

# RWANDAN COMMUNITY IMPACTS ON THE QUALITY OF EDUCATION: A CASE OF NYAMAGABE DISTRICT

<sup>1</sup>Dr. MBONIMANA Gamariel, PhD, <sup>2</sup>KWIZERA PATIENCE VAINQUEUR

<sup>1</sup>SENIOR LECTURER AT UNIVERSITY OF KIGALI

<sup>2</sup>STUDENT AT UNIVERSITY OF KIGALI

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**Abstract:** The main purpose of the study is to prove Rwandan community contributions for building the sustainable quality of education of our country which must have a coherent, rational, united, integrated, vested, established, developed, secured, tenable society with all necessary skills for self-reliance and that subsidize for the improvement of their lifestyles in the region along with the international level. With objectives as to identify the effectiveness of government stakeholders impacts on quality education, parents and partners, teachers' influences in refining education for living in enlightened society with all required essential knowledge promoting the skills and the level of understanding of students. To determine students' effects in rising a sustainable quality of education which can help in their own, national, global developments. The study population constituted of one thousand three hundred forty four (1344) out of whom 877 people from Groupe Scolaire Kigeme A in Gasaka Sector, 339 people from Groupe Scolaire Bugarama in Kibilizi sector, 128 people from College Mudasomwa in Tare gsector. Including head teachers, teachers and students in each school the targeted sample in this study was composed of head teachers, teachers, and students from above cited secondary schools. The total number of respondents is expected to be two hundred sixty (260). Various research instruments has been used as questionnaires, interviews which were administered to respondents in accordance with ethical rules and validity and reliability principles. Analyzed qualitatively and quantitatively, after analyzing, interpreting and discussing data from chapter four, the findings of the study can be summarized as there was a positive correlation between government stakeholders, parents, partners impacts such as internet provision, availability of the time of leading in library, national examination corrections ,health, educational level, occupation of the parents, resting period of making sport for student, controlled movement of student out and inside the school, to live near the school and student performance in the national examination since the p-value < 0.05. It is recommended to wards MINEDUC as Ministry of education and REB as Rwanda Education board to provide support for some schools who don't enough access on the internet, to continue to motivate teachers increasing their salary, trainings, equipment's, tools, to search for local, international student opportunities, competitions for capacity building by enabling the schools by providing curriculum that is relevant exceeding the education for other countries, to involve teachers in planning educational policies.

**Keywords:** Education, Quality, Community, Correlation, Sample, Resources, Teacher Government, Student.

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## 1. INTRODUCTION

### Background

Rwanda is a country which focuses on education and the community including parents, government, and student is fighting for the relevance and quality of education because every child has the right to education. The quality of education is ultimately determined by the learning outcomes that students take from school and the competencies they will carry into

their future life and labor market. (www.unicef.org). It seems highly likely, however, that the achievement of universal participation in education will be fundamentally dependent upon the quality of education available. More fundamentally, education is a set of processes and outcomes that are defined qualitatively. The quantity of children who participate is by definition a secondary consideration: merely filling spaces called 'schools' with children would not address even quantitative objectives if no real education occurred. Thus, the number of years of school is a practically useful but conceptually dubious proxy for the processes that take place there and the outcomes that result. In that sense, it could be judged unfortunate that the quantitative aspects of education have become the main focus of attention in recent years for policy makers. (EFA Global Monitoring Report, 2005)

Rwanda's Vision 2020 and its Economic Development and Poverty Reduction Strategy (EDPRS) aim at the development of a knowledge-based and technology-led economy. In this context, Rwanda has embarked on reforms aiming at improving every aspect of quality education. In line with these efforts, the government of Rwanda has focused on aligning curriculum, teaching and learning, and assessment to ensure that the education system is producing the kind of citizens the country desires. The second pillar of the Vision 2020 highlights the general need to regularly examine curricula in terms of their relevance to assist in the achievements of education and national development goals and objectives. While curriculum is not the only factor influencing education quality, it is the core of the entire education system. (www.rcsprwanda.org)

There are the gap that must fulfilled to overcome the quality of education such as poor background of students from P6 to 9 and 12 YBE , overcrowded classrooms, cases of indiscipline, lateness and absenteeism, lack of involvement of local authorities, imposing educational policies 29 without the involvement of teachers, the lack of intrinsic motivation for both students and parents and untrained teachers, limited implementation and monitoring capacity more especially at institutional level, low completion rates at the primary level (44.5 percent), owing to the high repeater and dropout rates (21 percent and 15 percent, respectively) resulting in low transition rates to the secondary level, lack of an orientation policy and weak implementation capacity, insufficient recruitment of teachers combined with the increases in enrolment resulted in a slightly worsening qualified teacher to pupil ratio of 68:1. Inadequate quantitative and qualitative infrastructure and teaching/instructional materials, limited funding by government in education sector ,in spite of efforts made in recent years to increase budget allocations to the sector Limited qualified staff i.e. inadequate qualification of teachers in STE because there are few trained teachers to teach science and technology, challenges related to the transition to English as the language of instruction, inadequate compensation the staff in the sector, heavy workload on teachers, education system not well tailored to the labor market needs, high cost of education, inadequate provision of special needs education facilities and training for children with disabilities, difficult conditions of teaching and learning because some schools are located in remote areas. Lack of reliable system for measuring learning performance in schools low proportion of girls in science and technology streams. Increase in dropout rates are attributable to the poor quality of infrastructure and to parents' lack of resources to meet costs related to educating their children. There are consequences when the challenges shown are not handled in our community suddenly there should be low performances in class, national, international competitions. So that there should be all efforts gathered from government, student, parents and partners contribution.

### **Statement of the problem**

As my concern as researcher the Rwandan community meaning government, citizen, organizations should think on what can promote the quality of education from early childhood education up to the university taking many strategies, and decisions which must be implemented, monitored and evaluated. Hence this must now empower the quality of education but later the problem was access to education because of the genocide many people faced the drop out others have been died, we lost our parents, our teachers, many infrastructures were destroyed. And the first step was about to help every Rwandan to have access to education without any discrimination about sex, region, church, ethnic, the education is for all and this have been successfully implemented in our country. It is now contributing to the development of the country as to build a good society without war, violence aiming the unity and the reconciliation.

Actions that can be done are to support for education which focuses primarily on basic education, secondary education, and the training of trainers in order to provide young students with a foundation in science and technology, which will be deepened in higher education and oriented towards innovation and industrial development by strengthening science and

technology education, it helps to improve the education quality and relevance, and also make science and technology the engine of development in the country. The quality here is looked at the building and equipping science laboratories in secondary schools all over the country, and revising science curricula for primary and secondary schools (Joseph, 2008). Moreover, to promote peace education designed for the citizen and mainly in schools for enlightening the thought of the society as eradicating the genocide ideology.

### Specific Objectives

- To determine the effectiveness of government stakeholders impacts in improving learning system environment for the quality of education in secondary schools.
- To identify parents and partners, teachers influences in refining education meant for availability of essential resources in promoting essential students' knowledge and skills.
- To establish students' effects in rising academic performance for sustainable quality of education which can help in their own, national, global developments

## 2. LITERATURE REVIEW

### School management status impacts

According to (Graham, 2017) has examined the influence of schools on socioeconomic patterning in educational outcomes. Evidence suggests independent associations of family and school level socioeconomic status with academic attainment (Caldas & Bankston, 1997; Marks et al., 2006); being from a more affluent family and attending a school with a higher proportion of more affluent students are independently associated with better educational performance. There is also evidence that school and family-level socioeconomic status interact to produce differential educational outcomes. For example, the most socioeconomically disadvantaged students typically benefit least from attending socioeconomically advantaged schools, despite apparent exposure to the same resources and support structures (OECD, 2012). This perverse compositional outcome has been explained by a process termed the 'frog pond' effect (Marsh & Hau, 2003; Crosnoe, 2009; Okamoto et al., 2013). Within this process, the relatively small number of poorer students located towards the lower echelons of a school's social hierarchy amplifies the effects of socioeconomic inequality, such as adverse social comparison, stigmatization, disengagement and psychosocial problems (Espenshade et al., 2005).

There is a shift in school improvement paradigm over the years due to the advancement of technology. School improvement efforts are more focused on capacity building, improved teaching and learning processes, high level student learning outcomes, and creating a community of learning amidst a digitized learning environment. This has transformed the roles and responsibilities of principals to make ICT as an enabler for effective teaching and learning. In this context, this case study is attempted to explore the best practices employed by a principal in an urban secondary in Kuala Lumpur. The findings indicated the importance of principal's leadership qualities, attributes and his belief in the use of information communications technology to guide ICT utilization in school. (Abdullah, 2013)

Ministry of Education, Rwanda Education Board, 2015 released competence based curriculum in its summary of curriculum framework pre-primary to upper secondary 2015 the Minister of Education Prof LWAKABAMBA Silas stated that the Rwandan education philosophy is to ensure that young people at every level of education achieve their full potential in terms of relevant knowledge, skills and appropriate attitudes that prepare them to integrate in society and exploit employment opportunities. In line with efforts to improve the quality of education, the government of Rwanda emphasizes the importance of aligning the curriculum, teaching and learning and assessment approaches in order to ensure the development of the kind of citizens the country needs and desires. What children are taught, how well they are taught and the competences they acquire are influenced by many factors, among them the relevance of the curriculum, the necessary and sufficient pedagogical approach adopted by teachers, the assessment strategies and the necessary and sufficient instructional materials. These are all being aligned with the new curriculum. The ambition to develop knowledge based society and the growth of regional and global competition in the jobs market has necessitated the shift to a competence based curriculum to address the issue of the shortage of appropriate skills in the Rwandan education system. Learners will now get the opportunity to apply what they have learned to real life situations and to make a difference in their own lives with the help of the teacher whose role is central to the success of the curriculum delivery.

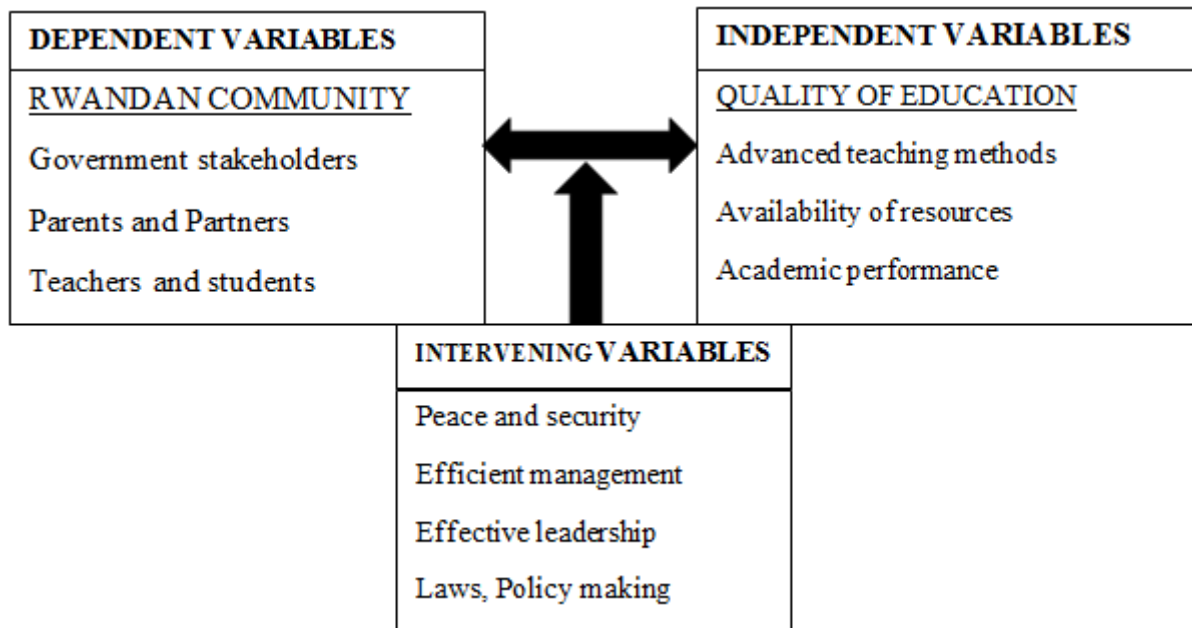
**Barriers of quality of education in basic education schools**

There are barriers of quality of education in basic education schools in Rwanda such as poor background of students weaken the quality of education in basic education schools. Overcrowded classrooms, Cases of indiscipline, Lateness, absenteeism and dropout in the Rwandan basic education schools, Lack of local authorities’ involvement, Imposing educational policies without the involvement of teachers, Lack of intrinsic motivation for both students and Untrained Teachers (Dr. Gabriel Nizeyimana, et al.,(2015)

**Conceptual framework**

There are many evidences showing that the Rwandan community improves the education system when there are conducive learning environment that leads to a positive, efficient, effective performance in education about the equity, quality, access, productivity surpass to reach every citizen. This is a long journey because of 1994 genocide against Tutsi. we are struggling for building ourselves so that regardless the income, wealth, education level difficulties and varieties our education can be accessed to every citizen and can be given with high and significant quality with help of many measures, approaches taken by the Rwandan community in promoting the advanced understandings, involvements of parents, government, schools, on-government organizations, partners and stakeholders . Moreover, the peaceful, secured country, private sector, administration, finance, marketing, trainings interventions will be assembled to reach the sustainable quality of education.

The relationship between the variables is illustrated by the arrows. The independent variables such as the government, parents, school management and partner’s approaches have impacts to maintainable quality education. They can work distinctly and can also reinforce each other to impact on the sustainable quality of education. Alternatively, the quality of education depends on the impact of the independent variables to achieve effective and efficiency sustainable quality of education.



Source: Field work, 2019

Figure 1. The conceptual framework

**3. RESEARCH METHODOLOGY**

**Study population**

The study population constituted of one thousand three hundred forty four (1344) out of whom 877 people from Groupe Scolaire Kigeme A in Gasaka Sector, 339 people from Groupe Scolaire Bugarama in Kibilizi Sector, 128 people from College Mudasomwa in Tare sector. Include one head teacher in each school,25 teachers in , 8 teachers Groupe Scolaire

Kigeme A ,8 teachers in College 8 teachers in Mudasmwa Groupe Scolaire Bugarama and 851 students in Groupe Scolaire Kigeme A ,330 students in Groupe Scolaire Bugarama, 119 students in College Mudasmwa.

**Table 1. Study population statistical figures**

Category of population	Groupe Scolaire Kigeme A	Groupe Scolaire de Bugarama	College de Mudasmwa
Head teachers	1	1	1
Teachers	25	8	8
Students	851	330	119
<b>TOTAL</b>		<b>1344</b>	

Source: Field work, 2019

**Table 2. Sampling distribution**

Category of population	Groupe Scolaire Kigeme A	Groupe Scolaire de Bugarama	College de Mudasmwa
Head teachers	1	1	1
Teachers	5	2	2
Students	170	66	24
<b>TOTAL</b>		<b>260</b>	

Source: Field work, 2019

#### 4. RESEARCH FINDINGS

The main purpose of the study was to prove Rwandan community contributions for building the sustainable quality of education of our country which must have a coherent, rational, united, integrated, vested, established, developed, secured, tenable society with all necessary skills for self-reliance and that subsidize for the improvement of their lifestyles in the region along with the international level through three objectives that are to determine the effectiveness of government stakeholders impacts in improving learning system environment for the quality of education in secondary schools.

To identify parents and partners, teachers' influences in refining education meant for availability of essential resources in promoting essential students' knowledge and skills. To establish students' effects in rising academic performance for sustainable quality of education which can help in their own, national, global developments.

After analyzing, interpreting and discussing data from chapter four, the findings of the study can be summarized as follows:

There was a positive correlation between government stakeholders, parents, partners impacts such as internet provision, availability of the time of leading in library, national examination corrections ,health, educational level, occupation of the parents, resting period of making sport for student, controlled movement of student out and inside the school, to live near the school and student performance in the national examination since the p-value < 0.05 as it was revealed by both student and teacher respondent in the table 4,5,9. If the school is equipped, monitored, evaluated for all needed materials, implementing well educational policies the student will perform academically.

To ascertain government stakeholders in improving the quality of education from early childhood education, primary and secondary schools.

Our government realizes the education that can promote the young generation empowered for good performance locally and internationally with all needed competences through helping them to train their teachers ,provision of infrastructures, tools, equipments needed that explicate the quality of education released.

The teacher respondent confirmed that the government contribute by helping student as well as teachers themselves in being effective given that they are motivated, equipped, trained. The same as student who follow their course confirmed that by demonstrating different facts and evidences of the quality of education that is gotten in their schools. To identify parents and partners, teachers' influences in refining education for leaving in enlightened society with all required essential knowledge promoting the skills and the level of understanding of students.

Actually parents should have advanced ideology that a student must get education from early ages. This will help them to follow, support, care, funding, backing them for their academic journey. And there should a real effort where parents and teacher can talk to the current situations, needs of the student. Furthermore the schools are helped by the partners in many educational activities such as capacity building, teacher training, access to education, girls education, construction, feeding student, parent and community involvement, school leadership and management. To sum up the parents and the partner for Rwandan community realizes the importance of education of children and is fighting for not only access but also quality of education. To determine students' effects in rising a sustainable quality of education which can help in their own, national, global developments. The research findings revealed that student are provided an environment of studying and developing their skills and knowledge because they really showed that they have facilities of hard work, period of rest, freedom, refreshing ,sport and their movement are controlled for their attention to studies In addition they should have families, teachers that knows their targets that facilitates to achieve their goals so that they should follow well trying to keep silent in class asking questions to what is not understood and to have team works for sharing the explanations from the teacher and correcting national examination to be able to compete locally and internationally. Finally they should have all values, disciplines, academic zeal, innovations for well using the equipment provided without harming them by keeping safe their libraries, laboratories, ICT's rooms and be open for worldwide view on the internet.

## 5. CONCLUSIONS

For the study sought to investigate the influence of Rwandan community on the quality of education. The analysis of the responses of teachers, students, head teachers, students interviews and documentary analysis revealed many factors affecting quality of education motivation of teacher, assessment and competitions, socioeconomic status of families, teaching methodology approaches,. The study conclude that among those factors the quality of education is influenced by in education improves the academic performance.

In Nyamagabe district as a sample the research shows that there is quality of education as conclusion truly our Rwandan community impacts are many that promote the education. There are releasing intellectual, moral, financial, economic, social, psychological, resources needed and it is proven by the performance. It means that each student should use the personal effort with the will of God and all good qualified environment it can be ensured that it is possible to achieve success and to realize a new good educated citizen to build the country equipped with enough skills and knowledge. Exactly how the country as well as families will develop to high rates to be reliable, accountable, big thinkers to reach the Rwanda we wish. Finally the development of student skills and knowledge is the focus of our parents, partners including non-government organization, leaders for the country, teachers which will help also in the future development of our selves, family and the country in general

## 6. RECOMMENDATIONS

The following recommendations were made according the respondents

Towards **MINEDUC** as Ministry of education and **REB** as Rwanda Education board:

They should:

- ❖ To provide support for some schools who don't enough access on the internet
- ❖ To continue to motivate teachers increasing their salary, trainings, equipment's, tools
- ❖ To search for local, international student opportunities, competitions for capacity building by enabling the schools by providing curriculum that is relevant exceeding the education for other countries
- ❖ To involve teachers in planning educational policies,



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**International Journal of Novel Research in Education and Learning**Vol. 8, Issue 3, pp: (12-19), Month: May - June 2021, Available at: [www.noveltyjournals.com](http://www.noveltyjournals.com)

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