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Parents Participation in Education and English-Speaking Skill Improvement in Rwandan Primary Schools in Musanze District

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Abstract

The study aimed to assess the parents' participation and English-speaking skill improvement in Rwandan primary schools in Musanze District. The specific objectives were to assess the influence of encourage reading at home on English speaking skills improvement, to identify the effect of home learning on English speaking skills improvement and to examine the impact of parents' participation on English speaking skill improvement in Rwandan primary schools in Musanze district. The target population included 210 and was made of teachers and parents. A sample size of 138 respondents was drawn from the target population. The simple random sampling was used. Parents were sampled using a purposive sampling technique. The study adopted a survey research design and correlation research design. The structured questionnaire and guided interview were used as instruments of data collection. SPSS version 21 was used for data analysis. The study revealed the majority of the students agreed their parents finance them to succeed in English, as the mean score was 3.05 with a standard deviation of 1.41. Moreover, the majority of the teachers confirmed that they sensitize the parents to help their children at home as the mean score value was 3.44 with a standard deviation of 1.47. On objective two, the study found a mean score of 3.09 and a standard deviation of 1.42, corresponding with 52.2%; thus, most of the students agreed that they have fluent speaking skills and effective communication. Regarding teachers, the mean score value was 3.54 with a standard deviation of 1.41 and this confirmed majority of the teachers agreed they have personnel improvement related to the success and having speaking skills. On objective three, the study revealed that 91.2% of parental involvement could affect the level of English-speaking skills improvement in primary schools as indicated by the R square =.912. This implied that the remaining 8.8% of English-speaking skills improvement in primary schools which can be affected by other factors. On the other hand, the findings also revealed that there was a statistically significance high degree of relationship between parents' participation and English-speaking skills improvement thus P-value = .000 which is less than .01 as the level of significance and Pearson coefficient of correlation $r = .955$. The study recommended that Ministry of Education should provide regularly the professional trainings associated within language as a language of instruction in order to keep maintaining level of teaching environment.

Keywords: Parental involvement, English speaking, skill mastery, Primary schools, Rwanda

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1.0 Background of the study

The standard and type of educational institutions attended by students significantly impact the learning outcome and educational performance of English language among learners. Research has identified the educational environment of schools as a parameter to learner's outcomes in the English language. Teacher expectations from students also affect the English-speaking performance of learners (Considine & Zappala, 2002). A significant number of teachers working in schools that have inadequate amenities often have low language expectations from their students consequently affecting the performance of such students (Sentamu, 2003). Empirical evidence has linked student performance with school related characteristics among them available facilities, which determine the quality of the school as well as parental involvement in their learners (Kwesiga, 2002). The standard and type of educational institutions attended by students significantly impact the learning outcome and educational performance of English language among learners.

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The country of Rwanda is the country which wants to develop in all corners; the country cannot develop without having people who are able to speak different languages. The researcher also put my emphasis on parental involvement in "English language speaking skill mastery among Rwandan primary school learners." The teachers choose to use practical works (debates), watching language movies and class activities which require presentation in class rather than involving parents in pupils' English language speaking skill. The parents play significant role in helping the learners in mastering English language speaking (Edwards & Zampini, 2006). Students from either rural or urban primary schools perform better as they regularly attend to English learning in schools that have adequate resources and facilities on top of parental involvement in educational activities. Researchers have linked school ownership and availability of funds with student performance, but they remember to include the parents' engagement in the learner's reduction. Crosne and Elder (2004) noticed that the parents on English language speaking skill of their children and the availability of learning facilities and resources as an important structural component of the school. When involving the parents in learning a language of instruction enhances the pupils' performance in language, schools are known to enhance the academic performance and educational attainment of learners (Crystal, 2003).

1.1 Statement of the problem

The parents are the most important in helping their children in mastering English language therefore the parents are supposed to give their children the skills on English language speaking skill as the children copy all the things from the adults. Adults are role model to their children even in the ways of learning and speaking English

language skill mastery (Engin-Demir, 2009). The big number of students in primary schools of Rwanda fail in their exams due to the fact that they do not master English language speaking skill, and their English language speaking skill background is poor (Save the Children report, 2015). Due to this experience, the researcher decided to investigate the role of parents in helping their learners/ children to master English language speaking skill as the main mode of instruction in the Rwandan education system, more so from primary schools or their childhood. The researcher aimed at examining the importance of parents in helping their children in mastering a language speaking skill. As the children who come from the families where there are parents who are educated are likely to master English language speaking skill compared to those who comes from the families where their parents are not educated nor speak English. In addition to this when people consider the children of primary school whose parents are teachers, they see that their English language speaking skill is better compared to other who are at the same level of education. All these experiences on observation lead the researcher to investigate the role of parents in helping learners to improve English language speaking skill especially in Musanze district, Rwanda.

1.2 Research Objectives

- i. To assess the influence of encouragement reading at home on English speaking skills improvement in Rwandan primary schools in Musanze district.
- ii. To identify the effect of home learning on English speaking skills improvement in Rwandan primary schools in Musanze district in Rwanda.
- iii. To examine the impact of parents' participation on English speaking skills improvement in Rwandan primary schools in Musanze district.

2.0 Literature Review

2.1 Parents' Participation in Education

Urrutia and Vega (2010) suggested that speaking English for primary school learners is among the most difficult skills to “be developed among learners as they in most instances lack vocabularies due to many students fear to speak. Further, the authors believe that the implementation of games and debates in the classroom have proved to be important, leading to high scores. According to Hamzah and Ting (2009) says that due to the importance of speaking English skill fluently at schools, the speaking skill improvement of English language should be taught through group work activities this increase motivation, interest among primary school students, and they demonstrate team work and enhanced discrete English language speaking activities either at home or school and everywhere to (Hamzah & Ting, 2009).

As Bakare (2010), described English Language skills improvement to the academic performance as the support provided by parents either at home and school to motivate their children use English Language speaking. However, a cursory look at the use of English Language speaking skill mastery and standard examination taken insinuate that learners who master English Language speaking skill perform well in class (Bakare, 2008). Empirical evidence on Second Language Acquisition (SLA) is an important knowledge source for the study as it explains more about people learn to speak second languages. More importantly, the study of SLAs paints more picture on factors that influence the learning process. According to Edwards & Zampini (2006) cite universals, critical hypothesis period, and variation as the key constructs that have

shaped research in L2 phonology and pedagogy transfer. The current study discusses speech production and perception, universals, and language anxiety in relation to SLA (Tatham & Morton, 2006).

It is of paramount importance to think of speech as a process. Research in speech production is a field in linguistics whose main area of concentration is in the physical and cognitive process of speech production. Nevertheless, recent research in the subject appears to concentrate more on the physical level. According to Tatham and Morton (2006), problems in speech modeling are associated with minimal data on the cognitive processes and speech production. So far, there is no empirical basis for the characterization of uncertainty degrees in the pre motor stages of speech production among English language learners. The assumption is that a physical input, also referred to as “utterance plan” is a major output in cognitive and phonological processing. However, no experimental; evidence has been documented.

2.2 English Language Speaking Skills Improvement

Other linguistic areas are important in discovering difficulties associated with speech difficulties in SLAs, such as speech perception. For instance, a learner’s first language may have significant effect on their acquisition of the second language if the parents speak or do not speak English Language speaking skill. Thus, speech perception is instrumental in explaining why there is lack of differences between certain sounds for second language learners and English Language speaking skill motivated by their parents for better learning, which could be associated with difficulties in the production of such sounds by learners. Thus, English language speech perception and production have a close association in line with observations by Tatham and Morton (2006). Other researchers suggest that the perception and production of speech. Numerous scholars have associated speech perception and speech production (Pallier, 2007). According to Hancin-Bhatt (2008), L2 perceptual abilities do not match L2 production abilities.

Listeners attend to acoustic phonetic features of sound during speech perception while in production; articulatory configurations are used to distinguish sounds from each other. Hence, there exists scholarly evidence linking L2 with accurate perceptual abilities and inaccurate production abilities. Conversely, speech production abilities among L2 could be more target-like compared to their phonology levels. Besides, other that requiring different primitives, perception, and production have different development rates (Hancin-Bhatt, 2008).

According to Odisho (2003), this is the problem that some learners meet while learning English language speaking for better success. Other issues resulting to higher perceptual as opposed to productive abilities are associated with the differences between long-term and sensory memory to English language speaking and the parents’ engagement (Odisho, 2003). For instance, when learning sounds, L2 learners have to hear sounds that have at least been registered in the sensory memory. Hence, for retrieval and production of sound of the L2, the sound has to be rehearsed in order to be consolidated in the long-term memory. It is therefore not surprising that a couple of learners may experience inadequacies in the active production of an L2 compared to passive recognition. Perceptual categories are also studied widely, for example, the perceptual assimilation model and loup as proposed by Best (2004), which explains categories of native-language perceptual that are fixed on the phonological systems of learners’ language.

The result is that sounds in L2 are perceived through L1 categories, guided by the similarities between novel sounds and L1 categories, which make it quite complicated for learners to perceive new sounds, and hence much harder for them to produce these sounds correctly (Ioup, 2008; Hansen Edwards & Zampini, 2006). More empirical evidence in an Asian English learning context elicited diverse results between the relationships between grades and anxiety. Edwards and Zampini, (2019) established significant negative results between grades and anxiety levels. In addition, more anxiety was recorded among learners in conversation classes as opposed to those in reading classes (Horwitz, 2001). There is thus adequate evidence to support feelings by both teachers and learners that language classes requiring more oral communication are highly anxiety provoking as opposed to traditional ones. Students also associated anxiety with personal traits and characteristics, such as high personal expectations, exercising to speak in front of the class, and negative assessment of learning ability (Horwitz, 2001).

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2.3 Empirical Literature

2.3.1 The influence of encourage reading at home on English speaking skills improvement

As the medium and the extreme instrument for information collection on the research on English language speaking skill and the engagement of the parents, anthropologists are fundamentally mindful of how their possess earlier encounters in combination with the different ways they are situated vis-à-vis other members in their field destinations shape their inquire about English language speaking skill and the engagement of the parents. Reflexivity is broadly characterized as the researchers' mindfulness of how their social predisposition plays into investigates to know the role of the parents in English language speaking skill (Miller 2015). In expansion, it is additionally a mindfulness of the one-of-a-kind ways of primary learners learning English language on their position is interpreted by their community the engagement of the parents is enough to motivate learners speaking English language skill and the engagement of the parents.

Numerous school environmental factors influence academic performance among learners. Some of these factors include school location, availability and nature of instructional materials, the quality of physical facilities, learner-teacher ratios, qualification and experience of teachers, and class size among others. Instructional materials are used to provide information, organize the scope and sequence of presented information and provide opportunities for learners to acquire knowledge (Amoako, 2020). Learners perform better when they have study aids or books to foster their learning. Study aids could be in the form of teacher guides or noted, text books, maps, atlases, wall pictures, and other learning aids. The availability of both

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teaching and learning materials impact on the effectiveness of teacher lessons (Eamon, 2005). Puuska and Miettinen (2008) examined the relationship between subsequent achievement at the university level and previous academic performance and found that students at graduate level's scores did not predict any academic achievement at the university level.

2.3.2 Effect of home learning on English language speaking skills improvement

Families and schools have worked together to ensure that learners get quality education since the commencement of formal schooling. The responsibility of preparing children with the necessary skills in the early years has had little input from families. However, current dynamics demand for children to achieve high academic performance, and parents and schools have partnered to ensure that learner responsibilities are shared in order to enhance their performance. Nancy and Lorraine (2004) suggest that parental involvement in school characterized numerous activities among them conducting volunteer work, communicating with teachers and relevant school personnel, as well as assisting in academic activities at home with their respective children.

2.3.3 Impact of parents' participation on English speaking skills improvement

Empirical evidence by Pedrosa *et.al* (2006) deduced that learners from socially and economically deprived backgrounds performed relatively better than their counterparts from high social and economic backgrounds. Developed countries have different criteria for classifying socio-economic status from the one of developing nations. Hence, the total income of families either on monthly or annual basis had a significant effect in the learning and academic opportunities of children and their educational success. Residential stratification and segregation posed a challenged to students from low-income households who attended school with low funding levels. The situation further reduced motivation rates for such learners, hence affecting their overall performance (Escarce, 2003). Considine and Zappala (2002) linked children from low-income households with low literacy levels, low retention, problems in school behavior and poor achievement of educational objectives. Eamon (2005) further linked learners from low-income families with low performance in studies as compared to their counterparts.

2.4 Theoretical Framework

Theoretical framer work addresses the theories and the theorists who developed concepts on the study, which focused on the parental involvement and English language speaking skill mastery in primary schools. (Wiener et al. (2016)

2.4.1 System's Theory

The study adopts the systems theory model proposed by Ludwig Von Bertalanffy in 1956. The theory is formulated on the hypothesis that organizations do not exist in a vacuum, and are thus dependent on the environment in which they are established (Koontz & Weihrich, 2008). Inputs are added from the environment to the organization, which then transforms them into outputs. Within the context of the current study, learners denote inputs, who are admitted into primary schools to undertake education from diverse cultural, social, and economic backgrounds. Learners get primary education, which the management of the school offers through the process of teaching and learning. Learner output is measured through academic

performance, and hence the inputs and processes should function optimally for the desired outcome to be achieved

2.4.2 Interaction theory

Input or Interactionist Theories are emphasized where the importance of language input among children from caregivers and parents has been emphasized. Language is existent as it is used in communication purposes, and can only be learnt within the context of people interaction who want to communicate with oneself. Interactions such as those guiding language behavior of adults during their communication with children, as commonly referred to as child-directed speech are mostly and specifically adopted for support of the acquisition process. The support is mostly used to enhance child’s language learning. More studies on the interaction between parents and young babies unable to speak suggested that turn-taking conversation structure was developed through non-verbal communication and games long before the development of actual words.

2.5 Conceptual framework

A conceptual framework which shows the relationship between variables diagrammatically is presented in Figure 1

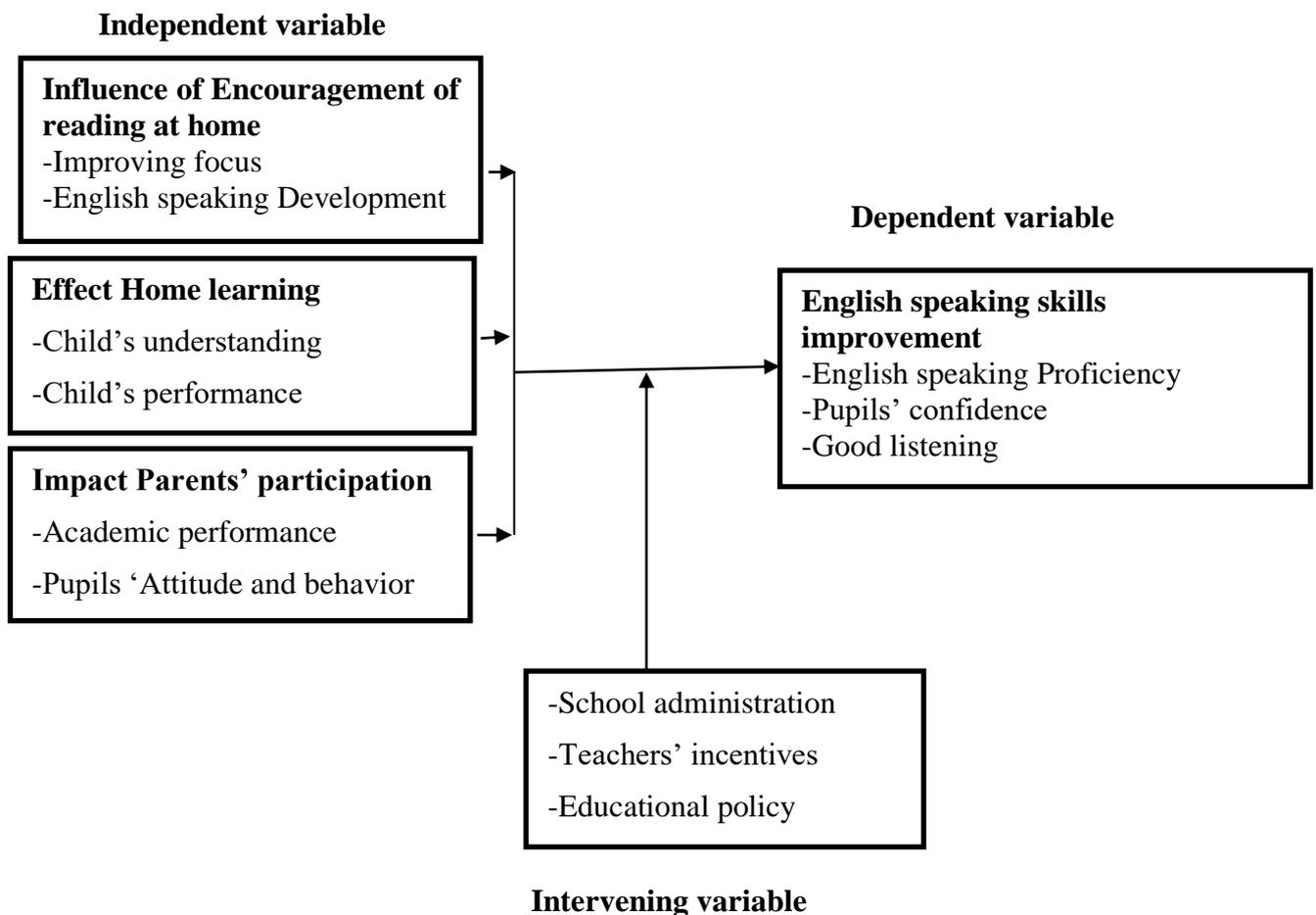


Figure 1: Conceptual Framework

3.0 Research Methodology

The study used qualitatively and quantitatively approach due to the specific research objective such as to examine the level of parental involvement and English-speaking skills mastery in Rwandan primary schools in Musanze district. The researcher included teachers and parents as the key participants. The respondents were 79 teachers and 59 parents. SPSS software version 21 was used to perform data analysis of quantitative findings while thematic approach was used to analyze the qualitative data collected from interview guide

4.0 Research Findings

The findings collected from the respondents of the study were presented qualitatively and quantitatively due to the specific research objective such as to examine the level of parental involvement and English speaking skills mastery in Rwandan primary schools in Musanze district, the specific objectives were to assess the influence of encourage reading at home on English speaking skills mastery of primary school learners, to identify the effect of home learning on English speaking skills and to examine the impact of parental involvement on English speaking skills mastery in Rwandan primary schools in Musanze district.

4.1 Influence of encourage reading at home on English speaking skills improvement

The findings in the Table 1 present the responses on the influence of encourage reading at home on English speaking skills.

Table 1: Influence of encourage reading at home on English speaking skills improvement

Statements	SD		D		U		A		SA		Mean	Std
	Freq	%										
Parents' occupation assist to attain English speaking	20	21.7	23	25	7	7.6	29	31.5	13	14.1	2.91	1.42
Parents' education supports in effective learning of English language	19	20.7	19	20.7	12	13.0	28	30.4	14	15.2	2.98	1.40
The poverty of parents reduce the learning capacity	19	20.7	18	19.6	12	13.0	29	31.5	14	15.2	3.01	1.40
Living location support English language acquisition	19	20.7	18	19.6	12	13.0	29	31.5	14	15.2	3.01	1.39
Parents visit me at school	18	19.6	20	21.7	11	12.0	29	31.5	14	15.2	3.01	1.40
Parents finance me to succeed English	18	19.6	20	21.7	7	7.6	33	35.9	14	15.2	3.05	1.41

Source: Primary data, (2022).

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It was indicated that the majority having the mean of 3.05 and 1.41 of standard deviation corresponding with 51.1% of parents agreed that they give finance their children to succeed English as summarized in Table 1. This implied that there is an amount of parents that do not finance education of their children effectively. Obeidat and Al-Hassan (2019) argued that secondary school can succeed due to the established interaction among students, teaching staff, and parents because children are more likely to obtain high grades when they have favorable home environment. This was followed by the mean of 3.01 and the standard deviation of 1.40 corresponding 46.7% of students agreed that visit them at school. This implies that majority of parents do not make follow up on education given to their children at school which can significantly reduce the level of school productivity. Sanders and Sheldon (2019) also added that there is greatest advantages of relationship between teachers and parents are the establishment of a clean trustfulness between them.

On the other hand, the study found that the mean of 2.98 and standard deviation of 1.40 corresponding with 45.6% of parents they support their children in making effective learning of English language. This implies that majority of parents' education does not support their children learning opportunity and thus reduces the provision of quality education. This was followed by the mean of 2.91 and 1.42 of standard deviation corresponding with 46.6% of students agreed that the parents' occupation assist them to attain English speaking skills. This also implies the parents' occupation can significantly affect the level of learning and speaking skills. The involvement of parents can be in numerous ways including enhancing communication between the school and family and supporting home learning activities (Schueler et al., 2017).

Table 2: Teachers' responses on parents' participation

Statements	N	Mean	Std. Dev
Mobilizing parents to help their children	79	3.00	1.56
Parents provides adequate learning materials	79	3.14	1.58
Taking Pupils to visit with collaboration	79	3.38	1.50
Effective communication with parents to share news	79	3.42	1.49
Sensitizing parents to help their children at home	79	3.44	1.47
Valid N	79		

Source: Primary data, (2022)

The study collected the data from teachers on parental involvement and found that the majority having the mean of 3.44 and standard deviation of 1.47 confirmed that they sensitize the parents to help their children at home. This implies that there is an amount of parents that do not guide their children to make effective learning which could significantly reduce the level of school productivity. Didier (2019) states that school has the responsibility to organize meeting in by which school principals stimulate parents/guardians to take responsibility in supporting students, visiting them at school, providing school fees, materials and food, following up them during holidays and engaging them in consistent dialogue. This was followed by the mean of 3.42 and standard deviation of 1.49 indicated that they make effective communication with parents to share information associated with learning. This implies that there is amount of teachers that do not share information with parents about schools activities

and education given to their children which could the level of content mastery. Parental involvement in educational activities is defined as the level of participation that a parents have in their children’s educational system and schools (Alma, & Janet, 2017). However, it has been observed that parents are not usually participating in school activities (David, et al, 2011).

On the other hand, the study found that mean of 3.38 and the standard deviation of 1.50 revealed that they take pupils to make school visit with the involvement of parents. This implies that parents do not get involved to make the school visit which significantly reduces the level of students’ speaking skills. Relying on consistent interactions, parents, teacher and students know each other’s and facilitate the management of students’ academic outcomes (Didier, 2019). This was followed by the mean of 3.14 and the standard deviation of 1.58 revealed that parents provide adequate learning materials to their children. This implies that some parents do not support their children to get the learning materials that strengthen their children’ speaking skills mastery. Erlendsdóttir (2010), setting rules for studies, watching TV, playing game, reading, time of eating, time for sleeping, activities out of studies, home working activities and appropriate target to achieve.

4.2 Effect of home learning on English speaking skills improvement

Table 3 presents the results on the effect of home learning on English speaking skills; the study collected the data from parents’ respondents as the mode of assessing the level of English-speaking skills mastery.

Table 3: Effect of home learning on English speaking skills (Parents)

Statements	SD		D		U		A		SA		Mean	Std
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%		
Having fluent speaking skills	18	19.6	19	20.7	7	7.6	33	35.9	15	16.3	3.09	1.42
Having effective communication	18	19.6	19	20.7	7	7.6	33	35.9	15	16.3	3.09	1.41
Making adequate reading in English	23	25.0	18	19.6	7	7.6	29	31.5	15	16.3	2.94	1.48
Having improved performance in English subject	22	23.9	19	20.7	7	7.6	29	31.5	15	16.3	2.95	1.46
Improved speaking skills	22	23.9	20	21.7	7	7.6	28	30.4	15	16.3	2.93	1.47

Source: Primary data, (2022)

It was found that the majority having the mean of 3.09 and standard deviation of 1.42 corresponding with 52.2% of parents agreed that they have fluent speaking skills and effective communication as shown in Table 3. According to Cotter (2017), parents

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should be involved in home learning how language works simultaneously to learning English within the class setting. This implies that the remaining amount which is high, is still weak in having speaking skills. This was followed by the mean of 29.5 and the standard deviation 1.46 corresponding with 47.8% of parents revealed that they always support students in home learning in order to make effective performance in English subject. The suggestion is that primary school learners in Musanze district do not adequate have effective academic performance in English subject which can significantly reduce the competition among graduates. A research by Rama, Ying, lee & Luei (2017) aimed at examining the effects of using language games to improve English skills in classroom settings revealed that the use of such communicative methods was more effective.

On the other hand, the mean of 2.94 and the stand deviation of 1.48 corresponding with 46.8% indicated that they have adequate reading skills. This implies that inadequate reading proportionally affects the level English speaking skills mastery among students. Empirical evidence by Rao (2019) highlighted the importance of speaking skills in the acquisition of second language learning among the four key language skills. This was followed by the mean of 2.93 and standard deviation of 1.47 corresponding with 46.7% of students indicated that they have improved speaking skills. This implies that a big amount of students in primary schools of Musanze district do not have adequate speaking skills which could proportionately reduce the level English speaking skills mastery. Brown and Yuke (2013) suggested that students are judged using real life experiences through their speaking skills. Rao (2019) emphasizes on the importance of speaking skills and noted that it has remained undervalued among teachers despite its importance.

Table 4: Effect of home learning on English speaking skills improvement (Teachers)

Statements	N	Mean	Std. Dev
Allocating time of pupils to improve English language proficiency	79	3.4800	1.38858
Having personal improvement to help children to succeed	79	3.5400	1.41724
Establish clear rules that enable children to succeed in English	79	3.5000	1.38873
Pupils speak fluently	79	3.5000	1.46036
Getting improved academic results in English	79	3.4400	1.41652
Valid N (listwise)	79		

Source: Primary data, (2022)

The study also collected the data from the teachers' respondents to identify the effect of home learning on English speaking skills. The findings show that majority having the mean of 3.54 and the standard deviation of 1.41 confirmed that they have personnel improvement related to the success and having speaking skills. The contemporary world recommends the acquisition of communication skills for learners. On the other hand, English trainers must teach ELLs to match the needs and aid students in improving their speaking abilities (Parupalli, 2018). This was followed by the mean of 3.50 and the standard deviation of 1.46 where teachers agreed that

students speak fluently. This implies that the lack of fluent speaking skills among students affect their level of English-speaking skills mastery. On the other hand, the teachers' respondents indicated the mean of 3.48 and 1.39 of standard deviation confirmed that they allocate to pupils to improve English language proficiency. This shows that there is an amount of teachers that do not create some strategies that can improve the level of English language proficiency mastery.

The parents whose children in selected primary schools of Musanze district were given a guided interview on English language speaking skills improvement and revealed that "their children are not effectively competent in speaking skills improvement as they cannot communicate as well in the local community." Parents also added that "the factors associated on that issue, is from their respective school. In terms of Observation checklist, the study revealed that "learners were not active in clubs and debates which can help them to improve their English language speaking skills improvement". The study also found that "schools do not even have the equipped library that can support students ready and acquire the new vocabulary." Bueno, Madrid, and McLaren (2016) document speaking as the most difficult skills facing language learners.

4.3 Impact of parents' participation on English speaking skills improvement

The study sought to examine the impact of parents' participation on English speaking skills improvement in Rwandan primary schools in Musanze district. Therefore, this study performed linear regression analysis to indicate the extent to which the independent variable (parents' participation) can affect the level of English-speaking skills improvement in Rwandan primary schools in Musanze district. However, this study performed the correlation analysis in order to find out the relationship between PTA's participation activities and students' academic performance. However, the study also presented qualitative findings from guided interview that presented in textual model. Table 5 depicts the model summary of parents' participation and English-speaking skills improvement

Table 5: Model Summary of parents' participation and English speaking skills improvement

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.955 ^a	.912	.910	.44791	.912	499.194	1	48	.000

a. Predictors: (Constant), Parents' participation

Source: Primary data, (2022)

The results in Table 5, indicate the R Square results of parents' participation and English speaking skills improvement. The findings present the R Square of .912. This means that the variables that make parental involvement are able to affect English language speaking skills improvement at the level of 91.2% and the remaining 8.8% can be affected by other variables. The main findings indicated by Sebastian et al., (2017) revealed that the family-school field appears a positive impact of this partnership, contributing to scholarly accomplishment and performance and make effective communication among other positive consequences.

Table 6: ANOVA of parents’ participation and English-speaking skills improvement

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	100.150	1	100.150	499.194	.000 ^b
	Residual	9.630	48	.201		
	Total	109.780	49			

a. Dependent Variable: English language speaking skills improvement

b. Predictors: (Constant), parents’ participation

Source: Primary data, (2022)

The results in the Table 6 shows a significance level with the p value of .000 which is less than 0.05. This means that the effect of parents’ participation and English language speaking skills improvement. Therefore, parents’ participation significantly affects the level of English-speaking skills improvement. According to Backlund (2020), oral communication is influenced by social, self, and content knowledge, which impair oral communication in the event one of the identified influencers are weak. Jackson (2019) underlines the importance of communication in succeeding in all walks of life.

Table 7 presents the regression coefficients

Table 7: Coefficients of parents’ participation and English-speaking skills improvement

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound
1	(Constant)	.211	.155		1.355	.182	.102	.523
	Parental involvement	.949	.042	.955	22.343	.000	.234	.864

a. Dependent Variable: English language speaking skills improvement

Source: Primary data, (2022)

The study results in Table 7 revealed that the parents’ participation can affect the level of English-speaking skills improvement. It was also indicated there is a significance effect parents’ participation to English language speaking skills improvement as P value of .000 < .05. Thus, there is 95% confident that the slope of the actual regression line is somewhere between 23.4 % and 86.4%. Empirical evidence by Wilder (2014) suggested positive influence of parents ‘participation on outcomes of children in school.

Table 8 presents the findings related to indicating the correlation between parents’ participation and English-speaking skills improvement in selected primary schools of Musanze district

Table 8: Relationship between parents ‘participation and English-speaking skills improvement

	Parents’ participation	English speaking improvement	language skills
	Pearson Correlation	1.000	.955**
Parents’ participation	Sig. (2-tailed)		.000
	N	138	138
English language speaking improvement	Pearson Correlation	.955**	1.000
	Sig. (2-tailed)	.000	
	N	138	138

Source: Field data (2021) **. Correlation is significant at the 0.01 level (2-tailed).

The study results in Table 8 indicates there is a statistical significance high degree of positive relationship between parents’ participation and English language speaking skills improvement thus P-value = .000 which less than 0.01 as the level of significance and Pearson coefficient of correlation $r = .955$ which is high. This also implies that there is an association related to the influence of parents’ participation and English language speaking skills improvement. The partnership between parents and the school harbor the conceptualization of the roles and relationships and how children are impacted broadly (Christenson & Reschly, 2010).

5.0 Recommendations

Based on the findings of the study, the following recommendations were made;

1. Parents should make effective follow up and be involved in the provision of education of their children at school in order to strengthen the effectiveness of their learning and school outcome.
2. Teachers should improve their level of professionalism in the usage of English language as a language of instruction. However, teachers should make effective communication with parents and school administration for the purpose of improving the level of school productivity.
3. The Ministry of Education should provide regular the professional trainings associated with language as a language of instruction in order to keep maintaining level of teaching environment.
4. School head teachers should make close supervision on the usage of English language as a language of instruction for the purpose of enhancing the understanding and speaking skills among students.
5. Suggestion for further study

The current study refers to the parents’ participations and English language speaking skills improvement in Rwandan primary schools. Therefore, the researcher suggests that the further research should be done to find out the relationship between parents’ participation and students’ discipline in primary schools in Rwanda.

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