SCHOOL MANAGEMENT STRATEGIES AND
STUDENTS’ ACADEMIC PERFORMANCE IN SECONDARY
SCHOOLS IN RWANDA: CASE STUDY OF NYAMAGABE DISTRICT

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MED/0068/12

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DECLARATION

Declaration by the candidate

This research thesis is my original work and has not been presented for a degree in any other
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DEDICATION

This research thesis is dedicated to my parents, my wife and my children. This work could not have finished without the support of my family.
ACKNOWLEDGEMENT

My sincere gratitude goes to many people who have helped me both directly and indirectly in this research thesis writing. And my first thanks go to Almighty God for His protection that guided me till the end of this research project. My very deep and heartfelt appreciations and thanks go to Dr. TOM MULEGI and Mr. Raphael KARANGANWA who devoted part of their time to the supervision of this research. Their expert guidance led the way to its successful completion. I am deeply grateful to all staff of Mount Kenya University especially all lecturers in the school of Education who taught me different aspects of education. My very deep and heartfelt appreciation is also expressed to my dear wife for her love and support during the research project writing. Finally, my thanks go to all my relatives and friends for their encouragement and support.
ABSTRACT

The study has investigated how school management strategies contribute to high students’ academic performance in secondary schools in Rwanda. It was guided by four objectives namely to find out how teachers’ motivation contributes to students’ academic performance in secondary schools of Nyamagabe district; to examine how students’ motivation contributes to students’ academic performance in secondary schools of Nyamagabe district; to investigate how parents’ involvement contributes to students’ academic performance in secondary schools of Nyamagabe district and to establish the relationship between school management strategies and academic performance in the secondary schools of Nyamagabe district. It employed descriptive survey research design particularly cross sectional survey design. And the target population was 532 where 369 were from boarding schools and 163 from 9YBE of form three secondary schools, 24 teachers, 8 headteachers and 32 parents. Therefore, there was a combination of random and purposive sampling techniques that were used to arrive at a sample size of 106 students. The data collection was done through questionnaires and interview guides. Statistical Package for Social Sciences (SPSS version 16) was used for data analysis. The major findings of the study were taken that boarding secondary schools performed better than 9YBE as proved by 119.6 mean with 13.32 standard deviation and 0.111 of coefficient of variation of 9YBE while boarding schools presented 306.6 mean with 14.47 standard deviation and 0.047 coefficient of variation. Indeed this gap was shown in academic year of 2011 where 71.51% was 9YBE against 98.78% of boarding, in 2012 was 63.25% of 9YBE against 98.70% of boarding and in 2013 it was 77.27% against 98.3%. Furthermore, the study discovered that teachers’ motivation (43.5%), students’ motivation (21.7%) and parents’ involvement (23.9%) are the major school management strategies contributing to high academic performance. It revealed that 9YBE schools do not have enough teaching and learning resources to support students succeed effectively. And the study revealed that domestic works (34.8%) are major challenges that contribute to low academic performance of 9YBE. The study also came up with conclusions that teachers, students are to be motivated and that parents should be involved in supporting and helping their children as well as actively participate in school activities for achieving the school objectives. The study recommended that government of Rwanda has to provide laboratories and libraries in 9YBE. Further suggestions were highlighted on carrying out a study on effects of parents’ perception of boarding and day schools and students’ academic performance and implementation of educational policies and students’ academic performance in Rwanda; a comparative study between boarding and Nine Year Basic Education in selected secondary schools.
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<th>Description</th>
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<tbody>
<tr>
<td>12YBE</td>
<td>Twelve Year Basic Education</td>
</tr>
<tr>
<td>9YBE</td>
<td>Nine Year Basic Education</td>
</tr>
<tr>
<td>CSR</td>
<td>Country Status Report</td>
</tr>
<tr>
<td>EAC</td>
<td>East African Community</td>
</tr>
<tr>
<td>EDPRS</td>
<td>Economic Development and Poverty Reduction Strategy</td>
</tr>
<tr>
<td>EFA-FTI</td>
<td>Education fall All-Fast Track Initiative</td>
</tr>
<tr>
<td>ES</td>
<td>Ecole Secondaire</td>
</tr>
<tr>
<td>ESC</td>
<td>Ecole de Science</td>
</tr>
<tr>
<td>ESSP</td>
<td>Education Sector Strategic Plan</td>
</tr>
<tr>
<td>G.S.</td>
<td>Groupe Scolaire</td>
</tr>
<tr>
<td>KCSE</td>
<td>Kenya Certificate of Secondary Education</td>
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<tr>
<td>NCDC</td>
<td>National Curriculum Development Centre</td>
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<tr>
<td>PTA</td>
<td>Parent-teacher-Association</td>
</tr>
<tr>
<td>REB</td>
<td>Rwanda Education Board</td>
</tr>
<tr>
<td>SPSS</td>
<td>Statistical Package for Social Sciences</td>
</tr>
<tr>
<td>SWOT</td>
<td>Strength, Weakness, Opportunities and Threats</td>
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OPERATIONAL DEFINITION OF TERMS

**Academic performance:** refers to strong desire to achieve good grades that would lead to admission for form four of secondary education in boarding schools.

**Boarding school:** refers to forms of senior one, senior two and senior three years of secondary education after primary education where students stay at school during the class studies.

**Nine Year Basic Education (9YBE):** refers to schools where all children are 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.

**School management strategies:** involves the implementation of the initiatives initiated by school leaders and teachers based on consideration of resources and an assessment of the internal and external environments in which the school perform effectively.
CHAPTER ONE: INTRODUCTION

1.0. Introduction

This chapter presents the background of the study, problem statement, objectives of the study, research questions, significance of the study, limitation of the study, scope of the study and organization of the study.

1.1. Background of the Study

According to (Brown, Lauder, & Ashton, 2008) stated that Governments all over the world want their countries to have high-value, high skill economies, and they realize that the first step towards this aim is to have a well-educated workforce. To support this idea, (Zajda & Rust, 2009) stated that one of the main goals of global education is to develop in students the knowledge, skills, and attitudes for effective national and global citizenship. Indeed, (Sifuna & Sawamura, 2010) confirmed that the rising concern with education quality was strongly reflected in the protocols of the World Conference on Education for All held in Jomtien, Thailand in 1990 and the World Education Forum held in Dakar, Senegal in 2000. It was perceived that ensuring education quality is necessary.

(Pavel, 2012) said that the world has realized that the economic success of the states is directly determined by the quality of their education systems and that the most effective factor of production is human capital expressed in knowledge, skills, creative abilities and moral qualities of individuals in society. Meanwhile, (AU, 2014) states that Association for the Development of Education in Africa advocates a vision of Africa as a continent with high quality education and training geared towards promoting its much-needed critical skills for
accelerated and sustainable development. Therefore, (Sifuna & Sawamura, 2010) state that with regard to quality, most governments in the Sub-Saharan African region recognize that facilities and teaching-learning materials, particularly in science and practical subjects do lead to achieving the stated secondary school objectives. However, in many countries, there are large backlogs of workshops, science laboratories and home science rooms. While in some countries the provision of these facilities has improved through donor assistance, due to cost-sharing policies, the construction and equipping of facilities is currently the responsibility of parents and communities. They also stated that by use of the national examinations to assess the efficiency of the secondary schools, it is clear that in most countries, many students score very poorly mainly because of deficiencies in lack of teaching and learning resources and the use of rote memorization in many subjects of the curriculum.

Furthermore, the EAC region has pledged its commitment towards improving access to basic education and reducing the number of children out of school. In 2011, the region adopted a regional strategy which seeks to revitalize all sectors, including education… and most EAC partner states, however, still face several challenges in producing quality education (AU, 2014).

According to (Rulinda, Role, & Makewa, 2013) state that education is the best legacy a nation can give to her youth. This would suggest that the development of any nation or community depends largely on the quality of education of such a nation. (Abdinoor, 2012) confirms that education is one of the main components that play a key role in the socio-economic and political development and improvement in the human society. By supporting this idea of Abdinoor, (CSR, 2011) confirms that education will continue to play a significant
role, as reflected in the mission statement for the sector “to transform the Rwandese citizen into skilled human capital for socioeconomic development of the country by ensuring equitable access to quality education focusing on combating illiteracy, promotion of science and technology, critical thinking and positive values”.

Indeed, students in the final year of primary school, secondary school ordinary level and advanced level still face numerous challenges while revising school material especially when preparing for national examinations. And National Examination Gateway came in place to assist students as they revise their educational material, but more importantly during the time when they prepare for national exams (Muhoza, 2012).

Then, (Nyagosiya, Waweru, & Njuguna, 2013) strongly emphasized on Academic performance that is a key concern for educational researchers because failure in the national examinations spells doom for the students whose life becomes uncertain and full of despair. Academic performance determines whether the students will proceed to university or to other tertiary institutions. Therefore, a student’s life is determined by academic performance in the national examinations.

1.1.1. Educational Background in Rwanda

According to (Niyindengera, 2010) Rwanda is located in Central Eastern Africa, and is bordered by the Democratic Republic of the Congo to the West, Uganda to the North, Tanzania to the East, and Burundi to the South, and with a population of approximately 10 million people, making it one of the more densely populated countries in the world. Rwanda has 26,338 square kilometers and it is the world’s 149th largest country.
(MINEAC, 2013) states that Rwanda became a member of Eastern African Community in 2007 with the purpose of accessing to larger market, improve infrastructure, increase competitiveness and cheaper imports low prices, microeconomic stability, peace and security and overcoming landlocked constraints.

(Ntihabose, 2013) Says that the issue of academic performance in Rwanda is fundamental because of the role of education is playing. And it is known that an individual’s quality of life and the well being of the society depend on the quality of education. Then, pupil’s performance in school leaving in national examinations will greatly depend on quality of education that students have gained in school.

Furthermore, according to (Motel, 2000) scholars and human rights workers agree that post conflict countries benefit from having an open educational discussion about their past. Therefore, (CSR, 2011) states that the government of Rwanda has been proactive in the education sector by setting the strategic direction and adopting policies in critical areas of the system. To improve service delivery the government’s efforts were put through the Nine Year Basic Education. By supporting this idea, (MINEDUC, 2010) states that the government’s Vision 2020 and EDPRS set out ambitious plans to create a growing knowledge economy based on a skilled workforce that can compete in the region and the wider international arena. Indeed, in 2009, the government of Rwanda proposed to the Parliament a bill establishing the Rwanda Education Board under the supervision of MINEDUC with the aim of providing a quality education to all Rwandans.
1.1.2. Quality of Education

According to (Mitra, Dangwal, & Thadani, 2008) a school is considered to offer high quality education if it has good academic performance in examinations. For this to happen, the school needs; motivated and qualified teachers, appropriate infrastructure, adequate school building, electricity, classrooms, basic amenities like drinking water, sanitation, connectivity, appropriate facilities for children, free midday meals, free textbooks, uniforms for children. These assumptions are generally considered to be self evident and are often used for decision making by educational planners and administrators.

(Cohen, 1997) confirms that quality education is measured by student performance on standardized achievement tests. Supporting the above assertion, (Macionis, 2003) asserted that the most serious educational issue confronting our society is the quality of schooling. According to the (EDPRS, 2008) and (ESSP, 2012) articulates the importance of continuing to expand access to education while improving quality in an equitable manner.

(CSR, 2011) quality education, broadly speaking, can be viewed as a set of factors within the education system that are believed to lead to better students outcomes, including measurable dimensions of student learning. Quality education may comprise the sufficient and effective supply of direct resources to schools infrastructure, teachers, and learning and teaching materials, pedagogical support, a supportive school climate, and the effective management and administration of the education system. Student leaning is also influenced by the extent and nature of parent and community support to schools, as well as by the socioeconomic characteristics of children and their families. (Frimpong, 2011) Concludes by saying that
ability to give quality education to students to produce encouraging academic performance largely depends on parents, teachers and other stakeholders.

1.1.3. Academic performances of the students of form three for three years ago from REB of 9YBE and boarding schools in Nyamagabe District (2011, 2012 and 2013)

Basing on the analysis of the table 1.11 (see the table in appendix 1), it is clear that boarding students performed better than 9YBE. The table analysis results support the findings of (Karue & Amukowa, 2013) in their study ‘Analysis of factors that lead to poor performance in Kenya certificate of secondary examination in Embu district in Kenya’ where they found that year after year results of the Kenya Certificate of Secondary Education in Kenya generally and particularly in Embu District reveal that boarding schools perform better in national examinations than day secondary schools.

Both divisions I and II as analyzed, boarding students performed effectively. In 2011, boarding students performed 52% while 9YBE students performed 12%. In 2012, boarding students performed 62% whereas 9YBE performed 16%. And in 2013, boarding students performed 54% while 9YBE performed 18%. Therefore, during three years ago, boarding students performed over fifty per cent while 9YBE students performed under fifty per cent. And due to a great number of 9YBE students compared to boarding ones there is a big gap of academic performance for candidates who perform REB’s National examinations. Moreover, it is observed that there is a need to investigate factors that are behind for poor academic performance of 9YBE compared to high academic performance of boarding schools. Indeed,
academic performance indicators will be analyzed through the results of national examinations found since three years ago as shown and analyzed in the table 1.1 (See in appendix).

1.2. Problem Statement

Students of Ordinary level from boarding secondary schools perform high compared to Nine Year Basic education in Nyamagabe District and people think about the real cause of such gap between them and indeed, they wonder if implementation of school management strategies use would not be the root causes of that gap. Therefore, from the analysis of table 1.11, (See appendix) it can be observed that students from boarding schools scored most than 9YBE ones especially when looking at in divisions I and II. Students from boarding schools in divisions I and II in 2011 performed 52% while 9YBE performed 12%. The difference here was 38%. In 2012, boarding students performed 62% while 9YBE was 16%. The difference was 46%. In 2013, boarding students performed 58% whereas 9YBE ones performed 18% and the difference was 40%. Therefore, the more boarding students performed high the more they were qualified to boarding schools admission. And the more 9YBE performed poorly the more they qualified to Twelve Year basic Education. Therefore, the above clear indicators show that boarding students perform more effectively compared to 9YBE students.

However, it was against this background that on this clear difference on the academic performance between boarding and 9YBE leads the study to be carried out on investigating the school management strategies that are behind the above mentioned differences in their academic performance that can contribute to high academic performance.
1.3. Objectives of the Study

1.3.1. General objective

The general objective of this study was to find out the impact of school management strategies on boarding and 9YBE students’ academic performance in the schools of Nyamagabe district-Rwanda.

1.3.2. Specific objectives

This study aimed to achieve the following objectives hereunder:

(i) To find out how teachers’ motivation contributes to students’ academic performance in secondary schools of Nyamagabe district;

(ii) To examine how students’ motivation contributes to students’ academic performance in secondary schools of Nyamagabe district;

(iii) To investigate how parents’ involvement contributes to students’ academic performance in secondary schools of Nyamagabe district;

(iv) To establish the relationship between school management strategies and academic performance in the secondary schools of Nyamagabe district.

1.4. Research Questions

The research questions were formulated to guide the study:

(i) How does teachers’ motivation contribute to students’ academic performance in secondary schools of Nyamagabe district?

(ii) How does students’ motivation contribute to students’ academic performance in secondary schools of Nyamagabe district?

(iii) How does parents’ involvement contribute to students’ academic performance in secondary schools of Nyamagabe district?
(iv) What is the relationship between school management strategies and academic performance in the secondary schools of Nyamagabe district?

1.5. Significance of the Study

The findings of the study are to be relevant and useful to the following:
First and foremost the findings of the study will be useful and helpful to the Government of Rwanda in solving the gaps between boarding secondary schools and Nine Year Basic Education in terms of academic performance. Indeed, Nyamagabe district leaders will use the findings to know the root causes of high academic performance of boarding schools to Nine Year basic Education lower performance.
Secondly the findings of the study will be useful to the educational planners, managers, political decision makers who will take into consideration and clear policy decisions and strategies to improve the secondary school academic performance. Indeed, parents, school administrators, principals and educational partners will get accurate information, knowledge and skills from the study on how they may behave and change their behavior and mind towards 9YBE and boarding schools and know how to deal with motivating candidates of form three secondary schools to be committed to working hard for further REB’s national examinations. Thirdly the findings of this study will be helpful for further academician researchers to get related information. Indeed, the study will also be a source of reference for other researchers intending to study academic performance in Rwanda.
And fourthly the findings will be useful and helpful to the researcher, where the study will provide him a wide range, deep knowledge and skills between boarding and their counterparts of day schools on academic performance in Nyamagabe district in Rwanda and the study will enable the researcher to make recommendations and suggestions to boarding
and 9YBE policy makers and Ministry of Education on policies and strategies to be used to improve academic performance in both secondary schools equally.

1.6. Limitations of the Study

The limitation of the study was on the questionnaires collection return rate because questionnaires were not self administered and indeed, some of the students were not able to express by themselves in the English language. Therefore, the researcher translated questionnaires into Kinyarwanda to help them understand clearly the questions. Furthermore, the students who were to respond were no longer in the selected schools because they did National examinations of 2014. Other limitation was that, interview questions were asked in Kinyarwanda due to language barrier of the respondents. However, this have affected the study findings because if interviews were used in Kinyarwanda some information would be forgotten which might be original information and which would enrich the findings.

1.7. Scope of the Study

The scope of the study was the delimitation concern to content scope, geographical scope and time as defined hereunder:

1.7.1. In content scope

The study dealt with implementation of school management strategies and students’ academic performance in secondary schools of Nyamagabe District. And indeed, the target population in the study was students of form three of boarding and 9YBE, teachers, headteachers. Indeed, the study was carried out in educational management domain.
1.7.2. **In geographical scope**

This study was carried out in Nyamagabe district in the southern Province in Rwanda. It was also delimited to the public and government aided boarding schools and Nine Year Basic Education of form three secondary schools in the above said district (see the research study location map of Nyamagabe district in appendix).

1.7.3. **In time scope**

The study covered the period of school year since 2011, 2012 up to 2013.

1.8. **Organization of the Study**

This thesis was organized into three chapters. The first chapter one was the ‘Introduction to the study’, where the problem was set out to investigate was explained through background of the study, problem statement, objectives of the study, research questions, significance of the study, limitation of the study, scope of the study and organization of the study.

The second chapter two was called “Literature Review”. In this chapter, the researcher discussed about the literature relating to the study where theoretical literature detailed throughout the system theory, school management strategies, Empirical Literature, Critical Review and Research Gap Identification, Theoretical, and Conceptual Framework.

The third chapter concerned with the “Research Methodology”. In this chapter the source of data and the methods were used to collect them in this work were explained under research design, target population, sample design, sample size, sampling technique, data collection
methods, data collection instruments, reliability and validity, data analysis procedure and ethical consideration.

The fourth chapter dealt with analyzing, interpreting and discussing of data. In this chapter the researcher has analysed and interpreted in detail the findings. Finally the fifth chapter dealt with a view of the findings where summary of findings were summed up and some conclusions, recommendations and suggestions were drawn.
CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.0. Introduction

This chapter has discussed the relevant related literature on factors which can influence students’ academic performance. It has also highlighted ideas of writers and researchers discussed on school management strategies, teachers’ motivation, students’ motivation, parents’ involvement, school facilities and distance.

2.1. Theoretical Literature

The investigation of school management strategies and academic performance are central points in this research study and they were discussed in detail thereafter. (Karue & Amukowa, 2013) studied on analysis of factors that lead to poor performance in Kenya certificate of secondary examination in Embu District in Kenya and the findings of this study concluded that many factors which influenced the negative performance of day secondary school students in Embu District are absenteeism, lack of school fees, inadequate physical facilities, lack of instructional materials and resources, laboratory equipment, library equipment, admission of weak students. The finding also highlighted that poverty levels, home environments, family backgrounds impacted negatively the performance. Indeed, lack reading materials, friends, family members, poor lighting facilities, a lot of work at home, bad company at home hindering day secondary school students from studying. Similarly, other problems were, staying long distances from school and lack of proper accommodation.

According to (Nyongesa, 2007) every school is made up of students, teachers, support personnel, headteacher, parents, board of governors, school buildings and equipment. Each
school operates within a given locality with its particular economic resources, decision-making procedures and philosophical orientations. (Olasunkanmi & Mabel, 2012) state that teachers, students, infrastructural facilities, curriculum were used as input variables while the students’ academic performance was the output variable. According to (Karue & Amukowa, 2013) student’s performance in any examination is dependent on many variables. Such variables include the type of school and its facilities, the qualification of teachers, the students’ academic background, the environment from which they come from, the type of leadership provided by head teachers and their qualifications and parentage.

According to (Chen & Stroup, 1993) time is central variable. It provides a referent for the very idea of dynamics. (Kiggundu, 2009) states that in a proper learning situation, a disciplined student is the one expected to do the right thing at the right time. Also a disciplined student is the one who is in the right place at the right time. Kiggundu also said that time is a factor for achieving success. The study carried out by (Zulauf & Gortner, 1999) on use of time and academic performance of college students: does studying matter? Found out that amount of time spent studying is positively related to amount of class meeting time, and the findings also suggested that improved time management skills may enhance academic performance.

According to (Aronson, Zimmerman, & Carlos, 1998) proved that students need to spend more time in school. And they also assert that American students will have their best chance at success when they are no longer serving time, but when time is serving them. Indeed, they were focusing on the role of time in education … and confirm that time influences student
learning. (Kiggundu, 2009) again said that time is a scarce resource and therefore requires proper apportioning so as to enable any organization achieve its objectives. Punctuality needs to be observed not only by students but also teachers, head teachers and non-teaching staff in an educational institution.

On the other hand, a hungry tired student cannot be expected to concentrate in class work and even in the games field in an afternoon (Karue & Amukowa, 2013). They also state that parents assign tasks and chores to their children while at home during school days because a lot of work added at home made them tired and therefore find it difficult to do their assignments on time and effectively. Moreover, day students because they might face family challenges, they may develop bad company mates because they are not closely looked after by the people and school they stay with, and the results is that they experience a hostile environment.

Everything a student does at an institution, both inside and outside the classroom supports or opposes the process of learning (Wilhite & Banset, 1998). According (Karue & Amukowa, 2013) day students activities at home indicated that they had little time for school work. Some of activities that they engaged and that impacted negatively on their performance in Kenya Certificate of Secondary Education included working for pittances to supplement the family income, herding cattle, general cleaning while a small number idled.

(Weber, 2008) views that students’ activities offer young people a place to try out their academic skills in an eclectic, community like environment. He also felt cocurricular
activities were meant to challenge students to actively learn and solve problems that involve the real possibility of success or failure.

Kleese further cited by (Weber, 2008) stated that cocurricular activities that represent a rich array of opportunities and experiences may be one of the reasons many students stay in school and/or find personal meaning for this time in their lives.

2.1.1. School management strategies

According to (Njeru, Stephen, & Wambui, 2008) in a school situation, at corporate level the long term decisions and strategies are made by the board of governors in consultation with the school principal. Heads of departments make decisions on business level strategies, offer leadership and play a key role in formulation of strategic plans in their institutions. Parents and teachers being key stakeholders present their interests through the Parents Teachers Association. In addition they are very critical in strategic implementation. Before strategy formulation is done, the management must analyse the environment using tools such as SWOT analysis.

When a school uses this tool it is able to put in place measures that can make it be as competitive as others in a similar environment. In addition it is only through use of such tool that the school will be able to identify the needs of its customers who are learners and thereby respond to them appropriately. Failure to use this tool and respond appropriately after analysis of the school operations and its environment, it will be difficult to respond appropriately to the needs of its customers and as a result the school will become irrelevant (Njeru, Stephen, & Wambui, 2008). They also described school improvement as internal school strategies for improving the school’s capacity for providing quality education. By
enhancing the teaching-learning process and the conditions which support it, these internal school strategies improve students’ achievement.

2.1.1.1. Administrative management

School leaders across the nation are exploring ways to better educate and improve school performance. School based management offers a way to promote improvement by decentralizing control from central district offices to individual school sites. It attempts to give school constituents administrators, teachers, parents and other community members more control over what happens in schools (Njeru, Stephen, & Wambui, 2008).

According to (Lunenburg & Ornstein, 2008) administrative management concentrate on the management of the entire organization. The principal contributors to the field of administrative management were Henri Fayol, Luther Gulick, and Max Weber. Therefore, Fayol claimed that all managers perform five basic functions: Planning, organising, commanding, coordinating and controlling. Max Weber’s contribution was based on the concept of bureaucracy on comprehensive set rational guidelines. Weber’s guidelines were believed to constitute an ideal structure for organizational effectiveness.

Douglas McGregor formulated two contrasting sets of assumptions about people and the management strategies under Theory X and Theory Y. McGregor viewed Theory X as more appropriate foundation for guiding management thinking (Lunenburg & Ornstein, 2008). Abraham Maslow’s Need Hierarchy theory suggests that an administrator’s job is to provide avenues for the satisfaction of an employee’s needs that also support organizational goals and
to remove impediments that block need satisfaction and cause frustration, negative attitudes, or dysfunctional behaviour (Lunenburg & Ornstein, 2008)

2.1.1.2. School improvement

According to (World Bank, 2008) cited by (Nzoka & Orodho, 2014) stated that much research has demonstrated that retention and quality of education depends primarily on the way schools are managed, more than abundance of available resources, the capacity of schools to improve teaching and learning is strongly influenced by the quality of the leadership provided by the headteacher. And well managed schools contribute to educational quality and enhance retention. (Lunenburg & Ornstein, 2008) in an ideal system, school improvement efforts focus educational policy, administration, and practices directly on teaching and learning. School leaders can accomplish this by clarifying purpose, encouraging collective learning, aligning with state standards, providing support and making data driven decisions.

2.1.1.3. School effectiveness and productivity

According to (Lunenburg & Ornstein, 2008) state that most of the recent effective schools research has focused on elementary education. Various studies have identified specific characteristics of effective elementary schools and have usually defined effectiveness at least partly in terms of outstanding student achievement. Ronald Edmonds and his colleagues conducted some of the best known studies. He defined an effective school as one in which lower-class students score as high as middle-class students on basic skills tests. They also stated that after analyzing such schools, Edmonds identified an effective school as one in
which there is strong leadership, an orderly, humane climate, frequent monitoring of students’ progress, high expectations and requirements for all students, and focus on teaching important skills to all students.

2.1.1.4. Implementation of the school objectives

(Nyongesa, 2007) states that the manager ought to consider the implementation of the most feasible objectives. The selected alternative action must give the best result at minimum cost and in the shortest time possible. It should be noted that these objectives are broad and therefore need to be narrowed down and made specific. He also states that school managers should formulate specific objectives based on broad objectives. These objectives must be manageable and measurable. One specific objective for improving the school instructional programme may be for the headteacher to measure the percentage increase in the number of student passing the KCSE examination and joining the university.

2.2. Empirical Literature

2.2.1. Teacher’s Motivation and Academic Performance

In his study (Asamoah, 2009) cited in (Frempong, 2011) said that a teacher whose needs are not met may be psychologically unstable and consequently not productive. And this study fits in line with (Cook, 1980) also quoted by (Frempong, 2011) who observed that the key to improving performance is motivation and for this reason employers need to understand what motivates their employees. According to (UNESCO, 2013) the better the teacher quality, the less the incidence of low achievement. (Khan, 2004) says that teachers’ competence is usually linked to their academic and professional qualifications and years of regular in service training. (Ntihabose, 2013) the highest quality teachers, those most capable of
helping their students learn, have deep mastery of both subject matter and pedagogy. (Frimpong, 2011) says that professional qualifications are important in education. The professional skill of the teacher establishes a productive classroom atmosphere from the start by means of good organization and carefully planned teaching structure.

However, (Gakuba, 2008) says that on one hand, teachers have to be motivated so that they can acquit wholeheartedly to their duties; and on the other hand, students have to be motivated too so as to meet the learning objectives. (CSR, 2011) reveals that the 2008 teacher motivation survey reveals increasingly poor job satisfaction and low motivation. And it further states that as is generally the case throughout Africa, teaching is not regarded as an attractive carrier option among school leavers in Rwanda and as all human beings, basic needs must be satisfied in order to ensure adequate motivation and performance.

(Cobb, 2004) states that teachers in today’s educational system face excessive expectations and demands such as increases accountability, lack of available resources, lack of parental support and involvement, negative student attitudes, low status of the profession, and low paying salaries. Factors responsible for job dissatisfaction among teachers were administrative problems, evaluation of students’ performances, handling of discipline problems, teacher’ heavy workload, poor salaries, lack of respect for teaching profession and promotion bottlenecks.

According to (Abdulkareem, Ogundele, & Etejere, 2012) state that teachers can only put their best if their needs are well satisfied. And they also state that if teachers are sufficiently motivated they will be satisfied and would perform their duties meaningfully and effectively
… in their teaching and learning process. (Khan, 2004) confirmed that inadequate salary has been repeatedly mentioned that as the prime cause of teacher demotivation.

(Frimpong, 2011) conducted a research study on factors contributing to poor performance of students in the basic education certificate examination in selected public junior high schools in Effutu municipality and strongly found out that teacher and student absenteeism, lateness and class sizes are some of the school related factors that contribute to poor academic performance of students. The findings also highlighted that some of the outside school related factors that influence academic performance include lack of provision of basic needs and lack of parental involvement.

2.2.2. Students’ Motivation and Academic Performance

According to (MINEDUC S. M., 2008) whatever the school does should be done in the interest of the students. (Karue & Amukowa, 2013) found out that year after year results of the Kenya Certificate of Secondary Education in Kenya generally and particularly in Embu District reveal that boarding schools perform better in national examinations than day secondary schools. Therefore, as far as the study concerned, boarding students in Nyamagabe district performed better than their counterparts of 9YBE students. Therefore, the above said authors also stated that results obtained from records of performance during the years 2004, 2005 and 2006 indicate that day secondary schools have persistently produced poor results compared to boarding schools. Furthermore, according to the above authors, admission scores at form one were low. Some of the admitted students sometimes will not have scored half of the total mark at Kenya Certificate of Primary Education. Such students become difficult to bring to the level of performance expectations.
Furthermore, (Kusurkar, Ten Cate, Vos, Westers, & Croiset, 2012) studied on how motivation affects academic performance and they found out that motivation positively affects academic performance through deep strategy towards study and higher study effort. (Karibu & Njenga, 2011) view motivation as important in a learning situation because it determines how well the pupils learn. Motivation also determines the amount of effort pupils put in their learning. The teacher should create an interest in children to increase their desire to learn. It includes praise, encouragement, approval, presents and rewards. A motivated individual learns more easily, regulates own learning and reinforces self to attain own goals. And children will learn better in a friendly environment and with motivation. (Zeller, 2009) says that researchers have found that we only stay motivated if the rewards increase. After a period of time, if the rewards don’t increase, motivation levels tend to decrease.

(Sindambiwe, 2013) conducted a study on core curricula approach to secondary education and students’ motivation to learn, a case study of Nyamagabe secondary schools. In his findings, he proved that advanced level learners primarily concentrated on the core subjects in order to win a government scholarship. On the other hand, those ones from ordinary level in boarding work very hard to succeed in the national examinations and get promoted to a famous public secondary school.

(Kusurkar, Ten Cate, Vos, Westers, & Croiset, 2012) studied on how motivation affects academic performance and the findings implied that we should specifically attempt to target enhancing autonomous motivation among students in order to encourage an attitude towards deep learning and high effort and finally good performance.
Meanwhile, (Karue & Amukowa, 2013) focused on discipline that should be examined thoroughly. And this will ensure continuity of the learning process and therefore improve performance in examinations. (Evans, 2005) states that discipline help students to behave acceptably and is intended to repress and redirect misbehavior. (Henley, 2010) views discipline as referring to the approaches and strategies teachers use to guide and promote constructive student behavior. Discipline is as immediate as correcting misbehavior and as for reaching as developing a trusting relationship. And the purpose of discipline is to teach students social skills they need for success both in and out of school. (Evans, 2005) states that teachers who leave the profession or choose to early retirement often state that dealing with discipline issues caused burnout and hastened their departure.

However, some scholars have discussed about students’ peer group influence on academic performance where, (Henley, 2010) says that peers have a strong influence on individual behavior, and this influence grows through the years. (Hartup, 1992) says that adolescence time spent with peers exceeds time spent with family. Positive peer relationships foster tolerance of others, build effective interpersonal skills, and promote self-confidence. (Henley, 2010) says that when students feel comfortable and safe in the classroom, distress and problem behaviors are minimized and relationships with others shaped, piqued interest, enhanced or diminished productivity, and ultimately influenced academic achievement.

2.2.3. Parents Involvement and Academic Performance

According to (Paik, 2004) parents care about their children’s academic performance because they believe good academic results will provide more career choices and job security. And
families are very important agents in motivating their children and fulfill their necessities at home and make all available materials that would help children feel able and comfortable to perform favorably at school. (MINEDUC, 2008) states that in order to achieve good results in the learning and teaching process, the school and parents should collaborate closely. Efforts deployed by the school are useless if parents do not ensure follow up of their children.

(Paik, 2004) confirms that parental involvement has been as supportive actions or values oriented toward the child’s academic attainment and achievement.

Indeed, (MINEDUC, 2008) viewed that students’ success in their learning does not depend only on the school. Parents’ contribution is paramount in this process. When children are at home, they need follow up by their parents. They later have the duty of teaching them about moral and cultural values. They must provide their basic needs such as food, shelter, medical care, security, affection, etc. Good learning also depends on good learning conditions at school and home as well. However, parents’ level of education has a multifaceted impact on children’s ability to learn in school. In one study, children whose parents had primary school education or less were more than three times as likely to have low test scores or grade repetition than children whose parents had at least some secondary schooling.

Indeed, (Ntihabose, 2013) says that parental education not only influences parent-child interactions related to learning but also affects parents’ income and need for help in the home or field help that often comes at the expense of keeping children in school. (Michelli, 2013) determined that family education level and childcare environment could influence students’
achievement. Then, confirming that, (Frimpong, 2011) said in his study that parental level of education, occupation and encouragement with respect to paying school fees on time had important effects on student’s academic performance. Furthermore, (Michelli, 2013) stated that Jennifer Barry in 2005 conducted a study measuring the effect socioeconomic study has on academic achievement.

She predicted that the higher a student’s socioeconomic status, the higher his or her test scores will be. Barry measured socioeconomic status by examining parents’ education, occupational status, and income. She revealed that socioeconomic status had the greatest impact on test scores in relation to the other variables. (Abdinoor, 2012) said that schools whose parents and students are in higher socio-economic levels tend to have more opportunities to spend greater time on learning task; they are less likely to spend considerable effort into foraging for food and fuel. And he concluded that socioeconomic status is the governing factor to affect academic performance.

### 2.2.4. Distance and Academic Performance

(Owoeye & Yara, 2011) found out that the geographical location of schools has influence on the academic achievement of students. (Mitra, Dangwal, & Thadani, 2008) Suggested that a school’s distance from an urban centre, i.e. its remoteness, affects the quality of education it offers.

(Adepoju & Oluchukwu, 2011) say that researchers and stakeholders in education industry have in the recent past identified several factors as the causes of poor performance of students in public examinations. Among such factors identified is poor location of the school, incessant changes in government policies, closure of schools, which is contingent upon
teachers’ strike action, home-school distance, high student teacher ratio, lack of supervision, monitoring and evaluation machinery, lack of good textbooks, poor content and context of instruction, poor and non conducive environment among others. They also proved that the part of the community in which the schools are located has effect on the achievement of students. In their study Jagero, Therefore, (Jagero, Agak, & Ayondo, 2010) conducted a study on an evaluation of home environmental factors affecting performance of boarding secondary school students in Kenya and concluded that the major problem faced by day students was staying long distances from school. Long distances to school had more effects on girls’ performance than the boys.

2.2.5. School Facilities and Academic Performance

(Rulinda, Role, & Makewa, 2013) agree that several studies have related school facilities and academic performance. They also confirm that school facilities facilitate effective teaching and learning in schools. And found that when socioeconomic factors were constant, facility condition had a significant correlation with student achievement. (Owoeye & Yara, 2011) state that school facilities includes books, audio-visual, software and hardware of educational technology; so also, size of classroom, sitting position and arrangement, availability of tables, chairs, chalkboards, shelves on which instruments for practical are arranged. (Kwesiga, 2002) agrees that school has an effect on the academic performance of students but argued that school facilities determine the quality of the school, which in turn influences the achievements, and attainment of its pupils.

(Ntihabose, 2013) reported that schools with stable, experienced and qualified teachers usually have better school facilities in terms of school buildings, books and equipments than
those schools which have difficulty in attracting experienced and qualified staff. (Ntihabose, 2013) again reported that educational resources and students’ academic performance, teacher’s qualification and adequate facilities may be determinants of assessing academic performance of students. Indeed, (Owoeye & Yara, 2011) said that facilities in terms of qualifications of personnel, who are directly involved in the pedagogy; laboratory, library, school buildings, chairs/tables, administrative blocks, chalk-board, school maps and the likes are very crucial to high academic attainment.

In her study, (Niyigena, 2013) the findings concluded that school infrastructures, teachers’ and learners’ environment support, socio-economic situation of parents and inferiority complex of learners challenge teachers and learners in 12 Years Basic Education. Therefore, schools are not well built and have no sufficient necessary equipment; teachers and learners environment support affirmed that their schools are very inferior to boarding. And learners have no confidence of their success because they are not proud of their schools and they are motiveless.

In their study, (Owoeye & Yara, 2011) proved that school facilities were the most potent determinant of academic achievement. Facilities in terms of qualifications of personnel, who are directly involved in the pedagogy; laboratory, library, school buildings, chairs/tables, administrative blocks, chalk-board, school maps and the likes are very crucial to high academic attainment. They also confirmed that students characteristics are more significantly related to academic performance of students and that the other educational inputs in terms of human and material resources allocated to schools.
Furthermore, (Abdinoor, 2012) studied on socio-economic, socio-cultural and school-based factors that are affecting the performance in Kenya certificate of secondary education in Isiolo County and found out that socio-economic, socio-cultural and school based factors are affecting performance. And he also found that school based factors that affect students’ performance includes students’ indiscipline, teachers’ laxity and lack of teaching materials such as libraries, and inadequate laboratory and equipment.

(Mwangi & Nyagah, 2011) conducted a study on determinants of academic performance in Kenya Certificate of Secondary Education in public secondary schools in Kiambu County, Kenya and the study concluded that majority of the schools did not have equipped laboratories. (Niyindengera, 2010) studied on attributes of teachers and pupil’s academic performance in selected schools of Gasabo and Nyamagabe districts of Rwanda and the findings highlighted that lack of enough and adequate teaching and learning resources is one of the major causes of pupils’ academic performance.

2.3. Critical Review and Research Gap Identification

According to (CSR, 2011) the country has sustained a strong political commitment to improve access to and the quality of education. The Nine Year Basic Education policy firmly places Rwanda on a planned trajectory towards providing quality basic education for all. Furthermore, today, in Rwanda, the priorities are much given to Nine Year Basic Education remain at the core of the strategic plan, recognizing the role in human resource development and contribute to education qualifying for fast track initiative for development.

From the above discussed studies, it was noticed that there was no study has ever been carried out on boarding students and Nine Year Basic education academic performance to investigate school management strategies in boarding schools for their high performance
compared to Nine Year Basic Education low performance in order to see strategies for their differences in Nyamagabe District. Therefore, the present study aims at finding the differences between boarding and 9YBE of form three specifically identifying strategies that might be causes of high performance of boarding compared to poor performance of 9YBE as contribution to the quality of education.

2.4. Theoretical Framework

This study was guided by Need hierarchy theory by Abraham Maslow. Also the system theory was applied to the study contributing to high or poor academic performance of Nine Year Basic students and their boarding counterparts.

2.4.1. Abraham Maslow’s Need theory of motivation

According to (Lunenburg & Ornstein, 2008) stated that schools administrators widely agree that motivation is a crucial determinant of performance in organizations. They also said that content theory of motivation focus on the question: what energizes human behavior? The four most popular content theories of motivation are Maslow’s need hierarchy theory, Alderfer’s existence relatedness growth theory, Herzberg’s motivation -hygiene theory and McClelland’s learned needs theory. These theories have received considerable attention both in research exploration and in organizational application. But (Heylighen, 1992) confirms that Abraham Maslow’s need hierarchy theory is probably one of the best known and mostly widely used theories for the study of motivation in organizations. Maslow's theory is based on a theory of human motivation, characterized by a hierarchy of needs. According to (Cunningham, 2008) confirmed that Maslow’s positive theories of human behavior and motivation were pragmatic as well as hopeful: realistic optimism about human beings’
capacity to develop is necessary to address social problems and improve the human condition. Therefore, the above identified theory is based on human behaviour that when the needs of people are not met at work, they tend not to function effectively and efficiently. According to Maslow, human beings are motivated by insatiable needs and that certain lower needs have to be satisfied before the higher needs can be taken in consideration.

Indeed, Maslow’s theory states that there are four types of needs that must be satisfied before a person can act unselfishly. Maslow proposed a hierarchy of human needs as the first theory of behavior motivation. Within his model, there are at least five sets of needs: physiological, safety, love, esteem, and self-actualization. These basic needs are organized in an order according to relative prepotency. As the basic needs are met, higher needs emerge as primary motivators of behavior (Heylighen, 1992). (Wango, 2010) states that when the needs are met or fulfilled, pupils and students are generally happy and contented. The atmosphere in the school is ecstatic and learning goes on smoothly often uninterrupted.

Maslow’s Hierarchy of Needs

Source: Adapted from (Wango and Mungai, 2007)

Figure 2.1: Maslow’s Hierarchy of Needs
Basic needs such as food and water should be readily available and when there is a problem such as water shortage or less food is available than anticipated, the complication should be communicated on time. Furthermore, when these needs are met, people can act unselfishly, honorably, and be better able to contribute to the organization’s work. As long as people are motivated to satisfy these natural cravings, they are moving towards happiness and growth, of self actualization. In the work place, failure to meet the needs of workers results in poor production, which causes loss to the organization. According to (Heylighen, 1992), the theory of motivation that Maslow developed in the 1940s has become one of the most frequently cited theories of motivation in the management and organizational behavior literature. (Lunenburg & Ornstein, 2008) stated that Maslow proposed a hierarchy of human needs as the first theory of behavior motivation as follow:

The Physiological needs: Include the need for food, water and shelter. Once these needs are sufficiently satisfied, other levels of needs become prominent and provide motivation for an individual’s behavior.

Safety needs: Include protection against danger, threat, and deprivation, including avoidance of anxiety. Once physiological needs are met, one’s attention turns to safety and security needs. In the conviction of Maslow, if a person’s survival needs have not been met, he would not be in a state of readiness that would cause him to seek the next level of personal needs, those of safety.

Social needs: Include affection, affiliation, friendship, and love. People who reach this third level in the hierarchy have primarily satisfied physiological and safety needs. These needs are satisfied when the individual is loved and accepted by colleagues, and socialize in the work environment. Organizations might meet these needs by including employee-centered
supervision, providing opportunities for teamwork, following group norms. In an educational institution, teachers and students fulfill these needs as they are encouraged to interact with one another and with others to share ideas.

Esteem needs: Focus on self respect and include recognition and respect from others. This level of needs is the need for social status and recognition, reputation, attention and respect from others. Organizations can satisfy this need through recognition and award programs, etc. Circuit supervisions can play this role actively by showing appreciation for teachers’ activity and solicit inputs from teachers on issues concerning teaching and learning.

Self-actualization needs: This is the top of Maslow’s hierarchy of needs. At this stage, a person is said to have reached his/her potential in self-actualization. Individual become creative and use their initiatives and potentials fully need to be created in the schools. This would make them have a high sense of achievement when they have been able to use their skills, abilities and potentials profitably.

2.4.2. Maslow’s motivation theory implications to the study

Motivation is a process that starts with a physiological or psychological need that activates a behavior or a drive that is aimed at a goal. One of the most commonly adopted theories regarding human needs, motivation, and learning is Abraham Maslow’s hierarchy of needs. Maslow's hierarchy of needs theorizes that each of these levels must be adequately satisfied starting at physiological needs and working toward self-actualization needs.

Therefore, when the peoples’ needs are mainly met and when they are intrinsically or extrinsically motivated, then they are likely to improve effectively and efficiently their work.
Furthermore, implication of Maslow’s theory to the current study is very closer to teaching and learning process so that the academic performance can be achieved.

Meanwhile, Maslow’s motivation theory states that man’s behavior is controlled by both internal and external factors and that humans have the unique ability to make choices and exercise free-will, another implication of this theory to the study is that, parents, teachers, students and headteachers’ needs are to be met so that each other’s duty should be addressed for the purpose of achieving to the effective performance and should be improved. In addition, this should be done in order to improve teaching and learning for final national examinations results in Rwanda Education Board. Therefore, this study is strongly connected to Maslow’s theory because all the respondents in the study their needs are to be met as motivating factors for the purpose of achieving to academic performance the central part of this study. Indeed, the present study also puts its emphasis on system theory where inputs, process and outputs were highlighted. Furthermore, system functions by acquiring inputs from the external environment, transforming them in some way, and discharging outputs back to the environment. However, students are admitted into secondary schools from the society and transformed as output back to the society. Therefore, academic performance in nine year basic education and in boarding schools is affected by various factors either internal or external.
2.5. Conceptual Framework

**Independent Variable (IV)**

- School management strategies
  - Teachers’ motivation

**Dependent Variable (DV)**

- Students’ performance
  - REB’s National examinations results (High, Low, Moderate)
  - Teachers’ qualification
  - Type of school
  - School facilities

*Figure 2.2: Indicates relationship of independent and dependent variables*

Figure 2.2 indicates the linkage between independent variables namely teacher’s motivation, students’ motivation and parents’ involvement and dependent variables which refers to academic performance where variables are related to REB’s national examinational in terms of high, low and moderate ones. According to (Korb and Akintunde, 2013) proved that teacher’s motivation is directly related to teachers’ salary and rewards. And (Abdulkareem, Ogundele and Etejere, 2012) state that teachers can only put their best if their needs are well satisfied.

And they also state that if teachers are sufficiently motivated they will be satisfied and would perform their duties meaningfully and effectively … in their teaching and learning process.

Students’ motivation which was conceptualized in this study is linked to academic performance. According to (Karibu and Njenga, 2011) view motivation as important in a learning situation because it determines how well the pupils learn. Motivation also determines the amount of effort pupils put in their learning.
Parents’ involvement as independent variable was conceptualized as parent’s level of education, parent’s income and parent’s occupation and is linked to the academic performance. And this was supported by (Abdinoor,2012) established that schools whose parents and students are in higher socio-economic levels tend to have more opportunities to spend greater time on learning task; they are less likely to spend considerable effort into foraging for food and fuel. And then he confirms that it was further observed that availability and adequacy of food at home and in school affects children’s learning. Poor nutrition contributes to lack of concentration and reduced perseverance in school.

The researcher has also identified some intervening variables and which contribute to the academic performance. These extraneous variables include teachers’ qualification, type of school, School facilities and distance. And these variables play a role in bringing out the output which is academic performance.

2.6. Summary

This chapter viewed different researchers’ views on school management strategies and academic performance. Indeed, various literatures were quoted from different books, journal and theses with a view of finding what writers and researchers have discussed to the related of school management strategies and academic performance.

Therefore, Needs hierarchy theory of Abraham Maslow and systems theory were discussed and it was noted that professional qualifications and motivation are important in education. The professional skill of the teacher helps him/her establish a productive classroom atmosphere of good organization and carefully planned teaching structure. And teachers have
to be motivated so that they can acquit wholeheartedly to their duties the same as students have to be motivated too so as to meet the learning objectives.
CHAPTER THREE: RESEARCH METHODOLOGY

3.0. Introduction

The objective of this chapter was on discussing the research instruments that were used to conduct this research study. In addition, this section has included the research design, target population, sampling procedures and sample size, data collection instruments, validity and reliability of instruments, data analysis and thereafter ethical issues.

3.1. Research Design

This study has used a descriptive survey design that has helped gather relevant information. This study has used two approaches, both quantitative and qualitative for collecting and analyzing data. The qualitative approach has used questionnaires to collect quantitative data while qualitative approach has used interview guide for qualitative data. The rationale for choosing to use both approaches together was that neither quantitative nor qualitative approaches are sufficient by themselves to capture the trends and details of the situation due to the nature of the topic.

3.2. Target Population

According to (Kasomo, 2007) a population is any group of institutions, people or objectives that have at least one characteristic in common. The target population should be explicitly and unequivocally defined otherwise statements about the target population after the analysis of data will not trustworthy. For this study, a total of 37 secondary schools has formed the target population comprised 6 of boarding schools and 31 of 9YBE. The schools were those ones that have sit for national examinations for three years ago.
3.3. Sample Design

The sample for this study was students from boarding and Nine Year Basic Education form 3, teachers, headteachers in Nyamagabe district. Therefore, in this study, the researcher has used the sampling techniques to select sample size. According to (Javeau, 1985) cited by (Mukantwari, 2013) saying that trust to provide information from a sample is function of the size of the population, where the sample is 20% or more of the population for the financial reasons and temporary. Because the population of study was 37 secondary schools, the sample size was calculated through the formula: \( S = \frac{N \times 20}{100} \) where \( S \) stands for sample, \( N \) stands for total number of population. Therefore, sample of schools = \( \frac{37 \times 20}{100} = 7.4 \approx 8 \)

3.4. Sampling Technique

In this study schools were chosen by using random sampling technique and according to (Kasomo, 2007) says that simple random technique is the process of selecting from the population that provides every sample of a given size an equal probability of being selected. Indeed, headteachers, teachers and parents were selected using by purposive sampling. In boarding schools ordinary level, the researcher chose four secondary schools and for Nine Year Basic Education also chose four schools. The researcher selected both schools using random sampling because each school had an equal chance to be selected. Furthermore, teachers and head teachers were selected using purposive sample. Both techniques were used to arrive at sample size of the study.
3.5. Sample Size

In order to choose 8 schools, the study used 17 names of 9YBE due to 17 sectors and 6 boarding schools and put them into two different baskets where 9YBE had its own basket and boarding its own basket. According to (Julia, 2006) quoted by (Mukantwari, 2013) says that random sampling involves giving a number to every subject or member or of the accessible population, placing the numbers in a container and then pick out any number at random. Then, 8 students were asked to pick up 4 papers from each basket where four were for one basket and other four for another one. The eight schools sampled were written on the chosen papers. The four chosen from 9YBE are G.S Mulico, G.S Gatere, G.S Bugarama and G.S Kibyagira. And four chosen from boarding ones are E.SC Nyamagabe, E.S Sumba, ES Mushubi, and G.S Kaduha. Therefore, referring to the formula of (Javeau, 1985) the researcher has identified students’ sample taking 20% of the students. Then 20% of 532 make 106 students subdivided into the table 3.1 based on each sampled school: In ESC Nyamagabe the researcher has selected: $114 \times 20/100 = 23$; in ES Sumba: $102 \times 20/100 = 20$; in ES Mushubi: $87 \times 20/100 = 17$; in ES Kaduha: $66 \times 20/100 = 13$; in GS Mulico: $38 \times 20/100 = 8$; in GS Gatere: $45 \times 20/100 = 9$; in GS Bugarama: $33 \times 20/100 = 7$ and in GS Kibyagira: $47 \times 20/100 = 9$. 

Table 3.1: Total sample of study

<table>
<thead>
<tr>
<th>School status</th>
<th>School</th>
<th>Sample of students(s)</th>
<th>Sample of teachers (s)</th>
<th>Sample of headteachers (s)</th>
<th>Sample of parents (s)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boarding schools</td>
<td>ESC Nyamagabe</td>
<td>23</td>
<td>3</td>
<td>1</td>
<td>4</td>
<td>31</td>
</tr>
<tr>
<td></td>
<td>E.S Sumba</td>
<td>20</td>
<td>3</td>
<td>1</td>
<td>4</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td>ES Mushubi</td>
<td>17</td>
<td>3</td>
<td>1</td>
<td>4</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>GS Kuduha</td>
<td>13</td>
<td>3</td>
<td>1</td>
<td>4</td>
<td>21</td>
</tr>
<tr>
<td>S/total</td>
<td></td>
<td>73</td>
<td>12</td>
<td>4</td>
<td>16</td>
<td>105</td>
</tr>
<tr>
<td>9YBE</td>
<td>GS Mulico</td>
<td>8</td>
<td>3</td>
<td>1</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>GS Gatare</td>
<td>9</td>
<td>3</td>
<td>1</td>
<td>4</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>GS Bugarama</td>
<td>7</td>
<td>3</td>
<td>1</td>
<td>4</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>GS Kibyagira</td>
<td>9</td>
<td>3</td>
<td>1</td>
<td>4</td>
<td>17</td>
</tr>
<tr>
<td>S/total</td>
<td></td>
<td>33</td>
<td>12</td>
<td>4</td>
<td>16</td>
<td>65</td>
</tr>
<tr>
<td>Grand total</td>
<td></td>
<td>106</td>
<td>24</td>
<td>8</td>
<td>32</td>
<td>170</td>
</tr>
</tbody>
</table>

Source: Primary data

3.6. Data Collection Methods

3.6.1. Data Collection Instruments

The present study has used questionnaire and interview guide as data collection instruments.

Questionnaire

According to (Kelinger, 1973) states that the questionnaire elicits information on appropriate area to which respondents respond objectively. (Kasomo, 2007) a questionnaire is carefully designed instrument for collecting data direct from people... and is the most widely used technique in our society. Therefore, in order to collect truly and objectively information from learners, teachers, parents and head teachers this tool was used. Indeed, questionnaires were designed and distributed in order to provide answers to well structured questions which were considered worth to help the researcher answer research questions.
Interview guide

In gathering data, the interview has been used. This technique has allowed the researcher to know and identify and how head teachers and parents perceive boarding and 9YBE students about implementing of school management strategies that affects high/poor academic performance for students of third form. (Kasomo, 2007) Confirms that interview is advantageous because it is flexible, adaptable and can be used on many people. Due to interview technique, three forms structure of interview was used to gather data as defined by the above quoted author. Structured question provides limited response; Semi- structured question which open and allows individual response and unstructured question which provides the researcher with opportunity to ask broad questions and provides a high degree of objectivity.

3.6.2. Administration of data collection instruments

For the researcher to be able to administer data collection instruments, first of all there must be the approval of the research proposal and to go to the field he has presented a request for an introductory letter for data collection which was obtained from Mount Kenya University in the office of post graduate studies. The letter from the above University has introduced the researcher to the field for the purpose of carrying out the study. Indeed, the introductory letter from Mount Kenya University was attached to the researcher’s questionnaire and he has ensured participants about confidentiality and asking them for consent in gathered information that was academic research intention. Thereafter, the researcher has administered questionnaires to the selected participants in selected schools to fill them with a help of deputy headteachers in charge of studies. Furthermore, the researcher has interviewed headteachers, parents, students and teachers about the interview guide.
3.7. Reliability and validity of the research instruments

According to (Mugenda & Mugenda, 2003) reliability is a measure of the degree to which a research instrument yields consistent result or data after repeated trials. And according to (Wangusa, 2007) reliability essentially means consistency. A reliable instrument will yield the same results if it is used repeatedly to measure the same variable, so long as the variable has not undergone change. (Kubiszyn & Borich, 2010) the reliability of a test refers to the consistency with which it yields the same rank for individuals who take the test more than once. In other words, a test is reliable if it consistently yields the same, or nearly the same, ranks over repeated administrations during which we would not expect the trait being measured to have changed. Test-retest measure was used to test the reliability of the instruments.

However, according to (Wangusa, 2007) validity means the extent to which an instrument measures what it was constructed to measure. (Kubiszyn & Borich, 2010) a test has validity if we can demonstrate that it measures what it says to measure. Therefore, in order to prove the validity of the research study instruments, the researcher has presented research instruments to the supervisor to examine and review them and after being proved the questionnaires were administered to selected respondents.

3.8. Data analysis procedure

The quantitative and qualitative data collected by use questionnaires and interview guides were analysed as follows:

Data collected from questionnaires were edited and entered into computer. The researcher has analysed quantitative data from questionnaires using descriptive statistics whereby data collected were subjected to frequencies and percentage tables. Content analysis was used to
analyse qualitative data collected by interview guide whereby it was summarized into meaningful statements, which were used to supplement the quantitative data from questionnaires in order to enrich interpretation of the study findings.

3.9. Ethical consideration

According to (Ruggiero, 1992) ethics is the study of right and wrong conduct. In the scientific sense, it is a descriptive discipline, involving the collection and interpretation of data on what people from various cultures believe, without any consideration for the appropriateness or reasonableness of those beliefs. Therefore, the study whose title is ‘School management strategies and students’ academic performance in secondary schools in Rwanda, case study of Nyamagabe District’, the researcher has informed different respondents a consent confidentiality and anonymity to keep ethical consideration.
CHAPTER FOUR: RESEARCH FINDINGS AND DISCUSSION

4.0. Introduction

This chapter presents and analyses the findings of the study through primary data collected from the field work. Also the chapter focuses on the demographic characteristics of respondents, presentation of the findings and discussion. The presentation of the findings was done according to the study objectives which were formulated to guide this study. Data were presented and analysed by using frequency tables and percentages which were collected through means of questionnaires and interview. Indeed, the chapter deals with the use of SPSS version 16 through quantitative data analysis.

Furthermore, respondents of this study were students of form three secondary schools, teachers and headteachers of some selected secondary schools of Nyamagabe district. Thus, in order to test the study objectives, data were analysed in line with answers given according to the research objectives. Further 106 students, 24 teachers and 8 headteachers were used to fill questionnaires and interview for the collection of the primary data. Therefore, a total of 138 questionnaires which were supposed to be filled were all filled meaning that the return rate was 100%.

4.1. Demographic Characteristics of Respondents

This section emphasizes on the demographic responses from different respondents including students, teachers and headteachers. Further, respondents were asked to give their gender, age, level of qualification and type of school as the intervening variables and findings of these variables are presented and discussed.
4.1.1. Gender of Respondents

Table 4.1: Gender of Respondents

<table>
<thead>
<tr>
<th>Variable</th>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>87</td>
<td>63</td>
<td>63</td>
</tr>
<tr>
<td>Female</td>
<td>51</td>
<td>37</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>138</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Source: Primary data

From table 4.1 the findings show that male respondents dominate the study compared to female ones. Therefore, male respondents dominate with 87 (63%) while female are 51 (37%).

4.1.2. Age of Respondents

The age of respondents was indeed considered as intervening variable which plays a very significant role on influencing students’ academic performance.

Table 4.2. Age of Respondents

<table>
<thead>
<tr>
<th>Variable</th>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>12-15</td>
<td>52</td>
<td>37.7</td>
<td>37.7</td>
</tr>
<tr>
<td>16-25</td>
<td>54</td>
<td>39.1</td>
<td>76.8</td>
</tr>
<tr>
<td>26-30</td>
<td>24</td>
<td>17.4</td>
<td>94.2</td>
</tr>
<tr>
<td>31 and above</td>
<td>8</td>
<td>5.8</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>138</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Source: Primary data

Apart from the table 4.2, many respondents are categorized between 54 (39.1%) 16 and 25 years old. Indeed 52 (37%) are respondents aged between 12 and 15 years old and the third
one is 24 (17.4%) while the four category is classified respondents age between 31 and above represented by 8(5.8%).

4.1.3. Respondents by Type of School

In this study, type of school was highlighted because the study involves both boarding schools and 9YBE and both schools are compared in their academic performance through the use of school management strategies. This implies that through the type of school students may be motivated according to the type of school and performance may be high or low.

Table 4.3. Type of school

<table>
<thead>
<tr>
<th>Variable</th>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>9YBE</td>
<td>49</td>
<td>35.5</td>
<td>35.5</td>
</tr>
<tr>
<td>Boarding</td>
<td>89</td>
<td>64.5</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>138</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Source: Primary data

The table 4.3 indicates that 89 (64.5%) boarding schools have many respondents than 9YBE 49 (35.5%). It is because that among the selected schools, boarding schools had more candidates than 9YBE schools and this implies that the study presents many respondents of boarding more than 9YBE due to random sampling technique used in each school.

4.1.4. Respondents by Academic Qualifications

Table 4.4. Academic qualifications

<table>
<thead>
<tr>
<th>Variable</th>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A2</td>
<td>1</td>
<td>0.7</td>
<td>0.7</td>
</tr>
<tr>
<td>A1</td>
<td>2</td>
<td>1.4</td>
<td>2.2</td>
</tr>
<tr>
<td>A0</td>
<td>29</td>
<td>21</td>
<td>23.2</td>
</tr>
<tr>
<td>None qualification</td>
<td>106</td>
<td>76.8</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>138</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Source: Primary data
The table 4.4 shows that out of 138 respondents, 1 (0.7) is qualified in A2 and 2 (1.4%) are qualified in A1. Indeed, 29 (21%) are qualified in A0 while 106 have no qualifications. This implies that the no qualification respondents are both students of form three of both secondary schools, and the qualified in A2, A1 and A0 are teachers and headteachers together.

4.1.5. Respondents by Type of Function

Table 4.5. Respondents’ functions

<table>
<thead>
<tr>
<th>Respondents’ functions</th>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>106</td>
<td>76.8</td>
<td>76.8</td>
</tr>
<tr>
<td>Teachers</td>
<td>24</td>
<td>17.4</td>
<td>94.2</td>
</tr>
<tr>
<td>Headteachers</td>
<td>8</td>
<td>5.8</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>138</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Source: Primary data

Results from the table 4.5, indicate that students 106 (76.8%) are from secondary schools of Nyamagabe district including both of boarding and 9YBE. And 24 (17.4%) are teachers while 8 (5.8%) are headteachers of selected eight secondary schools in Nyamagabe district.

4.2. Presentation of Findings

The study analysis was done based on each objective as formulated in the chapter one. Indeed, objectives were addressed through the research questions which guided the study. Therefore, the first objective intended to find out how teachers’ motivation contributes to students academic performance in secondary schools of Nyamagabe district. The second was about to examine how students’ motivation contributes to students academic performance in secondary schools of Nyamagabe district. The third one was to investigate how parents’
involvement influences students academic performance in secondary schools of Nyamagabe district. And the fourth one was to establish the relationship between school management strategies and academic performance in the secondary schools of Nyamagabe district. Further, the study also put more focus on parents’ views on students’ academic performance from the selected secondary schools.

4.2.1. **Objective one: to find out how teachers’ motivation contributes to students academic performance in secondary schools of Nyamagabe District**

To test this objective, respondents were asked to provide their views on teachers’ motivation in the secondary schools of Nyamagabe district for facilitating students’ academic performance of 9YBE and boarding schools. Respondents’ responses from the administered questionnaires pertaining to this objective were presented and interpreted. And the results were shown in the figure 4.1.
4.2.1.1. Respondents’ answers on teachers’ motivation in the secondary schools of Nyamagabe District.

Results from figure 4.1 show that teacher’s motivation as school management strategy presents 60 (43.5%). 30 (21.7%) of respondents said that students’ motivation is a school management strategy to contribute to the academic performance and indeed, 15 (10.9%) of respondent said that students’ choice is also a school management strategy affecting performance. Further, 33 (23.9%) of respondents reported that parents’ involvement is also a school management strategy which influences students’ academic performance.

4.2.1.1.1. Teachers’ motivation for high academic performance

According to the results as illustrated in the figure 4.3 show that majority of respondents 60 (43.5%) agreed that teachers’ motivation is most school management strategy to be
highlighted for students’ academic performance. With the interview with headteachers from boarding schools, one headteacher said:

“… teachers of the school in which I am a headteacher, are motivated by being given bonus and this bonus is monthly offered to them before 25th of each month and I have realised that this bonus motivates them to work hard as a results of that our students of form three perform well in national examinations.…”

From this finding it can be stated that motivating teachers is the best strategy that can promote for high students’ academic performance. And this was proved by the study respondents where (43.5%) agreed that teachers’ motivation is very important. Further, another headteacher from 9YBE secondary school noted that:

“… In my school most of teachers are always complaining of not being given bonus or any other incentives to motivate them and also 9YBE policy said that all children must study without paying bonus for teachers and therefore, this demotivates teachers to work hard even though we coerce them to work…”

This finding shows that boarding headteachers apply school management strategies differently from 9YBE ones in motivating teachers even though this strategy is mainly considered as school management strategy to make a school achieve to its objectives. Therefore, this argument was supported by the finding of (Abdulkareem, Ogundele, & Etejere, 2012) proved that teachers can only put their best if their needs are well satisfied. And they also state that if teachers are sufficiently motivated they will be satisfied and would perform their duties meaningfully and effectively … in their teaching and learning process.
In the same view, with the interview of teachers, many of them complained about low salary that the government of Rwanda pays them. One teacher from 9YBE said that:

“… teachers’ salary is very low to meet teachers’ basic needs and it is because of that most of teachers complain so much and they do not have any other choice to do, if then possible many of them would leave this teaching profession and to do other businesses …”

As far as this study is concerned, teachers’ motivation is the highest school management strategy that everyone is aware of but through this finding it can be observed that teachers of 9YBE are demotivated to working. And this argument was supported by the findings of (Khan, 2004) who confirmed that inadequate salary has been repeatedly mentioned that as the prime cause of teacher demotivation. Further teachers from boarding schools said that they are somehow motivated compared to boarding schools.

One teacher commented that:

“…even though we are paid low salary, boarding teachers are somehow happy of getting monthly bonus including ours school which provides over 50,000 Rwandan francs for each as monthly bonus but teachers of nine years basic education are so unhappy compared to us because they get nothing…”

Lack of teachers’ motivation is an issue which affects teaching and learning process and this can lead students to get failed because if teachers are not motivated they will not motivate learners to learn so that the school can achieve to its objectives. Therefore, this argument was strongly supported by (Karibu & Njenga, 2011) who viewed that motivation as important in a
learning situation because it determines how well the pupils learn. Motivation also
determines the amount of effort pupils put in their learning. The teacher should create an
interest in children to increase their desire to learn. It includes praise, encouragement,
approval, presents and rewards. A motivated individual learns more easily, regulates own
learning and reinforces self to attain own goals. And children will learn better in a friendly
environment and with motivation. Again, the argument was supported by (Gakuba, 2008)
who said that on one hand, teachers have to be motivated so that they can acquit
wholeheartedly to their duties; and on the other hand, students have to be motivated too so as
to meet the learning objectives.

Further, another teacher from 9YBE noted that:

“… most of 9YBE are like as if they are not working for the same government as boarding in
the same country; then, all of us teachers who teach in secondary schools government surely
knows that parents provide bonus and incentives to the teachers of boarding schools but for
us not, and the serious issue is that we cannot get anywhere to go for work, due to high
unemployment rate in Rwanda, if possible we can leave teaching profession, it is not an
attractive carrier…”

Therefore, through this finding, it is clear that teachers from 9YBE are so unhappy because
they are treated differently from those of boarding ones though they are in the same domain
of teaching. This argument was supported by (CSR, 2011) revealed that the 2008 teacher
motivation survey reveals increasingly poor job satisfaction and low motivation. And it
further states that as is generally the case throughout Africa, teaching is not regarded as an
attractive carrier option among school leavers in Rwanda and as all human beings, basic
needs must be satisfied in order to ensure adequate motivation and performance.
Another secondary teacher from 9YBE said that:

“…government of Rwanda provides equal A0 qualifications to all individuals and have the same value, and all children we teach are coming from the same background as boarding, why do parents get bonus for boarding school teachers but parents of 9YBE students do not get it for us and we used to hear from political leaders and radios that parents should be involved in supporting schools by providing their contributions! This is a shame for 9YBE teachers…”

Another teacher said:

“…when I am teaching I try to simplify my work by not asking many questions to students when I give them quizzes or exams, and I used to ask them closed ended questions for avoiding spending more time to one copy when correcting because there is no motivation…”

Regarding to low teacher’s motivation affects students’ academic performance in one way or another. And when teacher are not motivated it will affect the students’ performance even though it was proved that teachers’ motivation is very important. These findings were supported by the finding of (Cobb, 2004) who proved that teachers in today’s educational system face excessive expectations and demands such as increases accountability, lack of available resources, lack of parental support and involvement, negative student attitudes, low status of the profession, and low paying salaries. Factors responsible for job dissatisfaction among teachers were administrative problems, evaluation of students’ performances, handling of discipline problems, teacher’ heavy workload, poor salaries, lack of respect for teaching profession and promotion bottlenecks.
4.2.1.1.2. Students’ motivation

Further (21.7%) of respondents proved that students’ motivation is another important school management strategy to be underlined by school managers and other educational stakeholders. Regarding to this strategy, most of boarding students said that if they are motivated either at school or at home they can perform well. With the interview of secondary school students, one student from 9YBE said that:

“…I don’t like the way my parents are treating me today, they deceived me, last year they promised me that if I perform well in form two they will reward me to study in boarding schools where I can study still living at school without coming back home, but when I went to third form this year they said to me that they didn’t have money to pay for me though I performed as expected....”

Nine Year Basic Education students encounter many home challenges and difficulties including parents’ obligations upon them which impact negatively their academic performance. Also family challenges may affect students’ academic performance and this argument was supported by (Karue & Amukowa, 2013) where they asserted that day students because they might face family challenges, they may develop bad company mates because they are not closely looked after by the people and school they stay with, and the results is that they experience a hostile environment.

Another student from boarding school reported that:

“… we, boarding secondary schools students perform high than nine year basic education students because boarding schools have many school facilities including library, laboratories, books and so on, and we seriously study fearing that when any of us failed parents may take
him/her to nine year basic education and our teachers always motivate us to perform well so that our counterparts of nine year basic education may not succeed more than us…”

From this finding boarding students are happy and motivated to study and the facilities found in boarding play a very big role in helping and supporting students to perform high. This argument was supported by (Owoeye & Yara, 2011) in their study where they proved that school facilities were the most potent determinant of academic achievement. Facilities in terms of qualifications of personnel, who are directly involved in the pedagogy; laboratory, library, school buildings, chairs/tables, administrative blocks, chalk-board, school maps and the likes are very crucial to high academic attainment.

4.2.1.1.3. Students’ choice

Respecting students’ choice is another school management strategy which influences students’ academic performance. Data from the figure 4.3, (10.9%) shows that students’ choice affects students to perform high. This argument was also supported by (Owoeye & Yara, 2011) that students characteristics are more significantly related to academic performance of students and that the other educational inputs in terms of human and material resources allocated to schools. With an interview with students almost all interviewed students either 9YBE and boarding proved that they want to study in boarding schools. Furthermore, one student from 9YBE said that:

“…if my parents agree to support me to go to study in boarding schools I may never remember 9YBE anymore because in 9YBE there is no motivation from teachers, parents, also a lot of challenges which demotivated me not wish to study there like indiscipline
students, poverty, etc but when you find a boarding student carrying a bag going to school you get angry …”

The findings from interview guide with students show that all of 9YBE students do not prefer to study in nine year basic education. On the other hand students from boarding secondary schools explained that:

“… all boarding school students are proud to study there because they are far from family challenges and indeed as we have seen parents like to value academic performance from boarding and despise or neglect 9YBE performance because there are no facilities…”

This finding was supported by the finding of (Ntihabose, 2013) who reported that schools with stable, experienced and qualified teachers usually have better school facilities in terms of school buildings, books and equipments than those schools which have difficulty in attracting experienced and qualified staff. Again reported that educational resources and students’ academic performance, teacher’s qualification and adequate facilities may be determinants of assessing academic performance of student.

4.2.1.1.4. Parents’ involvement

Further (23.9%) of respondents confirmed that parents’ involvement play a very big role in supporting and helping students perform well. According (MINEDUC, 2008) states that in order to achieve good results in the learning and teaching process, the school and parents should collaborate closely. Efforts deployed by the school are useless if parents do not ensure follow up of their children.
From this finding, one parent said that:

“...Parents today are so busy in many different businesses looking for school fees and meal for children who are at school and home and indeed, schools today are requesting as much money as university that is why many poor parents send their children in 9YBE to reduce family burdens…”

Another student said that:

“... when I go to school, school leaders ask us money for feeding programme and when back home I find nothing to pay, and during the weekend I try to find somewhere I can get work for getting money to buy some school materials and then this disturb me so much that I wish to study in boarding schools where students do not meet many family challenges…”

The findings indicates that both parents and students of 9YBE face many challenges which affect 9YBE students’ academic performance. In one hand 9YBE student has to go to school and on the other hand s/he has to go to find somewhere s/he can get money for school materials and the parents also busy with family issues. This finding fit in line with the finding of (Karue & Amukowa, 2013) who proved that parents assign tasks and chores to their children while at home during school days because a lot of work added at home made them tired and therefore find it difficult to do their assignments on time and effectively. Some parents said that 9YBE do not have good performance as boarding schools.

Then, one parent commented in these words that:

“... any parent who has means to support his/her child may not send him/her in 9YBE because there is no good academic performance, and all students sent there are the ones who
have failed from national examinations, and many of parents are the ones who didn’t attend
the school; all parents who attended the school and who have means may not send their
children to 9YBE…”

In the same view one student from boarding school said that:
“… almost all of 9YBE students are the ones who come from poor families which cannot
meet their needs and we have seen that most of students who study in 9YBE, their parents
can’t support them because of poverty and indeed they are the ones who failed national
examinations…”

Another interviewed parent commented that:
“… Nine Year Basic Education is commonly known as a place whereby all failed students
from national examinations, indiscipline students and all stubborn ones are sent to study that
is why there is no expected good results from stubborn children…”

Parents’ mentality may play negative or positive effects depending on parent’s
understanding. These findings were supported by the finding of (Paik, 2004) who confirmed
that parental involvement has been as supportive actions or values oriented toward the
child’s academic attainment and achievement. Indeed, in supporting this finding, (Frimpong,
2011) said in his study that parental level of education, occupation and encouragement with
respect to paying school fees on time had important effects on student’s academic
performance. Therefore, when parents actively participate in supporting their children,
students are motivated to study and succeed. As confirmed by (Paik, 2004) that parents care
about their children’s academic performance because they believe good academic results
will provide more career choices and job security. And families are very important agents in motivating their children and fulfill their necessities at home and make all available materials that would help children feel able and comfortable to perform favorably at school.

4.2.1.2. Challenges faced by 9YBE students at home or at school in secondary schools of Nyamagabe district.

![School and home challenges for students](image)

**Figure 4.2: School and home challenges for students**

**Source:** Primary data

Apart from the statistics presented in figure 4.2 illustrates that students encounter some home and school challenges. 48 (34.8%) of respondents said that students encounter domestic work as home challenge that contribute to low performance. Further, 33 (23.9%) said that students encounter challenges about long distance. Indeed, 11 (8%) of respondents said that students face schools fees issues. In addition, 30 (21.7%) of respondents said that students encounter lack of electricity while 7 (5.1%) face tiredness and much stress at school and at home. And thereafter 9 (6.5%) reported about lack of meal at home and at school.
4.2.1.2.1. Domestic work

Regarding to the responses given from interview guide, majority of 9YBE students confirmed that they face too much a lot of domestic work such as looking after domestic animals, fetching water, looking for firewood, etc. And this argument was proved by the highest percentage (34.8%) from the figure 4.2.

Therefore, this finding fit in line with of the findings of (Karue & Amukowa, 2013) where they asserted that day students because they might face family challenges, they may develop bad company mates because they are not closely looked after by the people and school they stay with, and the results is that they experience a hostile environment. Therefore, during the interview with students, one student from 9YBE School said:

“… back home from school I do not have free time to do a self study because when arrive home I go to look for domestic animals herbs, fetching water, cooking etc and in the evening when somehow free I sometimes use torch, or candle and when missed I use wood fire to reread the previous lessons from school but very tired…”

Another student from 9YBE reported that:

“… in morning before I go to school I have first of all to fetch water and sometimes waiting for food because when I arrive at school I do not eat due to lack of school fees to pay for feeding programme so that I can have access for lunch meal…”

From the finding of the interview many 9YBE students reported that they do not have time to study back home because of a lot of domestic work. This argument was supported by the study findings of (Karue & Amukowa, 2013) that day secondary school students’ poverty
levels, home environments, family backgrounds impacted negatively the performance. Indeed, poor lighting facilities, a lot of work at home, bad company at home hindering day secondary school students from studying. Similarly, other problems were, staying long distances from school and lack of proper accommodation.

Therefore, a lot of domestic work and other related works assigned to 9YBE students at home hinder them to do a self study and this has negative impact upon him/her because s/he has no time to study.

4.2.1.2.2. Long distance

Further 33 (23.9%) of respondents said that students encounter challenges about long distance which affect performance. There was a concern about school manager toward the distance on students’ academic performance. Then with an interview of headteachers, many of 9YBE headteachers proved that long distance affect negatively their students’ performance. Therefore, one headmaster said it in these words that: “…because 9YBE students used to do a long journey from home to school, they come to school late, and when arrive they get tired which results in sleeping during the teaching hours and then, they fail in school tests because they do not have time to do a self study at home as result of further failure in national examinations…”

From this head teacher’s view on long distance for students, it is clear that it affects 9YBE students’ performance as proved. Majority of 9YBE headteachers proved that their students face similar challenges. These findings were also supported by of (Owoeye & Yara, 2011)
who found out that the geographical location of schools has influence on the academic achievement of students. Meanwhile another student from nine year basic education said that:

“… I utilize two hours and half everyday when I go to school and back home to school also two hours and half. However it happens most of time that I leave home without any breakfast and when arrived at school I am not allowed to eat because my parents didn’t pay for me, what I do I have to endure until I go home…”

This argument of this learner was strongly supported by (Mitra, Dangwal, & Thadani, 2008) who proved that a school’s distance from an urban centre, i.e. its remoteness, affects the quality of education it offers. As far as this study is concerned, the academic performance is affected by long journey done by 9YBE students. Therefore, if a student does a journey of two hours and half to school and two hours and half back home without even having breakfast and lunch meal, it will affect his/her performance. This argument was also supported by (Karue & Amukowa, 2013) that a hungry tired student cannot be expected to concentrate in class work and even in the games field in an afternoon. They also state that parents assign tasks and chores to their children while at home during school days because a lot of work added at home made them tired and therefore find it difficult to do their assignments on time and effectively.
4.2.1.2.3. School fees and Lack of meal

Results from the figure 4.2, 11 (8%) of respondents said that they face the lack of school fees and 9 (6.5%) meal. In fact, due the policy of Rwanda all nine years basic education students do not pay school fees because education is free. But with a view of promoting academic performance, it was decided that parents would participate in supporting their children by giving four thousand for each for every month of teaching period in the schools of Nyamagabe District. With the interview of students many said that their families do not have means to pay for them for feeding programme. Therefore, one student said:

“… because my parents are unable to pay for me for the feeding programme so that I can have lunch at school, I wake up early morning and try to find what to eat and when I am at school students who paid have to go for lunch while I go somewhere to hide that no one could know what is happening to me ….”

In the interview with 9YBE students a great number of 9YBE students claimed so much of not having means to pay fees for feeding programme. Headmasters also reported that when students do not eat either at school or home it is difficult for them to study afternoon because they fall asleep.

One headteacher said that:

“…in 2014 Ministry of Education commended all 9YBE headteachers to start feeding programme in our schools to facilitate students to study the courses of afternoon and with a view of promoting students’ performance. This conceived with a belief that local government
will provide support to sensitize parents to contribute, unfortunately parents do not provide fees for feeding programme…”

Further from the finding it was noted that feeding children at school could promote in contributing to students’ performance. This statement was supported by the findings of (MINEDUC, 2008) that parents must provide basic needs such as food, shelter, medical care, security, affection, etc to the children. Good learning also depends on good learning conditions at school and home as well.

4.2.1.2.4. Lack of electricity, Tiredness and much stress

As illustrated by figure 4.2 students face some challenges which affect poorly their performance. This was confirmed of 30 (21.7%) respondents who said that students face the lack of electricity while 7 (5.1%) of respondents face tiredness and much stress. As it was ever said by headteachers, 9YBE students do long distance and get tired as results of sleeping in school during the teaching hours and indeed, all the study respondents proved that 9YBE face challenge of lacking electricity to facilitate them do a self study at home.

One student reported that:

“… in our home environment no one has electricity almost of all 9YBE students use candle or petrol lamp or wood fire when doing a self study during the evening, if not possible you stop studying and in next morning you wake up early and go to school by studying in way to school…”

Another student reported that:

“… as long as I arrive at school I get tired because I do not have enough time to rest at home. The reason is that when I am back home from school I do a lot of domestic work and sleep
tired and then wake up earlier morning because the journey is about two hours and half to reach at school…”

Nine Year Basic Education students face many challenges which affect their performance and those challenges make them get tired and do not have time to study and relax either at home or at school. This argument was supported by the findings of (Chen & Stroup, 1993) that time is central variable in system theory. It provides a referent for the very idea of dynamics and (Zulauf & Gortner, 1999) said that time spent studying is positively related to amount of class meeting time and (Aronson, Zimmerman, & Carlos, 1998) proved that students need to spend more time in school.

4.2.2. Objective two: To examine how students’ motivation contributes to students’ academic performance in secondary schools of Nyamagabe District.

This objective was meant to find out the how students’ motivation contributes to students academic performance in secondary schools of Nyamagabe district. In order to achieve this, the researcher has analysed secondary school students’ academic performance of Nyamagabe district from REB. Both headteachers of 9YBE and boarding were asked to provide national examinations results of the three academic years of 2011, 2012 and 2013. Further the objective also intended to establish the difference between 9YBE and boarding schools in performance through results provided by Rwanda Educational Board during three years ago as it was summarized in the table 4.6.
4.2.2.1. Analysis of 9YBE and boarding students’ academic performance in 2011, 2012 and 2013 years in Nyamagabe district

Table 4.6. 9YBE and boarding students’ classification by division

<table>
<thead>
<tr>
<th>Division</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>Percent</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Division I</td>
<td>3</td>
<td>4</td>
<td>15</td>
<td>4.3</td>
<td>155</td>
<td>145</td>
<td>137</td>
<td>46.8</td>
</tr>
<tr>
<td>Division II</td>
<td>12</td>
<td>14</td>
<td>21</td>
<td>9.3</td>
<td>87</td>
<td>87</td>
<td>90</td>
<td>28.3</td>
</tr>
<tr>
<td>Division III</td>
<td>41</td>
<td>28</td>
<td>34</td>
<td>20.3</td>
<td>61</td>
<td>52</td>
<td>35</td>
<td>15.9</td>
</tr>
<tr>
<td>Division IV</td>
<td>62</td>
<td>59</td>
<td>66</td>
<td>36.9</td>
<td>22</td>
<td>21</td>
<td>28</td>
<td>7.6</td>
</tr>
<tr>
<td>Unclassified</td>
<td>47</td>
<td>61</td>
<td>40</td>
<td>29.2</td>
<td>4</td>
<td>4</td>
<td>5</td>
<td>1.4</td>
</tr>
<tr>
<td>Total</td>
<td>165</td>
<td>166</td>
<td>176</td>
<td>100</td>
<td>329</td>
<td>309</td>
<td>295</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Primary data

Results in table 4.6 indicate that during three years ago the percentage of 9YBE students in division one was (4.3%) against 46.8% of boarding ones; percentage in division two 9YBE students was (9.3%) against (28.3%) of boarding students. Percentage in division three 9YBE students was (20.3%) while in boarding was (15%). And in division four percentage of 9YBE students was (36.9%) against (7.6%) of boarding ones. And (29.2%) from 9YBE were classified in unclassified category while 1.4% were from boarding schools which qualified totally failed.

Table 4.7. 9YBE and boarding students’ classification by pass marks

<table>
<thead>
<tr>
<th>Academic year</th>
<th>9YBE</th>
<th>Boarding schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Candidates</td>
<td>Pass</td>
</tr>
<tr>
<td>2011</td>
<td>165</td>
<td>118</td>
</tr>
<tr>
<td>2012</td>
<td>166</td>
<td>105</td>
</tr>
<tr>
<td>2013</td>
<td>176</td>
<td>136</td>
</tr>
<tr>
<td>Total</td>
<td>507</td>
<td>359</td>
</tr>
</tbody>
</table>

Source: Primary data
From table 4.7, data indicate that a total of 165 students who passed are 118 students equivalent to 71.51% in 2011 in 9YBE. In 2012 out of 166 students 105 have passed and have percentage of 63.25%. In 2013, out of 176 students 136 have passed and have percentage of 77.27%. For boarding schools, in 2011 out of 329 students 305 have passed in which percentage equals to 98.78% while in 2012 among 309 students, 305 have passed with 98.70%. In 2013, out of 295 students, 290 have passed with 98.3%.

Table 4.8. Comparison of 9YBE and boarding secondary school students’ academic performance by mean and standard deviation

<table>
<thead>
<tr>
<th>Variable</th>
<th>Number</th>
<th>Mean</th>
<th>Standard deviation</th>
<th>Coefficient of variation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic performance of 9YBE</td>
<td>359</td>
<td>119.6</td>
<td>13.32</td>
<td>0.111</td>
</tr>
<tr>
<td>Academic performance of boarding schools</td>
<td>920</td>
<td>306.6</td>
<td>14.47</td>
<td>0.047</td>
</tr>
</tbody>
</table>

Source: Primary data

Table 4.8 indicates that 359 students from 9YBE with pass marks have 119.6 mean and 13.32 standards deviation also explained by 0.111 coefficient of variation. And 920 students of boarding secondary schools and the ones with pass marks have 306 mean and 14.47 standard deviation explained by 0.047 coefficient of variation. Considering both means in table 4.8 the mean of 9YBE and boarding schools, the study proved that there is a big difference of academic performance. The higher mean of boarding schools showed that students of boarding performed better than 9YBE students.

As far as academic performance is concerned, the results of this study have confirmed that there is a big difference of performance between of 9YBE and boarding secondary schools at the end of year in national examinations. Therefore, through the analysis of data in table 4.7,
it can be observed that students of 9YBE performed decreasingly while boarding schools performed increasingly in national examinations. As much as the end of year examinations results is concerned, the findings of this study have shown that the percentage of students was (4.3%) in 9YBE against (46.8%) in boarding in division one. In second division the percentage of 9YBE students was (9.3%) against (28.3%). Therefore, as much as admission of students is concerned, division one and two are the ones which are more considered for being given admission letters to boarding secondary schools. Then, this finding fits in the line with of the findings of (Karue & Amukowa, 2013) in their study ‘Analysis of factors that lead to poor performance in Kenya certificate of secondary examination in Embu district in Kenya’ where they found that year after year results of the Kenya Certificate of Secondary Education in Kenya generally and particularly in Embu District reveal that boarding schools perform better in national examinations than day secondary schools.

4.2.2.1. Comparison of selected 9YBE and boarding secondary school students’ academic performance from 2011, 2012 to 2013 based on end of year national examinations results

Considering table 4.8 both means indicate that there is a big difference between selected 9YBE and boarding secondary schools. 9YBE has 119.6 mean with 13.32 standard deviation and 0.111 of coefficient of variation while boarding schools present 306.6 mean with 14.47 standard deviation and 0.047 coefficient of variation. Therefore, because both means are not the same to determine the clear existence of difference that is why coefficient of variation has been used to bring out the clear difference between the mean. Then, nine year basic education has 0.111 coefficient of variation which is very high than 0.047 of boarding schools. The more the coefficient is high the more the failure is high. And this is supported
by percentage of passed students where in table 4.8 in the academic year of 2011, percentage was 71.51% in 9YBE against 98.78%, in 2012 percentage was 63.25% against 98.70% and in 2013 it was 77.27% against 98.3%. Therefore, for 9YBE the percentages are inconsistent while percentages in boarding are consistent.

Therefore, as far as students’ academic performance is concerned, the results of this study have confirmed that there is a big difference of performance between 9YBE and boarding secondary as shown in table 4.6. Furthermore, basing on the information presented in tables 4.7, 4.8 about the analysis of students’ academic performance in 2011, 2012 and 2013 academic years, the study showed that there was a big difference of academic performance between both schools of 9YBE and boarding secondary schools. With the interview of students, one student said:

“… when I am back home from school I do not have time to do a self study because of a lot of work and I finish in the evening my family has no electricity to facilitate me to study, therefore, I wake up early morning and go to school rereading the notes…”

Another student explained that:

“… I always arrive at school late due to waiting meal because at lunch time at school I do not eat because my parents didn’t pay for me school fees for feeding programme due to poverty in the family. When other students go to eat I go to seat somewhere waiting afternoon studies…”
The major challenges presented by these findings are so closely with family concerns. Therefore, the fact that 9YBE students do a lot of family work and lack of family facilities that is why they fail in national examination.

And this argument was supported by the finding of (Muhoza, 2012) who proved that students in the final year of primary school, secondary school ordinary level and advanced level still face numerous challenges while revising school material especially when preparing for national examinations. And national examination gateway came in place to assist students as they revise their educational material, but more importantly during the time when they prepare for national exams. In addition, (Nyagosiya, Waweru, & Njuguna, 2013) proved that failure in the national examinations spells doom for the students whose life becomes uncertain and full of despair. Academic performance determines whether the students will proceed to university or to other tertiary institutions. Therefore, a student’s life is determined by academic performance in the national examinations. On the other hand, boarding students have strong confidence in national examinations. It was evident in their comments on many facilities their schools have and which positively affect their academic performance. One student said that:

“… in our school during two years ago, all of students of form three succeeded excellently in national examinations and no one has ever missed an admission letter to boarding schools senior four and this performance is due to availability of school facilities, school environment which is different from 9YBE, and boarding students have much favor on many things including meal at school, electricity, water, laboratories and enough time compared to our counterparts of 9YBE for a self study…”
In the same view, one teacher of boarding school confirmed that:

“…success of boarding schools has strong foundation in which students are controlled by school leaders in morning and evening after class studies and enforcement of school rules and regulations to avoid misbehaving students, in addition, boarding students fear to fail national examinations…”

Therefore, both findings are supported by (Sindambiwe, 2013) who conducted a study on core curricula approach to secondary education and students’ motivation to learn, a case study of Nyamagabe secondary schools. In his findings, he proved that advanced level learners primarily concentrated on the core subjects in order to win a government scholarship. On the other hand, those ones from ordinary level in boarding work very hard to succeed in the national examinations and get promoted to a famous public secondary school. Further these findings fit in line with the findings of (Karue & Amukowa, 2013) who proved that results obtained from records of performance during the years 2004, 2005 and 2006 indicate that day secondary schools have persistently produced poor results compared to boarding schools.

With interview of students, teachers, headteachers and parents proved that one of the reasons for boarding secondary schools to perform well compared to 9YBE it is because boarding students are motivated by their teachers, parents and also abundant availability of school facilities.
4.2.3. Objective three: To investigate how parents’ involvement contributes to students academic performance in secondary schools of Nyamagabe district

The third objective of the study was to investigate how parents’ involvement influences students’ academic performance in secondary schools of Nyamagabe district. In order to achieve this objective, headteachers have been interviewed about the parents’ involvement. And the researcher also intended to know whether parents in 9YBE and boarding secondary schools of Nyamagabe district are involved. The relationship of parents’ involvement was presented in figure 4.3.

4.2.3.1. Implementation of school management strategies in secondary schools

![Figure 4.3: Implementation of school management strategies](image)

**Source:** Computed from survey data

Data from the figure 4.3 indicate that the image of parents’ involvement 40 (29%) of respondents agreed that incentives, bonus and accommodation when parents are involved, students’ performance is high.
Further 28(20.3%) of respondent reported that rewards also is another school management strategy that parents are involved and thereafter school meal also parents should be involved in its implementation. 36 (26.1%) of respondents said that parents are involved in promoting students’ academic performance by buying and contributing to school materials while 34 (24.6%) of respondents said that parents are involved in contributing to school meal.

Therefore, according to (MINEDUC, 2008) states that in order to achieve good results in the learning and teaching process, the school and parents should collaborate closely. Efforts deployed by the school are useless if parents do not ensure follow up of their children.

4.2.3.1. Incentives, bonus and accommodations

From the data presented in the figure 4.3, it can be observed that parents make the schools achieve to its objectives. For example, the figure shows that respondents 40 (29%) proved that parents contribute to providing school bonus, incentives and other needs.

Therefore, one parent from PTA (Parent-teacher-Association) said:

“… in each term the school of where my child studies invites parents to attend the general assembly meeting to provide the main guidelines for school to follow in order to achieve its objectives, and the general assembly is given the financial report by school manager and other school related expenditure, and other school on going projects and to request parents to contribute for the school development activities…”

Another parent explained that:

“… general assembly is the highest organ in the school to prove how money should be used through paying school fees, teachers bonus, rewarding students and buying teaching school
materials, and the school manager should first of all to present to school committee and thereafter to general assembly to prove it…”

From the analysis of the interview, it was a general view of the parents that they contribute for the benefits of students’ performance. These views are from parents who have children in boarding schools that bonus given to teachers is paid by parents and when teachers are motivated then students also are motivated. This argument was strongly supported by (Gakuba, 2008) who proved that on one hand, teachers have to be motivated so that they can acquit wholeheartedly to their duties; and on the other hand, students have to be motivated too so as to meet the learning objectives.

### 4.2.3.2. Rewards

Further 28(20.3%) of respondents reported that rewards also is another school management strategy that parents are involved and when this strategy is well implemented high performance takes place. One headteacher from one secondary school in the schools on Nyamagabe district reported that:

“… our school used to invite parents to come in general assembly of school in each term, and in the meeting before all parents our school rewards students who performed well in each term and also rewards students who succeeded in national examinations with first grade in ordinary level and advanced level where each candidate is given a cheque of 50,000 Rwandan francs…”

This finding was supported by (MINEDUC, 2008) that students’ success in their learning does not depend only on the school. Parents’ contribution is paramount in this process.
When children are at home, they need follow up by their parents. They later have the duty of teaching them about moral and cultural values. They must provide their basic needs such as food, shelter, medical care, security, affection, etc. Good learning also depends on good learning conditions at school and home as well.

4.2.3.3. School materials and school meal

Further the significance of effects of parents and students’ academic performance if found where parents buy school materials and paying school fees for their meal and rewards. These findings were proved by 36 (26.1%) of respondents for school materials and 34 (24.6%) for school meal. To support this finding, one parent of secondary schools in Nyamagabe district confirmed that:

“… my child who is studying in boarding schools, before going to school s/he has to sign for me that s/he bring back in holidays not lesser than 70% and when s/he gets few than what s/he promised I reward few and when s/he performs high than what s/he promised I reward more and this is a promise between him/her and I…."

In regard with the parents’ involvement and students academic performance is clear due to the fact that, they contribute to motivating teachers to 29% for incentives, bonus and accommodation, 20.3% for students’ rewards, 26.1% for buying students’ school materials and 24.6 % for students’ school meals.
4.2.4. **Objective four: To establish the relationship between school management strategies and academic performance in the secondary schools of Nyamagabe District.**

The fourth objective of the study was to establish the relationship between 9YBE and boarding secondary schools in terms of implementing school management strategies and academic performance. This was also supported by (Nyongesa, 2007) who states that the manager ought to consider the implementation of the most feasible objectives. The selected alternative action must give the best result at minimum cost and in the shortest time possible. According to (Njeru, Stephen, & Wambui, 2008) said that with the use of SWOT analysis the school is able to put in place measures that can make it be as competitive as others in a similar environment. In addition it is only through use of such tool that the school will be able to identify the needs of its customers who are learners and thereby respond to them appropriately. Failure to use this tool and respond appropriately after analysis of the school operations and its environment, it will be difficult to respond appropriately to the needs of its customers and as a result the school will become irrelevant.

As it was discussed earlier, it is evident that teachers’ motivation and students’ motivation as well as parents’ involvement are the school management strategies to make school achieve its objectives. These findings were supported by the fact that respondents in the study proved that teacher’ motivation counts 43.5%, parents’ involvement 23.9% while students’ motivation is 21.7%. All these strategies when they are taken into consideration in terms of promoting students’ academic performance the results in school and in national examinations are highly positive. Also this finding was supported by the finding of (Gakuba, 2008) who said that on one hand, teachers have to be motivated so that they can acquit wholeheartedly
to their duties; and on the other hand, students have to be motivated too so as to meet the learning objectives.

It was also evident in the comments of teachers, headteachers, parents and students that the more teachers are motivated and the more students are motivated then academic performance is highly promoted. This assertion was proved by the secondary school results where boarding students in the academic year of 2011, 2012 and 2013 the ones who were classified in division one were 46.8% against 4.3% of 9YBE; in division two boarding percentage of students was 28.3% while 9.3% of 9YBE. In division three boarding students were 15.9% against 20.3% of 9YBE. In division four boarding were 7.6% while 9YBE was 36.9% and for unclassified category boarding was 1.4% while 29.2%. The findings showed that boarding students performed better while 9YBE performed decreasingly. From the interview analysis it was observed that headteachers and teachers even parents proved that motivation for teachers, students and parents involvement is still very low in nine year basic education while in boarding secondary schools these strategies are high implemented and make school perform high.

Further the findings showed that 9YBE students have undergone serious home challenges and which affect their academic performance as results of performing decreasingly in national examinations of the academic years of 2011, 2012, and 2013. This finding was proved by the findings of (Muhoza, 2012) who said that students in the final year of primary school, secondary school ordinary level and advanced level still face numerous challenges while revising school material especially when preparing for national examinations.
Further it was evident that 9YBE teachers are not motivated and that headteacher coerce the work. And therefore, it was supported by the findings of (Abdulkareem, Ogundele, & Etejere, 2012) that teachers can only put their best if their needs are well satisfied. And they also state that if teachers are sufficiently motivated they will be satisfied and would perform their duties meaningfully and effectively … in their teaching and learning process.
CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0. Introduction

This chapter summarizes the major findings of the study. Further the study presents some of the views of the researcher including interpretation from interview guide when meeting with different respondents during the study data collection. Indeed, the study has drawn conclusions basing on the study findings and thereafter recommendations and suggestions.

5.1. Summary of findings

The purpose of this study was to investigate School Management Strategies and Students’ Academic performance in Secondary Schools in Rwanda: A Case study of Nyamagabe District. Further, four research objectives were formulated to guide the study based on the study objectives.

The first research objective one aimed at to find out how teachers’ motivation contributes to students academic performance in secondary schools of Nyamagabe district while the second objective was to examine how students’ motivation contributes to students academic performance in secondary schools of Nyamagabe District. The third objective was to investigate how parents’ involvement contributes to students’ academic performance in secondary schools of Nyamagabe district while the fourth was to establish the relationship between school management strategies and academic performance in the secondary schools of Nyamagabe District.

The study has adapted descriptive survey research design and the target population was 532 students, 24 teachers, 8 headteachers and 32 interviewed parents. Thereafter, the sample size
comprised of 106 students and purposively 24 teachers and 8 headteachers. All of 138 respondents were given questionnaires to fill and the return rate was 100%. Therefore, basing on the findings of the study from 138 respondents who have provided information the major findings of this study were summarized as follow:

In regard to the first objective findings of the study revealed that students, teachers, headteachers and parents agreed that teachers’ motivation, students’ motivation, student’s choice and parents’ involvement are the major school management strategies to contribute to high academic performance. This assertion was proved by the findings of (Lunenburg & Ornstein, 2008) that schools administrators widely agree that motivation is a crucial determinant of performance in organizations. And indeed, (Wango, 2010) proved that when the needs are met or fulfilled, pupils and students are generally happy and contented. The atmosphere in the school is ecstatic and learning goes on smoothly often uninterrupted.

Further concerning this objective, the study revealed that (38%) of 9YBE students encountered many home challenges like a lot of domestic work, long distance, school fees, lack of electricity, tiredness and much stress and lack of meal. They also reported that these challenges impact negatively their academic performance exclusively boarding students and these findings are so closely of the findings of (Karue & Amukowa, 2013) who studied on analysis of factors that lead to poor performance in Kenya certificate of secondary examination in Embu District in Kenya and the findings of this study concluded that many factors which influenced the negative performance of day secondary school students in Embu District are absenteeism, lack of school fees, inadequate physical facilities, lack of
instructional materials and resources, laboratory equipment, library equipment, admission of weak students. The finding also highlighted that poverty levels, home environments, family backgrounds impacted negatively the performance.

In addition, interviews with the researcher, teachers confirmed that domestic work are the main factors which caused the gap of difference in terms of students’ academic performance between 9YBE and boarding schools especially form three.

In the same view, the study discovered that headteachers also agreed that motivating both teachers and students as well as promoting students choice are the major school management strategies to promote high academic performance. For example, it was observed that (29%) respondents agreed that providing incentives, bonus and accommodation are the main factors to contributing for high academic performance.

The study showed that all of headteachers of 9YBE reported that students come to school late and get tired which results in sleeping during teaching hours and students of 9YBE do not have time to do self studies back home and these consequences affect their performance in school and in national examinations. Further headteachers of 9YBE said that there is little parents’ involvement in supporting schools to achieve objectives.

Concerning the second objective which was intended to examine how students’ motivation contributes to students’ academic performance in secondary schools of Nyamagabe district put more emphasis on analyzing secondary schools students’ academic results from REB of
Nyamagabe district in the academic years of 2011, 2012 and 2013 with the purpose of drawing comparison between 9YBE and boarding school on students academic performance. The study revealed that boarding secondary school students performed well in national examinations more than 9YBE. The findings showed that in the academic year of 2011 percentage of boarding students in division one was 46.8% against 4.3% of 9YBE. For the second division, boarding students had 28.3% whereas 9YBE was 9.3%. And for third division percentage of boarding students was 15.9% against 20.3% of 9YBE students. Finally for division four boarding percentage was 7.6% against 36.9% of 9YBE students. And the last category which is unclassified percentage of boarding students was 1.4% against 29.2% of 9YBE. Therefore, the performance in boarding schools during the three academic years was better while in 9YBE performance decreasingly.

Indeed, with the interview of headteachers, all of four 9YBE headteachers proved that their students face many home challenges and school ones like insufficient of school facilities, home domestic work for students, and feeding programme where some students who paid have to eat while others do not eat because they didn’t pay. Furthermore, headteachers of 9YBE said that, the fact of admitting weaker students in 9YBE is the major cause of the big gap of difference in results from REB. Further headteachers reported that some students from 9YBE who are somehow clever and when their parents get means they take them to boarding schools where they believe good academic performance.

This argument was also supported by the findings of (Paik, 2004) that parents care about their children’s academic performance because they believe good academic results will
provide more career choices and job security. And families are very important agents in motivating their children and fulfill their necessities at home and make all available materials that would help children feel able and comfortable to perform favorably at school. And (Abdinoor, 2012) reported that schools whose parents and students are in higher socio-economic levels tend to have more opportunities to spend greater time on learning task; they are less likely to spend considerable effort into foraging for food and fuel.

In regard to the third objective, the study intended to investigate how parents’ involvement influences students’ academic performance in secondary schools of Nyamagabe District and the study revealed that parents are much involved in supporting boarding schools more than 9YBE. And this is the fact that boarding schools perform high in national examinations. Concerning this objective, the study findings revealed that parents’ involvement of 9YBE students do not actively participate in supporting them and indeed, they value the academic performance of boarding schools than 9YBE. And this parents’ mentality affects 9YBE students to feel comfortable to study in a safe environment.

Therefore, the parent involvement in promoting is high needed as it was proved by the findings of (MINEDUC, 2008) that students’ success in their learning does not depend only on the school. Parents’ contribution is paramount in this process. When children are at home, they need follow up by their parents. They later have the duty of teaching them about moral and cultural values. They must provide their basic needs such as food, shelter, medical care, security, affection, etc. Good learning also depends on good learning conditions at school and home as well. However, parents’ level of education has a multifaceted impact on children’s
ability to learn in school. In one study, children whose parents had primary school education or less were more than three times as likely to have low test scores or grade repetition than children whose parents had at least some secondary schooling.

Concerning the objective four, it aimed at to establish the relationship between school management strategies and students academic performance. Findings of the study revealed that there are school management strategies that contribute to the success of 9YBE as well as many challenges and difficulties that hinder 9YBE students perform effectively. For example, it was confirmed by the study that all sampled students from 9YBE agreed that they prefer to study in boarding schools. In the same view, all boarding students proved that they also prefer to study in boarding schools. From the interview responses, both students said that 9YBE programme presents many challenges and difficulties that prevent students perform effectively especially when preparing to do national examinations.

On the other hand, while 9YBE students face many challenges that affect their academic performance contrary to boarding school students who said that they are well cared by school leaders and their respective families. And also they reported that their environment is different. This argument was supported by the findings of (Niyigena, 2013) that concluded that school infrastructures, teachers’ and learners’ environment support, socio-economic situation of parents and inferiority complex of learners challenge teachers and learners in 12 Years Basic Education. Therefore, schools…have no sufficient necessary equipment; teachers and learners environment support affirmed that their schools are very inferior to
boarding. And learners have no confidence of their success because they are not proud of their schools and they are motiveless.

Further headteachers reported that boarding secondary schools of Nyamagabe district admit first graded students in form one secondary schools while 9YBE admit the last failed graded students. And then this argument was supported by (Muhoza, 2012) that students in the final year of primary school, secondary school ordinary level and advanced level still face numerous challenges while revising school material especially when preparing for national examinations. And (Karue & Amukowa, 2013) in their study concluded that many factors which influenced the negative performance of day secondary school students in Embu District are absenteeism, lack of school fees …and admission of weak students.

Therefore, the fact that boarding schools admit first graded students may positively affect high academic performance of their students in national examinations while 9YBE students perform decreasingly due to hiring weak students.

The study has concluded the role of school managers in implementing school management strategies is much in need for high academic performance. The study revealed that 9YBE headteachers do not provide teachers’ bonus and teachers’ accommodation but they motivate teachers by providing lunch meal. Indeed, the study discovered that the feeding programme which currently started in 9YBE facilitate to motivate all secondary school teachers of Nyamagabe district. Boarding secondary school headteachers reported their schools provide bonus to teachers and this bonus is paid together with school fees. In addition, boarding
secondary school reward their teachers and students who play a role of making school perform well either in school academic performance or in national examinations.

Further due to morning/evening class supervision in boarding schools facilitate students perform but not in 9YBE. The same findings were found by the findings of (Rulinda, Role, & Makewa, 2013) who agreed that several studies have related school facilities and academic performance. Therefore, due to the fact that boarding schools of Nyamagabe district performed increasingly, 9YBE performed decreasingly. Therefore, the study summarized that boarding secondary school of Nyamagabe district performed excellently more than 9YBE.

5.2. Conclusion
The study aimed at investigating School Management Strategies and Students’ Academic performance in Secondary Schools in Rwanda; A case study of Nyamagabe District. In regard to the findings, the study concluded that boarding secondary schools of Nyamagabe district performed higher compared to 9YBE schools. Therefore, basing on the findings of the study on school management strategies and students’ academic performance in Rwanda; A case study of Nyamagabe district, the study has discovered that school management strategies used by boarding schools and 9YBE are implemented differently because of the following reasons:

In regard to the objective one, which intended to find out how teachers ‘motivation contributes to students’academic performance in Nyamagabe district for high academic performance, the study concluded that boarding secondary schools motivate teachers and this
lead to students to be motivated and perform high. The study also concluded that 9YBE students faced many challenges and difficulties which impact negatively their performance in national examinations. This was proved by the fact that 9YBE students are challenged by a lot of domestic work at home, long distance from home to school, lack of electricity to help them do a self study at home, lack of meal at home and meal at school and tiredness and much stress from home and school settings. Therefore, this has made the researcher to conclude that boarding secondary school students perform better than their counterparts of 9YBE.

In regard to the second objective of the study, which aimed at to examine how students’ motivation influence students’ academic performance, the study has discovered that boarding secondary school students perform well than 9YBE education. It was however proved by the fact that due to the analysis of students’ results in national examination of the academic years of 2011, 2012 and 2013 showed that boarding schools performed higher against to low performance of 9YBE, the researcher concluded that there is a big gap of percentage of academic performance in national examinations.

And it is in that fact that the more boarding students perform higher the more they are admitted to boarding schools and this attract students and parents to value so much the academic performance from boarding schools. Indeed the reason is that boarding students are motivated in many ways including rewards and much parent’s involvement in their studies than 9YBE. This was proved by (Paik, 2004) that parental involvement has been as supportive actions or values oriented toward the child’s academic attainment and achievement.
In regard to third objective intended to investigate how parents’ involvement contributes to students’ academic performance. The study concluded that parents of boarding schools are involved is supporting boarding students and school activities against parents whose their children are studying in 9YBE. It was an evident that due to this lack of parents’ involvement in 9YBE leads students to perform low.

Indeed, school managers differently implement teachers’ monthly bonus and teachers’ monthly bonus, teachers’ accommodation strategies but all of them apply lunch meal strategy to teachers.

In regard to the fourth objective of the study was to establish the relationship between school management strategies and academic performance in the secondary schools of Nyamagabe district. The study showed that there is a need for motivating both teachers and students as one of the school strategies for promoting high students’ academic performance. This was proved by the study findings where 43.5% of respondents agreed that incentives, bonus and accommodation are the main factors to contribute for high academic performance. The study also confirmed that boarding secondary schools perform higher than 9YBE because of the environment which is different. Again, due to admitting first performing students in form one secondary schools facilitate boarding students to perform high while the failed ones are qualified to 9YBE and which impact negatively their performance.

The study concluded that the majority of the respondents agreed that school management strategies affect secondary school students’ academic performance. And school management strategies are the major causes for higher academic performance in national examinations.
5.3. Recommendations

In agreement with the existing literature on school management strategies and students academic performance and basing on the results of this study there is an evident that there is imbalance between 9YBE and boarding secondary schools of Nyamagabe district. The causes of this difference were identified as either to be linked of not implementing available school management strategies by headteachers and home challenges vis-à-vis to students and school itself. Therefore, in order to improve students’ academic in national examinations for third students at the end of year the following recommendations were made:

To the Government of Rwanda

(i) The government of Rwanda should equip science laboratories and libraries of 9YBE in order to meet their academic needs for promoting academic performance.

(ii) The government of Rwanda should supply electricity and water to rural secondary schools of Nyamagabe district to facilitate 9YBE students to study.

(iii) The government of Rwanda should put in place the policy of mobilizing parents whose their children are studying in 9YBE to actively participate in supporting their children in teaching and learning process.
To the MINEDUC

(iv) MINEDUC should recruit qualified teachers in 9YBE to meet 9YBE students’ needs for the same qualified teachers in boarding schools of Nyamagabe district.

(v) REB and MINEDUC should avoid admitting last graded students in 9/12YBE to ensure the same quality education as boarding schools.

To the Nyamagabe district leaders

(vi) Nyamagabe district leaders should sensitize parents to actively participate in supporting 9YBE children for promoting feeding programme and school development activities and providing bonus to teachers of 9YBE.

(vii) Secondary school headteachers of Nyamagabe district should plan to provide incentives, bonus and reward to teachers and students for promoting high academic performance.

(viii) Local authorities of Nyamagabe district should organize different seminars to mobilize parents of Nyamagabe district to reduce a lot of domestic work for 9YBE students to facilitate them do self study at home.

(ix) Nyamagabe district leaders should increase a number of 9YBE schools to reduce long distance of some students from home to school.

(x) Local government authorities in Nyamagabe district should at large sensitize boarding secondary school headteachers to stop welcoming first graded students from 9YBE to boarding schools for improving and of supporting them.
5.4. Suggestions for Further Study

This study didn’t exhaust all related information and challenges of school management strategies and academic performance between nine year basic education and boarding secondary schools in Nyamagabe district. Therefore, the researcher suggested areas for further research:

(i) Effects of parents’ perception of boarding and day schools and students’ academic performance
(ii) The influence of parents’ socio-economic background and students’ academic performance
(iii) The Impact of Teachers and students’ motivation and Academic performance
(iv) Educational policies and students’ academic performance in Rwanda; a comparative study between boarding and Nine Year Basic Education in selected secondary schools.
REFERENCES

Abdinoor, I. (2012). *Socio-Economic, Socio-Cultural and School-Based Factors that are Affecting the Performance in Kenya Certificate of Secondary Education (KCSE) in Isolo County*. Kenyatta University.


Macionis, J. J. (2003). *Sociology (9th ED.)*. USA.


APPENDICES
APPENDIX 1. THE ACADEMIC PERFORMANCE FOR 2011, 2012 AND 2013 BY REB’S NATIONAL EXAMINATIONS RESULTS

Table 1.1. Academic Performance from REB’s National Examinations of 9YBE and Boarding schools for Nyamagabe District (2011-2013).

<table>
<thead>
<tr>
<th>Year of REB’s National Examinations</th>
<th>Status of the name of school</th>
<th>Total number of candidates in each year</th>
<th>Division I</th>
<th>Division II</th>
<th>% of students of Division I and II</th>
<th>Division III</th>
<th>Division IV</th>
<th>U</th>
<th>Division I-IV</th>
<th>Admitted to boarding schools</th>
<th>Percentage of academic performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>Boarding</td>
<td>778</td>
<td>227</td>
<td>174</td>
<td>52%</td>
<td>215</td>
<td>148</td>
<td>14</td>
<td>764</td>
<td>560</td>
<td>98</td>
</tr>
<tr>
<td></td>
<td>9YBE</td>
<td>1805</td>
<td>69</td>
<td>140</td>
<td>12%</td>
<td>459</td>
<td>907</td>
<td>230</td>
<td>1575</td>
<td>478</td>
<td>87</td>
</tr>
<tr>
<td>2012</td>
<td>Boarding</td>
<td>725</td>
<td>202</td>
<td>247</td>
<td>62%</td>
<td>86</td>
<td>159</td>
<td>31</td>
<td>694</td>
<td>526</td>
<td>96</td>
</tr>
<tr>
<td></td>
<td>9YBE</td>
<td>1885</td>
<td>66</td>
<td>243</td>
<td>16%</td>
<td>200</td>
<td>1147</td>
<td>229</td>
<td>1656</td>
<td>471</td>
<td>88</td>
</tr>
<tr>
<td>2013</td>
<td>Boarding</td>
<td>720</td>
<td>195</td>
<td>226</td>
<td>54%</td>
<td>93</td>
<td>171</td>
<td>35</td>
<td>685</td>
<td>489</td>
<td>95</td>
</tr>
<tr>
<td></td>
<td>9YBE</td>
<td>2243</td>
<td>98</td>
<td>316</td>
<td>18%</td>
<td>277</td>
<td>1207</td>
<td>345</td>
<td>1898</td>
<td>616</td>
<td>85</td>
</tr>
</tbody>
</table>

Source: From Nyamagabe Education District office (From REB’s results, 2011, 2012 and 2013)
APPENDIX 2: THE RESEARCH STUDY LOCATION.

Source: From Nyamagabe Education District office

The legend

- **Boarding schools**
- **9YBE**

![Nyamagabe District Administrative Map](image_url)
APPENDIX 3: INTRODUCTORY LETTER

Mount Kenya University

SCHOOL OF POST GRADUATE STUDIES
RESEARCH AUTHORIZATION

17th February, 2015

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

MR. ATHANASE MBONYUMUVUNYE, MED.0068/12

This is to confirm that the above named person is a bona fide student of Mount Kenya University (Kigali Campus). He is currently carrying out research work to enable him complete his Master of Education (Education Leadership and Management Option) degree program. The title of his research is:

IMPLEMENTATION OF SCHOOL MANAGEMENT STRATEGIES AND STUDENT’S ACADEMIC PERFORMANCE IN SECONDARY SCHOOLS IN NYAMAGABE DISTRICT IN RWANDA

The information received will be confidential and for academic purpose only.

Any assistance accorded him to complete this study will be highly appreciated.

Thank you.

Tom Mulegi, PhD
COORDINATOR SCHOOL OF POST GRADUATE STUDIES
APPENDIX 4: QUESTIONNAIRE FOR STUDENTS

Dear Respondent,

My name is Athanase MBONYUMUVUNYI and I am postgraduate student at Mount Kenya University pursuing a Master’s Degree in Education in the above said university. I am carrying out a research study on ‘School Management Strategies and students’ academic performance in secondary in Rwanda: Case study of Nyamagabe District, Rwanda’.

Kindly, may you accept being a part of this research in participating to respond the statements! And the gathered information will be treated in confidentiality and for that reason don’t write your name on the questionnaire. I am grateful to you for your time of accepting fulfilling the questionnaire.

Thank you for your help in this study.

Yours sincerely,

Athanase MBONYUMUVUNYI

I. Personal identification

Sex: Male □ Female □

Age:

The type of school: Boarding □ 9YBE □

Questions for Teachers

1. Your school succeeds well in National examinations. Yes □ No □

2. In which school would like to study? Boarding □ 9YBE □

3. What are the school management strategies does your school use to help you perform well?

a) Rewarding students who performed in national examinations □
b) Rewarding students who performed well in each term/year □
c) Giving many Continuous Assessment tests to students □
d) Correcting former National Examinations by teachers □
e) Morning/evening Class Surveillance studies by school leaders □
4. Students of 9YBE encounter many challenges and difficulties in studying after class. Some of those challenges include lack of power at home, lack of water, disturbance, lack of meal and bad peer group influence. In your opinion, what are school strategies to overcome those challenges for high performance?

…………………………………………………………………………………………
…………………………………………………………………………………………

5. Students from boarding schools perform high than 9YBE students in national examinations. According to you what are the strategies are used by boarding schools differ from 9YBE for high performance?

…………………………………………………………………………………………
…………………………………………………………………………………………

6. In your opinion, what are the school strategies should be used to help both students succeed equally in national examinations?

…………………………………………………………………………………………
APPENDIX 4: QUESTIONNAIRE FOR STUDENTS

KINYARWANDA VERSION

1. Ishuri wigamo ritsinda neza mu bizamini bya leta. Yego [___] Oya [___]
2. Ni irihe shuri wumva wifuza kwigamo? Irucumbikira abanyeshuri [___] 9YBE [___]
3. Ni izihe ngamba ishuri ryawe rikoresha ngo abanyeshuri batsinde neza? [___]
   a. Guhemba abanyeshuri batsinze neza ibizamini bya Leta [___]
   b. Guhemba abanyeshuri batsnda neza ibizamini ku ishuri buri gihembwe/umwaka [___]
   c. gutunga amasuzumabumenyi menshi [___]
   d. Gukurikirana imyigire ya mu gitondo/nimugroba bikozwe n’abayobozi b’ishuri [___]
   e. Ibindi………………..

4. Abanyeshuri bo mu burezi bw’imyaka icyenda hari inzitizi zimwe bahura nazo, kubura amashanyarazi, amazi, ibibabangamira, Ibiryo, inshuti mbi. Ku bwawe ni izihe ngamba zakoreshwa mu gukemura ibyo bibazo kugira ngo utsinde neza?........................................................................................................................................................................
........................................................................................................................................................................................................................................................................................................................................................................

5. Abanyeshuri biga bacumbikiwe batsinda cyane kurusha abiga bataha bo mu burezi bw’imyaka icyenda, ku bwawe ni izihe ngamba ziriho zikoreshwa zituma habaho uko gutandukana mu mitsindire? ........................................................................................................................................................................
........................................................................................................................................................................................................................................................................................................................................................................

6. Ku bwawe ni izihe ngamba zakoreshwa kugira ngo abanyeshuri biga bacumbikiwe n’abataha batsinde kimwe ibizamini bya Leta?........................................................................................................
........................................................................................................................................................................................................................................................................................................................................................................

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APPENDIX 5: QUESTIONNAIRE FOR TEACHERS

Dear Respondent,

My name is Athanase MBONYUMUVUNYI and I am postgraduate student at Mount Kenya University pursuing a Master’s Degree in Education in the above said University. I am carrying out a research study on ‘School Management Strategies and students’ academic performance in secondary in Rwanda: Case study of Nyamagabe District, Rwanda’. Kindly, may you accept being a part of this research in participating to respond the statements in confidentiality and for that reason don’t write your name on the questionnaire! I am grateful to you for your time of accepting fulfilling the questionnaire.

Thank you for you kind help in this study.

Sincerely,

Athanase MBONYUMUVUNYI

II. Personal identification

Sex: Male ☐ Female ☐
Age: ……
Your Academic qualification……
The type of school: Boarding ☐ 9YBE ☐

III. Questions for Teachers

1. At your school level do teachers compete for students’ success? Yes/No 
   If yes, what does your school do for a teacher whose students perform better than others?
   a) Rewards teachers ☐
   b) Give incentives to teachers ☐
   c) Financial rewards ☐
   d) Provide Material rewards (Bicycle, cow, …) ☐
   Other alternative: ……………..
2. Teachers at your school, do they plan to help the students’ performing well in national examination? Yes No

If yes, what do you do to help them/perform well?

a) Controlling morning/evening students’ studies after class
b) Providing extra time to students during the holidays
c) Encouraging students to working in group works
d) Correcting former national examinations
e) Coaching Other alternative…

3. In your teaching process do you undergo supervision? Yes/No

If yes, how often are you supervised?

Once a week once a month
Once a term twice a year
Never

Other alternative…………………………

4. What kind of motivation does your school provide to teachers?

a) Teachers’ bonus
b) Teachers’ accommodation
c) Non-financial motivation
d) Rewards

Others………………

5. What are school strategies do you use to prepare students for national examinations?

a) Group working
b) Group discussion
c) Homework
d) Individual work
e) Correcting former national examination

Others………………

6. In your opinion, what are the school management strategies do you use for high academic performance?
7. Students of boarding schools perform well than 9YBE, according to you what are the school strategies should be used to enhance students’ academic performance in senior three secondary school that they can perform equally in national examinations?
APPENDIX 6: QUESTIONNAIRE FOR HEADTEACHERS

IV. Personal identification

Sex: Male □ □ Female □ □
Age: ……..
The type of school: Boarding □ □ 9YBE □ □

II. Questions

1. Students admitted in your school are classified in what category or Division
   Division I □ □ Division II □ □ Division III □ □
   Division IV □ □ Unclassified □ □

2. What does your school do to motivate teachers?
   a) The school provide teachers’ monthly bonus □ □
   b) The school provides teachers' accommodation □ □
   c) The school plans the school trainings and seminars and executes them □ □
      Other alternative…

3. What are school management strategies does your school use to help students perform well?
   a) Rewarding students who performed in national examinations □ □
   b) Rewarding students who performed well in each term/year □ □
   c) Additional studying time □ □
   d) Control daily presence in class □ □
   e) Correcting former National Examinations by teachers □ □
   f) Morning/evening Class Surveillance studies by school leaders □ □
   g) Promoting Group works in students □ □

4. Your students passed national exams for three years ago: Yes □ □ No □ □
   a. How are they classified?

<table>
<thead>
<tr>
<th>Student classification</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Division I</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Division II</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Division III</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Division IV</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fail/unclassified</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pass</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5. **Do you supervise your teachers?** Yes [ ] No [ ]

   If yes, how often do you supervise your teachers?
   
   Once a week [ ] once a month [ ]
   
   Once a term [ ] twice a year [ ]
   
   Never [ ]

6. In your opinion, what are other school management strategies do you use in your school for high performance?

   ………………………………………………………………………………………………………………………
   
   ………………………………………………………………………………………………………………………
   
   ……..

7. Students of boarding schools succeed differently in national examinations. According to you what are school management strategies do you think that cause this difference?

   ………………………………………………………………………………………………………………………
   
   ………………………………………………………………………………………………………………………
   
   ……..

8. In your opinion, what can be done in order to have the same performance in boarding and 9YBE?

   ………………………………………………………………………………………………………………………
   
   ………………………………………………………………………………………………………………………
   
   ………………………………………………………………………………………………………………………
   
   ………………………………………………………………………………………………………………………
APPENDIX 7: INTERVIEW GUIDE FOR HEADTEACHERS AND PARENTS

Dear Headteachers and Parents,

My name is Athanase MBONYUMUVUNYI, and I am postgraduate student at Mount Kenya University pursuing a Master’s Degree in Education in the above said University. I am carrying out a study on ‘School Management Strategies and students’ academic performance in secondary in Rwanda, Case study of Nyamagabe District, Rwanda’. This questionnaire was developed to gather information in 8 selected secondary schools in Nyamagabe District including yours. It is for academic research and your responses in the following interview questions will be highly appreciated and the confidentiality will be kept.

Thank you for your help in this study,

Yours sincerely,

Athanase MBONYUMUVUNYI

For headteachers

Interview with headteachers will be carried out with around the following themes:

1. Students motivation, qualification (admission of students in schools)
2. Time factor management and academic performance
3. Teachers’ motivation, qualifications and motivation and academic performance
4. Parents involvement and academic performance
5. Distance done by students (from home to school and vice versa)
6. School facilities and academic performance
7. School management strategies and academic performance
APPENDIX 8: WORK PLAN

According to (Mugenda & Mugenda, 2003) stated that a work plan is a plan of action and gives details of various tasks that need to be done in the whole of the research process and the time-frame for each task. The work plan should also specify other parties that might be involved in the project and what their tasks should be.

<table>
<thead>
<tr>
<th>No</th>
<th>Period</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>October-November 2013</td>
<td>Looking for Research topic + contact with supervisor</td>
</tr>
<tr>
<td>2</td>
<td>December 2013</td>
<td>Approval for the research topic from MKU + contact with supervisor</td>
</tr>
<tr>
<td></td>
<td>January 2014</td>
<td>Visiting different Libraries and visiting internet café</td>
</tr>
<tr>
<td>3</td>
<td>February-March 2014</td>
<td>Starting Writing Chapter One + contact supervisor</td>
</tr>
<tr>
<td>4</td>
<td>April-May 2014</td>
<td>Writing Chapter two + Contact supervisor</td>
</tr>
<tr>
<td>5</td>
<td>June-July 2014</td>
<td>Writing Chapter three + Contact supervisor</td>
</tr>
<tr>
<td>6</td>
<td>August-September 2014</td>
<td>Editing and revision for three chapters</td>
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<td>7</td>
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<tr>
<td>8</td>
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<td>9</td>
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<td>February 2015</td>
<td>Data collection and data analysis</td>
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<tr>
<td>11</td>
<td>May 2015</td>
<td>Final Defence of the Thesis and Final corrections of the thesis at MKU</td>
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### APPENDIX 9: BUDGET

<table>
<thead>
<tr>
<th>No</th>
<th>Item description</th>
<th>Quantity</th>
<th>Unit cost (RWF)</th>
<th>Total cost (RWF)</th>
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<tbody>
<tr>
<td>1</td>
<td>Transport to different Libraries</td>
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<td>2</td>
<td>Transport (Nyamagabe- Kigali)</td>
<td>15 times</td>
<td>7000</td>
<td>105000</td>
</tr>
<tr>
<td>3</td>
<td>Accommodation</td>
<td>7 times</td>
<td>3000</td>
<td>21000</td>
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<td>4</td>
<td>Meals</td>
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<td>3500</td>
<td>45000</td>
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<td>5</td>
<td>Transport to schools for data collection</td>
<td>5 times</td>
<td>15000</td>
<td>75000</td>
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<td>6</td>
<td>Print</td>
<td>15 copies</td>
<td>2500</td>
<td>37500</td>
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<td>7</td>
<td>Binding</td>
<td>15 copies</td>
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<td>Others</td>
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<td>GREAT TOTAL</td>
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