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The Role of School Executive Committee Activities on the School Management in Public Secondary Schools in Rwanda

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Abstract

The executive committee in the school setting enhances management and improves the school's activity. The purpose of this paper, therefore, was to find out the contribution of school executive committee activities on school management in public secondary schools of Nyarugenge District. The study was explanatory using quantitative and qualitative approaches where data was obtained by the use of questionnaires, interviews and documentation to gain the required information. The sample size was 104 respondents. The findings revealed that there is still the issue of students dropping out. The school attendance is very neglected by the manager and supervisor, resulting in poor time management. The repetition rate is seen in public secondary schools of Nyarugenge District as it was agreed by the majority of respondents 54(51.9%). The analysis revealed that the calculated χ^2 at 0.05 is 57.641 which is greater than the table value and the p-value (0.003) is less than the significant level of 0.05. This shows the correlation between the school executive committee and school management. The study recommends that the government and school principals should involve the school executive committee in the contribution of school management. MINEDUC and District should regularly supervise and make follow-ups on school management. They should also take clear measures for better school management.

Keywords: *School management, School Committee, School's Executive Committee, Public Secondary School, Rwanda*

1.0 Introduction

The role of the executive board as members of the school is to realize private enterprise over the institution as a supportive agency neither in financial procedure assumed nor equalize education implementation in schools (Halik et al., 2019). The school executive committees are voluntary organizations conveying students' families and teachers of scholars in a particular school topically in fund-raising and other actions related to the welfare of the school as a whole (Erlendsdottir Gudlaug, 2010). School executive committees are the associated parents and workers determined to transform the school into an efficient place for their scholars by generating a nearer channel between the school and home (Tuyishimire et al., 2020). Therefore, parent's offers should collarets over educators by providing the courage of hard-working relate with parents and the institute also set the beginning for a team which may tactically draw out the strategies on how to accomplish the mire object of institutes. Even though the school executive committee s accountability number one is forming great institute-home –affairs, normally they are known for pledging work (Tuyishimire et al., 2020). To achieve the improvement of service delivery in the education sector, the educational sector in Rwanda has been decentralized; schools at the basic educational level are controlled by the District Educational Officer (DEO), Sector Educational Inspector (SEI), School head teacher and Parent Teacher Associations (PTAs) which is now called School executive committee (SEC).

After the genocide and the return of refugees in 1994 and 1997, administrative decentralization began taking place in Rwanda. Institute as a community system is a mining group that takes place within the extended community. The school has a School executive committee taken as the leadership of school administrators who are responsible for all over the purposes. According to the Ministry of Education (MINEDUC, 2014), managers must observe proper management practices to reach the institute's objects. Despite all measures taken by the Rwanda Government towards education for all and the school performance, there are still challenges in the public secondary schools the school is not yet managed as it must be. Most learners, even those who have completed Secondary Six (S6), are unable to apply for jobs with a significant letter. They will be unable to compete on an international level. Most public schools in Rwanda disregard the essential role that parents play. Furthermore, some parents fail to recognize that they are in responsibility of their children's educational growth. Unwanted births among young children, school dropout, and a high rate of repetition are all problems in Rwanda and most schools in the Nyarugenge District. The majority of parents' representatives, known as the school executive committee, do not perform as they should. Their disparity is visible in every aspect of education, resulting in bad management in public secondary schools.

1.1 Problem Statement

The low volume of parents' awareness of the school's management raises concern in Rwandan schools and weakens the participation of the School executive committee (SEC) in the school development. Parental participation in education is one of the goals of SEC which is represented as local authorities in government with the initiative of corporate benefits for the institute, employee's students and staff but do not interfere directly with the day-to-day running of the school (Mutinda, 2015). Rwanda has seen an increased enrolment in schools at all levels of

education after the introduction of nine years of basic education programs. However, with this shoot-up, came also several challenges directly relate to the academic performance of students. Nyarugenge District is a district located in Kigali City. A report from Nyarugenge District shows that school executive committee involvement in the teaching process is high for private schools (84%), whereas it is low in public schools (6%) (Adeyemi, 2014). In his school visit, Dr Munyakazi in 2019, the Minister of State noticed that in different secondary schools of Nyarugenge District, there is a non-satisfactory attendance of students and teachers. Dr Munyakazi called upon parents and their representatives to be collaborative in the exercise of respecting the school calendar.

Apart from the school attendance, Nyarugenge data shows that percentage of repeaters is 5.7% and student dropout is 6.11%. This information shows that in Nyarugenge District there are cases of repeaters and schools. This means that some indicators are showing that in the district of Nyarugenge there is a problem based on poor management in secondary schools. A well-managed school is acknowledged for the excellent mission of the institute that is determinable, achievable, and protective and deals with the environment, and the institutional culture may progress the efficiency of the institute. Mentoring student advancement and participation impresses the determination of the institute to attain productive school. Beyond anticipation for scholars inspire teachers to aware of productive controlling of student advancement in education and cooperating prospects over studying attainment about all scholars. Those indicators of greater progress of teachers, meanwhile learning procedures may operate smoothly. The excellent policy of the education system is judged upon either isn't detailed the component of the system of education progressive is a suitable factor at a usual level (Tetteh, 2020). Based on the findings found in Nyarugenge District it seems that there is a problem with school management. I decided to conduct my research on the institute general assembly commission on activities for school supervision of public secondary schools especially in Nyarugenge District to come up with a solution to the problems and to make a recommendation which it was concerned.

1.2 Objective of the paper

The objective of this paper was to find out the contribution of school executive committee activities on school management in public secondary schools of Nyarugenge District in Rwanda.

2.1 Literature Review

2.1.1 School executive committee (SEC)

The SECs are volunteer organizations that organize gatherings of tutors and scholars' parents, scholars at a certain school in pledging, and other activities related to the school's overall well-being (Erlendsdottir Gudlaug, 2010). SECs are groups of teachers and parents who collaborate to create progressive school leadership for institute children by forging connections between school and home (Tuyishimire *et al.*, 2020). As a result, in order to develop a favorable relationship between the institute and parents, parental offers should be supplemented with tutors. SEC lays the groundwork for a group that will investigate the institute's goals tactically. Despite the fact that the SEC's primary job is to strengthen school-home ties, it is most recognized for its fundraising efforts (Tuyishimire *et al.*, 2020). According to (Adewumi *et al.*, 2012), the School executive committee consists of four members: the chairperson and chairperson Deputy of the School General Meeting; the proprietor of the institution's representative; the school head teacher representing workmates of the school who serve as ex official non-voting rapporteur; two (2)

teachers representing their peers; and two (2) students who are partners of the School General Meeting.

2.1.2 School executive committee involvement

Previous studies attempted to provide historical information on the function of parental intervention in the progression of studies. School executive committee involvement in school administration is described as the level of parental involvement in their children's educational systems and school development (Kimu et al., 2012). As a result, parents or guardians have been participating to the education system through school management at home, at schools, and collaboration with teaching staff at schools, assisting children with homework, and recognizing their children's strengths, problems, and opportunities. Therefore, it has been discovered that student parents routinely intervene in school actions (Topor *et al.*, 2010). Secondary schools have worked to encourage school executive committee participation in athletics, games, instructional activities, and volunteerism (Topor et al., 2010a). These are the home environment, parent-teacher communication, and home and school management. This case has been completed in the United States of America as well as in African countries such as Nigeria and Uganda.

In Rwanda, the Ministry of Education reported in 2008 that parental involvement is the top priority for supporting and monitoring educational progress. Parents, caregivers, and legal guardians are the first to enroll their children in secondary schools and to introduce them to appropriate roles and responsibilities. Parents educated their children at home from infancy till adolescence. Nonetheless, every family provided teachers and legal guardians for their children's education. Parents had a significant impact on their children's academic achievement, and parents are the cornerstone of their children's success in academic activities. However, the involvement of the school executive committee has been considered as a contributing element in their children's academic achievement.

2.1.3 School executive committee involvement in educational activities

The involvement of the school executive committee in the home environment has demonstrated how the family creates a favorable atmosphere for children's education. This is accomplished through serious study principles, watching TV, gaming, reading, eating and sleeping times, obligations outside of studies, home working activities, and acceptable goals to reach. It has been seen that this includes overseeing students (Topor *et al.*, 2010a). However, most students have limited time to watch television, and adequate time in school management has been linked to improved academic achievement (Erlendsdottir Gudlaug, 2010). To be more profitable and the best winner in this situation, school management inside the family may be adequately described and organized by parents and guardians, and teaching staff must supply homework in order to enhance skills (Samaranayake, 2010). In recent years, appropriate school executive committee involvement and academic success have necessitated robust collaboration between parents and teachers. Interaction between them in terms of communication is one of the top six tactics of school executive committee engagement procedures used between families and schools. As a result, the majority of teaching staff lacked communication experience and knowledge. Consider the importance of excellent communication between families and teachers to increase communication. Most schools are failing to create good relationships between parents and teachers.

Despite. Parent-teacher collaboration can be accomplished through phone calls, discussion, vocal communication, and writing in communication notebooks. (Samaranayake, 2010). According to

the researcher, parents can help their children's academic success by participating in school administration at home. He also stated (Erlendsdottir Gudlaug, 2010) that by returning to school with assignments or homework completed, the parent fulfilled their job of guiding their children in doing homework correctly and on time. Parents are investigating the relationship between homework performance and academic performance. According to the data, children whose families actively participate in homework and assignment completion outperform those whose parents do not participate in homework activities. Therefore, Homework activities, assignments, self-management, self-discipline, meetings, committees and other groups, reading, and educational instruments are all examples of school management at home. However, school administration provides services such as school fees, school materials and equipment, participation in meetings, conferences, and shows, academic days, and parent-teacher participation. (2010) (Samaranayake)

2.1.4 Indicator of well managed school

Gurney identified six indications of a school with effective management that have a positive impact on educational quality (Gurney, 2018). These were among them: The efficiency assessment demonstrates that the success of the educational system is dependent on the achievement of desired productivities. The key category or single type of grade sign that is desired to be evaluated is results and influence signs. Instances of indications include: 1) a sufficient fraction of school-leavers who earned a given grade in education (which may be a formal diploma); 2) a typical occupation grade for student, appropriate with skills and knowledge have advanced. The efficiency view of methods demonstrates that the progressive system of education is dependent on the influence of instruments for specific grade and strategies of contribution procedures, i.e. their level of coloration for progressive. Context, inputs, and procedural signs were chosen as keys for educational output. In a hypothetical situation when great either production meanings might be completely specified previously (in other words, with results absolutely projected), circumstances, inputs, and process signs could supplement result signals. In practice, there is unneeded large over-results, and some may be completely aware in managing inputs and process signs as "Proxy" results signs. Obviously, approaches perception provides the most energetic switches for strategies. By comparing the effectiveness of perception with much effort builds bright on situation that represents the progressive and practicing it, it identifies specific limitations either encounters, completely aspects that are most simply acquiescent adaptable to strategies.

The provision of viewpoint says that the attainment system of education is based on a serious study of education aims. By referring to this assessment, conditions that allow for educational adjustment may gain important once labor market results or cultural capital can be quantified. The term "equity" refers to the achievement of an educational system that is based on balancing the delivery of injections and outcomes, as well as processes among students who attend different schools. The efficiency viewpoint demonstrates that excellence in educational structure is dependent on achieving higher outcomes at the lowest possible cost. Under this viewpoint, the simplification of productive and approach superb view. The contradictory viewpoint implies that the advancement of the education system is dependent on whether or not the stated fundamentals of the education system are carried out in a proper manner or at an acceptable level. This is an alternative viewpoint to all other viewpoints that take into account the combination or relationship of the many components. For example, indicators include: 1) appropriate levels of teacher training that fulfill the minimal standards; 2) acceptable or manageable class sizes for teachers and students; and 3) the acceptability of teaching practices based on good practice norms. The disconnected view is the most descriptive, but it is also the most arbitrary in terms of evaluation. Once an institute has a

promising administration, it is easier to advertise the school and produce benefits, as well as a good environment where the school's assets are valued and occasionally used.

The operative institute is specifically demonstrated by communities either group of individuals colour that signifies attendance of constituted constructive cooperation of institute and communities. Simply put, efficiency institute recognized over two coalitions: external and internal efficiency. Internal efficiency defers as a result of schooling that isn't compelled over monetary term, hence ignorance achievement and students graduating. External efficiency is also influenced by the outcome monetary environment income range of grandaunts. Under educational, efficiency and excellence are scientifically imaged under customer providers, input, procedure, outcome, and concerns either clients (CIPOC). Customer is an education coordinator, specifically in the educational sector education, Ministry of Education Culture and Substance. Contribution in education may be total for execution of ignorant processes that are productive and effective in career institutions such as administrative strategies of VHS, mission and vision of institute HR and financial resource, materials and technics, as well as gears and educating facilities. Education process is the execution of instruction and learning procedure, where aspects of institution leadership or school culture, community's attendance, and instructor progressing rely for every one setting functioning schools. The outcome could include education sciences, technology, and information, oscillations in defiance, and student behaviors that appear in an effective school. Meanwhile, clients are focusing on the impact of educational achievements on grandparents, parents, and the broader public (Lamatenggo & Panigoro, 2017).

3.0 Methodology

This paper employed an explanatory research design to find out the contribution of school executive committee activities on school management in public secondary schools of Nyarugenge District in Rwanda. This involved adopting quantitative and qualitative approaches. The target population was 140 respondents and the Yamane formula was used to get a sample size of 104 respondents. Questionnaires, documentation and guided interview were used as data collection instruments. Stratified sampling was also used as a sampling technique. The simple random sampling technique was used for the respondents of each stratum. The validity of the research instrument was maintained by distributing the research instruments to the expert respondents in the area of the study. The IBM SPSS software version 21 was used in data management.

4.0 Findings and Discussions

The finding of this paper was present due to the objective which was to find out the contribution of school executive committee activities on school management in public secondary schools of Nyarugenge District in Rwanda.

Table 1: Duties and responsibilities of school executive committee

Statements	Agree		Disagree		Neutral	
	Freq	%	Freq	%	Freq	%
SEC make a plan, monitor, supervisor, evaluate and support the management of school finances, staff, infrastructure and resources	92	88.5%	12	11.5%	0	0%
SEC hold the head teacher to account for the performance of the school with regular evaluation and supervision of teaching and learning activities.	89	85.6%	8	7.7%	7	6.7%
School Executive Committee play active participation in school improvement and are accountable to the local community	100	96.2%	4	3.8%	0	0%
SEC establish good interaction and discussion staffs on the child's process and emergent problems with assisting in the practical activities and governance of school.	92	88.5%	12	11.5%	0	0%
School Executive Committee visiting their children at school and looking for their ongoing learning activities.	102	98.1%	2	1.9%	0	0%
SEC conduct coaching attitude and behavior of students which help them in their teaching and learning activities.	78	75%	26	25%	0	0%
SEC conduct argument on expected institute revenue and budget for expenses	89	85.6%	8	7.7%	7	6.7%
SEC seek funding sources to help disadvantaged students	78	75%	26	25%	0	0%
SEC ask schools to hold meetings for specific interests and setting clear school mission and vision.	102	98.1%	2	1.9%	0	0%
SEC help school to fight against school dropout	98	94.2%	6	5.85%	0	0%
Average	92	88.5%	10.6	10.2%	1.4	1.3%

The table above shows the majority of respondents 98 (94.2%) agreed that the school executive committee conducting a help school fight against school dropouts and only 6 (5.8%) disagreed with that statement. School executive committee ask schools to hold meetings for specific interests,

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set clear school mission and vision; visit their children at school and look for their ongoing learning activities as agreed by the majority of respondents 102 (98.1%). But 2 (1.9%) disagreed with these statements. The majority of respondents 78 (75%) agreed that the school executive committee conduct coaching attitude and behavior of students which helps them in their teaching and learning activities, and SEC seeks funding sources to help disadvantaged students. 26 (25%) respondents disagreed with all these statements.

This table shows that the majority of respondents 89 (85.6%) agreed that the school executive committee hold the head teacher to account for the performance of the school with regular evaluation and supervision of teaching and learning activities and conduct argument on expected institute revenue and budget for expenses, 8 (7.7%) disagreed with this statement and other 7 (6.7%) didn't accept nor denial these statements. It also shows that the majority of respondent 92 (88.5%) agreed that SEC monitor, supervisor, evaluate and support finances, staff, infrastructure and resources, they agreed that SEC establish good interaction, and discussion with teachers and head teachers to keep abreast of the child's process or to discuss emergent problems and assisting more broadly in the practical activities and governance of the school. 12 (11.5%) respondents disagreed with all these statements. The majority of respondents 100 (96.2%) agreed that the school executive committee play active participation in school improvement and is accountable to the local community. While only 4 (3.8%) respondents disagreed with that statement. The questionnaire was distributed among 104 respondents, the majority of respondents 92 (88.5%) agreed that there are duties and responsibilities of the school executive committee in Nyarugenge public secondary schools. 10.6(10.2%) respondents disagreed with these statement, while 1.4(1.3%) respondents were neutral. This indicates that there are duties and responsibilities of the school executive committee in public secondary schools of Nyarugenge District.

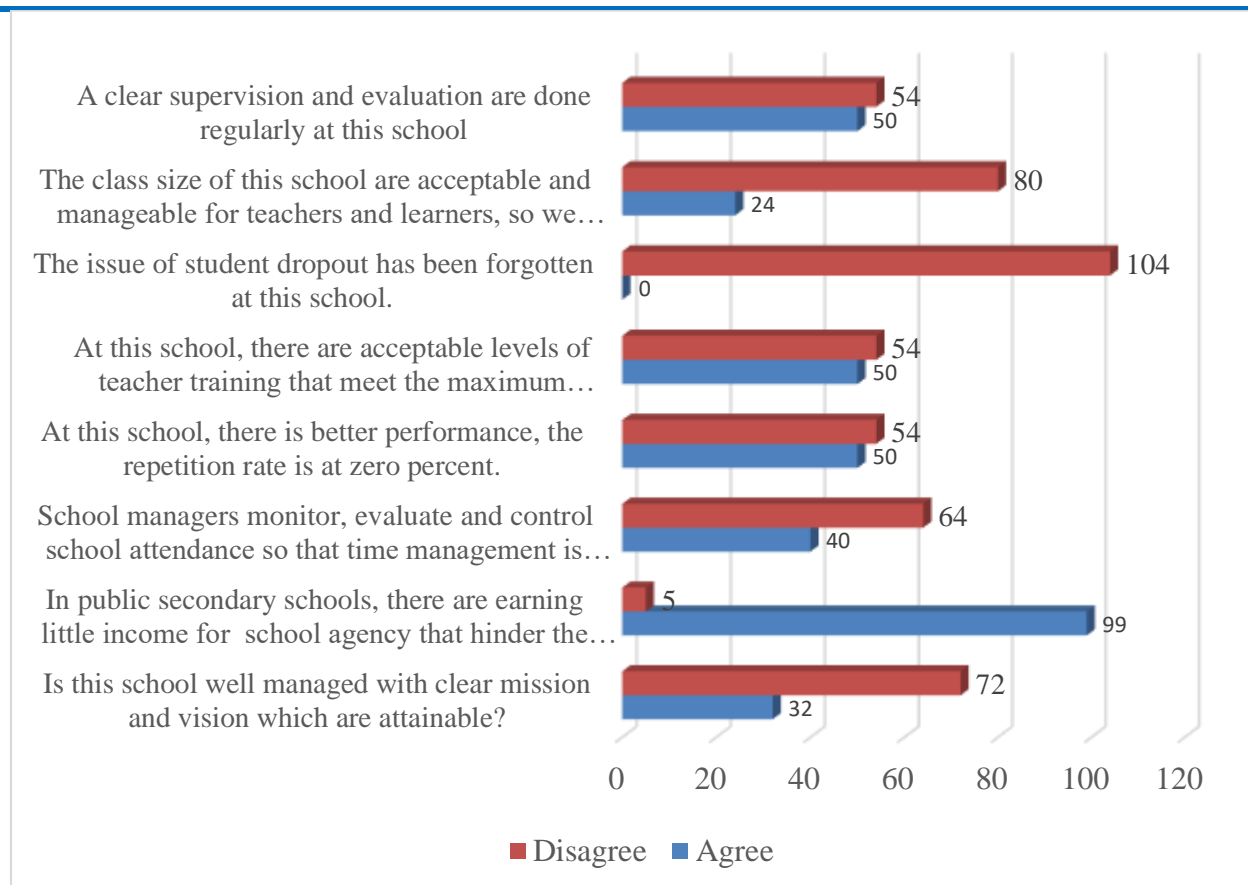


Figure 1: Level of management

The above figure shows that the majority of respondent 99 (95.2%) agreed that in public secondary schools there are earning little income for school agencies that hinder the motivation to be fulfilled. Only 5 (4.9%) disagreed with that statement. The majority of respondents 72 (69.2%) disagreed that the school is well managed with a clear mission and vision which are attainable, while 32 (30.7%) agreed that the school is well managed with a clear mission and vision which are attainable. the school executive committee function well. This figure also shows that the majority of respondents 64 (61.5%) disagreed that school manager monitor, evaluate and control school attendance so that time management is in every activity at this school. and 40 (38.5%) agreed that school manager monitor, evaluate and control school attendance so that time management is in every activity at this school.

This figure shows that the majority of respondents 54 (51.9%) disagreed that at this school, there is better performance, the repetition rate is at zero per cent, and there are also acceptable levels of teacher training that meet the maximum requirement for better performance and a clear supervision and evaluation are done regularly. While 50 (48.1%) agreed with these statements. It also shows that the majority of respondents 80 (76.9%) disagreed that the class size of this school is acceptable and manageable for teachers and learners, so we don't have overpopulation in the classroom. Only 24 (23.1%) agreed with that statement. All respondents 104 (100%) disagreed that the issues of student dropout have been forgotten at this school and no respondent agreed with that statement. According to the findings, schools in Nyarugenge District's public secondary schools are poorly managed. This is because some members lack necessary skills, there is a lack of enthusiasm owing

to financial issues, certain leaders fail to fulfill their tasks, and so on. Evidence reported by institutional members was calculated as follows: "We are not very involved in school because we do not know what to do or where our authority ends. We are frequently wary since there is no mention of us in school activities ". (Halik and colleagues, 2019).

Table 2: The contribution of school executive committee

Statement	Agree		Neutral		Disagree		Total	
In this school, there is school executive committee.	3	2.9%	1	0.9%	3	2.9%	7	6.7%
SEC function well in this school.	3	2.9%	0	0%	5	4.8%	8	7.7%
SEC is very important on school management of this school.	5	4.8%	0	0%	3	2.9%	8	7.7%
Through regular meeting conducted by SEC a school have clear mission with strong leadership and it can be a support to head teacher to ensure that there is a constant focus on improving learner achievement throughout the school year.	4	3.8%	5	4.8%	2	1.9%	11	10.6%
SEC monitor and support the management of school finances, staff, infrastructure and resources.	5	4.8%	0	0%	5	4.8%	10	9.6%
Supervision and evaluation made by SEC allow regular attendance of the learners with staffs and help learners to have positive attitude and behavior orientation.	5	4.8%	0	0%	0	0%	5	4.8%
SEC necessitate strong collaboration between parents and teachers for learners' performance resulting to better academic performance of the learners.	3	2.9%	0	0%	5	4.8%	8	7.7%
Parent accomplished the role of guiding their children in doing homework in the right way in the right time at home.	3	2.9%	0	0%	4	3.8%	7	6.7%
Learners whose families participate actively in homework and assignment are well performers in comparison with those whose parents are not contributing in homework activities.	4	3.8%	0	0%	4	3.8%	8	7.7%
SEC can support the head teacher to ensure that there is a constant focus on improving learner achievement throughout the school year.	3	2.9%	0	0%	0	0%	3	2.9%
School executive committee improve learning outcomes of all learners in the school and participate in setting of clear school mission and vision which are attainable.	2	1.9%	0	0%	5	4.8%	7	6.7%
SEC attributes in provisional education amenities, finance provisional and decision making for school assets as well.	4	3.8%	0	0%	5	4.8%	9	8.7%
Planning and coordinating activities done by SEC play a tangible role in creation of favorable environment to facilitate children studies and help school to fight against school dropout.	4	3.8%	3	2.9%	0	0%	7	6.7%
SEC recognize the necessity of parents' participation in education and though their work have enough skills to provide educational support	4	3.8%	0	0%	0	0%	4	3.8%
SEC conducting help school to fight against school dropout.	2	1.9%	0	0%	0	0%	2	1.9%
Total	54	51.9%	9	8.7%	41	39.4%	104	100%

Table 3: Chi-Square Tests

Chi-Square Tests			
	χ^2 –Value	Df	P-value (p)
Pearson Chi-Square	57.641	28	.001

$$\chi^2 = 57.641 > 41.337, df=28 \text{ at } p=0.05 > 0.001$$

The above table shows the result of the school executive committee and school management. From the results, the analysis revealed that the calculated χ^2 at 0.05 is 57.641; the table value is χ^2 5% (28) = 41.337. This means that the calculated χ^2 is greater than the table value. Therefore, the result was significant at 0.05 significant level and 28 degrees of freedom. Here, we also say that since the p-value (0.003) is less than significant level of 0.05, we conclude that there is the relationship between the school executive committee and school management. The questionnaire was given to 104 respondents and the majority of respondents 54 (51.9%) agreed that there is the contribution of school executive committee activities on school management; 41 (39.4%) of respondents disagreed that school executive committee activities contribute to school management and only 9 executive committees play a tangible role on the better school management.

In their study, they conducted a correlation analysis between the School executive committee and school management of nine years of basic education in Nyarugenge District, using data from the preceding five years since 2014. The results reveal a correlation matrix between SEC involvement and school-based management performance in nine-year basic education institutions in the Nyarugenge District. The entire model was substantial, and fundraising, school planning, decision-making, and all have a beneficial effect on successful school management performance in nine years of basic education. (Tuyishimire *et al.*, 2020). According to the study, increasing parental participation benefits parents, students, and teachers. It has identified several purposes for parental involvement in schools, including motivating schools to function at a higher level by constantly improving teaching and learning practices, increasing student achievement and success in school and also in the child's overall development, and preventing and correcting educational and developmental problems in students. There is also less truancy, better attitudes toward learning, better behavior, and a lower dropout rate among students. According to research among secondary school students, pupils whose parents have high educational expectations for their children, discuss their school and future plans with their children, and monitor their homework have a higher English grade and perform higher on reading achievement tests (Tuyishimire *et al.*, 2020)

5.0 Conclusion

Based on the findings, the school executive committee (SEC) can be the best solution to school management because it recognizes the importance of parental involvement in education and has enough skills to provide educational support through regular meetings; a school has a clear mission with strong leadership and it can be a support to the head teacher to ensure that there is a constant focus on improving learner achievement throughout the school year through regular meetings conducted by SEC. The planning and coordinating operations of the SEC play a practical role in providing a conducive environment for children's studies and aiding schools in their fight against school dropout. SEC supervision and assessment allow learners to have regular attendance with staffs and help learners to have a positive attitude and behavior orientation. The SEC monitors and

assists in the management of school finances, personnel, infrastructure, and resources. SEC is involved in provisional education amenities, provisional finance, and decision making for school assets. The school executive committee works to improve the learning outcomes of all students. Learners whose families actively participate in homework and assignments outperform those whose parents do not participate in homework activities. The school executive committee must work hard to complete their tasks in order to improve school management in Nyarugenge public secondary schools. They must monitor, control, assess, advise, advocate, analyze, and engage in decision making for all school activities in order to attain their goals.

6.0 Recommendations

The study recommends that the government and school administrators involve the school executive committee in school management contributions. The appropriate rules defining how the school executive committee must work should be provided to schools and school governing bodies. School administrators must do a good job in order to make the school run smoothly. The school executive committee should complete all of its responsibilities in order for the school to run smoothly. To better grasp the link between school management and the school executive committee, the school heads must attend school management and leadership in service training. MINEDUC and the district should conduct regular oversight and follow-up on school management, as well as take specific steps to improve school management.

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