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Abstract

The involvement of general assembly committee in school, plays a greater role in the performance of the school management where school committee members sit together and share ideas that can lead to the effective school management. Therefore, this study investigated the impact of school General Assembly Committee involvement on school management performance in selected Nine Years Basic Education (9YBE) schools in Nyarugenge district in Rwanda. The study, employed descriptive research design which adopted both qualitative and quantitative approaches. The participants of this study, was 110 respondents derived by using census technique and the research instrument were questionnaire survey and guided interview. The collected data was analyzed by using SPSS software. The results indicated that the School General Assembly Committee (SGAC) involves various activities that can support the school management like making fundraising; school planning and decision-making. It was also found that involvement of SGAC enhance the efficient utilization of school resources and improvement of both school infrastructures and discipline. The findings of this study, indicated the R Square of .855 which means that, the effective school fundraising and planning and also decision making, are ready to make an impact on the performance of school management at 85.5% while the remaining 14.5% can be determined by other factors. The results also showed the correlation matrix between SGAC involvement and performance of school-based management. Availability of fundraising is positively correlated with improved infrastructure at 0.176** while school planning activities is correlated with efficient resource utilization at 0.284**. Involvement in decision making is high positively correlated with effective resource utilization at 0.845** with improved discipline at 0.874** and infrastructure development at 0.751**. This study proved the possibility of enhancing school-based management

effectiveness through parental involvement. However, cultural differentiation ought to be taken into consideration when applying the research findings to different countries or regions.

Keywords: *School General Assembly Committee &, School Based Management*

1.0 Introduction

1.1 Background of the Study

Governments around the world are introducing a range of strategies aimed at improving the financing and delivery of education services, with a more recent emphasis on improving quality as well as increasing enrollments in education (World Bank, 2008). One such strategy is to decentralize education decision-making by increasing parental and community involvement in schools which is popularly known as School-Based Management (SBM) (Ugwulashi, 2012). School Management refers to increase of involvement of parents, students, teachers, officials, headteacher and beneficiary groups of the community and local organizations may increase the independency, responsibility and accountability of school.

SBM is that decentralizing decision- making authority to parents and communities fosters demand and ensures that, schools provide the social and economic benefits that best reflect the priorities and values of those local communities (Bhekimpilo, 2015). Education reforms in Organization for Economic Co-operation and Development (OECD) countries tend to share some common characteristics of this kind, including increased school autonomy, greater responsiveness to local needs, and the overall objective of improving students' academic performance (UNICEF, 2011).

This current shift in educational policy and administration reflects a repositioning of power from higher to lower in relation to curriculum, budget and resource allocation, staff and students (Agustinho, 2012). It is for this reason that in the 1980s, the concept of community participation in school management become a major theme in school reform in several education systems. In Chicago, decision-making authority over school management was transferred to local school councils consisting of the principals, teacher representatives, parents, and local community members (Barahira, 2016).

In Africa, countries are introducing SBM reforms aimed at empowering principals and teachers or at strengthening their professional motivation, thereby enhancing their sense of ownership of the school. Many of these reforms have also strengthened parental involvement in the schools, sometimes by means of school councils (Wold Bank, 2008). In this context, studies conducted in South Africa, Zimbabwe and Namibia centralization was related to control by apartheid regimes, which were facing pressure from decentralizing tendencies towards education for democracy and liberation encapsulated in the peoples' education movement (Prew, 2018). Decentralization is viewed by policy makers and donor agencies as helping to ensure wider representation of legitimate interests, in this case public school stakeholders, in school decision making (Prew, 2018).

However, the scenario is East African Community is not different with the rest of Sub-Saharan Africa. In this regards, secondary school management in Kenya can be trace back to the colonial times and in early years of independence when education was highly decentralized as the colonial government-controlled education (Brown,2008). In those days, school systems were small and

management was relatively easy. The school management was left almost entirely in the hands of missionaries who provided teachers, finances, spiritual and moral guidance. The local community was involved in the provision of labor for building educational facilities (Kenya Constitution, 2012).

In Rwanda, official evidences indicated that the fact that the government of Rwanda has launched different administrative decentralization from 2000, the educational sector has not been left behind. These reforms were aimed at improving service delivery in educational sector by decentralizing budgetary and managerial decision making (World Bank, 2008). Hence, the main focus was to strengthen accountability mechanism by encouraging greater District and community participation in planning and managing the school resources.

In order to achieve this, the educational sector in Rwanda has been decentralized; school at the basic educational level are controlled by the District Educational Officer (DEO), Sector Educational Officer (SEO), School headteacher and Parent Teacher Associations (PTAs) which is now called School General Assembly Committee (SGAC). After genocide and return of refugees after 1994 and 1997, administrative decentralization begun taking place in Rwanda. A school as a social system is a small society that is situated within the larger one, the community. The school has School General Assembly Committee as members of school management who are in charge of all its functions. According to the Ministry of Education (MINEDUC, 2014). The managers must observe proper management practices in order to achieve the objectives of the school.

1.2 Problem Statement

The low level of involvement of parents in the management of schools raised the concern in Rwandan schools and weaken the participation of School General Assembly Committee (SGAC) in the school development. Despite, parental participation to education, is one of the goals of SGAC which is represented as local authorities in government with the purpose of common interest of the school, students and staff but do not interfere directly with day-to-day running of the school (Petronilla, 2013).

Rwanda has seen an increased enrolment in schools at all levels of education after the introduction of nine years basic education programs. However, with this shoot up, came also a number of challenges directly relate to academic performance of students. Most children in rural, girls miss school at least twice a week to attend to household needs, lack of follow up by parents, most school infrastructure is in state of disrepair, and a very high teacher to student ratio (1:75) among other challenges. Report from Nyarugenge District show that school general assembly committee involvement in teaching process is high for private schools (84%), whereas it is low in public schools (6%) (Ntihabose, 2013). Though the existing literature did not tackle the correlation between school general assembly committees and the performance of school management in secondary schools especially in nine years basic education school. For this reason, the impact of School General Assembly Committee (SGAC) in management of nine years schools was to be investigated in Nyarugenge District in Rwanda.

1.3 General Objectives of the Study

The general objective of this study was to investigate the impact of School General Assembly Committee involvement on the school management performance of nine years schools selected in Nyarugenge District.

1.4 Objectives of the Study

To establish the impact of School General Assembly Committee involvement on the level of performance of school management of nine years basic education schools.

1.5 Research Question

What is the impact School General Assembly Committee involvement on the level of performance of school management of nine years basic education schools?

1.6 Significance of the Study

The title of this study was School General Assembly Committee involvement in the school management of nine years basic Education especially in Nyarugenge District and the findings may be significance to households, teachers, school management staff and SGA committees to build the sense of community participation in the welfare of the school in all areas including the school management since the findings may make them getting motivated to be fully involved in the process of school management.

2.0 Literature Review

2.1 Theoretical Literature Review

Section on theoretical literature reviews provide a deep description of key concepts that will be used in this research study. The research reviewed the existing scientific literature in order to be familiar with the body of knowledge produced by previous researchers and scholars. The review focuses on school general assembly committees and school management in secondary schools from international to local perspectives.

2.1.1 School General Assembly Committee (SGAC)

The SGACs are voluntary organizations bringing together parents and teachers of pupils in a particular school usually in fund-raising and other activities related to the welfare of the school as a whole (Gudlaug, 2010). SGACs are the organization of parents and staff striving to make the school an efficient place for its pupil by creating closer links between school and home (Meghal, 2019). Therefore, parents volunteer should work together with teachers that along with creating strong working relationships among parents and school also establishes a foundation for a team that will strategically chalk out plans on how to attain certain objectives of the school. Although a SGAC's primary responsibility is building better school-home relationships, they are popularly known for their fundraising work (Meghal, 2019).

According to Andre' (2012), the School General Assembly Committee is composed by four members including the Chairperson and the Deputy Chairperson of the School General Assembly; the school owner or his/her representative; the head teacher of the school who serves as ex officio non-voting rapporteur; two (2) teachers representing their peers; two (2) students who are members of the School General Assembly.

2.1.2 School general assembly committee involvement

Past studies attempted to provide information on the role of parental participation in academic performance. School general assembly committee involvement in school management is defined as the level of parental participation in educational system of their children and schools development (Agustinho, 2012). Therefore, parents or guardians have been contributing in the education system through their school management at home, at schools, and cooperation with teaching staff at schools, helping children in doing homework's, recognizing their weakness, challenges and opportunities. However, it has been observed that parents are not usually participating in school activities (David *et al.*, 2011).

Secondary schools have attempted to encourage school general assembly committee involvement in sports, games, educational and involving in volunteering activities (David *et al.*, 2011). These are home environment, parent-teacher communication, and school management at home and at school. This case has been done in United States of America and African Countries like Nigeria and Uganda (UNESCO, 2012).

In Rwanda, the Ministry of Education in 2008, showed that, parental participation is the primary concern for supporting and monitoring the advancement in education (MINEDUC, 2008). Parents, caregivers and legal guardians are the first responsible to make the selection of secondary schools needed for their children and orienting them into appropriate roles and responsibilities. Parents gave education to their children at home from their early childhood until their puberty (UNESCO, 2012). Nevertheless, every family provided support to their children for studies and they got teacher and legal guardians. Parents played a significant contribution in academic performance of their children and parents are the cornerstone of children success in education activities (Erika & Jorgiane, 2013). However, the school general assembly committee involvement has been seen as a contributing element in stimulating the success of their children at school (Erika & Jorgiane, 2013).

2.1.3 School general assembly committee involvement in educational activities

School general assembly committee involvement is home environment has been revealed that how the family create favorable environment to facilitate children studies. This is done through setting rules for studies, watching TV, playing game, reading, time of eating, time for sleeping, activities out of studies, home working activities and appropriate target to achieve (Erlendsdóttir, 2010). It has been observed that this include supervising students (David *et al.*, 2011). However, most of students afford small time to watch TV and enough time in school management indicated a correlation with academic performance (Gudlaug, 2010).

For being more profitable and the best winner in this scenario school management within the family might be well explained and planned by parents and guardians, teaching staff must provide homework's in order to strengthen skills (Dawo & Simatwa, 2010).

In recent period, appropriate school general assembly committee involvement and academic performance, necessitate strong collaboration between parents and teachers. Interaction between them in term of communication is one among the greatest six strategies of school general assembly committee involvement practices used between families and school (Schuster, 2013). Therefore, in the same vein, most of teaching staffs did not have enough experience and knowledge in communication (Margare *et al.*, 2011). Reconsidering the important of effective communication

between families and teachers enhance the improvement of communication (National Curriculum Development Center, 2008). Most of the schools are struggling of establish strong relationship between parents and teachers. Despite. Parent-teacher partnership can be done through telephone call, dialogue, verbal communication and writing in communication notebooks (Matthew, 2011).

According to Julliefalavia (2014), parent can contribute to academic performance of their children through participation in school management at home. A study conducted by Erlendsdóttir (2010), a return to school with assignment or homework done, the parent accomplished the role of guiding their children in doing homework in the right way in the right time. Parents are checking how performance in homework is related to academic performance. Information demonstrated that children who's their families are participating actively in homework and assignment are well performers in comparison with those whose parents are not contributing in homework activities (Schuster, 2013). Therefore, school management at home include homework activities, assignment, self-management, self-discipline, meetings, committees and other organizations, reading, educational tools (Julliefalavia, 2014). However, school management at school are for instance providing school fees, school materials and equipment, participating in meetings. Conferences, and show, academic days, participating in parent-teacher-participation (Samaranayake, 2010).

2.1.4 School Based Management

The School Based Management (SBM) is the decentralization of the authority from the central government to the school level (Margaret *et al.*, 2011). This means that the power is redirected to school community especially school principals, teachers and parents through SGACs in order to ensure accountability of what is going in school. It is not only Cardwell but also Mogute (2013), stipulated that, SBM is the way of encouraging individual schools to take responsibilities for what happens to the children under their jurisdiction.

On another hand, Madirayi (2016), revealed that SBM is not considered as a way of forcing individual schools but it is considered as a task that is a set according to the characteristics and needs of school itself and therefore, the school members have a much greater autonomy and responsibilities for the use of resources to solve the problems and carry out effective school management for long term development of the school (Ntihabose, 2013).

Oni (2009), has considered a school based management as part and parcel with the school system by which a significant amount of authority and responsibility have been decentralized so that decision related to the allocation of resources within centrally determined framework of goals, policies, standards and accountabilities are taken and put into action at local level, that is, at school level. In winding up, SBM is an organizational approach that expands the local school site responsibility and authority for the improvement of school performance. Ideally, it provides local mechanisms for the introduction of new approaches to education that result in enhanced outcomes and that better fill the needs of the local community. The implementation of SBM represents fundamental and systemic organizational change to increase the local presence of four key resources: power, information, knowledge and skills, and performance-based rewards.

The role of parent in school management through (SGACs) as highlighted by Prew (2018), is manifested by the fact that they continue developing educational philosophy of their involvement in local school governance and management. Therefore, the SBM may be conceived as an educational approach whereby educational authorities and responsibilities are shifted downward

in order to ensure the effective involvement of basic educational partners in school management in order to improve educational quality and adapt it to the local needs (Oni, 2009).

2.1.5 Necessity of School-based Management

Prew (2018), revealed that, good education involves not only physical input such as classrooms, teachers, and textbooks but also incentives that lead to better learning instructions. Educational systems place extreme demands on the managerial, technical, and financial capacity of governments; thus, education as a service, is too complex to be produced and distributed efficiently in a centralized fashion Prew (2018). The idea behind this, is that parents, who are interested in maximizing their children's learning outcomes, prefer to send their children to the most productive schools (Mogute, 2013). Therefore, the more parents are interested and participate in their children's education not only at home but also at school, the more the end results will be successful. Hence, the involvement of SGAC is an inevitable requirement for the school improvement.

2.1.6 Impact of SBM in improving school outcomes

The SBM process must determine exactly powers that are required, in which individuals or committees, and how these powers are to be coordinated to make the plan workable within both the school culture and the available resources (Samaranayake, 2010). However, the structure of authority needs to remain flexible enough to enable school managers to deal with any unexpected events (World Bank, 2008).

In addition, the success of SBM requires the support of the various school-level stakeholders, particularly teachers as it has been said by Samaranayake (2010) but this support is not unavoidable conclusion because principals will remain personally accountable for the performance of their school. In fact, they asked to give up some authority without corresponding decrease in personal accountability. When SBM is in place, principals no longer may blame the policies of the school district when things go wrong. The final and most important source of required support is parents and other community leaders. Parents always are part of the community that surrounds a school (Andre', 2012).

Therefore, in school management, the involvement of community especially the parents who are special subgroup of community is a key element to improve educational outcomes. Hence, the SGACs as parents' representative at school are responsible to ensure the school effectiveness in collaboration with the school authorities but in bearing in mind that they have to complete one another and not to fight each other which is a hindrance to effective school achievement (Topor *et al.*, 2011).

2.1.7 Principles and Elements of School Management

Basing on the fact that a principle is generally accepted truth, which is based on experiences and available information, Gudlaug (2010) pointed out different principles of school management and some of them are the following: Division of work, Authority, responsibility and accountability, discipline, unity of command, unity of direction, centralization, decentralization, remuneration of personnel and subordination of individual interests to general interests.

While looking into those principles of school management (Bhekimpilo (2015) highlighted different elements of an effective school management and among these elements, it is indicated that an effective school management must involves different stakeholders in the life of the school

level. What is to consider, is that school management is not to be left in hands of individual person, but the team effort is required for the achievement of the predefined educational objectives. The school management is not an easy task to be performed by one as an individual. Therefore, different partners are to be involved in order to insure its effectiveness, like parents, school staff, and stakeholders. According to Andre' (2012), school management organs are School General Assembly and School Management. The subsidiary organs of the School General Assembly are the School General Assembly Committee and the School Audit Committee.

2.1.8 Role of School Head

Bhekimpilo(2015), indicated the school Head as the one who is simultaneously the administrator as well as the Manager of the school as an institution, plays a key role in running of a school. Therefore, his double role must be highly appreciated and recognized. Therefore, as the school Head, is not the only one to manage educational system in school, the important thing is to involve the community, especially the parents within the management of a school (Bhekimpilo, 2015).

The head of school holds a key position in the administrative network of a school and become the hub of the school activities and the center of the whole organization (Dawo & Simatwa, 2010). Despite, things happening in the school demand the awareness from the school head and all the persons in the school look at him for guidance and inspiration (David *et al.*, 2011). Hence fore, the school head is at the center of school-parents relationship and therefore, he will have to be expert in human psychology so that he effectively plays his administrative as well as managerial role for insuring the school effectiveness.

It is not only that the school head is a pivot of the administration, but his role also extends even outside the school as well, where he represents the school (Dawo & Simatwa, 2010). Therefore, he must develop expertise in human relations in order to be a liaison between the school and the world around. Considering this fact, it is the role of the heads to actively shape the community expectation from the school, support their activities and build a public image.

In this regard, schools are not and cannot be a closed system. For this reason, their boundaries must be semi-permeable if they are to succeed and respond to environment change; the role of school heads and their supporting staffs is to facilitate the traffic across the boundaries and to forge interdependent partnership between the school and the external community especially SGAC as educational beneficiaries and ones who are to play a key role in effective school management, (Dawo & Simatwa, 2010).

2.1.9 Community Involvement in School Management

In the words of Education for All (2010) the school community includes parents and guardians of the student and other members of their families as well as neighbors near the school. Therefore, as the school Head is not the only one to manage educational system in a school, the important thing is to involve the community, especially the parents within the management of a school. Generally, educators are to work with teachers and parents to insure the effective school management. It is only the involvement of parents but also local authorities are also invited to participate in school management.

It is especially the task of teachers to interact with the community in order to insure their involvement in education of children, making sure that they learn better if the school community is interested in their learning; that is, when involving the community in schools the potentials of learning and success are also provided. Muhammad *et al.* (2013) has contributed to the ideas of community involvement in school management when saying that parental decisions about children's access to schooling are intimately related to quality education. Therefore, the school itself is a sub-system of the community as a whole; that is, the influence of the community including parental involvement in school management must be taken into consideration in order to insure the effective school management (Mukangira, 2010).

2.1.10 School General Assembly Committees and Performance School Management

School general assembly committee involvement can be uncomfortable with the culture or socio-economic degree compared to those of teachers (Mogute, 2013). Some parents, caregivers, legal guardians who did not participate in school management at school, were unable to recognize the necessity of parents' participation and though they do have enough skills to provide educational support (Topor *et al.*, 2011). Literature has shown that when parents, caregivers, legal guardians contributing in education for their children at school, children obtained high scores and obtained good grades in assignment and homework's, positive attitude and behavioral orientation (Reporter, 2014).

Researchers demonstrated that school general assembly committee involvement in education activities in secondary schools enhance the success of their children, strengthen school attendance and reestablish the self-determination of parents and guardians in the educational system of their children (Topor *et al.*, 2011). School general assembly committee involvement in education activities is permanently discovered to be correlated with their education outcomes (Ugwulashi, 2012). Therefore, student whose parents, guardians and other caregivers were included in education activities had to achieve good results and grades compared to students whose parents did not participate in their educational activities. School general assembly committee involvement in the improvement of the success of students were noted by scholars, administrators, managers and policy maker who have produced more effort with the purpose to enhance the role played by parents in education strategies or approaches (Ugwulashi, 2012). School general assembly committee involvement was explained in different approaches at home, at school and communication or partnership between parents/guardians and teaching staff (Barahira, 2016). Previous research found evidence that higher school general assembly committee involvement adds to the improvement of children academic success and their ability to provide responses (Rulinda, 2013).

2.2 Empirical Literature Review

Throughout this study, different documents from various relevant authors carry out like dissertation, books, journals, websites and reports written by others on School general assembly committee's participation and the performance of school management were acknowledged in this study to examine the level of performance of school management in Nine year basic education at Nyarugenge District and to establish the relationship between School General Assembly Committee and school management of nine years basic education.

Rulinda (2013), revealed that SGAC is mainly formed for a basic reason of taking into account the welfare and education of the learners. Parents and teachers study ways and means of bringing up well educated, cooperative and perfectly behaved young citizens. Both parents and teachers seek effective ways of developing each child's potentials (Julliefalavia, 2014). Usually, PTA or SGAC makes parents aware of the cost of running their school and get them involved in meeting some of these costs by paying a certain amount of money, on top of the normal school fees. The money collected from the parents is then used to supplement teachers' salaries, buy text books, produce teaching materials and take care of emergencies (Reporter, 2014).

Andre' (2012), carried a study which was related to School General Assembly Committee (SGAC) and indicated that, activities done by School General Assembly Committee are to convene and preside over the School General Assembly; to monitor the implementation of the decisions taken by the School General Assembly; to monitor compliance with laws, orders and instructions governing the school; to take part in the management of the school assets; to analyze the school action plan. Meghal (2019) added that, SGACs are also known for organizing fundraisers to help schools that operate on a tight budget and are in need of additional supplies that can enhance the quality of education, they play a major part in arranging fundraisers for school's requirements.

According to Topor *et al.* (2011), parents constitute a special sub-group of the community characterized by being obliged to maintain some contact with the school, they are very interested in all aspect of their children's education as well as the welfare of the school as a whole. Hence fore, what is to be emphasized is that parents, teachers and children are important partners in school management and the relationship between them is triangle and their responsibilities are unified. MINEDUC (2008) states that to achieve good results in the learning and teaching process, the school and parents should collaborate closely.

Weihua and Cathy (2010), conducted another study related to the performance of school management in secondary school and indicated that School general assembly committee involvement in school management is done through the following approaches: visiting their children at school. Most of studies and empirical evidences demonstrated the central role played by school general assembly committee involvement in school management at school. Weihua and Cathy (2010) also added that, parents should establish good interaction; discussion with teachers and head teacher to keep abreast of the child's process or to discuss emergent problems; and assisting more broadly in the practical activities and governance of school.

Another study undertaken in Nigeria by Adewumi and Falemu (2012), contended the participation of families in school management at school is more likely to enhance children's ability and skills that schools and households were linked with the success of students.

2.3 Critical Review and Gaps Identification

This section review critically the existing theoretical and empirical literature on school general assembly committees and the performance of school management in nine years basic education schools and divided into critical analysis and the identification of research gap found in existing literature.

2.3.1 Critical review

Many researchers such as Margaret *et al.* (2011); David, *et al.* (2011); and Erlendsdóttir(2010) have been conducted on the school general assembly committee involvement in education activities of children and its impacts on students' academic performance in secondary schools. For example Erlendsdóttir (2010) defines school general assembly committee involvement as parents input in school management at both school and home. Muhammad *et al* (2013) suggests that parental participations multi-dimensional and included: parents providing a home environment that supports learning; parental active attendance at school activities such as parents-teachers associations; parent engagement and monitoring of home learning activities, and school general assembly committee involvement in school-based decision making such as committees.

Studies conducted in Rwanda, demonstrated different factors that contribute to the academic performance of children in secondary schools. However, the participation of parents to the teaching/learning process has been studied as a good factor of good school management with the emphasis on the financial and discipline aspects not on students' academic performance. The existing literature on parent participation for students' academic performance concern the private primary schools. This is a knowledgeable gap to the researcher who wants to investigate on this participation to the students' academic performance. And the importance attention must be put on the primary school's students for basic knowledge to following level.

2.3.2 Identification of Research gap

Few studies have been undertaken on the direct relationship between school general assembly committee involvement and academic performance of students in secondary schools did not show how different parents participate in education of their students in secondary schools and how this can influence academic performance. School general assembly committee involvement in school management at home level, school relation and home-school relationship level was assessed in order to fill this gap in literature.

2.4 Conceptual Framework

This research was conducted in the context of the following conceptual framework. However, the conceptual framework provides explanation in schematic, the relationship between two variables. These are independent variable which is school general assembly committees and the dependent variable which is and school management and the intervening variable indicated by Ministry of Education guidelines and school policy in secondary schools.

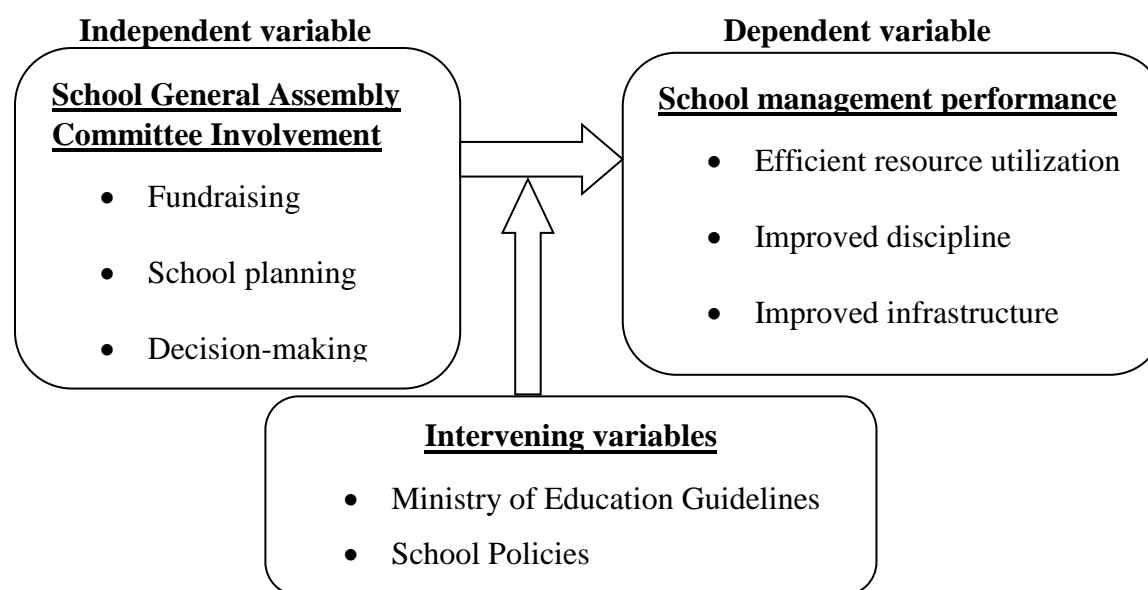


Figure 1: Conceptual framework

The figure 1, shows the relationship between school general assembly committee involvement (cause) and school management performance (effect). The collaboration of the school and the parents of the students in the purpose of improving the quality of Education is fruitful practice for the success of the school system. This requires the input from both parents and school administrators as a team that is accountable of what is happening in the school. Effective participation of SGAC in school management create the necessary consciousness among parents to stimulate their interest in their children and school. They work for the improvement of the school with the unified efforts of parents, teachers and school authorities (Petronilla ,2013).

3.0 Research Methodology

Descriptive research design was adopted in this study where both qualitative and quantitative approaches were used. The sample was 110 respondents including parents, school head teachers, teachers, students and school secretaries selected purposively through census. Structured questionnaire and guided interview were used as research instruments for data collection. The collected data were analyzed by SPSS software and test and re-test was established to indicated the consistence of the research tools and found, the tools were consistent and the reliability were high averagely 87%. The study results were presented and interpreted in forms of tables.

4.0 Findings

4.1 Introduction

The general objective of this study was to investigate the impact of School General Assembly Committee involvement on the school management performance of nine years schools selected in Nyarugenge District.

4.2 Impact of School General Assembly Committee on school management in 9YBE

The study established the impact of School General Assembly Committee on school management of nine years basic education. In this regards a correlation and regression analysis were performed in order to evaluate either a positive or a negative correlation between dependent and independent variables.

4.2.1 Correlation analysis between School General Assembly Committee and school management of nine years basic education

To establish the correlation analysis between School General Assembly Committee and school management of nine years basic education based on the data of the previous five years since 2014.

Table 1: Correlation between School General Assembly Committee and school management of nine years basic education

		Efficient resource utilization	Improved discipline	Improved infrastructure
Fundraising	Pearson Correlation	.232**	.160**	.176**
	Sig. (2-tailed)	.000	.001	.000
	N	110	110	110
School planning	Pearson Correlation	.284**	.189**	.325**
	Sig. (2-tailed)	.000	.000	.000
	N	110	110	110
Decision-making	Pearson Correlation	.845**	.874**	.751**
	Sig. (2-tailed)	.000	.000	.000
	N	110	110	110

Table 1 shows the correlation matrix between SGAC involvement (fundraising, school planning, and decision-making) and performance of school-based management in nine years basic education schools located in Nyarugenge District (efficient resource utilization, improved discipline and improved infrastructure). Results show that there is a significant relationship between SGAC as p-value <.05 and the availability of fundraising is positively correlated with improved infrastructure at .176** while school planning activities is correlated with efficient resource utilization at .232**.

However, involvement in decision making is correlated with effective resource utilization at .845** with improved discipline at .874** and infrastructure development at .751**.

4.2.2 Regression analysis between school general assembly committee involvement and performance of School-Based Management (SBM)

This research carried out a regression analysis for school general assembly committee involvement and performance of school-based management in nine years basic education schools located in Nyarugenge District. The following table show a regression analysis, through a summary of model, Analysis of variance and regression coefficients.

Table 2: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.925 ^a	.855	.854	.41684

a. Predictors: (Constant), fundraising, school planning, decision-making

From Table 2, the R Square was 0.855 and shows that there is a variation of School Based Management (SBM) due to effective school fundraising and planning and also decision making at the level of 85.5%. This also indicates that the independent variables are able to affect SBM at 85.5% and 14.5% can be determined by other factors.

Table 3: Analysis of Variance (ANOVA)

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	437.980	5	87.596	504.134	.000 ^a
	Residual	74.020	105	.174		
	Total	512.000	110			

a. Predictors: (Constant), fundraising, school planning, decision-making

b. Dependent Variable: Performance of school management

Fundraising, school planning, decision-making affects the performance of school management. The calculated value at 5 level of significance was 87.596. This shows that the overall model was significant and that fundraising, school planning, decision-making and all have a positive effect on the effective performance of school management.

Table 4: Regression Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.568	.052		11.006	.000
	Fundraising	.067	.021	.091	3.124	.002
	School planning,	.139	.023	.192	6.163	.000
	Decision-making	.240	.034	.365	7.118	.000

a. Dependent Variable: Performance of school management

The finding revealed that holding independent variables constant fundraising, school planning and decision-making to a constant zero, performance of school management in nine years basic education would be at 56.8%, a unit increase school planning lead to increase in effective performance of school management limited by a factor of 0.23.

5.0 Summary of the findings

The establishment of a correlation analysis between School General Assembly Committee and school management of nine years basic education in the previous five years since 2014. Results show the correlation matrix between SGAC involvement and performance of school-based management in nine years basic education schools located in Nyarugenge District. Results show that availability of fundraising is positively correlated with improved infrastructure at 0.176 while school planning activities is correlated with efficient resource utilization at 0.232**. However, involvement in decision making is correlated with effective resource utilization at 0.845** with improved discipline at 0.874** and infrastructure development at 0.751**.

Fundraising, school planning, decision-making affects the performance of school management. The calculated value at 5 level of significance was 87.596. This shows that the overall model was significant and that fundraising, school planning, decision-making and all have a positive effect effective resource utilization in nine years basic education. The results also indicated that, the R Square was 0.855 and shows that there is a variation of School Based Management (SBM) due to effective school fundraising and planning and also decision making at the level of 85.5%. This also indicates that the independent variables are able to affect SBM at 85.5% and the remaining 14.5% can be determined by other factors.

6.0 Conclusion

The study established the relationship between School General Assembly Committee and school management of nine years basic education in Nyarugenge District. The correlation analysis between School General Assembly Committee and school management of nine years basic education based on the data of the previous five years since 2014. Results show the correlation matrix between SGAC involvement and performance of school-based management in nine years basic education schools located in Nyarugenge District. The overall model was significant and that fundraising, school planning, decision-making and all have a positive effect on effective performance of school management in nine years basic education.

7.0 Recommendations and suggestion for further study

Based on the research findings, the following recommendations and suggestion for further study, were also established.

7.1 Recommendations

- (i) The government and school principals should involve the school general assembly committees to the contribution of the school-based management.
- (ii) The Ministry of Education should supply guidance to various stakeholder and members of school general assembly committees to advice parents and teachers and school principles of the importance of performance of school-based management.
- (iii) The school heads are recommended to undergo school management and leadership in service training for improving relationship with parents and the entire community and school management skills.
- (iv) It is highly proposed that the district should deploy more parental involvement in school management and methods of curriculum delivery and to take into account on formative evaluation.
- (v) School heads should involve parent in setting disciplinary policies in order to stimulate student to respect and comply with school rules and regulations.

7.2 Suggestion for further study

The researcher proposes that a research which is comparative in nature between rural and urban areas or between public primary schools and private primary schools on the school management performance would be helpful.

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