 2023

These descriptive statistics, specified in table 4, clarify the difference between the normal academic performance of students and the performance of students who are lucky to have academic discussions with their parents and guardians. It indicates in a normal way that, the academic performance of 63 students is at a mean of 36.9365 and standard deviation of 2.18406, while students who academically discuss with their parents perform at a mean of 37.7460 and standard deviation of 1.75028. The standard deviation of students with parents' discussions is smaller than the standard deviation of students who have not had academic discussions. This low standard deviation implies that their performance is densely packed around the mean, which means that students encountered with academic discussion outperform those without parent/guardian academic discussion.

Variables		Correlations	
		Academic Performance	Academic Discussion
Academic performance	Pearson Correlation	1	.515**
	Sig. (2-tailed)		.000
	N	63	63
Academic discussion	Pearson Correlation	.515**	1
	Sig. (2-tailed)	.000	
	N	63	63

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

Table 5: Pearson's Correlation between Academic Discussions and Performance

To make the relationship between parent-student academic discussion and students' academic performance clear, we examined the Pearson correlation, as indicated in table 5. As a result, a correlation found is .515\*\* and its significance was confirmed by the observed degree of significance level, which was less than 0.01, and the significant level obtained was .000. This implies that there is a positive correlation between parent-student academic discussion and students' academic performance. (Lee, 2013) reported that family engagement in the academic discussion has a predictive power towards accelerated academic performance. Therefore, the findings of this study indicate that a positive correlation exists between parents/guardians' academic discussions with students, which in turn affects academic performance.

## 6. Summary of Findings

The data of this study were corrected among students, teachers, parents, and head teachers. The results from students revealed that academic discussion with parents is important in their school activities. Moreover, those discussions are still scarce to many parents; 52.3% of students strongly agreed that they have friendships with their parents and 77.5% agreed to be judged by their students. 100% of parents strongly agreed that the level of their parents' education assists parents in orienting students to the right career of study. Moreover, 100 % of them confirmed that students complete homework accordingly under parent follow-up.

72.7% of the teachers confirmed that discussions among students, parents, teachers and school leaders improve students' life-long learning and academic performance in different exams, including national examinations. In the interviews made with head teachers, most of them encouraged academic discussions between parents and students, parents, teachers, and school leaders. They said that a student who knows that his parents discuss with teachers becomes more responsible in school activities and enhances his academic performance. Furthermore, the researcher denoted a strong positive correlation, as indicated by a Pearson correlation coefficient of .515\*\* and a smaller standard deviation of 1.75028 between academic discussion and student's academic performance.

## 7. Conclusions

This study discussed the relationship between parent/guardian-student academic discussions and student's academic performance. The findings in relation to the first objective revealed that 101 respondents out of 151, corresponding to 66.9%, did not experience the advantage of having academic discussions with their parents, while 10 out of 151, corresponding to 6.6%, remained neutral and 40 (26.5%) experienced an academic discussion with their parents. Moreover, as per the findings of this study, generally, a considerable number of students have close social relationships but no academic relationships and discussions with their parents.

The finding of this study indicated that schools are strong in terms of students' performance and other academic workings if they have advanced successful parent partnerships and parents discuss with students at home. Partnerships between the school, families, and community are essential to educating students. Moreover, the findings of this study revealed that under parents' guidance, students completed their home assignments in due time. Discussions and students' constant interaction with parents intrinsically motivate them toward meaningful learning and sharpen their thinking capabilities. Discussions must be enhanced at home because home is the first school where students develop their culture's basic emotional and intellectual skills. The general results of this study demonstrated that effective parental participation initiatives done through discussions with students at home advance students' work rate at home of the homework assigned. Moreover, the findings revealed that students exposed to home-based discussions performed better than others and reported that "empowering parents'/guardians'-students' academic discussions is empowering students' academic achievements in different exams including those prepared at the national level."

Finally, yet importantly, a positive relationship was established between the family/parents-students' academic discussion and academic performance.

## 8. Recommendations

Considering the results of this research and the resultant conclusions, the suggested actions should be directed towards parents, students, and the Ministry of Education as follows.

- Parents should be involved in the education of learners. This involvement is the origin of discussion with their children/students, teachers and school head teacher, which significantly boost students' learning and enhance academic performance.
- For better learning, students have to get fully engaged in discussions with parents because those discussions help them to have life-long learning and greater performance.
- Ministry and government should boost all policies that encourage parents' involvement in children's education at school and home.

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