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Avdesh S Jha



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EDITORIAL

In the last ten years the world has continuously been on tiptoe. It is during this time, the world observed several new leaders (only because of their position). Whereas some were amicable and amiable some had presented themselves as the supremo irrespective of the fact whether the people accepted or not which demands to ensure if democracy really exists! Looking to their temperament and thus their action, people buzzed them as autocrats since they simply wanted to let the world know their might. No one is less. There were others who were already enjoying the supremacy (although ascertained by themselves). Several countries found several leaders who brought about drastic change in their country politics and as a hero they ensured to let their people too feel that they were supremo. It was this action where the world started gazing at them. Some with fear, some with grace and some with embarrassment and some with envy as if it was a challenge to them and thus there were several instances where by the media and the people felt as if there will be a world war. As of now also, the situation is certainly not good and the threats and the fear are ruling, the power and might is buzzing the terror and the silence of the other countries indicates a good silent tie-up between the powerful enemies. Here again comes the the idea of equality and humanity and hence the idea of Identity and Identity crisis. Not restricted to the individual, community, and locality; internationally there are questions of identity either for maintaining supremacy or to acquire the supremacy and even more.

Hereby, even in this century of said development with talks and funds for peace, humanity etc. it is observed that the cultural systems are crashing down, social engineering turning chaotic, communal harmony a challenge and so on... It thus becomes very important to answer how should we be identified? Should the number of seats be the only measure to form a government? Is democracy only a word or has its existence also? To depict our might implementing the jungle law and thus crushing a country or creating a terror is the only solution!! Is it correct? Is it that peace can come only through war? The fact remains that the soldiers dying for their country have their first identity only as a human. Soon the territories will be defined but those who lost their lives, their family will hardly get a medal. Though the situation is not good but yet Voice of Research has the privilege of the strong support of the researchers. The current issue with the papers related to personnel management and learning effectiveness; working conditions and academic performance; instructional supervision and academic performance; extracurricular activities and learning process; domestic violence and learning outcomes; teaching and learning; school feeding programme and academic performance; school feeding program and academic performance; socio-economic status and academic achievement; empowering women; socio-economic status and livelihood security; competence based curriculum; e-procurement; school dropout; project management, soft skills and project success; India-Qatar relations; social media and digital marketing; and identity crisis and post-truth presents the society with potential researchers as the strong backbone.

To add to the science of knowledge in education, philosophy and psychology Niyonsaba and Sikubwabo studies teacher personnel management and learning effectiveness; Uwanyirigira and Sikubwabo tests teachers' working conditions and learners' academic performance; Nshimiyimana and Sikubwabo connects instructional

supervision practices and learners' academic performance; Parsien and Sikubwabo checks the effect of extracurricular activities on learning process; Zirimwabagabo and Sikubwabo investigates the effect of domestic violence and learning outcomes; Lilani checks the opinion of secondary school students towards teaching and learning; Twahirwa and Dushimimana verifies the effect school feeding programme on learners' academic performance; Ndayisaba and Sikubwabo focusses on effect of school feeding program on students' academic performance; Mutabeshya and Sikubwabo studies effect of family socio-economic status on students' academic achievement; Minani and Sikubwabo relates role of technical and vocational education and training (TVET) in empowering women; Srivastava investigates disparities in socio-economic status and livelihood security of rural women; Ndandu and Sikubwabo contributes to correlate competence based curriculum to the improvement of learning effectiveness; Rukundo and Dushimimana studies effect of e-procurement implementation on the effectiveness of hospitals; Ngabonziza and Sikubwabo investigates the causes of school dropout; Uwihoreye and Dushimimana correlates project management, soft skills and project success; Kute reviews the India-Qatar Relations (1973-2022) with respect to achievements, opportunities and challenges; Mehta refers to the latest trends of social media and digital marketing towards entrepreneurs, Ural relates identity crisis in connection with post-truth whereas Dubey and Ratnaparkhi presents dialogue for Transforming Classrooms into Learning Communities.

With this issue, I take this opportunity to thank and appreciate all the people who support goodness fearlessly. I am sure this issue will enlighten the potential researchers and the society as well it will help us all assess our societal development.

With the hope of best for mankind...

Avdhesh Jha
Chief Editor
Voice of Research

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**TEACHER PERSONNEL MANAGEMENT AND LEARNING
EFFECTIVENESS IN RWANDAN PRIMARY SCHOOLS:
A CASE OF BURERA DISTRICT [RWANDA]**

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Abstract

This study was designed to investigate the relationship between teachers' personnel management practices and learning effectiveness in Rwandan public primary schools. A case of Burera district, Rwanda. It focuses on the following specific objectives: to examine the relationship between Teachers' Motivation and learning effectiveness in Burera district, to explore the relationship between teachers' Supervision and learning effectiveness in Burera district. During the work of presenting, analyzing and interpreting data. The researcher used descriptive research design and also quantitative approach. Quantitative approach was used to analyse quantitative data. The Study used 64 as the target population and 58 the sample size. Data were collected using structured questions with 5-point Likert scales. Quantitative data were analyzed using frequencies, percentages, standard deviation, means, and correlation analysis while qualitative data were analyzed using themes that helped in analyzing qualitative data. The finding from study concluded that their positive relationship between teachers' personnel management practices and learning effectiveness in Rwandan public primary schools. SPSS and Themes were used to calculate the correlation analysis of the study. Finally, the study indicated that there is positive significant relationship between each variable. The study concluded that there positive teachers' personnel management practices and learning effectiveness in Rwandan public primary schools. And study recommended the following: The government should increase teachers' motivation by giving them an opportunity for continuous professional development (CPD) because it increases teachers' confidence in their daily work of teaching and learning and Teachers' salaries should be increased as the study indicated that it is not sufficient when you compare it with the prices at the markets.

Keywords: *teacher's personnel management, learner's academic performance, learning effectiveness, districts, secondary schools, teacher's motivation and teacher's supervision.*

Globally in western countries like United States of America knows the importance of personnel management to the learning expectations and further empower the teachers accordingly, according to the study conducted by the researchers like JS, Odebero, Maiyo and Mualuko (2007). Noted that the countries which have qualified teachers provide quality of education which contribute on learners' academic performance in the schools. These findings opened up the room for many writers and scholars and started debating and analyzing the importance of teachers' capability in developing countries. However personnel management practices means the effective coordination of employees' activities, learners and community so as to attain educational target

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and mission (Tella, Tella&Adeniyi, 2009). All over the world the term teaching is known as model which focus on the activity made in education as it is the activity of transmitting and implementing knowledge and skills in education arrangement. This attracted many educators to change education by improving the quality of education. This was made by providing continuous professional development to the teachers. This is a strategies that educational institutions are implementing to empower the educators and improve their quality of performing work. The schools use different techniques to leave the time to the employees so that they can be engaged in professional development (Mizell, 2010).

In Africa evolution which was made in sub-Saharan countries was targeting to transform education into motor for country development. Stakeholders, policy makers, local government institutions have asserted that less developed countries have to invest in citizens' education and make sure that education system is giving sufficient harvest (MoE, 2007). Performance of every education institution relied on the quality and quantity of human and materials resources that it has but most important factor is human resources management. Because everything depends on the efforts, experience and qualification that they have, means that without competence, nothing can be achieved. That is the reason why teachers' personnel management practices are necessary. The effective teachers' management practices in Kenyan schools is somehow questionable in both sides inside and out of career. Many researchers and auditors noted that school resources is being poor managed because schools have unqualified personnel and inadequate managerial skills of resources (Kremer, 2003). Teachers' personnel management is explained as an organized set of personnel management policies and practices that are made and put into practice to enhance an organization to attain its institutional objectives (Armstrong, 2011). Currently, many institutional are being aware of the significance of human resource management. This information a system is analytical condition in the achievement of an organization (Mamman, Akuratiyagamage& Rees, 2006).

Teachers' personnel management practices include hiring and selection, training and empowering, compensation, achievement assessment, raising criteria and complains solving procedures have been revealed to play a great effect on performance of educational institutions (TelemichaelTessema&Soeters, 2006). This conduct with a survey that connect teachers' personnel management and employees' turnover (Guthrie, 2001). People use their collective skills, abilities and experience in an organization to make a significant contribution to organizational success by giving it a competitive advantage. The HRM practices such as resourcing, training and development, employee relations and reward management are concerned with how people are employed and managed in organizations so as to achieve this competitive advantage through the strategic deployment of a highly committed and capable workforce (Armstrong and Baron, 2004).

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In Rwanda personnel management is done in different, some are directly provided by government while others are given by the schools and stakeholders. Personnel management comprises many factors such as performance appraisal, motivation, supervision and teachers professional development but personnel management includes recruitment of employees, provision of induction week to the new teachers, conducive environment, teachers' salaries and bonuses. These indicate that learning expectation is not the things that can be thought one day or one week but it is continuous process which requires the involvement of many stakeholders such as parents, local community, non-governmental organizations and government (Ssemuwemba, 2017). In country like Rwanda personnel management practices is not developed because the education system is still being improve. That is the reason why education system OF Rwanda manifest some of the gaps in personnel management practices.

Research hypothesis

There is no significance relationship between Teachers' Motivation and leaning effectiveness among public primary school learners in Burera district and there is no significance relationship between Teachers' Supervision and leaning effectiveness among public primary school learners in Burera district.

Teachers' Motivation and learning effectiveness

According to Longman Dictionary, the word "**motivation**" is originated from the motive, which is an enthusiastic and desire to prepare something without being told or forced to do it. Motivation consists of numerical psychological variables that begin and preserve the activities towards the attainment of individual objectives, target to the development of personnel in his/her daily activities and this means the motives that cause behavior that is characterized by enthusiasm and desire. Motivation in teaching and learning might have much impact on how learners can study and their conduct towards subject contents (Ormord, 2003). Motivation of teaching, administrative staffs and learners can be oriented towards specific objectives and leads to the increase of power and strength and alarms cognitive processing, develop imitation of and consistence in activities and fix what drawbacks are reinforcing and it might also influence the academic performance. according to Orphlms (2002) disclose that motivated teachers always use many different strategies to do his/her work well means that when teachers are intrinsically and extrinsically motivated, learners' academic performance increases too. In the past time, most of developing countries in Africa and some Asia teachers are treated as the most significant resource and influential personnel who bring change in society. That is the reason why society and government honored them, because they know that teachers is skilled and knowledgeable person in their community. They are awarded sufficient salaries, bonuses, incentives and other allowances like other government workers. Simply this indicated that the job they do, is highly valued in community (Kyara, 2013). According to (Sumra, 2006) asserted that nowadays, the things have been changed, teachers are among government workers who are

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awarded low salaries when are compared to other government workers, this situation affect teachers because less salaries does not allow them to perform better in their daily job.

In addition to that they live in poor living conditions, and the quality of education is declined in less developed countries. But as many researcher used to investigate, they found that salaries can be among the most important factor which can rise the quality of education in many countries and they have mentioned the countries like Germany where teachers are among the most salaried person in the world their quality of education is high even if there many others factors which contribute too high academic performance across the country. According to (Michaelowa, 2001) asserted that in sub African countries many research was made to investigate the reason behind poor quality of education and its impact, and they concluded that teachers motivation is behind this special case which is delaying the quality of education. Teachers' motivation goes in parallel way with job satisfaction and disclosed that when one wants to improve quality of education must give teachers good salaries and other advantages. Teachers working condition is low in less developed countries because of low salaries which does not match with price fluctuation at the markets, this shows that teachers have little purchasing power. This issues negatively impact the quality of education in schools and also increase demotivation among qualified and experienced teachers, some of them decide to quit education and join other industries which can give them high salaries (Lauwerier&Akkari, 2015). Researchers like Adeyemo, Oladipupo, and Ornisore (2013) proceeded the research on the effect of teachers' motivation and students' academic achievement and they disclosed that 61% of educators were not satisfied with working environment means that place was not conducive for them. This implies that teachers are not happy with their environment that they are living in, on other side is that 75 % confirmed that additional allowances that governments given is not fair. Those allowances are salaries, bonuses, incentives and other packages. This implies that in the countries like Nigeria, their education system is still questionable and it cannot be productive, if the teachers are not happy with salaries and environment. For having productive education system which can even rise the economy of the countries is that teachers should be motivated in their works. Motivation means many things because there is intrinsic and extrinsic motivation these mean that motivation as word does not reflect money but also training, administrative style, seminars, workshops and field trip which are given to the teaching and administrative staff. According to Bonnet, and Vivekanandan (2013) disclosed that job satisfaction is very important issues in education perspective. Apart from salaries there are other variables which have relationship with job satisfaction because only one variable cannot reflect and complete the whole situation. In order to attain to the education for all, there are a lot of requirement which can contribute in this situation such as qualified teachers, experience teachers have significant

contribution on quality of education. Empowering quality of education is not easy in Africa as long as the most of African countries have challenge of teachers working conditions. This poor teachers working condition contribute to the turnover and leaving of career of qualified and experienced teachers.

Teachers' Supervision and learning effectiveness

Many researchers such as Igwe (2001) indicated that supervision refers to facilitate, guide, assist, direct, control and evaluate or making follow up that anticipated objective are being met. However, supervision in education perspective means the process of making sure that guidelines, rule and regulations and strategies to prearranged for curriculum implementation and attaining the goals of an institution are efficiently and successfully carried out. And then, supervision consists of utilizing expert skills and experience to control or administer, evaluate the activities of teaching and learning in educational institutions. Furthermore, supervision must be analyzed as an collaboration including some type of elaborated relationship between and among individual, those kind of people facilitate others. Systematic interaction of people who are in charge for acting within the system of administration is named supervision (Netzer&Kerey, 1971). Hence supervisor is obliged in responsibilities, to initiate many activities that will enhance successful combination of these two circumstances in order to attain commonality and satisfaction. Supervision is a complex process that emphasizes on instruction to which increase teachers with feedback to improve teaching and learning achievement (Beach &Reinhartz, 1989). Supervision is an important activity that can contribute in improving learners' academic performance, through supervision teachers get some comments from the supervisors who come to make monitoring and evaluation of teaching and learning activities. This means that most of the schools could be obliged to conduct school based supervision which canbe among the factors to increase quality of education. But other researchers indicated that supervision is not the only factor which enhance academic performance.

The similarities and characteristics of instructions and supervision is the activities happens in face to face situation. Supervision of teachers and other staffs is the only one activity that influence teachers' intellectual development, through supervision teachers get competencies that enable effective teaching and learning across the schools. Most of the institution should know the effect of educational institutional in Rwanda. Means that supervision is trending word, nowadays majority of the organization are putting more efforts in making this activities routine throughout the organization. The objective of instructional supervision is to provide teachers techniques and methodology which can enhance her/him in improving instruction (Glickman, Gordon & Ross-Gordon, 2003).Supervision of instructional is compulsory in faculty of education and in both local private schools, government aided and government schools to help the teachers in transmitting relevant instruction to the students. The activities of supervising of educators in classroom setting often consists direct support to

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rise the methods of classroom practice by making observation and monitoring of teachers achievement (Glickman, Gordon & Ross-Gordon, 2001). This process is currently practiced in regional schools across many countries through screening and filling forms which are used in evaluating teachers in physical contact setting simply face to face. An effective process of supervising is treated as one tool which can be utilized to develop the quality of education and efficiency of fundamental education and the quality of education management and administration. According to the Shiundu and Omulando (1992) constructive factors which influence competency of teachers in developing the quality and curriculum implementation by monitoring unnecessary delay, ignoring in contents preparation and careless of preparing books and constructive feedback. There are many different kind of making supervision and also the names can be different from one to another, clinical supervision is termed as cyclic theory of professional teachers' development which consist of making deep observation and constructive feedback and this can be made by expert or trained supervisors. There should be pre meeting with educators, classroom observation and then analyzing, interpreting the results from observation and fixing conference outcomes, post-meeting with teachers and provision of feedback of previous study (Varma&Goldhammer, 1969).

Peer supervision means professional development comprising of series of small groups of peer working in set for their mutual development. Peer supervision is therefore an educator to educator supervision in which people share the information and new experience, opinions and knowledge of mutual interest. The objective of peer supervision is to develop the teachers' weakness and focus on cooperative learning for improved workers performance (Sullivan &Glanz, 2000). Instructional supervision means frequent observation of teaching and learning procedure and evaluating of teaching materials and all of these are done with the purpose of improving the quality of lesson delivery in the class. The comments and feedback provided by supervisor assist educators and teachers in improving teaching and learning activities and also using of instructional materials. (Rue &Byars 1990). Personnel management has supervision as one of the most important factors which helps an organization to amend the plan depending on where they have found gap which can affect their firm negatively that the reason why managers directors have to make frequent teachers supervision with the aim of improving effectiveness of learning in primary schools.

Research methodology

According to Oso and Onen (2011) explained that target population is the sum number of themes and sum of environment of concern to the researcher. And the researcher like Borg and Gall (2007) continued defining target population as the sum number of population, set of individuals, events or themes to which a researcher wanted generalize the findings of the study. The target population of this study comprised 6 headteachers 64 teachers from all public primary schools of Burera District. And finally target population will be 70. Many researchers

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such as Mugenda and Mugenda (2003) indicated that sampling is the process of making choice of given individual from the entire population so that chosen group will represents the whole population from which they were retrieved from because they have sufficient information about the issues. (Borg and Gall, 2003) recommended that at least 10 % of the target population as sufficient numbers of sample size that was the reason why researcher sampled six public primary schools among 55 of Burera District which was taken randomly. The researcher used Krejcie & Morgan (1970) for sample size determination for teachers which provided 52 teachers while for the head teachers, the researcher used census methods because they have sufficient number be utilized in research. It was presented to the supervisor to assess the accuracy and correctness or suitability of the contents. Before utilizing the questionnaire and collection of data, pilot study was conducted in five schools. But those five schools were not included in the further ongoing research. The people who were used in piloting were five directors, five directors of studies and ten teachers' means that 20 people were used in piloting the study.

Findings

This research had indicated that out of 58 respondents, 36(62.1%) were male while 22(37.9%) were female. Distribution respondents ages were follow: the respondent who were less than 20, was 2(3.4 %), 12 respondents who represented (20.7%) were between 20 and 29 years old, 23 respondents who represented (39.7%) of total respondents were between 30 and 39 years old, 17 respondents who represented (29.3%) of total population were between 40 and 49 years old, 4 respondents who represented (6.9%) of total respondents were above 50 years old. The study again showed that the respondents who had high school were 31 and represented 53.4% of total population, the respondents with diploma were 13 and represented 22.4% of total population while respondents with bachelor's degree represented 24.1% of total population. This implies that the respondents were dominated by the people with high school in primary schools. The study also revealed that respondents with less than 1 years of working experience were 2 and represented 3.4%, participants with two years of working experience were 8 and represented 13.8% of total population, participants with three years of working experience were 14 and represented 24.1% of population, participants with four years of working experience were 19 and represented 32.8% of total participants while people above of four years of working experience were 15 and represented 25.9% of total participants. This implies that the majority of the respondents had enough information about teacher personnel management.

Descriptive Statistics for Teachers' Motivation

Statements	N	Min	Max	Mean	STD
In this school teachers are given housing facilities	58	1.00	5.00	4.2931	.81668
In school teachers, there is a program of Girinka Mwalimu	58	1.00	5.00	4.3276	.80324
In this school teachers are involved in decision making process	58	1.00	5.00	4.3103	.94045
In this school teachers get rewards	58	1.00	5.00	4.5517	.75329

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In this school teachers are hosted for important days	58	1.00	5.00	4.5690	.70368
In this school teachers are given picnic before closing the years	58	1.00	5.00	4.2759	.85416
In this school teachers get horizontal promotion	58	1.00	5.00	4.3103	.90237
In this school, teachers are given vertical promotion.	58	1.00	5.00	4.2241	.91849
In this school teachers can get mission order	58	1.00	5.00	4.2931	.99134
In this school teachers are given lunch for free	58	1.00	5.00	4.3448	.82827
Valid N (list wise)	58			4.3499	0.85119

Note: Strongly Disagree = [1]= **Very Low mean**; Disagree= [1-2]=**Low mean**; Neutral=[2-3]=**moderated mean**; Agree= [3-4]=**High mean**; Strongly Agree= [4-5]= **Very High mean**

The results from the table 11, indicated that the majority of respondents strongly agreed that the following variable influence learning effectiveness. They are namely: In this school teachers are given housing facilities(mean=4.2931 and STD=.81668), In school teachers, there is a program of GirinkaMwalimu(mean=4.3276 and STD=.80324), In this school teachers are involved in decision making process(mean=4.3103 and STD=.94045), In this school teachers get rewards(mean=4.5517 and STD=.75329), In this school teachers are hosted for important days(mean=4.5690 and STD=.70368), In this school teachers are given picnic before closing the years(mean=4.2759 and STD=.85416), In this school teachers get horizontal promotion(mean=4.3103 and STD=.90237), In this school, teachers are given vertical promotion(mean=4.2241 and STD=.91849), In this school teachers can get mission order(mean=4.2931 and STD=.99134), In this school teachers are given lunch for free(mean=4.3448 and STD=.82827). The overall, decision is that Teachers’ Motivation influence learning effectiveness as indicated by overall (mean=4.3499 and STD=0.85119)

Table 1: Descriptive Statistics teachers’ Supervision

Statements	N	Min	Max	Mean	Std.
In this school teachers are visited frequently	58	1.00	5.00	4.3448	.76208
In this school teachers are given comment on their teaching and learning process	58	1.00	5.00	4.5517	.79852
In this school teachers sign attendance book every morning	58	1.00	5.00	4.2586	.94702
In this school teachers declare time they leave afternoon	58	1.00	5.00	4.4483	.77624
In this headmasters make class visit for teaching and learning process	58	1.00	5.00	4.3966	.79339
In this school teachers make cross-evaluation among them	58	1.00	5.00	4.3448	.88954
In this school teachers sign in notebooks of learners	58	1.00	5.00	4.1552	.96975
In this school teachers fill pedagogical documents	58	1.00	5.00	4.3621	.78803
In this school, teachers ask permission for any circumstances to let leaders to the situation	58	1.00	5.00	4.5172	.82167
In this school teachers have discipline committee	58	1.00	5.00	4.1552	1.05634
Valid N (listwise)	58			4.3534	0.86025

Note: Strongly Disagree = [1]= **Very Low mean**; Disagree= [1-2]=**Low mean**; Neutral=[2-3]=**moderated mean**; Agree= [3-4]=**High mean**; Strongly Agree= [4-5]= **Very High mean**

The results from the table 12, indicated that most of the respondents strongly agreed that teachers supervision influence learning effectiveness as follow: In this school teachers are visited frequently(mean=4.3448 and STD=.76208), In this school teachers are given comment on their teaching and learning

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process(mean=4.5517 and STD=.79852), In this school teachers sign attendance book every morning(mean=4.2586 and STD=.94702), In this school teachers declare time they leave afternoon(mean=4.4483 and STD=.77624), In this headmasters make class visit for teaching and learning process(mean=4.3966 and STD=.79339), In this school teachers make cross-evaluation among them(mean=4.3448 and STD=.88954), In this school teachers sign in notebooks of learners(mean= 4.1552 and STD=), In this school teachers fill pedagogical documents(mean=4.3621 and STD=.78803), In this school, teachers ask permission for any circumstances to inform leaders to the situation(mean=4.5172 and STD=.82167) and In this school teachers have discipline committee (mean=4.1552 and STD=1.05634). The overall, decision is that Teachers' Motivation influence learning effectiveness as indicated by overall (mean=4.3534 and STD= 0.86025).

Discussion

The findings from the objective number one which was to examine the relationship between Teachers' Motivation and learning effectiveness in Burera district. The results indicated that there is positive and significant relationship between Teachers' Motivation and learning effectiveness in Bureradistrict.($r=.707$ and p value <0.05). Means that null of hypotheses was rejected and alternative hypotheses were accepted. This was achieved by providing 10 statements or options about Teachers' Motivation for which the respondents were asked to choose appropriate box by Likert scales. Therefore, it was found that Teachers' Motivation variables have effect with overall mean and standard deviation (Mean= 4.3499, STD=0.85119). Researchers like Adeyemo,Oladipupo, and Ornisore (2013) proceeded the research on the effect of teachers' motivation and students' academic achievement and they disclosed that 61% of educators were not satisfied with working environment means that place was not conducive for them. According to Bonnet, and Vivekanandan (2013) disclosed that job satisfaction is very important issues in education perspective. Apart from salaries there are other variables which have relationship with job satisfaction because only one variable cannot reflect and complete the whole situation

The findings from the objective number two which was to explore the relationship between teachers' Supervision and learning effectiveness in Burera district. The results indicated that there is positive and significant relationship between teachers' Supervision and learning effectiveness in Bureradistrict.($r=.907^{**}$ and p value <0.05). Means that null of hypotheses was rejected and alternative hypotheses were accepted. This was achieved by providing 10 statements or options about teachers' Supervision for which the respondents were asked to choose appropriate box by Likert scales. Therefore, it was found that teachers' Supervision variables have effect with overall mean and standard deviation (Mean= 4.3534, STD=0.86025). Many researchers such as Igwe (2001) indicated that supervision refers to facilitate, guide, assist, direct, control and

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evaluate or making follow up that anticipated objective are being met. However, supervision in education perspective means the process of making sure that guidelines, rule and regulations and strategies to prearranged for curriculum implementation and attaining the goals of an institution are efficiently and successfully carried out. And then, supervision consists of utilizing expert skills and experience to control or administer, evaluate the activities of teaching and learning in educational institutions.

Conclusion

Basing on the findings of the study, the relationship between teachers' personnel management practices and learning effectiveness in Rwandan public primary schools as both objective have significance relationship with learning effectiveness in Rwandan public primary schools, since none of hypothesis tested negative means were rejected and alternative ones were accepted. Sharpened the objective of this research because the researcher came up with conclusion that there is significance relationship between teachers' personnel management practices and learning effectiveness in Rwandan public primary schools.

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**TEACHERS' WORKING CONDITIONS AND LEARNERS'
ACADEMIC PERFORMANCE IN RWANDAN PUBLIC
SECONDARY SCHOOLS:
A CASE OF BURERA DISTRICT 2014/2019**

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Abstract

This study sought to investigate the teachers' working conditions and learners' academic performance in Rwandan public schools. The specific objectives were firstly to find out the relationship between teachers' remuneration and learners' academic performance in Burera district public secondary schools, secondly to examine the relationship between teachers' workload and learners' academic performance in Burera district public secondary schools. This used descriptive research design involving quantitative and qualitative approaches. The study used 679 as the study population and a sample of 65 participants. Data were collected using structured questions with 5-point Likert scales. Quantitative data were analyzed using frequencies, percentages, standard deviation, means, and regression analysis. The study revealed that there is a significant relationship between teachers working conditions on learners' academic performance in Rwandan public schools. These results were reached after using regression analysis using Statistical Package for Social Sciences (SPSS). Therefore, it was found that teacher remuneration has a positive and significant relationship with learners' academic performance. Teachers' recognition has a positive and significant relationship with learner's academic performance. Finally, multiple correlation analysis concluded that teachers working condition has a significant relationship with learner's academic performance.

Keywords: *Learners academic performance, teachers working conditions, teachers remuneration and teachers workload.*

According to Longman Dictionary, the word "motivation" is derived from the motive, which is an eagerness and willingness to do something without needing to be told or forced to do it. On the other hand, the importance of education motivational methods cannot be undermined because high motivation increases productivity which is basically in the interests of all educational systems (Ololube, Briggs, Kpolovie, & Ezindu, 2010). At the international level teachers' working conditions with overload, works is the most important immediate cause of losing the most competent and effective teachers because this prevents them to prepare what they do well as long as they have a lot of things to do in a short time. Many different factors like lack of professionalism, low pay, criticism from the press, neglecting the teachers' work have a relationship with teachers' job dissatisfaction in many countries of the world (Van den Berg, 2002).

Globally there is a great problem about teachers' working conditions; most teachers are not happy with conditions they are working in because different issues such as low salaries, workload, poor working environment, and low

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involvement in educational planning mean that all of that is among the factors that oblige many teachers to leave teaching profession (Geiger & Pivovarova,2018). Employees are satisfied when a working condition is well conducive for them for example it is better to work in a place where there are sufficient materials, equipment, motivated leaders, and a well-arranged school environment while inadequate of the materials and equipment nothing they create except stress and being demotivated, the researcher continued and indicated that when the environment is not conducive there is a great leave of experienced and qualified employees from the organization and the bosses find themselves remaining with mediocre employees who are not productive at the work (Hanushek,& Rivkin,2007).

In Africa, when you analyze the teachers' job satisfaction is differing from one country to another but developed countries try to put more effort to please teachers in their daily activities even if they continue claiming that they are not treated well like other government employees, in third world countries teachers are not given more value in which they deserve where people take an example of people when they want to show that they are rich enough better than teachers. This kind of comparison creates stress among the teachers and increases the number of teachers' turnover from a teaching career and also regular absenteeism, poor performance, and indiscipline cases in different schools.

Currently, teachers' dissatisfaction is claimed to be the most important real factor that leads to or increases the number of teachers' turnover from the teaching profession, this indicates that working condition is not fair to the teachers in some parts of the world. Thus, different researches about teachers' dissatisfaction are being conducted all over the world but not only that the number of teachers who are leaving teaching is becoming very high but also the lack of satisfaction related to poor productivity academically (Tschannen-Moran, Hoy & Hoy,1998)

The problems related to this issue like a decrease in job satisfaction, psychological trauma leading to permanent absenteeism, the job-related stress as a result of poor working conditions (Troman& Woods,2000). Like other workers, the teachers like to be praised for the work they do in contributing to national development, those who like the rewards and recognition by society when they are not capable of being patient, directly tend to leave their profession once they lose what they expected from the surrounding (Ishumi,1994).

In Rwandan perspective, the working condition is still doubted by number of researchers around the country even teachers on their own always claim about the salaries, bonuses, promotion while the government does a lot to make them satisfied It is well-known that a well-motivated teacher, who is provided with working incentives, good working conditions and adequate remuneration is bound to be dedicated to his/ her teaching responsibilities so as to bring about

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the needed learning outcomes among learners. Archibon (2013) argued that quality education does not just occur miraculously but can be achieved through continuous and improved efforts by the stakeholders in the education enterprise, especially by enhancing teachers' working conditions through several welfare packages. If the above welfare packages are well taken into consideration, teachers would be motivated to prepare adequately for their lessons, go to school regularly and punctually, attend classes as scheduled, teach the students well and carry out the necessary academic performance assessments both within and outside their respective schools.

Research questions

What is the relationship between teachers' remuneration and learners' academic performance in Burera district public secondary schools? And what is the relationship between teachers' workload and learners' academic performance in Burera district public secondary schools?

Herzberg's motivation-hygiene theory

This theory was developed in 1968 by a man called Frederick Herzberg in his book, he stated that there is two motivation factor that leads a man to be satisfied or dissatisfied in his daily working conditions, he conducted his research asking the about two hundred people both accountant and engineers about what makes them happy in their job and what makes them unhappy, they describe that there is a content issue and context issue, content factors are the things that are directly involved in the job like the accomplishment of the work while context factors are the things that are not directly involved in a job like salaries and working conditions.

Herzberg's theory describes the two types of motivation that influence either personal satisfaction or dissatisfaction in the work, and a theorist come up with intrinsic and extrinsic motivation which are the main issue in enhancing people to fulfill any task given or activities engage himself/herself. Intrinsic motivation is related to self-confidence, personnel accomplishment, simply it inner factor from an individual and extrinsic motivation is related hundred percent with an environment like having the rewards at work, promotion in job, bonuses given to the employees, good salaries. From this when a teacher is striving to achieve any given objective, it will be better for him/her to achieve while failure for its achievement can lead to dissatisfaction, means working condition also should be prepared by the subordinates not only the external environment.

From this theory, Herzberg's motivation-hygiene theory, in his two factors theory, indicated that they are two factors such as job satisfier which is motivators (simply related to job content) and job dissatisfies which is hygiene (which relates to job context). Hygiene factor dos do not motivate the workers but in help them in satisfaction because it concerned with salaries, interpersonal relationship, supervision, the administrative system of your work while motivator concerned with recognition, achievement. The implication of this theory is that the working conditions of the teachers should be increased by so

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many different things like salaries, good supervision, having facilities, recognition by society even relationship with other workmates.

Teachers' remuneration and learners' academic performance

According to Maicibi (2005) remuneration is the reward or compensation given to someone because of work performed. Salary is monthly payments to an employee basing on the work performed it is expressed in years while wage is a payment of manually work performed by it basis on hours, daily or weekly (Bratton & Gold,2017). Teacher remuneration is among the important thing that enhances a conducive working environment because when the employees have access to sufficient wages and salaries become capable of satisfying basic for them and their respective families, there is a wide relationship between remuneration and learners' academic performance.

Farazmand (2006) indicated that a worker who receives regular wages monthly tend to perform poorly while an employee who receives incentives tend to perform better because of the additional fees (Farazmand,2006) it is advisable to increase the salary of the workers according to the prices at the market this makes good working conditions to the employees and reduce the number of turnovers. There a similarity that teachers' remuneration can motivate or enhance learners' academic performance because remuneration is among the factors that make working conditions conducive as many researchers described in this part this shows a great link between the variable of teachers' remuneration and academic performance.

In remuneration of an employee, there are many things that are in this terms remuneration like a pension scheme, it refers to the amount of money that an employer promises an employee in the time an employee will go to the retirement period, it is not measured in terms of returns that employees help the company or institution to have but it is measure depending on the age, the last wage earned. Another is health insurance which refers to the money an employer pays to his workers to put him/her in the company that can help an employee when there is a problem of sickness or other accidents that can cause him/her to risk life. Remuneration is related to these additional allowances that are given to the employees, then the teachers feel comfortable when they have all of this opportunity which makes for a conducive working condition.

Low level of motivation is the results of insufficient salaries and poor working condition that the teachers are working in, teachers' demotivation is the outcome of lack of accommodation, transport means, and inadequate incentives, the poor working condition affects the quality of education that a country prefers to given the citizens (Komba& Nkumbi,2008).

Choy et all (1993) indicate the factors that influence job satisfaction such as supervisor, administrative system, salary. Bonuses, interpersonal relationship, these are among the most important that making teaching and learning career more productive when they are well planned and followed, through all the review made teachers remuneration is very important in education because as

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the employees are motivated they work accordingly to achieve the vision, mission, objectives of the institutions.

Teachers' workload and learners' academic performance

Ingveson et al (2005) indicated that the number of hours that teachers spent at school in New Zealand because they spent more hours at school. Farrant (2004) indicated that when you highlight the teachers' responsibilities and duties that they should weekly fulfill you can see that they work that is quantity projected, the teachers have many things to do in their life like taking care of their families and also preparing the tasks from a job so if you give them many hours they can feel uncomfortable, the working condition becomes worse because always go home tired.

Gwambombo (2013) described that teacher who is tired, overloaded and stressed, demotivated, and dissatisfied by a heavy load is not productive, innovative, and creative in teaching while a teacher who has moderated work is more likely to perform better in teaching and learning activities. From the researchers who described working condition and explained the workload of teachers these days showed that when a teacher has moderated tasks to do tend to be productive and when a teacher is overloaded with the work is become unsuccessful in teaching and learning activities hence there a relationship between the workload and learners' academic performance.

Mosha, Omari and Kataro (2007). Described that the scarcity of teachers, insufficient teaching facilities, uncondusive environment, incompetent administrative staff make teaching and learning activities more difficult and the attainment of the quality of education is difficult, working condition doesn't mean having a good salary, bonuses, incentives or other allowance but also working condition is good when one has teaching facilities, workmates, and the motivated classroom together with the moderate class size. Wosyanju (2005) indicated that class size is among the most important issue that increases teachers' workload in terms of lesson planning, class assessment, making the exercises, making follow up and feedback, in addition to this there are also the duties and responsibilities of teachers at their homes. This means that if the workload of teacher is high effect negatively the performance of the learners' academic performance.

Normally workload is work that should be performed by an individual but which is beyond his capability sometimes that one can become nervous, anxious, stressed as the result of that work which was assigned to the person (Zheltoukhova, O'Dea & Bevan, 2012). As the teacher has a lot of things assigned to him to fulfill like preparing an academic document, teaching in the classes, managing a wide class size is not very easy for one person like a teacher to manage that tasks which are not easy to combine with teaching and learning activities. Coluci and Alexandre (2012) indicated workload as many tasks for one person or instead of giving one work to an individual you have her/him a

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multiple tasks, this effect life where that one develops delay to meet a deadline, disrespecting rule and regulations, rebelling from managers.

Methodology

The study utilized a quantitative research design, to investigate the effect of teachers working conditions on learners' academic performance public secondary, a descriptive correlational research design was used since the problem of this research is to analyze the relationship between teachers working conditions and learners' academic performance. Bertram and Christiansen (2014) indicated that population is the sum of people that a study is targeting. A study population is a group of people where the information should be taken from. In this study, the researcher used target people such as headteachers, director in charge of studies, bursar, and teachers, all of these respondents were taken from the public secondary school of Burera District. A total number of schools are 42 which employ 595 teachers, 42 head teachers and 42 directors in charge of studies. This means that the total population was 679 people from which the sample size was retrieved. Purposive sampling was used because in this method one selects a sample based on certain judgments about the overall population, it is the research why the researcher used this method to ask the information the head teachers, director in charge of studies, bursar. Rao soft sample size calculator was used to calculate the minimum sample size from teachers and then simple random sampling was used to determine the teachers who became respondents as sample size from the whole teachers of those schools. Clustered sampling was used to select 3 schools to be included in sample size.

Findings

Descriptive Statistics teachers' remuneration

Statements	N	Min	Max	Mean	Std.
Teachers' salaries in this school is good	65	1.00	5.00	2.0615	.91646
In this school teachers 'salary delay	65	1.00	5.00	2.2615	1.16293
In this school teachers are given bonuses	65	1.00	5.00	3.9846	.94360
In this school teachers are given a housing allowance	65	1.00	5.00	2.2000	1.03380
In this school teachers are facilitated to access loan	65	1.00	5.00	4.2923	.84267
In this school teachers are given communication allowance	65	1.00	5.00	1.9846	1.08242
In this school teachers are given mission orders	65	1.00	5.00	3.8615	1.14396
In this school teachers are given health insurance	65	1.00	5.00	4.0308	1.18545
In these school teachers given training allowance	65	1.00	5.00	3.7231	1.19252
In this school teachers are provided with food and beverage	65	1.00	5.00	4.0000	1.01550
Overall	65			3.2400	1.044604

Note: Strongly Disagree = [-1]= **Very Low mean**; Disagree= [1-2]=**Low mean**; Neutral= [2-3]=**moderated mean**; Agree= [3-4]=**High mean**; Strongly Agree= [4-5]= **Very High mean**

The findings from the table,,,,,, indicated that the majority of respondents agreed that the explained factors have a relationship with learners' academic performance in Rwanda. These are the following: Are given bonuses ($\mu=3.9846$ and $STD=.94360$), in this school teachers are given mission orders ($\mu=3.8615$

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and STD=1.14396), in these school teachers given training allowance ($\mu=3.7231$ and $STD=1.19252$). While three respondents strongly agreed that the following factors have a relationship with learners' academic performance: they are namely: In this school teachers are facilitated to access loan ($\mu=4.2923$ and $STD=.84267$), In this school teachers are given health insurance ($\mu=4.0308$ and $STD=1.18545$), In this school teachers are provided with food and beverage ($\mu=4.0000$ and $STD=1.01550$). The table also indicated that three respondents were neutral on the following variables. These are the following: Teachers' salaries in this school are good ($\mu=2.0615$ and $STD=.91646$), in this school teachers 'salary delay ($\mu=2.2615$ and $STD=1.16293$), In this school teachers are given housing allowance ($\mu=2.2000$ and $STD=1.03380$). Regarding the data in table, one respondent disagreed with one factor. in this school teachers are given communication allowance ($\mu=1.9846$ and $STD=1.08242$). Overall, the results showed that the respondents were agreed with teachers' remuneration in general ($\mu=3.2400$ and $STD=1.044604$).

Descriptive Statistics teachers' workload

Statements	N	Min	Max	Mean	Std.
In this school, the number of teachers' working hours are too many	65	1.00	5.00	3.1692	1.45311
In this school, the number of subjects to be taught by a teacher are more	65	1.00	5.00	3.3846	1.37718
In this school, the number of learners for one teacher is too many	65	1.00	5.00	4.0769	1.00480
In this school teachers are obliged to give many quizzes	65	1.00	5.00	4.0615	.88171
In this school teachers are obliged to give much homework	65	1.00	5.00	3.8615	1.04398
In this school teachers are obliged to give many exercises	65	1.00	5.00	3.7538	1.04628
In this school teachers are assigned others many extracurricular hours	65	1.00	5.00	4.0769	.79663
In this school teachers works extra hours in order to finish the program	65	1.00	5.00	3.3077	1.28602
In this school teachers do not get sufficient hours for a break	65	1.00	5.00	4.0615	.84552
In this teachers are over supervised	65	1.00	5.00	2.4308	1.27438
Valid N (listwise)	6			3.61844	1.10096

Note: Strongly Disagree = [1]= **Very Low mean**; Disagree= [1-2]=**Low mean**; Neutral= [2-3]=**moderated mean**; Agree= [3-4]=**High mean**; Strongly Agree= [4-5]= **Very High mean**.

The results from the table indicate that majority of respondents strongly agree with the following statements: In this school, the number of learners for one teacher is too many ($\mu=4.0769$ and $STD=1.00480$), In this school teachers are obliged to give many quizzes ($\mu=4.0615$ and $STD=.88171$), are assigned others many extracurricular hours ($\mu=4.0769$ $STD=.79663$), In this school teachers, do not get sufficient hours for a break ($\mu=4.0615$ $STD=.84552$). data in the table also show that most of the respondents agreed with other five factors such as In this school the number of teachers' working hours are too many($\mu=3.1692$ and $STD=1.45311$), In this school, the number of subjects to be taught by a teacher are more($\mu=3.3846$ and $STD=1.37718$), In this school teachers are obliged to give much homework($\mu= 3.8615$ and $STD=1.04398$), In this school teachers are obliged to give many exercises($\mu= 3.7538$ and $STD=1.04628$), In this school teachers work extra hours in order to finish the program($\mu=3.3077$ and $STD=1.28602$), The results of the table also indicated that most respondents were neutral about one remaining factor-like In these school teachers are over

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supervised ($\mu= 2.4308$ and $STD=1.27438$). Overall, most of the respondents agreed with teachers' workload in general ($\mu=3.61844$ and $STD=1.10096$).

Multiple correlations

		Teacher remuneration	Teacher workload
Teachers remuneration	Pearson Correlation	1	.775**
	Sig. (2-tailed)		.009
Teachers workload	Pearson Correlation	.775**	1
	Sig. (2-tailed)	.009	
Academic performance	Pearson Correlation	.724*	.899**
	Sig. (2-tailed)	.018	.000

As indicated by the following factors: There were significance relationship between teachers' remuneration ($r=.724^*$ $p=.018$), teacher workload($r= .899^{**}$ $p=.000$), Pearson's correlation analysis was carried out for the overall, teachers working conditions and learners' academic performance to analyze if there was any significant relationship between the variables. The analysis indicated that there was a significant positive relationship between teachers working condition and learners' academic performance the finding from this study supported previous study of Ouma and Munyua (2018) indicated that there is a significant relationship between teachers' working conditions and students' academic performance.

Discussion

Findings related to the objective number one indicated that teachers' remuneration has positive and significant relationship with learners' academic performance ($r= 0.724^*$ and $p=0.018$). This is explained by the fact that teacher remuneration is not satisfied in Rwanda. According to the reports made by World Bank (2015) indicated that majority of Rwandan remuneration in terms of salaries is low. In 2011 the reports clarified that a big part of Rwandans earned 18.175 per moth which is so low in terms of family basic needs but apart from this some schools perform better in national exams, district tests and class based exams. According to Lukaš and Samardžić (2014) indicated that their correlation between teachers' income and learners' academic performance in different countries. Researchers further analyzed the developed countries and less developed countries and showed that in both categories, there are some countries that pay teachers good salaries but learners' academic performance is low. Researchers compared those countries and indicated that the important factor is that government should make total investment in education, means not only the increase of salaries and other remuneration allowances, developing the working condition but also by increasing conducive environment for teaching and learning.

Finding that is related to objective number two manifested that teachers' workload has a positive and significant relationship with learners' academic performance ($r=0.899^{**}$ and $p=0.000$) According to Ayeni and Amanekwe, (2018,) indicated that there is a significant relationship between teachers'

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workload and learners' academic performance. Teacher workload can be among the factors that can hinder learners' achievement but it has few percentages on that. They are other factors that hinder the activities of teaching and learning in class. The Rwandan teachers always claim that workload seems to be high, which is the reason behind of learners' poor performance.

Conclusion

The researcher concluded that teachers working conditions is an important topic which should be discussed by government, non-governmental organization, stakeholders and others people who have a direct connection with education. As studied in this study, teachers' remuneration is a very important issue that contributes to enhancing academic achievement in every educational institution. Teachers' workload is playing an important role in creating a conducive environment when teaches are overloaded teaching and learning can become worse, it is the reason why government and parents must direct their eyes in improving the working condition of teachers. Teachers who are recognized in a community tend to perform better because are always motivated.

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**CONTRIBUTION OF INSTRUCTIONAL SUPERVISION
PRACTICES BY THE SCHOOL AUTHORITIES IN
IMPROVING LEARNERS' ACADEMIC PERFORMANCE IN
PRIVATE SECONDARY SCHOOLS
BURERA DISTRICT RWANDA**

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Abstract

This study aimed at assessing the contribution of instructional supervision practices on students' academic performance in private secondary schools. The study was guided by three objectives which are: to assess the instructional supervision practices by school authorities' private secondary schools, in Burera District; to analyse the learners' academic performance in private secondary schools, in Burera District; to assess the contribution of instructional supervision, by school authorities, in improving learners' academic performance in Burera District. The questionnaire was the main instrument of data collection and it was distributed to school managers, deputy school managers in charge of studies and to teachers from private schools located in Burera District. The study used descriptive design as a research design. Quantitative method was used, and the data were analysed using Statistical Package for Social Science (SPSS) and then the findings were presented using tables. The first objective was to assess instructional supervision practices in private schools of Burera District during the period of 2017-2019. The results from the study revealed that instructional supervision practices by school authorities are various and effective in teaching and learning activities in private schools. The second objective of the study aimed at analysing students' academic performance in private schools. The findings have shown that respondents had different views but the majority declared that it was good in the last three years. The third objective of this research was to assess contribution of instructional supervision practices on students' academic performance in private schools in Burera District during the period of 2017-2019. The findings showed that instructional supervision practices done by school authorities contribute greatly on students' academic performance. Ministry of Education through its institutions such as Rwanda TVET Board (RTB) and Rwanda Education Board (REB) together with Education Directorates at district level should continue to emphasize on practicing instructional supervisions by school authorities and provide school authorities with capacity building (training) on instructional supervision practices. Schools should continue to practice instructional supervisions to improve students' academic performance. Teachers should continue to improve their teaching and learning methodologies for students' academic performance improvement.

Keywords: *Academic Performance; Instruction; Instructional Supervision Practices; Private Secondary School; Supervision and School authority*

According to Machingambi (2014) education has been edged upon as being the best tool for national reforms in the socio-economic and political arena in any country. Glickman (2010) Globally, the governments of various countries on a

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continuous basis are aimed at funding schools to ensure that they have instructional materials and teaching personnel besides providing an environment that is conducive to both the learners and the teachers.

Peretomode (2004) effectively providing education requires an educational system that is reliable. In the context of educational system, reliability is solely enhanced through practices of supervision conducted by the head teachers or other school administrators. Peretomode (2004) added that supervision is categorized into two: personnel and instructional supervision. Archibong (2010) defines instructional supervision as a set of activities which are carried out with the purpose of making the teaching and learning purpose better for the learner. On the other hand, Archibong (2010) defines personnel supervision as the set of activities which are carried out by the supervisor with the basic aim of sensitizing, mobilizing and motivating staff in the school towards performing their duties optimally in terms of the achievement of the stated aims and objectives of the education system.

Different countries around the world have different mechanisms of addressing the issues of instructional supervision

In Rwanda, according to MINEDUC (2013), the head teachers do the instructional supervision at the school level. Teachers play an important role in the implementation and the attainment of the desired educational results. This requires an effective instructional supervision of teachers in order to produce vibrant outputs that will contribute effectively towards national development. Such outcomes will result in high level of academic achievements that entails the inculcation of the right type of knowledge, skills, values and attitudes to the learners enabling them serve efficiently and effectively their society.

Tyagi (2010) has emphasized that instructional supervision is one of responsibilities of school authorities and these create a platform for both teachers and school heads to use their collective expertise in self-appraisal of teachers, to identify gaps in teacher technical and pedagogical skills, knowledge and competencies in order to provide the vital support needed for teachers' professional performance with purpose of achieving high learners' performance. So, the purpose of instructional supervision is to assist, direct, stimulate and motivate teachers to enhance or improve effective teaching and learning process towards academic performance of students in educational institution.

Although, private schools' authorities conduct different instructional supervision practices to make sure the teaching and learning process with expecting the improvement of learners' academic performance, this practice remains poor in private secondary schools in Burera District. According to the Rwanda Education Board (REB), national examination results of senior six, (2018) the private schools in Burera District come in the last positions among other private schools in Rwanda. This situation has also been emphasised by MINEDUC (2018) Education statistical year book (2018). This means that Burera District private schools are not performing adequately and one of the leading causes is associated with poor instruction supervision practices.

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The problem is that teachers are regularly supervised and comments are given by their school authorities to improve their teaching and students' academic performance. Unfortunately, the academic performance of students in private secondary schools of Burera District remains low to mean that educational goals are not effectively achieved in those secondary schools. Consequently, the researcher is pushed by this situation and is interested in carrying out this study to assess the contribution of instructional supervision practices by school authorities in improving learners' academic performance in private secondary schools in Burera District.

Different theories were reviewed. First of all, The underlying theoretical foundation in this study will be grounded by psychological theory of supervision explored in education by Planturroot (2006). According to this theory, organization stands as a body where it has other parts of the body that work together and it has a head that delegate duties to other parts of the organization, this head serve as an overseer who supervises the function of each part of the organization, this theory is in line with my study in which the principal stands as the instructional supervisor who delegate and supervises the performance of teachers in the organization.

In educational institutions, Planturroot (2006) explains that supervisors seek to improve schools, classroom instruction, and the growth of the organizational body by using one or more of the three philosophies namely: (i) essentialism (ii) experimentalism and (iii) existentialism. These three philosophies determine the manner in which the supervisor will direct the body of the organization. This study is going to build on the three philosophies because the strengths of each are useful for the principals' instructional supervisory roles. These philosophies also complement each other in their limitation, bringing in a positive blend for instructional supervision in school.

Secondly, the Essentialists argue that schools should transmit the traditional moral values and intellectual knowledge that students need to become model citizens. They maintain that classrooms should be controlled by the teacher who ideally serves as an intellectual and moral role model for the students. The teachers or administrators decide what is most important for the students to learn and place little emphasis on students' interests. Essentialist teachers focus heavily on achievement test scores as a means of evaluating progress.

According to Fitzgerald (2011) the head teachers are bestowed with the duty of supervising the teachers in their respective schools and controlling that they carry out their responsibilities effectively. There are numerous and endless supervisory practices that school authorities can perform in the effort to improve teaching-learning and consequently impact on students' academic performance. According to Dipaola & Hoy, (2013), instructional leadership should be directed to several areas including scheduling of teaching and learning activities, adherence to curriculum requirements and ability of teaching staff, supplying of teaching and learning materials and equipment among others.

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Sule et al. (2015) noted that it is incumbent upon the headteachers to develop as well as maintain the competence of their juniors. The competence, according to Sule et al. (2015), is developed and maintained through instructional supervisory practices such as moderating marking schemes, moderating examination question papers, micro-teaching, workshops, conferencing, demonstration, classroom observation, checking teachers' regularity in class, teachers' punctuality, pupils' notes, schemes of work, lesson notes among others. The findings of the study conducted by Sule et al. (2015) revealed that in order to conduct these tasks, the school principals ought to have adequate supervisory capacity and as well encourage their teachers to utilize their talents where necessary so as to improve instructional procedures at the end.

Research Questions

How effective are the instructional supervision practices by school authorities in private secondary schools, in Burera District; How is the learners' academic performance in private secondary schools, in Burera District?; What is the contribution of instructional supervision, by school authorities, in improving learners' academic performance in Burera District?

Research design

According to Creswell (2014), Research design is a set of advance decisions that make up the master plan specifying the methods and procedures for collecting and analysing the needed information. This research, a descriptive research design was used to explain the variables, research methodology based on investigation. The study also employed quantitative method and use the results to best understand the research problem. 77 respondents (4 school managers, 4 deputy school managers and 69 teachers) from 4 private secondary schools located in Burera District were contacted for questionnaires with the purpose of responding to the set research questions.

Target population

According to Oso & Onen (2011) target population is the total number of subjects, objects or events with common attributes or features that are of interest to a researcher. The population for this research was made up of a set of 77 respondents who are 4 school managers, 4 deputy school managers in charge of studies (deputy school managers), and 69 teachers from four private secondary schools located in Burera District.

Findings

Assessment of instructional supervision practices by school authorities in private schools

The researcher sought to know how effective instructional supervision practices in private schools are. The respondents have assessed instructional supervision practices in private schools and their views are presented below:

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Mean, SD, minimum and maximum on assessment of instructional supervision practices by school authorities in private schools

Statement	N	Mean	SD	Min	Max
Pre-observation meeting of school authorities with teachers help in making teachers and students ready not only for class visits but also for teaching and learning process	77	4.16	.70	3.0	5.0
Class visits done by school authorities enhances the preparation of lesson and makes its delivery effective	77	4.3	.60	3.00	5.00
Checking teachers' pedagogical documents help teacher to focus on teaching process and leads to the effective instructional delivery	77	4.3	.60	3.00	5.00
Checking students' documents such as notebooks prepare students to always have notes complete and well taken and study them regularly	77	4.23	.70	3.00	5.00
Checking students' attendance improve students' active participation	77	4.05	.88	2.00	5.00
Peer teaching among visited teachers supervised by school authorities help teachers to improve teaching experience	77	3.9	.92	2.00	5.00
Post-observation meeting of school authorities with visited teachers' mentors teachers and facilitates improvement of the quality of teachers' instruction.	77	4.1	.96	2.00	5.00
Overall		4.31	0.77		

Strongly Disagree= [1-2]=**Very Low Mean**; Disagree= [2-3]=**Low mean**; Neutral=[3-4]=**moderated mean**; Agree= [4-5]=**High mean**; Strongly Agree = [5-]=**Very High mean**

Source: Primary data, 2021

The findings in the table above showed how instructional supervision practices are effective in teaching and learning activities. The mean rating of respondents' views of seven questions were 4.16, 4.3, 4.3, 4.23, 4.05, 3.9 and 4.1 corresponded to standard deviation of 0.70, 0.60, 0.60, 0.70, 0.88, 0.92 and 0.96. These findings indicated that respondents in this research had high agreement on the effectiveness of instructional supervision practices as the overall mean rating was 4.31 and standards deviation was 0.77 meaning that the choice was concentrated on agree and strongly agree rates.

Analyzing students' academic performance in private schools

The main teaching and learning outcome are students' academic performance. According to the Burera secondary school results (2019) of the last three years, private secondary performance in national was at a good percentage and this performance was due to different factors including instructional supervision practices conducted by school authorities. The national examinations result of last three years indicated private schools progressed gradually in performance as the average of performance was 56.7% in 2017; the performance was 62.1% in 2018 and the performance of private schools in Burera became 78.8% in 2019. With this progress in students' performance, the researcher sought to know how students' academic performance was in three last years in private schools and asked respondents to analyze it. The tables below summarized the views of respondents:

Mean, SD, minimum and maximum on students’ academic performance in the last 3 years.

Statement	N	Mean	SD	Min	Max
The students’ academic performance in class works has been good in the last 3 years	77	4.02	.86	2.00	5.00
The students’ academic performance in quizzes has been good in the last 3 years	77	4.11	.82	2.00	5.00
The students’ academic performance in school examinations has been good in the last 3 years	77	3.9	1.07	1.00	5.00
All students have been promoted to the next class and there were no repeaters in the last 3 years,	77	4.04	1.09	1.00	5.00
In the last 3 years more than a half of the students of this school have had over 80% in annual school results	77	3.86	1.28	1.00	5.00
In the last 3 years more than 1/2 of the candidates of the national examinations have been in division one and two each year	77	2.83	1.04	1.00	5.00
In the last 3 years the school has been classified among the top ten best academically performing schools in the district	77	2.90	1.06	1.00	5.00
Overall		3.73	0.78		

Strongly Disagree= [1-2]=**Very Low Mean**; Disagree= [2-3]=**Low mean**; Neutral=[3-4]=**moderated mean**; Agree= [4-5]=**High mean**; Strongly Agree = [5-]=**Very High mean**

Source: Primary data, 2021

Basing on the findings in the table above respondents expressed different views on students’ academic performance. This has been observed through the mean rating from 1st to 7th questions that were 4.02, 4.11, 3.9, 4.04, 3.86, 2.83 and 2.90 corresponding to standards deviation of 0.86, 0.82, 1.07, 1.09, 1.28, 1.04 and 1.06 which showed that majority of respondents agreed that students’ academic performance is good in private schools. The high rate of agreement was also observed through the overall mean of agreement (3.73) and standard deviation (0.78).

Assessing the contribution of instructional supervision practices, by school authorities, in improving learners’ academic performance in private schools.

Instructional supervision practices play a great role in improving students’ academic performance. The findings in the table below indicated the findings on contribution of instructional supervision practices, by school authorities, in improving learners’ academic performance in private schools.

Mean, SD, minimum and maximum of contribution of instructional supervision practices, by school authorities, in improving learners’ academic performance in private schools

Statement	N	Mean	SD	Min	Max
School authorities’ instructional supervision practices improve teacher’s instruction and support him/her grow professionally.	77	4.00	1.06	2.00	5.00
School authorities’ instructional supervision practices play a significant role in building teacher’s pedagogical competence	77	4.14	1.08	1.00	5.00
School authorities’ instructional supervision practices help scheme of work, lesson plans, lesson content and activities/exercises to be well organized and adopted to students’ level	76	4.20	.90	2.00	5.00
School authorities’ instructional supervision practices create a good relationship between students and teachers.	77	4.13	.73	3.00	5.00

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School authorities' instructional supervision practices make students punctual, regular, interested and lesson focussed	77	4.25	.86	2.00	5.00
School authorities' instructional supervision practices enhance active class participation.	77	4.18	.85	2.00	5.00
School authorities' instructional supervision practices play a significant role in improving students' academic performance	77	4.00	.95	1.00	5.00
Overall		4.12	0.88		

Strongly Disagree= [1-2]=**Very Low Mean**; Disagree= [2-3]=**Low mean**; Neutral= [3-4]=**moderated mean**; Agree= [4-5]=**High mean**; Strongly Agree = [5-]=**Very High mean**

Source: Primary data, 2021

The findings in the table above presented mean rating and standards deviation explaining how instructional supervision practices contribute to students' academic performance. This has been indicated by the means of all seven questions that were 4.00, 4.14, 4.20, 4.13, 4.25, 4.18, and 4.00 corresponding to the standards deviation of 1.06, 1.08, 0.90, 0.73, 0.86, 0.85 and 0.95, all presenting that majority of respondents agreed that instructional supervision practices contribute immensely to students' academic performance. The overall mean rating of 4.12 and standard deviation of 0.88 indicated a higher level of agreement.

Conclusion

The purpose of this chapter was to present, analyse and interpret the data collected. The findings of the study highlighted the assessment of instructional supervision practices in private schools; analysis of students' academic performance in the last 3 years and the contribution of instructional supervision practices done by school authorities on students' academic performance and confirmed that they have played a great role in improving students' academic performance. The research findings showed that most of the respondents agreed that instructional supervision practices improve significantly students' academic performance.

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**EFFECT OF EXTRACURRICULAR ACTIVITIES ON
LEARNING PROCESS IN RWANDAN PUBLIC BOARDING
SECONDARY SCHOOLS: A CASE OF RWAMAGANA
DISTRICT/RWANDA (2014/2019)**

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Abstract

This study sought to examine the effect of extracurricular activities on learning process in Rwandan public boarding secondary schools: a case of Rwamagana district (2014/2019). This had focused on the following specific objectives which are: To find out the effect of sport activities on learning process in Rwamaga public boarding secondary schools, to examine the effect of club activities on learning process in Rwamaga public boarding secondary schools. The researcher used descriptive research design. Quantitative approaches to carry on this research. Quantitative approach were is used to analyze quantitative data from questionnaire. The research used 3686 people as target population and 290 as simple size to represent the whole population. Data were collected using structured questions with 5-point Likert scales. Quantitative data were analyzed using frequencies, percentages, standard deviation, means, and regression analysis. The finding from study concluded that there significant effect of extracurricular activities and learning process in Rwandan public boarding schools. Case of Rwamagana District. SPSS were used to calculate regression analysis of the study. Government should train school and sector administrative committee to involve parent in decision making process because it has discovered that some of schools do not involve them, they call them to approve the decision they taken, Government should mobilize the parents about their impact on learning and teaching process and how is very beneficial when to they work with school hands in hands in education of their children and Stakeholders and government should work together to supervise if the schools are giving parents time to express their opinions on how the education of their children can be done and conducted. Study gave suggestion for future researcher. Other topic are the effect of extracurricular activities on learners' academic performance in nine years basic of education and the relationship between extracurricular activities and university students' enrollment.

Keywords: *extracurricular activities, learning outcome and boarding schools*

Around the world, countries are putting much effort in developing and sharpening education system. Thus, many researchers made investigations on different activities that can enhance the effectiveness of education; it is for the reason why extracurricular activities are among key elements that served as models to enhance learning process in a number of learning Institutions. Ha, Johns and Shiu, (2003) indicated that abilities of many learners nowadays are generally not improved comparing to technological reform that is being made in the world. In developed and modern world wishes of children are being prioritized. Physical education and other related courses are being improved to

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become mandatory in different schools. According to Karaküçük, (1999) stated that extracurricular activities include sports, music, painting and theatre which are normally out of curricular activities should be mandatory for every learner. Learner's participation in those extracurricular activities is making education successful and making their talents outburst to the community and to other services that may need these talents.

According to Holloway (2002) explained that extracurricular activities are always volunteer and done outside of daily school curricula, none of the participants can get award academically due to their participation in these activities and there is no academic credit for learners who are involved in those activities. He went further and explains that extracurricular activities encourage learners, make them feel interested, motivated and engaged to school affairs. Through these activities, learners can build socialization, solidarity, friendship and knowing each other. Through extracurricular activities, learners socialize themselves with bright students who can help them academically in revision hours or any after class hours (Holloway, 2002).

Researchers like Bryan at all (2012) indicated that extracurricular activities are being included in education programmes developed by policy makers. Many secondary schools mostly religious schools and universities are putting more effort to making extracurricular activities most participatory and even compulsory to all students while some researchers explained that some extracurricular activities could be ranked on transcripts for making an encouragement to the learners (Makarova & Reva, 2017).

It is evident that Students spend most of their free time off classroom and they have to choose activities that should occupy them after classroom hours. These activities also affect their academic performance in many different ways. Not only classroom activities lead to success; extracurricular activities also affect learners' academic performance (Stephens & Schaben, 2002). Most of the colleges and universities are putting more efforts in enforcing extracurricular activities that should also raise institutions 'reputation due to high performance of their students.

In many countries, extracurricular activities were made to help learners to develop or make their talents appear. They trigger learners to discover themselves in finding or understanding their future career such as becoming famous sport players, becoming models, movie players, entertainer, public speaker, priest. In those same countries, Schools, colleges and even Universities are making extracurricular activities an important activity in their daily planning. In some African countries, extracurricular activities are treated as an important program that helps students to achieve academic performance and learners' motivation. In Kenya and Uganda, every student is involved in extracurricular activities as watcher, fan or active participant. Even if a big number of Students participate in extracurricular activities, the research on their involvement in Secondary Schools and colleges such as drama, volleyball, football, and handball,

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musical clubs, healthy clubs,...demonstrated that it still negligible (Ongonga, Okwara&Okello, 2010). Other researchers identified that the involvement in activities like choir, drama, bands and orchestra have great impact on learners' academic performance and even motivation, self-determination and they can be used as a trigger to their involvement in teaching and learning (Morrison,1994). Nowadays, different African countries are putting much effort in their National policies to develop extracurricular activities through strengthening different categories of activities included in that programme such as Sports, clubs, dance troops, debate clubs, religious clubs and so on. Ministry of sports and ministry of education of different countries are also developing the policies that can help implementing these programmes efficiently and effectively. However, many education partners do not participate in planning of activities that can reinforce extracurricular activities like training trainers, preparing the syllabus, building the pitches and explaining and encouraging learners for engaging themselves in these activities. In education system there are two main categories of curriculum such as curricular and extracurricular activities but both have a big role in enhancing learners' motivation and academic performance (Ongonga, 2010).

Rwanda has not been left behind in developing extracurricular activities however their implementation still needs a long way to improve. Currently, the Ministry of Education, Workforce Development Authority and Rwanda Education Board are changing the situation and make extracurricular activities more participatory in schools and universities. Sports federations are getting involved in talents detection programmes in schools so that talented Students could be identified and sent to specific schools where they can meet with coaches and professional teachers who will help them to raise their talents (Tashobya, 2019). The Rwandan Minister of education Mutimura Eugene said that sports in schools should be given a priority because sports in schools do not only develop skills, knowledge and talents but italso is among ways to quality of education and values and healthy learners resulting to their better academic performance.

Research questions

What is the effect of sport activities on learning process in Rwamagana public boarding? To what extent do clubs' activities affect learning process in Rwamagana public boarding?

Methodology

This research used quantitative approach in investigating the effect of extracurricular activity on learning process in Rwanda public boarding secondary schools. Case of Rwamagana District. Descriptive research design was used to study significance effect of independent variables (extracurricular activities) and dependent variables (learning process). Design used quantitative methods to analyze the data collected from the field which give countable or quantifiable data that was used to achieve intended objectives (Mugenda & Abel, 2003).

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Study population

This research targeted 5 headmasters, 5 directors in charge of studies, 135 teachers and 3541 students located in Rwamagana public boarding schools. The researcher decided to involve this people considering the information they have relating to education issues, especially those which can be helpful in responding or giving us some ideas about extracurricular activities. The researcher used non probability sampling specifically systematic sampling while selecting the schools to be selected in study which were Ecolesecondaire Muhazi and TTC Bicumbi researcher involved those two schools because, they were the best schools which gave time and opportunities to students to participate in extracurricular activities. The researcher used Yamane sample size determination since it is scientific method to be used in research (Louangrath, 2014).

$$\text{Sample size. } n = \frac{1045}{1+1045(0,05)^2} = 290$$

Validity and reliability of instruments

The researcher sent questionnaire to the University experts to analyze by checking the relevance and content accuracy. After screening this questionnaire, errors and the content were readjusted, then after the English expert analyzed grammatical errors so that the work could be clear to every reader. Questionnaire were tested by using it to the people who had the same information like study population. People who were included in pre-test were excluded to the final research in data collection. In piloting study the questionnaire were sent to the people who were in the same condition. After piloting study the researcher used Cronbach alpha to measure reliability. Reliability consists of measuring the consistency of the tools that the researcher used during data collection period from the field. When this pre-test (instruments) gave the same results.

Findings

Analysis of variance of sport activities on learning process

ANOVA						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	.052	1	.052	138.696	.000 ^b
	Residual	.003	8	.000		
	Total	.055	9			
a. Dependent Variable: learning process						
b. Predictors: (Constant), sport activities						

The analysis of variance in the table 10 indicated that there is positive significant effect of learning process. This means that null hypothesis is rejected while alternative hypothesis is accepted (there is significant effect of sport activities and learning process in Rwandan public boarding schools.

Analysis of variance on clubs activities on learning process

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	.036	1	.036	14.906	.003 ^b

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	Residual	.019	8	.002		
	Total	.055	9			
a. Dependent Variable: learning process						
b. Predictors: (Constant), clubs activities						

The table above indicated that there is positive significance effect of clubs activities on learning process in Rwandan public boarding school. This implies that null hypothesis is rejected while alternative hypothesis is accepted, hence there significance relationship between clubs activities and learning in Rwandan public boarding.

Discussion

According to the objective number one which is effect of sport activities on learning process in Rwamagana public boarding secondary schools. The results indicated that there is positive and significant effect of sport activities on learning process in public boarding schools ($\beta=0.972$ and p value <0.05). Means that null of hypotheses was rejected and alternative hypotheses were accepted. This is similar to the study of Bailey (2005) who indicated that there is positive and significant effect of sports activities on learners’ academic performance in schools because when learners participate in sport, there is the development of team work and creation of new friends who can support academically. Other researcher such as Howie and Pate (2012) asserted that Physical activities have relationship with academic achievement in children because students who engage in sports tend to have good life that contributes in teaching and learning process. When students are healthy they attend schools regularly and even stress and other mental and physical fatigues are reduced. It means that schools should strengthen sport activities to allow their students perform physically and mentally better.

The findings from objective number two which was the effect of club activities on learning process in Rwamaga public boarding secondary schools. The study concluded that there is positive and significant effect of clubs activities on learning process in Rwandan public boarding schools ($\beta=0.807$ and p value <0.05) as indicated by the study null hypothesis was rejected while alternative hypotheses were accepted. This means that clubs activities affect learning process. This findings have similarity of the research made by Johnson and Moulden, (2011) asserted that learning process can be affected by clubs activities because clubs help students to participate in different issues which have direct relationship with learning process. Adeyemo, (2010) continued conducting research on clubs activities and learning process and the researcher come up with conclusion that clubs activities have significance relationship with learners academic performance.

Conclusion

Basing on the findings of the study, the effect of extracurricular activities on learning process in Rwandan public boarding schools indicated that sport activities, clubs activities have significance effect on learning process in public

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boarding school, since none of hypothesis tested negative or rejected and alternative ones were accepted. This sharpened the objective of this research and so, the researcher came up with conclusion that there is significant effect of extracurricular activities on learning process as indicated by other researchers such as Ahmad et al (2015) asserted that there is significant effect of extracurricular activities on learning process.

Recommendation

Government should train school and sector administrative committee to involve parent in decision making process because it has discovered that some of schools do not involve them, they call them to approve the decision they taken, Government should mobilize the parents about their impact on learning and teaching process and how is very beneficial when to they work with school hands in hands in education of their children and Stakeholders and government should work together to supervise if the schools are giving parents time to express their opinions on how the education of their children can be done and conducted.

Suggestion for further studies

Other topic which can be studied by other researchers. They are namely: the effect of extracurricular activities on learners' academic performance in nine years basic of education and the relationship between extracurricular activities and university students' enrollment.

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**EFFECT OF DOMESTIC VIOLENCE AND LEARNING
OUTCOMES IN RWANDAN SECONDARY SCHOOLS: A
CASE OF RUTSIRO DISTRICT (2016-2019)**

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Abstract

This study was carried out to examine on the effect of domestic violence and learning outcomes in the Rwandan secondary schools. The study objectives were to determine the effect of physical violence, emotional abuse, verbal abuse and economical abuse influenced their learning outcomes. This study was carried out in 13 secondary schools located in Rutsiro District, that were sampled purposively randomly to constitute study samples. The questionnaire and interview guides were used to collect primary and secondary data. Quantitative data were analyzed using SPSS Version 20 while for qualitative data from open ended questions was thematically analyzed as per the objectives of study. The research involved a population study of 259 student respondents, 14 teachers and administrative staff respondents, 117 Parents respondents from which 393 of sample size was selected and targeted from Rutsiro District. The probability sampling with purposive sampling was used. Other techniques were also used such as documentation, interview, questionnaires with five-point Likert scales and observation. During data processing and analysis editing, coding, and tabulation were also used. The descriptive statistical analysis was using percentages, frequencies, means, standard deviation and inferential statistics including analysis of variance (ANOVA) and regression analysis. The findings revealed that domestic violence perpetrated against children has a significant effect on learning outcomes in Rutsiro district which were presented in the tables. This determined the level of influence the independent variable have on dependent variable. The results of this study revealed that physical violence, emotional abuse, verbal abuse and economical abuse have significant effect on the learning outcomes of students in Rutsiro secondary schools. This study recommends that the findings can give guidelines to the Government, Local leaders, stakeholders and partners, and then local population that they should have to denounce domestic violence against children and its consequences through establishment of heavy penalties to anyone who suspected to commit it.

Keywords: *domestic violence, learning outcomes, abuse, secondary schools*

Domestic violence is one of the human right disobediences or aggressive behavior within home, that has ever existed in all societies around the world since time immemorial. Domestic violence can take shape of physical, verbal, emotional, and economic abuse, which can range from complex and coercive forms to violent physical abuse that can results to poor learning outcomes. According to UNICEF (2015), children in the whole world between 500 million

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and 1.5 billion are facing various consequences of domestic violence each year. However, 7 to 14 million children witness domestic violence at home (Edleson, 2009). Studies have found that children's exposure to domestic violence at home has a great impact of preventing young children from performing well in school according to Sterne and Poole (2010), hence affecting their educational outcomes. Domestic violence has become a global and a widespread phenomenon that has affected millions of children lives globally (UNICEF, 2015). Domestic Violence according to the Act on Protection against Domestic Violence (PADV) (2015), is any form of violence against a person, or imminent danger or a threat of violence to that person, by other person with whom that person has been, or is in a domestic relationship. According to Abuya and Onsomu (2012), in domestic violence households, children are often involved as invisible victims who are exposed to the abuse. In East African states, occurrences of domestic violence have been reported widely in the media. Tanzania, Uganda, Kenya and Rwanda were found to have more cases of domestic violence, including children as victims, than other countries in the region (Devaney 2015).

The Rwanda government in 2011, introduced the free 12 years basic Education for all children, all children in Rwanda got an occasion to learn than before. That is meant that each child in Rwanda has an opportunity to access education (UNICEF, 2015). This was in the framework of meeting the goal of Education for All (EFA) by 2015. However, UNICEF (2018) reported that more than 50% of children in Rwanda remain victims of sexual, physical or emotional violence. According to Kimetto (2018), domestic violence has a negative influence on children's education. According to Lloyd (2018), children exposed to domestic violence are disrupted in their education and this compromises their learning outcomes. Any mistreatment of children may lead to emotional trauma, physical and mental blocks to their education, as well as bad behavior in their schools.

1.1. Statement of the problem

Even though the Government of Rwanda has a political will to exterminate the problem of domestic violence, it is unmoving because of socio-cultural and societal variables. Such as culture and tradition, inequality between women and men in terms of power, and poverty (Ministry of Gender and Family Promotion (MIGEPR OF 2011). In addition, a number of studies, like those of Plan International (2013), Georgia (2015) and Human Right Watch (2001), show that incidents of domestic violence among families occur all over the world. In Rwanda, gender based violence is incontestably extensive (Asemota & Randell 2011); and the latest data from MIGEPR OF illustrate that approximately 17 000 incidents of domestic violence took place in Rwanda (Munezero 2017). Demographic and Health Survey (2020) reported that in Rwanda, more than a half of all girls and 6 out of 10 boys are exposed to some violence during the early ages.

A lot of studies have been conducted to examine the effect of domestic violence on children's education. Yet, there are very few studies on the effect of domestic

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violence on children's learning outcomes specifically in Rwanda. This study was conducted to contribute to the existing knowledge with regard to domestic violence and learning outcomes in Rwandan secondary schools. The author believes that the findings of this study will be very useful for the Rwandan Government by providing information regarding the status of domestic violence among Rwandan families and how this affects the children's learning outcomes. The provided statistics will then help the government to find solutions about the effect of domestic violence and learning outcomes in Rwandan secondary schools, case of Rutsiro District.

Objectives of the Study

The present study was conducted mainly to assess the effect of domestic violence and learning outcomes in Rutsiro district secondary schools of the western province of Rwanda. It covered the period of 2016 until 2019. Specific objectives were: To find out the effect of domestic physical abuse against children on learning outcomes in Rutsiro District secondary schools; to establish the effect of domestic emotional abuse against children on learning outcomes in Rutsiro District secondary schools. To find out the effect of domestic economic abuse against children on learning outcomes in Rutsiro District secondary schools. To establish the effect of domestic verbal abuse against children on learning outcomes in Rutsiro District secondary schools.

LITERATURE REVIEW

To WHO (2012), the term 'domestic violence' is used to talk about partner violence however it can also comprise child, elder abuse or abuse by any member of a household. WHO (quoted in Heise and Garcia-Moreno, 2012), views domestic violence as Intimate Partner Violence and takes it as any behavior within a present and/or former intimate relationship that causes physical, psychological (emotional), verbal, sexual or economic harm. The findings of previous studies regarding to the effect of domestic violence and learning outcomes, forms of domestic violence perpetrated in Rwandan secondary schools. Furthermore, this study explains the theoretical framework that outlines the relationship of the research is grounded.

Theoretical Review

According to Tony (2002) the term "domestic" is derived from the Latin word 'domus' which means 'home'. Domestic violence according to the Nevada Attorney General's Office is a violent offense committed in the circumstance of an intimate relationship. It is further characterized by actions of power, pressure and violence intended to regulate another person's actions (Nevada Attorney General, 2011). Hence, the term domestic means anything happening at home or in a family residence. Children exposed to domestic violence are in danger to recapitulate their experience in the subsequent generation, either as perpetrators or as victims of violence in their future intimate affairs (Holt & Devaney, 2015). UNICEF (2014), revealed that in Rwanda, children affected by DV are forced to live on streets or somewhere else they consider safe than their homes, thus

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majority of them lack a good environment for learning. This is might be an indication that force is prevalent in Rwandan families and it may affect children's learning. The majority of the studies done mainly focused on domestic violence forms and impacts on children development (Sterne & Poole, 2010, Carlson, 2012, Abuya & Onsomu, 2012, wolfe & Jaffe, 2015, Gichuba, 2017).

However, when the child's ability to perform well in school is hampered particularly because of domestic violence taking course in the nuclear family, children lack trust at home and externalize to other environments like school hence cases of absenteeism, nonattendance, poor learning outcome and drop outs (Prior & Glaser, 2006). This study was rooted in Family systems theory by Bowen (1974) is based on the idea that every individual members of a family should be seen in relation to transitions, effect and interactions within families and not in isolation. A significant ideology of this theory is that whatever affects an individual family member also upsets the whole family system and also what affects the family structure also does affect individual members of the family. Family systems theory offers a basis for seeing and understanding: the broad characteristics of social and human relationships, ways in which emotions are transferred to children, individual functioning within the nuclear family system and transmission of behavioral patterns over the young members, particularly children in an attempt to understand domestic violence.

Forms of domestic violence

Domestic violence may take different forms depending on how it is exercised. These include physical abuse, emotional abuse, verbal abuse, and economic abuse.

Learners' emotional abuse and learning outcomes: Emotional abuse is an attempt by the perpetrator to control another person without using physical forms of harm but rather using emotion as his weapon of choice. Emotional abuse (psychological or mental abuse) can include shaming the victim privately or publicly, taking full control over the victim, denying access to information, doing something to make the victim feel diminished or embarrassed intentionally, isolating the victim from friends and family, implicitly blackmailing the victim by harming others when the victim expresses independence or happiness (Chhikara et al., 2013). Tony, 2003 outlines the non-physical behaviors as acts or omission by a member of family unit through terrorizing, control, immediate or aberrant dangers, embarrassment, affronts, unfounded complaints and whatever other activity that debilitates passionate wellbeing. An investigation by Crowe, (2011) contended that when a student is presented after some time to struggle, cerebrum working can be adjusted because of stress hormones which may prompt impeded reasoning which can result to inevitable passionate strain, absence of critical thinking abilities and memory issues; thus

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disabling scholastic execution, and they lose concentration leading to low academic performance.

Learners' physical abuse and learning outcomes: Physical Violence is any act where an individual attempt to harm another through physical means (Wangui Wanjai I.M., 2018). Thus, physical violence is a more severe form of aggression, which include tripping, shoving, slapping, punching, beating, biting and others. According to Wolfe, Zek, and Wilson (2006), students who are victims of physical violence suffer injury or death. Negative feelings such as withdrawal, depression, abnormal fears, regression, learning problems or a decline in school performance and truancy are some of the negative influences. When the impact is not noticed on time asserts Carlson, (1984), further influence may come along such as bullying, difficulty in building and maintaining relationships, impulsiveness, behavioral problems, denial and emotional problems are coupled with daily activities of learners who suffer or witness domestic violence.

Learners' verbal abuse and learning outcomes: Crowe, (2011), asserts that Verbal abuse is a manipulation tactic used by one person to control another through non-physical means. This may be by name-calling, insults and criticism. According to Brendgen, (2007) majority of learners turn into the objective of verbal assaults. The reason might be that Verbal abuse was explored in homes and the perpetrators were parents and other adults. It is quite clear that there was need to find out the influence of DV on secondary school student academic performance in order to fill the gaps.

Economic Abuse and learning outcomes: Economic abuse is that type of abuse when one person has a control over the other one's access to economic resources. That leads the victim to financially depending on the perpetrator. Weaver et al. (2009) argued that it is a type domestic violence that affects a person financially and declines his/her efforts to become economically immaculate. This implies that the victim is likely to end in a poverty trap which led him/her to low learning outcomes fond of missing of various instructional materials.

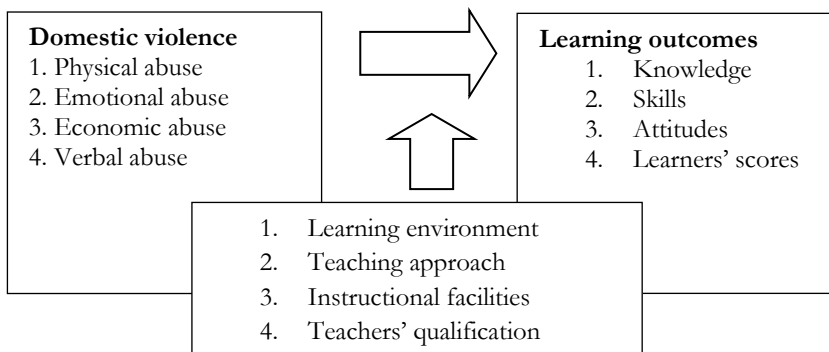
Conceptual framework

The figure below shows the conceptual diagram showing impact of domestic violence on learning outcomes of pupils who experience domestic violence. Domestic violence is the independent variable and it influences learning outcomes, which is the dependent variable factor.

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Independent variables

Dependent variables



Moderating Variables

Research gap

A lot of people and researchers still wonder about the cause of poor learning outcome from learners that come from domestically violent families. Furthermore, people were still thinking about factors that might cause such poor learning outcomes. Nevertheless, studies on DV and learning outcome are still few. That is, further researches would be carried out to unearth the relationship between learning outcome and domestic violence. In this respect, this research shed more light onto the prevailing situation of domestic violence and learning outcome in secondary schools of Rutsiro District. The study investigated the way in which children were abused in their families and its impact on the learning outcomes.

Research Methods, Design and Data Collection

Research introduction

The section is divided into subsections, including; introduction and Research Design, study population, the sampling procedures, Methods of Data Collection and Data Analysis Procedures

Research Design

The study design was adopted for the present study and since it allows exploration of the phenomena and reported as it was and further it allowed the collection of both primary and secondary data. The term research design refers to the conceptual structure within which research would be conducted, (Lodico, et al., 2010). The purpose of this study, as stated previously, was to examine the learning outcomes and domestic violence in secondary schools of Rutsiro District. The study design was fit for this research because it helped in collecting, recording, describing, analyzing and interpreting the information concerning domestic violence relation to learning outcome of students.

Study population

A population is a group of elements or cases, whether individuals, or events, that conform to specific criteria to generalize the results of the research while a sample is the group of elements, or a single element, from which data are obtained, (Mcmillan, 1996). The study was conducted in Rutsiro secondary schools, Western Province, in Rwanda. The target population for this research is 23031; this number comprises parents, learners and administrative staff (teachers head teachers and deputy of studies). All schools in Rutsiro district are 53, which have 15344 students, 6880 parents and 807 teachers including Head teachers from 53 secondary schools within Rutsiro district.

Sampling

A sample is a group of people, objects, or items that are taken from a larger population for measurement. The sample should be representative of the population to ensure that we can generalize the findings from the research sample to the population as a whole.

The researcher used the Yamane formula of sample calculation to determine the sample that was used in this research, as cited by Kasunic (2005). The formula assumes a 95% confidence level and the maximum variance ($p = 0.5$). The formula is $n = \frac{N}{1 + N(e)^2}$. Where: n is the sample size, N is the population size, e specifies the desired level of precision, where precision $e = 1 - \text{precision}$, $p = 0.95$. In this study, N is equal to 23031, $e = \text{margin of error} = 1 - 0.95 = 0.05$. Thus, $n = \frac{23031}{1 + 23031(0.05)^2} = 393.17 \sim 393$

Rutsiro district has 53 secondary schools, among these schools; we selected 13 schools because the district has 13 sectors, which means one secondary school per sector. The sampling technique used here is purposive sampling technique which is also known as judgment, selective or subjective sampling), a sampling technique in which a researcher relied on his or her own judgment when choosing members of population to participate in the study.

Methods of Data Collection and Data Analysis Procedures

Questionnaire method and Interview method were used in collecting the required data from the informants of the study. Documentation (from journal articles, books, theses, etc.), data analysis, data processing, editing of data, coding of data and ethical consideration were utilized in description and interpretation of results via tables. The Statistical Package for Social Sciences (SPSS version 20) application was used in analyzing the collected data.

The questionnaire contained close-ended questions only in the form of Likert scales (1=Strongly Agree, 2=Agree, 3=Neutral, 4=Disagree, 5=Strongly Disagree). The questionnaire was to be filled by ticking in the appropriate box with regard to the participants' understanding.

Data Analysis, Presentation and Discussion

The results and findings of data, interpretation and analysis. The overall work is to analyze the DV and learning outcomes in Rwandan secondary schools. A case of Rutsiro District (2016-2019). The analysis covered the data from socio-

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demographic factors of the study variables addressing the research objectives. The learning outcomes has a relationship with domestic violence which results into negative implications, there are: Physical abuse, emotional abuse, verbal abuse and economic abuse. The results were in descriptive statistics, cross tabulations as t-test analysis.

Response Rate

This study showed that 259 students participated out of 262, i.e. 98.8% returned their questionnaires, 111parents participated out of 117 i.e. 94.8% returned their questionnaires while 14 out of 14, i.e. 100% teachers handed in theirs. Therefore, there was response rate of 97.7%, i.e.384 out of 393 respondents for both students, parents and teachers' questionnaires.

Demographic characteristics descriptive of respondents

The descriptive results are tabulated as below.

Table 4.2a: Descriptive statistics of student respondents

Factor	Attribute	Frequency	Percent
Gender	Male	112	43.2
	Female	147	56.8
	Total	259	100.0
Age	Less 13 years	17	6.6
	13-15 years	141	54.4
	16-20 years	71	27.4
	20-25 year	25	9.7
	>25	5	1.9
	Total	259	100.0
Family type	Nuclear	153	59.1
	Single-Mother or Father	78	30.1
	Single-separated	6	2.3
	Single by choice	22	8.5
	Total	259	100.0

This study indicated that there were more female than male student respondents. The female respondents were comprising of 56.8% percent while male respondents were comprising of 43.2% percent. The results showed that there was a gender disparity between male and female student respondents, this is in line with Ministry of education statistics in 2019 which states that the total enrollment is 70% for females. Rwandan population is composed of mostly women as stated by 2012 Rwanda National Institute of Statistics general population and housing census data that mention 51.8% are females. The results in this study showed that

majority of the student respondents in the study of domestic violence and learning outcomes in Rwandan secondary schools are aged 13-15 years with a relative frequency of 54.4 percent. The other age groups of the respondents are aged 16-20 years with a percentage of 27.4 percent and those below 13 and above 25 years were the minority groups with relative percentages of 6.6 and 1.9 respectively.

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The research showed that majority of student respondents came from nuclear families with a relative frequency of 59.1 percent, followed by those from single mother or father (30.1%). those from single parent by choice with 8.5% and those from single-separated family with a relative frequency of 2.3 percent. The higher number of single-mother parent matches with findings of an NGO (better care net work.org) that found out that in Rwanda the percentage of children under 18 who have lost at least one parent (single and double orphans combined is 13.5%. During these recent years, Rwanda has also experienced the high increase of girls that are impregnated before they are officially married, this fact has increased the number of children from single-parents.

4.2b. Demographic characteristics of teacher respondents

The study sought for facts regarding to the teacher respondents. The information was analyzed using descriptive statistics. The descriptive results are tabulated in table 4.3 below.

Table 4.3: descriptive statistics of teacher respondents

Factor	Attribute	Frequency	Percent
Gender	male	8	57.1
	female	6	42.9
	<u>Total</u>	<u>14</u>	<u>100.0</u>
Age	<30	1	7.1
	31-40	5	35.7
	41-50	5	35.7
	>50	3	21.4
	Total	14	100.0
Marital status	Married	10	71.4
	Single	4	28.6
	Total	14	100.0
Education level	A2	3	21.4
	A1	5	35.7
	A0	6	42.9
	Total	14	100.0
Work experience	2-4 years	2	14.3
	5-8 years	4	28.6
	Above8years	8	57.1
Total		14	100.0

The study indicated that there were more female teacher respondents than male teacher respondents. The female teacher respondents were 57.1 percent while male respondents were 42.9%. Regarding marital status, results in table 4.4.5. show that most of the teacher respondents were married with a frequency of 71.4% while those who were singles were 28.6%. The majority of them were aged both 31-40 and 41-50 years with 35.7 % and 35.7%, these groups were followed by who were above 50years with 21.4% and those below 30years were minority with 7.1%. Concerning education level of teachers' respondents; 21.4% of teachers had A2, 35.7% had A1 level of education and 42.9 % had A₀ degree. The results also indicated that most of teachers in Rutsiro district schools had worked in their current station for over 8 years with a relative frequency of

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57.1%. The other teachers had worked in their current station for;5-8 years (28.6 %).

4.2c Demographic characteristics of parent respondents

Table4.4 : Descriptive statistics

Factor	Attribute	Frequency	Percentage(%)
Gender	Male	51	43.5
	Female	66	56.4
Age	21-30years	15	12.8
	31-40years	32	27.3
	41-50years	40	34.1
	>50years	30	25.6
	Total	117	100
Status	Married	101	86.3
	Single-Separated	15	12.8
	Divorced	1	0.8
	Total	117	100
level of studies	Never went to school	25	21.3
	Primary level	69	58.9
	Secondary level	12	10.2
	University level	6	5.1
	Others	5	4.2
	Total	117	100
Occupation	Farmers	89	76
	Businessmen	21	17.9
	Public services	7	5.9
	Total	117	100

The research showed that the female respondents have the highest percentage (56.4%), compared to the male respondents (43.5%) The majority of them were aged 41-50 with 34.1% this group was followed by those aged 31-40 with 27.3% and above 50years with 25.6%, the group aged 21-30years was a minority one, with 12.8%. Regarding marital status, results in table 4.4. show that most of the parent respondents were married with a frequency of 86.3% while those who were Single separated were 12.8%and then 0.8%was a divorced.

Concerning education level of parent respondents; the majority of them had finished primary level at 58.9% and 21.3%of them never went to school. The results show that 10.2%had a Secondary level and 5.1 a university level. Those groups were followed by others who had other knowledge out of formal education at 4.2%The above statistics show that the majority of parent respondents were farmers with 76% and 17.9% were businessmen, the minority were those of the public services with 5.9%.

4.3 Reliability test results

Mugenda (2005) describes reliability as a measure of degree to which a research instrument yields consistent results or data after repeated trials. An instrument is reliable when it can measure a variable accurately and obtain the same results over a period of time. The reliability was established through the test re-test method for the questionnaires. The results from the tests were analyzed and

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comparisons made using Cronbach's Alpha Coefficient, to establish the consistency of the contents in the questionnaire.

Table 4.3: Reliability Results

Variables	Number of items	Cronbach's Alpha	Comments
PA	15	0.813	Accepted
EMA	15	0.828	Accepted
ECA	15	0.801	Accepted
VA	15	0.791	Accepted

Note: PH=Physical Abuse, EMA= Emotional Abuse, ACA= Economic Abuse VA= Verbal Abuse
 About an exploratory, it is suggested that reliability should be equal to or above 0.60 (Straub et al, 2004). Hinton et al (2004) have suggested four cut-off points for reliability, which includes excellent reliability (0.90 and above), high reliability (0.70-0.90), moderate reliability (0.50-0.70) and low reliability (<0.50). The alpha coefficient value founded is considered accurate enough for the purposes of research. It was therefore concluded that the research instruments were reliable.

4.4 Presentation of Findings

4.4.1. Descriptive statistics on physical abuse

	N	Min	Max	Mean	Std.Dev.
My parents beat me when I make a mistake	259	1.00	5.00	3.5367	1.02753
My parents are used to inculcate a culture of bullying into me at home.	259	1.00	5.00	3.1274	1.21489
My parents use punishment which put me in Anxiety atmosphere.	259	1.00	5.00	3.2934	1.30547
A quarrelsome atmosphere at home.	259	1.00	5.00	3.6216	1.21189
Sexual molestation occurs at home.	259	1.00	5.00	2.7838	.99201
My parents slap me whenever a wrong occurs.	259	1.00	5.00	3.3127	1.02615
I am punched by parents whenever a mistake occurs.	259	1.00	5.00	3.3127	1.13039
My parents bite me when I make a mistake.	259	1.00	5.00	2.8147	1.10514
My parents use corporal punishments like hitting, belt, shoe, shaking or pulling hair or boxing ears.	259	1.00	5.00	3.6178	.95471
There is a violent atmosphere at home	259	1.00	5.00	3.2471	1.15836
Overall	259			3.2667	1.11265

Note: Strongly Disagree= [1-2]=Very Low Mean; Disagree= [2-3]=Low mean; Neutral= [3-4]=moderated mean; Agree= [4-5]=High mean Strongly Agree = [5-]= Very High Mean Source:

Research data

The results in table 4.6 show that the most of respondents agreed that the following 8 physical abuse variables influence the decrease of student learning outcomes in Rutsiro secondary schools with a moderate mean. Such as, those who were beaten when they made a mistake at home (mean=3.5367 and STD=1.02753), inculcated a culture of bullying (mean=3.1274 STD=1.21489), punished like (forcing children to stay in uncomfortable positions, burning, scalding or forced ingestion as washing children's mouths out with soap or forcing them to swallow hot spices) mean=3.2934 STD=1.30547, and those there was quarrelsome atmosphere at home (mean=3.6216 STD=1.21189, with being slapped mean=3.3127 STD=1.02615, were Punched whenever a wrong occurs (mean=3.3127 STD=1.13039, they received corporal punishments like hitting (smacking, slapping, spanking) children, with the hand or with an implement, stick, belt, shoe, pulling hair or boxing ears, (mean=3.6178 STD

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0.95471). There was a violence atmosphere at home (mean=3.2471 STD=1.15836). On contrary, the results also show that some respondents have disagreed and disagreed strongly that the following two variables influence the student learning outcomes through domestic violence in Rwanda with a low mean. These are namely: were Sexually molested at home (mean=2.7838 STD=.99201), were bitten when a mistake was made at home (mean=2.81471 STD=1.10514). The results in table 4.6 show that the overall mean level of agreement and disagreement with physical abuse variables is moderate ($\mu = 3.26679$) and the overall standard deviation is (STD=1.11265).

4.4.2. Descriptive statistics on emotional abuse

	N	Min	Max	Mean	Std.Dev.
My parents always make me sad when I make a mistake	259	1.00	5.00	3.4402	1.08160
My parents always make me angry when I make a mistake	259	1.00	5.00	3.4247	1.05522
My parent neglect me at home	259	1.00	5.00	3.1390	1.11889
My parents ill-treat me at home	259	1.00	5.00	2.8378	1.50347
My parent humiliate or constantly criticize me at home	259	1.00	5.00	3.1660	1.10996
My parents blame and scapegoat me at home	259	1.00	5.00	3.3359	1.10632
My parents make me perform degrading acts at home	259	1.00	5.00	3.0618	1.14967
My parents leave me alone, no babysitter or a caretaker at home.	259	1.00	5.00	3.0695	1.09748
There is no parental supervision	259	1.00	5.00	2.8147	1.14645
My parents put me in fear at home .	259	1.00	5.00	2.4556	1.50482
My parents put me in the conditions of anxiety at home	259	1.00	5.00	3.3629	1.00364
Overall	259			3.4108	1.28775

The results in table 4.7 showed that most of the student respondents agreed that seven options on emotional abuse influenced the students to decrease the learning outcomes through domestic violence in Rutsiro secondary schools at with a moderate mean. Those options include: always made sad by parents when they made a mistake, (mean=3.4402, STD=1.08160) being always made angry when they made a mistake, (mean=3.4247 STD=1.05522) to be neglected at home, (mean=3.1390 STD=1.11889), were humiliated or constantly criticized at home (mean=3.1660 STD=1.10996). with being blamed and scapegoated at home (mean=3.3359 STD=1.10632), were made performed degrading acts by parents at home (mean=3.0618 STD=1.14967), were left alone, no babysitter or caretaker at home (mean=3.0695 STD=1.09748), were put in anxiety at home (mean=3.3629 STD=1.00364).

On contrary, the results show that most of respondents disagreed with four options regarding on emotional abuse decrease of student learning outcomes in Rutsiro secondary schools at with low mean. The options are namely: To be ill-treated at (mean=2.8378 STD=1.50347), there was no parental supervision, which led to physical harm, sexual abuse, or criminal behavior (mean=2.8147 STD=1.14645), their parents put them in the fear condition at home (mean=2.4556 STD=1.50482).

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The results revealed that emotional abuse influenced their academic performance at with a moderate overall mean ($\mu = 3.4108$ and overall standard deviation $STD = 1.28775$).

4.4.3. Descriptive statistics on student Verbal Abuse

	N	Min	Max	Mean	Std.Dev.
I am insulted when I make mistake	259	1.00	5.00	3.1429	1.09918
My parents shout at me when I make a mistake at home	259	1.00	5.00	3.4054	1.04998
My parents scold at me when I make a mistake.	259	1.00	5.00	3.0270	1.07978
My parents do not encourage me, support and nurture me	259	1.00	5.00	3.0579	1.27305
My parents call me abusive names at home	259	1.00	5.00	3.0154	1.13769
My parents make me a subject of jokes, or sarcasm to hurt me	259	1.00	5.00	2.7490	1.09028
My parents always withhold to me when I ask my personal rights.	259	1.00	5.00	3.0965	1.14558
My parents blame me not working when I start studying	259	1.00	5.00	3.4517	1.10697
To be criticized at home whenever I make a mistake	259	1.00	5.00	3.2432	1.19052
My parents accuse me of something wrong when I ask to be supported in my studies.	259	1.00	5.00	3.3938	1.16444
Overall	259			3.15828	1.13374

The results in table 4.8. showed that the most of respondents agreed that the following nine options on verbal abuse variables influenced the decrease of student learning outcomes in Rutsiro secondary schools with a moderate mean. Namely: Those who were always insulted by the parents when they made a mistake (mean=3.1429 $STD = 1.09918$), that were shouted when they made a mistake (mean=3.4054 $STD = 1.04998$). with being scolded when they made a mistake (mean=3.0270 $STD = 1.07978$). Not to be encouraged, supported, and nurtured (mean=3.0579 $STD = 1.27305$); were called abusive names at home (mean=3.0154 $STD = 1.13769$).

Those were withholding at home whenever they asked their personal rights (mean=3.0965 $STD = 1.14558$), who were always blamed for not working when they start studying at home (mean=3.4517 $STD = 1.10697$), those who were criticized whenever they made a mistake (mean=3.2432 $STD = 1.19052$), were accused of something wrong when they asked to be supported in their studies, like, (school materials, hygiene products and clothes) (mean=3.3938 $STD = 1.16444$).

On contrary, the results show that one of respondents disagreed with regarding on verbal abuse of decreasing the students' learning outcomes in Rutsiro secondary schools at with low mean. Such as, that they had been made a subject of jokes, or using sarcasm to hurt them (mean=2.7490 $STD = 1.09028$). The results revealed that verbal abuse influenced their academic performance at with a moderate overall mean ($\mu = 3.06626$ and overall standard deviation $STD = 1.12166$).

4.4.4. Descriptive statistics on student economic abuse.

	N	Min	Max	Mean	Std.Dev.
My parents do not pay for me necessary instructional materials	259	1.00	5.00	3.0270	1.18912
My parents do not give me food when I am mistaken.	259	1.00	5.00	2.7220	1.17464
My parents refuse to give me access to money when I need it.	259	1.00	5.00	3.1660	1.15447
My parents withhold to me the daily life necessities.	259	1.00	5.00	3.0811	1.05525

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My parents blame me to mismanage resources.	259	1.00	5.00	3.1081	1.13263
My parents use physical force to engage me in their activities generating income.	259	1.00	5.00	3.0849	1.08573
My parents control my resources access like food, drinks, clothes..	259	1.00	5.00	3.1853	1.12599
My parents threaten me to be evicted from the house	259	1.00	5.00	2.9807	1.18273
Overall	259			3.04438	1.13757

The results in table 4.9 showed that most of the student respondents agreed that the six statements on economic abuse influenced the student domestic violence and learning outcomes in Rutsiro secondary schools with a moderate mean. Namely: parents refused to pay for necessary instructional materials (mean=3.0270 STD=1.18912); were refused to be given access to money whenever they need it, (mean=3.1660STD=1.15447); that were not withholder to necessities, including medicine and personal hygiene products;(mean=3.0811 STD=1.05525) that were blamed for an inability to manage economic resources, (mean=3.1081STD=1.13263). physical force, or threatened of violence, engaged in their activities generating income (mean=3.0849STD=1.08573) with being controlled their access to economic resources when they were present at home like food, drinks, computers, clothes, soaps, and other forms of isolation (mean=3.1853STD=1.12599).

On contrary, the results show that two of respondents disagreed with regarding on economic abuse of influencing domestic violence and learning outcomes in Rutsiro secondary schools at with low mean. Like that they were not given food (mean=2.7220 STD=1.17464) were threatened to be evicted from the house when a mistake occurs (mean=2.9807STD=1.18273), they had been made a subject of jokes, or using sarcasm to hurt them (mean=2.7490 STD=1.9028).

The results revealed that economic abuse influenced their academic performance at with a moderate overall mean ($\mu = 3.04438$ and overall standard deviation $STD = 1.13757$).

4.5. Regression analysis of physical abuse

4.5.1. Regression Analysis the effect of physical abuse on learning outcomes

This section presents the findings on the regression analysis affecting to the Domestic violence and learning outcomes in Rutsiro secondary schools. This section includes model summary, analysis of variance and regression coefficients.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.372 ^a	.138	.031	.07401

a. Predictors: (Constant), physical abuse

The results on primary data indicated that the predictor variables were able to explain much of the movement of the dependent variable as shown in Table4.5.1. The R square was 37.2%. Based on the regression model, the study tested the hypothesis that the predictor variables collectively have effect on the dependent variable.

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Table 4.5.2 Analysis of variance for physical abuse as domestic violence related variables and learning outcomes.

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	.007	1	.007	1.284	.290 ^b
1 Residual	.044	8	.005		
Total	.051	9			

Dependent Variable: learning outcomes

Predictors: (Constant), physical abuse

This test is directed by F statistic which indicated that its *p* value of .290 is less than α of 5% for each variable's coefficient hence statistically significant different from zero. This meant that at 5% significance level, the study rejected the null hypothesis and inferred that the independent variables in focus were jointly statistically significant in predicting the value of domestic violence and learning outcomes in Rutsiro secondary schools. Based on results above, the study concluded that the independent variables significantly influence the dependent variable.

Table 4.5.3: Regression coefficient for physical abuse.

Model	Coefficients ^a				
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	3.456	.274		12.612	.000
1 physical abuse	-.095	.084	-.372	-1.133	.290

a. Dependent Variable: learning outcomes

Results in Table 4.5.3. revealed that there was a positive and significant relationship between dependent and independent variable. This means that a unit of change in independent decreases dependent by 0.095 units while holding constant. Furthermore, there was a negative and significant relationship between physical abuse and students learning outcomes. $Y = 3,252 - 0.034X_1$ Where: Y refers to factor 2 as dependent variable (students learning outcomes) X_1 refers to factor 1 (physical abuse).

4.6. Regression Analysis the effect of emotional abuse on learning outcomes.

This section presents the findings on the regression analysis affecting to the Domestic violence and learning outcomes in Rutsiro secondary schools. This section includes model summary, analysis of variance and regression coefficients.

Table 4.6.1. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.150 ^a	.022	-.086	.10480

a. **Predictors:** (Constant), emotional abuse

The results on primary data indicated that the predictor variables were able to explain of the movement of the dependent variable as shown in Table 4.6.1. The R square was 2.2%. Based on the regression model, the study tested the hypothesis that the predictor variables collectively have effect on the dependent variable.

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Table 4.6.2: Analysis of variance for emotional abuse.

ANOVA ^a					
Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	.002	1	.002	.207	.660 ^b
1 Residual	.099	9	.011		
Total	.101	10			

Dependent Variable: learning outcomes; Predictors: (Constant), emotional abuse

This test is directed by F statistic in Table 4.6.2 which indicated that its *p* value of .66 is greater than α of 5% for each variable's coefficient hence statistically significant different from zero. This meant that at 5% significance level, the study rejected the null hypothesis and inferred that the independent variables in focus were jointly statistically significant in predicting the value of changes in domestic violence and learning outcomes in Rutsiro secondary schools. Based on results above, the study concluded that the independent variables significantly influence the dependent variable.

Table 4.6.3: Regression coefficient for emotional abuse

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.971	.340		8.729	.000
1 emotional abuse	.050	.109	.150	.455	.660

a. Dependent Variable: learning outcomes

Results in Table 4.6.4 revealed that there was a positive and significant relationship between independent and dependent ($\beta = 0.050$, *p* value = 0.05). Furthermore, there was the independent variables significantly effect on students learning outcomes. $Y = 2,602 + 0.172X_1$; Where: Y refers to factor 2 as dependent variable (students learning outcomes); X_1 refers to factor 1 (Emotional abuse)

4.7. Regression Analysis the effect of verbal abuse on learning outcomes.

This section presents the findings on the regression analysis affecting to the Domestic violence and learning outcomes in Rutsiro secondary schools. This section includes model summary, analysis of variance and regression coefficients.

Table 4.7.1. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.329 ^a	.108	-.003	.07545

a. Predictors: (Constant), Verbal abuse

The results on primary data indicated that the predictor variables were able to explain of the movement of the dependent variable as shown in Table 4.7.1. The R square was 10.8%. Based on the regression model, the study tested the hypothesis that the predictor variables collectively have effect on the dependent variable.

Table 4.7.2: Analysis of variance for verbal abuse

ANOVA ^a					
Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	.006	1	.006	.973	.353 ^b
1 Residual	.046	8	.006		
Total	.051	9			

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Dependent Variable: learning outcomes; Predictors: (Constant), Verbal abuse

This test is directed by F statistic in Table 4.7.2 which indicated that its *p* value of .353 is less than α of 5% for each variable's coefficient hence statistically significant different from zero. This meant that at 5% significance level, the study rejected the null hypothesis and inferred that the independent variables in focus were jointly statistically significant in predicting the value of changes in domestic violence and learning outcomes in Rutsiro secondary schools. Based on results above, the study concluded that the independent variables significantly influence the dependent variable.

Table 4.7.3: Regression coefficient for verbal abuse.

Model	Coefficients ^a			t	Sig.
	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta		
(Constant)	3.506	.365		9.616	.000
1 Verbal abuse	-.114	.115	-.329	-.986	.353

a. Dependent Variable: learning outcomes

Results in Table 4.7.3 revealed that there was a positive and significant relationship between factor

3 and factor4 ($\beta = -114$, *p* value <0.05). This means that a unit of change in verbal abuse increases learning outcomes by -114 units, while holding constant. Furthermore, there was a negative and insignificant effect on students learning behaviors. $Y = 3,506 - 0.114X_1$ Where: Y refers to factor 2 as dependent variable (learning outcomes); X_1 refers to factor 1 (verbal abuse as domestic violence)

There was a negative and insignificant relationship between factor 3 and factor 4.

4.8. Regression Analysis the effect of economic abuse on learning outcomes

This section presents the findings on the regression analysis affecting to the Domestic violence and learning outcomes in Rutsiro secondary schools. This section includes model summary, analysis of variance and regression coefficients.

Table 4.8.1. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.154 ^a	.024	-.139	.07392

a. Predictors: (Constant), Economic abuse

The results on primary data indicated that the predictor variables were able to explain of the movement of the dependent variable as shown in Table 4.8.1. The R square was 2.4%. Based on the regression model, the study tested the hypothesis that the predictor variables collectively have effect on the dependent variable.

Table 4.8.2: Analysis of variance for economic abuse

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
Regression		.001	1	.001	.147	.715 ^b
1	Residual	.033	6	.005		
Total		.034	7			

Dependent Variable: Learning outcomes; Predictors: (Constant), Economic abuse

Based on results This test is directed by F statistic in Table 4.8.2 which indicated that its *p* value of .715 is greater than α of 5% for each variable's coefficient

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hence statistically significant different from zero. This meant that at 5% insignificance level, the study rejected the null hypothesis and inferred that the independent variables in focus were jointly statistically significant in predicting the value of changes in domestic violence and learning outcomes in Rutsiro secondary schools. Above, the study concluded that the independent variables significantly influence the dependent variable.

Table 4.8.3: Regression coefficient for economic abuse as domestic violence related variables and learning outcomes

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	3.386	.582		5.820	.001
1 Economic abuse	-.073	.191	-.154	-.383	.715

a. Dependent Variable: Learning outcomes

Results in Table4.8.3. revealed that there was a positive and significant relationship between factor 4 and factor5 ($\beta = -0.073$, p value < 0.05). This means that a unit of change in economic abuse increases learning outcomes by -0.073 while holding constant. Furthermore, there was a negative and significant relationship between economic abuse as domestic violence and students learning outcomes.

$Y = 3,386 - 0.073X_1$ Where: Y refers to factor 2 as dependent variable (students learning outcomes) X_1 refers to factor 1 (economic abuse as domestic violence)

4.9. Descriptive statistics on learning outcomes

	N	Min	Max	Mean	Std.Dev.
My performance in school exams has not improved in 5years	259	1.00	5.00	3.1815	1.10753
My performance in class works exams has not improved in 5years	259	1.00	5.00	3.1699	1.08999
In the last 5years my English speaking skills has not improved	259	1.00	5.00	3.2317	1.07491
In the last 5 years my English writing skills has not improved	259	1.00	5.00	3.0927	1.12370
In the last 5 years my listening skills in English has not improved	259	1.00	5.00	3.1776	1.07081
During 5 years my reading skills in English has not improved	259	1.00	5.00	3.2510	1.12182
In 5years my understanding in all lessons has not improved.	259	1.00	5.00	3.0386	1.13030
In 5 years my critical thinking skills hasnot improved.	259	1.00	5.00	3.1583	1.07565
In the previous 5 years my learning ability has not improved.	259	1.00	5.00	3.0232	1.12384
In 5 years ago,my concentration to lessons has not improved	259	1.00	5.00	3.1390	1.07652
For 5 years my participation in class has not improved	259	1.00	5.00	2.9112	1.09784
In 5 years finished my ability to solve problems has not improved	259	1.00	5.00	3.2317	1.03073
Overall	259			3.13386	1.09363

The results in table 4.9 showed that most of the student respondents agreed that the eleven options on learning outcomes of physical, emotional, verbal and economic abuse influenced domestic violence and learning outcomes in Rutsiro secondary schools at with moderate mean.

Those options were: they did not improve their performance in 5years, (mean=3.1815STD=1.10753); not to improve their performance in the class exams in 5 years, (mean=3.1699STD=1.08999). in the 5 years they did not

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improve their English speaking, (mean=3.2317STD=1.07491), those did not improve their English writing skills in 5 years were (mean=3.0927 STD=1.12370). During 5 years, they did not improve their English listening skills, (mean=3.1776 STD=1.07081) agreed for not improving their reading skills in English in the last 5 years, (mean=3.2510 STD=1.12182) they didn't improve their understanding in all lesson in 5years, (mean=3.0386 STD=1.13030) their critical thinking skills wasn't improved in 5 years, (mean=3.1583 STD=1.07565. they agreed that their learning ability wasn't improved in 5 years, (mean=3.0232 STD=1. 12384.they agreed that there was no concentration improvement to the lessons in the previous 5 years, (mean=3.1390 STD=1. 07652); their ability to solve problems in the class was not improved in 5 years, (mean=3.2317 STD=1.03073). Differently, the results also show that the minority of respondents have disagreed that the following of the physical, emotional, verbal and economic abuse variables influenced the domestic violence and learning outcomes in Rutsiro secondary schools with a low mean. That is namely: Those their participation in the class has improved in the last 5 years (mean=2.9112 STD=1.09784). The results in table 4.9 show that the overall mean level of agreement and disagreement with the physical, emotional, verbal and economic abuse variables is moderate ($\mu= 3.13386$) and the overall standard deviation is (STD=1.09363).

4.5. Discussion and Interview

Kenneth (1978:96) defines the interview as a conversation about what researchers try to get information from the interviewees. parents from Rutsiro District that have students in Secondary Schools. Researcher's observation and interview 117 parents and 14 staff. These involved 14 administrative staff (Teachers, Head teachers, Director of studies) and 1 police officer from Gihango Police station) were selected using purposive sample. Questionnaires, oral which focus group discussion were used as instruments to collect.

4.5.1.a. Interview to parents

different parents pointed out that DV exists in their community and they know it. Results show that they have different but similar ideas on how they explained the issue. Some respondents' description embodies some critical like, abuse, aggressive behavior, violation, rough treatment, confrontation and misunderstanding in the households and families. Others of the respondents' description such as any assault committed who either shares a living arrangement with or is involved correlation with the assault. During the interview the parents responded kindly that they the forms of which happened in their families and community.

The respondents said *"This simply highlights that in homes children do actions that make them feel useless or worthless. Their parents use abusive language to make children obey their commands. And added that his violence harms children's feelings and thinking which affect their learning outcomes.* "Another, noted a physical violence. They reported that sometimes physical abuse occurs at homes. Respondents explain this violence through

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examples. The women said *“when our husband drunkard used to: beating (slapping or kicking), pushing and assault with both me and my children. This violence harms or pains children at same time results to failing and not studying freely”*.

Some Parents do experience economic abuse they also noted that young students are experienced to economic violence. The participants gave examples of economic violence such as destruction of a student's personal property, withholding of financial support like not providing school fees or uniform, giving a child excessive labor and denying food to a child. Respondents said that this violence may happen as punishment or correct the children. other parents reported the victims were given excessive work for being given food or to be recognized. In addition, one sector reported *“I know the parents who had burnt the children's school text or exercise as punishment to them and children went working in tea plantation to get money for other materials”*. The examples given simply show that youth facing it households and it negatively affects their wellbeing and learning outcomes.

The teacher and parent respondents continued saying that this kind of aggressive and have a lowered. they said that also the old child may begin behaviors change, as to play truant, start to use alcohol or drugs, begin to self-harm by taking overdoses, fighting with others and even dropout occurs. From these results would be dissatisfaction learning outcomes. The researcher targeted Rutsiro police officer (Gihango station) to find out whether cases have been reported to them. *“The police officer reported that there are some cases because there a family keeping secret, so we were making sensitization and mobilizing to culture of reporting cases”* various effect of learning outcomes in Rwanda secondary school but we may state some of them,” said the interviewees”. parents interviewed stated that their teenagers may feel worthless, have low self-confidence and may end up with disorders or other mental illness. Many” Mother parents said, *‘it is better to give all basic necessary to our children, who do not receive necessary medical and hygiene materials this make them feeling unwanted or unimportant damaging to their mental health’*. Due to this above learning outcome become very low.

Both many organizations and families have condemned the different homes. Children's Charter, adopted by the Organization of African Unity (OAU) in 1990, (www.pulp.up.ac.za/./2009-11.pdf).

4.5.2b. Interview to administrative staff

Most of teacher respondents, conceded that children negatively affects education of learner (child) in one way or the other. They said *“there are at school the children who always sad and not active in class and when we analyze well, we found they are D.V such as beats, insults, shouts, ignoring, denying food, destruction of child personal property, which may result to emotional abuse. These states of affairs have great consequences on the victim's learning process since it affects the well-being of the particular victimized child, we try to report to our superior to invite and advise them, the changing was coming further”*.

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In addition, some head teachers and deputy charges of studies respondents said that domestic violence against children affects the victim's education in the sense that it influences the abused child to lose interest in education. Participants added by saying that effect on schooling it sometimes causes the victimized child to arrive late at school. On this note, the children said to us "we had to do a certain work before going to school and these pieces of work often times made them to arrive late at school. The reported pieces of work range from house chores (such as fetching water, cooking or sweeping) to field work" (we used weekly report to try handling this problem through conversation and report to our hierarch). It is meant that the students' absenteeism from school which is another one on schooling children. Parent committee

Respondents that child abused such as excessive labor, verbal aggression, food denial and physical harm, withholding financial support such as not providing school fees, uniforms and other essential things which result to child to be absent from school, dropping out of school. The different groups of teachers and head teachers reported of some parents force them to marry while young on the expense of going to school. Not only that but also emotional harm, and physical pain inflicted to them by which may influence a girl child in dilemma to opt for marriage as abuse relief. These instances will automatically force them to drop out for marriage. During the interview, a 34 years old woman gave testimony by saying that *"I opted for marriage as relief from my stepmother's evil hand though I was young by then."*

4.5.3. Suggested solutions

Both parent and administrative staff respondents suggested various solutions. More said that parents should be educated on children rights, would have a good learning outcomes; Teachers, head teachers and deputy charges of studies expressed that civic educating or sensitizing parents on children's rights aware deserve dignity as adults. And also sensitization of parents may influence adults to change from their bad parental styles to safe parental styles; More parent respondents that community respond easily to those were victimized. And they suggested that local leaders should formulate by laws aiming at preventing violence. By concluding, as the study reflected, respondents reported that it exists; and their homes; both parent and administrative staff interviewed reported that some parents mistreat children.

5. Conclusion and Recommendations

5.1. The conclusion

The conclusions of the study were drawn depending on the research objectives. The research was seeking to examine the influence of physical violence, emotional abuse, verbal abuse and economical abuse on the performance of students in Rutsiro District secondary schools. The research generally found that majority of the teachers and students agreed that students who had been influenced by parental domestic violence were influenced in their academic learning outcomes. In order for this research to be evaluated and up to date, it

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was based on specific objectives each obtained from the main objective of the study that was to analyze the contribution/effect of domestic violence and learning outcomes in Rwandan secondary schools.

5.2. Recommendations

Based on the findings of the study, it is imperative to propose certain recommendations that will help the entire both community and students of Rwanda, especially Rutsiro secondary schools to fight against domestic violence which causing low learning outcomes. These recommendations inflict to the Leaders, stakeholders and partners, and then local population: The leaders should establish heavy penalties to anyone who suspected to commit it, and benear population and make a day by day follow up, and teaching local people, reporting any case which can occur in their areas. By this would enable to overcome the issues of domestic violence; They must put more emphasis on teaching the students their rights to facilitate them even gain confidence in themselves, that results to allow them reporting the violent actions against themselves which can occur; They must put more emphasis on teaching the students their rights to facilitate them even gain confidence in themselves, that results to allow them reporting the violent actions against themselves which can occur; It would be better calling upon both students, school administration, class teachers and the parents for some counselling, reporting the perpetrator parents to police or to local authorities, and assisting the affected students in a special way, like according them supplementary care in their studies. In order to help the students exposed to domestic violence, there should be collaboration between local leaders, police, school managers, NGOs and the affected children so as to have a zero tolerance policy for violence.

The NGOs, civil societies (churches and others) are called for intervention. Sensitize and teaching people to live and learn in good atmosphere rather than violent. The religious institutions, Community Based Organizations and local leaders should educate the community to be productive and to do away with cultural practices and other revealed factors contribution to this social problem. They should also organize couples' seminars from time to time, where professional counselors can be invited to educate them on living happily and shun and on ways to limit DV. collaborations amongst MINEDUC, non-governmental organizations to campaign and crusade of total confrontation against it.

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OPINION OF SECONDARY SCHOOL STUDENTS TOWARDS TEACHING AND LEARNING

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Abstract

There is always an individual differences found in classroom. Teachers are supposed to find out those differences and accordingly they have taught them. Individual difference may be based on self-learning or depending on teacher. Some learners need teachers to study; some may only need for guidance or for difficulties only. Present study was aimed to study the opinion of secondary school students towards teaching and learning. Researcher wants to compare the opinion of secondary school students towards teaching and learning, 106 students of three randomly selected secondary schools were the sample of present study. Self-constructed Opinnionire was used for data collection and 't' test was applied for data analysis. There was no significant difference found in opinion towards teaching and learning for all students, boys students and girls students. It was found a significant difference in opinion of students having high achievement in favor of learning and also found a significant difference in opinion of students having low achievement in favor of teaching.

Keywords: *Teaching, Learning, Opinion, Secondary School, Students.*

There is always an individual differences found in classroom. Teachers are supposed to find out those differences and accordingly they have taught them. Individual difference may be based on self-learning or depending on teacher. Some learners need teachers to study; some may only need for guidance or for difficulties only. Researcher observe her daughters interest in self learning rather than teaching by teachers so she thought to study the present scenario for this problem.

Statement of the Problem

A Comparative Study of Opinion towards teaching and learning of Secondary School Students

Objectives of the Study

The researcher decided the following objectives for the present study: To construct Opinnionire for knowing opinion towards teaching and learning; To know the effect of gender on opinion towards teaching and learning; To know the effect of achievement on opinion towards teaching and learning.

Hypotheses of the Study

The following hypotheses were prepared for the present study: Ho₁: There will be no significant difference between the mean score obtained by secondary school students on opinion towards teaching and learning; Ho₂: There will be no significant difference between the mean score obtained by secondary school boy students on opinion towards teaching and learning; Ho₃: There will be no significant difference between the mean score obtained by secondary school girl

students on opinion towards teaching and learning; Ho₄: There will be no significant difference between the mean score obtained by secondary school students having high achievement on opinion towards teaching and learning; Ho₅: There will be no significant difference between the mean score obtained by secondary school students having low achievement on opinion towards teaching and learning.

Delimitations of the Study:

The present study has a limitation of time and is being conducted by keeping in mind the following limitations: The present study is limited to the Secondary School of Gandhinagar City; The present study includes only Secondary School student of Gujarati medium Schools.

Variable of the Study

The following are the variables included in the present study.

□□ **Independent Variable:** (1) Educational Achievement-High and Low (2) Gender- Male and Female

□□ **Dependent Variable:** Opinion towards teaching and learning (Score obtained on researcher made Opinnionire)

Research Method

Survey Method of Research was used for the present study.

Population and Sample

All Secondary School students studying in Gandhinagar city are included in the population of the present study. In the sample of present study 106 Students three Schools were selected randomly.

Table 1: Sample of the study

Gender	Boy	Girl	Total
Achievement			
High Achievement	19	31	50
Low Achievement	27	29	56
Total	46	60	106

Tools for Data Collection

To know the opinion of secondary school students towards teaching and learning self made Opinnionire was used by investigator. Investigator prepared Opinnionire with likert type two point scales. There were 30 statements in primary scale after deciding two main components teaching and learning. Primary Scale was given to 5 Expert to review. After Piloting Item Analysis was done and in last there were 20 statements in final form of Opinnionire. Every statement has two option Yes and No against every statements.

Data Collection

To know the opinion of secondary school students towards teaching and learning Self constructed Opinnionire was given to the students and rapport was established with the students and enough time was given to students to collect the data.

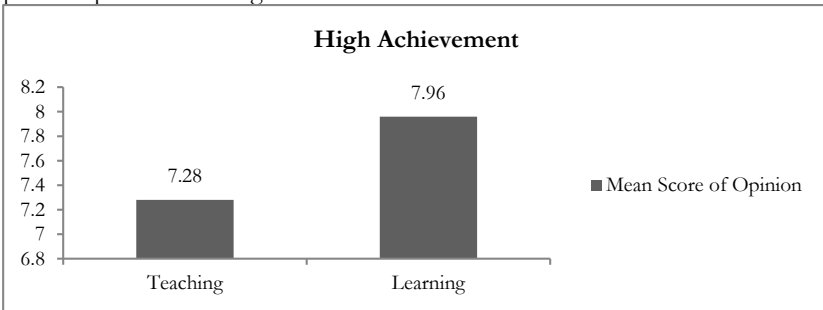
Analysis and Interpretation of Data

Investigator calculated Mean and SD for each skill to know opinion of secondary school students towards teaching and learning and also calculated 't' value for null hypothesis.

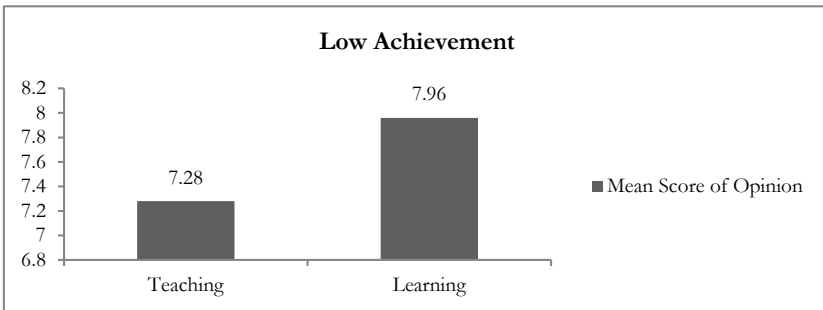
Table 2: Summary of Data Analysis

Hypothesis	Group	Component	N	M	SD	SEd	t	Remarks
Ho ₁	All	Teaching	106	7.66	1.15	0.16	1.93	NS
		Learning	106	7.36	1.12			
Ho ₂	Boy	Teaching	46	7.63	1.18	0.24	1.17	NS
		Learning	46	7.35	1.14			
Ho ₃	Girl	Teaching	60	7.58	1.03	0.20	1.03	NS
		Learning	60	7.38	1.11			
Ho ₄	High Achievement	Teaching	50	7.28	1.14	0.21	3.18	0.01
		Learning	50	7.96	0.99			
Ho ₅	Low Achievement	Teaching	56	7.89	0.97	0.18	5.82	0.01
		Learning	56	6.84	0.95			

According to Table 2: there is no significant difference in first three hypotheses and there were significant difference found in last two hypotheses, for which pictorial presentation is given below:



Graph-A: Opinion towards teaching and learning of students having high achievement



Graph-B: Opinion towards teaching and learning of students having low achievement

Findings

There is no significant difference in mean score of opinion towards teaching and learning for all students; Boys and Girls are having equal opinion towards teaching and learning; Students having high achievement are having positive opinion towards learning rather than teaching; Students having low achievement are having positive opinion towards teaching rather than learning.

Educational Implication

The educational implications of the present research are as mentioned below: Students should classify on the bases of self-learner and teachers are needed learner; Teachers should be aware of the need of students; Students having high achievement are self-learner they have positive opinion towards learning, so they should be treated in a way to motivate the self-learning.

Conclusion

Every student has abilities in different areas. Teachers are supposed to find out the ability and develop it. Present study shows that students having high achievement have positive opinion towards learning. Future studies should be conducted to support the findings of present study.

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**EFFECT SCHOOL FEEDING PROGRAMME ON
LEARNERS' ACADEMIC PERFORMANCE. A CASE OF
GSRWAKIRARI AND GSKAYEYO IN KIVURUGA SECTOR OF
DISTRICT GAKENKE, RWANDA (2015-2019)**

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Abstract

This study entitled "Effect of school feeding program on learners' academic performance in nine years basic of education in Rwanda. Case of G/S Kageyo and GSRwakirari. 2014/2019. The study had the following objective. They are namely: to determine the effect of school gardens and staff training to the learners' academic performance in Gakenke District. It had also the following hypotheses as they follow, there no significant effect between school gardens and staff training to the learners' academic performance in Gakenke District. Researcher used descriptive research design while interpreting and analyzing the data. The study used 675 as study population and sample of 251 participants. Data was collected using structured questionnaire with 5-point Likert scales. Quantitative data was analyzed using frequencies, percentages, standard deviation, means and regression analysis. Study revealed that there is significance relationship between schools feeding program on learners' academic performance in Rwandan nine years basic of education. Multiple regression analysis concluded that school feeding affect learners academic performance. The study recommended government the following: Government has to mobilize more stakeholders or non-government organization to orient their funds in the implementation of school feeding program.

Keywords: *school feeding, alleviating short term hunger, school gardens and nine years basic of education.*

Education is the most important tools that can lead the world to development, it is also the main key that can take millions of people who live in poverty out of suffering. Means that when a country wants to develop herself economically, politically and socially, has firstly to put more effort in quality of education which is acquired by its citizens within the country. Education is one of factors that can rise intellectual, social, and economic and culture aspects of any given country (Burtch, 2006).

School feeding programme is an international programme that was started in the developed and less developed countries to overcome the problem of poverty and increase the number of learners who enroll the schools, both were targeting the increase of learners' academic performance. School feeding programme in some countries is grouped into different categories but the most well-known are two categories: taken meals at school and supplying food to the families. Families are given food because their children have attended the school, means that the families that have not sent the children at school do not get this opportunity (Oyefade, 2014).

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School feeding came as solution of routine problems that was hindering the development of the quality education because in some countries some children could spend the night without dinner even when they come to school they do not take lunch so this mostly like to affect their cognitive aspects that resulted from malnutrition (Arsenault et al, 2009). Because of poverty in the families learners used to miss the class. Let us take an example of some impacts of poverty on school enrollment like school dropout, absenteeism, dodging, poor academic performance and early pregnancy. Since the time school feeding started being implemented, the world started experiencing high level of school enrollment and big number of the students return to schools while others were motivated to come to school for studying (Ahmed, 2004). Means that some of the countries failed to implement this programme hundred per cent. Even if country can put more effort, there are also some schools which fail to put it into practice. Yunusa, Gumel, Adegbusi&Adegbusi, (2012) indicated that learners who are involved in school feeding program increase their academic performance because they regularly come to school and then they even learn effectively. Because they always have full diet which come like answer to the problems of stunting, and malnutrition.

Many countries of Africa are strengthening school feeding program because according to Jomaa, McDonnell and Probart, (2011) indicated that school feeding program is one the instruments that help in students retention through program dropout was reduced, number of learners enrollment and absenteeism was also managed but the countries that went slowly faced high level of dropout, absenteeism together with poor quality of education. This is the reason why if those countries do not do any change their education should remain is shambles. In 2016 in the meeting, head of state and government announced that 1st March is a day of school feeding programme. Thereafter head of state and government said that giving meals at school will help in increasing numbers of learners at school and reduce short term hunger in community and learners' academic performance will be increased through this programme.

Government of Rwanda is putting more effort to implement this policy because is among the most important way that can bring back many children who dropout the school, and also will reduce the number of million children who are stunted. School absenteeism will be reduced as the results of this programme. Always government is making mass mobilization to put more effort in school feeding because this programme has also part that parents has to pay to supplement the share of government. According Tette and Enos (2020). On 15th March, 20219 Rwanda celebrate 4th edition of African day of school feeding as the methods that was used to reduce social vulnerability, increase learners academic attendance and solve the impact of hunger on learning and academic improvement (The 4th edition of African Day of School Feeding celebrated countrywide, 2019). After analyzing the literature about the problems of school feeding the researcher decided to make an investigation on the effect of school feeding program on learners' academic performance in Rwanda (Mukanyirigira, 2010).

Research hypothesis

There no effect of school gardens and staff training on the learners' academic performance in District Gakenke and There is no effect of Food security and nutrition policy to the learners' academic performance in District Gakenke.

Theory of human needs (Maslow's pyramid of needs)

This theorist played an important role in the arena in human motivation, a theorist discussed about human needs and he come up with five level in human needs development. Once one level is satisfied the next one takes place (Jerome, 2013). The first level is physiological needs, this is biological needs that can enable human existence like Air, food, water and clothes. Further Abraham indicated that this needs if it doesn't work human development is not possible. Means in education perspectives. Students' needs should be at the first place of all the things because it is not possible to teach a child who is stunted, undernourished or who doesn't have where to live and other basic needs. If learners is cognitively underdeveloped he/she cannot study because the intellectual quotient cannot support teaching and learning activity well (Chapman, 2001).

Second level of Abraham developed another level that should be the next after the first one is satisfied which called safety needs. This one is related to the security and safety, and it goes hands in hands with family and society, for this reason human being needs medical care, security, order, school and business. Human being needs financials means security, social stability, health care. Third level is of Abraham is love and belongingness, after that first and next level is satisfied third one also arise person needs interpersonal collaboration and this relationship can motivates behavior. In this level human being is happy and motivated when is belonged and become a part of a group at work, family, society. In education through school feeding programme learner can develop through sharing meals and sport with his/her classmates and schoolmates. When this is satisfied can contribute to the increase of learners' academic performance (Einstein, Addams & Roosevelt,2016).

According to Huit, (2007) indicated that fourth level is esteem needs, where a human being can have prestige, independence, achievement and also status, prestige can enhance leaners performance. Lastly, Maslow described that the need for or reputation or respect is the key of everything for children, and develop learners real self-esteem or dignity. Self-actualization needs at this level a human being needs peak of growth and experience. You can see this when one is economically, academically strong (Rouse, 2004).

Means that school feeding programme is among the most important things that rise learners' academic performance. Because physiological needs fits hundred percent in school feeding programme as the only one thing that can solve the problem of food and drinks and others things. This level is very important because it motivates all the remaining levels.

School gardens and staff training

Many countries are advising the schools to start school gardens that will enable schools to have many food supply that will develop school feeding programme.

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In US there is greening schoolyards so that they can develop good health of the students. Through school garden, learners will get a places for relaxing and enjoying during break time because that places it is better in creating conducive environment. Many schools in USA have created many school gardens that are used academically like in nutrition, mathematics, environmental studies and health (Graham, 2002). Many organization had put more effort in strengthening sustainable agriculture and food schemes, this is made as teaching children food consumption and preservation of the environment. School garden is among the most topic that should be included in curricular activities so that every category will have notion to a school garden (Azuma, Horan & Gottlieb, R. (2001). Other side many schools in Rwanda and other developing are located in steep slopes areas so that putting there a garden is not easy. In addition to that even the space for a school is not sufficient. But school garden can contribute to the learners' academic performance not only for food supply only but also for teaching and learning process because it can be used in improvisation. It is commonly known that teachers can use school gardens in teaching and learning like biology, chemistry, agriculture, environmental studies such as geography. In recent years school start a programme of teaching learners about healthy diet routine, in addition to school meals that they take which can be an example for what they have learned. Healthy education nowadays become part of curriculum. Even if ministry of education is there (Centers for Disease Control and Prevention, 2013). It is very justifiable that academic performance can be maintained together with high learners academic performance when health related programme become our routine in education perspective. School garden contribute in education and in learners academic performance in different ways. For example it can be a source of food security that was serious problem in developing countries. When there is food security academic enrollment increases, absenteeism reduced, dropout reduced, later coming at school reduced too. Even administrative, teaching staff can be motivated as long as they can take meals at school too instead of going to home at midday and return at school. This seems to time consuming and wasting time academically. School have also to include teachers in that policy of school feeding programme. School garden can also increase academic performance by using that green schoolyards in delivering the contents in some subjects, teachers need teaching aid that can supplement other provided instructional materials provided by government, schools and parents. Through improvisation process teacher can use available materials find in ecological system. But as difference some researchers indicated that school gardens can be among the factors that can rise learners academic performance but this some researchers oppose it because they might be other factors that enhance learners academic performance like teachers experience, teachers qualification, school environment, continuous professional development given to the teachers, timetable, leadership style and learners motivation like inner and external motivation.

Methodology

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Sample size is specific number that was taken from target population to represent others. And the information found from them was applied for all the population. In this research, the researcher used probability and non-probability sampling. Probability sampling refers to the methods where all the items have an equal chance to be selected, means that each person have the opportunity to put in the study while non-probability sampling is where all the items in study have no equal chance to be selected. Purposive sampling was used to select headteachers, bursars director in charge of studies and for teachers and parents, a researcher was used random sampling method. Because studying all the sectors is not possible depending to the size, money and time. The researcher decided to use schools that are located in Kivuruga sector. Rao soft calculator was used to calculate sample size from the target population.

Findings

Descriptive Statistics School garden and trained staff and learners' academic performance.

Statements	N	Min	Max	Mean	Std.
School garden contribute in academic performance	251	1.00	5.00	3.9004	1.07798
This school cultivates vegetable to supplement school feeding	251	1.00	5.00	4.0279	1.03306
Product from school garden help in production full diet	251	1.00	5.00	4.0956	1.07649
This school provide training to staff about full diet	251	1.00	5.00	4.0398	1.06132
Trained staff contribute in preparation of full diet and developing of school feeding	251	1.00	5.00	4.0837	1.02224
School garden contribute in lesson improvisation	251	1.00	5.00	4.0956	1.05015
School which does not have garden manifest poor academic performance	251	1.00	5.00	3.8884	1.16426
School garden contribute in creating in conducive environment	251	1.00	5.00	4.0000	1.09545
Having employees who is in charge of school garden contribute in school feeding	251	1.00	5.00	3.8406	1.15521
Unhealthy diet hinder learners academic performance	251	1.00	5.00	4.0040	1.12605
Valid N (listwise)	251			4.07	1.08

Note: Strongly Disagree = [1]= Very Low mean; Disagree= [1-2]=Low mean; Neutral= [2-3]=moderated mean; Agree= [3-4]=High mean; Strongly Agree= [4-5]= Very High mean

The results from table 8 showed that respondents strongly agreed that the following variables influence learners' academic performance. These are namely: Unhealthy diet hinder learners academic performance($\mu=4.0040$ and $STD=1.12605$, School garden contribute in creating in conducive environment($\mu=4.0000$ and $STD=1.09545$), School garden contribute in lesson improvisation($\mu=4.0956$ and $STD=1.05015$), Trained staff contribute in preparation of full diet and developing of school feeding($\mu=4.0837$ and $STD=1.02224$), This school provide training to staff about full diet($\mu=4.0398$ and $STD=1.06132$), this school cultivates vegetable to supplement school feeding($\mu=4.0279$ and $STD=1.03306$), The results in table 8 also showed that majority of respondents agreed the following variables influence learners' academic performance. These are the following: School garden contribute in academic performance ($\mu=3.9004$ and $STD=1.07798$, School which does not have garden manifest poor academic performance ($\mu=3.8884$ and $STD=1.16426$), having employees who is in charge of school garden contribute in

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school feeding ($\mu=3.8406$ and $STD= 1.15521$). Overall, decision is that majority of respondents strongly agreed that that school garden and trained staff impact learners' academic performance as they have provided proof at very high mean ($\mu=4.07$ and $STD=1.08$).

Regression analysis on School garden and trained staff and learners' academic performance.

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.931 ^a	.867	.850	.03009

a. Predictors: (Constant), School garden and staff training

The results indicated that 86, 7% of variation in the dependent variable (learners academic performance) can be explained by School garden and trained staff and the remaining percentages can be clarified by other variables which are not examined in this model. Analysis of variance of School garden and trained staff and learners' academic performance.

Analysis of variance of School garden and trained staff and learners' academic performance

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	.047	1	.047	52.064	.000 ^b
	Residual	.007	8	.001		
	Total	.054	9			

a. Dependent Variable: Academic performance

b. Predictors: (Constant), School garden and staff training

The analysis of variance showed that School garden and trained staff has positive and significant effect of on learners academic performance in nine years basic of education in Rwanda ($F= 52.064$ P value >0.05). This indicated that null hypotheses is rejected and alternative is accepted.

Regression Coefficients on School garden and trained staff and learners' academic performance.

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients		Sig.
		B	Std. Error	Beta	t	
1	(Constant)	1.001	.438		2.284	.052
	School garden and staff training	.791	.110	.931	7.216	.000

a. Dependent Variable: Academic performance

Regression analysis showed that significance influence of School garden and trained staff and learners academic performance in nine years basic of education in Rwanda ($B= 0.791$ p value <0.05).

Discussion

Regarding to the research objective number three which is School garden and trained staff and learners' academic performance, study revealed that there positive and significant effect of school gardens on trained staff has on learners academic performance and the study indicated that null hypotheses is rejected and alternative is accepted ($F= 52.064$ P value >0.05). This manifested that training staff on how to make a complete diet enhance the school to prepare equilibrate food which can help students to grow up and become healthy.

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School can be used in different ways such in lesson improvisation and using it in discovering teaching aids that can contribute in creating teaching and learning as conducive environment as learners have an access to concrete lesson. According to Ozer, (2007) indicated that there are evidence that school gardens has significant impact on learners academic performance not only in achievement but also in health development. Indicated that school garden is being developed in different place of the world as they have discovered that this program can enhance school to be among the most performing institution. Another one is Childs, (2011) who indicated that school garden has positive impact on changing students' attitudes towards environmental utilization and how it can help them to make effective learning.

Conclusion

Finally, education can be successful when all the partners work together to achieve students' performance. This means that government, non-governmental organization and parents have to work together in creating conducive environment that can let students feel motivated. School feeding is among the factors that helped government of Rwanda to increase students' performance and also increase of enrolment numbers. School feeding is not one thing that people can think and invest money in this policy only. Because they might be other variables that people must strength to make this program successful they are namely: having trained staff, well prepared school garden, giving students full diet and so on. School feeding have changed education system of many countries around the world but its implementation should be strictly monitored and controlled.

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EFFECT OF SCHOOL FEEDING PROGRAM ON STUDENTS' ACADEMIC PERFORMANCE IN RUBAVU DISTRICT OF RWANDA (2020-2021)

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Abstract

*This study aims at investigating the effect of school feeding program on students' academic performance in Rubavu district of Rwanda. The school feeding program has been one of the best strategies for enhancing the students' academic performance in 9&12 YBE schools since 2014. The study employed 380 students sampled from 12 schools of Rubavu district. Among them 204 were males while 176 were females. The study used a correlation design. The demographic variables were reported by using frequencies and percentages while the descriptive questions were analysed by using mean and standard deviation tools of SPSS. The relationship between variables were studied by using Pearson correlation whereas the predictive model was reported by analysing regression tools of SPSS. The results showed the high perception of respondents on School feeding program ($M = 3.83$; $Std. D = 1.17$). The same respondents scored high perception on Students' academic performance ($M = 4.32$; $Std. D = .87$). The study demonstrated a strong positive correlation between School feeding program and Students' academic performance ($r = .529^{**}$, $N = 380$, $P = .000$). Finally, the regression analysis results showed that School feeding program predicts the Students' academic performance at the level of 28% of variance. From those findings, the study recommends for future researchers to study other factors that contribute to the performance of students such as the teacher students' ratio, parental involvement, and school infrastructures.*

The issue of students' academic performance (SAP) is a pre-occupation of countries and their stakeholders in education. The country that wants to improve its economy and sustainable development invests more in its educational system in order to get skilled human capital. This desire is the case of the Government of Rwanda (GoR) that needs to empower the students in nine and twelve year's basic education (9&12 YBE) to produce skilled people with needed knowledge on the labor market of Rwanda and abroad. One of the strategies that the GoR adopted to reach this general objective is to provide food for students at school in basic education in the program called School feeding program (SFP) (MINEDUC, 2021).

School feeding program was practiced in many other countries. The study conducted on SFP in Tanzania by Majjo (2018), has demonstrated a significant effect of this practice on the academic performance of students who have been in this program. This impact was shown in reducing student's absenteeism, increasing in examinations performance, and enhancing their enrollment in the given program of studies (MINEDUC, 2021). In the same line, Adrogue and

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Orlicki, (2013) demonstrated that SFP has enabled student's performance in Argentina, the country that has chronic problems of malnutrition.

In addition, SAP is influenced by many factors such as qualified teachers, availability of teaching and learning materials, school infrastructures like classrooms, staff offices, dining hall, libraries, and playing grounds of students (Mushtaq& Khan, 2012). According to Ayeni&Adelabu (2012), creating conducive learning infrastructures and environment increases the performance of students at all levels. Not only that, but also the educational managers suggested that motivating teachers and students may be also the factors of successful in the academic journey.

With this regard, the GoR adopted the system of nourishing students at school in order to reduce time consuming during going and back at home for getting food or missing food totally. This decision is a motivational factor of students who may come from low social- economic income families and it is called SFP (MINEDUC, 2021). After SFP has been established, in 2014 in Rwanda, the significant impact on the performance of students was observed. The number of dropped out and absenteeism among students has been reduced. There was an increasing in enrollment of students in schools and the learning process has improved (Sesonga, 2016). The implementation of school feeding is a jointed action of the GoR, the parents, and educational stakeholders.

In order to enhance SAP, the GoR pays Rwf 56 per child per day to support SFP (Buningwire, 2021) and the parent contribution is Rwf 94 per child per day (MINEDUC, 2021). Moreover, the GoR decided to abolish school fees and to make education affordable for parents (MINEDUC, 2021; Nyirandikubwimana, Njihia, &Mwalwâ, 2019). In the same line, the parents may support this SFP by providing firewood, water, utensils, and working as volunteer cooks at school (Sesonga, 2016). However, this support from parents is converted in paying a variation of amount as their contribution and this variation goes from 5000 to 15000 Rwf per child per term. Since many parents are in low social economic income, the GoR collaborated with local and international NGOs working in Rwanda to support this free school feeding and free education in 9&12 YBE by paying for those who are unable to pay for their children (Mpozembizi, 2021).

All those effort are made to promote SAP. In addition, the GoR tried also to increase in number of school infrastructures where they are needed. Note that for some schools did not have enough classrooms, dining halls, kitchens, libraries, and latrines. Those missing infrastructures are now being constructed by the GoR in collaboration with World Bank (Ashimwe, 2020). For dining halls, some schools are using classrooms for taking meal at lunch time (Buningwire, 2021). This practice reduces hygiene in classrooms and affects time for studying by cleaning where food were taken, sometimes the first hour after lunch is lost for these reasons which may impede SAP.

However, the academic performance of students is also influenced by motivated and qualified teachers, the availability of teaching materials, such as books,

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computers, and teaching aids. It is also motivated by the available and enough science and computer laboratories which may be connected to the internet. This study is focusing only on the effect that school feeding has on academic performance of students in 9& 12 YBE in Rubavu district. Rubavu district is chosen to be the research setting because of its characteristics of being one of the secondary cities after Kigali city. These characteristics offered the opportunity of having information needed on how the students perceive SFP in relation with their performance at school.

It has noticed that Rubavu district has a higher number of absenteeism and drop out students before the introduction of SFP. This problem of absenteeism , drop out, and low Students' academic performance were at high level in this district at the level of provoking the leaders of the country to involve themselves in mobilization for improving the above stated issues. In addition, a study on effect of domestic violence on learning effectiveness conducted in Rubavu district by Sikubwabo (2021) found that there are absenteeism, dop out, and low academic performance of students in elementary schools of Rubavudistrict due to the domestic violence. This observation worries local authorities because those students are the ones who will attend 9&12 YBE in the future and if the elementary studies are not well completed, it will affect their performance in secondary studies. The SFP has come as one of the solutions to stop absenteeism of students, reduce drop out students, and then improve SAP.

Research Questions

What is the status of school feeding program in Nine and Twelve Years basic Schools of Rubavudistrict?;What is the status of students' academic performance in nine and Twelve Years basic schools of Rubavu district?; What is the relationship between school feeding program and students' academic performance in Nine Years and Twelve years basic education schools of Rubavu district?; What is the predictive model of students' academic performance based on school feeding program?

Methodology

This study used a correlation design. This design is according to Rutberg and Bouikidis (2018) correlation design studies the relationship between two variables. In this study, the researcher examined the relationship between SFP and SAP in 9&12 YBE of Rubavu district. However the studies also examined the perception of respondents on academic performance in relation to school feeding. Doing so, the researcher examined if there is a causal relationship between FSP and SAP. This design helped the researcher to obtain the accurate and reliable measurements that allowed him to conduct an analysis of data statistically (Queirós, Faria, & Almeida, 2017).

Study population

According to Goldstein, Lynn, Muniz-Terrera, Hardy, O'Muircheartaigh, Skinner, and Lehtonen (2015) population of a study is a set of a collection of

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unity of people or institutions that can be sampled for answering to research questions in the study. In this study, its population involved schools and students in 9&12 YBE in Rubavu district, Western province of Rwanda for the school year 2020-2021. Rubavu district has 44 nine and twelve years' basic education schools which constituted the school population of the study. The researcher chose randomly one school in each sector of Rubavu district. Since Rubavu district has 12 sectors this number implies 12 sampled schools, one school in every sector. Those twelve schools are constituted by 7660 students in which a sample of 380 was taken. The distribution of population and sample of respondents per school is presented in the table 1 below.

Table 1: Distribution of population and sample

N°	Sectors	N Schools	n Schools	N Students	n Students
1	Nyamyumba	5	1	823	41
2	Bugeshi	3	1	924	45
3	Busasamana	3	1	636	31
4	Cyanzarwe	3	1	309	16
5	Gisenyi	6	1	398	19
6	Kanama	2	1	1040	52
7	Kanzeze	2	1	435	22
8	Mudende	3	1	532	26
9	Nyakiriba	4	1	622	31
10	Nyundo	3	1	538	27
11	Rugerero	5	1	727	36
12	Rubavu	5	1	676	34
TOT		44	12	7660	380

Sampling Techniques

In the study, the school populations were chosen randomly. Regarding the students population the researcher used Slovin's formula (Tejada & Punzalan, 2012). The formula is shown below

N: Population of the study

e: Margin error of 0.05%, where the confident level is 95%

$$n = \frac{N}{1 + N(e)^2}$$

$$n = \frac{7660}{1 + 7660(0.05)^2} = 380$$

Findings

The findings of the study and highlights the results of the findings as set out in the research methodology are presented as follow:

The research question 1 was formulated as follows “what is the status of School feeding program in Nine and Twelve Years basic Schools of Rubavu district?” the results were presented according to the responses on school feeding program reflecting the level of students perception on each item either in terms of their agreement or disagreement with the statement.

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The secondary school students were asked to respond by answering the relevant number in the Likert scale questionnaire that described how they perceive school feeding program to students' academic performance. Each item was given one point and the main score was determined. The table 6 summarizes the responses.

Table 2: Perception of respondents on school feeding program

	N	Min	Max	M	Std. D	SR	V.I
My school has a kitchen	380	1	5	4.55	.881	SA	VH
This school provides food to students	380	1	5	4.33	1.006	A	H
I eat a variety of food at school	380	1	5	4.26	.943	A	H
School feeding program upgraded my success at school	380	1	5	4.22	1.010	A	H
I come to school regularly because I eat at school	380	1	5	4.07	1.196	A	H
There is a policy guidelines to ensure the sustainability of school feeding program	380	1	5	4.03	1.095	A	H
I have personal materials using in eating such as plate, spoon, and a cup	380	1	5	3.94	1.199	A	H
I receive lunch immediately after the lunch bell has been rung	380	1	5	3.90	1.335	A	H
My performance in quizzes and exams has improved because of school feeding program	380	1	5	3.87	1.260	A	H
My parents pay their contribution on school every term	380	1	5	3.84	1.262	A	H
The school has enough utensils such as pots and ladle to use in cooking	380	1	5	3.78	1.292	A	H
I receive enough food at school	380	1	5	3.75	1.251	A	H
I daily drink safety water at school	380	1	5	3.68	1.476	A	H
The meals served are assorted and nutritious	380	1	5	3.42	1.283	N	AV
My school has dining hall	380	1	5	1.73	1.087	SD	VL
Overall	380			3.82	1.17	A	H

Legend: N: Number of respondents; Min: Minimum; Max: Maximum; M: Mean; Std. D: Standard deviation; S.R: Scale Responses; V.I: Verbal Interpretation; SA: Strongly Agree; A: Agree; N: Neutral ; D: Disagree; SD: Strongly Disagree; VH: Very High; H: High; AV: Average; L: Low; VL: Very Low.

The overall mean and standard deviation score were ($M = 3.82$; $SD = 1.17$) which is *Agree* and it is interpreted *high*. The results suggested that the 9&12 YBE students of Rubavu district perceived themselves to be part of school feeding program, which is applied in the whole country. The same respondents *strongly agreed* that their schools have kitchen ($M = 4.55$; Std. D = .881) which is *very high*. This high agreement is reasonable because all of those students under SFP are prepared at school even if they *strongly degree* to have dining hall ($M = 1.73$; Std. D = 1.087). In addition, the same results demonstrated that the 9 and 12 YBE students *agreed* that School feeding program upgraded their success at school ($M = 4.33$; Std. D = 1.006) which is *high*.

These findings are obvious because the students who were used to spend the whole day without taking meal might be happy for the program that aims at improving their welfare at school. In addition, most of those students are

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coming from poor families which may eat hardly at their respective home, so found search program that strengthen their living may be a good help for their families also. These results are aligned with the GoR policy regulating School feeding program (MINEDUC, 2021). This policy promotes School feeding program as the approach to address students' hunger during the school day, to support Rwanda's human capital creation, and expand access to educational opportunities to disadvantaged children, particularly students from lower family incomes.

The results are supported by Maijo (2018) who confirmed that school feeding program reduced the absenteeism and rate enrollment of students in Tanzania schools which in return promoted their academic performance.

Research Question2

The research question 2 was presented as follows “What is the status of Students’ academic performance in Nine and Twelve Years basic schools of Rubavu district?” it was answered by using also the calculation of mean and standard deviation tools of SPSS. The respondents answered by encircling the best number corresponding to the choices. Table 7 presents the summary of results from respondents.

Table 3: Summary of results on students’ academic performance from respondents

Students’ academic performance	N	Min	Max	M	Std.D	SR	V.I
I got strength when I pass quizzes	380	1	5	4.67	.662	SA	VH
My passing to the next level was due to the practical work and hardworking that I demonstrated	380	2	5	4.56	.688	SA	VH
I want to get good grade in every subject	380	1	5	4.52	.710	SA	VH
I enjoy doing homework because it helps me to improve my skills in every subject	380	1	5	4.47	.742	A	H
My participation in group work activities demonstrates my academic performance	380	1	5	4.43	.833	A	H
I exert more effort when I do difficult assignment	380	1	5	4.43	.735	A	H
My overall academic grade demonstrate academic performance	380	1	5	4.39	.720	A	H
I actively participate in every classroom discussion	380	1	5	4.39	.800	A	H
When I am unsure about something related to my performance, I have access to appropriate advice for direction	380	1	5	4.29	.916	A	H
The teaching strategies that my teachers use in the classroom are in line with the performance they want to develop in me	380	1	5	4.29	.964	A	H
I perform well because I like my options	380	1	5	4.28	.767	A	H
I study well because I take meal at school	380	1	5	4.19	1.137	A	H
I am deeply involved in my courses.	380	1	5	4.07	.937	A	H
I gain focus when I see technical problems	380	1	5	4.00	1.172	A	H
The facilities at my school are suitable for the academic performance	380	1	5	3.88	1.275	A	H
Overall	380			4.32	0.87	A	H

Legend: N: Number of respondents; Min: Minimum; Max: Maximum; M: Mean; Std. D: Standard deviation; S.R: Scale Responses; V.I: Verbal Interpretation; SA:

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Strongly agree; A: Agree; N: Neutral ; D: Disagree; SD: Strongly disagree; H: High; VH: Very high

The study measured the academic performance by using 15 items which covered all the aspects of dimensions of SAP. The table 9 shows the descriptive statistics results of respondents *agreed* with the overall mean (M = 4.32; Std. D =.87) which is interpreted as *high* on performance of students in 9&12 YBE schools of Rubavu district. The students scored very high in the item that said I got strength when I pass quizzes (M= 4.67; Std. D = .662). This result sounded true because when a student is passing well the quizzes, it gives hope that he understands well the content which will lead to the success in internal and National exams. They also scored very high in the statement said my passing to the next level was due to the practical work and hardworking that I demonstrated (M = 4.56; Std. D= .688). in addition, all those students are passionate to get good grade as it demonstrated by (M = 4.52; Std. D = .710). Further, they *agree* that the facilities at school are suitable for their academic performance (M = 3.88; Std. D =1.275) which is *high*. This result comes the time when the GoR is renewing the school infrastructures and improving all facilities that are closely related to the learning and teaching. Doing so, it is helping to increase the Students’ academic performance (Ashimwe, 2020).

These results suggest that there should be continuous programs such as teacher training on teaching strategies and methods, provision of student’s facilities, and involving students in their own learning activities. All those programs aim at enhancing and maintaining academic performance in 9&12 YBE schools. These results are supported by the government policy which wants to build Rwandans with a knowledge based and technology led economy (Ganyaupfu, 2013).

Research Question 3

The research question three was all about relationship between School feeding program and students’ academic performance. It was stated as follow “what is the relationship between School feeding program and Students’ academic performance in Nine Years and Twelve years basic education schools of Rubavu district?” the analysis was performed by using Pearson correlation tool of SPSS. Table 8 shows the relationship between School feeding program and Students’ academic performance.

Table 1: Correlation between School feeding program and Students’ academic performance

SFP	Pearson Correlation	SFP	SAP
	Sig. (2-tailed)	1	.529**
	N	380	380
SAP	Pearson Correlation	.529**	1
	Sig. (2-tailed)	.000	
	N	380	380

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

According to Pallant (2013) the strength of relationship between variables is comprised between -1 to +1. When the relation equals to zero it means that

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there is no relation at all. When it is in the negative side, it means that this relationship is negatively impacting the dependent variable. However when it goes to +1, this relation means that it is impacting positively the variable. In general, when the correlation is .10 to .29, this correlation is small. When the correlation is between .30 to .49, it means that this correlation is medium finally when the Pearson correlation is ranged from .50 to 1.0; it means that this correlation is large or strong. Based on the findings, the study demonstrated that there is strong positive correlation between SFP and SAP ($r = .529^{**}$; $N = 380$; $P = .000$). So, the null hypothesis which said there was no relationship between SFP and SAP of 9&12 YBE students in Rubavudistrict is *rejected*.

These results suggest that the greater the desire of the GoR to enhance students' academic performance, the greater the need of improving SFP in 9& 12 YBE schools. There should be more funds to put in SFP. The contribution of parents should be also improved and maintained, and finally the stakeholders in educational sector should keep supporting the SFP in Rwanda by providing food and money. Dufitumukiza, Ntakirutimana, Niyibizi, and Mukanziza (2020) in their study confirmed that many programs including school feeding have enhanced the performance of students in Rwanda.

These results were supported by (Bukari, Hajara, & Oloruntoba, 2015) who demonstrated in their study that there is a positive correlation between school feeding program and students' academic performance, where students under the program succeed well in their quizzes, internal and National exams. It is also reinforced by Maijo (2018) in his study in Tanzania where he found that school feeding program increased the examination performance of students. The students need to take meal at school to perform well the after lunch classes which helped them to excel in school and national examinations.

Research Question 4

The research question 4 was stated that "What is the model of students' academic performance based on school feeding program?" It was answered by using regression analysis tool of SPSS and the results showed that there is a predictive model of students' academic performance based on its independent variable which is SFP. The model summary indicated that there is a predictive model $F(df, residual) = F\text{ value}, P=.000, R^2 = .280$. This finding means that 28 % of variance constitutes the final model formed by using school feeding program. The findings suggested that school feeding program is an important tool of students' academic performance of the selected schools in Rubavu district. Therefore the null hypothesis two which says "there is no predicted model of SAP in 9& 12 YBE schools of Rubavu district" is *rejected*. Table 9 shows the predictive model of SAP.

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Table 2: The predictive model of students' academic performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.529 ^a	.280		5.33761	.280	147.259	1	378	.000
a. Predictors: (Constant), SFP									
b. Dependent Variable: SAP									

The same findings are highlighted by ANOVA test as it demonstrated in table 10 below.

Table 3: ANOVA Test

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4195.416	1	4195.416	147.259	.000 ^a
	Residual	10769.266	378	28.490		
	Total	14964.682	379			
a. Predictors: (Constant), SFP						
b. Dependent Variable: SAP						

Analysis of variance results in Table 10 confirmed that school feeding program had positive and significant influence on the dependent variable $F(df\ 1, 378) = 147.259$, $p\ value = 0.000$). In the same context, the coefficients table strengthened the positive prediction of the model summary composed by school feeding program as it shown in table 11.

Table 4: Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	44.023	1.740		25.305	.000
	SFP	.363	.030	.529	12.135	.000
a. Dependent Variable: SAP						

Regression coefficients resulted in Table 10 revealed that there was a positive and significant effect of school feeding program ($\beta = 0.363$, $p\ value = 0.000$). This is as per the following model:

$$Y = 44.023 + 0.363X + \epsilon$$

Where Y = Dependent variable (Academic performance)

X = School feeding program

ϵ = Error Term

These findings are supported by many related studies. Adekunle and Christiana (2016) found out that SFP promotes SAP by eliminating absenteeism, rate enrollment, and truancy, thus it increases SAP. In the same line, Bukari, Hajara, and Oloruntoba (2015) confirmed that school feeding had highly influenced student's performance in Ghana. This is passion of GoR by introducing SFP in 9&12 YBE schools countrywide for improving SAP (MINEDUC, 2021).

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EFFECT OF FAMILY SOCIO-ECONOMIC STATUS ON STUDENTS' ACADEMIC ACHIEVEMENT IN NINE-YEAR BASIC EDUCATION (9YBE) SCHOOLS. A CASE OF RUBAVU DISTRICT, RWANDA

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Abstract

The purpose of this study was to investigate the Effect of family socio-economic status on students' Academic Achievement in Nine Year Basic Education (9YBE) schools located in Rubavu District. To this end, this study sought to investigate the effect of family socio-economic status on students' academic achievement. The study used a mixed research design, involving quantitative and qualitative methods. The target population involved 9216 students, 13 head teachers, and 13 directors of studies. Simple random and purposive sampling techniques were used to select the sample of 383 participants, including 357 students, 13 head teachers, and 13 directors of studies. This sample was calculated using Yamane's simplified formula for determining a sample size. Questionnaires, documentary review, and interview guide were used to collect relevant data.. The interpretation referred to means, standard deviations, and regression analysis, complemented by results from interviews. The findings revealed that family socio-economic status has a significant effect on students' academic achievement. This is obvious when we look at p and Beta values for dimensions of family socio-economic status such as family financial status, family size, and family headship, linked to the objectives of this study. The p and β values of these variables are as follows: Family financial status (p -value=0.00, β =.381), family size (p -value=0.00, β =0.274), and family headship (p -value=0.00, β =0.391). If students are to achieve academically, government, parents (guardians)/families, teachers, education officers, NGOs in education, and other stakeholders in education should put more efforts in addressing issues related to socio-economic status of families from which learners come from.

Keywords: *Family socio-economic status, students' academic achievement, family size, family headship, Nine-Year Basic Education*

Nine year basic education (9YBE) is defined as: "All children to be able to get education in nine years, this is made up of six years of primary education and three years of general cycle of secondary education without paying school fees (MINEDUC, 2008). This program was extended up to twelve-year basic education (12 YBE) since 2012. This means all children of school age must go to school. Also children must remain in school and complete their education within the set number of years. Reducing repetition and dropout rates are key to this. Nine-year basic education intends to put in place measures to provide a rapid increase of children going to general cycle of secondary education (MINEDUC, 2008).

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Thanks in part to a fee-free basic education policy, primary and secondary school enrolment in Rwanda has surged. More children, particularly those from poor families, now have access to more years within the public education system. However, learning outcomes are low. Recent evidence has suggested that the majority of children in primary school have not acquired age-appropriate literacy or numeracy skills. In recent years, primary school dropout and repetition have risen, while completion and transition rates have stagnated or declined (Williams, (2014).

Whilst considerable progress has been made in relation to access, particularly at primary and in 12 YBE, the quality of education still faces some challenges. For example, the primary education completion rate declined from 72.7% in 2012 to 65.2% in 2016. Similarly, the repetition rate increased from 12.7% in 2012 to 18.4% in 2016. Without stronger foundations in literacy and numeracy, learners will not be able to progress to secondary and tertiary education, and in most cases, will struggle with technical and vocational courses.

The Education Sector Strategic Plan (ESSP) 2016/17 targets were 8.7% for repetition rate and 6.6% for dropout rate. The repetition rate has improved from 18.4% in 2015 to 16.4% in 2016. Therefore, the ESSP target has not been achieved. The transition rate increased from 71.1% in 2015 to 74.5% in 2016. Even if there is an increment of transition rate, the ESSP target (88.4%) has not yet been achieved (MINEDUC, 2017)

The Government of Rwanda's Education Sector Strategic Plan for 2018/2019 – 2023/24 (ESSP) gives a blueprint for an education system that seeks to “ensure Rwandan citizens have sufficient and appropriate skills, competences, knowledge and attitudes to drive the continued social and economic transformation of the country and to be competitive in the global market”. However, a number of major challenges must be overcome in order to achieve this impact (MINEDUC, 2018).

The Rwandan Government has implemented various education policies that contribute to higher enrolment in education, but has become aware that these policies might be less effective for children from poor families. Academic achievement in 9YBE is worse than in any other kind of schools. For example, among 10 top best candidates in 2019 Primary Leaving examinations (PLE), no candidate from 9YBE schools, the same for 10 top best candidates in 2019 Ordinary level national examinations countrywide (www.newtimes.co.rw). Yet a great percentage of students (more than 95%) in Primary, were found to be in 9YBE schools, whereas more than 60% of S3 students were from 9YBE (MINEDUC, 2017).

In Rubavu, like in other districts of Rwanda, the access to education has attained a good level; however, the academic achievement, especially in 9YBE schools, is still a problem. For example, in national examinations/2019, the results show that in primary, among 9776 candidates who sat for national exams, only 390 with 4% performed well (division I), whereas 2062 with 21.1% are worse

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performers (division U). Among these 390 candidates who performed in division I, only 90 with 0.9%, were from 9YBE schools, whereas the total of worse performers (100%) were from these schools. Yet primary pupils from 9YBE occupied 95% of all Rubavu Primary Leaving Examinations candidates in 2019 (source: Rubavu Education Unit office).

The results in Ordinary level show that with 4314 candidates who sat for 2019 Ordinary level national examinations, only 865 candidates performed well with 20% (division I&II), the worst performers (division U) occupied 16.5% with 713 candidates. Among 865 candidates who performed well, only 536 are from 9YBE schools, whereas 86.4% of all S3 2019 national examination candidates are from these schools (9YBE). In addition, the candidates who failed (division U), in 2019 ordinary level national exams, 691 candidates, hence 97%, are from 9YBE schools (source: Rubavu Education Unit office).

From these results pointed out above, there is a need, to conduct a study in Rwanda to explore the effect of family socio-economic status on students' academic achievement, especially in Nine Year Basic Education (9YBE) schools, and the findings of this study would serve to address the issues linked to the poor academic achievement in this kind of schools.

Considering the situation above, we found is very important to conduct a study aiming at investigating the Effect of family socio-economic status on students' Academic Achievement in Nine Year Basic Education (9YBE) schools.

The study strived to answer the following research questions: To determine the effect of family financial status on students' academic achievement in 9YBE schools in Rubavu District; To examine the effect of family size on students' academic achievement in 9YBE schools in Rubavu District; To determine the effect of family headship on students' academic achievement in 9YBE schools in Rubavu District.

From the objectives above, hypotheses below have been generated: Family financial status has no significant effect on students' academic achievement in 9YBE schools in Rubavu District; Family size has no significant effect on students' academic achievement in 9YBE schools in Rubavu District; Family headship has no significant effect on students' academic achievement in 9YBE schools in Rubavu District.

The available literature confirms that the involvement of family in educational development of their children is critically important. Studies conducted in developed countries particularly from the United States of America and Australia suggested that there were several forms of family participation in school matters concerning their children.

The studies suggest that parents who were involved in assisting their children, made it possible through verbal encouragement, arranging for appropriate study time and space, modelling desired behaviour (such as reading for pleasure), monitoring homework, and actively tutoring their children at home (Harris and Chrispeels 2006). Thus, it would appear that involving parents in schooling leads

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to parents engagement in teaching and learning processes. Such studies however, did not prove the significant effect of family on children's levels of academic achievement (Feinstein et al., 2006; Sacker et al., 2002). Other researches related to family and students' academic performance have been conducted globally, regionally and locally. This is the evidence of how the family effect on students' academic achievement in researchers' perspective is paramount. Nevertheless, in the literature, still, there is a gap on the effect of family socio-economic status on students' academic achievement globally, particularly in the context of Rwanda.

Rwandan government has strived to improve the learning outcomes across all levels of education, however, not being knowledgeable about effect of family socio-economic status on students' academic achievement, especially in 9YBE, would not help educational planners and policy makers come up with policies to achieve the purpose of quality of education. Therefore, the present study comes as a solution to address the impediments of students' academic achievement, especially the ones linked to family socio-economic status.

Literature Review

This section brought into focus what scholars and authorities have said or written in respect of the different aspects of the study at hand.

Family Financial status and students' academic achievement: Financial status means the level of income into which people are categorized. According to Businessdictionary.com (2016), family income is the total compensation received by all family members age 15 or older living in the same household. According to Shuani (2016), Family income is classified into three types: Money Income, Real Income and Psychic Income. Money income of the family includes all the earnings, which come to the family in terms of salaries, wages, rent, interest, profits, pensions, etc. The real income is the flow of goods, services and community facilities available for a specific period, or the goods and services that money income will provide. The psychic income is the flow of satisfaction derived by the family from the use of money income and real income. This income is also called enjoyment income, experienced over a given period by the proper utilization of money income and real income.

Depending on income, people can be classified into poor or rich people. According to The World Bank(2015), a person is considered poor if his or her income level fall below some minimum level necessary to meet basic needs (food, shelter, proper sanitation, education, health care and other social services). It sets this minimum level, or international poverty line, as living on less than \$1.90 a day. Poverty lines are different in each country, higher in richer countries and lower in poorer countries.

Family income is one major factor that affects their children's educational level, competitive ability and performance (Smith et al., 2002; Hill et al., 2004; Rothstein, 2004).Yousefi et al. (2010) examined the effect of family income on test-anxiety and academic achievement. Their paper focused on 400 Iranian high

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school students. Statistical analysis of ANOVA was employed. The findings showed that family income significantly affected academic achievement of students. It was recommended that in enhancing academic achievement in school setting, support strategies such as improving family income among families by government must be focused on. According to Yousefi et al. (2010), to decrease the rate of influence of family income on depression and academic achievement among students, the government should organize practical programs to help families and students in the areas of food, money and the other supports.

In their study on the effects of poverty on academic achievement in the USA, Lacour and Tissington (2011) concluded their study that poverty directly affects academic achievement due to the lack of resources available for students' success; thus, low academic achievement is closely correlated with lack of resources, with emphasis on financial resources. They recommended that instructional techniques and strategies implemented at the classroom, school, district, and government levels can help close the achievement gap by providing students with necessary assistance in order to achieve high performance in academics.

In the United States (US), the gaps in achievement among poor and advantaged students are substantial (Rowan et al., 2004). Through multiple studies, The U.S. Department of Education (2001: 8) has indicated results that "clearly demonstrated that student and school poverty adversely affected student achievement". The U.S. Department of Education (2001) found the following key findings regarding the effects of poverty on student achievement in a study conducted on third through fifth grade students from 71 high-poverty schools: The students scored below norms in all years and grades tested; students who lived in poverty scored significantly worse than other students; schools with the highest percentages of poor students scored significantly worse initially, but closed the gap slightly as time progressed. Numerous individual studies have found similar results.

According to Bergeson (2006), students from low-income families consistently, regardless of ethnicity or race, score well below average. For example, in one study, 43.5% of low-income students did not successfully meet any of the required subject area assessments while only 13.2% of low-income students met all of the required subject area assessments. Family income becomes educational controlling factor globally.

Economic deficiencies in the home and the institution affect academic achievement. For example, Allington et al. (2010) and Rothstein (2008) agreed that limited access to financial assets within the family (such as technology, books, or education-rich experiences) affects performance. Additionally, characteristics of low-income families that influence children's performance include the inability to afford healthcare and high mobility/absence rates as

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parents move from place to place, following work/job opportunities (Rothstein, 2004; 2008).

While some research suggests that early learning environment (Brown, 2009) and skill gaps in expressive language (West, 2007) play a role in predicting school problems for at-risk students, others state that persistence is a key factor in student performance. The Organisation of Economic Co-operation and Development (2011) reported that these students do not sustain persistence when faced with academic challenge which is the ultimate cause for the difficulties in school, whereas the children from higher socioeconomic groups are better equipped to persist because they may attack challenging tasks with a better self-concept and positive attitude. According to Brown (2009), the low-income child who is unable, to persist in the face of difficult academic tasks will continue to fall further behind, in fact widening the achievement gap.

Family headship and students' academic achievement: Single parent or both parents may head families, as elder child can head it. Lee and Burkam (2002) analysed data from the U.S. Department of Education's Early Childhood Longitudinal Study, Kindergarten Cohort (ECLS-K), a representative sample of more than 16,000 five and six year old children nationwide. They found that children from families with the lowest incomes were more likely to live with only one parent than children from the highest income families (48 percent versus 10 percent).

Hampden and Johnston's (2006) analysis of test scores from administrations of the Program for International Student Assessment (PISA) found that students in the U.S. who lived in two-parent households received higher math literacy scores, on average, than students who lived with only one parent. In this set up, the extended family acted as a social security safety net for vulnerable children. The responsibility of caring for orphans has become a major problem due to poverty, which is undermining the extended family's capacity to cope with orphans (Foster et al, 1997)

The child-headed household has emerged as a context of child development due to the disintegrating extended family as a safety net. In this household, older children are usually forced to take up adult responsibilities of care and support for younger siblings and vulnerable elders with little or no support from the extended family and government when they themselves still need adult support and guidance. It appears as if the socio-economic conditions of this household do not foster cultural experiences, which enhance academic performance.

Students whose parents monitor and regulate their activities, provide emotional support, encourage independent decision-making and are generally more involved in their schooling are less likely to drop out of school, rather they do well academically. In the study, Drewry (2007) focused on family structure and parental practices as factors for high school completion and that, children in families with two birth parents receive encouragement that is more parental and attention with respect to educational activities than children from non-intact families. She also found that, children from single parents and stepparents

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families are more likely to exhibit signs of school disengagement than children who live with both birth parents.

Family size and students' academic achievement: The family and the household are the fundamental socioeconomic institutions in human society. The principal social function of the family is to bring children into the World and to care for them, until they can support themselves (Ryder, 1977). Family can be of small size or large size depending on society' civilization. Family size in one way or the other affects academic achievement. The relationship between family size and children's outcomes was conventionally addressed in what is known as the „quantity-quality“ model (Becker and Nigël 2005).

Recent research by Conley and Glauber, (2006) suggested that children in large families receive small educational investments and show poor educational attainment. Literature on developed nations such as the United States identifies a trade-off between the number of children in the family and educational attainment (Hanushek et al., 2001). Analysis of a large, nationally representative survey shows that family size exerts a substantial negative influence on the probability that a child will attend secondary school in Thailand. The underlying principle is that a family resource available per child is associated with larger numbers of children.

Decreasing birth rates contribute to increase in educational attainment in Thailand (Knodel, 2001). According to Al Samarrai, S. and Peasgood, T. (2006), low academic performance in Tanzania is related to a range of factors such as absenteeism, demands on children's time and large composition of family. Although the inverse relationship between the number of siblings and children's educational performance has been well established, explanations for this relationship are not straightforward. A number of arguments suggest that siblings from larger families are found to do worse in academics than children from smaller families.

The reason is that parents of many children cannot afford to divide quality time with their children. Value added quality time is hard to set aside to oversee the academic aspect of the children. On the other hand, parents with two to three kids can afford the time to develop their children's academic capabilities because their time is only shared with less number of children (Goux, 2004). With the increase in the number of children comes a diminution of adult-child interaction and subsequently a lower achievement level for the children of larger families (Conley et al, 2005). There is evidence in Africa, which suggests that children with low achievement are more likely than those with higher achievement to drop out (Hunter and May, 2003).

The effect of family size on educational attainment has been found to be negative by Gouxet and Maurin (2005) in France. The claim is that children living in larger families perform worse in school and so cannot reach far as compared to those in smaller families. They further contended that the mechanism is due to overcrowded homes. When there is an increase in the

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number of children, the total cost of investing a certain amount in per-child quality becomes higher and for a given budget constraint, parents will lower the investment in per-child quality. This indicates that there is a negative relation between child quantity and child quality.

Information from literature depicted that children from larger families are found to do worse than children from smaller families lower down the birth order do worse than those higher up the birth order (Lacovou, 2001). Observations and studies have shown that more attention and time are usually accorded the first-born (Becker, 2000). Parental attention by parents decline as the number of children increase and later born children perform less well than their earlier born siblings do.

Powell and Stelman (2010) and Van-Ejck and Degraaf (2012) argued that children's attainment depends on input of time and money from their parents. The more increase of children in a family the less of both inputs. These inputs are not money alone, but other essential things like time, attention, resource delusion and so on. Moreso, Booth and Kee (2006) confirmed that children from larger families have lower levels of education.

Pupils with fewer siblings are likely to receive more attention that is parental and more access to resources than children from large families. The additional attention and support leads to better school performance (Eamon, 2005). According to Alio (2005), family size has implication for education. The author emphasized that the size of the family determines largely the relative amount of physical attention and time, which each child gets from his or her parents.

Durosaro and Durosaro (2010) in their study attempted to investigate the relationship between pupil's family size and their academic performance; they found out that family size influence academic performance. Their study reveals that children from small size families performed better at school than their counterparts from both average size and large size families. Yoloye (2009) conducted a study to see if the family background variables might be useful in explaining their academic performance. Some aspects of family background variable examined in the study include family size and parent's educational status. His findings were that the polygamous family size, which was naturally large, reduces the chances of children going to school in the first instance.

The economic implication of large family size is better explained in Okunyi (2004) who observed from his study that as families get larger, parents could not give their children the same amount of individual attention. They could not afford to provide them with so many of the things which will help them to make the best possible use of their years at school such as educational aids, and quiet comfortable rooms in which to do homework undisturbed by pursuits and opportunities for travelling. What is most probably important of all, according to him is the fact that the parents of large families were found not to talk with their children to the same extent as parents of small families. Moreover, larger quantity of children still negatively affects investments in children's educational

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performance. The effect is especially strong for families where high fertility rate are dominating. Smaller family size has been linked with higher academic performance (Eamon, 2005).

Methods

This section presents the research methodology of this study. This involves; the research design, study population, sampling, data collection instruments, validity and reliability of the instruments, data processing, and data analysis.

Research design: This study used a mixed research design. According to Johnson and Turner (2003), the fundamental principle of mixed methods research is that multiple kinds of data should be collected with different strategies and methods in ways that reflect complementary strengths and non-overlapping weaknesses, allowing a mixed methods study to provide insights not possible when only qualitative or quantitative data are collected. Mixed methods research is formally defined here as the class of research where the researcher mixes or combines quantitative and qualitative research techniques, methods, approaches, concepts or language into a single study (Johnson & Onwuegbuzie, 2004). According to Lincoln and Guba (1985), quantitative methods are also frequently characterized as assuming that there is a single “truth” that exists, independent of human perception.

According to Hiatt (1986), qualitative research methods focus on discovering and understanding the experiences, perspectives, and thoughts of participants. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them (Denzin & Lincoln, 2005). Quantitative methods involved the questionnaires filled by students and the qualitative research method involved the interviews with head teachers and director of studies, concerning the status of the subject under study.

Participants: The study was carried out in all thirteen schools with only 9YBE Program within Rubavu District. The study targeted specifically students from primary four to senior three, head teachers, and director of studies. These students were chosen because they are the ones who have been at school for at least 3 years. Head teachers and director of studies were targeted because they are the ones who ensure the everyday management activities of the schools and therefore, they are assumed to have knowledge of all the information in their schools including students’ academic achievement.

According to Cohen, et al. (2000), a sample is a sub set of a total population under study and it represents the characteristics of the population.

The sample size for this study was determined using the formula for sample size determination as given by Yamane (1967). For him, the formula for sample size determination is as follows:

$$n = \frac{N}{1 + N(e)^2}$$

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Where **N**: stands for population, **n**: stands for sample size, and **e**: stands for sampling error, which equals to 0.05; Population (**N**) = 5345+3871+13+13= 9242
 The application of this formula gives a sample size of 383 people.

$$n = \frac{9242}{1+9242(0.05)^2} = 383$$

According to Kothari (2009), sampling is the process of selecting samples to represent the population. In this study, a researcher used two types of sampling techniques namely simple random and purposive sampling. This study, involves three groups of respondents: primary four to senior three students, head teachers, and director of studies. The selection of head teachers and director of studies was purposive because they are few. For the selection of Primary and ordinary level students, simple random sampling technique was applied.

Measures: In order to obtain wide range of information for the purpose of the study, three methods of data collection were used namely questionnaires, interview guide, and documentation. Questionnaires were used to collect data from students as it allowed the study to include large samples for representativeness to inform the study on practices, opinions and attitudes of respondents (Mugenda&Mugenda,1999), concerning the effect of family socio-economic status on students' academic achievement. Questionnaires were made of close-ended questions, in the form of Likert scales (1=Strongly Agree, 2=Agree, 3=Neutral, 4=Disagree, 5=Strongly Disagree). Documentary review also were used in reviewing official documents on student's examination results especially Primary Leaving and ordinary level national examinations (2017-2019) for determining students' academic achievement. The use of document review guide helped to obtain additional information and validate the information collected through questionnaires. In addition, interview schedule was used to collect data for this study. This was used to gather information from head teachers and directors of studies on the effect of family socio-economic status on students' academic achievement.

To test for the reliability of research instrument, the researcher applied the test – retest technique. Cronbach's coefficient alpha was used in this study, to compute for reliability. This coefficient is the average inter-item correlation of all items constituting a scale representing the best estimate of full-scale reliability. It varies between values of 0.00 and 1.00. The closer the value approaches 1.0 the more consistent a test is and the freer of error of variance (Mugenda&Mugenda, 2002). The pilot study was conducted to 20 students from the schools different from those the real study targeted. These students were given the questionnaires and each of them was asked to feedback. Data collected in pilot study was entered in SPSS 2020 computer software for calculating reliability coefficient (Cronbach's Alpha). The table below shows Cronbach's alphas scores.

Table1: Reliability results

Variables	Items	Cronbach's Alpha	comments
Family financial status	20	0.914	Accepted

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Family size	20	0.889	Accepted
Family headship	20	0.797	Accepted
Overall		0.866	Accepted

According to George and Mallery (2003), Cronbach's alpha above 0.7 is considered as satisfactory. As shown in the table 1, the calculated Cronbach's Alpha was 0.866, which is above 0.7 This means that the tool was adequate in measuring the effect of family socio-economic status on students' academic achievement in 9YBE schools in Rubavu District.

In analyzing the data, the researcher used SPSS (Statistical package for Social Sciences) version 20 to make all the due calculations and to design all the important tables. SPSS is known for its ability to process large amount of data given its wide spectrum of statistical procedure purposefully designed for social sciences (Mugenda&Mugenda, 1999). Data from the questionnaires were analyzed through descriptive and inferential statistics, and qualitative data from interviews were analyzed qualitatively.

Findings

In this section, the findings are going to be presented, analyzed, and interpreted. The presentation will use tables; the interpretation will base on the analyzed data through descriptive statistics (mean and standard deviation), inferential statistics (regression), and qualitative data collected through interview. Interpretation will be done according to the objectives and research hypotheses that guided this study. This study sought to achieve the objective of determining the effect of family socio-economic status on students' academic achievement in 9YBE schools in Rubavu District.

Demographic characteristics of respondents: Information about demographic characteristics of respondents is presented in this section. It includes; gender, age, and education level of students in 9YBE sample schools in Rubavu District. The participants to this study were 348 students from Primary four to Senior three, 13 head teachers and 23 director of studies. Among the head teachers, 11 (84.6%) were males while 2 (15.4%) are females. Among director of studies, 12 (92.3%) are males while 1 (7.7%) were females. Concerning the students, three demographic characteristics were concerned. These are gender, age, and educational level. In terms of gender, 46.6% of the respondents were females while 53.4% were males. Concerning the age, less than 10 years old were 1.4%, between 10 to 15 years old were 53.7%, above 15 years old were 44.8%. In terms of educational level, P4 (5.25%), P5 (14.1%), P6 (17.5%), S1 (13.8%), S2 (22.7%), S3 (26.7%).

Descriptive statics of family financial status on students' academic achievement: The respondents were asked to provide the answers to the statements given about financial status of their families, descriptive statistics of their answers is presented in the table 2 below.

Table 2: Descriptive Statistics on family financial status

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Statements	N	Min	Max	Mean	STD
I come from poor family (category I&II of Ubudehe)	348	2.00	5.00	4.3994	.86807
My family does not have high income generating activities	348	5.00	5.00	5.0000	.00000
My family has low income generating activities	348	2.00	5.00	3.4425	.67018
My father does not have monthly payment job	348	2.00	5.00	4.8592	.55815
My mother does not have monthly payment job	348	2.00	5.00	4.5632	.74309
My siblings do not have high income generating activities	348	5.00	5.00	5.0000	.00000
My family does not have enough food	348	5.00	5.00	5.0000	.00000
My family is not able to pay school fees (contribution)	348	2.00	5.00	4.7672	.66650
My family does not have a good house and electricity	348	3.00	5.00	4.4224	.72602
I do not have enough scholastic materials	348	2.00	5.00	3.7414	1.08264
Overall	348			4.51953	0.444658

Note: Strongly Disagree= [1-2]=Very Low Mean; Disagree= [2-3]=Low mean; Neutral= [3-4]=Moderated mean; Agree= [4-5]=High mean; Strongly Agree = [5]= Very High mean

Source: research data

The results in table 2 show the opinions of respondents about different statements defining family financial status. These statements have effect on students' academic achievement. Considering the mean from responses, it is clear that statements are in the following category: very high mean, high mean and moderate mean. The results in all these categories show that the respondents agreed and strongly agreed with the statements related to the family financial status on students' academic achievement. Statements with very high mean are: My family does not have high income generating activities (Mean=5,STD=0), My siblings do not have high income generating activities (Mean=5, STD=0), and My family does not have enough food (Mean=5, STD=0). The statements with high Mean are: I come from poor family (category I&II of Ubudehe) (Mean=4.3994,STD= 0.86807), My father does not have monthly payment job (Mean= 4.8592,STD=0.55815), My mother does not have monthly payment job (Mean=4.5632,STD=0.74309), My family is not able to pay school fees (contribution) (Mean=4.7672,STD=0.66650), My family does not have a good house and electricity (Mean=4.4224,STD=0.72602). The statements with moderate mean are: My family has low income generating activities (Mean=3.4425, STD=0.67018), I do not have enough scholastic materials (Mean=3.7414, STD=1.08264). The results from table 4.5 show that the overall Mean of agreement is high (Mean=4.51953) and the overall standard deviation is (STD=0.444658).

Effect of family size on students' academic achievement: The respondents provided the answers to the statements given about family size; descriptive statistics of their answers is presented in the table 3 below.

Table 3: Descriptive Statistics on family size

Statements	N	Min	Max	Mean	STD
In our family, we are more than four children	348	2.00	5.00	4.1379	.86458
My brothers have more than three children	348	3.00	5.00	4.0316	.91206
My sisters have more than three children	348	2.00	5.00	3.5345	1.41073
My aunts have more than four children	348	2.00	5.00	4.4339	.98619
My uncles have more than four children	348	2.00	5.00	4.5603	.86516

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My family mind-set towards family planning is low	348	3.00	5.00	3.2931	.54244
My brothers marry below 24 years old	348	1.00	5.00	4.2787	1.18585
My sisters marry below 24 years old	348	2.00	5.00	4.1983	.99757
In my family we live with many cousins	348	2.00	5.00	2.8621	.99187
My family cater for non-biological siblings	348	2.00	5.00	3.8592	1.45648
Overall	348			3.91896	1.021293

Note: Strongly Disagree= [1-2]=Very Low Mean; Disagree= [2-3]=Low mean; Neutral= [3-4]=Moderated mean; Agree= [4-5]=High mean; Strongly Agree = [5]= Very High mean

Source: research data

The results in table 3 show the opinions of respondents about different statements defining family size. These statements have effect on students' academic achievement. Some respondents agreed and strongly agreed with some statements, this results in high mean. These are: In our family, we are more than four children (Mean=4.1379, STD=0.86458), My father does not use any mean of family planning (Mean=4.0316, STD=0.91206), My aunts have more than four children (Mean=4.4339, STD=0.98619), My brothers marry below 24 years old (Mean=4.2787, STD=1.18585), My sisters marry below 24 years old (Mean=4.1983, STD=0.99757). In addition, the results show that some respondents agreed and strongly agreed to the moderate mean with 3 statements. These are: My mother does not use any mean of family planning (Mean=3.5345,STD=1.41073), My family mind-set towards family planning is low (Mean=3.2931,STD=0.54244), My family cater for non-biological siblings (Mean=3.8592,STD=1.45648). On the other hand, the results show that the majority of respondents disagreed and strongly disagreed with 1 statement, which result in low mean. This is statement is: In my family we live with many cousins (Mean=2.8621, STD=.99187). The results in table 3 show that the overall level of disagreement and agreement is moderate (Mean=3.91896) and the overall standard deviation is (STD= 1.021293)

Effect of family headship on students' academic achievement: The respondents provided the answers to the statements given about family headship; descriptive statistics of their answers is presented in the table 4 below.

Table 4: Descriptive Statistics on family headship

Statements	N	Minimum	Maximum	Mean	STD
I am an orphan by both parents	348	1.00	5.00	2.0718	1.01460
I am an orphan by father	348	2.00	5.00	2.4626	1.05540
I am an orphan by mother	348	2.00	5.00	2.1983	.60573
My family is headed by sibling	348	1.00	5.00	1.9569	.46290
I am a head of my family	348	2.00	5.00	2.1810	.71540
I am an adopted child	348	2.00	5.00	2.5690	1.15804
My family is headed by aunt	348	2.00	5.00	3.9655	1.42799
My family is headed by uncle	348	2.00	5.00	3.0517	1.22541
My family is headed by grand father	348	2.00	5.00	2.6552	1.20592
My family is headed by grand mother	348	2.00	5.00	2.6638	1.24709
Overall	348			2.57758	1.011848

Note: Strongly Disagree= [1-2]=Very Low Mean; Disagree= [2-3]=Low mean; Neutral= [3-4]=Moderated mean; Agree= [4-5]=High mean; Strongly Agree = [5]= Very High mean

Source: research data

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The results in table 4 show the opinions of respondents about different statements defining family headship. These statements have effect on students' academic achievement. The majority of respondents agreed and disagreed strongly with 2 statements, with moderate mean. Those statements are: My family is headed by aunt (Mean=3.9655, STD=1.42799), My family is headed by uncle (Mean=3.0517, STD=1.22541). On contrary, the results show that the majority of respondents disagreed and strongly disagreed with 7 statements related to the family headship with low mean and one statement with very low mean. The statements with low mean are: I am an orphan by both parents (Mean=2.0718, STD=1.01460), I am an orphan by father (Mean=2.4626 , STD=1.05540), I am an orphan by mother (Mean=2.1983 , STD=0.60573), I am a head of my family (Mean=2.1810, STD=0.71540), I am an adopted child (Mean=2.5690, STD=1.15804), My family is headed by grandfather (Mean=2.6552, STD=1.20592), My family is headed by grandmother (Mean=2.6638, STD=1.24709). The statement with very low mean is: My family is headed by sibling (Mean= 1.9569, STD=0.46290). The results in table 4.8 show that the overall mean of agreement and disagreement with the proposed statements about family headship is low (Mean=2.57758) and the overall standard deviation is (STD=1.011848).

Students academic achievement: The respondents were asked to provide the answers on their academic achievement in three years (2017-2019), descriptive statistics of their answers is presented in the table 5 below.

Table 5: Descriptive Statistics on academic achievement

Statements	N	Minimum	Maximum	Mean	STD
In last three years my academic achievement has been good	348	2.00	4.00	2.2701	.68455
In last three years the average of my academic achievement was above 80%	348	2.00	4.00	2.0575	.33461
In last three years the average of my academic achievement was above 70%	348	2.00	4.00	2.1437	.51719
In last three years the average of my academic achievement was above 60%	348	2.00	4.00	2.2874	.70254
In last three years the average of my academic achievement was above 50%	348	2.00	4.00	2.5690	.90363
In last three years the average of my academic achievement was above 40%	348	2.00	4.00	2.9397	.99817
In last three years the average of my academic achievement was above 30%	348	1.00	5.00	3.9109	1.1491 6
In last three years I repeated a class thrice	348	2.00	5.00	2.7586	1.3058 5
In last three years I repeated a class twice	348	2.00	5.00	3.5316	1.3608 9
In last three years I repeated a class once	348	2.00	5.00	4.4943	.87717
Overall	348			2.89628	0.883376

Note: Strongly Disagree= [1-2]=Very Low Mean; Disagree= [2-3]=Low mean; Neutral= [3-4]=Moderated mean; Agree= [4-5]=High mean; Strongly Agree = [5]= Very High mean

Source: research data

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The results in table 5 show that the majority of respondents agreed and strongly agreed with 1 statements that defines their academic achievement in last three years with a high mean. This statement is: In last three years, I repeated a class once (Mean=4.4943, STD=0.87717). In addition, the results show that the respondents agreed ad strongly agreed with 2 statements related to the students' academic achievement with a moderate mean. These include: In last three years the average of my academic achievement was above 30% (Mean=3.9109, STD=1.14916), In last three years I repeated a class twice (Mean=3.5316, STD=1.36089).

On the other hand, the respondents disagreed and strongly disagreed with 7 statements related to the students' academic achievement with low mean. These statements include: In last three years my academic achievement has been good (Mean=2.2701, STD=0.68455), In last three years the average of my academic achievement was above 80% (Mean=2.0575, STD=0.33461), In last three years the average of my academic achievement was above 70% (Mean=2.1437, STD=0.51719), In last three years the average of my academic achievement was above 60% (Mean=2.2874, STD=0.70254), In last three years the average of my academic achievement was above 50% (Mean=2.5690, STD=0.90363), In last three years the average of my academic achievement was above 40% (Mean=2.9397, STD=0.99817), In last three years I repeated the class thrice (Mean=2.7586, STD=1.30585). The overall results in the table 4.9 showed the low mean (Mean=2.89628), and the overall standard deviation (STD=0.883376).

Regression analysis for effect of family financial status on Students' academic achievement

Table 6: Model Summary for family financial status and Students' academic achievement

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.820 ^a	.672	.667	.25344

a. Predictors: (Constant), Family financial status

From the results of the regression analysis in the table 13, the findings show that the family financial status has effect of 67.2% of the variation in Students' academic achievement as explained by R² of 0.672, which shows that the model is a good prediction.

Table 7: Analysis of variance for family financial status and Students' academic achievement ANOVA^b

Model	Sum of Squares	df	Mean Square	F	.000 ^b
Regression	2.791	1	2.791	13.574	.000 ^b
Residual	39.682	193	.206		
Total	42.473	194			

a. Dependent Variable: Students' academic achievement

b. Predictors: (Constant), Family financial status

Table 8: Regression coefficients for family financial status and Students' academic achievement Coefficients^a

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.088	.416		5.024	.000
Family financial status	.381	.103	.256	3.684	.000

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a. Dependent Variable: Students' academic achievement

The results in table 8 revealed that there was a positive and significance relationship between family financial status and students' academic achievement ($\beta=0.381$, p value <0.05). This means that a unit of change in family financial status, increases students' academic achievement by 0.381 units. This can be shown in the equation below: $Y = 2.088+0.381X$

Where:Y refers to dependent variable (Students' academic achievement); X refers to family financial status

Regression analysis for effect of family size on Students' academic achievement

Table 9: Model Summary for family size and Students' academic achievement

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.712 ^a	.507	.506	2.13247

a. Predictors: (Constant), Family size

From the results of the regression analysis in the table 19, the findings show that the family size has effect of 50.7% of the variation in Students' academic achievement as explained by R^2 of 0.507, which shows that the model is a good prediction.

Table 10: Analysis of variance for family size and Students' academic achievement

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	1621.098	1	1621.098	356.485	.000 ^b
Residual	1573.417	346	4.547		
Total	3194.514	347			

a. Dependent Variable: Student academic achievement

b. Predictors: (Constant), Family size

The test for the analysis of variance in table 10, showed that regression coefficients indicate that the significance of the F is 0.00 which is less than 0.05 (p-value <0.05). There is therefore a significant effect of family size on students' academic achievement; hence, null hypothesis is rejected while alternative one is accepted.

Table 11: Regression coefficients for family size and Students' academic achievement

Coefficients^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	18.208	.581		31.343	.000
Family size	.274	.015	.712	18.881	v

a. Dependent Variable: Students' academic achievement

The results in table 11 revealed that there was a positive and significance relationship between family size and students' academic achievement ($\beta=0.274$, p value <0.05). This means that a unit of change in family size, increases students' academic achievement by 0.274 units. This can be shown in the equation below:

$Y = 18.208+0.274X$; Where:Y refers to dependent variable (Students' academic achievement); X refers to family size

Regression analysis for effect of family headship on Students' academic achievement

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Table 12: Model Summary for family headship and Students' academic achievement

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.697 ^a	.486	.484	2.17940

a. Predictors: (Constant), Family headship

From the results of the regression analysis in the table 12, the findings show that the family headship has effect of 48.6% of the variation in Students' academic achievement as explained by R² of 0.486, which shows that the model is a good prediction.

Table 13: Analysis of variance for family headship and Students' academic achievement

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	1551.087	1	1551.087	326.559	.000 ^b
Residual	1643.427	346	4.750		
Total	3194.514	347			

a. Predictors: (Constant), Family headship

b. Predictors: (Constant), Family headship

The test for the analysis of variance in table 13, showed that regression coefficients indicate that the significance of the F is 0.00 which is less than 0.05 (p-value < 0.05). There is therefore a significant effect of family headship on students' academic achievement; hence, null hypothesis is rejected while alternative one is accepted.

Table 14: Regression coefficients for family headship and Students' academic achievement
Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	18.890	.570		33.167	.000
Familyheadship	.391	.022	.697	18.071	.000

a. Dependent Variable: Student academic achievement

The results in table 14 revealed that there was a positive and significance relationship between family headship and students' academic achievement ($\beta=0.391$, p value < 0.05). This means that a unit of change in family headship, increases students' academic achievement by 0.391 units. This can be shown in the equation below: $Y = 18.890 + 0.391X$

Where: Y refers to dependent variable (Students' academic achievement); X refers to family headship

Table 15: Model Summary for family socio-economic status and Students' academic achievement

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.775 ^a	.600	.597	1.92611

a. Predictors: (Constant), Family headship, Family financial status, Family size

From the table 15, the results indicated that the predictor variables were able to explain much of the movement of the dependent variable. It means that family socio-economic status has the effect of 60% of the variation in Students' academic achievement as explained by R² of 0.600, which shows that the model is a good prediction.

Table 16: Analysis of variance for family socio-economic status and Students' academic achievement
ANOVA^b

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	1918.305	3	639.435	172.359	.000 ^b

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Residual	1276.209	344	3.710		
Total	3194.514	347			

a. Dependent Variable: Student's' academic achievement

b. Predictors: (Constant), Family headship, Family financial status, Family size

The test for the analysis of variance in table 16, showed that regression coefficients indicate that the significance of the F is 0.00 which is less than 0.05 (p -value<0.05). Therefore, the study rejected the null hypothesis and inferred that independent variables were collectively statistically in predicting the value of changes in students' academic achievement in 9YBE schools in Rubavu District, Rwanda. Based on these results, the study concluded that socio-economic variables have significant effect on dependent variable (students' academic achievement).

Table 17: Regression coefficients for family socio-economic status and Students' academic achievement

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	6.047	2.309		2.619	.009
Factor 1	.292	.060	.242	4.856	.000
Factor 2	.082	.026	.212	3.119	.002
Factor 3	.253	.029	.451	8.601	.000

a. Dependent Variable: Factor 4

The results in table 17 revealed that there was a positive and significance relationship between factor 1 and factor 4 ($\beta=0.292$, p value <0.05). This means that a unit of change in factor 1, increases factor 4 by 0.292 units while holding constant factor 2 and 3. In addition, there was a positive and significance relationship between factor 2 and factor 4 ($\beta=0.082$, p value <0.05). This means that a unit of change in factor 2, increases factor 4 by 0.082 units while holding constant factor 1 and 3. There was also a positive and significance relationship between factor 3 and factor 4 ($\beta=0.253$, p value <0.05). This means that a unit of change in factor 3, increases factor 4 by 0.253 units while holding constant factor 1 and 2. This can be shown in the equation below: $Y= 6.047+0.292X_1 + 0.082X_2 +0.253X_3$;Where:Y refers to factor 4 as dependent variable (Students' academic achievement); X_1 refers to factor 1 (Family financial status); X_2 refers to factor 2 (Family size); X_3 refers to factor 3 (Family headship)

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Results from interviews: This section presents the result from interviews conducted with head teachers and director of studies. The interviews were conducted with the purpose of knowing the effect of family socio-economic status on students' academic achievement in 9YBE schools in Rubavu District, Rwanda. The first category of questions to interviewees were if family financial status, family size, and family headship have effect on students' academic achievement. They were also asked to kindly provide brief explanations for the questions answered by yes. The secondary category of questions to the interviewees were about students' academic achievement for three years (2017-2019). Here there were two sub-questions: the first was to know if students' academic achievement in three years has been good, the second was to know the effect of socio-economic variables, if academic achievement has not been good. In addition, the interviewees were asked to kindly provide brief explanations if socio-economic status of families from which the students come from, had effect on their poor academic achievement. Below are the opinions of interviewees.

Effect of family financial status on students' academic achievement: This point includes the common ideas from the interviewees. Below are the common opinions, when they were asked about the effect of family financial status on students' academic achievement.

They all confirmed that family financial status has the effect on students' academic achievement. Their brief explanations were that, the lack of basic needs for many students due to the poverty in their families is among the root causes of poor students' academic achievement. On the other hand, they explained that students who have basic needs are likely to achieve well academically.

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Effect of family size on students' academic achievement: On this point, interviewees were asked their opinions on the effect of family size students' academic achievement. They all confirmed that family size has effect on students' academic achievement, in one way or the other. They explained that students from parents/families with huge number to cater for are likely to perform poorly. They went on explaining that children need parental guidance, and when they are many, often parents/families failed to do so, hence they perform poorly. Contrary to this, students from standard families have the opportunity to perform well.

Effect of family headship on students' academic achievement: To this point, interviewees were asked if family headship has the effect on students' academic achievement. They generally confirmed the effect of family headship on students' academic achievement. They explained that the majority of students from the families not headed by their own biological parents perform poorly compared to their counterparts from families headed by their own biological parents. This is due to the fact that, students, especially small children need parental care/guidance for any success.

Students' academic achievement: This section presents the information related to the students' academic achievement in three years (2017-2019). The interviewees were asked if in this period students' academic achievement has been good. The majority of interviewees confirmed that during this period, the students' academic achievement has not been good. When asked if the poor students' academic achievement has something to do with family financial status of families from which they come from, the majority agreed, and went on explaining that family financial status of families has been and is still among the greathindrances to the students' academic achievement.

Discussion

As mentioned earlier, the purpose of this study was mainly to investigate the effect of family socio-economic status on students' academic achievement in Nine Year Basic Education (9YBE) schools within Rubavu District. The researcher aimed at coming up with possible solutions to enhance students' academic achievement not only in geographical scope of study but across the World as well.

From the general purpose of this study, three objectives were stated as follows: i. To determine the effect of family financial status on students' academic achievement in 9YBE schools in Rubavu District, ii. To examine the effect of family size on students' academic achievement in 9YBE schools in Rubavu District, iii. To determine the effect of family headship on students' academic achievement in 9YBE schools in Rubavu District. Data analysis based on the 348 returned questionnaires was done, using the Statistical Package for Social Sciences (SPSS) Version 20 computer software, through descriptive and inferential statistics.

A part from the data from questionnaires, the researcher also relied on the documentation and interview results. After analyzing the data, it was found that

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family socio-economic status has a positive significant effect on students' academic achievement in 9YBE schools in Rubavu District, as indicated below.

Effect of Family financial status on students' academic achievement:

Considering the objective one of this study, it was found that family financial status has a positive significant effect on students' academic achievement in 9YBE schools in Rubavu District, this was confirmed by p and Beta values (p -value=0.000, β =.381). This was achieved by providing 10 statements or options about family financial status for which the respondents were asked to choose appropriate box by Likert scales. Therefore, it was found that all family financial status variables have effect with overall mean of 4.51953 and standard deviation of 0.444658 (Mean=4.51953, STD=0.444658). This means that most of the students come from poor families, which are not able to afford basic needs for them, and this brings about their poor academic achievement. These findings are complemented by the interview results from head teachers and director of studies who confirmed that the poverty in the families from which students come from is among the great hindrances to the students' academic achievement. These findings are not different from those of Lacour and Tissington (2011) who concluded that poverty directly affects academic achievement due to the lack of resources available for students' success, with emphasis on financial resources. All these findings showed that students' academic achievement in 9YBE schools in Rubavu District would not improve significantly, the moment their family will not improve financially.

Effect of family size on students' academic achievement: Considering the objective three of this study, it was found that family size has a positive significant effect on students' academic achievement in 9YBE schools in Rubavu District, which was confirmed by p and Beta values (p -value=0.000, β =0.274). In order to achieve this, 10 statements or options about family size have been used and the respondents chose the appropriate box according to their understanding. Therefore, it was found that all family size variables have effect with overall mean of 3.91896 and standard deviation of 1.021293 (Mean=3.91896, STD=1.021293). However, some variables have effect than others, especially those linked to the high number of children in families. This means that most of the students come from large size families. Results from interviews, confirmed that academic achievement of children from large size families is low compared to their counterparts from small size families. This is due to the fact that families with huge number of children lack enough time and means to cater for their children. These findings are similar to those of Durosaro and Durosaro (2010) whose study revealed that children from small size families perform better at school than their counterparts from both average size and large size families.

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Effect of family headship on students' academic achievement: With regard to the objective four of this study, it was found that family headship has a positive significant effect on students' academic achievement in 9YBE schools in Rubavu District, which was confirmed by β and Beta values (p -value=0.000, β =0.391). To achieve this, 10 statements defining family headship, have been used and the respondents chose the appropriate box according to their understanding. The study showed that family headship variables with more effect are: families headed by aunts (Mean=3.9655, STD=1.42799), families headed uncles (Mean=3.0517, STD=1.22541), families headed by grandmothers (Mean=2.6638, STD=1.24709), families headed by grandfathers (Mean=2.6552, STD=1.20592). These findings are explained by the fact that some students live in families not headed by their biological parents, because of social problems like teenage pregnancies in some families. Therefore, the students from such kind of families mostly have poor academic achievement. Results from interviews confirmed that academic achievement of students from families headed by other guardians/ non-biological parents is poor compared to their counterparts from families headed by biological parents. This is due to the fact that children from families not headed by both biological parents mostly lack enough parental care. These findings are not different from those of Drewry (2007) whose study found that children from single parents and stepparents families are more likely to exhibit signs of school disengagement than children who live with both birth parents.

All in all, this study found that family socio-economic status variables have significant effect on students' academic achievement in Nine-Year Basic Education (9YBE) schools in Rubavu District.

Conclusion

Basing on the findings, the study indicates that there is a significant effect of family socio-economic status on students' academic achievement, in Nine-year Basic Education (9YBE) schools in Rubavu District. From this study, it was noted that family income plays a paramount role in student academic achievement. Students from families that cannot provide basic needs like enough and balanced diet, standard shelter, clothes, health care, and scholastic materials cannot achieve academically as it should be. Meaning that even if other factors that influence student academic achievement are dealt with, the student who suffer from not having basic needs will not perform well.

The findings in this study confirmed the effect of family size on student's academic achievement. The families with high number of children, in most cases fail to cater for them. This affects negatively the children, especially in their studies, as they are not well supervised. Students may have all basic needs, may study in good conditions, but if they do not receive strictness or guidance from their families, especially nucleus families, their academic achievement will be poor. Hence, not having a standard family does not only affect families in terms of economy, but in terms of caring for their children as well. From this study

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also, it was noted that family headship has a great effect on student academic achievement. Respondents showed that orphan hood of any kind for students and not being with their biological parents, affect negatively their academic achievement. This is due sometimes to psychological problems that student has. At school, in most cases, students are treated equally, they study the same content, by the same teachers, and the requirement to study are the same, and however, they come from different families, with different backgrounds. To maximize students' academic achievement, family socio-economic challenges, like extreme poverty in some families, should be taken into account, if they are to achieve academically.

Recommendations

Basing on the findings and conclusions of this study, below are recommendations made for consideration by government, parents (guardians)/families, teachers, education officers/inspectors, NGOs in education, and the community at large with the aim of improving students' academic achievement.

The government should ensure that policies aimed at developing families socially and economically, are in place and implemented fully. It should also sensitize families on need and importance of supporting their children's education for better academic achievement. This will help the families to address the challenges related to socio-economic status that hinder students from these families, from achieving academically.

Parents (guardians)/families should ensure that their children, who go to school, are provided with basic needs. They should also work frankly with teachers/schools' authority to address any challenge related to socio-economic status of families from which students come from. Parents specifically should comply with laws, rules, and regulations that aimed at helping them to address issues related to socio-economic status provided by government like family planning and saving culture for future welfare. All these will help to address poor learning outcomes of students.

Teachers including administrative staff members of schools should consider student's backgrounds before teaching them. They should remember that they are dealing with the minds of human being who may have different needs and wants. Therefore, teaching should go hands in hands with counselling and guidance services. This will help every student to meet his/her needs and wants, including academic achievement.

Education officers/inspectors should be aware of all factors that hinder students from achieving academically, including those linked to socio-economic status of families from which the students come from. This will help them to provide a constructive and fruitful feedback, which leads to the improvement of learning outcomes.

Non-Government Organizations in education, should invest in wellbeing of students, especially those from have-not families, if they want to improve

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learning outcomes. Sometimes, NGOs focus on teaching and learning process, which is very important, however this cannot achieve the target if the learners are not ready to participate actively due to problems linked to their family socio-economic status.

The wider community should be sensitive to the students' academic achievement, remembering that, the development and wellbeing of it, will depend on the education of its members. This awareness of the community will help in working together towards enhancing students' academic achievement.

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ROLE OF TECHNICAL AND VOCATIONAL EDUCATION
AND TRAINING (TVET) IN EMPOWERING WOMEN IN
RWANDA: A CASE OF RUBAVU DISTRICT

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Abstract

TVET is a hands-on product-based form of training that seeks to expose people to as close as real world of work and its inherent processes. It plays a crucial role in empowering people and makes them well skilled in a specific area of work. This study aimed at assessing the role of TVET in empowering women in Rwanda. The research was conducted in five TVET schools in Rubavu. The study followed the descriptive research design which under quantitative approach. The target population of the study was 334 subjects from which a sample of 77 participants was chosen. The study employed a structured questionnaire in data collection. The data was analyzed by means of percentages, frequencies, means and standard deviation analysis. The study revealed that TVET contributes greatly to the women's empowerment in Rwanda and strengthens their abilities. Findings highlighted the role of hands-on skills as these have greatly contributed to the women's empowerment through accessing to occupations traditionally dominated by men, developing women's confidence and self-esteem, enhancing women's access to employment opportunities. Entrepreneurship skills make women capable to set business goals and work to achieve them and improve socio economic status and inspire self-reliance. Communication skills empowers women in effectively communicating their thoughts, lights, and choice, communicating, and effectively practicing their knowledge and skills for accessing employment opportunities. The study recommended that Ministry of Education (MINEDUC) with its institutions such as Rwanda Polytechnic (RP) and Rwanda TVET Board (RTB) and TVET schools should continue to encourage women to acquire technical and vocational education and training to be able to compete in the job market.

Keywords: *Technical and Vocational Education and Training (TVET), Education, Training, Empowering, Women Empowerment, Rwanda*

According to Saxton (2000) all over the world, countries feel in need of having a knowledge-based society for increasing productivity, high earnings, economic growth, and development. It is the reason why each country strives to have an education which responds to citizens' knowledge and skills needs. Abagi et, al. (2002) education is one of the most important means of transforming and empowering people of different categories like men, women, youth or adults with knowledge, skills, and self-confidence necessary to enable them to become productive members of the society and participate fully in the development process.

Moreover, FME (2000) noted that Technical and Vocational Education and Training (TVET) is regarded as the most effective education system to

empower the citizenry for enhancing employment opportunities, limiting the incidence of social vices due to joblessness, improving the quality of life, stimulating sustainable national development, and reducing poverty. FME (2000) added that TVET is therefore, the most reliable vehicle for empowerment, self-sustenance, and economic prosperity of individuals: men and women and the nation over others.

MINEDUC (2015), TVET is comprising education, training and skills development relating to a wide range of occupational fields, production, services, and livelihoods. It is any education, training and learning activity leading to the acquisition of knowledge, understanding, skills, know-how and attitude relevant for employment or self-employment. WDA (2008) the aim of TVET is to enable or empower learners to meet needs of employment for qualified labour and/or own needs related to production of work. WDA (2008) added that Rwandan TVET is inclusive, and its special focus is both for women and vulnerable people to empower them for employment creation. Empowering women leads to more working force for better development of the country. Therefore, TVET schools have been created across the country of Rwanda.

According to Workforce Development Authority (WDA, 2008) Rwanda recognizes the role of TVET in empowering women and youth and contributing to the Gross Domestic Product (GDP). TVET prepares people for specific jobs or types of work, often including practical and/or procedural activities. WDA (2008) the aim of TVET is to enable or empower learners to meet needs of employment for qualified labour and/or own needs related to production of work.

WDA (2008) added that Rwandan TVET is inclusive, and its special focus is both for women and vulnerable people to empower them for employment creation. Empowering women leads to more working force for better development of the country.

However, the TVET schools, being inclusive, are not playing their predetermined roles effectively because women who graduate in TVET schools do not get jobs compared to men. According to both The National Tracer Survey (NTS) for TVET graduates and Employer Satisfaction Survey conducted in 2018 by the MINEDUC and MINEDUC 2018 education statistics, the females who graduated in 2017 from TVET schools were 16,929 which is 37.7% but the survey indicated that 21% out of 37.7 % did not get employment yet. This means that, although women graduate from TVET schools, are not empowered enough for getting employed or self-employed. If this problem of TVET unempowered women persists, women unemployment also will remain high, and this will have a negative impact on socio economic development of the country of Rwanda. If this problem of TVET unempowered women persists, women unemployment also will remain high, and this will have a negative impact on socio economic development of the country.

Due to the above situation, we found it crucial to conduct a study that can help in solving the problem. Hence, this aimed at assessing the role of TVET in empowering women in Rwanda with a case of Rubavu District. It was set to answer the following research questions: What is the role of hands-on skills, as acquired from TVET schools, in empowering women in Rubavu District?; What is the role of entrepreneurship skills, as acquired from TVET schools, in empowering women in Rubavu District?; What is the role of communication skills, as acquired from TVET schools, in empowering women in Rubavu District? ; We believe that this study would provide insights on the role of TVET in empowering women in Rwanda. The findings of the study would serve as a good tool in assessing the role of TVET in empowering women in Rwanda.

Literature review

An overview of TVET: According to Dike, et al. (2009) in Africa, the apprenticeship system was an avenue for acquiring vocational skills before the colonial era. The youth were trained in traditional vocations such as pottery, weaving, mat making, wood carving, and traditional medicine to name but a few by their parents, family friends, and relatives who were traditional masters of the crafts. Everything changed when the colonial masters set up formal vocational schools for those interested in learning particular trades. While technical and vocational education has continued to thrive in many advanced and emerging societies, most of Africans, including the leaders and parents, have an untoward attitude toward technical and vocational education and related careers. In Africa, there was a general faulty perception that technical and vocational education is meant for individuals who are either not intelligent enough to gain admission into regular academic institutions or are incapable of withstanding the rigors of formal academic programs.

According to MINEDUC (2015), as in other African countries, Technical and Vocational Education and Training in Rwanda had a long history. It was provided by different institutions with different naming. Before 1979: *Ecolefamiliale*: Offering vocational training for female graduates of primary school for 2 years and CERAR (Centre d'Enseignement Rural et Artisanal): Offering vocational training for male graduates of primary school for 2 years. Between 1979-2009 : CERAI : Centre d'Enseignement Rural Artisanal Intégré ; ETO (École Officielle Technique) : offering technical education and awarding A3 and A2 certificates. CFJ : Centre de Formation des Jeunes were offering short course training of 6 months to 1year in different trades until the establishment of Workforce Development Authority (WDA) in 2008.

Between 2009-2017: the Government of Rwanda initiated Workforce Development Authority (WDA) as an institutional framework to provide a strategic response to the skills development challenges facing the country across all sectors of the economy. Established by the law no 03/March/2009 and restructured by the law no N°42/2016 of 18/10/2016. In 2013 new

Competency-Based curricula were developed and piloted in Southern Province, Rwanda TVET qualification framework elaborated. VTC and TSS: Vocational Training Centers (VTC) and Technical Secondary School (TSS).

After the establishment of WDA in 2008, the supervision of CFJ shifted from the Ministry of youth, sport, and culture to the ministry of education. Then, the name changed to VTC, and all secondary schools offering vocational courses become technical secondary schools (TSS). Now all VTCs and TSSs have become TVET schools, and they work under Rwanda TVET Board (RTB). IPRCs: Integrated Polytechnic Regional Colleges are working under Rwanda Polytechnic (RP).

An overview of women's empowerment: According to Drydyk (2013) the term empowerment of women was validated at the Fourth Conference on Women in Beijing in 1995. From there, the term has evolved over the years and is adapted in different circumstances. In the 1990s, the term women's empowerment was used in the development field by the critics of the Women in Development (WID) and the Women and Development (WAD) approaches. These models were criticized for being too economic, and it was argued that the concept of women's empowerment should be all-encompassing and bring to light issues of inequalities, race, and ethnicity (Batiwala, 2007). Since then, the concept has been applied to different fields, such as health care, education, and rural development.

Mujahid et al. (2015) Women's empowerment is multidimensional and has four distinct areas: personal; economic; social and political. Mujahid et al. (2015) added that for a woman to be considered empowered, these four dimensions should all be positively affected, come into effect. Thus, empowerment should not be conceptualized according to only one given outcome but should be multi-dimensional.

Economic dimension of empowerment

Mujahid et al. (2015) economic empowerment is more concerned with women's participation in the labor market. This entails the need to create opportunities for women and the removal of barriers hampering their meaningful participation in the labor markets. Chopra and Muller (2016) argue that, under this dimension, it is important to consider the contribution of women through non-market fields, such as care work, which is unpaid, and how it eventually influences their full participation in the labor force. According to Carr et al. (1997) women's economic empowerment is having access to and control over the means to make a living on a sustainable and long-term basis and receiving the material benefits of this access and control. Through TVET, women are given the opportunity to participate effectively in economic activities and generate an independent income, and then we can say that education is fostering women's empowerment. This would contribute to women's empowerment, as it gives them the opportunity to contribute economically and to make economic decisions. According to Carr et al. added that to understand if a woman is

moving towards empowerment, therefore, one would need to explore if a development initiative (in this case TVET) has made a positive impact in her life, especially in the different domains of life.

Social dimension of empowerment

Another dimension of women's empowerment is the social dimension. Mujahid et al. (2015) This relates to the changing power relations at family, community, and society levels, generally, through being aware of women's rights and needs. Social empowerment embraces a realization and an expansion of the areas of family and social relationships. This will also help women in changing the way they see themselves. According to Duflo (2012) legal rights, especially property rights, continue to favor men compared to women. It is important to understand whether TVET can be used to improve women's unequal status in society.

Political dimension of empowerment

Hennink et al. (2012) refers political empowerment as the ability of individuals, communities, and organizations to have legal rights, hold governments accountable to protecting those rights, and have the freedom to advocate for political and legal change. Thus, for a woman to be empowered, politically, they need to be able to advocate for policy change and demand better service provision.

Chopra and Muller (2016) through TVET education, therefore, women should be able to come to awareness that they have rights to vote, contest, make decisions, and not to leave the power of decision-making to others. This would also include women's participation in the governance structures at TVET institutions through voting or contesting in students 'representative councils.

Personal dimension of empowerment

Mujahid et al. (2015) personal empowerment denotes the development of a sense of self, whilst personal competencies are those that relate to an individual's thoughts, habits, and dispositions. Murphy-Graham and Lloyd (2016) Personal empowerment also involves issues to do with self-awareness, personal development, and spirituality. All of these will ultimately contribute to individual well-being. This means that attaining skills and abilities through education is important; but, unless this is accompanied by the capacity of critical thought, education will not be useful in an individual's personal life.

Women's empowerment through TVET education: Anjali (2018) Women empowerment is one of the biggest tools for effective development of any country. It means freedom of women from the vicious circle of social, political, economic and gender-based discrimination. Making women aware of their rights and developing confidence in them is a central issue. Anjali (2018) added that it is essential for women to be skilled to be able to better serve their families at home as well as professionally.

Murphy-Graham (2012) it is often assumed that the more the years of education, the more empowered a woman becomes. He added that empowering

education should lead to actions that challenge inequitable social structures and improve individual and collective prosperity. Murphy-Graham (2016) and Lloyd (2016) came up with four necessities for TVET education to empower women:

The first requisite is that the environment where learning takes place must be physically, materially, and socio-culturally conducive to learning. According to Murphy-Graham (2012) this means that for women to experience empowering TVET education there should be adequate ablution facilities, enough learning space, and learning resources; moreover, the environment also needs to be devoid of sexual harassment or bullying.

The second condition that Murphy-Graham and Lloyd (2016) note is that TVET education for girls should foster recognition and dignity. Coming from patriarchal conditions, women may believe that they are inferior to men. This means that for education to contribute to empowerment, it needs to foster a sense of self-esteem and self-worth in the women. Thus, Murphy-Graham and Lloyd (2016) comment that having a clear understanding of one's own dignity and equal worth with others will provide a stronger impetus for girls to imagine alternative futures and provide motivation for them to make different choices.

Murphy-Graham and Lloyd (2016) the third condition for empowering TVET education is that it should help women to exercise their agency. In other words, an empowering education will expand the actions girls are able to take and push the boundaries of the cultural constraints that limit them from achieving their full potential. One key component of empowerment is action. If women learn to act (agency), this is a step towards women's empowerment through education. Thus, withdrawal' Murphy-Graham and Lloyd, (2016) conclude that TVET education itself cannot change the social structures that constrain opportunities available to women and men, but it can foster habits and dispositions that result in social action rather than apathy and social withdrawal.

Hands-on skills acquisition and women empowerment: The research conducted by the German Technical Cooperation Agency (GTZ, 2003) on theory of change for how vocational training programs may improve women's labor market outcomes, the findings emphasized that vocational programs provide skills that directly increase women's practical skills; facilitate access to job and equip women with life skills to improve aspects of life such as interpersonal relationships. GTZ (2003) secondly, hands on skills result in improving women's employability by increasing their occupational knowledge and vocational skills; their knowledge of the labor and their life skills, such as attitudes towards work, motivation, self-esteem, career aspirations, and strategies to balance job and domestic responsibilities.

GTZ (2003) also mentioned that, in turn, these improvements in women's skills and employability may result in increasing women's employment status, income, improve women's working conditions and opportunities for advancement, and reduce the degree of occupational segregation by improving access to occupations traditionally dominated by men.

Mahalinga (2014) has explained that to empower a man is to empower an individual while empowering a woman is empowering a whole family. From the study he conducted in India, Mahalinga found that hands on skills play a very important role in the women empowerment. Hands on skills make women practically skilled and these helps women to develop her and her family. Mahalinga (2014) noted that hands on skills help in modifying woman's behavior in every aspect, such as mentality, outlook, attitude etc. skills empower women not only tend to promote hands on skills of their girl children, but also can provide better guidance to all their children. Technical education (hands on skills) serves as a powerful instrument for women to achieve power and status in the society. It is a source of practical skills, ability, capacity, empowerment, and productivity both at the individual and social level.

Entrepreneurship acquisition and women empowerment: Constantine (2017) has conducted a study on why women need to study and learn entrepreneurship and she came up with the findings expressing that entrepreneurship nurtures personal growth and development. Studying entrepreneurship benefits women from different social and economic backgrounds because it teaches them to cultivate unique skills and having critical thinking. Entrepreneurship education skills also make women budding entrepreneurs with the skills and knowledge to come up with business ideas and develop their own ventures and this includes helping them to learn about core business areas such as finance, sales, marketing, management, and accounting, not to mention, broader ranging skills such as adaptability, effective communication, and confidence. Also, findings revealed that entrepreneurship skills are relevant in any field that women want to invest in or work in. In fact, learning entrepreneurship skills gives a wide range of business-relevant skills acquired and makes women ideal candidates in most fields.

According to Osisioma (2009) entrepreneurship education is teaching women how to start and run their own businesses and become self-employed. It is not a project or a mission rather; it is first and fore most a mindset, a lifestyle, a process of creative destruction with an eye on profit, a value adding chain and wealth. It is the same line that Bergman (2018) wanted to know how women can start a small business using skills acquired in entrepreneurship and he came up with a guide explaining a step by step the process of opening and running a small business for women using entrepreneurship skills:

Define the business and set goals: During entrepreneurship course, women are skilled that the first step in opening and running a business is to define your business and set goals to be achieved. Women must think about the type of a business they want to run and set the goals for the business.

Research business viability: After assessing the idea of what kind of to own, women are skilled by entrepreneurship to evaluate one's strengths, weaknesses, opportunities, and threats and make market research to determine the

competition in the area and possible target consumers to market the services or products.

Create a Solid Business Strategy: Entrepreneurship also provides women with skills in solid business strategy which serves as guide to determine the direction of the business. This strategy contains target goals to achieve at a monthly, quarterly, and annually and milestones that will help to reach them. Additionally, costs and profit are included in business strategy.

Apply for funding: Entrepreneurship teaches women where to get capital and how to work with financial institutions. Women are skilled in elaborating the business plan and financial forecast along with the market research which help lower risk when asking for a loan from banks.

Market your business: Once everything is ready, start the business. Entrepreneurship equips women with marketing skills. Marketing your service or products is very important in business.

Communication skills acquisition and women empowerment: Zanaton et al. (2011) conducted research on communication skills among university students, and he pointed out that communication skills help university women to develop their verbal, written and social communication skills and become good communicators ready to effectively communicate their capacity, thoughts, and position and clearly explain their work or job or business. Additionally, He explained three communication skills that women develop during the communication skills course:

Verbal communication skills: Women nurture and develop verbal communication skills through activities such as speaking, public presentations, open discussions, debate, and conversations. Further, women can also practice verbal communication skills in work interviews. Communication skills make women effective speakers and listeners.

Written communication skills: Communication skills help women develop this communication skill through completing written assignments, reports, letter writing, essay writing. Good written communication skills are measured through the clarity of the writing, the flow of the arguments, using simple and easy to understand sentences, and written using academic writing style and good reading. Communication skills make women good writers and readers.

Social communication skills: Communication skills empower women also in negotiating, language, culture, and politeness. Women learn how to negotiate, to discuss in various languages and cultural settings politely with appropriate terms. This type of communication must be carried out humbly and politely.

Findings from the study done by Subha (2001) communication skills empowers women through confidence building, capacity and awareness building, ability to market them, ability to communicate their thoughts, lights, and their choices. Subha (2001) women are known to be good at convincing, frequently having a much richer vocabulary than men. Also, they are known for their capacity to listen and admired for the empathy they show towards others. The findings also

explained that communication skills help women overcome confidence gap as one of the most worrying gender discrepancies. Communication skills empower women with increasing their level of confidence from a growth mindset perspective to full confidence and communicating competence and become good communicators in families, friends, colleagues, managers; acknowledging their ability to take on leadership roles, learning to communicate more confidently in business environments; and by leading their own confidence mindset change.

Materials and methods

Research design: Alan Bryman (2012) defines a study design simply as the framework or plan for study used as a guide in collection and analyzing data. This research adopted a descriptive research design employing quantitative method to assess the role of TVET in empowering women in Rwanda.

Participants: As for the target population, the current study was concerned with a set of 334 of women staff and alumnae (320 alumnae and 14 women staff) from five sampled TVET schools (Rubavu Technical College (RTC), Ecole Technique Nazareen International (ETENI), Ecole D’Arts de Nyundo, College Baptiste Gacuba II, Ecole Technique Applique Gisenyi (ETAG) located in Rubavu District from 2017 to 2019. The choice of these TVET schools was made bearing in mind that this is a good number to represent all 20 TVET schools in Rubavu District. The study used a sample of 77 participants composed of 5 women staff and 72 alumnae. The sample was chosen by means of the sampling by Yamane (1967) formula of selecting sample that is: $n =$

$$\frac{N}{1+N(e)^2}$$

Where n represents the sample size, N represents the target population, e represents marginal error.

Simple random sampling and purposeful sampling were used as sampling techniques. Simple random sampling was used for collecting quantitative data while purposeful sampling was used for collecting qualitative data (Creswell, 2013). Simple random sampling technique was used to collect the data from alumnae because, as respondents in this research, they were assumed to have the same characteristics shared by target population from which they were chosen. This sampling technique provided equal chance for every member (alumnae) in the target population to be included in the study through lottery system. Purposeful sampling was used to collect data from women staff because it is a procedure where the researcher's own judgment was used to identify whom and whose views to select into his framework in as much as the data received are relevant to the research objectives.

Purposive sampling was also used to obtain only reliable respondents (women staff) capable of providing specific information for the study (Blaxter, 1996). The researcher considered the alumnae and women staff as the right

respondents that should have provided necessary and useful information about the role TVET in empowering women.

Research instruments: This study used structured questionnaire to collect data from respondents. The study also used documentary review to collect secondary data (from journal articles, books, theses, etc.). The questionnaire contained close-ended questions only in the form of likert scales (1=*Strongly Disagree*, 2=*Disagree*, 3=*Neutral*, 4=*Agree*, 5=*Strongly Agree*). The participants had to tick the appropriate box regarding their understanding.

Data Collection Procedures: Before collecting the data, the research instrument and the content validity was reviewed by specialists in TVET education and women empowerment. To check the validity and reliability of items prior to the final administration of the questionnaires to all respondents, the researcher conducted a pretest on a group of 28 respondents (2 women staff and 26 alumnae) who later were included in the study sample. Before collecting data, the researcher sought the authorization to collect research data from the Principal of University of Kigali. Before data collection, the researcher sought the informed consent from the respondents using an appropriate form. The data was taken out from the questionnaires and entered SPSS 16.0 version.

Results

This research was set to answer following research objectives and the following are findings.

Objective 1: To assess the role of hands-on skills in empowering women:

TVET schools are known to equip students with practical skills that could enable them to use their hands in different activities. The researcher sought to know how hands-on skills acquired at school empowered women. Respondents were asked to assess the acquired hands-on skills in relation with empowering them. The respondents’ views on how hands-on skills empowered them are presented below:

Table 4.1: Mean, SD, minimum and maximum on how hands-on skills empowered women

Statement	N	Mean	SD	Min	Max
Hands on skills have improved my access to occupations traditionally dominated by men	77	4.17	.70	3.0	5.0
Hands on skills have developed my practical skills and competences	77	4.3	.60	3.00	5.00
Hands on skills have developed my confidence and self-esteem	77	4.3	.70	3.00	5.00
Hands on skills have enhanced access to employment opportunities	77	4.23	.70	3.00	5.00
Hands on skills have enhanced my capacity for self-employment	77	3.9	.93	2.00	5.00
Hands on skills have increased my work competition spirit and employability skills	77	4.05	.87	2.00	5.00
Hands on skills have been a tool for productivity enhancement and socio-economic development. They have made me self-dependent.	77	4.8	.97	2.00	5.00
Overall		4.32	0.78		

Note: Strongly Disagree= [1-2]=Very Low Mean; Disagree= [2-3]=Low mean; Neutral= [3-4]=moderated mean; Agree= [4-5]=High mean; Strongly Agree = [5-]= Very High mean.

Source: Primary data, January 2021

The findings in the table above represented how hands on skills empowered women on competing and performing on job market. The mean rating of

respondents' views from 1st to 7th questions were 4.17, 4.3, 4.3, 4.23, 3.9, 4.05 and 4.8 corresponded to standard deviation of 0.70, 0.60, 0.70, 0.70, 0.93, 0.87 and 0.97. These findings indicated that respondents in this research had high agreement on the role of hands-on skills in empowering women as the overall mean rating was 4.32 and standards deviation was 0.78 meaning that the choice was concentrated on agree and strongly agree rates.

Objective 2: To examine the role of entrepreneurship skills in empowering women: One of the methods of empowering people for competing to the labour market is instilling in them the entrepreneurship skills. Entrepreneurship is the basic skill for enhancing job creations and competing in business and financial activities. Respondents were asked to examine the role of entrepreneurship skills in empowering them.

Table 4.2: Mean, SD, minimum and maximum on entrepreneurship skills empowered women

Statement	N	Mean	SD	Min	Max
Entrepreneurship skills have made me able to find business idea and assess it into business opportunity	77	4.02	.96	2.00	5.00
Entrepreneurship skills provided me with the capacity and ability to set business goals and objectives and work towards achieving them	77	4.15	.92	2.00	5.00
Entrepreneurship skills have enhanced my business competition and marketing skills	77	4.13	.88	2.00	5.00
Entrepreneurship skills have oriented me where to get capital and how to work with financial institutions	77	4.11	.81	2.00	5.00
Entrepreneurship has enhanced my capacity for self-employment	77	4.00	.88	2.00	5.00
Entrepreneurship skills have enhanced my managerial ability/skills to generate profit and become financial independent	77	4.10	1.04	1.00	5.00
Entrepreneurship skills have helped me to escape the confinements, increase my socio-economic status and inspire self-reliance.	77	3.93	1.06	1.00	5.00
Overall		4.06	0.93		

Note: Strongly Disagree= [1-2]=Very Low Mean; Disagree= [2-3]=Low mean; Neutral= [3-4]=moderated mean; Agree= [4-5]=High mean Strongly Agree = [5-]= Very High mean.

Source: Primary data, January 2021

Constructed to the above findings in the table above the respondents agreed that entrepreneurship skills empowered them. This has been observed through the mean rating from 1st to 7th questions that were 4.02, 4.15, 4.13, 4.11, 4.00, 4.10 and 3.93 corresponding to standards deviation of 0.96, 0.92, 0.88, 0.81, 0.88, 1.04 and 1.06 which showed that majority of respondents agreed that entrepreneurship has empowered them in terms of developing business ideas, acquiring capacity and ability to set business goals and objectives and work towards achieving them as well as enhancing them to develop business competition and marketing skills. The high rate of agreement was also observed through the overall mean of agreement (4.06) and standard deviation (0.93).

Objective 3: To analyse the role of communication skills in empowering women: Communication skills play a great importance in making business successful. The researcher sought to know how communication skills acquired at school empowered women. Therefore, respondents were asked to analyze the acquired communication skills in relation with empowering them. The

respondents’ views on how communication skills empowered them were presented and analyzed below:

Table 4.3: Mean, SD, minimum and maximum on communication skills empowered women

Statement	N	Mean	SD	Min	Max
Communication skills have strengthened my ability to exchange ideas, opinions, and information with specific purposes	77	4.14	8.06	2.00	5.00
Communication skills have strengthened my ability to effectively communicate my thoughts, capacity, lights, and choice	77	4.00	1.08	1.00	5.00
Communication skills course has strengthened my communication skills such as verbal, non-verbal, written, giving feedback, presenting ideas verbally and in written form	76	4.13	.90	2.00	5.00
Communication skills have made me capable to communicate and effectively practice my knowledge and skills for accessing employment opportunities	77	4.20	.73	3.00	5.00
Communication skills have built my confidence from a growth mindset perspective to full confidence and expressing my competences	77	4.16	.85	2.00	5.00
Communication skills have developed my network capacity and interacting with others, job market and competition spirit	77	4.25	.86	2.00	5.00
Communication skills have made me self-reliant and improved socio-economic development	77	4.00	.94	1.00	5.00
Overall		4.12	0.88		

Note: Strongly Disagree= [1-2]=Very Low Mean; Disagree= [2-3]=Low mean; Neutral= [3-4]=moderated mean; Agree= [4-5]=High mean Strongly Agree = [5-]= Very High mean.

Source: Primary data, January 2021

The findings in the table 4.10 above presented mean rating and standards deviation explaining how communication skills empowered women to perform their jobs. This has been indicated by the means of all seven questions that were 4.14, 4.00, 4.13, 4.20, 4.16, 4.25, and 4.00 corresponding to the standards deviation of 0.80, 1.08, 0.90, 0.73, 0.85, 0.86 and 0.96, all presenting that majority of respondents agreed that communication skills have importance in their job careers. The overall mean rating of 4.12 and standard deviation of 0.88indicated the higher level of agreement as the overall mean rating is greater than the mid-point that could be

Discussion

Based on the findings of this research from the first objective, as it was to assess the role of hands on skills in empowering women, the study concluded that hands on skills are strongly assessed as they have greatly contributed to the women’s empowerment through improving women’s access to occupations traditionally dominated by men; developing women’s confidence and self-esteem; enhancing women’s access to employment opportunities; enhancing women’s capacity for self-employment; increasing women’s work competition spirit and employability skills and serving as a tool for women’s productivity enhancement, socio economic development and self-dependence.

The second objective aimed at analyzing the role of entrepreneurship skills in empowering women, based on the findings from the study, it is concluded that

entrepreneurship skills plays an important role in making women capable to find a business idea and assess it into business opportunity; setting business goals and work to achieve them; enhancing women's business competition and marketing skills; orienting women where to get capital for business and work with financial institutions; enhancing capacity for women self-employment; enhancing women's managerial skills and ability to generate profit and become financial independent and entrepreneurship skills help women escape the confinement; increase socio economic status and inspire self-reliance.

The third objective was to analyze the role of communication skills in empowering women. Based on the findings from the study, it is concluded that communication skills play a significant role in empowering women through strengthening women's abilities to exchange ideas, opinions and information with specific purposes; communicating effectively their thoughts, lights and choice; strengthening women's verbal, non-verbal, written, giving feedback, presenting ideas verbally and in written form, doing presentations and negotiating to achieve a goal and getting support/ agreement; capacitating women to communicate and practice effectively their knowledge and skills for accessing employment opportunities; building women's confidence from a growth mindset perspective to full confidence and expressing their competences; developing women's network capacity and interacting with others and making women self-reliant and improving their socio economic development.

Conclusion and Recommendations

The need of TVET for women's empowerment and therefore women's employment or self-employment is paramount. As revealed by the findings of the study, the role of hands-on skills, entrepreneurship skills and communication skills, acquired at TVET schools, in empowering women in Rwanda is significant. TVET plays a great role in empowering women as showed by most of respondents who agreed that hands on skills, entrepreneurship skills and communication skills acquired at TVET schools empower women in different ways with knowledge, skills, and competences.

This study has a great implication in policy formulation and improves education practices in Rwanda. Its implication in policy formulation is that it first serves as a documentation on the role of TVET in empowering women in Rwanda and therefore, it inspires policy makers on the role played by TVET in empowering not only men but also women and they would strengthen the TVET policy formulation by making it women empowerment based.

The study also contributes on the improvement of education practices, especially TVET practices in Rwanda. As a document, it shows that TVET empowers women, and this is the role of all education stakeholders to make education beneficial to its beneficiaries where women are considered. TVET schools must set and implement practical ways and strategies to continue offering relevant TVET to women so that women get empowered or acquire

relevant knowledge, skills and attitudes which allow them to be employed or self-employed. It finally shows to women that TVET skills them enough and make them self-reliant. It really shows the importance of education, especially TVET in women empowerment.

As per the results of the study, the recommendations are as follows: Ministry of Education (MINEDUC), Rwanda Polytechnic (RP) and Rwanda TVET Board (RTB) should continue to encourage women to acquire technical and vocational education and training to be able to not only compete in the usual ordinal jobs but also in the technical areas thus making them more active in the job market; TVET schools and stakeholders should set strategies to make women more strong, more empowered, and more productive in TVET schools and institutions; Public and private sectors should recognize that employment opportunities should be equally given without gender consideration but considering individual's empowerment degree/level or capacity as respondents recommended.

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**STUDIES ON DISPARITIES IN SOCIO-ECONOMIC STATUS
AND LIVELIHOOD SECURITY OF RURAL WOMEN**

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Abstract

Any type of development cannot help women until or unless their economic status and livelihood security have improved in urban as well as in rural settings. Many studies have pinpointed the issues relating to women, but not much attention have been paid to examine their economic status and livelihood security. A woman is said to be economically empowered when she gains power as a result of increased access to economic resources. The means of achieving economic empowerment are : access to micro finance, increase in income, ability to make decisions regarding the utilization of credit, etc. Economic establishment is the individual aspect of women development. The economic empowerment means greater access to financial resource inside and outside the households, reducing vulnerability of poor women to crisis situation like famine, flood, riots, death and accidents in the family and significant increase in income of rural women. Economic security gives rural women the power to retain income and use it at her discretion. Hence, the present study aims to explore to find out the major factors those promoting women's socio-economic development in true sense and simultaneously to find out the major social constraints those Indian women have to face to empower and develop themselves from the long time span. This study has focused on several indicators of women's socio-economic development. Though there are a large number of studies related to socio-economic development of women but major promoting and reducing factors those responsible for women's elevation in actual sense have not received much attention so far. Hence, this study assumes great importance.

Keywords: Gender Equality, Gender Disparity, Socio-Economic Development, Ashtapath, Social -Constraints, Livelihood Security, Discrimination, Patriarchy.

The International Centre for Public Enterprises in Developing Countries have prepared a comprehensive report called, "The Role of Women in Developing Countries", for the World Conference on Women held in 1985 at Nairobi. According to this report, the role of women in development is most intimately related to the objectives and goals of comprehensive socio-economic development, and is a strategic question for the planned development of all the societies. Any development strategy which neglects the need for enhancing the role of women cannot lead to comprehensive socio-economic development. There is a need to recognize woman as a valuable asset for overall process of development and not as a burden or cost or a mere humanitarian concession to a disadvantaged groups.

The present study has given attention on rural women to realise their identity, potentiality and power in all spheres of their lives. The crucial dimensions in this study are: education and economic access, political, social-cultural, personal and

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familial. Each dimension is very important because the real empowerment of rural women is possible only when a woman has increased access to economic resources, more strength and courage for entering into the power structure, more involvement through social-cultural relationships and participation, more self-motivation and confidence, and more say in the family matters. Thus it can be said that women development is a process that constitutes various things at various levels such as greater control over finance, which extends to their decision-making capability regarding household decision, employment, income, knowledge, information, technology skills, training, fertility, sexuality, political power and social equalities and freedom of movement (physical mobility) and their control over material and intangible resources such as property, information and time.

Women's Development in Context to India's Concern:

For the first time, under the Sixth Five Year Plan due recognition was given to the role of women in economic development. Under the Sixth Plan the problems of women's integration in economic development were analyzed and the Sixth Plan document contained a separate chapter on "Women and Development". The document stated that the major thrust of the Sixth Plan in the field of welfare of women is their economic upliftment through greater opportunities for salaried, self and wage employment. For this purpose, it provided for appropriate technologies, services, legal and financial initiatives and policy measures. During the last two decades, various studies, working groups and task forces and national conferences have been organized to identify and articulate the real issues confronting women in their multiple roles.

Statement of the Problem:

The status of rural women is intimately connected with their economic status, which in turn, depends upon rights, roles and opportunity for the participation in economic activities. The economic status of women is now accepted as an indicator of a society's stage of development. However, all development does not result in improving women's economic activities. Pattern of women's activities are affected by prevailing social ideology and are also linked with the stage of economic development. The improvement in the status of women always has a positive impact on economic development.

There is no denying the fact that in terms of all indicators of development like socio-economic and livelihood status, rural women have fared worse than men, across regions and strata of the population. There is a clear difference between male and female entitlement with respect to property and assets, work and employment, earnings, education, health status, decision making, empowerment, etc., and as such, in reality women lagged behind men in terms of every aspect of life like, socio-economic and livelihood pointers. It has been amply supported recently by National Sample Survey Organization (NSSO) study that wage rates are lower for women as compared to men both in rural and urban areas of developing countries.

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After the intensive analysis of women's status, it has been raised a question 'where woman do stand in India'. Some recently released reports which aptly reflect the current dynamics in the context of women empowerment. According to UN Report (2005): women constitute half the world's population, perform nearly two-third of its work hours, receive one-tenths of the world's income and own less than one-hundredth of the world's property. The latest Human Development Report, released by UNDP on 14 March 2013, puts India at 132nd position out of 187 countries, even below Pakistan (ranked 123rd) in its Gender Inequality Index that measures the inequality in between males and females in terms of three key indicators i.e. labour market, reproductive health and empowerment. While in the World Economic Forum's latest Global Gender Gap Index for the year 2012, India has been ranked at 105th place among 135 countries; the index assesses the gap between men and women on the basis of economic participation and opportunities, educational attainment, health survival and political empowerment.

Rural women are often unable to access health and educational services, lack decision-making power, and face higher levels of violence. Due to the firm existence of patriarchal structure in India, in most Indian families, women do not own any property in their own names and do not get a share of parental property. There is no recognition for their hard work, just because their work is not evaluated in terms of money. Rural Women are ignored in matters, which are of concern to them as well. As a result, today rural women are the worst sufferer in the society due to drudgery, ill health, illiteracy, deprivation and humiliation. Backwardness of women is a sign of poverty and rural women are the worst sufferers during the period of scarcity and calamity.

In order to examine these problems, certain parameters of women empowerment are to be identified. In the present study, the so-called "ASHTAPATH" to empowerment is considered as the parameters of women empowerment, which is stated below:

Ashtapath (Eight-Fold-Path) to Empowerment by Pratibha Pandey, 2017 in her Paper has thrown light on "Status of Dalit Women: Need for Empowerment"

1. Access to and control over private assets and resources: This means access and control over productive resources such as land, house and equipment including agricultural implants;
2. Access to public resources: The term public resources include the entire range of service and fundamental rights guaranteed by the state. This will encompass natural resources such as common land, forest, water and other social and economic rights such as education, health care, credit, which should be assured by the welfare state;
3. Control over their income and labour: This would include an opportunity to participate in productive work and more importantly to be able to decide how she would like to spend the income earned;
4. Control over their bodily-sexuality, reproduction and physical security: One of the most crucial aspects of gender subordination is women's lack of control over their bodies. This would include the decisions

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regarding the three important aspects: marriage, sexual relations and family planning; 5. Control over physical mobility: An important and less discussed parameter of women's status is women's control over their physical mobility. We need to assess if the women have the autonomy to move freely as individual and does she go alone or does she need an escort; 6. Access to and control over political sphere: The participation of women into political sphere including local self- government, trade unions, federations of urban and rural poor, caste and community associations is the most critical in recording poor relations between men and women in the public; 7. Access to and control over intangible resources-information, influence, sense of self - worth and self - esteem: Intangible resources such as information and knowledge, the skills, self – confidence, articulation though invisible are integral elements in getting access and entitlements to material resources and in asserting their rights; 8. Position in law and their access to legal structures and redressal: The Constitution of India guarantees right to equality to every citizen irrespective of sexes and simultaneously makes special provisions for women.

Main Objectives of the Study

The specific objectives of the study are: 1. To find out the impact of major factors those promote livelihood security of rural women in socio-economic upliftment; 2. To examine all the crucial obstacles and to identify the hidden social constraints, those rural and urban women have been facing since prolong span; 3. To analyze the various constitutional provision, implementation of laws, amendment and enactment those have been made for women in Indian Constitution.

Hypothesis: The following hypothesis have been formulated to facilitate the study whose authenticity has to be tested on the basis of findings: 1. Higher the socio-economic development better will be the opportunities for Women's development and livelihood security; 2. Inadequate socio-economic growth is one of the main cause for disparities in women development. Indian orthodoxy, patriarchy and restricted mobility, have kept women in subordinate position; 3. Law is regarded as a harbinger of social development of women, but enforcement of constitutional and legislative provisions relating to women has been unprofitable in India. Social attitudes, institutions keep women isolated, unaware or unable to get enforced their legal rights.

Review of the Related literature: A literature review is an important stage in any research process. It has two components: the first is the review of theoretical literature and the second is the review of empirical studies. As far as the subject matter of women development is concerned, there are two important sets of theories.

Theoretical Literature Review

Among the two sets of theories the first one deals with the origin, spread and institutionalization of women's exploitation, women's oppression and gender discrimination etc. In this group we have theories of patriarchy, Marx's and

Engel's theories of women's exploitation, radical feminist theories explaining women's exploitation and its steps. These theories are interdisciplinary in nature and draw heavily from sociology and economics. The second set of theories is called approaches to women's empowerment. There are five approaches to women's empowerment, they are: (1) Welfare approach and (2) equity approach (3) anti-poverty approach (4) efficiency approach (5) and the empowerment approach.

Empirical Research

The present study has focused on selective basis on well written and documented empirical studies which are published in referred journals and periodicals and also which are published as independent monographs or as research volumes.

The World Bank's study of women in development, (1980), has pointed out that the occupational barriers like traditional occupational confinement, skill generation constraints, lack of industrial knowledge are the powerful barriers to women's entry into the industrial sector as entrepreneurs, which has resulted in the existence of gender disparity.

Frank (1999), has examined livelihood diversity in developing countries. He revealed that gender was an integral and inseparable part of rural livelihoods and men and women have different assets, access to resources and opportunities. Women rarely owned land, may have lower education, discriminating access and their access to productive resources as well as decision making tend to occur through the mediation of men.

Amarthya K. Sen (2000), in his study relating to gender inequality strongly argues in favour of a 'Women's Agency'. Women agency implies women as changing agents not only to solve their own problems but also to solve the problems of the household, to resolve the issues in what he calls a co-operative conflict within a household in particular and a society in general. The entitlement approach of Amarthya K. Sen being a part of his wider approach broadly known as human capability approach, emphasizes upon the need for significance of gender empowerment. He focuses on primary capabilities as a part of providing basic minimum needs to reduce absolute poverty but also expanding opportunities in all walks of life to eradicate gender disparities.

Siddhartha Sarkar (2006), *Women Struggle for Sustainability*, this book examines women's link to socioeconomic development and offers guidance on how informal activities can become important instruments for eliminating poverty, regenerating the environment, creating employment opportunities, promoting sustainable livelihoods, and progressive status of women.

Ester Boserup's (2007), *Pioneering work, Women's Role in Economic Development*, was only the beginning of the burgeoning literature on women's participation in the economic development. She opined that when development excluded women from participation. It denied its benefits to women and it functioned for less effectively.

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Heenatabassum (2013), *Gender and Society*, in her book she has defined various indicators of gender development. It is easier to discuss empowerment than to implement it. The more recent concept of gender analysis occurs within all bureaus and agencies to make gender equity have come to the forefront. Gender oppression is defined as oppression associated with the gender norms, relations and stratification of a given society.

Ghosh and Ghosh (2014), had analyzed the women participation in agriculture across diverse Indian states. He found that, women participation in agriculture was increased but discrimination of wages and in working status still triumphs for women labour.

Rao et al. (2016), examined the trends and pattern of women's employment in India using secondary data for the time period from Census 1981 to Census 2011. All states and union territories of India as population and seven states from high per capita income states and seven states from low per capita income states were selected as sample states for the study. Result indicated that high variation in percentage of female workers to total worker ratio across the states.

Framework of Research Methodology

For the research work scientific method of study has been applied. The study could be given a shape only when it has been guided through a logical framework. Research Design has been created for the fulfillment of the objectives.

Research Design

The present study is based on the secondary sources. The study would be qualitative as well as quantitative in nature. The present study would be the combination of exploratory cum descriptive. Secondary data has been collected from books, thesis, journals, related bulletins, articles, magazines, newspaper and other reports, Centre for monitoring Indian economy, planning and development documents, census and internet etc. Primary data will be collected through well prepared Interview-Schedule. Primary and secondary data have been used for the analysis. The data will be analyzed by using appropriate statistical method.

Relevance and Significance of the Study:

Development of women is considered as an important responsibility of every government. Till recently very little attention has been given to empowerment issues or ways in which both empowerment and sustainability aims could be accommodated. Many studies have been made in the area of women's development and many interesting finding have been drawn. The various factors which would influence empowerment of women have also been studied. Despite plethora of studies, women are in the pathetic situation. Further this study has given attention on women to realize their identity, potentiality and power in all spheres of their lives.

The studies reviewed above are relating to macro level and they are dealing with the empowerment of women. The studies on Socio-Economic Development of

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Women are either at the international level or at the national level and the studies at the micro level are scanty. The available studies are related to women empowerment in general. They deal with development of women ignoring the disparities in Socio-Economic Development of Women. The studies reviewed relating to the Socio-Economic Development of Women are not only at macro level but also have a limited objectives. The studies concerning to the disparities in the Socio Economic Development of Women in are scanty in macro as well as micro level. Though there are a large number of studies related to women's development but major promoting and reducing factors those responsible for women's socio-economic development in actual sense have not received much attention so far. Hence, this study assumes great importance.

Findings and Suggestions

This is to specify significantly that the Constitution of India grants equality to women in various fields of life. Yet a large number of women are either ill equipped or not in a position to propel themselves out of their traditionally unsatisfactory socio-economic conditions. Statistics also show that there is still a very high preference for a male child in states like UP, MP, Punjab and Hariyana etc. The male to female ratio is very high in these states. Domestic violence is also widespread and is also associated with dowry. Empowerment would not hold any meaning unless they are made strong, alert and aware of their equal status in the society. Policies should be framed to bring them into the mainstream of society. It is important to educate the rural women. They are exploited at various levels. They should be provided with proper wages and work at par with men so that their status can be elevated in society. The patterns of resource mobilization by government also have significant effects on rural women that are usually not recognized. Rural women have not actively participated in their own emancipation due to their lack of economic independence and rampant illiteracy. There are quite a large number of issues which need to be addressed to streamline the existing women development programmes in India as well as initiating actual work at the ground level. To initiate measurable actions at ground level, education of women should be given top priority and female literacy programmes need to be enforced across the country. Further to improve the socio-economic conditions of rural women need to be trained and better equipped for taking informed decisions. The real change will be only visible when social attitudes and norms change. Here inclusive programmes involving the men are the need of the hour. This will be helpful for working out adjustments and sharing of gender based specific performance or tasks which are currently overburdening the women to no end. Unless we improve the ground level living standards of rural women in India, we might not be able to influence their empowerment in any other possible way. Various issues that need to be addressed for improving overall conditions of the rural women in India include making access to affordable cooking fuel for rural women, providing safe drinking water, sanitation, increasing decision making

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capacity among women, providing equal wages as that of men, ending their exploitation, improving the political participation of rural women, eradicating poverty among women, increasing the security of women who are engaged in agriculture as daily wage workers, providing affordable healthcare and nutrition and managing the risk of unwanted pregnancies, HIV infections and sexually transmitted diseases. There is reservation of seats in local bodies and municipalities and another law is being envisioned for reservation in parliament. But the sad part is that all these laws and amendments have become toothless as the fundamental problems lies in the attitude of the society which is highly biased against rural women. Women empowerment cannot take place unless women come together and decide to self-empower themselves. The struggle for gender justice will be slow, strenuous and protracted, as the change cannot be brought about easily. It has to be fought at emotional, cognitive and action levels.

Conclusion

To conclude, it might be observed that India has enacted many constitutional and legislative provisions for empowerment of rural women. Many development schemes especially for rural women have also been launched for improving their fortune. Such measures have started giving positive outcomes relating to rural women's problems. But the position of women in our country still leaves much to be desired. Top priority should be given in our developmental plans for improving female literacy and creating skills and capability among women for enabling them to stand on their own feet.

Major attributes that contribute to women empowerment are access to education, social equity, status, safety, liberty, improved health, political participation, financial stability and legal and political awareness. Despite these all the motivational factors women are still lag behind man in many social indicators like limited access to education, health, economic opportunities, restricted mobility, more worrisome to their vulnerability and experience violent. Indian religion, caste system and patriarchy have kept women in subordinate position. Economic empowerment is the individual aspect of women development. The economic empowerment means greater access to financial resource inside and outside the household, reducing vulnerability of poor women to crisis situation like famine, flood, riots, death and accidents in the family and significant increase in income of women. Financial self-reliance of women both in the household and in external environment leads to the empowerment of women in the other sphere. Education is milestone of women empowerment because it enables them to respond to the challenges, to confront their traditional role and change their lives. Studies confirm that female literacy has a significant influence in improving social and economic status, eliminate discrimination, eradicate literacy and increase enrolment.

The impact of 73rd Amendment (1993), reserving one third seats for women in the Panchayati Raj Institution has been fruitful, and the women Reservation Bill 2010, approved by the Upper House of Parliament is another major step. But in

real practices effective participation of women in local governance is ambiguous. Elected women may be proxies for their husbands or male leaders of political parties. They may get hardly any opportunities to work due to their lack of political experience and traditional social barriers. Another important landmark in the history of women welfare in India is the enactment of 73rd and 74th Constitutional Amendment Acts of 1992. These Acts revolutionized both the rural and urban local bodies, the Panchayati Raj Institutions and Municipal bodies. They provide for the reservation of 33.3 per cent of the political offices for women in Panchayati Raj Institutions, Municipalities and Municipal Corporations.

Indian Constitution has made many legal laws, welfare policies and essential Amendment for women's development. Despite these efforts, women are still deprived of basic facilities, women do not enjoy the protection of labour laws, gender equality in agriculture is still a distant dream due to gender-blind policies and programmes. Self Help Groups, government, not government policies are not playing very satisfactory role as expected from them. Information and communication technologies can improve rural women's leadership and participation in community and economic development activities. Effective access and use of information and communication technologies can improve rural women's leadership and participation in community and economic development activities. However, rural women are at the lowest level of the digital gender divide.

Unless the process of development is properly engendered, it shall remain endangered. One concurrent example of gender discrimination is glass-ceiling effect. The term "glass ceiling" is used to describe an invisible barrier where women are deprived of opportunities at all levels of employment and are discriminated only because they are women. No doubt women have the potential to achieve an equal footing with men. But, it is the social practices and male attitudes that are making an effective and invisible barrier preventing women from rising above a certain point. Empowerment of women could only be achieved if their economic and social status is improved. This could be possible only by adopting definite social and economic policies with a view of total development of women and to make them realize that they have the potential to be strong human beings. The first and foremost priority should be given to the education of women, which is the grass root problem. Swami Vivekananda had said "That nation which doesn't respect women will never become great now and nor will ever in future" and in pursuit of making India a great nation, let us work towards giving women their much deserved status.

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CONTRIBUTION OF COMPETENCE BASED CURRICULUM
TO THE IMPROVEMENT OF LEARNING EFFECTIVENESS IN
RWANDAN SECONDARY SCHOOLS:
A CASE OF BURERA DISTRICT

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Abstract

This research entitles the " to investigate the contribution of competence based curriculum to the improvement of learning effectiveness in Rwandan secondary schools and was guided by the following specific objectives: to examine the contribution of teaching methods for Competence Based Teaching (CBT) to the improvement of learning effectiveness towards their learners in Rwandan secondary schools, to explore the contribution of Assessment procedures for CBT to the improvement of learning effectiveness towards their learners in Rwandan secondary schools. The study adopted a descriptive research design. The population under this study consisted of head teachers, director in charge of studies and teachers of Burera District. Totaling 870 while as sample of 274 was potential respondents which took randomly. Data were collected using structured questions with 5-point Likert scales and an interview guide together with records. Quantitative data were analyzed using frequencies, percentages, standard deviation, means, and regression analysis. The finding from study concluded that there significant effect of teaching methods for CBT to the improvement of learning effectiveness towards their learners in Rwandan secondary schools, Assessment procedures for CBT to the improvement of learning effectiveness towards their learners in Rwandan secondary schools. SPSS were used to calculate regression analysis of the study. The study recommend the following: Government should make frequent monitoring and evaluation on the implementation competence based curriculum in all secondary schools.

Keywords: *academic performance, competence based curriculum, secondary, learning effectiveness*

The purpose of education system is to improve individual competence and qualities together with knowledge and skills that one can apply in real world to change his own ways of living and maximize the achievement of society in general. Education system has a duty of put finish product which will be able to compete at the market as explained by Schleicher (n.d.) cited by Lopez, et al. (2017: "Today, schools need to prepare students for more rapid economic and social change than ever before, for jobs that have not yet been created, to use technologies that have not yet been invented, and to solve social problems that we do not yet know will arise."The historical background of competency-based curriculum had root in the early 1970 when competency based teaching started in United States of America (Richards & Rodgers, 2014). It was an academic evolution that indicate education purpose in terms of accurate of knowledge, behaviors, skills, attitudes and values learners had to manifest at the final end of his/her study.

Subsequently, the reforms spread directly into European countries like England and in Germany during years of 1980s (Wolf, 2001) while other countries all over the world started adopting the reforms because they were admired to introduction of competency based curriculum in their education because of high change of technology and global market which was at high speed of globalization. High demands on the improvement of 21 century and introduction of technology to day to day life of human being and as well as the new movement of globalization at the labor market have influenced the structure and meaning of teaching and learning activities. This pushed everybody to search for new competencies to one personal or to the needs of society (hunter, 2009). The evolution of historical development of any given society determine the types of education system they must undergo. Nowadays world is experiencing the efforts that are being made by Europeans, American and others authorities around the world to perform the strategies that can link the type of education with the world of technology that people are living in. the world is living in knowledge economy and knowledge society, means that knowledge economy is motivated or developed by creativity and innovation while knowledge society, schools must develop innovation, creativity, attitudes and values which can let them remain in Knowledge economy otherwise citizens and their countries can be left behind in this technological world (Hargreaves, 2003).

According to Andrés, J. B. (2012) asserted that the ideas of competency based approach has background from industrial and psychological revolution. In the previous year's 1930 USA best developed country in the world started competency based norm equation which was designed to answer the needs of training workforce who can contribute in job creation instead of keeping eyes on government. In the next decade, 1970, performance of competency-based teacher Education Program (P/CBTE) which has relationship with entrepreneurial world seek the efficacy through retraining (based on human capital theory and behaviorism). In 1980 vocational education was developed as new conducive environment in education for making strict development of previous evolution of competency-based approach. Globally, competency-based approach was a crucial approach in their respective countries apart from USA other competency approaches had new wave in 1990 National Vocational Qualification (NVQs). In country like England and wales started in 1986, in new Zealand started National Qualification Framework (NQF), IN Australia they launched National Training Board(NTB). (Kerka, 1998).

In developing countries, especially African countries Competency-based Curriculum was firstly introduced in South Africa 1998, it was done because there were inadequacy of professionals such as engineers, artisans and technicians. South Africa introduce competency based curriculum because she wanted to change mindset of South African and prepare them with attitudes and values to deal with competitive labor market which was at high speed of reforms in 21st century (Mkonongwa, 2018).The movement of competency based curriculum is

new in African countries compared to western countries which started the adoption of this reforms in 1970s like USA, however developing countries copied this from western developed countries which are always in front of others in term of global economy and market. After colonization African countries adopted education system of the colonial masters which was based on regionalism, ethnics, discrimination and stereotypes in all corners.

Then, African countries adopted new curriculum reforms after the removal their traditional education system, most of those countries started contents and knowledge based curriculum but it did not satisfy their needs because its product were total academic in papers. Majority of the graduates did not have the skills and knowledge to apply to the workplace. Few African countries decided to adopt new education program with new philosophy of self-reliance but due to insufficient qualified teachers and inadequate instructional materials, the system terminated being inefficacy and lost its goals. This resulted into high school dropout and unemployment within the country. Nowadays, due to the technology and globalization the countries adopted competency based curriculum which equip the citizens with skills and knowledge which are responsive to the workplace.

Around 2016 the government of Rwanda moved from knowledge based curriculum to competency based curriculum (Rwanda Education Board, 2015b) apart from that, it was very grateful to adopt the change, difficulties and problems that teachers should face as they were the people to put into practice new implemented curriculum and as they are first curriculum implementers to the students. The philosophy of government was that learners must attain full potential in terms of having skills, knowledge, attitudes and values which could help them to fit themselves into the dynamic world and get high potential of competing unemployment with and out of the country (Rwanda Education Board, 2015b). This was done after revealing that there were a gap in employment opportunity, most of the graduates used to wait for working in government posts instead of creating their own job, this seems to be like trigger which pushed Rwandan government to introduce competency based curriculum.

Research questions

To examine the contribution of teaching methods for CBT to the improvement of learning effectiveness towards their learners in Rwandan secondary schools? And To explore the contribution of Assessment procedures for CBT to the improvement of learning effectiveness towards their learners in Rwandan secondary schools?

Theory of Multiple Intelligence in Learning

The theory of Multiple Learning in Learning, a theorist called Gardener (1983) in his theory entitled theory of theory of Multiple Learning in Learning indicated that students study different in different ways. According to him there are 8 intelligence in which a students can improve in order to gain a package of knowledge in their development like logical, mathematical, linguistic, kinesthetic, musical, spiritual, and interpersonal and intrapersonal intelligence (Gardner, 2008).

Weigel, Mulder and Collins (2007). Indicated that the “Crossman’s model theory of competence based education” gave an early opinion on the way practice enhance performance development. In addition to that the researcher further explained that when someone meets with challenges, there are many techniques that can be potentially utilized.

Thus, Crossman’s model qualifies as an example of a theory that proposes that practices leads to more As people put into practice the work, they might be monitoring of the impact that was found as results different strategies utilized. There are very important because it increased the implementation of activities and speed up impact. Crossman’s theory gives an account of influence of law of studying (Crossman, 1959), hence the researcher disclosed that teachers professional development is very important in developing achievement of educational and accuracy of competence based curriculum and this indicated that curriculum plays significant role in developing learners academic performance. But term competence is differs from skills, which is explained as the capability of accomplishing variety of acts with simple, precision and adaptability. Even if there is a relationship between the features and constraints of clear school situations and national education system (OECD, 2009). Teachers’ experience, qualification have a great powerful and impacts on students’ achievement (Rivkin, Hanushek & Kain, 2005).

The contribution of teaching methods for CBT in in improving teachers’ expectations towards their learners in Rwandan secondary schools.

A teacher is an important element in teaching and learning activities, because always respect the curriculum so that the scheme can be complete all across the years and planned knowledge become provided to the learners as planned. The main objective of teaching every all over world is to introduce significant change in the community and country in general (Tebabal & Kahssay, 2011). The common traditional teaching methods was teachers centered method where learners were treated as spectators who always are there for assisting the activities of teaching and learning. Students were passive no activities given to them but teachers always were there to deliver the contents (Tebabal & Kahssay, 2011). For rising teachers’ expectation in improving students teaching methods for CBC is very important in educational institutions. Learners-centered methods which is very efficient and effective are advised to be used in teaching and learning activities because it always improve the concept of innovation and creativity in learning (Brindley, 2015).

Majority of teachers currently use learners centered approach to develop the benefit, analytical research, critical thinking and happiness among the learners (Hesson& Shad, 2007). Delivering knowledge asks educators to utilize the right method and pedagogy that motivate learners and design the objectives and expected impact. Poor learning achievement by big part of learners in different subject areas is directly relate to the use of ineffective teaching methods by educators to deliver knowledge to students and finally educators have to be

familiar with various teaching methods (Adunola, 2011). Teaching is a vocation of people who transmit knowledge, skills, attitudes and values specifically in elementary and high schools or in higher institutions. According to Ayeni (2011) teaching can be explained as a systematic process of delivering knowledge and skills by respecting professional principle.

The contribution of Assessment procedures for CBT in improving teachers' expectations towards their learners in Rwandan secondary schools.

Assessment for studying or constructive evaluation is explained as the way used by educators and students during teaching and learning activities which give constructive feedback to adjust continuous teaching and learning to develop learners' academic performance of envisioned instructional objectives (Sadler, 1989). According to Mitchell and Popham, (2008) the assessment for studying is arranged activities in which the fact of learners' status is utilized by educators to change their ongoing instructional processes or utilized by learners to amend their present learning technics. Assessment for studying or for constructive aims is targeted to assist studying while instruction and studying are taking place. It is quite serious to fill the gap learners' present status and their proposed learning objectives (Heritage, 2012).

Assessment for learning is normally contrasted with summative assessment. Evaluation for taking in contrasts from summative appraisal in that the last is by and large worried about summarizing or summing up the accomplishment status of understudies, and is coordinated towards detailing understudies' status toward the finish of a course of study for reasons for affirmation It is additionally detailed that summative evaluation is intrinsically inactive and doesn't typically promptly affect learning in spite of the fact that it regularly impacts choices which might have significant instructive and individual ramifications for the understudies (Sadler, 1989). Summative evaluation role is enclosed to clarify whether a learner has attained a given rate of competence after specific time of learning, for instance a unit, academic year, or even twelve year time of schooling (NRC, 2001).

Methodology

Study target 786 teachers, 42 directors of studies and 42 headteachers, in total study population was 870 people. The sample size of this project was decided using the formula of Yamane (1967). As per Yamane, the formula of sample size decision was as follows:

$$n = \frac{N}{1 + N(e)^2}$$

For this formula N= population, N=sample size, e= sampling error which is equal to 0.05; Population (N) = 786+42+42=870

$$n = \frac{870}{1+870(0.05)^2} = 274$$

Findings

Descriptive Statistics for teaching methods for CBT on learning effectiveness

Statements	N	Min	Max	Mean	Std.
In this school, teachers use based learning	274	1.00	5.00	4.2080	.91215

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In this school teachers use active methods	274	1.00	5.00	4.3066	.89001
In this school, teachers use group work	274	1.00	5.00	4.0803	1.08980
In this school, teachers apply bloom taxonomy	274	1.00	5.00	4.3686	.87239
In this school, teachers cooperative learning	274	1.00	5.00	4.4927	.76672
In this school teacher use participative learning	274	1.00	5.00	4.2153	.86929
In this school, teachers use role play methods	274	1.00	5.00	4.1971	.94026
In this school teacher use learners centered methods	274	1.00	5.00	3.9964	1.02888
In this school, teachers use drama in teaching and learning	274	1.00	5.00	4.1825	1.01432
In this school, question answer methods while teaching	274	1.00	5.00	4.1934	.95070
Overall	274			4.2240	0.93345

Note: Strongly Disagree = [1]= **Very Low mean**; Disagree= [1-2]=**Low mean**; Neutral= [2-3]=**moderated mean**; Agree= [3-4]=**High mean**; Strongly Agree= [4-5]= **Very High mean**

The results from table, revealed that majority of the respondents approved the following factors affect learning effectiveness. They are namely: In this school, teachers use based learning(Mean=4.2080 and STD=.91215), In this school teachers use active methods(Mean=4.3066 and STD=.89001), In this school, teachers use group work(Mean=4.0803 and STD=1.08980), In this school, teachers apply bloom taxonomy(Mean=4.3686 and STD=.87239), In this school, teachers cooperative learning(Mean=4.4927 and STD=.76672), In this school teacher use participative learning(Mean=4.2153 and STD=.86929), In this school, teachers use role play methods(Mean=4.1971 and STD=.94026), In this school teacher use learners centered methods(Mean=3.9964 and STD=1.02888), In this school, teachers use drama in teaching and learning(Mean=4.1825 and STD=1.01432), In this school, question answer methods while teaching(Mean=4.1934 and STD=.95070). The overall Mean and standard deviation from the table are (Mean=4.2240 and STD=0.93345). Most of the respondents approved that Teaching methods for CBT affect learning effectiveness.

Descriptive Statistics for Assessment procedures for CBT on learning effectiveness

Statements	N	Min	Max	Mean	Std.
In this school, teacher provide feedback on time	274	1.00	5.00	4.2409	.87727
In this school, teachers given formative assessment regular	274	1.00	5.00	4.3066	1.03819
In this school, teachers provide summative assessment well	274	1.00	5.00	4.2445	.95045
In this school, teachers record mark for home works	274	1.00	5.00	4.3540	.88674
In this school, teachers provide short quizzes	274	1.00	5.00	4.2701	.91390
In this school, teachers check the books of learners	274	1.00	5.00	4.2628	.97793
In this school, teachers appreciate work done of the students	274	1.00	5.00	4.0839	1.04666
In this schools, learners are given sufficient time for asking questions	274	1.00	5.00	4.2409	.93390
In this school, teachers have quizzes notebooks	274	1.00	5.00	4.3869	.93172
In this school, are given external tests	274	1.00	5.00	4.0949	1.04045
Overall	274			4.2485	0.95972

Note: Strongly Disagree = [1]= **Very Low mean**; Disagree= [1-2]=**Low mean**; Neutral= [2-3]=**moderated mean**; Agree= [3-4]=**High mean**; Strongly Agree= [4-5]= **Very High mean**

The results from table, showed that majority of respondents strongly agreed that the following factors influence learning process as they follow: In this school, teacher provide feedback on time(Mean=4.2409 and STD=.87727), In this

school, teachers given formative assessment regular (Mean=4.3066 and STD=1.03819), In this school, teachers provide summative assessment well (Mean=4.2445 and STD=.95045), In this school, teachers record mark for home works (Mean=4.3540 and STD=.88674), In this school, teachers provide short quizzes (Mean=4.2701 and STD=.91390), In this school, teachers check the books of learners (Mean=4.2628 and STD=.97793), In this school, teachers appreciate work done of the students (Mean=4.0839 and STD=1.04666), In this schools, learners are given sufficient time for asking questions (Mean=4.2409 and STD=.93390), In this school, teachers have quizzes notebooks (Mean=4.3869 and STD=.93172), In this school, learners are given external tests (Mean=4.0949 and STD=1.04045). The overall mean and standard deviation approved that assessment procedures for CBT affect learning effectiveness (Mean=4.2485 and STD=0.95972).

Discussion

The findings from the objective number one which is examine the contribution of teaching methods for CBT in improving learning effectiveness in Rwandan secondary schools. The results indicated that there is positive and significant effect of the teaching methods for CBT in improving learning effectiveness in Rwandan secondary schools (B=0.858, P value >0.05). Means that null of hypotheses was rejected and alternative hypotheses were accepted.

The findings from the objective number two which is to explore the contribution of Assessment procedures for CBT in improving learning effectiveness in Rwandan secondary schools. The results indicated that there is positive and significant effect of the Assessment procedures for CBT in improving learning effectiveness in Rwandan secondary schools (B=0.909, P value >0.05). Means that null of hypotheses was rejected and alternative hypotheses were accepted.

Conclusion

Basing on the findings of the study, as the study wanted to investigate the contribution of competence based curriculum to the in improving learning effectiveness in Rwandan secondary while analyzing specific objectives which were teaching methods for CBT, assessment procedures for CBT none have shown negative results in the study. Means that all of the objectives have significance relationship with learning effectiveness in Rwandan secondary schools, since none of hypothesis tested negative this means that alternative objectives were accepted while null were rejected. The researcher concluded that there significant effect of competence based curriculum to the improvement of learning effectiveness in Rwandan secondary schools.

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EFFECT OF E-PROCUREMENT IMPLEMENTATION ON THE EFFECTIVENESS OF RWANDAN HOSPITALS: A CASE OF KABAYA DISTRICT HOSPITAL (2019- 2020)

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Abstract

E-Procurement is more than just a system for making purchases online. It has been advocated as a key performance indicator that can improve the performance and competence of procuring entities. Some procuring entities implement e-procurement and succeed while others fail. The purpose of this study was to examine the effect of e-procurement implementation on the effectiveness of Rwandan Hospitals, the case of Kabaya District Hospital. This study had three specific objectives: to examine the how electronic submission of bids affects the effectiveness of public tendering at Kabaya District Hospital; to find out the effect of easy access to all published tenders on the effectiveness of public tendering at Kabaya District Hospital; to determine the extent to which viable communication between bidders and Procuring Entity leads to the effectiveness of public tendering at Kabaya District Hospital. The study adopted a descriptive approach to establish the effect of e-procurement implementation on the effectiveness of Rwandan Hospitals. The sample size of 24 respondents was selected from a list of 35 Suppliers that have contracts with Kabaya District Hospital and staff of Kabaya District Hospital. Data were collected from the respondents through a questionnaire. The collected data were analyzed by employing descriptive statistics and inferential analysis using a statistical package for social science (SPSS). The data were then presented in tables and charts. The independent variable (Electronic submission of bids) has an effect of 80.2% on the effectiveness of public tendering at Kabaya District Hospital as represented by R Square. The coefficient of correlation value of 0.839 indicates that there was a positive strong correlation between independent and dependent variables. The independent variable (easy access to all published tenders) has an influence of 74.3 percent on the effectiveness of public tendering at Kabaya District Hospital. The coefficient of correlation of 0.786 implies that the independent and dependent variables have a moderate positive relationship. The independent variable (viable communication between bidders and Procuring Entity) according to R Square has a 71.4 percent on effectiveness of public tendering at Kabaya District Hospital. The coefficient of correlation of 0.779 indicates a moderately positive correspondence between the independent and dependent variables. The findings indicate that there is a positive effect of e-procurement implementation on the effectiveness of Rwandan Hospitals. The study recommends that all the procuring entities should adopt e-procurement (Umucyo system).

A state has different needs for its development and one of the strategies for satisfying the needs is using public procurement. Public procurement is the process by which government departments or agencies purchase goods and services from the private sector. It takes place at both a national and regional level,

and the process will usually be subject to specific rules and policies covering how the relevant decisions are made. The reason behind using public procurement is competition, transparency, and value for money. Judith Gebauer & Arie Segav 2001, defined procurement as “All of the activities involved in obtaining material and services and managing their inflow into an organization toward the end-user. The the-procurement process follows steps that are arranged in a determined order. These steps can be explained hereunder as procurement cycle comprises three main phases namely: pre-tendering including needs assessment, planning, and budgeting, the definition of requirements, determining priorities and choice of procedures; tendering including the invitation to tender, evaluation, and award; and post-tendering including contract management, order, and payment (Judith Gebauer & Arie Segav 2001). The key steps for planning and implementing a successful e-procurement strategy at any organization consists of assessing and documenting the current procurement process; assessing and documenting the desired future-procurement strategy; identifying the gaps between where you are now and where you want to be; identifying the process and system solutions that will be required to bridge the gaps; documenting the important benefits that will come from implementing an e-procurement system (hard, soft and intangible benefits); developing key performance indicators (KPIs) to measure success against your identified procurement goals. It also consists of creating a business case that addresses the most critical pain points of your buying organization; securing executive sponsorship and an internal champion for the initiative, developing a plan, and committing resources to the project (Judith Gebauer & Arie Segav 2001).

For the majority of public organizations, the process of implementing and adopting e-procurement systems is like any other IT system that presents challenges as a result of internal reasons such as organizational issues as well as external reasons such as lack of IT infrastructure, skilled personnel and standardization in addition to the related legal issues (Lindskog, 2008; Choudhari et al., 2011; Manoharan and Carrizales, 2011; Padhi and Mohapatra, 2011).

Most articles did not have a formal discernable definition of electronic procurement. Instead, e-procurement was described in rather general terms, mentioning facets of it as illustrations. There is no single definition of e-procurement. That is why for Rwanda, the meaning of e-procurement as it is described is different from e-procurement in Europe (Richard, 2019).

E-procurement System aims at streamlining the government procurement process, enhancing service delivery, increasing transparency (Code name: Umucyo), providing one single window for government procurement, and reducing corruption loopholes and fraud (Richard, 2019).

The following was the timeline of the project (Umucyo system): May 2015 – June 2016 - System development in Rwanda (13 months), July 2016-June 2017 - Pilot phase with 8 entities, July 2017-2018 - Roll out 131 other Entities, July 2018 - Roll out 8 Extra Budgetary Entities, WB funded projects – ongoing now, July 2019 –

District Hospitals (Richard,2019). Umucyo system (e-procurement) implementation is followed by the benefits like reduced time & cost, 99% reduced bidders' movement, Improved security with PKI usage, improved transparency, reduced opportunity for corruption, reduced forgery with linkages, improved compliance to the Rwanda public procurement law(Richard,2019). E-procurement System automates the public procurement process and enables the interactions of Government to business services (G2B).

Although the government of Rwanda started using the online system to purchase goods, works, services, and non-consultancy services to help the Government to ensure the efficiency of public procurement with the standardization of electronic documents, supplier registration, goods and services information, and to streamline public procurement transactions for efficient government service delivery, still there is no research conducted on the effect of e-procurement implementation on the effectiveness of Rwandan Hospitals. Moreover, most e-procurement empirical research has focused on large economies, technology and smaller economies, and traditional industries (Tatsis; Mena Van Wassenhove & Whicker, 2006; Chipiro,2009).

Moreover, according to Uddin, (2015), in the USA, Australia, and Europe, there are very few empirical studies in the literature on the adoption of e-procurement and its effects as well as challenges facing its implementation in developing countries including Rwanda.

Therefore, there was a need to fill this gap by assessing how e-procurement is applied and what its effect is on the management of hospitals in Rwanda, and investigating challenges associated with the adoption of e-procurement in Rwanda. Further, the findings of this research added significant empirical information and findings to previous studies on the effect of e-procurement on the performance of managerial hospitals and challenges associated with its implementation in Rwanda. It is for that reason this research was conducted to shed light regarding the effect of Umucyo system (e-procurement) implementation on the effectiveness of Rwandan Hospitals especially in Kabaya District Hospital from 2019 to 2020.

Research Questions

1) how the electronic submission of bids affects the effectiveness of public tendering at Kabaya District Hospital; 2) what are the effects of easy access to all published tenders on the effectiveness of public tendering at Kabaya District Hospital; 3) To what extent does communication between bidders and Procuring Entity leads to the effectiveness of public tendering at Kabaya District Hospital

Methodology

It was stressed that methodological research is a controlled investigation of the theoretical and applied aspects of measurements, mathematics, and statistics, and ways of obtaining and analyzing data (Fred. N Kerlinger, 1964:700). Likewise, the Contemporary English dictionary (1995: 231), defines methodology as a set of methods and principles that are used when studying a particular kind of work. To

sum up, a method comprises all intellectual processes, an orderly system or arrangement that enables a researcher to reach one aspect of knowledge by using various techniques. This chapter intends primarily to highlight the methods and techniques that have been used to collect data to carry out this study.

It is primarily intended to make a description and analysis of the effect of the implementation of e-procurement in Rwandan Hospitals, especially in Kabaya District Hospital. For this reason, it will bear an exploratory aspect, especially because there has not been a similar study before.

This chapter gives a detailed presentation of the tools and techniques that were used to investigate the research issues in the field. It includes spelling out the area of the study and study population. It further describes the methods and techniques used the choosing the sample size and selection instruments like questionnaires, interviews, and documentation were used. It also includes data processing, analysis, and problems that were encountered in this research, finally, this chapter provides the background against which the findings and conclusions of the study were examined and appreciated regarding their reliability and validity.

Study population

William fox (1992:06) defines population as “a set of cases from which a sample is drawn and to which a researcher wants to generalize”. He continues by asserting that population is data about all or almost all cases to which a researcher wants to generalize.

For any study to succeed, information needs to be representative of the population covered by the research questions. A population refers to the total number of elements covered by the research questions (Scottet al 1998:307). On the other hand, “population can be defined as the totality of persons or objects with which a study is concerned” (Grinnell et al., 1990:118).

Christensen (1991:101) asserts hat, population refers to all the events, things, or individuals that are the objects of investigation. This research is made to study the effect o e-procurement implementation in Rwandan Hospitals especially in Kabaya District HHospital thus the researcher surveyed a selected unit (Staff) technically determined. The population under study was made of suppliers.

As it has been indicated above, given the width of this topic under study, the population is also wide as it is located in procurement dominates. Indeed, the population under this study is derived from the selected staff and 24 suppliers that have contracts with Kabaya DistrictHospitall.

Findings

Findings on the effect of electronic submission of bids on the effectiveness of public tendering at Kabaya District Hospital

The following section discusses the presentation, analysis, and interpretation of related findings. The answers to Likert scale questions are given as frequencies/percentages. *Strongly Disagree* was at the bottom of the scale, followed by *Disagree*, *Neutral*, *Agree*, and *Strongly Agree*. While correlation and regression tests were used to assess the relationship.

Table 1 - Respondents’ views on electronic submission of bids and effectiveness of public tendering at Kabaya District Hospital

Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Electronic submission of bids affects effectiveness of public tendering at Kabaya District Hospital by time saving.	0	0	1	9	14	N= 24
	0.0	0.0	4.2	37.5	58.3	100 %
Electronic submission of bids affects effectiveness of public tendering at Kabaya District Hospital by flexibility.	0	0	2	10	12	N= 24
	0.0	0.0	8.3	41.7	50	100 %
Electronic submission of bids affects effectiveness of public tendering at Kabaya District Hospital by cost reduction.	0	0	3	5	16	N= 24
	0.0	0.0	12.5	20.8	66.7	100 %
Electronic submission of bids affects effectiveness of public tendering at Kabaya District Hospital by eliminating paper work	0	2	3	4	15	N= 24
	0.0	8.3	12.5	16.7	62.5	100 %

Source: Survey, August 2021

Table1 shows that the 58.3% position strongly agreed and the 37.5% position agreed while the remaining 4.2% were neutral on that the electronic submission of bids affected the effectiveness of public tendering at Kabaya District Hospital .The findings show that 50% of total respondents strongly agree, 41.7% of respondents agree and 8.5% were neutral that electronic submission of bids effectiveness of public tendering at Kabaya District Hospital by flexibility meaning that flexibility is among of benefits of e-procurement in Kabaya District Hospital.

Findings on how easy access to all published tendeth rs affects effectiveness of public tendering at Kabaya District Hospital.

The second objective of the study was to find out the effect of easy access to all published tenders on effectiveness of public tendering at Kabaya District Hospital. The following section discusses the presentation, analysis, and interpretation of related findings. The answers to Likert scale questions are given as frequencies/percentages. Strongly Disagree was at the bottom of the scale, followed by Disagree, Neutral, Agree, and Strongly Agree. While correlation and regression tests were used to assess the relationship.

Table 2 - Respondents views on easy access to all published tenders at Kabaya District Hospital Hospital

Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
	0	1	2	7	14	N=24

Easy access to all published tenders affects effectiveness of public tendering by time saving.	0.0	4.2	8.3	29.2	58.3	100%
Easy access to all published tenders affects effectiveness of public tendering by transparency.	0.0	2	2	3	17	N=24
	0.0	8.3	8.3	12.5	70.8	100%
Easy access to all published tenders affects effectiveness of public tendering by competition.	0.0	0	2	6	16	N=24
	0.0	0.0	8.3	25.0	66.7	100%
Easy access to all published tenders affects effectiveness of public tendering by cost reduction	0.0	1	2	3	18	N=24
	0.0	4.2	8.3	12.5	75.0	100%

Source: Survey, August 2021

Table 2 above shows that the 58 strongly agreed 29.2% agreed and, 8.3% were neutral while 4.2% disagree that easy access to all published tenders affects the effectiveness of public tendering by time-saving Kabaya District Hospital.

The findings back up Rama (2014) that electronic procurement enhances key principles of procurement namely; transparency, value for money (efficiency), and timeliness. E-procurement enhances transparency and fairness by bringing together procuring entities and bidders in a virtual environment. Enhanced transparency and fairness bring increased private practitioners' confidence in the procurement system. This confidence increases participation and competition.

Findings on how viable communication between bidders and Procuring Entity leads to the effectiveness of public tendering at Kabaya District.

The third objective of the research was to determine the extent to which viable communication between bidders and Procuring Entity leads to the effectiveness of public tendering at Kabaya District Hospital. The following section discusses the presentation, analysis, and interpretation of related findings. The answers to Likert scale questions are given as frequencies/percentages. Strongly Disagree was at the bottom of the scale, followed by Disagree, Neutral, Agree, and Strongly Agree. While correlation and regression tests were used to assess the relationship.

Table 3 - Respondents views on how viable communication between bidders and Procuring Entity leads to the effectiveness of public tendering at Kabaya District.

Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Viable communication between bidders and Procuring Entity leads to the effectiveness of public tendering by transparency.	0	2	1	8	13	N=24
	0.0	8.3	4.2	33.3	54.2	100%
Viable communication between bidders and Procuring Entity leads to the effectiveness of public tendering by cost reduction.	0	0	2	5	17	N=24
	0.0	0.0	8.3	20.8	70.8	100%
Viable communication between bidders and Procuring Entity leads to the effectiveness of public tendering by Competition.	0	2	3	4	15	N=24
	0.0	8.3	12.5	16.7	62.5	100%
Viable communication between bidders and Procuring Entity leads to the effectiveness of public tendering by flexibility.	0	1	2	7	14	N=24
	0.0	4.2	8.3	29.2	58.3	100%

Source: Survey, August 2021

Table 3 shows that the 54.2% position strongly agree and the 33.3% position agree while 4.1 % position is neutral and 48.3 % position disagree on that the Viable communication between bidders and Procuring Entity leads to the effectiveness of public tendering at Kabaya District Hospital by transparency meaning that the communication within e-procurement portal of Kabaya District Hospital is viable. When there is communication from bidders as request for clarification during tendering process, e-procurement its self stops the tendering process until the the requested clarification is responded.

Table 3 above shows that the 70.8% position is strongly agree and the 20.8% position is agree while 8.3% position is neutral on that the Viable communication between bidders and Procuring Entity leads to the effectiveness of public tendering at Kabaya District Hospital by cost reduction meaning that one of the advantages of e-procurement to the suppliers dealing with Kabaya District Hospital is tendering cost reduction because after accessing all published tenders at their front desks and submission of their bids without getting out of their offices save their time, transport and printing costs.

Besides, table 3 above shows that the 62.5% position is strongly agree and the 16.7% position is agree while 12.5 % position is neutral and 8.3% disagree on that the Viable communication between bidders and Procuring Entity leads to the effectiveness of public tendering at Kabaya District Hospital by competition meaning that the communication done through Kabaya District Hospital e-procurement portal leads to competition in tendering because using e-procurement, there reduction of cost in terms of saving time because everything is done on the front desk of the bidder, transport and printing costs and reduction of office supplies like papers & toners and reduction of office equipment like printers. The reduction in cost, its self encourages the bidders to submit their bids so that the Kabaya District Hospital receives a big number of bids competing for the published tender at the Kabaya District Hospital e-procurement portal.

The results are complementary to those made before by Robert E. et Al. (2007) where they also identify data transaction accuracy as a driver. These are all associated with “improving Communication”. Since e-procurement allows sections of electronic documentation to flow through the supply chain; it improves the speed of returns and subcontractor price visibility. As it is easier to communicate requirements in a quicker more accessible manner, it will result in a better understanding of requirements and due compliance.

World Bank Global (2017) reported that electronic procurement (e-procurement) systems have helped governments across the world to reduce costs and increase transparency in the-procurement process. From the beginning of 2014, the Rwandan government started the process of becoming the first country in Africa to realize those benefits, by partnering with a South Korean firm to develop its own e-procurement system.

Conclusion

The purpose of this study was to examine the effect of e-procurement implementation on the effectiveness of Rwandan Hospitals, the case of Kabaya

District Hospital. This study had three specific objectives: To examine how electronic submission of bids affects effectiveness of public tendering at Kabaya District Hospital. To find out the effect of easy access to all published tenders on effectiveness of public tendering at Kabaya District Hospital. To determine the extent to which viable communication between bidders and Procuring Entity leads to the effectiveness of public tendering at Kabaya District Hospital. The study adopted a descriptive approach to establish the effect of e-procurement implementation on the effectiveness of Rwandan Hospitals. The sample size of 24 respondents was selected from a list of 35 Suppliers that have contracts with Kabaya District Hospital and staff of Kabaya District Hospital. Data were collected from the respondents through a questionnaire. The collected data were analyzed by employing descriptive statistics and inferential analysis using statistical package for social science (SPSS). The data were then presented in tables and charts. The findings indicate that there is a positive effect of e-procurement implementation on the effectiveness of Rwandan Hospitals.

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INVESTIGATING THE CAUSES OF SCHOOL DROPOUT IN NINE YEARS BASIC EDUCATION SCHOOLS IN RWANDA AND THEIR POSSIBLE SOLUTIONS: A CASE OF RUTSIRO DISTRICT

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Abstract

The purpose of this study was to investigate the causes of school dropout in nine years' basic education schools in Rwanda and their possible solutions. Specifically, the study sought to examine students' characteristics leading to school dropout in Nine Years Basic Education in Rutsiro District, to investigate school-based causes of school dropout in Nine Years Basic Education in Rutsiro District, to find out home-based causes of school dropout in Nine Years Basic Education in Rutsiro District and to find out possible solutions to school dropout in Nine Years Basic Education in Rutsiro District. The study was guided by Social capital theory and it adopted a mixed approach. The study was carried out in 10 selected Nine Years Basic education schools in Rutsiro District. The target population of the study comprised of 762 subjects including 672 dropout students, 10 headmasters, 10 DOSs and 10 Discipline Managers. The study used a sample of 60 participants including 30 dropout students, 10 headmasters, 10 DOSs and 10 Discipline Managers. The 10 schools were selected using systematic sampling; the sample size for students was selected using purposive sampling, the sample size for headmasters, DOSs and Discipline Managers was selected using census sampling technique. The data was collected using a structured questionnaire, interview and documentary review. The data was analyzed using descriptive statistics (percentages, frequencies, means and standard deviation) and thematic analysis. The results were presented in tables, figures and texts. The findings revealed that the main causes of school dropout in Rwandan nine years basic education schools are from the student themselves (Negative attitudes towards schooling, Child labor, Unwanted pregnancies, juvenile delinquency, being an orphan, peer influence, poor performance), from the school factors (School manager's indifference towards the problem of dropout, Lack of counseling services, harsh punishments) and from their families (Domestic violence, Poverty in the family, Irresponsible parents and Alcoholic parents). it was also concluded that possible solutions to the issue of dropout are: Sensitize parents to care for their children's education, Develop prevention and intervention services at school, Set up and developing counseling and guidance services in schools, Provide rewards to students with good class attendance and Involve each school staff in fighting against school dropout. The study recommended that the Government of Rwanda should find out strong strategies to increase young people's motivation to learning, continuously track all the people who are responsible for child labor and unwanted pregnancies among young children in Rwanda, punish seriously the school managers who remain indifferent towards the problem of school dropout, always be proactive in fighting against school dropout and ensure a joint effort or collaboration in fighting against school dropout. The study recommended that school managers should always involve all the school staff in fighting against

school dropout. It was finally recommended that the Government of Rwanda and school managers should manage to put into consideration all the strategies to fight against school dropout emanated from the findings of this study.

Keywords: *School dropout and Nine years basic education*

According to MINEDUC and UNICEF Rwanda (2019) report on Dropout, 13.4% of 12 years old boys had already dropped out of schools at least once during their education, compared to 5.2% of 12 years' girls. Boys continue to drop out slightly more than girls between the ages of 13 to 15 (lower secondary school age), but this difference reverses above 16 age. Between the age of 16 and 18 girls are more likely to dropout compared to boys (id.). The latter was so as a result of low primary to secondary transition rates. Though boys' dropout rate decreases, girls' dropout increases as they advance in secondary. According to the world bank report, the government of Rwanda has made a tremendous effort to address the financial constraints especially by alleviating parents of tuition fees in 2003 for universal primary school; in 2009 the alleviation was applied for nine years which was ultimately extended to twelve years' basic education in 2011 (UNICEF, 2013). In spite of the progress that Rwanda has made after 26 years in education sector, there are still problems remaining such low enrolment, overcrowded classrooms and school dropout. Therefore, it is in this perspective that the researcher sought to investigate the causes of and possible solutions to schools dropout in Nine Years basic education schools in Rwanda using the case of Rutsiro district.

Research Questions

What are students' characteristics leading to school dropout in Nine Years Basic Education in Rutsiro District? What are school-based causes of school dropout in Nine Years Basic Education in Rutsiro District? What are home-based causes of school dropout in Nine Years Basic Education in Rutsiro District? What are possible solutions to school dropout in Nine Years Basic Education in Rutsiro District

Methodology

The research design which was used in this study is descriptive survey. It is more than just a collection of data. It involves measurement, classification, analysis, comparison and interpretation of data (Kombo et al. 2006). Descriptive survey is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals (Orodho, 2004). It can be used when collecting information about people's attitudes and opinions. With this study it was considered appropriate because it offers an opportunity to obtain information from secondary schools' students, head teachers, DOSs and Discipline Masters about causes of drop out and possible solutions in RUTSIRO District. The researcher used both primary and secondary data. Primary data was obtained using questionnaires and interview guide while

secondary data was obtained from reports on school dropout regarding Rutsiro District, on line materials (journal articles, newspaper articles and text books).

Target Population

Rutsiro District counts 30 Nine Years Basic Education Schools. These schools have a combined population of 30 head teachers, 30 Director of studies (DOS), 30 Discipline managers and 672 learners who had dropped out in 9YBE schools (2019-2020). That means, the target population of this study was 762 subjects. Head teachers, DOS and discipline managers were involved in this study because they are more involved in dealing with school dropout issues in their respective schools. Therefore, they have much information about the causes and possible solutions to this issue.

Table 1: Population of the study

S/n	School name	Number of dropout students in 9YBE	Number of head teachers	Number of DOSs	Number of discipline managers
1	GS BUHINDURE	30	1	1	1
2	GS BUHORO	0	1	1	1
3	GS BUKONGORA	13	1	1	1
4	GS BUSHAKA	5	1	1	1
5	GS BUSUKU	0	1	1	1
6	GS BWIZA	36	1	1	1
7	GS CYIVUGIZA	7	1	1	1
8	GS GAHONDO	95	1	1	1
9	GS GAKERI	24	1	1	1
10	GS GIHARA	13	1	1	1
11	GS GIHINGA II	29	1	1	1
12	GS KABITOVU	39	1	1	1
13	GS KARAMBI	8	1	1	1
14	GS KARAMBIRA	16	1	1	1
15	GS KARUGARIKA	51	1	1	1
16	GS KIBARA	29	1	1	1
17	GS KINIHIRA	24	1	1	1
18	GS KINUNU	48	1	1	1
19	GS MAZIBA	3	1	1	1
20	GS MUKO	27	1	1	1
21	GS MWENDO	0	1	1	1
22	GS NGABO	14	1	1	1
23	GS NKULI	10	1	1	1
24	GS RAMBURA	34	1	1	1
25	GS RUGAMBA	10	1	1	1
26	GS RUGOTE	30	1	1	1
27	GS RUNDOYI	24	1	1	1
28	GS RUSORORO	27	1	1	1
29	GS RWINYONI	11	1	1	1
30	GS SURE	15	1	1	1
	TOTAL	672	30	30	30
GRAND TOTAL=762					

Source: Rutsiro District Education Office (2020)

Sampling Techniques

For Kothari (2004) the term sample refers to a small part used to stand for the total population in a study. This study was carried out in 10 Nine Years basic education schools from Rutsiro district (available in table 1). These schools were selected using systematic sampling whereby all the 30 schools were listed alphabetically then an interval of three numbers were used to select those that are needed for the sample. The choice of 10 schools as a sample was made as per the assumption that at least 30 percent of the entire population is appropriate for the sample (Borg and Gall, 2003). The chosen 10 schools count in total 10 Head masters, 10 DOSs, 10 Discipline managers and 284 students who dropped out. However, the researcher involved the students who had dropped out and came back to school. This is because it was easy to access them. Thus, this study used as sample of 60 participants (10 Head masters, 10 DOSs, 10 Discipline managers and 30 students).

In selecting the head teachers, DOSs and Discipline managers, the researcher used census technique (universal sampling). This consists of taking the whole population as a sample because it is too small (Creswell, 2012). In selecting the students, purposive sampling was used. The purposive sampling involves purposive or deliberate selection of particular units of the universe for constituting a sample which represents the universe (Kothari, 2004). In perspective, the study involved the students who had dropped out and came back to school. The following table shows clearly the sample distribution.

Findings

The findings of the study and highlights the results of the findings as set out in the research methodology are presented as follow:

Research question number one: To examine students' characteristics leading to school dropout in Nine Years Basic Education in Rutsiro District

The results show that most the respondents agreed that the following students' characteristics lead to school dropout. These are: Negative attitudes towards schooling ($\mu = 4.5556$ and $STD = 0.62361$); Child labor ($\mu = 4.1333$ and $STD = 0.34378$); Unwanted pregnancies ($\mu = 4.2667$ and $STD = 0.93905$) and Juvenile delinquency ($\mu = 4.1778$ and $STD = 0.64979$).

Overall, the results indicate that Students' characteristics leading to school dropout are: Negative attitudes towards schooling which was confirmed by 25 (83%) respondents out of 30, Child labor confirmed by 27 (90%) respondents out of 30; unwanted pregnancies confirmed by 27 (90%) respondents out of 30 and Juvenile delinquency confirmed by 29 (97%) respondents out of 30. These results are different from those of some of previous studies. For example, the study of Alliance for Excellent Education (2009) found that over a million students who enter the ninth grade dropout in the middle of the way because of peer influence. Similarly, the study by Shavisa et al. (2016) on the role of student characteristics in drop out cases among secondary school students in Vihiga County revealed that most students dropped out as a result

of peer pressure (49. 1%). However, this study did not found that peer influence is among the causes of school dropout. The Government of Rwanda has taken serious measures against juvenile delinquency. Every person who is caught acting in this way, a child, adolescent an adult, is sent to Iwawa training center (locate amidst Kivu lake) to undergo some trainings. This is done as a way of correction but the culprits benefit from it. For that reason, this has reduced the number of delinquents in Rwanda and must be the reason why peers' influence was not among the causes of school dropout. Nevertheless, the Iwawa training center does not prevent some young people in Rwanda from becoming delinquents; many children still dropout school and become street children. The study of Shavisa et al. (2016) on the role of student characteristics in drop out cases among secondary school students in Vihiga County emerged with divergent results. Its findings revealed that most students dropped out as a result of failure to raise school fees (41. 3%), pregnancy (39. 4%) and lack of support from home (34.1%).

Research question number Two: To examine school based causes of school dropout in Nine Years Basic Education in Rutsiro District

The results show that most the respondents agreed that the following factors are school based causes of school dropout. These are: School manager's indifference towards the problem of dropout ($\mu= 4.3333$ and $STD= 1.75810$) and Lack of counseling services ($\mu= 4.1556$ and $STD= 0.52030$). In addition, most of respondents disagreed that the following factors are school based causes of school dropout. These are: Long distance to school ($\mu= 2.9556$ and $STD= 1.49173$), Hatred towards the school staff ($\mu= 2.7111$ and $STD= 1.07919$), Poor performance ($\mu= 2.9333$ and $STD= 1.25045$), Poor feeding at school ($\mu= 2.7778$ and $STD= 1.06363$) and Bad location of the school ($\mu= 2.6444$ and $STD= 1.02593$).

The findings confirmed that school based causes of school dropout are: School manager's indifference towards the problem of dropout (93%) and Lack of counseling services (91.2%). These findings contradict some of previous studies on the same topic. For example, the study of Elika and Egbochuku (2009) points out that school administration plays a very crucial role of determining whether the students will complete the education cycle or dropout before completion. They further found that ineffective school administration is among the main causes of dropout. The study of Hirakawa (2012) also reached different results. His study found that students dropout because of their poor performance. In Rwanda, secondary and primary and pre- primary schools are not provided with school counselors to help students with some psychological, emotional and familial problems. Counselors are found at universities only and yet the young children also encounter some problems which can hinder their learning and sometimes lead to dropout. Thus, lack of school counselor is among the causes of dropout.

Research question number Three: To examine family based causes of school dropout in Nine Years Basic Education in Rutsiro District

In order to achieve this objective, the researcher used data that was corrected by means of a in the form of five point likert scale. The questions counted 15 options upon which the respondents had to agree, disagree or remain neutral. Overall, the results show that the main family related causes of dropout are: Domestic violence, Poverty in the family, Household much work, Irresponsible parents. These findings are similar to those of Shavisa et al. (2016) who found that students drop out as a result of failure to raise school fees (41. 3%), pregnancy (39. 4%), peer pressure (49. 1%) and lack of support from home (34.1%). The National Institute of Statistics of Rwanda (2019) indicates that the poverty rate in Rwanda is still high (38.2%) although there has been a continued decline. That means, there still many families in Rwanda which live in poverty. Due to this issue, many students drop out school in order to help their parents in different activities for the family survival. These activities include looking after babies, helping their parents to make money for feeding the family, and doing any other household activities.

Research question number Four: To find out possible solutions to school dropout in Nine Years Basic Education in Rutsiro District

The results show that most the respondents disagreed strongly that the following are possible solutions to school dropout. These are: Punishing all the parents who prevent their children from going to school ($\mu= 1.2444$ and $STD=0.43461$) and encouraging extracurricular activities ($\mu= 1.2444$ and $STD=0.43461$). The results in table 8 show that most the respondents were neutral about whether the following are possible solutions to school dropout. These are Reducing punishments to students ($\mu= 3.6000$ and $STD=0.57997$), Home school partnership in curbing school dropout ($\mu= 3.2667$ and $STD=0.61791$) and Involvement of security forces (soldiers and police) ($\mu= 3.2444$ and $STD=0. 4346$).

The interview with the students who have dropped out in Nine years basic education provided the following results. The respondents confirmed that the main reasons why they dropped out are negative attitudes towards learning 17 (56%), child abuse 5(16%), household labor 10 (33%), being an orphan 3(10%), peer influence 7(23%), harsh punishments 9(30), poor performance 4(13%), Domestic violence 8 (26%), Poverty in the family 12 (40%), Household much work 15(50%), and Alcoholic parents 7 (23%) The interviewees also confirmed that the strategies to fight against school dropout are namely: Punishing all the parents whose children have dropped out 14(46%), Harsh punishments to students who dropout 8(26%), Sensitizing parents to care for their children's education 16(53%), Develop prevention and intervention services at school 21(70%), Setting up and developing counseling and guidance services in schools 11(36%)and Involving each school staff in fighting against school dropout 15(50%).

These results are similar to those of previous studies. For example, the study of Rumberg (2004) revealed that the most important solutions to school dropouts is to set up dropout prevention strategies. Nevertheless, this researcher found that solutions include: Improving the environmental context of potential dropouts by providing resources and support strengthen their families, schools and communities. In fact, Rumberg's findings are both similar and somehow different from those of this study.

Conclusion

Based on the findings of this study (from both the questionnaire and interview), it was concluded that the main causes of school dropout in Rwandan nine years basic education schools are from the student themselves (Negative attitudes towards schooling, Child labor, Unwanted pregnancies, juvenile delinquency, being an orphan, peer influence, poor performance), from the school (School manager's indifference towards the problem of dropout, Lack of counseling services, harsh punishments) and from family (Domestic violence, Poverty in the family, Irresponsible parents and Alcoholic parents). Base on the findings, it was also concluded that the main strategies to mitigate the issue are: Sensitize parents to care for their children's education, develop prevention and intervention services at school, set up and develop counselling and guidance services in schools, provide rewards to students with good class attendance, involve each school staff in fighting against school dropout. The findings of this study imply that the issue of school dropout still exists in Rwanda despite all the effort made by the government in order to fight against it. This also implies that more efforts are to be made for a continuous fight against school dropout in Rwandan schools. In fact, the findings of this study will be a good tool in this battle.

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**RELATIONSHIP BETWEEN PROJECT MANAGEMENT,
SOFT SKILLS AND PROJECT SUCCESS: CASE OF YOUTH
TO SENIOR TEAM PROJECT PREPARED AND FUNDED BY
MUSANZE FC. 2017/2020**

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Abstract

The aim of this study was to investigate the relationship between project management soft skills on project success in Rwandan football industry. It had the following specific objectives which are: To determine the relationship between conflict management skills and project success of youth to senior team project of Musanze FC, To investigate the relationship between negotiation skills and project success of youth to senior team project of Musanze FC,..And it has also to test the following hypothesis. They are namely: HO1: there is no relationship between Conflict management skills and project success of youth to senior team project of Musanze FC, HO2: there is no relationship between negotiation skills on project success of youth to senior team project of Musanze FC. It basically used the descriptive research design in carrying out the study and in selecting the respondents, random sampling were undertaken to 52 respondents. Data were analyzed using statistical tools such as frequencies, percentages, weighted mean, standard deviation, correlational analysis. Findings of the study revealed that there is significant relationship between project management soft skills and project success in Rwandan football industry. there is positive and significant relationship between conflict management soft skills and project success of youth to senior team project of Musanze FC as indicated by statistics ($r=.866, p<.005$), there is positive and significant relationship between negotiation skills and project success of youth to senior team project of Musanze FC as shown is statistics ($r=.865, p<.005$).The study recommended government, stakeholders and project managers the following: During recruitment and selection activities for project managers, candidate soft skills also need to be given attention by big institutions.

Keywords: *soft skills, project management, conflict management skills and negotiation skills*

As project managers encourage all the possibilities to increase chances of success in their projects, they need to focus on improving technical skills while maintaining the importance of soft skills which are often overlooked by many organizations (Petter & Randolph, 2009, p. 45)., Meanwhile research places minimum attention on the topic of soft skills in comparison to hard skills, this study attempts to fill in the gap as seen in published literature on this topic. In order to accomplish this, this proposal discusses soft skills as it pertains to project management discipline by incorporating soft skills into the fundamental concept of the project cycle.

Despite the belief that soft skills are identified as an art (Belzer, 2004), and critical for a project's success, projects continue to have a significant failure rate,

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especially in the football industry. Despite large financial investments (40 million every year) in English youth football (soccer) Academies, only 25–30 English players aged 23 years or under enter the English Football Premier League each year (“Next Rooney”, 2007). Consequently, concerns are raised about the thinning supply of talented English football players, increasing the pressure on academy directors, managers, and coaches to produce more top English players. At the same time, young players in these academies experience pressure to produce top performances and to be selected to the Premier League. They encounter a range of personal and interpersonal challenges that can affect their experiences and personal development (Richardson, Gilbourne, & Littlewood, 2004). They must, therefore, learn to cope effectively with the stressors if they are to pursue a professional football career (Holt & Dunn, 2004), or else their sporting performance and subjective well-being can be impaired (Lazarus, 2000; Sagar, Lavallee, & Spray, 2009).

Furthermore, on a club level, funding and acquiring financial resources remain a problem. Although, TV deals and league sponsorships have eased the situation in the KUT countries to some extent. Yet, while the revenues remain low compared to leagues in Northern and South Africa, poor governance in clubs and on the level of football associations in KUT countries has detracted much of their benefits. Particularly in Uganda, the poor financial state of clubs in the elite league has negatively affected the stability in its structural composition: a number of clubs that qualified for the first-tier level could not last and disappeared after a short time (Onwumechili, 2019).

In Kenya and Tanzania, the situation is a bit better where sponsorships allow some clubs, such as Gor Mahia FC and AFC Leopards FC from Nairobi or Simba SC and Young Africans FC from Dar es Salaam, to invest in lasting structures and pay players decent wages. On one hand, this may account for the reason why these clubs attract migrants from other countries of the region and, to some extent, from other parts of the continent. On the other hand, however, better funding has not impeded mismanagement and the general decline of professional football in the two countries (Njororai, 2019).

Accordingly, the popularity of the game has produced high expectations to the national teams and clubs to perform well in international competitions. But these expectations have continuously been frustrated by the ongoing disappointment to succeed. Moreover, they have become part of national shame among football enthusiasts, as the region has produced world class athletes in other sports such as athletics, boxing, and rugby (Chepyator-Thomson & Ariyo, 2017) which seemingly receive better results with fewer resources but better management. Therefore, in KUT and beyond, the image of East African football has repeatedly been associated with disillusion and incompetence, not least by East Africans themselves (Njororai, 2019). Despite the recent qualifications of the KUT countries for the AFCON 2019 tournament, overcoming this depressing state seems to be almost impossible in the near future as structural improvements,

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coordinated on national levels, are not in sight. Moreover, and given the lack of incentives to promote long-term strategies that eye on talent and personnel development, the misery of East African football is likely to continue (Rintaugu et al., 2012).

In Rwanda like any other country, football has evolved in 21st century and provided job for many Rwandan who are in that industry where we have 16 teams that play in 1st division(Primus national league). Some of these teams are Rayon Sport Club, Musanze F.C, APR F.C, AS Kigali and Mukura among others. Improving soft skills attributes for project managers might appear as a necessity to improve methodologies of project management in order to increase the success of football projects. In addition, it is not within the goals of this study to encompass all possible soft skills factors that might have an effect on project success. However, factors considered in this study set up a frame of reference and conduct an analysis necessary to validate the presented model, as well as, the concept of the existence of the saturation points. Primary evidence has been derived from the quantitative analysis; also, it has been supported by qualitative analysis through two case studies, from which emerged another supportive model for the main model. As conclusion, competition in today's markets has made organizations focus greatly on innovative workers and managers to meet up with dynamic market demands, which forms the bedrock of human capital theory as discussed by Crăciun (2015). As part of human capital theory, managers' skills are the subject of this proposal in relation to football project management in Rwanda.

Research hypothesis

There is no relationship between Conflict management skills and project success of youth to senior team project of Musanze FC? And there is no relationship between negotiation skills on project success of youth to senior team project of Musanze FC?

Conflict management skills

Conflict is a natural part of any workplace, especially in those with many people of varying responsibilities and personalities who must work together. You can find conflict between groups, individual employees and even between members of management. It's important to manage conflict so the workplace can continue to be a positive and collaborative environment where employees are happy and productive at work. Conflict management skills are abilities that help you manage how conflict affects you, those you work with and the workplace as a whole. Knowing that conflict is inevitable, conflict management aims to make conflict a productive part of the workplace, and if you have the skills do to so, you can contribute to an environment where conflict is accepted, managed and used positively. There are skills you can build to become successful at managing conflict in the workplace. The most effective conflict management combines many of these skills. Here are six conflict management skills you can use to keep all conflict from negatively affecting the workplace

Negotiation skills

According to Rubin and Brown (1975), negotiation refers to a process in which individuals work together to formulate agreements about the issues in dispute. This process assumes that the parties involved are willing to communicate and to generate offers, counter-offers, or both. Agreement occurs if and only if the offers made are accepted by both of the parties (Neale & Northcraft, 1991).

Negotiation involves several key components including two or more parties to a negotiation, their interests, their alternatives, the process and the negotiated outcomes (Neale & Northcraft, 1991). These elements are described in the following discussion. A party to a negotiation comprises a person or a group of persons (Thompson, 1990). Although the focus of this research is upon two-party or dyadic negotiation, negotiation can occur between any number of individuals representing their own or others' issues. However, usually the greater number of people involved, the more complex the negotiation process becomes and the more difficult it is to reach an agreement (Bazerman, Curhan, Moore & Valley, 2000; Thompson, 2001).

The negotiation process can be characterised by the strategies, tactics and the events that take place in a negotiation. Strategies within a negotiation refer to the approach negotiators select to pursue their objectives. For example, a negotiator may choose to adopt a cooperative bargaining strategy as opposed to a competitive strategy and as such may be more inclined to share information and to make concessionary offers. The more discrete elements of the strategy, such as information sharing, are referred to as tactics (Carnevale & Pruitt, 1992). On a more micro-level, the process includes the verbal and the non-verbal behavior that is elicited during the negotiation (Thompson, 1990). The current research is directed at this level. Through an examination of negotiator behavior, and in particular their communication behaviour, a greater understanding can be obtained about the way negotiators perceive events and reach decisions as the negotiation unfolds. An analysis of behavior at this level can also offer important insights into the cognitive processes of negotiators that underpin the outcomes that they achieve (Donnellon & Gray, 1989).

At the outset of a negotiation, each party corresponds to its own set of interests or preferences about the way the dispute should be settled (Rubin, 1994). Interests, in negotiation contexts, essentially refer to the underlying needs of the parties (Thompson, 1998). For example when football team and player or head coach want to terminate their contract, Negotiationskills play key part to meet and satisfy the needs of each side.

Methodology

The target population consists of all members of a people or objects to which we generalize the results of investigation. A single member of a population is referred to as a sampling unit. Our population includes President of the club(1 person), vice president (2people), secretary general (1), finance officer (1), coaching staf(5), medical staff (2) , team manager (1), football players (32) fun club representatives (8), stadium

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employees(10) belonging to Musanze F.C in Rwanda. The whole population is made up of 63 people. The researcher used Morgan sample size determination which is scientific (Krejcie & Morgan, 1970). Sample size is 52 people.

Findings

Table 1: Descriptive Statistics of conflict management and project success

	N	Min	Max	Mean	Std.
The conflicts are dealt well in Musanze F.C which led to its success toward attainment of goal.	52	2.00	5.00	4.2115	.80041
Use of mediation and reconciliation method help in resolving the conflicts in spark in case they arise.	52	2.00	5.00	4.3269	.73354
In Musanze F.C as football team, the conflict management help to reduce disagreement between managers and co-workers	52	1.00	5.00	4.1346	1.20504
In In Musanze F.C as football team, they use creative peace building method to ensure reduction of disagreement among workers.	52	3.00	5.00	4.5577	.63904
In Musanze F.C as football team, you use compensation method to be applied for failed party in compensating winning party in helping to reduce misunderstanding among the workers.	52	3.00	5.00	4.6346	.52502
In Musanze F.C as football team, the rules and regulation are set to ensure the management of conflict which also assists in enhancing the project success.	52	2.00	5.00	4.2500	.76376
Negotiation method of conflict resolution is applied in Musanze F.C and also lead to the achievement of its goal and success in general.	52	2.00	5.00	4.2885	.82454
Avoiding the conflict is a style which is applied in Musanze F.C's conflict management hence lead to its success contribute to your acquisition of livestock for long term purposes	52	1.00	5.00	4.1923	.92965
Collaborating is one of the method of conflict resolution which is applied in Musanze F.C.	52	1.00	5.00	4.3269	.92294
Conflict management skills lead to the success of Musanze F.C	52	3.00	5.00	4.3654	.74172
Overall mean & Std	52			4.3288	0.80856

Note: Strongly Disagree = [-1]= **Very Low mean**; Disagree= [-2]=**Low mean**; Neutral= [-2-3]=**moderated mean**; Agree= [3-4]=**High mean**; Strongly Agree= [4-5]= **Very High mean**

The results in table 8 indicated that the majority of respondents strongly agreed that the following factors influence project success, they are namely: The conflicts are dealt well in Musanze F.C which led to its success toward attainment of goal ($\mu=4.2115$ and $STD=.80041$), Use of mediation and reconciliation method help in resolving the conflicts in spark in case they arise($\mu=4.3269$ and $STD=.73354$), In Musanze F.C as football team, the conflict management help to reduce disagreement between managers and co-workers($\mu=4.1346$ and $STD=1.20504$), In In Musanze F.C as football team, they use creative peace building method to ensure reduction of disagreement among workers($\mu= 4.5577$ and $STD=.63904$), In Musanze F.C as football team, you use compensation method to be applied for failed party in compensating winning party in helping to reduce misunderstanding among the workers($\mu=4.6346$ and $STD=.52502$), In Musanze F.C as football team, the rules and regulation are set to ensure the management

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of conflict which also assists in enhancing the project success($\mu=4.2500$ and $STD=.76376$), Negotiation method of conflict resolution is applied in Musanze F.C and also lead to the achievement of its goal and success in general($\mu=4.2885$ and $STD=.82454$), Avoiding the conflict is a style which is applied in Musanze F.C's conflict management hence lead to its success contribute to your acquisition of livestock for long term purposes($\mu=4.1923$ and $STD=.92965$), Collaborating is one of the method of conflict resolution which is applied in Musanze F.C($\mu=4.3269$ and $STD=.92294$), Conflict management skills lead to the success of Musanze F.C($\mu=4.3654$ and $STD=.74172$). the overall results indicated the respondents strongly agreed that conflict management influence project success ($\mu= 4.3288$ and $STD=0.80856$).

Table 2: Descriptive Statistics of negotiation skills and project success

	N	Min	Max	Mean	Std.
Essential communication skills is used a way of negotiating in Musanze F.C to enhance the project success.	52	3.00	5.00	4.3846	.63102
Musanze F.C as football team, Active listening skills are also used for understanding another's opinion in negotiation.	52	3.00	5.00	4.5577	.66902
Emotional intelligence is used as a way of negotiating in Musanze F.C on their project success.	52	2.00	5.00	4.2692	.86581
In Musanze F.C as football team, Expectation management as a way of negotiation.	52	3.00	5.00	4.4615	.67043
Rather than seeking a quick conclusion, negotiators often practice patience to properly assess a situation and reach the best conclusion for their players.	52	2.00	5.00	4.4231	.72345
Adaptability is a vital skill for a successful negotiation in Musanze F.C as football team.	52	1.00	5.00	4.2885	.82454
The ability to influence others (Persuasion) is an important skill of negotiation in Musanze F.C to attain its project success.	52	2.00	5.00	4.1731	.87942
In Musanze F.C as a football team, negotiation requires planning to help you determine what you want to achieve the project success.	52	1.00	5.00	4.2885	.80041
Integrity, or having strong ethical and moral principles, is an essential skill for negotiations in Musanze F.C.	52	2.00	5.00	4.6154	.69038
Negotiation requires the ability to see the problem and find a solution in Musanze F.C.	52	1.00	5.00	4.1731	.94394
Overall mean & Std	52			4.3634	0.76984

Note: Strongly Disagree = [-1]= **Very Low mean**; Disagree= [-2]=**Low mean**; Neutral= [-3]=**moderated mean**; Agree= [3-4]=**High mean**; Strongly Agree= [4-5]= **Very High mean**

The results in table 9 indicated that the majority of respondents strongly agreed that the following factors influence project success, they are namely: Essential communication skills is used a way of negotiating in Musanze F.C to enhance the project success($\mu=4.3846$ and $STD=.63102$), Musanze F.C as football team, Active listening skills are also used for understanding another's opinion in negotiation($\mu=4.5577$ and $STD=.66902$), Emotional intelligence is used as a way of negotiating in Musanze F.C on their project success($\mu=4.2692$ and $STD=.86581$), In Musanze F.C as football team, Expectation management as a way of negotiation($\mu=4.4615$ and $STD=.67043$), Rather than seeking a quick conclusion,

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negotiators often practice patience to properly assess a situation and reach the best conclusion for their players ($\mu=4.4231$ and $STD=.72345$), Adaptability is a vital skill for a successful negotiation in Musanze F.C as football team ($\mu=4.2885$ and $STD=.82454$), The ability to influence others (Persuasion) is an important skill of negotiation in Musanze F.C to attain its project success ($\mu=4.1731$ and $STD=.87942$), In Musanze F.C as a football team, negotiation requires planning to help you determine what you want to achieve the project success ($\mu=4.2885$ and $STD=.80041$), Integrity, or having strong ethical and moral principles is an essential skill for negotiations in Musanze F.C ($\mu=4.6154$ and $STD=.69038$), Negotiation requires the ability to see the problem and find a solution in Musanze F.C ($\mu=4.1731$ and $STD=.94394$). The overall results indicated the respondents strongly agreed that negotiation skills influence project success ($\mu = 4.3634$ and $STD=0.76984$).

Discussion

The findings from the objective related number one approved that there is positive and significant relationship between conflict management soft skills and project success of youth to senior team project of Musanze FC as indicated by statistics ($r=.866$, $p<.005$). conflicts management soft skills are very important in different project because every community can face with many challenges where people can have misunderstanding among them that is the reason why conflict management soft skills is an important topic which can be studies and put forward by different institutions. This study is similar to the study of Villax and Anantamula, (2010, July) asserted that there is strong relationship between conflict management and project success because a company have conflict among the members its development is not possible when the employees are not working by targeting the same goals that it is the reason why conflict management skills is very necessary in organization and every administrative managers must have this indicators so that he/she can achieve the planned objectives.

The finding from objective number two which was the relationship between negotiation skills and project success of youth to senior team project of Musanze FC. The study approved that there is positive and significant relationship between negotiation skills and project success of youth to senior team project of Musanze FC as shown is statistics ($r=.865$, $p<.005$). negotiation skills plays significant impact in project success as the marketing officer or procurement officers needs that skills in welcoming the investors or stakeholders apart from that this skills are also needed when Musanze FC wants to sell or to provide a bid of new talents from another team. Negotiation skills is trigger of success in different project. According to Wertheim, (2002) asserted that there is strong relationship between negotiation skills and project success negotiations is very necessary in organization because when there is a quarries in among the people, negotiation skills is needed to intervene in problem solving.

Conclusion

Finally, project management soft skills is very important with an organization when it targets to achieve designed goal. Project success needs strict involvement

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of stakeholders and it requires much efforts such as conflict management skill, negotiation skills. A project coordinator is considered as one of the important key elements which plays a big role in leading a project towards its successful performance (Xue, Rasool, Gillani & Khan, 2020). The meaning of competence consist of knowledge, skills, abilities, attitudes and values and personal characteristics which are very important for task accomplishment. The researcher further, concluded that there is strong relationship between project management soft skills and project success. Government and stakeholders should contribute in developing projects and training them on project management.

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**50 YEARS OF INDIA-QATAR RELATIONS (1973-2022):
ACHIEVEMENTS, OPPORTUNITIES AND CHALLENGES**

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Abstract

The relationship between India and Qatar has reached its jubilee celebrations. The year 2022 marks the completion of glorious 50 years of ties between the two countries. The relation is stronger than ever before and has deepened and strengthened over the years. Although the ties begun in the form of diplomatic and political engagements it slowly expanded in the realm of socio-economic aspects of its relations. India has one of the largest diaspora in Qatar and it plays an important role in the countries development and growth. Qatar has invested heavily in India looking at a promising future in the years to come. The gas trade between the two is pivotal to its energy ties. There are some points of contestations between two but both the countries are trying to overcome such issues of disagreement and move forward. As both the countries have reached about half a century of relationship, it is the right time to reflect on their past accomplishments, upcoming opportunities and some of the challenges they face to their ties.

Keywords: Counter-terrorism, Diaspora, Diplomacy, Energy, Tourism

This paper will focus on the political and socio-economic engagements between India and Qatar. It will look into various facets of its relationship like the head of state visits, diplomatic ties, cultural and educational exchanges, counter-terrorism cooperation and analyse the agreements and contentions in their relations in these fifty years period.

To begin with, India and Qatar have many things in common, which brings them closer to each other. For instance, the British empire is one of the things which is common between the two. Although, Qatar was never officially part of the British empire but it was a British protectorate. Yet, this commonality between the two would go a long way in shaping their countries history and the way they interact with the outside world. Being subjected to a common sovereign power during the colonial times, India and Qatar came closer to each other through colonial trade and commerce. This colonial mark was left forever in their foreign policies which can be observed even today.

At this hour when India and Qatar celebrate their fifty years of alliance, it is imperative to take a closer look at how their journey up till this point has been. It is quite interesting that despite so many differences between the two countries, they have overcome all such trivial divergences and came together for a better future.

Historical background

The earliest archaeological evidence of contact between the lands of Qatar and India dates back to five thousand years. The earliest can be traced back to the 2500 BCE when the Indus valley civilisation had ties with the Mesopotamian

empire through its trading port in Lothal in Gujarat. According to P. N. Chopra, “Direct voyages were rare during those days. Indian and Arabian traders used to meet in half-way to exchange their products. The Indians used to sail from the western Indian sea ports along the coast and entered the Gulf and rested in Bahrain”. Dilmun was an important trading center located near Qatar which acted as a link between the maritime trade of Mesopotamia with that of India. The silk route also played an important role in linking the East Asian region to that of West Asian region via India. From Qatar dates, horses and pearls were exported to India. The pearl industry was the main economy of Qatar and Indians played a crucial role as bankers and financiers in the pearl trade. Thus, as a result Indian port cities like Bombay became important banking centers for Qatar. The Indian rupee was widely used in Qatar for centuries as a token of exchange in trade. It was so popular that even today the older generation of Qatari refers to their currency as the *rupaya*. In the modern period, the British empire closed the distance between India and Qatar. Many Indians were employed by the British at various administrative positions such as clerks and government officials. After the discovery of oil in Qatar in 1939, the presence of Indians in Qatar increased as workers in the oil industry.

India-Qatar Political Relations: India was one of the first few countries to recognise the State of Qatar after its independence in 1971. India had warm relations with all the Arab and Gulf countries. In fact, Egypt an Arab country was one of the closest friends of India during this time. The Nehruvian doctrine envisaged mutual co-operation and existence in the neighbourhood and thus, India had politically amicable relations with the countries in its immediate proximity. In the 20th century the political relations between India and Qatar were influenced by the cold war dynamics of that era. Qatar was a close ally of the US and the West while India although followed the Non-Aligned Movement, was close to the Soviet camp. Things changed rapidly after the fall of the USSR. Post-1990's India got more closer to the US and the West. It adopted the neo-liberal reforms and opened up its economy for the world. India as a result interacted with Qatar more frequently than in the past. In the 21st century, Qatar has become India's closest ally in the Gulf region.

Diplomatic relations and visits of Head of States: There has been a regular exchange of high-level bilateral visits in the recent past. The Emir of Qatar Sheikh Tamim Bin Hamad Al Thani was on a State visit to India in 2015. Earlier, Emir Sheikh Hamad bin Khalifa Al Thani had visited India in the year 1999, 2005 and 2012. The two sides signed a Memorandum of Understanding (MoU) in 1998 for cooperation in the oil, gas, and industrial technology sectors. The MoU intends to work in this direction of co-operation, with the trade of LNG from Qatar as its core aspect. In 1998, Abdullah Bin Hamad Al-Attiyah, the Minister of Energy and Industry visited India to facilitate further advancement in trade in natural gas. India has agreed to buy 7.5 million tons of LNG per annum from Qatar and the first consignment was sent in 2004.

The Qatari Prime Minister Sheikh Abdullah bin Nasser Al Thani was on an official visit to India in 2016. Prime Minister Narendra Modi had visited Qatar in 2016. The visit was fruitful and India gained tremendously from such diplomatic visits. The visit proved to be an historic moment as after Prime Minister Dr Manmohan Singh visit in 2008 there was a long gap in such high-level visits. Recently, Prime Minister met with the Emir of Qatar on the sidelines of the United Nations General Assembly in 2019. They took this opportunity to discuss issues concerning their shared interests.

Defence: Defence cooperation is an important pillar of the bilateral agenda. Qatar lacks a strong defence force due to its tiny population size. Thus, it depends on other countries like India to ensure the security of its sea routes. Qatar is quite vulnerable due to its geographic location, being placed amongst hostile neighbours and thus to ensure its territorial sovereignty in case of conflict, it depends on outside assistance. India has one of the worlds largest and efficient armed forces. The Indian Navy is one of the finest in the world and regularly trains and assists the neighbouring island countries. The security of Qatar is in the interest of the Indian government as it has made heavy investments in the countries gas industry. India offers training in its various defence institutions to a few of its allies, which also includes Qatar. India shows its presence in the biennial Doha International Maritime Defence Exhibition and Conference in Qatar. Indian Coast Guard ships frequently visit Doha for exercises and joint-cooperation. Qatar-India Defence Cooperation Agreement, signed during the Prime Ministership of Manmohan Singhs visit to Qatar in 2008, was extended for a period of five years in 2013, and further extended for five years in 2018.

Counterterrorism: The possibility of conducting joint operations in battling terrorism is also figured prominently in these diplomatic interactions. Counterterrorism cooperation is a priority for India, as, over the years, the country has suffered multiple terrorist attacks. The Emir of Qatar Sheikh Tamim bin Hamad Al-Thani and Prime Minister Narendra Modi in 2019 held talks regarding the potential for anti-terror cooperation between the two countries. According to a report in *The Economic Times*, “The Prime Minister underscored that terrorism continues to pose a serious risk to peace and security in the region and beyond. He stressed the importance of demonstrable and immediate action by the concerned for putting an end to all forms of terrorism and ending all support to it. The Prime Minister mentioned that India attached great significance to further strengthening her relations with Qatar, which is our close friend and with which we share an extended neighbourhood”. In a few cases, the people behind such attacks have bankrolled their activities through illegal money transfers from abroad. Accordingly, India and Qatar have declared their interest in working together to combat terrorism funding.

Energy Trade: The gas trade between the two country forms the cornerstone of their economic relations. Qatar plays a crucial role in India’s energy security.

India's commitment to reduce its share of carbon footprint makes it necessary to look for alternatives to coal. Natural gas is one of the best alternative to coal in the current situation. The state of Qatar is located on an important strategic and energy rich part of the Arabian Peninsula. Both its land and waters contain highly valuable hydrocarbon sources, thus making Qatar one of the top most hydrocarbon producing and exporting country in the world. Its massive offshore North Field, which spans an area roughly equivalent to Qatar itself, is the world's largest non-associated, natural-gas field. Qatar has become the LNG capital of the world. Qatar has the third largest reserves of natural gas in the world after Russia and Iran. It started exporting gas to India in 2004 and has increased its flow substantially in the last few years. Qatar has invested directly in developing LNG infrastructure in India. India has signed long term contracts for importing LNG from Qatar. Along with natural gas India also imports various petrochemicals and fertilizers from Qatar. A deep-sea natural gas pipeline from Qatar to India through Oman has also been proposed. This pipeline is going to be 2,000 km sea-deep from Qatar via Oman to Indian states of Gujarat or Maharashtra. In 2008, Qatar invested about USD 5 billion in India's energy sector. Qatar plays a crucial role in India's energy security. Qatar now forms an important component of India's look west policy especially in the Gulf.

India-Qatar Cultural Ties: Apart from the hard-core aspects of political relations like diplomatic visits, trade agreements and defence cooperation, softcore aspects of bilateral relations like cultural exchanges will be discussed in this segment. It is often seen that soft power gets a secondary position to hard power issues in academia and foreign policy formulation in general. Soft power is associated with 'feminine' aspects of a nation-state and thus get neglected or considered inferior to the 'masculine' hard power issues like military and economic resources of a country. However, the trend is changing and soft power is now considered equally if not more important than hard power features of a country.

Indian Diaspora: Indian nationals totalling about 7,56,000 as of June 2019, comprise the largest expatriate community in Qatar and are engaged in a wide spectrum of professions including medicine; engineering; education, finance; banking; business; and media apart from a large number of blue-collared workers. They are known for their honesty, hard work, punctuality and contribution to the development and progress of Qatar. The Indian diaspora in Qatar has been instrumental in preparing the country for the FIFA World Cup to be held in the end of 2022. The large Indian diaspora in Qatar can be considered to be a cornerstone of India-Qatar relations. In the past Indian workers worked in the oil and gas industry of Qatar and today they are mostly employed in construction and infrastructure projects. The Indian government has set up a Labour and Community Welfare Wing that systematically registers and follow-up grievances concerning the Indian migrant workers in Qatar. New Delhi is quite actively monitoring the grievances of Indian workers and ensure

that it is addressed satisfactorily by the concerned authorities in Qatar. The Indian Community Benevolent Forum (ICBF), functioning under the aegis of Embassy of India, Doha - ICBF was awarded the prestigious Pravasi Bharatiya Samman in January, 2011. ICBF operates a helpdesk round the clock and also organises medical camps for low-income workers periodically in different cities of Qatar, in collaboration with the Indian Doctors Club and medical centres that are working in partnership with the Indian Embassy in this initiative. The Embassy also regularly organises consular camps in cities outside of Doha for the benefit of Indian nationals living there.

Education: In Doha an “Education City” was established which housed some well-known universities campuses like Virginia Commonwealth University, Georgetown University, North-western University and many more. The bilateral relationship between India and Qatar has strengthened by continued cooperation in the education sector. In recent years due to India’s rising prosperity, many Indian students are migrating to technologically advanced countries like Russia, China, the EU and North America for higher education. Educational degree from a foreign university enhances their prospects of employment in India and proves beneficial for their career growth.

Tourism: India is a popular tourist destination amongst Qataris, due to the cultural closeness and historical connections between the two countries. Prominent historical places such as Delhi, Agra, Jaipur, Jaisalmer, Udaipur; leisure destination such as Goa; hill stations in the Himalayas like Himachal Pradesh and Uttarakhand. There is also a rising trend of medical and wellness tourism in metropolitan cities like Hyderabad, Chennai and in Kerala, amongst the Qatari nationals. *Ayurveda* and *Yoga* is heavily promoted by the Indian government in Qatar and it has many practioners in the country. The Government of India has also extended the e-Visa (tourist, business and medical) facility to the Qatari nationals in 2018. Hundreds of Qatari citizens availed of this facility 2018 and thousands of regular visas were issued to Qatari nationals during 2018. A delegation from the India participated in the first edition of the Qatar Travel and Holidays Expo held in 2019 in Doha. Tourism ‘Know India’ seminar was organized by the Indian Embassy which was attended by influential business executives, travel companies and tour agencies in Qatar. About five lakh tourists visited Qatar from India during the year 2018 and also registered a 20 per cent growth over 2017. India was also one of the largest source of tourists for Qatar in 2018.

Framework

The study is based on both primary as well as secondary data. The data is obtained from various sources, which includes the Ministry of External Affairs, Government of India and Ministry of Development Planning and Statistics of Qatari government. A realist method is applied to study the various facets of the bilateral ties between India and Qatar.

Findings

The study found out that the relationship between Indian and Qatar has moved beyond Track 1 diplomacy to Track 3 diplomacy with people to people engagements. The relations between the two are cordial and friendly. In the course of time the ties have become complex in characteristics and multidimensional encompassing various aspect of cultural life. A few difference of opinion exists between the two but they do not impact the relations in any significant way.

Conclusion

To conclude the paper, the political ties between India and Qatar in the last fifty years have strengthened and grown stronger. There were frequent visits of the Head of State and other ministers and officials from both sides to each other. Numerous MOUs and agreements had been signed in this period between the two. Both the countries were cooperating in the defence sector by conducting joint military and naval exercises and by ensuring the safety of sea lanes which are crucial for the energy trade. India and Qatar had also in this period initiated sharing intelligence regarding counter-terrorism and checking the sources of funding for any subversive activities.

On the cultural front too, India and Qatar have come a long way from where they had begun. Regular cultural exchanges and events were organised by both countries to showcase their rich art, cuisine and traditions. People to people contact has increased in this period between the two countries. It has given a boost to the tourism industry in both countries. There had been certain disagreements on certain issues between the two in this period but they were resolved by engaging in dialogue and heeding to each other's concerns. Such trivial differences of opinion did not cause any severe rupture in their relations and they continued to remain strong and healthy.

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LATEST TRENDS OF SOCIAL MEDIA AND DIGITAL MARKETING TOWARDS ENTREPRENEURS

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Abstract

Digital marketing is a way to promote brands and products online and through other digital channels. Aims to help businesses reach these target consumers through the internet and other digital avenues. There are a number of different digital technologies that marketers and companies use to get their marketing message to their target audience. Digital marketing is vital for modern businesses because the internet plays a significant role in how today's consumer makes purchasing decisions. The internet also impacts how consumers actually purchase their products and services. This makes it imperative for businesses to not only be present online but to boost visibility as much as possible.

Keywords: *Social Media, Digital Marketing, Latest Trends, Entrepreneurs.*

Digital Marketing started changing, 1995 was the year when the total number of internet users worldwide was 16 Million which was changed to 558 Million in 2002 and average time spent by Americans were spending time on internet in 1996 was 30 minutes a day and in 2014 the average time spent by an American on internet is approximately 11 Hours a day, however the popularity remained limited due the slow growth of internet affordability and adaptability of Internet with less usage of service/host offering the webhosting, the new millennium has given the actual recognition to the term Digital Marketing and by the end of 2005 the real significance was pointed out by the majority of the users. Zuckerberg started Facebook in February 2004, Google launched Gmail in April 2004, and Twitter was launched in March 2006. Growth of Digital Marketing in 2010 was estimated approximately 48%. 2012 and 2013 are the years which have so far traced as the favorable most time for the term Digital Marketing, statistics related with the Digital Marketing reflects that the developed economies have faced the maximum expansion in Digital Marketing practices, among such Economies Australia was leading and followers were United States of America and Luxembourg. 48% of marketers feel highly proficient in digital marketing. 68% of marketers feel more pressured to show return on investment on marketing spend. Only 40% of marketers think their company's marketing is effective.

One of the main purposes of employing social media in marketing is as a communications tool that makes the companies accessible to those interested in their product and makes them visible to those who have no knowledge of their products. These companies use social media to create buzz and learn from and target customers. It's the only form of marketing that can finger consumers at each and every stage of the consumer decision journey. Marketing through social media has other benefits as well. Of the top 10 factors that correlate with

a strong Google organic search, seven are social media dependent. This means that if brands are less or non-active on social media, they tend to show up less on Google searches. While platforms such as Twitter, Facebook and Google+ have a larger number of monthly users, the visual media sharing based mobile platforms, however, garner a higher interaction rate in comparison and have registered the fastest growth and have changed the ways in which consumers engage with brand content. Instagram has an interaction rate in comparison and have registered the fastest growth and have changed the ways in which consumers engage with brand content. Companies also use platforms such as Facebook, Twitter, YouTube and Instagram to reach audiences much wider than through the use of traditional print/TV/radio advertisements alone at a fraction of the cost, as most social networking sites can be used at little or no cost. This has changed the ways that companies' approach to interact with customers, as a substantial percentage of consumer interactions are now being carried out over time platforms with much higher visibility. Customers can now post reviews of products and services, rate customer service and ask questions or voice concerns directly to companies through social media platforms.

Twitter: Twitter allows companies to promote their products in short messages known as tweets limited to 280 characters which appear on followers' home timeliness. Tweets contain Hashtag, photo, video, animated Gif, Emoji, or links to the product's website and other social media profiles, etc. Twitter is also used by companies to provide customer service. Some 15 companies make support available 24/7 and answer promptly, thus improving brand loyalty and appreciation.

Facebook: Facebook pages are far more detailed than Twitter accounts. They allow a product to provide videos, photos and longer descriptions and testimonials as other followers can comment on the product pages for others to see. Facebook can link back to the product's Twitter page as well as send out event reminders.

LinkedIn: LinkedIn, a professional business-related networking site, allows companies to create professional profiles for themselves as well as their business to network and meet others. Through the use of widgets, members can promote their various social networks in activities, such as Twitter stream or blog entries of their product pages, onto their LinkedIn profile page. LinkedIn provides its members the opportunity to generate sales leads and business partners. Members can use "company pages" similar to Facebook pages to create an area that will allow business owners to promote their customers.

WhatsApp: WhatsApp started as an alternative to SMS. WhatsApp now supports sending and receiving a variety of media including text, photos, videos, documents and location, as well as voice and video calls. WhatsApp messages and calls are secured with end-to-end encryption which means no third-party including WhatsApp can read or listen to them. It issued by companies to send personalized promotional messages to individual customers. It has plenty of advantages over SMS that includes ability to track how Message Broadcast Performs using blue tick option in WhatsApp. It allows sending messages to Do

Not Disturb (DND) customers. WhatsApp is also used to send a series of bulk messages to their targeted customers using broadcast option. Companies started using this to a large extent because it is a cost-effective promotional option and quick to spread a message.

Instagram: Instagram has the user engagement rate higher than even Facebook and Twitter. When it comes to brands and businesses; Instagram's goal is to help reach their respective audiences through captivating imagery in a rich, visual environment. Moreover, Instagram provides a platform where user and company can communicate publicly and directly, making its potential customers. Many brands are now heavily using this mobile app to boost their marketing strategy. Instagram can be used to gain the necessary momentum needed to capture the attention of the market segment that has an interest in the product offering or services. As Instagram is supported by Apple and android system, it can be easily accessed by smartphone users. Moreover, it can be accessed by the Internet as well. Thus, the marketers see it as a potential platform to expand their brands, especially the younger target group. On top of this, marketers do not only use social media for traditional Internet advertising, but they also encourage users to create attention for a certain brand. This generally creates an opportunity for greater brand exposure. Furthermore, marketers are also using the platform to drive social shopping and inspire people to collect and share pictures of their favorite products.

Instagram has proven itself a powerful platform for marketers to reach their customers and prospects through sharing pictures and brief messages. For companies, Instagram can be used as a data tool to connect and communicate with current and potential customers. The company can present a more personal picture of their brand, and by doing so the company conveys a better and true picture of itself. The idea of Instagram pictures lies on on-the-go, a sense that the event is happening right now, and that adds another layer to the personal and accurate picture of the company. Another option Instagram provides the opportunity for companies to reflect a true picture of the brand from the perspective of the customers. Other than the filters and hashtags functions, the Instagram's 60-second videos and the ability to send private messages between users have opened new opportunities for brands to connect with customers in a new extent, further promoting effective marketing on Instagram.

YouTube: YouTube is another popular avenue; advertisements are done in a way to suit the target audience. The type of language used in the commercials and the ideas used to promote the product reflect the audience's style and taste. Also, the ads on this platform are usually in sync with the content of the video requested; this is another advantage YouTube brings for advertisers. Certain ads are presented with certain videos since the content is relevant. Promotional opportunities such as sponsoring a video are also possible on YouTube. YouTube also enable publishers to earn money through its YouTube partner program. Companies can pay YouTube for a special "channel" which promotes

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the company's products or services.

Blogs: Platforms like LinkedIn create an environment for companies and clients to connect online. Companies that recognize the need for information, originality/and accessibility employ blogs to make their products popular and unique/ and ultimately reach out to consumers who are privy to social media. A Study shows that consumers view coverage in the media or from bloggers as being more neutral and credible than print advertisements, which are not thought of as free or independent. Blogs allow a product or company to provide longer descriptions of products or services, can include testimonials and can link to and from other social network and blog pages. Blogs can be updated frequently and are promotional techniques for keeping customers and also for acquiring followers and subscribers who can then be directed to social network pages. Online communities can enable a business to reach the client so using the platform. To allow firms to measure their standing in the corporate world, sites enable employees to place evaluations of their companies. Some businesses opt out of integrating social media platforms into their traditional marketing regimen. There are also specific corporate standards that apply when interacting online.

Inbound Marketing	Outbound Marketing
Permissive	Interruptive
Pull tactics	Push tactics
Two-way communication	One-way communication
Marketers provide value	Marketers provide little to no value
Customers come to you	Customers are sought after
Channels: Search engines, referrals, social media	Channels: Print ads, TV ads, radio, telemarketing

Research Methodology

Objectives: To understand Digital Marketing industry

Latest Trends of Social Media and Digital Marketing towards Entrepreneurs

Research Design: The research design used is qualitative research design

Data collection & source: Secondary source: Data collected from various resources like... Websites; Software; Primary Data: Based on the interview of Entrepreneurs

Research Analysis

1. Entrepreneur Name	2. Startup/ Organization Name	3. Sector of your Startup	4. Which Social media account are you using	5. Which is the channel you are using for Digital Marketing	6. Why?	7. Is Social Media and Digital Marketing helpful to grow your businesses	8. How important is Social media and Digital marketing to your business
Sanket Kedar	DruFarm Technology Private Limited	Agritech	Facebook	Social Media Mobile	Farmers have many Facebook and WhatsApp group so it's easy	Yes	Very Important

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					for startups to reach to target customer.		
Baloch Mohamad Sohil Khan Ramjan Khan	The 5i technology	Energy	Instagram Snapchat YouTube	Website Social Media Mobile	Because it was more profitable for over biasness and update any time for new customers consumer etc.	Yes	Very Important
Krima Shah	Cream Jobs	HR	Facebook	Website Social Media Organic Search E-Mail Mobile	To search right candidate..	Yes	Neutral
Vaishali Vaishnav	Multitasking Mommies	Community	Facebook Instagram Twitter	Social Media Mobile	Because it is faster with more reach	Yes	Very Important
Varun	Avalance Solution	Emerging Technologies	Facebook Instagram Twitter Snapchat YouTube	Website Social Media E-Mail	A huge market to explore at a very cost effective price. Provides impact and quantitative analysis.	Yes	Important
Dhruvk Umar Vaidya	Likekar	Entertainment	Facebook Instagram Twitter YouTube	Website Social Media Organic Search	Brand Awareness and our business module depends on mass so it is easy to reach more public .	Yes	Very Important
Crelab innovation Pvt. Ltd.	Automatic roti maker	Home appliances	Facebook YouTube	Website Social Media	Very easy to use.	Yes	Very Important
Sanket Shah	Cognoscent Ventures	Investment Banking & Management Consulting	Facebook Instagram Twitter YouTube	Website Social Media E-Mail Mobile	As per the target audience and mature of business	Yes	Important
iTechieMind Solution LLP	mareow: Machinery Rent 'n Own	Rental, Machinery	Facebook Instagram Twitter YouTube	Website Social Media E-Mail Mobile	During initial phase, using free and self marketing tools.	Yes	Important
Vipul Patel	Viya Mechworks pvt ltd	Manufacturing	Facebook	Website Organic Search E- Mail Mobile	Most of people have mobile and they are using Facebook, google for different type of work.	Yes	Important

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Ms Mansi Kakkad	mkbiztalks.com	Service Sector	Facebook Instagram Twitter Snapchat YouTube	Website Social Media E-Mail Mobile	Better reach and accurate audience.	Yes	Very Important
Sachin panchal	Blue buck technologies llp	Electrical	Instagram YouTube	Website Social Media E-Mail Mobile	Easy to catch customer	Yes	Important
Hemang Trivedi	Elyx Febros LLP	Education	Facebook Instagram YouTube	Website Social Media Mobile	Cost effective, easy and convenient access	Yes	Important
Dimpesh Gupta	Greemanti Industries LLP	Secondary Agriculture	YouTube	Website	For Agriculture sector, people need to see results via video, so YouTube is the best media.	Yes	Important
Mona S Bhatt	The Fourth Dimension	Branding and Design for Startups with Growth Strategy Mind Map	Facebook Twitter	Website Organic Search E-Mail Mobile	Helps to get focused leads and one on one connect	Yes	Very Important
Shanker Damodaran	Franstar	Business Growth Strategy, Franchise Consulting and Branding	Facebook Twitter	Website Organic Search E-Mail Mobile	Helps to get leads, communicate to understand the client requirements and to speak one on one to qua	Yes	Very Important

Conclusion

Farmers have many Facebook and What 'Sapp group so it's easy for startups to reach to target customer; Because it was more profitable for over business and update any time for new customers consumer etc.; To search right candidate because it is faster with more reach; A huge market to explore at a very cost effective price. Provides impact and quantitative analysis; Brand Awareness and our business module depends on mass so it is easy to reach more public; As per the target audience and mature of business.; During initial phase, using free and self-marketing tools; Most of people have mobile and they are using Facebook, Google for different type of work; Better reach and accurate audience; Easy to catch customer. ; Cost effective, easy and convenient access; For Agriculture sector, people need to see results via video, so YouTube is the best media; Helps to get focused leads and one on one connect; Helps to get leads, communicate to understand the client requirements and to speak one on one to as per requirements.

**IDENTITY CRISIS IN CONNECTION
WITH POST-TRUTH**

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Abstract

Identity crisis and post-truth are like a twin concepts and characterize the man in our “modern” world. The world we live in brings us an existence through the concepts “identity crises” and “post-truth” especially. These concepts also characterize the contemporary world. Technology and economic and social possibilities are the main causes of the person’s crises as an object of their endless requirements. It seems that ‘post-truth’ is a good instrument for the people who thinks everything from the personal standpoints. Post-truth serves unsaturated and unsatisfied feelings and the endless demands of individuals. The endless demands can easily turn into sadness, dissatisfaction, or an identity crisis.

Keywords: *Identity crisis, post-truth, technology, social and personal values*

I would like to discuss first some features of “post-truth.” As it is well known, this world characterizes our present world-view, that is, both our personal as well as public paradigms. In 2016, Oxford Dictionary declared this concept as the word of the year and defined it as “relating to or denoting circumstances in which objective facts are less influential in shaping public opinion than appeals to emotion and personal belief.” This definition clearly indicates that “truth” does not have any objectivity, but it depends on some of our personal interests.

More about post-truth

According to the philosophical and the theological western traditional paradigm, there is an objective truth independent of our thoughts and opinions. Its existence is absolute and real. We have to manage our behaviors and decide according to this objective truth. Now, it looks like our certain traditional conceptions get destroyed by the concept of “post-truth.” It means that we can no longer talk about commonly accepted trustworthy individuals and public references. Anything can be “true” according to my own personal interests, profits, and utilities. More importantly, national interests may determine “truth” according to their benefits and power.

Post-truth and Moral Relativism

“Post-truth” is different from moral relativism, which is one of the old philosophical disputes. According to the Stanford Encyclopedia of Philosophy, the term ‘moral relativism’ is understood in a variety of ways. Most often it is associated with an empirical thesis that there are deep and widespread moral disagreements and a metaethical thesis that the truth or justification of moral judgments is not absolute, but relative to the moral standard of some person or group of persons. Sometimes ‘moral relativism’ is connected with a normative position about how we ought to think about or act towards those with whom we morally disagree, most commonly that we should tolerate them.

It is clear that the theses of post-truth and moral relativism may be akin in some cases, yet, they are different from each other. Moral relativism denies the existence of absolute moral principles but not of truths. Moral principles depend primarily on culture, history, and geography. However, the post-truth does not refer to any absolute or intersubjective truth since it depends on individual interests. Each individual believes that he/she has his/her own truth, meaning what he/she thinks is true. So, it is clear that the truth may differ according to personal interests, changing ideas, or situations.

Understanding post-truth

Suppose we want to talk about “post-truth,” then we must especially notice differences between knowledge, information, misinformation, and disinformation. Misinformation is information known as “true.” An individual who has misinformation does not know that it is not “true.” Disinformation is known to be false; however, its defender defends it as “true.”

The concept of “true” could be evaluated from a different point of view. The question “what is true?” is an old question I will not be interested in here. On the other hand, as a predicate, as in “it is true,” it implies a belief in the form of “I believe that it is true .”

Information usually has a very subjective basis since it requires my own personal sensations. This kind of information relates my consciousness with physical things utilizing my sensations. The other kind of information may come from my visual and written media. It is acceptable to me since it depends on my pre-judgments, interpretations, interests, etc. It is clear that all kinds of information could be formulated as “I believe that it is true.” This also gives us an opportunity to change any news into information. However, “believing to be true” or “being convinced by anybody” makes it very difficult to differentiate any news, including misinformation, from the information.

As for disinformation, the worst part of the problem that appears to be here is that disinformation is, in fact, fake news that is known as “true.” It is sometimes known that it is not true, however, it is possible to elaborate it as an honest and actual fact. It spreads quickly and easily, and consequently, everybody takes it as true and accepts it as accurate. Moreover, probably this progress will be taken for granted by the public, who are, in fact, innocent sources of misinformation. COVID19 is a characteristic and well-known example of this recent social reality. Post-truth awaits us as a result of such progress.

Disinformations, as well as misinformation, are, without a doubt, very important sources of post-truth. However, it seems that the epistemological character of the relation between “belief” and “information” has a very important role in forming any kind of post-truth.

Social media, including the internet and visual and written media, orient and manage our beliefs. They shape our truths. Commercial and political interests promote our emotions. Consequently, instead of old ‘sound truth,’ ‘post-truth’ which consists of beliefs and emotions, form our paradigm.

We can not ignore or undervalue this new paradigm or leave aside it as a contemporary and temporary fact since there seems to be a strong connection between some problems (for instance, environmental problems) and “modern” individuals because of their egocentric values and thoughts that must always be true. Eventually, environmental pollution is a consequence of our endless passions and passions of our ‘own truths’. This tragedy relates to our “modern society” and its egocentric individuals.

What is Identity Crisis?

Let me now say something about the identity crisis (I.C.) before elaborating on it together with the post-truth.

According to Merriam Webster, the definition of I.C. is: personal psychosocial conflict, especially in adolescence that involves confusion about one’s social role and often a sense of loss of continuity to one’s personality; A state of confusion in an institution or organization regarding its nature or direction

It is clear that personal psychosocial conflicts are not new and do not only belong to our contemporary societies. Moreover, we can talk about different kinds of conflicts, for instance, in adolescence and our older periods. Cultural exchanges or differences depending on income may also be a reason for a conflict, especially for I.C. There may be different causes for individual or institutional conflicts, which are also explainable with sociology, psychology, economy, anthropology, and philosophy.

Apprehending Identity Crisis with Post-truth

It is possible to elaborate on the meaning of identity and truth after philosophers like Lacan and Derrida and different philosophical points of view . As to “post-truth,” it is possible to elaborate on its meaning to understand our society and the meaning of I.C. in modern people and society.

From my point of view, I.C. would appear in everybody as well as in society, and it indicates, explicitly or implicitly, the transposition of specific paradigmatic modulations. The agent of these modulations may be different on the surface; however, they come from a common source: the magnificent old concept of “Truth,” yet, in fact, its modern version: the “post-truth.” The crisis would happen during the passage from one modulation to another, depending on the concept of “truth.” If we want to make the right decision, then the “Truth” will be an essential criterion. However, post-truth is replaced with it now, and these new criteria changed our old paradigms and threw us in contradictory feelings.

History indicates progress. Of course, some new facts in this progress may be worse than the former because of wars, illnesses, economic problems, etc. I would like to emphasize that IC may happen from good to better situations during the passage. It seems that the reason for this new kind of IC is that of modern technology with all its applications used by individuals. New technology does not just offer us new possibilities, and it also provides us with new emotions during the passage from good to better situations. Emotions like technology have no limits; they always reflect the new situations, targets, products, and happiness that

depend on them. Every individual seeks new happiness and an endless sense of well-being due to new technological products. All kinds of media define and provide us with new happiness, which provides IC. It seems that unsaturated happiness turns into a dream world full of fake senses of well-being. It is evident in itself that an IC is a byproduct of unsaturated happiness.

Technology offers us new and improved things for communication, sports, entertainment, relaxation, etc. We give existence to our individuality, our solipsistic feelings and achieve freedom. These concepts guide our actions to shape our emotions but without a sense of being satisfied individuals. Consequently, the IC will appear somewhere during this continuous progress due to unsaturated and unsatisfied feelings and endless demands. Post-truth has a vital role in and provides the opportunity for the individuals to see themselves always right. It is clear that “be always right” will be the cause of unsatisfied happiness.

Conclusion

Post-truth, as it is indicated above, is something that is true in relation to personal interests, profits, etc. It means that post-truth serves unsaturated and unsatisfied feelings and endless demands of individuals. However, the endless demands can easily turn into sadness, dissatisfaction, or in short, the identity crisis. Post-truth has two edges; it is a perfect instrument for feeling happy since it can provide a magical world and lead to a charming existence. On the other hand, a dream cannot continue permanently and leads to identity crises. The conflict between the post-truth and the reality, between the personal paradigms and social obligations, causes an identity crisis. I think the concept of “post-truth” could give us a new and different point of view to elaborate on identity crisis in the modern world.

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DIALOGUE FOR TRANSFORMING CLASSROOMS
INTO LEARNING COMMUNITIES

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Abstract

Learning community consists of group of people those who collaboratively explore the world around themselves and keep on exploring the knowledge from different points of view which will finally lead to better practices in the society for sustainable future. The concept of learning community is not new rather it exists right from age of early man. The nomads, the group of people, even a tribe is a kind of learning community. The present paper has come up with an idea that how a classroom with mere some of the practices can be transformed as community of learning. The concept of the paper came to the researcher mind looking to the changed scenario of education during the past years as well as the pandemic. The practices followed in the traditional classroom needs to be updated with the time and the needs of the changing time. The paper highlights the points that why there is need for the learning communities. It briefly discuss about the difference between traditional and dialogic interactions. Followed by this it highlights about what actually learning communities mean, essential practices and challenges along with conclusions.

Keywords: *Community, Learning Community, Dialogue*

In recent years, classroom researches have been focussing on good practices, approaches, methods and techniques of teaching- learning and its implementation in the classroom for improved outcomes. Ample factors have been explored directly and indirectly which can boost the learning abilities and capabilities of pupils. In turn pedagogic patterns of teachers over a period of time also needs to be adapted looking to the changing needs of scenario. Learning is intricately depended upon many factors, and it happens by providing proper environment. There are some common observation about learning which indicates about how a teacher needs to structure the life in our classrooms and schools. Learning happens when the brain forms connections among experiences that engage students.

When the brain sees connections, it spontaneously creates meaning (Caine & Caine, 1994), and this activity keeps the brain active and focused (Jackson, 2001). The conscious information obtained via instruction, even if not through an official instructor or regular classroom settings, is one of the definitions of learning. Meta-knowledge regarding the subject topic is also a part of the learning process (Gee, 1991). It is the learners' responsibility to create new knowledge by building on what they already know and developing attitudes and values that are formed by their own life experiences and the broader social and cultural context. In order to exert more influence over their surroundings,

students must constantly construct new patterns, schema, tactics, and rules. It is by trying, looking at many models and commenting on the results that students come up with and develop guidelines that meet their own unique demands. When it comes to education, it's all about community (Vygotsky).

Culture, language, and cognition all work together to shape how people learn new things. Classroom teaching-learning, pedagogies, strategies, and methods which are generally followed in the classroom are based upon the communication pattern in which teacher is sole authority of the knowledge and try to disseminate content related to different subjects to the students via lecture method. Even assessment and evaluations strategies of examinations are conducted to test the knowledge/information gained by the student which is disseminated by the teacher. The traditional practices rarely place any importance in the classroom to student's voice and his/her individual experiences. Though a lot has been researched and recommended for improvement in classroom teaching-learning practices. If we have look at the seating arrangements in the traditional classroom, there is one teacher commanding the whole class. He/she takes the front place as well as the sole authority of taking important decisions related to teaching-learning process in the classroom. Whereas the communities established for the purpose of learning never support such autocratic practices. Rather learning communities possesses democratic atmosphere and shared learning goals and decisions.

Need for Learning Communities:

The information age and the pandemic have changed the teaching-learning scenarios to a great extent. Previously without ICT, the practices followed by the teachers for the teaching-learning were different because teacher's responsibility was related to supply of information, data, as well as knowledge. But the changed scenarios place teachers and the teaching community with different set goals. It occurred because these days it is the information, content, reading material etc. are available easily. The students have easy access to all of the sources. But the real challenge now exists with this changed scenario that how the teacher delivers the content. Now the teaching relies more on developing skills of 21st century. It stress on the teaching-learning process which inculcates the thinking power, critical thinking and creative thinking skills among the learners. The advancement in Artificial Intelligence (AI) and technology has changed the roles and responsibilities of a teacher in the classroom. I

Difference between Traditional Teacher/ Pupil Interaction and Dialogic Interaction

Table 1 : Traditional versus Dialogic Interaction

Traditional Teacher/ Pupil Interaction	Dialogic Teaching
Teacher raise and frame questions	Student have their own questions
Teacher's agenda, sole responsibility lies with the teacher	Shared agenda, teacher and students together decides the agenda
Informative, information and data are given by	Imaginative, students and teachers co-construct

the authority/teacher, students as passive listener	the knowledge and possess shared understanding
Limited focus, try to achieve the set objectives	Exploratory, along with the set objectives, if possible they are able to explore other areas too
One directing view, as pre-decided by the management or teachers	Variation of viewpoints, exploratory in nature so their exists viewpoints which are diverse in nature
Calculative	Reflective
'I/it' relationship	'I/you' relationships
Authoritative	Persuasive
Right answers wrong answers concept exists	Possible answers
Competitive answer-giving, ranking, toppers	Co-operative enquiry, collaborative, co-construction of knowledge
Set objectives and Content- focused learning	Personalized Learning, shared learning, shared visions and goals, collaborative enquiry
Related to functional outcomes, gaining data and information	Related to inner purposes, leading to understanding, thinking skills as well as creative and critical thinking

What Learning Communities mean?

The word community mean that a group of people living together can have a common purpose to accomplish or a task to complete. All the members shared in a community stick to some common philosophy and norms which has to be followed by all the members of that community. These are some common norms shared by all the member of the society. Out of the various norms and practices, eleven social practices/strategies that helped bond a strong community are discussed. These included some basic characteristics of the community.

Each colleague as a valuable supporter as well as contributor: In the classroom each and every child/ student is believed to be a valuable contributor. It is not only teacher who keep on supplying information and knowledge to the student. Instead it is about co-construction of knowledge as a community.

Honouring teacher knowledge; The mentors, scaffolding exists in the learning communities. The knowledge and experiences of the senior are always shared and accepted and used as a resource for further knowledge building.

Creating public forums for sharing; Learning community believes in the dissemination of the information and knowledge for which they had practice to establish forums that helps them to share their knowledge with the other members of the community easily

Engaging in dialogue and critique; Dialogue and critique are the essential elements of the learning community because this is the building block and soul of on which the other pillars of the learning and understanding resides upon. The power of thinking as well as thinking out of the box comes through dialogue and assessing the topics under the study critically

LEARNING COMMUNITIES

Learners take up the ownership in the community concept of learning; Usually the ownership resides with the teacher of the classroom, but here in learning community the ownership will be with the learners themselves.

Situating learning as practice and relationships between all the other members; Human learning is a natural process, and occurs not only in formal school college settings but also in day to day routine work. The idea behind community learning is not limited within the classroom walls but actually beyond the walls as well.

Manifold entry points are provided in the learning community; Learning through all the possible sources, persons, place and situations is the key in the concept of community learning.

Reflection on teaching and learning via reflection on learning as well as teaching; Learning community will obviously provide reflection of teacher with students, students with students as well as students with teacher.

Sharing leadership; In the concept of learning community the leadership resides with all. Each and every member is the leader of the group. This shows that it provides democratic atmosphere for learning to take place with ease.

Promoting an inquiry stance; and Enquire is core in the concept of learning community

Reconceptualization of professional identity and relating it to professional community as well.

It is a unique feature of learning community. It not only explores about the professional identity but along with it also stress upon the linkage with other professional community to cover the broader scope.

Essential Practices: Learning community develops and has its own pattern of functioning. It is complicated as well as impossible to take apart a set of basic practices followed in a community. Here are list of customs and conducts that have been seen effectively followed in the communities of learning. These can also be successfully followed by the teachers in the classroom.

The members of the community assemble often and build collegial associations are built based upon reliance and openness of thoughts, views and ideas; Members work hard to build up clear purpose and collective meeting point on problems of practice that can benefit the society especially for its sustainable development; Routines are shaped and rituals that sustain honest talk and discovery based on dialogue; Members engage in inspection, problem solving, communal support, advice giving, and peer teaching and learning processes; Community with determination organize and focus on activities that will enhance learning for both the adults and students in the school; Members of the community use collaborative inquiry to stimulate evidence-informed conversations; And work to develop a theory of action; They extend a set of strategies for linking their learning/understanding to student- learning.

Conclusion

The concept of learning community can be developed if dialogues as a means of communication as well as practice get implemented in the classrooms. The traditional interaction and practices are not sufficient to meet the present need of the society. They are good but not sufficient to meet the challenges. The challenges of AI era and technology demands for some different practices such practices needs to be researched more upon and findings to be implemented in the day to day classroom practices to get some more empirical findings. This paper also doesn't guarantee a road to success but the hopes and some of the findings assure that fruitful results will be seen if the classroom has been working on the concept of learning community.

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