INFLUENCE OF SCHOOL ADMINISTRATION ON COMPETENCE BASED CURRICULUM IMPLEMENTATION IN PUBLIC SECONDARY SCHOOLS IN RWANDA

A CASE STUDY OF BUGESERA DISTRICT

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APRIL, 2018
DECLARATION

This research Project is my original work and has not been presented for a degree in any other University or for any other word.

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I confirm that the work reported in this research project was carried out by the candidate under my supervision

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Signature ………………………..date April 20, 2018
DEDICATION

This work is dedicated to those who have been a pillar in my academic journey, brothers, my mother Claudine Yankulije who have always been there when I needed them.
ACKNOWLEDGEMENT

This work would not have been accomplished without the encouragement, contribution and inspiration of the other people. My sincere gratitude goes to Dr. Hesbon Opiyo Andala, my supervisor for his genuine and intellectual advice and his effort to transform me intellectually. My appreciations also go to my other lecturers of Mount Kenya University Rwanda, School of Education, for their support and advice. Thanks go to my parents for their tireless effort and hardworking to make me what I am. I thanked also my brothers, my relatives and classmate Alphonse Munyaneza, Faustin Mugiraneza, Philbert Ntezirayo and Alice uwantege for their inspirations and advice they gave me throughout this work. Lastly but not least, thanks go to my schoolmates for the wonderful cooperation we have had.
ABSTRACT

The study analyzed the influence of school administration on competence based curriculum implementation in public secondary schools of Bugesera District. The specific objectives of this study was to identify the roles of school administration on implementation of competence based curriculum within public secondary schools in Bugesera District, Rwanda, to determine the extent to which provision of implementation of competence based curriculum has impacted on students ‘academic performance within public secondary schools in Bugesera District, Rwanda and to examine the influence of teaching methods on implementation of competence based curriculum in public secondary schools in Bugesera District, Rwanda. The researcher adopted the descriptive survey design because the study seeks to gain insight or perception into phenomena of a way of providing basic information in an area of study. The study population was comprised 630 in total including 150 teachers,15 head teachers,15 deputy head teachers and 450 students of 15 secondary schools in Bugesera District. The researcher used simple random sampling to select the schools; hence 6 schools were randomly sampled. Stratified random sampling was used to categorize the sampled schools according to their zone and size. By non-probability purposive sampling students were selected in selected schools. To determine the sample size of teachers, students and school administration, the researcher used the Robert and Morgan table to determine the sample size of 239 populations. And at each school level, the teachers were purposively sampled. The researcher used the questionnaire and interview as instrument for data collection. The interview was used for head teachers and deputy head teachers and questionnaire for teachers and students. Data were analyzed into tables and graphs applying descriptive statistics (frequency, percentage and mean) by statistical tools such as SPSS VERSION 2.0. The study findings established that 83% did not know the competence based curriculum because it is new curriculum which is still in process of implementation and the government should continue to train the school administration as main implementers of competence based curriculum. The study findings established that implementation of competence based curriculum was influenced by attitude of school administration, the teacher and inadequate in –servicing of teachers and to a large extent by the selection of resources for teaching and learning. This competence based curriculum in schools which affect the academic achievement of secondary public schools. The study recommended that education office should ensure that all the schools in the sectors follow guidelines in the implementation of competence based curriculum when purchasing the textbooks for their schools. Further the research recommends that the government should ensure that the schools have adequate instructional resources in order to improve learners ‘performance through implementation of competence based curriculum. The study will provide valuable information to stakeholders on the how schools administration influence implementation of competence based curriculum in public secondary schools. The study findings established that different methods are used in teaching and learning and this variation of teaching and learning methods help the implementation of competence based curriculum. The study recommends that it is important to policy makers on variation methods that can be employed to improve the implementation curriculum and train to the school administration on the more useful teaching and learning methods. The study informs educational stakeholders on the influence of schools’ administration on competence based curriculum implementation in public secondary schools.
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OPERATIONAL DEFINITIONS KEY TERMS

The following terms are explained within the context of the study.

**Curriculum:** This is a very broad concept, but in the context of this work, it refers to guidelines of educational provision based on the following aspects: building of competences that encompass knowledge, skills and attitude; pedagogical orientation; teaching aids; assessment; monitoring and evaluation; teacher’s performance; enabling infrastructures and programme duration (MINEDUC, 2015).

**Competence based curriculum:** The CBC seeks to develop the learner’s ability to know, ‘learn and learn how to lean’ to do things. It attempts to provide them with the ability to be, to live and to work with other people. The learners are expected to remain in four years of study until there is a demonstration of mastery (Mosha, 2012).

**Experienced school administration:** this is a secondary school administration with 3 years or more years of teaching experience.

**Less experienced school administration:** This is a secondary school administration with 1 to 3 years of working experience.

**Curriculum implementation:** it can be defined as a process of putting into practice the developed curriculum by teachers, students and stakeholders (Eisner, 2002).
CHAPTER ONE: INTRODUCTION

1.0 Overview

This chapter presents the background of study, the problem statement, general and specific objectives of the study, research questions, the significance of the study, the scope of the study, limitations of the study, delimitation of the study and the organization of the study.

1.1 The background of the study

Education is a fundamental human right and an essential tool to ensure that all Rwandese citizens realize their full potential and the development of human resources is one of the principle factors in achieving sustainable economic and social development. It can be defined as a precondition for development of any kind, for reduction of unemployment and poverty and for the establishment of lasting peace (Matsuura, 2011). Individual level, education occupies a pivotal position in relation to the right and in playing a ‘facilitative’ role in the enjoyment of other human rights (Rutere, 2007).

The trend in education systems all over the world has been the move from a knowledge based curriculum towards competence based programs of the study with competence standards driven by strong political momentum as a way to prepare the workforce for the competitive global economy. Competence based education and training (CBET) is not new, having spread from united states to other countries like United Kingdom, Canada, New Zealand and Singapore in recent decades. In African countries like Tanzania, Zambia, Namibia, Botswana, the Seychelles and Kenya have embraced competence based curricula (Education policy, 2013).
The role of secondary education in promoting the growth of economies and improvements in human wellbeing is well recognized in the literature (Verspoor, 2008). Placed between primary and tertiary sectors in structure and content, secondary education is at the hub of all educational reforms in African region (World bank, 2002). A common concern in most of these countries is a lack of vocational skills and generic competences for graduate of secondary schools, particularly technical and vocational education. Other than emphasizing the shift from teacher centered to learners approach in curriculum delivery, little emphasis has been placed on basic skills required in general education because their curriculum and syllabi had taken care of the relevancy, coherency and adequacy of the content long before moving from objectives based to competence based curriculum countries like Singapore and New Zealand have already solved the problem of basic competences in secondary schools (Mineduc, 2015).

Education system in Rwanda has different level such as pre-primary level, secondary level and tertiary level. Education and training has been considered as a critical lynchpin to achieve development and poverty reduction in Rwanda. Rwanda’s ambition is to become a knowledge based and technology led economy and this underlines the need to generate, disseminate and acquire scientific skills as well as technological innovations, in addition to integrating them into social and economic development. The most acute deficiencies identified are in the fields of applied and natural sciences and ICT. Human resource development has been identified as one of the six pillars of vision 2020 and starts with the provision of quality education right from pre-primary to university level. A relevant and appropriate curriculum is at the heart of the strategy to achieve this objective. The economic development and poverty Reduction strategy 2013-2018 (EDPRS2) also recognize the
pivotal role of education in providing the population with the skills to make a positive contribution to economy and hence to achieve a higher standard of living (Mineduc, 2003).

The range of crucial improvement the curriculum must deliver if it is to lead to a workforce with the necessary skills and attitudes. The key element of the strategy relating to the curriculum are: In pre-primary and primary, basic skills must provide a solid foundation upon which to build; In secondary education, a work-focused school system requires skills that are transferable to situation commonly experienced in employment (MINEDUC, 2015)

Emphasis is put on skills like problem solving and interpersonal communication as well as specific skills in basic literacy and numeracy, language skills. In that case the government of Rwanda has taken different measures to lead to sustainable development towards the creation of jobs, innovation creation based on competence based rather than knowledge based. It introduces the new curriculum which is competence based curriculum in primary and secondary schools. The implementation of this curriculum faces many challenges like lack of training, misunderstanding of school administration and students, lack of books, shortage of instructional language (MINEDUC, 2011). This process of implementing this curriculum is still in process and the school administration like ministry of education through Rwanda education board Districts, Sectors, Head teachers, Teachers; deputy head teachers have main impact on the implementation of the competence based curriculum in primary and secondary schools. These new changes impact the professional practice of teachers and administrators who have the sole responsibility of seeing that they are well implemented. This study will investigate the influence of school administration on the competence based curriculum implementation in public secondary schools (Ministry of education, 2015).
1.2 Statement of the Problem

Knowledge of key curricular factors is essential to meet the curriculum implementation demands of multi-tiered response to intervention of schools administration and curriculum is narrowly defined as the content they teach every day (Hoover & Patton, 2005). Still others view curriculum in a manner that is more refined than all classroom occurrences and broader than content and how one defines curriculum depends on how one implements, differentiates and assess curriculum, for some educators, curriculum is simply all planned occurrences in the classroom (Wiles & Bondi, 2007).

Eisner (2002) suggested that curriculum pertains to instruction that is planned with associated intended outcomes, recognizing that much more may occur in classroom that is meaningful and relevant, even though it may be unintended. Hosp and Howell (2007) viewed curriculum as the course or path embarked on reflecting what is taught in the classroom.

Hoover and Patton (2005) stated that curriculum must also consider the setting, strategies and management in the context of the content and skills being taught. Reflecting on various definitions of curriculum put forth over the past several decades, McKernm (2008) wrote “we have on the one hand a limited and on the other a more expansive, notion of what is to count as a curriculum”. Blending these important aspects of various definitions, curriculum as used throughout book is defined as: planned learning experiences with intended outcomes while recognizing the importance of possible unintended outcomes.

The curriculum for Rwandan schools at primary and secondary levels has been changed from knowledge and content based to competence based education (CBE) is of great importance in aligning Rwanda’s education to the social and economic
demands of the society. The CBE also presents answers to concerns about the capability and employability of school graduates, working from this definition, elements related to both the “what” and the “how” of curriculum implementation and assessment are emphasized.

Hoover and Patton (2005) wrote that “how one defines this term curriculum relates directly to how one approaches it (curriculum implementation)”. Educators must be aware of how they define or view curriculum because their perspective are directly connected to how they implement, differentiate and assess curriculum effectively. Rwanda is striving to build a knowledge-based economy with particular emphasis on science and technology as engines of socio-economic development. One of the national priorities in the education system in Rwanda is to ensure that the quality of education continue to improve through closer integration of curriculum development, quality assurance and assessment, improved supply of learning materials, particularly textbooks and improved teaching and learning strategies and the government of Rwanda has detailed plans to review programs and teaching methods in order to equip a critical mass of the population with knowledge, skills and attitudes to highly competitive in the global market. It is envisaged to put in place a curriculum that will propel Rwanda to the economic development it desires (Mineduc, 2015).

This research was drawn on the best practices in education systems around the world and setting out how learners can achieve the highest standards in terms of both academic achievement and the development of competences (MINEDUC, 2015). Hoover and Patton (2005) identified and discussed selected elements that reflect most aspect of curriculum and
its effective implementation and effective curriculum implementation requires different components as follows: content and skills to be taught and assessed through research-based curricula, evidence-based interventions used to teach content/skills, manage behavior and support differentiated instructional needs, instructional arrangement or settings in the classroom used to implement the research-based curriculum and evidence-based interventions in order to teach and assess content/skills, overall classroom and instructional management which includes addressing both academic and behavioral aspect of teaching and learning process.

Generally the research was based on the implementation of competence based curriculum in public secondary schools which is still in process. Today the school administration (headteachers, deputy headteachers, heads of departments and teachers) is entrusted with measuring teaching outcomes in schools to meet national goals, retraining of staff on information and communication technology (ICT) to meet specific time based national objectives and effective management of public secondary schools based on directions (MINEDUC, 2014).

The competence based curriculum faces many challenges during its implementation process like lack of trained teachers, lack of textbooks, no teaching and learning materials, no guidance and counselling for students, teaching and learning resources, incubation, language of learning, teaching and learning pedagogy, monitoring and evaluation process and the school administration have main roles in the implementation of the competence based curriculum in public secondary schools (MINEDUC, 2015). It is in this context that pushed the researcher to carry out this research in order to identify the influence of school administration during this process of implementation of competence based curriculum.
within public secondary schools. This present study will provide a description of the participation of school administration on implementation of competence based curriculum within public secondary schools.

1.3 Objectives of the study

The objectives are divided into two parts namely: General objectives and Specific objectives.

1.3.1 General Objective

The general objective of the study are to establish the influence of school administration on the competence based curriculum implementation in Public secondary schools in Bugesera District, Rwanda.

1.3.2 Specific Objectives

i. To identify the roles of school administration on the implementation of competence based curriculum within public secondary schools in Bugesera District, Rwanda.

ii. To determine the extent to which provision of what the implementation competence based curriculum has impacted on academic achievement within public secondary schools in Bugesera District, Rwanda.

iii. To examine the influence of teaching methods on implementation of competence based curriculum in public secondary schools in Bugesera District, Rwanda.

1.4 Research Questions

i. What are the roles of school administration on the implementation of competence based curriculum within public secondary schools in Bugesera District, Rwanda?
ii. To what is the extent to which provision of implementation competence based curriculum has impacted on academic achievement within public secondary schools in Bugesera District, Rwanda?

iii. How do teaching methods influence the implementation of competence based curriculum within public secondary schools in Bugesera District, Rwanda?

1.5 Significance of the Study

The findings of the study will be beneficial to Director of education, education officers, school head teachers, and teachers, educational policy makers in the MINEDUC, parents and other educational stakeholders in Rwanda. Secondary, this study finding will be helpful to the government of Rwanda in solving the curriculum challenges due to implementation of competence based curriculum that are widely spread in the many schools. Thirdly, the study will generally help to provide a guide to the school administration on how to control their school performance on implementation of competence based curriculum and will also provide research recommendations for school administrators to further strategies to implement competence based curriculum the public secondary schools.

The study will help the government of Rwanda and non-governmental organization (NGOs) which are the main providers of education to understand the school factors influencing the competence based curriculum implementation in public secondary school and may help in generalizing the results to other areas in the country. The insight may be crucial in guiding the stakeholders to improve the standards of education which are low according to the study.

The study may provide a source of information for policy formulators and decision makers while re-evaluation or updating policy guidelines pertaining to provisions of human,
material and physical resources in public secondary schools. The study will provide information that may assist the quality assurance and standard officers in their supervisory and advisory duties. The study may serve as foundation for further and deep investigation in the area of competence curriculum implementation in public secondary schools.

1.6 Limitations of the Study

It was not easy for the researcher to obtain valid information from different respondents who were involved in the project. The respondents were doubtful whether the researcher disclosed the information related to their schools. The school administration showed their positive side rather than showing both weaknesses and strengths to control their participation in competence based curriculum implementation. Having a large number of school populations in the whole district was another limitation to the researcher. To gather information from every individual school in the district was not easier for the research due to the big number and school administrations’ population which was large to investigate, and also the number of teachers was large. To address limitations, the researcher utilized the sampling methods in order to get the representatives for every population.

1.7 Scope of the Study

This research was limited in conceptual, content, geographical and time scopes.

1.7.1 Conceptual Scope

In terms of Conceptual scope, the investigation was also limited to school administration and their influence on the implementation of competence based curriculum within public secondary schools of Bugesera District. Specifically, this study searched the effective roles
of school administration in the implementation of competence based curriculum which is still in process of implementation in Rwanda.

1.7.2 Content scope
An intensive study of a single group of Teachers, Head teachers and students in Bugesera District was adopted as a case study design. Case study research method is an empirical inquiry that investigates a contemporary phenomenon within its real-life context (Yin, 1984). It was focused on the interventions to the implementation of competence based curriculum in Rwandan secondary schools. This study made analysis on how the school administrations lead to the effectiveness of curriculum implementation. The study would also focus on the participation of school administration in process of implementing the competence based curriculum.

1.7.3 Geographical Scope
In terms of Space or Geographical scope, the study was restricted to public secondary schools of Bugesera District located in Eastern Province, in Rwanda. The researcher selected 15 public secondary schools from all secondary schools located in Bugesera District by simple randomly sampling technique including 15 head teachers, 15 deputy head teachers, 150 teachers and 450 students; this means that the researcher will take one Head teacher, one Deputy Head teacher, ten or nine teachers and twenty-eight or twenty-nine students from each school.
1.7.4 Time Scope

In terms of time, this research was carried out to identify the influence of school administration on competence based curriculum implementation in public secondary schools of Bugesera District from 2015 to 2017.

1.8 Organization of the Study

The study is organized in five chapters. Chapter one consisted of general introduction, the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, limitation of the study, delimitations of the study, scope of the study and the organization of the study. Chapter two consist of introduction, concept of education curriculum, influence of school administration on curriculum implementation, historical development of curriculum implementation, types of curricula and different factors that affect curriculum implementation. It was also governing the influence on curriculum implementation, the challenges and the role of school administration in secondary schools due to the curriculum implementation. The other section of the chapter will include the challenges facing the school administration in implementing the competence based curriculum, theoretical framework, conceptual framework and the summary of literature review. Chapter three describe the research methodology to be used. These will include research design, target population, sample size, and sampling procedures, research instruments, data collections procedures and data analysis techniques. Chapter four describe the analysis and interpretation of findings of the study from the field while chapter five has the summary, conclusions, recommendations and suggestions for further research.
CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter comprises the concept of education curriculum, concept of curriculum implementation, Rwanda’s competence based curriculum, competence based approach of teaching and learning, influence of school administration-Teachers’ relationship on implementation of the competence based curriculum, effective school administration for effective School curriculum implementation, empirical studies on effective inspection for effective school curriculum implementation, instructional materials and their influence on curriculum implementation, theoretical framework, conceptual framework and summary of literature review.

2.1 Theoretical Literature

2.1.1 The Concept of curriculum in education

Curriculum is typically considered to be the official written document from a higher authority, such as local school district or school board. Such a document is seen as a mandated template that must be followed by all teachers. Unfortunately, in many cases, teachers are supposed to follow such a mandated curriculum. Curriculum is a sequence of potential experience is a set up in the school for the purpose of disciplining children and youth in group ways of thinking and acting. This set of experience is referred to as the curriculum (Smith al.,1957).

Good, (1959)argues that a curriculum is a general over-all plan of the content or specific materials of instruction that the school should offer the student by way of qualifying him for graduation or certification or for entrance into a professional or vocational field. Curriculum
also can be defined as all the experience a learner has under the guidance of the school (Foshay, 1969). The planned and guided learning experiences and intended outcomes, formulated through the systematic reconstruction of knowledge and experience, under the auspices of the school, for the learner’s continuous and willful growth in person-social competence (Tanner, 1975).

Curriculum is often used to mean a course of study. When we set our imagination free from the narrow notion that a course of study is a series of textbooks or specific outline of topics to be covered and objectives to be attained, broader more meaningful notions emerge. A curriculum can become one’s life course of action. it can mean the paths we have followed and the paths we intend to follow. In this broad sense, curriculum can be views as a person’s life experience (Connelly and Clandinin, 1988). African education does not divide curricular content into disciplines such as arts, sciences, agriculture, economics, arithmetic, etc. Although these are implicit in educational ideas and practices.

Nsamenang (2005) clarifies that indigenous African education wedges the children’s daily routine and the livelihoods of their family community together, integrating skills and knowledge about all aspects of life into a single curriculum. The curriculum is not written but tacitly organized in sequence to fit the expected milestone of different development stages the culture perceives or recognizes (Nsamenang, 2005). In other words, what is taught or what children have to learn fits their abilities and succeeding stages of development. This type of education provides not only a means for survival but also ‘connects’ children to various social networks. The occupation of the individual, the social responsibilities, the political role as well as the moral and spiritual values of educational considerations (Gwanfogbe, 2006).
Moumouni (1968) describes this type of education as “the school of life whose objectives were manifold, focused on producing an honest, respectable, skilled and cooperative individual who fitted into the social life of the society and enhanced its growth. Fafunwa (1974) argues that indigenous African education was functional because the curriculum was developed to attend to the realities of the community and was needs based. A competence is defined as ability to use appropriate combination of knowledge, skills, attitudes and values in order to accomplish a particular task successfully. That is the ability to apply learning with confidence in a range of situations. To be competent is, for example: to be able to prepare a balanced diet rather than making a list of components of a balanced diet only; to adopt good practices of preparing and drinking clean water rather than only listing the qualities of clean drinking water and to be able to communicate fluently and accurately with others in everyday life situations rather than simply knowing grammatical rules and being able to produce lists of vocabulary (MINEDUC, 2015). A competence based curriculum takes learning to higher levels by providing challenging and engaging learning experiences which require deep thinking rather than just memorization. This means moving beyond the recall of information to a level of sufficient understanding for learners to apply their learning in practical situations.

2.1.2 Concept of curriculum implementation

Goodland and Su (1992) refers to curriculum as a plan that consist of learning opportunities for specific time frames and place, a tool that aims to bring out behavior change in the Learners as a results of planned activities. The process of curriculum implementation is a complex one. A curriculum remains simply a package if it is not implemented effectively
and for that matter if the objectives intended have to be accomplished. The role of the teachers is very crucial.

Orsnstein and Hunkins (2009) found that implementation is also a systematic process of ensuring that the curriculum reaches the learners. Curriculum implementation can be defined as process of putting into practice the developed curriculum (Morrison, 2007). It entails the interaction of students, teachers and educational programme to produce the desired objectives.

Shiundu and Omulando (1992) Supports that curriculum implementation is the making real of that which has been planned. The task of curriculum implementation can be said to involve changing attitude of people. Curriculum implementation is the reaction between the teachers, learners and other stakeholders in education geared towards achieving the objectives of education.

2.1.3 Rwandan curriculum reform in education system.

Rwanda is an ambitious country, aiming to transform itself into a middle income country with a knowledge based and ICT-led Economy (Vision 2020). For such an agenda, there is an urgent need for productive citizens, people who have the right skills for the market who are innovative, communicative and poised to solve new problems in rapidly changing world. In November 2013 a national consultative curriculum conference aimed at mapping out a way forward for an ongoing process to reform the preprimary, primary and secondary curricula was held, which was meant to usher in reforms that ensure that the education system is equipping students with the skills and competencies demanded in the labor market, required for Rwanda’s development goals, particularly for fulfilling vision 2020 and EDPRSII.
The new curriculum will be competency based, will emphasize general, transferable skills required for participation in today’s market. Student will acquire these skills incrementally from pre-primary to secondary education within all subject areas. The curriculum is about our culture, life, identity and survival what we want to be and where we want to go. The results of the conference informed a detailed roadmap for the development process which is taking place from January to December 2014. New materials and textbooks will then be developed and teachers will have trained in 2015. Implementation of the new curriculum and the accompanying materials will begin in January 2016 (MoE, 2015).

2.1.4. Rwanda’s New Competence-Based Curriculum

Rwanda has embarked on curriculum reform to improve the quality of education. This is a crucial step in the direction of Rwanda’s ambition to develop knowledge based society and the growth of regional and global competition in the jobs market. An important shift has been to move away from a knowledge based curriculum to competence based curriculum and from knowledge and skills acquisition to knowledge creations and application. The aim is to develop students independent, lifelong learning’s habits, appropriate skills and knowledge, and application to real life situations (REB, 2015). There is growing recognition of the potential of competence based education unlike traditional subject content based education, to develop the capabilities competences that are deemed essential for success in both academia and today’s knowledge based economy (Hammond, 2012)

Yeung et al. (2007) and McNeil et al. 2012 discussed that Rwanda’s proposed competence based curriculum is similar to programs that seek to develop generic capabilities. The competences proposed for Rwanda’s education system include critical and problem solving skills creativity and innovation, communication in official languages; cooperation,
interpersonal management and life skills and lifelong learning, Rwanda has adopted the term competence based curriculum

2.1.5. Competence Based Approach to Teaching and Learning.
Competences are acquired over time through the cumulative effect of a competence approach to the learning. It should be noted that competences are rarely developed in isolation. They are interconnected and developed simultaneously. Active involvement in learning is critical to the success of the competence based curriculum. Learners need to be engaged in practical, contextualized and complex learning situations through which application of learning is constantly developed. It is therefore essential that teachers always have active teaching and learning techniques in mind when they are planning activities within a lesson (MoE, 2015).

Developing all competences requires teachers to adopt approaches that encourage and enable learners to think critically, to carry out research, to solve problems, to be creative and innovative, to communicate and to co-operate. It requires setting learning activities that will develop knowledge, skills and values as well as generic competences by adopting approaches that encourage and enable learners to engage in active learning. Active learning of this nature requires ground rules including but not limited to: active participation by all members, discussions, constructive criticism and compliments during the brainstorming stage. The teacher starts by reviewing the rules, sets a time limit, states and explains the question, collects and displays ideas, eliminates duplications and guides learners to draw a conclusion (MoE, 2015).
2.1.6. Assessment and competence based curriculum approach

The value that students and teachers place upon various components of the competence based curriculum will be influenced strongly by the components that are targeted for evaluation two different evaluation cultures influence the curriculum, testing culture and assessment culture (Birenbaum et al., 2006)

Scardamalia et al., (2012) argue that summative assessment is the common function that most people associate with assessment. The means that lead to the ends may be given little or no consideration. This culture is summative assessment and its variants such as assessment of learning or high stakes assessment. Summative assessments are usually administered after major events, such as standardized tests at the end of a unit of study or final examination at the end of a course or before important events like university entry tests (Shute & Becker, 2010). The task and items in summative assessment come in different forms such as multiple choice tests and other short answer questions, open-ended essays and student presentations. Summative assessment play an essential role as an accountability mechanism for schools, teachers and students but the information they generate less timely and useful for informing the day to day processes of teaching and learning (Scardamalia et al, 2012). Grads or marks perceived as “golden stars” and related decisions such as students ‘ranking, serve as the primary incentive for students (Black & William, 1998). Summative assessments pressure teachers to teach to the test which is in turn results in a narrowed curriculum (Popham, 2004). Teachers may turn to transmission teaching styles with well instructed learning activities (Harlen & Deakin, 2002) around what is tested or likely to be tested to maximize their students’ test scores (Popham, 2001). In contrast to a testing culture, a formative assessment culture focuses upon assessment for learning and assessment as
learning (Stiggins, 2002) with a view to improving teaching and learning. According to Shute and Becker (2010) formative assessment are embedded in the curriculum that is delivered in the classroom and generate real time information that can be used to revise instruction to promote learning in timely way. Teaching and learning in a formative assessment culture emphasize what students can do (students ‘performance) not simply what they know (content)(Lachat, 1999). System need summative type of assessments to monitor growth and identity areas needing attentions at meso and macro levels while students and teachers need formative assessment information to monitor individual students ‘growth and identify areas needing attention at macro levels (atkin et al., 2001)

2.1.7. Categories of Competences in Rwandan curriculum

The priority competences for the national curriculum as identified in various policy documents (Vision 2020, EDPRS 2, Education Sector Strategic Plan (ESSP), 7YGP) include basic competences and generic competences. The description of each of the competences, whether generic or basic, provides insight into the broad learning outcomes expected for each of them, emphasizing their relevance for each level of education. With different competence some are basic and others are generic for example basic competences are essential competences highlighted in national policy documents. Their descriptors give an orientation about priority subjects to be taught, and the kind of learner envisaged at the end of every cycle. These are: Literacy, Numeracy, ICT, Citizenship and national identity, entrepreneurship and business development, science and technology (REB, 2015). And those of generic competences are the ones which are applied across the curriculum and can be developed in all subjects. They are transferable and applicable to a range of situation including employment and it is through these competences that learners develop their higher
order thinking and deepen their learning such as critical thinking, creativity and innovation, research and problem solving, communication, co-operation, interpersonal management and life skills, lifelong learning (MINEDUC, 2015).

2.1.8 Influence of school administration-teacher’s relationship on implementation of the competence based curriculum

Formerly, the school administrators-teacher relationship was often uneasy, unhappy, and may occasionally be so even today, making the word administrator unpopular in many countries with its implications or plying and bullying (Canham, 1983). The view has been resounded by many others (Ajayi; Blumberg, 1988 Ogunsaju, 1983; Stones, 1984).

In Blumberg’s (1988) opinion, certain factors contribute to the stressful situation in spite of the good intention behind school administration First school administration involves evaluation or assessment which is annoying to teachers. To cope teachers mostly create physical and social distance between them and the school administration. The school administration and teacher has main influence in the implementation of new curriculum in a school, head teacher and the deputy head teacher have the main influence in implementation of competence based curriculum as mentioned as follows monitor performance of teachers and learners in relation to CBC implementation, monitor performance of SSL and to give constructive advice and encouragement, encourage SSL to organize CPD activities/ keep SBI records, conduct lesson observations and give constructive feedback, submit a hard copy and soft copy of school M&E report with appropriate suggestions for improvement to SEO , give feedback to SSLs and teachers based on the reports submitted to SEO, inform the PTC and PTA about the implementation status CBC, coordinate SBI activities at school
level, not a monitoring and Evaluation role, analyze challenges identified by SSL and find solution together (MINEDUC,2015).

Teachers are the main implementers of competence based curriculum which is still in process and their roles facilitate the implementation of this new curriculum and are classified into different party of implantation such as SSL and Dmast which are the teachers in a school that represent other teacher for a such subject and also they have different roles in the implementation of competence based curriculum as follows identify and analyze teachers needs and challenges while implementing CBC, organize follow up SBI activities based on the problems/needs identified, keep records of SBI activities under the guidance of HT and DOS, support teachers to implement CBC e.g. by giving technical advice and encouragement, supply M & E report forms to be filled and submit to HT before due data, support HT to maintain the web based personal database, give feedback to teachers based on the reports submitted to HT or DOS (REB,2015).

2.2 Empirical Literature

2.2.1 Teachers ‘attitude towards competence based curriculum implementation

Hogg and Vaughan (2005) define attitude as a relatively enduring organization beliefs, feelings and behavioral tendencies toward socially significant objects, groups, events or symbols. Attitudes therefore, come out as that which in one way or another influences man’s choice, results and therefore his or her life. Baker (1992) viewed attitude as a hypothetical construct used to explain the direction and persistence of human behavior. This implies that an attitude held will push one to work depending on the nature of the attitude. Teachers’ attitude is important in the implementation of the new curriculum. The teacher plays a key role in making a classroom climate.
Topper (1999) maintains that teachers’ attitude shapes the sense they make of any educational innovation. He suggested that understanding of the curriculum by teacher is crucial for the proper implementation. A teacher who does not comprehend curriculum’s theoretical framework in details will not be able to implement curriculum successfully. Teacher’s personal characteristics have great impact on the curriculum implementation.

According to the study results, teacher characterized as motivated, open to changes and willing to try new opportunities are found high curriculum implementers. Savington argues that in the question for improvement in critical thinking, lifelong learning skills that skills that teacher has been overlooked, Savington (1991).

2.2.2 Effective School administration for Effective School curriculum implementation

Any government in this world has its own unique goals and objectives that have been embedded to the philosophical foundations of the nation. What the nation wants to transmit to its people, its school’s curriculum. This is done through various educational policies, directives and seculars. School administrations are to ensure such educational policies, directives seculars and societal goals and objectives are properly implemented. In Rwanda for example, after independence the leading. They are external agents and instruments of accountability (Ngendahayo, 2016). But they provide the feedback to the school and to the government. They also induce some of interventions through the publication of school reports that are expected to lead into school improvements in teaching and learning (Ehren & Visscher, 2006). The appealing question is, to what extend this assumption on school administration in Rwanda is correct? Some studies mainly carried out in England (Mathew and Smith, 1995; Wilcox, 2000; Learn month, 2000) indicate that there is improved quality especially among the weakest schools. Again, schools are much more likely to anticipate the
inspection visits and behave in different ways as they usually do. For example, it has been argued that teachers tend to prepare and structure their lesson better when school administration visit the schools (Hargreaves, 1995) (Ehren and Visscher 2006:53) sees school inspection as means in which teachers tend to manipulate data so as to be evaluated positively.

According to Hargreaves (1995:120) “only the naive do nothing in the run-up to the inspection and adopt a take-us-as-you-find-us approach.” To Hargreaves, no school actively draws its weakness to the attention of school administration. It implicates that the school administration should participate quantitatively and qualitatively in the implementation of new curriculum which is still in process for facilitating learners to acquire the ability to use appropriate combination of knowledge, skills, attitudes and values in order to accomplish a particular task successfully.

2.2.3 Effective Inspections for Effective School curriculum implementation

School inspection has been a controversial issue both regionally and internationally. In South Africa, quality education has been compromised with high number of learners compared to teachers. However, the country has expressed its seriousness in managing quality education. There are several concerns on the problems the school administration is facing in implementation of curriculum. These problems include inadequate time and short notice, unavailability of resources, financial constraints and shortage of assessment tools, (Horsolm, 2002).

In Kenya, education reforms often fail to achieve desired outcomes due to ineffective and inefficient supervision. This has led to call for the strengthening of the directorate of quality
assurance and standard(DQAS) Particularly improving the knowledge, skills, and attitudes of the officers who play the role of supervision of education in implementation of education policy of the schools (ROK, 1999:2000). In Botswana, school administration is members of committees and panel that take part in curriculum development, teacher training and examinations. School administration visit classrooms and source information relevant to educational advancement. Classrooms are informed before the visits. The main aim is to encourage transparency and justice so that teachers should consider school administration as their co-workers and not people who go from classroom to classroom for criticism (Grauwe, 2001;2007). Again, in Botswana staff development committees are established in schools to carry out needs assessment and organize programs for school based training using expertise drawn from within or outside the school therefore the school administration should influence strictly on implementation of curriculum in their schools for effective and efficient implementation work, (Grauwe, 2007).

**2.2.4 Instructional materials and their influence on curriculum implementation**

Eshiwani (1988) observed that lack of textbooks and teaching materials makes teaching difficult as students are unable to do their oral or written work during class lessons. The availability of quality resource material has a great influence on curriculum implementation (University of Zimbabwe, 1995). Students’ achievement at any point is a cumulative function of inputs such as laboratories, textbooks, school buildings and libraries among others (Dahir and Faize, 2001).

According Yara and Otieno (2010), the more the provision of stationeries and teaching aids the better the academic performance of students Provision of stationeries and teaching aids is also critical to curriculum implementation. The findings of Yadur (2001) and the report by
UNESCO (2008) have shown that classrooms, teaching aids and stationeries affect the academic performance of learners. Further, they argue that learning is the strengthened when there are enough reference materials such as textbooks, and classrooms. According to the KIE survey of 1994, there was a general lack of adequate and appropriate facilities and resources for teaching and learning secondary schools. The survey revealed that learning materials were inadequate and of low quality. Shortage or lack of learning and teaching hampers curriculum implementation. Secondary schools (MOE, 2007).

This goes a long way to improve curriculum implementation in secondary schools since it makes it possible for the learners to think for themselves, ask questions in class and to complete assignment (Udo, 1989). Miller and Seller (1990) assert that instructional materials are critical ingredients in learning and the intended program cannot be easily implemented without them. Instructional materials provide information and opportunities for student to use what they have learnt. Wilkins (1974), concurs with Miller and Seller (1990), and observes that, without resources materials and facilities, the teacher may not be able to set the objectives that he would like his pupils to attain. It would mean that pupils cannot be taught using the most suitable methods. In case of lack resources and facilities the teacher should be innovative enough to improvise and provide alternatives using local materials. A survey study by Clarke (2008) found out that it is difficult to find appropriate curriculum materials in which authentic participatory pedagogical strategies have been incorporated that could lead to desirable change in the youth (Clarke, 2008). As observed from all these studies teaching and learning materials on are scarcely available in most schools to enable them teaching and learning of education be a success, (Miller & Seller, 1990).
2.3 critical review

This chapter analyzed different headship roles in school administration on the competence based curriculum. It was seen how a school administration should provide professional leadership on the implementation of competence based curriculum for the continuous improvement of the secondary schools. He or she should have a vision of what should be achieved. The proper vision should be clear strategies on how to fulfill it so as to attain effective teaching, students’ academic achievement in learning, spiritual, moral, cultural, mental and physical development. Also, a school administration has to coordinate properly all of the required resources to get the desired outcomes of competence based curriculum. Therefore, a school administration should determine how to serve the identified goals through planning, organizing, staffing, directing, coordinating, budgeting, commanding, controlling and reporting all the matters set forth for schools’ achievement in implementation of competence based curriculum. School administration ensures and sustains effective teaching and learning to accomplish the desired outcome which is the improvement of students’ academic performance. Also, school administration should involve students in various school affairs to make sure they contribute positively in the achievement of students’ academic performance through competence based curriculum implementation.

2.4 Research Gaps

It indicates that prime role of school administration that it should be professional support and not just mere criticism to teachers and students. The literature also suggests that if school administration is to lead to school improvement; there should be a combination of both external and internal evaluation so that teachers and students have the opportunity to
evaluate themselves upon their strengths and weaknesses. Against the literature stress its emphasis on classroom observation as a core function of school administration. This is because a classroom is a place where the teacher can fulfill his/her obligation of educating the students and since school’s administration main target is to monitor the quality of education provided, classroom observation in order to implement the competence based curriculum which is the prime focus of school administration.

The student was not outline the areas in which the school administration role contributes effectively in teaching and learning. The studies did not assess the problems facing the co-operation of the school inspectors and teachers in curriculum implementation. Hence this study assessed the role of school administration on competence based curriculum implementation as well as the problems facing the co-operation of the school administration, teachers and students.

**2.5 Theoretical Framework of the study**

The theoretical framework of the study was based on Fullan’s curriculum implementation theory. Fullan curriculum implementation theory identifies six premises which are necessary for effective curriculum implementation. These premises are vision building, initiative taking and empowering, staff development/resources provision, restructuring, monitoring, and problem solving and planning. In successful modifications these premises provide a strategy for both the tasks and approach that facilitate improvement (Fullan,1991).

These stated premises are briefly highlighted below. Vision building is the way in which organization establishes a share vision which creates the direction and plans for appropriate Implementation. Fullan’s theory proposes that vision building should involve all users of the
curriculum so as to create a sense of ownership, which encourage commitment and development. In this case school administration need to be creative people who can engage all the stakeholders including teachers, teachers and other participants so that the standard of the school and general performance of the students will be uplifted.

Fullan argues that curriculum must be conversant with the innovations requirement. He further states out that the successful schools are guided by focused administrators throughout the implementation process. Fullan’s theory clearly shows that school administration in this case should be professionals and possess the requisite academic qualifications to be able to understand and communicate the curriculum to the teachers in a very simple way. Fullan’s theory asserts that staff development is a key to successful adjustment to practice. Time should be allocated to allow for both workshop and interaction of teachers. School inspectors also need to promote in service training which will facilitate better implementation of the curriculum.

Also observation can assist the inspectors to restructure the teachers’ activities to comply with new ideas and innovation. According to Fullan’s model schools that are targeted for improvement restructure their activities through management, and organizational arrangement. Curriculum is a dynamic instrument that improves over time to cater for country’s needs. In this case school administration should be flexible and innovative to restructure their inspections plans as per the changes. This study was guided by the curriculum implementation theory propounded by Gross (1971)The theory states that the implementation of any educational program brings into mind the question of facilities, teachers’ capability, management support and compatibility with organizational arrangement and clarity of the implementation of what is to be done. This theory will be

28
relevant to guide the study, because the factors that Gross propounded are relevant to the implementation of the competence based curriculum. In his theory, gross advocates for four major elements that influence curriculum implementation: clarity of the innovation to implementers, capability of the implementers, and availability of resources and provision of management support. The elements in the theory are explained as follows: clarity of innovation to the implementers requires that teachers who are the implementers should be aware of changes in the curriculum. Resources meant for the new curriculum or existing curriculum must be available and relevant to the curriculum. Capability of the implementer implies that those implementing the curriculum must be trained to be in a position to handle the new curriculum. As far as management support is concerned, principals and management personnel should be involved and put in place by availing finances to make the new curriculum a success. This theory will help the researcher to investigate the roles of school administration on competence based curriculum implementation in public secondary schools.

2.6 Conceptual framework of the study

The study conceptualizes the influence of school administration as the independent variables while the curriculum implementation as the dependent variable. The independent variable includes school administration preparedness (training, resources, attitudes, working experience), school administration-teachers’ relationship, and school administration in effective school inspection (classroom observation, teachers’ advisory, and proper feedback) for curriculum implementation while dependent variable includes improved teaching and learning which may lead to high achievement. These variables are conceptually tied together as shown in figure 2.1.
**Figure 2.1: Conceptual Framework**

This figure 2.1 shows the relationship between independent variables school administration preparedness, school administrators-teacher relationship’ effective school inspection to curriculum and dependent variable effective curriculum implementation. for school administration to have effective role on teaching and learning, teachers need to collaborate and be prepared so as the discussion between them and the school administration to be reasonable.

For school administration to have effective role on teaching and learning, teachers need to collaborate and be prepared so as the discussion between them and the school administration to be reasonable (Earl,1998; Chapman,2001a).
Teachers also need to be committed towards work improvement and take advantage of the recommendations given by school administration. If teachers are not willing and they do not put into practice the advices given by the school administration then it may be difficult to improve teaching and learning in particular school (Chapman, 2001b).

The expected outcome can be mutual understanding between teachers, school administration, and ministry of education. The ministry of education will respect and value what school administration are recommending because of the positive outlook between them, and the teachers will act upon the school administration recommendations which may lead to improvements of teaching and learning processes and hence higher academic achievements of the pupils.

2.7 Summary

It is indicated that prime influence of school administration that it should be professional support and not just mere criticism to teachers. The literature also suggests that if school administration is to lead to school improvements; there should be a combination of both external and internal evaluation so that teachers have the opportunity to evaluate themselves upon their strengths and weakness. Again the literature stressed its emphasis on the classroom administration. This is because a classroom is a place where the teacher can fulfill his/her obligation of educating the student and since schools’ administration main target is to monitor the quality of education provided, classroom observation is argued to be the prime focus of curriculum implementation which is using method the implementation of competence based curriculum. The studies will not outline the areas in which the school administration role will contribute effectively in teaching and learning. The studies will not also assess the problems facing the co-operation of the school administration, teachers and
students in curriculum implementation. Hence this study will assess the influence of school administration in competence based curriculum implementation as well as the problem facing the co-operation between school administrators and teachers toward competence based curriculum implementation.
CHAPTER THREE: RESEARCH METHODOLOGY

3.0 Introduction

This chapter describes the methods and procedures which was used in this study to collect data. It presents the research design target population, the sample design, the data collection instruments, data analysis procedure, ethical consideration and conclusion.

3.1 Research design

Poronsky et al (2009) recommended the survey design for research where attitudes, ideas opinions and comments on the problem or issue under investigation. The descriptive survey design was chosen for the present study because the study sought to gain insight or perception into a phenomenon as a way of providing basic information in an area of study, however descriptive design is concerned with “how or what”. What exists and is related to some previous event that has influenced or affects a present condition. Therefore, this type of design was applied to the present research. The researcher adopted the descriptive survey design, then this is an appropriate choice which was based on progressive inquiry about the influence of school administration on competence based curriculum implementation, influence of teachers and students on competences based curriculum implementation, factors that influence the implementation of competence based curriculum, the roles and challenges of school administration on competence based curriculum implementation within public secondary schools and other related points of the topic under investigation.
3.2 Target population

According to Burns and Grove a targeted population is defined as all elements (individuals, objects and events) that meet the sample criteria for inclusion in a study. The study population will comprise 630 in total including 150 teachers, 15 headteachers, 15 deputy head teachers and 450 students Representatives in over 15 public secondary schools of Bugesera District.

3.3 Sample design

This part include covers the sampling technique and sample size

3.3.1 Sampling technique

The researcher chosen purposively and used simple randomly sampling to select the schools in Bugesera District; Stratified sampling was used to select school administration; teachers and students. Stratified sampling gave all schools equal chance to participate in the study.

According to Mugenda (2008), at least 10% of accessible population is enough for descriptive survey study. The selected schools was G.S Nyamata catholique, G.S Ntarama, and G.S Rango, G.S Kamabuye, G.S Ruhuha and G.STwimpala. The 6 head teachers and 6 deputy head teachers’ representatives of school heads of selected schools was stratified sampled to yield 15 head teachers and 15 deputy head teachers’ representatives. This technique of sampling was used by the researcher based on the experience, qualities, knowledge of the all head teachers and deputy head teacher’s representatives to provide virtue information. The purposive sampling or judgment sampling technique is the deliberate choices of researcher due to the qualities the respondents possess (Bernard, 2002).


3.3.2 Sample size

Denscombe (2008) asserts that the sample must be carefully selected to be representative of the entire population and to provide information that can scientifically be tested. Random sampling technique was used to select a representative sample from each of the six institutions that were used in the study.

The number of the respondents were sampled using the Robert and Morgan (1970) technique which employs the Robert and Morgan’s table (appendix vi) that is generated from the sampling formula: 

\[ S = X^2 NP(1-P):d^2 (N-1) + X^2 P(1-P) \]

\( S = \) required sample size

\( X^2 = \) the table of chi-square for 1 degree of freedom at the desired confidence level (3.841).

\( N = \) the population size.

\( P = \) the population proportion (assumed to be .50 since this would provide the maximum sample size).

\( d = \) the degree of accuracy expressed as proportion (.05)

According to the formula and the table, the sample size is 239 and the sample size for the study is summarized in table above.
Table 3.1: Targeted population and sample size

<table>
<thead>
<tr>
<th>GROUP OF RESPONDENTS</th>
<th>TARGETED POPULATION</th>
<th>PERCENTAGE(%)</th>
<th>SAMPLE SIZE</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEAD TEACHERS</td>
<td>15</td>
<td>2.5</td>
<td>6</td>
</tr>
<tr>
<td>DEPUTY HEAD TEACHERS</td>
<td>15</td>
<td>2.5</td>
<td>6</td>
</tr>
<tr>
<td>TEACHERS</td>
<td>150</td>
<td>23.8</td>
<td>57</td>
</tr>
<tr>
<td>STUDENTS</td>
<td>450</td>
<td>71.2</td>
<td>170</td>
</tr>
<tr>
<td>TOTAL</td>
<td>630</td>
<td>100</td>
<td>239</td>
</tr>
</tbody>
</table>

Source: Researcher, 2017

3.4 Data collection methods

Data collection method is a precise, systematic method of gathering information relevant to the research purpose, or of addressing research objectives and research questions or hypothesis (Burns&Grove,1993). The researcher used the combined method that consisted of descriptive survey and interview. The descriptive survey was selected by the researcher because of limited time of research project to deal with a large number of schools, teachers and students from all public secondary schools. Education schools in the district under study. The respondents under investigation were geographically dispersed in the area under investigation. This is the factor that it made the researcher to choose the descriptive survey method.

And the method of interview was applied to select head teachers and deputy head teachers of schools under investigation. Interview was also used to gather information from head
teachers because their number is limited. The other criterion to choose mixed methods was the financial means of researcher to reach every respondent of targeted population and stay with him or her during investigation time. And questionnaires were administered to the sampled teachers and students.

3.4.1 Data collection instruments

The overall aim of this study is to assess the influence of school administration on competence based curriculum implementation in public secondary schools. The researcher used the questionnaires and the guided interview.

3.4.1.1 Questionnaire

The cross-sectional questionnaires were simple to administer and relatively cheaper to analyze (Kothari, 2004). The questionnaires were the main instrument of data collection in this study, which was structured and self-administered. The researcher designed questionnaires for the teachers and students. These structured questionnaires administered to this category of respondents whose views, opinions and attitudes on how the school administration influence the competence based curriculum implementation in public secondary schools questionnaire is also preferred as the main instrument in this study because it was easier to use on a large number of subjects. The questionnaires composed of closed-ended questions. Likert Scale questions were used to measure extent of agreement or disagreement of respondent according the statement.

3.4.1.2 Interview

The semi structured interview schedules were considered appropriate to head teachers. Therefore, it was used to obtain the supplementing information from the schools’ head
teacher. The purpose of interview was to elicit information that supplemented the data to be gathered through questionnaires.

3.4.2 Administration of data collection instruments

The questionnaires were personally administered by the researcher and directed to the respondents. In this study, the researcher distributed the questionnaires to judge their face validity. The researcher checked the clarity, appearance, layout, legibility, relevance, anonymity and privacy before administration of questionnaires. The data collection procedure and ethical considerations was discussed with the respondents. The returning date for completed questionnaires was also agreed on. The adequate times were given to the respondents to complete questionnaires and the researcher himself collected the already filled questionnaires. He personally conducted interview with the head teachers and deputy head teachers record the answers during interviews. The researcher translated the information provided by students in Kinyarwanda into English to ease data analysis. The dates to conduct interviews and to administer questionnaires were agreed upon by researcher and respondents.

3.4.3 Reliability and validity

3.4.3.1 Validity

Validity is the degree to which an instrument measures what it is intended to measure (Polit & Hungler, 1995). Content validity is an assessment of how well the instrument represents all the different components of the variables to be measured (Brink, 1996). It will be judged by the research supervisor who determined whether the questionnaire and interview items represented adequately the aspects of the study. Data collection instrument set in such a way that they have an adequate number of items and that each item or question
on scale have a link with the research objectives. In the interview forms, the researcher used simple language and clear instructions appropriately to the head teachers and deputy head teachers during the interviews. To achieve content validity, questionnaires include a variety of questions according to the knowledge the level of thinking for each category of respondents about influence of school administration towards the competence based curriculum implementation in public secondary schools. Questionnaire and interview items were based on literature review of the study to ensure that they represent what school administration should do to control their participation on implementation of competence based curriculum for better teaching and learning. Clear instructions were given to the respondents. The questionnaires were collected by the researcher to avoid the loss of some questionnaires during collection. Whenever necessary more questions will be added onto ensure higher representativeness. Re-phrasing of some questions were necessarily to clarify the questions and interview more appropriate alternative response choice was added on to the closed-ended questions to provide for meaningful data analysis.

3.4.3.2 Reliability

Reliability of data collection instrument refers to the degree to which data collection instrument can be depended upon to yield consistent results if used repeatedly over time by the same person, or if used by two different investigators (Polit&hunger,1995). In order to establish the reliability of the items in the questionnaires, the researcher carried out a test method to enhance instrument reliability. The same instrument was given twice to the same group of people. The reliability was the correlation between the scores of the two instruments. If the results were consistent over time the score would be similar. The expert judgment was done to ascertain the items in the instruments to prove reliability level to
make a judgment about the instrument reliability. To maintain the reliability of instrument, the researcher considered various conditions which might disturb the respondents to use properly the skills and knowledge during filling in the questionnaires. Researcher advised the respondents to fill in questionnaires during break-time and week-ends in order to enhance concentration and deep thoughts on every item of questionnaire. The questions set were clear and precise to the respondents.

3.5 Data analysis procedure

In this study, quantitative data from the questionnaires was analyzed using descriptive statistics which include frequencies, percentages, mean, and standard. To test the relationship between the dependent variable and independent variable the Spearman correlation coefficient was used and all those techniques were performed by using SPSS (Statistical Packages for Social Sciences).

3.6 Ethical consideration

The authorization to carry out investigation was issued by Mount Kenya University and The Mayor of Bugesera district. This was done to facilitate the researcher to carry out the research in the schools selected. The nature and the purpose of the research was explained to the respondents before initiate investigation. The researcher respected individual’s right to safeguard to their personal integrity. At any time during data collection, the respondents were free to withdraw their candidature of participation in the study when they wish. The respondents assured anonymity and confidentiality. No personal identification numbers or names appeared on the questionnaire excepts coding the questionnaire which were done for identification of data during editing.
CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter presents the results of data collected and analyzed in tables, pie charts and graphs according to the study objectives. The interpretations of the findings have been done to answer the research questions. The presentation of the findings is organized around the key variables of the study; the attitude of teachers, the attitude of learners, Instructional resources, teacher preparedness and how instructional methods influence implementation of competence based curriculum in public secondary schools in Rwanda. Data has been analyzed and presented to provide relevant characteristics of the respondents.

4.1 Demographic characteristics of respondents

4.1.1 Questionnaire Return Rate

Questionnaires were distributed to 57 teachers, 170 students. And 6 head teachers and 6 deputy head teachers’ interviews conducted. The questionnaire return rates were as follows 56 teachers returned their questionnaires, 170 students and 6 head teachers and 6 deputy head teachers interviewed. The return rate is computed in Table 4.1

<table>
<thead>
<tr>
<th>Table 4.1: Questionnaire return rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instrument</td>
</tr>
<tr>
<td>Head Teachers</td>
</tr>
<tr>
<td>Deputy head Teacher</td>
</tr>
<tr>
<td>Teachers</td>
</tr>
<tr>
<td>Students</td>
</tr>
</tbody>
</table>
The findings from the study established that 98.24% of teacher’s questionnaires were returned; head teachers 100% and students 100% were returned. The researcher managed to interview six head teachers and six deputy head teachers interviewed in the selected six public secondary schools. All in all, they still gave relevant information required by the researcher. The findings from the six schools were therefore used in the study.

4.1.2 Gender of the Respondents

The study set to gather information on the gender of the respondents. The findings are recorded in Table 4.2.

<table>
<thead>
<tr>
<th>Gender</th>
<th>Head teachers</th>
<th>Deputy head teacher</th>
<th>Teachers</th>
<th>Students</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>5</td>
<td>4</td>
<td>34</td>
<td>89</td>
<td>132</td>
<td>55.23</td>
</tr>
<tr>
<td>Female</td>
<td>1</td>
<td>2</td>
<td>23</td>
<td>81</td>
<td>107</td>
<td>44.77</td>
</tr>
</tbody>
</table>

The study established that 55.23 % of the respondents were males, meaning that all the genders were represented well in the public secondary schools in Rwanda and could thus be used for the study.

4.1.2.1 Professional Qualification of Teachers

The study sought to find out the academic qualifications of respondents among the teachers in the division. The findings from the study are recorded in Figure 4.1
Notice: The all qualifications are in education is masters of education and others is other respondent which are not qualified in education. The study established that majority of the respondents were qualified in education by academic qualification meaning that they were quite qualified for handling the secondary syllabus of subject taught in secondary schools and were capable of implementing competence based curriculum accordingly.

4.1.2.2 Teaching Experience

The researcher was interested in finding out the experience of teachers handling implementation of competence based curriculum in the public secondary schools. The findings are indicated in the table 4.3
Table 4.3 Teaching Experience

<table>
<thead>
<tr>
<th>Years</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-4 years</td>
<td>8</td>
<td>14.28</td>
</tr>
<tr>
<td>5-8 years</td>
<td>19</td>
<td>33.92</td>
</tr>
<tr>
<td>9-12 years</td>
<td>15</td>
<td>26.78</td>
</tr>
<tr>
<td>13-16 years</td>
<td>9</td>
<td>16.07</td>
</tr>
<tr>
<td>Over 16 years</td>
<td>5</td>
<td>8.95</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>56</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The study established that majority of the respondents 85.72% had more than five years of teaching experience meaning that they were well experienced and capable to implementation of competence based curriculum in public secondary schools.

4.2 Presentation of Findings

4.2.1 Influence of school administrations’ Attitude

School administrations’ attitude is important in the implementation of competence based curriculum. School administration’s personal characteristics have a great impact on the competence based curriculum implementation. According to the study results, school administration is characterized as motivated, open to changes and willing to try new opportunities and found high curriculum implementers.

4.2.2 Teacher Weekly Work Load

The study further set to find out the teachers’ weekly workload in the secondary schools for implementation of competence based curriculum.
Table 4.1: The findings are recorded

<table>
<thead>
<tr>
<th>No. of lesson + scheme work</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>5-10 lesson plan</td>
<td>10</td>
<td>17.85</td>
</tr>
<tr>
<td>10-20 lesson plan</td>
<td>13</td>
<td>23.21</td>
</tr>
<tr>
<td>20-30 lesson</td>
<td>6</td>
<td>10.72</td>
</tr>
<tr>
<td>Over 30 lesson plan</td>
<td>27</td>
<td>48.22</td>
</tr>
<tr>
<td>Total</td>
<td>56</td>
<td>100</td>
</tr>
</tbody>
</table>

The study established that over 48.22% of the teachers had more than 31 lessons per week. This means that teachers were unable to effectively specialize in specific subject areas because of the workload that they were handling in the schools. Findings show that teachers give inadequate or no extra work at all because of the work load. This may explain why competence based curriculum was performed poorly in the public secondary hence affecting implementation of competence based curriculum.

4.2.3 Attitude of students toward competence based curriculum

The researcher sought to find out the attitude of learners towards competence based curriculum a Likert scale to measure the degree of their feelings in different statements. The findings are presented here below. Attitude is an important aspect in learning. It can hinder or enhance the learning of a particular subject.
4.2.4 Whether students understand competence based curriculum

The study set to find out from students whether they understand or they know to learn by using competence based curriculum in their learning. The findings from the study are indicated in table 4.5.

**Table 4.5: The findings**

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>87</td>
<td>51.17</td>
</tr>
<tr>
<td>disagree</td>
<td>23</td>
<td>13.52</td>
</tr>
<tr>
<td>agree</td>
<td>17</td>
<td>10</td>
</tr>
<tr>
<td>strongly agree</td>
<td>36</td>
<td>21.11</td>
</tr>
<tr>
<td>undecided</td>
<td>7</td>
<td>4.2</td>
</tr>
<tr>
<td>Total</td>
<td>170</td>
<td>100</td>
</tr>
</tbody>
</table>

The findings established from majority of the respondents at (64.69%) that earners do not know the competence based curriculum. This means that learners do not understand what competence based curriculum is and they do not know that their teachers use competence based curriculum in teaching and learning activities hence teachers have difficulties pushing them to learn. This affects the smooth implementation of competence based curriculum. Further the findings from interviews conducted indicated that students’ used the Kinyarwanda language while in their homes. The findings are in line with Kinnaird (2010) who established that attitude has an impact on academic performance of high school students receiving instructions.
4.2.5 Influence of Instructional Resources on Implementation of competence based Curriculum

Learning resources aids learning and enhance students’ participation in class for effective learning. Quality and adequacy of resources such as teaching and learning materials determine the effectiveness of competence based curriculum implementation.

4.2.5.1 Availability of CBC Materials in Schools

The study set to find out from school administration whether CBC materials were available in the schools. The findings are indicated in Figure 4.2.

![Availability of CBC materials in schools](image)

**Figure 4.2: Availability of CBC Materials in Schools**

The study established from 74.5% of the respondents that CBC materials were adequate in their schools. However, 25.6% of the respondents indicated that CBC materials were not adequate in their schools owing to the big population, lack of proper storage and maintenance among users. This affects the implementation of CBC a great deal since effective implementation required availability of teaching and learning materials. The findings concur with Mokamba (2007) that there is an outcry from teachers on lack of basic resources like textbooks in schools which affects proper implementation of the Competence based curriculum.
4.2.6 School administration preparedness in Implementation of CBC

School administration preparedness is a vital component for effective competence based curriculum implementation as they are professionals capable of making rational decisions. A school administration needs to be fully prepared in terms of pre-service training, in service training as well as professional documents. Pre-service teacher training course is undertaken by school administration before entering the classroom as full responsible teachers before Secondary school teachers in Rwanda are prepared in University of Rwanda College of education and in other universities like UTAB, INES Ruhengeri, and Mount Kenya University for 3 years where they acquire their secondary teacher education (STE). An implication that a teacher training is an important determinant of their potential for effective curriculum implementation.

4.2.6.1 In-service Training

In-service programs include courses like seminars, workshop and conferences. It is through the in service training that school administration gets the opportunity to advance their knowledge on their areas of specialization. In service of school administration great affect the quality of competence based curriculum implementation. The study wanted to find out whether In-service training influences implementation of competence based curriculum. The findings are indicated in figure 4.3
The study established from 18% of the respondents that they had never attended any in-service training on competence based curriculum. An indication that these school administrations are not updated on the current requirements of the competence based curriculum, since these changes are best communicated during these in-service trainings? The district education officers and Rwanda education board should ensure that their school administrators are exposed to in-service trainings programs to improve their skills in on competence based curriculum. Majority of the respondents 82% who attended in-service training said that they greatly benefited from in-service training and recommended that all CBC Implementers should be exposed to such training. This concurs with Bishop (1995) who established that a more conventional way of introducing school administration to new ideas and techniques and methodologies in educations is by courses such as seminars, workshop and conferences. During these sessions teachers get the opportunities to advance their knowledge on their areas of specialization hence improving the quality of competence based curriculum implementation.
4.2.6.2 Contribution of In-service training of CBC

The study sought to find out the contribution of in service training programs in implementation of competence based curriculum in the schools. The findings from the study are recorded in figure 4.4.

![Figure 4.4: Contribution of In-service Training to Competence based Curriculum](image)

**Figure 4. 4: Contribution of In-service Training to Competence based Curriculum**

Majority of the respondents at 91% agreed that in-service training was very important to implementation of competence based curriculum. The findings Omao (2007) that some school administration who had attended in-service courses did not gain much since facilitation was not done by competence based curriculum specialists who did not provide specific information required in competence based teaching and learning. The few who did not support the idea claimed that facilitation was not done by competence based curriculum implementers who do not address the major issues like composition teaching.

4.2.6.3 School administration Strategies in implementing competence based curriculum

The head teachers were asked the measures they would recommend to be putted in place in order to improve the implementation of competence based curriculum in the schools. The findings are recorded in table 4.6.
The study established from 56.25% of the respondents that in-service programs would go a long way in improving implementation of competence based curriculum in the schools. This is because school administration would be equipped with new skills and latest techniques of handling the subject in the schools. Speaking of English in the schools should be enhanced so as to improve academic performance in the schools because implementation of this CBC.

4.2.7 Instructional Methods on implementation of CBC.

According to Kicd (2000), the role of methodology is to enable the children to achieve instructional objectives at the end of learning, teaching methods affect children’s performance and therefore teachers need to be conversant with the different methods in order for the children to have high performance level. The teacher’s methodology is a sufficient factor in facilitating the implementation of the intended aims and expressed objectives of a given educational programme.
4.2.7.1 Lecture Methods of Teaching

The study wanted to establish from the teachers the influence of lecture method of teaching used in teaching competence based competence subjects in secondary schools. The findings of the study are indicated in the Table 4.7

Table 4.7: Lecture Methods of Teaching

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very often</td>
<td>20</td>
<td>25</td>
</tr>
<tr>
<td>Often</td>
<td>24</td>
<td>30</td>
</tr>
<tr>
<td>Rarely</td>
<td>36</td>
<td>45</td>
</tr>
<tr>
<td>Total</td>
<td>80</td>
<td>100</td>
</tr>
</tbody>
</table>

The study established from majority of the respondents 55% that lecture method was used when teaching and learning. However, 45% disagreed with the study that lecture method was used at various stages when presenting the content. This means that learners were really not taken care of since lecture method is not appropriate at this competence based curriculum. This method of teaching is teacher centered and does not take care of the learners. This finding concurs with the Ministry of Education (2012) that the learners should be placed at the center of teaching and learning process through methods that actively engage them in learning activities.

4.2.7.2 Demonstration Method of Teaching

The study wanted to find out whether school administration was using demonstration as a method of teaching in schools. The findings are indicated in Table 4.8
Table 4.8 Demonstration Methods of Teaching

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very often</td>
<td>27</td>
<td>33.75</td>
</tr>
<tr>
<td>Often</td>
<td>35</td>
<td>43.75</td>
</tr>
<tr>
<td>Rarely</td>
<td>18</td>
<td>22.5</td>
</tr>
<tr>
<td>Total</td>
<td>80</td>
<td>100</td>
</tr>
</tbody>
</table>

The study established from majority of the respondents (77.5%) that demonstration method of teaching was often used. While 22.5 % indicated that demonstration method of teaching was rarely used meaning that pupils were not benefiting much in areas where this method is not used because it involves the learners directly in the learning process.

4.2.7.3Discussion Method of Teaching

The researcher wanted to find out the influence of discussion method in teaching Kiswahili in primary schools. The findings are indicated in the Table 4.9

Table 4.9 Discussion Methods of Teaching.

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very often</td>
<td>33</td>
<td>41.25</td>
</tr>
<tr>
<td>Often</td>
<td>37</td>
<td>46.25</td>
</tr>
<tr>
<td>Rarely</td>
<td>10</td>
<td>12.5</td>
</tr>
<tr>
<td>Total</td>
<td>80</td>
<td>100</td>
</tr>
</tbody>
</table>

Majority of the respondents (87.5%) agreed with the study that discussion method was used in the teaching process. This method is quite effective in teaching and learning because it involves the students in a great way. For effective teaching to take place the teacher should
integrate many methods of teaching. This method of teaching enables the students to learn from one another hence its use should be encouraged.

4.2.7.4 Reasons Given for Choice of Various Method

The study was set to find out why teachers choose the methods they preferred using when teaching. The findings are recorded in Table 4.10.

Table 4. 2 : Reasons Given for Choice of Various Methods

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Method is learner centered (Questioning)</td>
<td>37</td>
<td>46.25</td>
</tr>
<tr>
<td>Learners learn more by themselves (discussion)</td>
<td>27</td>
<td>33.75</td>
</tr>
<tr>
<td>Motivates learners (demonstration)</td>
<td>16</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>80</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The study established from 46.25% of the respondents that they preferred questioning method because it was a learner centered and gave the teachers immediate feedback from the learners. The findings confirms Killen (2003) findings that a learner centered approach appeals most nice it motivates the learners and teaches them how to learn.

4.2.8 Problems encountered when implementing CBC

The researchers wanted to find out the school administration whether they encountered any challenges when teaching and learning subject by using competence based curriculum. The findings from the study are indicated in figure 4.5
The study established from majority (69%) of the respondents that school administration was experiencing problems when implementing competence based curriculum. The problem areas were cited by teachers are the textbooks, lack of teaching materials. This further confused the learners in learning by using competence based curriculum. The study set to find out the problems encountered by teachers in learning and teaching process due to implementation of competence based curriculum. The findings are indicated in table 4.11

Table 4.11: Problems Cited when implementing CBC

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inadequate textbooks</td>
<td>26</td>
<td>32.5</td>
</tr>
<tr>
<td>Inadequate time</td>
<td>31</td>
<td>38.75</td>
</tr>
<tr>
<td>Lack of syllabus coverage</td>
<td>17</td>
<td>21.25</td>
</tr>
<tr>
<td>Influence of media</td>
<td>6</td>
<td>7.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>80</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
Majority of the respondents 32.5% indicated that schools administration inadequate textbook. This means that implementing the competence based curriculum without enough text books were a difficult task since books were used for giving students assignments.

4.2.9 Findings from Interviews Conducted among Head teachers and Deputy head teachers

The study had targeted to interview six head teachers and six deputy head teachers in the public secondary school on school factors influencing implementation of competence based curriculum in public secondary in Rwanda, Bugesera District. To establish the attitudes of school administration towards the implementation of competence based curriculum. The head teachers and deputy head teachers were asked during face to face interview, whether they liked the way teachers handled the subject implementing competence based curriculum. Ten out of twelve School administrations said that teachers enjoyed their work in implementation of competence. Majority of the school administration 97% indicated during interviews that student did not know the competence based curriculum because it is new curriculum which is still in process of implementation.

Concerning the instructional materials, the school administration revealed that they sometimes said there are not enough publishers in Rwanda to produce instructional materials and also financial constraints to purchase what is available in the market. Most of the head teachers (95%) ensured that their teachers had the right training and that they had put competence based curriculum in place. Eighty percent (80%) of the school administration confirmed that they released their competence based curriculum teachers for in-service training.
CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This is the final chapter of research project. The chapter focuses on summary of research findings, conclusion and recommendations. In this chapter, the research also gives suggestions for further research in related fields.

5.1 Summary of the Study

The purpose of this study was to investigate the influence of school administration on competence based curriculum implementation in public secondary schools in Rwanda. The study was guided by three research objectives. The research objectives sought: to identify the roles of school administration on implementation of competence based curriculum within public secondary schools in Bugesera District, Rwanda, to determine the extent to which provision of implementation competence based curriculum has impacted on academic performance within public secondary schools in Bugesera District, Rwanda, to examine the influence of teaching methods on implementation of competence based curriculum in public secondary schools in Bugesera District, Rwanda.

The study adopted descriptive survey design employing both qualitative and quantitative approaches in investigating the influence of school administration on competence based curriculum implementation in public secondary schools. The sample comprised of 6 head teachers, 6 deputy head teachers and 57 teachers and 170 students. Data were collected using questionnaires and interview checklist. Data was then analyzed by use of qualitative and quantitative techniques by using SPSS version 2.
According to the findings of the study, human resource in public secondary schools in Rwanda was inadequate to effectively implement the competence based curriculum. The instructional materials were also found to be insufficient to help carry out proper competence based curriculum implementation. According to the findings of the study, teaching methods used in public school were not well varied in order to cater for the learning needs of all the students in the classroom. According to the research findings, physics facilities are either unavailable or inadequate to cater for effective competence based curriculum implementation in public secondary schools.

5.2 Summary of the findings of the study

5.2.1 Professional prepared to assist school administration in competence based curriculum implementations

The findings revealed that the school administration had necessary working experience and requirement for competence based curriculum implementation as majority of them had a degree similarly, majority of them had already served for 11-15 years as school administration. This gives them opportunity to possess requisite experience and opportunity to provide assistance to teachers for improvement of teaching and learning in schools. Majority of the school administration stated that schools had insufficient time for high package of syllabus competence based curriculum as they had no time for interaction with teachers and students. Similarly, majority of the school administration were not given opportunity to upgrade their pedagogical skills.
5.2.2 How school administration can have carried out school activities to have competence based curriculum implementation

To cope with challenges cited by schools’ administration means head teachers deputy head teachers and teachers, most of the teachers recommended that the best way school administration can cooperate with them was to have positive attitude toward them for effective implementation of competence based curriculum. Similarly, most of the school administration recommended that the best way they can work with teachers was through organizing seminars and workshops for students, also majority of school administration suggested that advice should be offered for teachers to improve their preparation of scheme of work and lesson plan.

5.3 Conclusions

The researcher concluded that the extent of adequacy of human resource affected competence based curriculum implementation in public secondary schools in Rwanda. The extent of adequacy of human resource in public secondary schools in Rwanda is low as indicated by their minimal qualification and short teaching experience. There searcher concluded that lack of adequate instructional materials affected curriculum implementation in public secondary schools in Rwanda. Instructional materials like textbooks, teaching aids and class reader’s competence based curriculum implementation in public secondary schools in Rwanda. The researcher further concluded that failure to fully consider students’ characteristics affected competence based curriculum implementation in public secondary schools in Rwanda. Inadequate special educations a personnel and failure to put students ‘age in to perspective may negatively affect competence based curriculum implementation process. The researchers concluded that failure to vary and balance the use of teaching
methods affected curriculum implementation in public secondary schools in Rwanda. Over emphasis on few teaching methods at the expense of other methods was likely to affect competence based curriculum implementation. The researcher also concluded that inadequate physical facilities affected curriculum implementation in public secondary schools in Rwanda. Poor condition and unavailability of physical facilities such as classrooms, desks and sports fields would easily affect competence based curriculum implementation. This study concluded that the problems affecting implementation of competence based curriculum were use of different textbooks that are not selected from the Rwanda education board, students and teacher’s attitude towards competence based curriculum subject was negative, lack of in service training for teachers and inadequacy of teaching personnel in public secondary schools in Rwanda. The study further established that teachers have not been attending in-service courses to upgrade their teaching skills in implementation of competence based curriculum. Further the study established that the attitude of the students and teachers towards competence based curriculum subject was not positive hence some were mixing Kiswahili and English during lessons presentation. There was also an issue in selecting teaching and learning resources because the study established that teachers preferred using different textbooks for competence based curriculum.

5.4 Recommendation

The researcher make the following recommendation depending on the findings from the study: In order to solve the problem of learners’ attitude towards competence based curriculum subject, teachers should educate learners on importance of competence based curriculum toward the secondary schools and encourage them to be competent on labor market. Findings show that the head teachers rarely meet the competence based subject
panel. The head teachers need to allow subject panels to select books from the Rwanda education board which they feel are appropriate for proper implementation.

Inadequacy of instructional materials is brought about by lack of proper maintenance. For proper maintenance and storage of instructional materials to take place, the government should provide schools with development funds to put up storage facilities. Regular refresher courses for teachers are necessary for proper implementation. Teachers should be in-serviced through seminars and workshops so that they can fully understand and implement the curriculum reforms. The area education office should organize in-service training programs to enhance the teachers’ capacities on the current changes in competence teaching strategies in order to improve its performance. In order to solve the problem of inadequacy of the teachers in schools, the government through Teachers Service Commission should provide schools the adequate qualified teaching personnel to meet the needs of learners. This will eventually improve competence curriculum implementation.

Lecture method of teaching which is preferred by most teachers according to the findings is not the best for the learners at this level since it is not learner centered. Teachers should implore other methods of teaching like demonstration, dramatization and storytelling which are learner-centered in order to improve competence based curriculum implementation. The Ministry of education through Rwanda education board should provide more opportunities for continuous professional development and institute policies that ensure all practicing school administration especially teachers participate in the in-service courses. this is because many teachers in public secondary schools have never attended an in-service course and this negatively affects competence based curriculum implementation in these schools as teachers may use out dated instructional materials and teaching methods. The ministry of education
can do this through provision of free or subsidized in-service courses over the school holidays to give many teachers in these institutions a chance to be retrained. The government of Rwanda should provide adequate and regular capitations grants to the public secondary schools so that the schools are able to meet the recommended ratio of 1:1 on textbooks and seminars for implementation of competence based curriculum. The funds will also enable the schools to provide stationeries, enough teaching and class teachers to the students. This should be done by increasing the existing capitation grants per students and releasing in good time so that it can be efficiently planned for. The NGOs who are the main sponsors of public secondary schools in Rwanda like PLAN International, world vision, VSO, IEE should cooperate with the government of Rwanda in provision of school administration especially teachers which are main implementers of CBC, instructional materials and physical facilities that are some of the core factors in, competence based curriculum implementation yet they are lacking in many of the public secondary schools. Cooperation can be implemented through formation of committees and commission involving members from the MOE and NGOs which should deliberate on issues affecting competence, based curriculum implementation in public secondary schools. The Government of Rwanda should provide land for public utility in all informal settlement where land for sports fields should be aside. This will help learners to be able to engage in physical education which is part of public secondary school curriculum. The government should do this by ensuring that public utility land is not encroached through informal settlement for inclusive education program. The ministry of education should train and deploy more special education teachers to public secondary schools for competence based curriculum implementation. This is because the schools have shortage of these teachers yet
there are children who require their essential services. This should be done through provision of free or subsidized special education training to primary school teachers so that they can effectively handle special needs of students in public secondary schools in Rwanda in order to increase the academic performance.

5.5 Suggestions for further Research

The following were suggestions for further research:

i. This research focused on public secondary schools in Bugesera District that are registered by the ministry of education. Further research should be done on private secondary schools in Bugesera District to establish influence of schools’ administration on competence based curriculum in the schools.

ii. Further research should be done on other influence besides school administration that influence competence based curriculum implementation. These influences include district education officer’s influence, sector education officers and government of Rwanda government policy influence.

iii. There is need to do research in other level of secondary schools like non formal secondary schools and adult education institutions in order to establish the schools head influence on competence based curriculum implementation in institutions.

iv. There is need to do research on public secondary schools in others districts to establish whether the challenges revealed by the study of the said schools in Bugesera district are widespread or unique to the district.

v. Research needs to be conducted on public and private secondary schools to establish whether the challenges facing public secondary schools are found in the formal institutions.
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University of Zimbabwe (1995). *Curriculum Implementation, Change and Innovation. (Module EA3AD)*. Center for Distance Education, University of Zimbabwe. Harare.


APPENDICES
Appendix i: consent letter

School of Education

Mount Kenya University

Dear respondent,

REF: CONSENT LETTER

I am called Innocent NZABANDORA, a student in the school of education Mount Kenya University Rwanda. I’m currently conducting a research for the Masters of education in Educational Planning, Management and Administration degree. The research objective is to investigate the influence of school administration on competence based curriculum implementation in public secondary schools of Bugesera District, Rwanda.

I kindly request you to participate in my study by honest and accurately responding to all items in the questionnaire. The information you provide will be used for the purpose of the research and will be held in strict confidence. Do or do not write your name or the name of your school in the questionnaire. You may ask the researcher to inform you about the findings of the stud.

Thank you very much for participating in this study

Yours faithfully

INNOCENT NZABANDORA

MED/47305/2016
Appendix ii: Questionnaire for teachers

SECTION I: BACKGROUND INFORMATION

1. Category of the respondent (tick with v)

<table>
<thead>
<tr>
<th>Item</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class</td>
<td></td>
</tr>
<tr>
<td>Subject taught</td>
<td></td>
</tr>
</tbody>
</table>

2. Gender of respondent (tick with v)

Male
Female

3. School where respondent is working (tick with v)

G.S NYAMATA Catholique
G.S RUHUHA
G.S KAMABUYE
G.S RANGO
G.S NTARAMA
G.S TWIMPALA

4. Qualification of respondent (tick with v)

a) A ‘Level
b) Diploma
c) Bachelor
d) PGDE
e) M.Ed

f) Others

**NB: Bachelor and Diploma** should be in education field. **M.Ed.** is a masters of education and PGDE is post graduate diploma in education

**SECTION B: The influence of school administration in competence based curriculum implementation towards teachers**

States the level of roles of school administration on competence based curriculum towards teachers in terms of communication, guidance and assistance, and reinforcement where 1=**strongly disagree**, 2=**disagree**, 3=**not sure**, 4=**agree**, 5=**strongly agree**

<table>
<thead>
<tr>
<th>Communication</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teacher can describe how the competency-based curriculum is better than knowledge based curriculum.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The teachers knowledge and understanding of curriculum principles influence teaching and learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. College training and in service training equipped teachers to implement the competence based curriculum</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The teachers have a better understanding of the Competency-Based Curriculum compared with knowledge based curriculum</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>5. There is a difference between the way of preparing in lesson planning as you compare knowledge based curriculum and competence based curriculum</td>
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<tr>
<td>6. The teachers knowledge and understanding of the curriculum</td>
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</tbody>
</table>
principles influence teaching and learning process.

7. College training and in service training have equipped you to implement the competence based curriculum.

8. There is a good collaboration between teachers, heads of schools, and Rwanda education board (REB) of CBC implementation.

9. Teachers cooperate with the school administration on competence based curriculum implementation.

10. The school administration have the opportunity to advise you and students on CBC implementation when they visit your Class.

11. The professional support like text books, charts and advice that school administration offers on CBC implementation when they visit your Class.

12. The school administration offer the support in preparation of teaching materials to effective implementation of the competence based curriculum.

13. The competence based curriculum affect students’ academic performance towards high competition in global labor market.

14. The various teaching methods influence the Competence based curriculum implementation.
Appendix iii: Interview for school administration

SECTION I: BACKGROUND INFORMATION

1. Category of the respondent

<table>
<thead>
<tr>
<th>Item</th>
<th>Score</th>
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</thead>
<tbody>
<tr>
<td>Head teacher</td>
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</tr>
<tr>
<td>Deputy head teacher</td>
<td></td>
</tr>
</tbody>
</table>

2. Gender of respondent (tick with v)

- Male
- Female

3. School where respondent is working (tick with v)

- G.S NYAMATA Catholique
- G.S RUHUHA
- G.S KAMABUYE
- G.S RANGO
- G.S NTARAMA
- G.S TWIMPALA

4. Qualification of respondent (tick with v)

- a) A ‘Level
- b) Diploma
- c) Bachelor
- d) PGDE
- e) M.Ed
- f) Others
NB: Bachelor and Diploma should be in education field, M.Ed is a masters of education and PGDE is post graduate diploma in education.

SECTION B: The influence of school administration in competence based curriculum implementation towards teachers
States the level of roles of school administration on competence based curriculum towards teachers in terms of communication, guidance and assistance, and reinforcement where
1=strongly disagree, 2=disagree 3=Not sure, 4=agree, 5=strongly agree

<table>
<thead>
<tr>
<th>Communication</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The school administrator participate in competence based curriculum implementation in your school.</td>
<td></td>
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<tr>
<td>2. The teachers qualifications, working experience and in service training influence the competence based curriculum implementation</td>
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<tr>
<td>3. The teachers trained for competence based curriculum implementation</td>
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<tr>
<td>4. School administration participate in class visit for effective implementation of competence based curriculum</td>
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<tr>
<td>5. You facilitate teachers in Preparation of teaching materials for competence based curriculum implementation?</td>
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<tr>
<td>6. The school administration help teacher to improve their teaching and learning methodology</td>
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<tr>
<td>7. The competence based curriculum influence students’ academic performance towards global labor market.</td>
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</tr>
</tbody>
</table>
8. The school library equip very well or has the resources like textbook and chart (The textbooks are available for all subject taught)

9. There are available textbooks for students and teachers in all subjects towards the competence based curriculum.

10. The school administration knowledge and understanding of the competence based curriculum principles influence its implementation in your school.

11. There is a good collaboration between teachers, heads of schools, and Rwanda education board (REB) on implementation of CBC

12. The integration of competence based curriculum will address the quality of education in Rwanda?

13. The teachers use teaching methods targeted by competence based curriculum compared to knowledge based curriculum to meet students’ academic achievement.

14. The opinions on how best you can cooperate with the teachers and students on competence based curriculum implementation.
Appendix iv: Questionnaire for students

SECTION I: BACKGROUND INFORMATION

1. Category of the respondent

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<td>Class</td>
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<tr>
<td>Level</td>
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</tbody>
</table>

NB. For level. Write O for O’ level and A for A ‘level

2. Gender of respondent (tick with √)

- Male
- Female

3. Age of respondent (tick with √)

- a) > 15 years
- b) 15-25 years
- c) 25-30 years
- d) < 30 years

4. School where respondent is studying (tick with √)

- G.S NYAMATA Catholique
- G.S RUHUHA
- G.S KAMABUYE
- G.S RANGO
- G.S NTARAMA
- G.S TWIMPALA
SECTION B: The influence of school administration in competence based curriculum implementation towards teachers.
States the level of roles of school administration on competence based curriculum towards teachers in terms of communication, guidance and assistance, and reinforcement where 1= strongly disagree, 2= disagree, 3= not sure, 4= agree, 5= strongly agree

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<th>5</th>
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</thead>
<tbody>
<tr>
<td>1. You understand the competence based curriculum.</td>
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<tr>
<td>2. There is a good understanding the need to change from knowledge based</td>
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<tr>
<td>curriculum to competence based curriculum</td>
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<tr>
<td>3. You share a textbook with other students in all subjects</td>
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<td>4. The teachers use different teaching methods do teachers frequently use?</td>
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<td>Lecture, role-play demonstration and discussion.</td>
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<td>4. The teachers have a better understanding of the Competency-Based Curriculum</td>
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<tr>
<td>compared to knowledge based curriculum</td>
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<tr>
<td>5. There are available textbook for students and teachers in all subjects</td>
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<td>towards the competence based curriculum</td>
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<tr>
<td>6. The way forward for successful implementation of curriculum in secondary</td>
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<tr>
<td>schools to help you in your academic performance</td>
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<td>7. School library equip very well or has the resources like textbook and</td>
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<td>chart (The textbooks are available for all subject taught)</td>
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<tr>
<td>8. The availability of textbooks, chart for students and teachers in all</td>
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<td>subjects taught towards the competence based curriculum.</td>
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</table>
9. The competence based curriculum influence students’ academic performance towards global labor market.

10. The provision of stationeries (books, charts) by the school help you to do your work.

11. The physical activities positively provided by competence based curriculum contribute to your academic achievement.

12. The teachers describe the competency-based curriculum.

13. There are difference between the way of preparing lesson as you compare knowledge based curriculum and competence based curriculum.

14. The school administration have the opportunities to talk with you and students when they visit your class.

15. The school administration participate actively towards competence based curriculum implementation.

16. The school administration visit your class for evaluating how the competence based curriculum is implemented.
Appendix v. Chi-square table

The shaded area is equal to $\alpha$ for $\chi^2 = \chi^2_{\alpha}$.

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### Appendix v. Robert and Morgan table

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Appendix vi. District letter of acceptance

REPUBLIC OF RWANDA

EASTERN PROVINCE
BUGESERA DISTRICT
E-mail: info@bugesera.gov.rw

Mr Innocent NZABANDORA
MOUNT KENYA UNIVERSITY
0788207290
KIGALI

Dear Sir,

RE: Feedback to your request

Reference is made to your letter dated on 23rd October 2017, requesting the authorization to carry out a research about "Influence of School Administration on Competence based Curriculum Implementation in Public secondary Schools in Rwanda. Case Study of Bugesera District."

I am honoured to inform you that you are allowed to carry out the above research in Secondary Schools of Bugesera District.

I wish you success.

NSANZUMUIRE Emmanuel
Mayor of Bugesera District

cc:
-Vice Mayor in Charge of Social Affairs;
Appendix vii. Introduction letter

Mount Kenya University

INSTITUTE OF POST GRADUATE STUDIES & RESEARCH

INTRODUCTION LETTER

REF: MKU/04/PGS&R/28/2017

21st October, 2017

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

RE: NZABANDORA INNOCENT - MKU REGISTRATION NUMBER: MED/47305/2016

This is to confirm that the above named person is a bonafide student of Mount Kenya University Rwanda.

He is currently carrying out research work to enable his complete his Master of Education (Education Planning, Management and Administration Option). The title of his research is:

INFLUENCE OF SCHOOL ADMINISTRATION ON COMPETENCE BASED CURRICULUM IMPLEMENTATION IN PUBLIC SECONDARY SCHOOLS IN RWANDA: A CASE STUDY OF BUGESERA DISTRICT

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.

[Signature]

David Nyambane, PhD
Ag. DIRECTOR INSTITUTE OF POST GRADUATE STUDIES & RESEARCH