



UNIVERSITY of  
RWANDA

**University of Rwanda-College of Education**

**Topic**

**Impact of School Governance on Parental Participation in Selected Secondary School Activities in Bugesera District, Rwanda**

**A research project submitted to College of Education, the School of Education in partial fulfillment of the requirements for the award of the Degree of Masters of Education (MED) in Educational Leadership and Management of the University of Rwanda**

By

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**October, 2024**

## **DECLARATION**

**I, Munezero Philemon, hereby declare that this is my own work and has not been presented for any other degree or award elsewhere**

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Date: 15.10.2024

## **APPROVAL**

We, Dr. Irénée Ndayambaje and Assoc. Prof. Philothere Ntawiha, acknowledge that this work has been done under our supervision and hereby submitted upon our approval.

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## **AKNOWLEDGEMENTS**

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I extend my sincere and many appreciations, from inner of my heart, to my parents and many of my colleague students for their indeed constructive ideas.

Lastly, I sincerely dedicate my appreciations to all who supported me morally and materially to the success of this noble work. May you all have a share of this great success, which is just a journey but not a destination at all.

May Almighty God bless you!

Philemon Munezero

## **DEDICATION**

This research is dedicated to my Parents: Hangimana Jean Damascene and Niyonteze Immaculee. It is also dedicated to my girlfriend Chiara Schwarz, who supported me through out my studies, friends and colleagues who in one way or another other supported me to make it a success.

## ABSTRACT

The study explored the impact of school governance on parental participation in secondary school activities, focusing on four selected schools of Bugesera District, Rwanda. Its specific objectives were: (i) to examine the effects of decision-making processes on parental participation, (ii) to assess the role of school governing bodies, (iii) to evaluate the contribution of quality assurance, and (iv) to identify reasons why parents do not actively participate in school activities. The research employed a concurrent mixed-method design. A sample of 52 respondents—4 head teachers, 10 teachers, 18 parents, and 20 students—was selected using both random and purposive sampling techniques. Data collection methods included focus groups, questionnaires, document reviews, and interviews. Head teachers and teachers completed questionnaires for quantitative data, while focus groups and interviews provided qualitative insights from parents and students. Descriptive statistics such as frequencies and percentages were used to analyze the data, which were presented in tables and graphs. The findings revealed that 90% of decision-making processes occur through in-person meetings, encouraging parental participation via school committees and general assemblies. Moreover, 85% of respondents indicated that school governing bodies are generally functional and inclusive of all lawful members. The findings indicated that the school governance affects parental participation through transparency and communication about decision-making processes, policies and goals in they are fully involved and consequently feel ownership of the schools. In addition, parents noted their involvement in quality assurance through monitoring students' homework, providing school materials, and tracking their children's movements between home and school. This involvement was found to enhance students' confidence and motivation to learn. However, the study found that schools' efforts to welcome parental participation remain insufficient, and recommended stronger enforcement of school governance policies to better integrate parents into school activities. This would ultimately strengthen the collaboration between schools and families, contributing to improved educational outcomes.

**Key words:** School Governance, Parental participation, School activities, Decision-making, Quality assurance, School governing bodies.

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## **LIST OF ABBREVIATIONS AND ACRONYMS**


<b>CBC</b>	: Competence Based Curriculum
<b>ESSP</b>	: Education Sector Strategic Plan
<b>GS</b>	: Groupe Scolaire
<b>MINEDUC</b>	: Ministry of Education
<b>NCDC</b>	: National Curriculum Development
<b>PTA</b>	: Parent-teacher association
<b>PTS</b>	: Parents, Teachers and School
<b>SBDM</b>	: Site-based decision making
<b>SDC</b>	: School Development Committee
<b>SEC</b>	: School Executive Committee (Council)
<b>SGAC</b>	: School General Assemble Committee
<b>SMC</b>	: School Managing Committees
<b>UR</b>	: University of Rwanda
<b>UNICEF</b>	: United Nations International Children’s Emergency Fund
<b>USA</b>	: United Sates of America

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## **CHAPTER 1: INTRODUCTION AND BACKGROUND OF THE STUDY**

### **1.1. Introduction**

This chapter includes information about the background of the study, research statement, purpose, objectives, questions, research hypotheses, and significance of the study.

### **1.2. Historical background of the study**

The school governance plays a big role in the academic achievement and behaviors of the students. Involving parents and community in school governance helps a school to effectively achieve its goals. It is on this note that UNICEF (2021) affirms that the positive cooperation and good communication between the school and the community through school governance improves the parental participation in school activities and thus improves students' learning outcomes.

In the same vein, World Bank (2020) argues that parental participation in school activities builds trust and improves the learning achievement of the students and the school as a whole. Taking the example of Turkey, it was found out that the cooperation between Parents, Teachers and Schools (PTS) contributed to the establishment of the school aims and boosted school activities including planning, budgeting (Bilgen & Yusuf, 2019). A similar impetus on school governance has been documented in the USA whereby families and community's engagement through general school or parent-teacher organization or association meeting are becoming an integral part of education reform efforts (Hanson, 2019).

In Ireland, the school governance known as "Whole School Approach" is emphasized to ensuring that the school and parents share common values and vision to positively respond to the learner needs (European Commission, 2015).

In Canada, school governance is emphasized to allow parental involvement initiatives that addresses local barrier to parent participation and behavioral problems' (Hamlin, 2018 & Ontario Ministry of Education, 2016).

In South Africa, school governance has also gained consideration as it helps to addressing inequality among parents and deliver a broad suite of skills and competencies for their children (Winthrop, 2021).

In Rwanda, parental participation is the primary concern for supporting and monitoring the advancement in education (NCDC, 2008). At national level, the Ministry of Education and Rwanda Education Board have been acting to strengthen the school governance with the aim of improving parental participation in school activities. According to an education guide, REB (2020), of professional standards for effective leadership working with parents and wider community has been stressed as key among the five-school leadership professional standards; and the guide shows how the participation of parents and community is of very paramount importance. It is therefore expected that parents and wider community actively participate in the school activities to support learning as the core business of the school. (REB, 2020).

The emphasis on school governance as a trigger is also connected to the fact that low parental participation in school activities has been remaining an issue hindering a number of school achievement (The Wellspring Foundation for Education, 2019).

### **1.3. Statement of research problem**

Parents and wider community activities towards the schools consist of the main pillars to the development of the school. (Cox-Petersen, 2011) Nevertheless, the situation in schools of Bugesera District, Eastern Province Rwanda depicts a different version of parent participation in school activities. In GS Gashora for instance, a school which was noted to have lower level of parent participation in school activities, the annual school reports dated 2022 indicated that the percentages of the parental participation in school feeding was 43%. The follow up of parents on their children's learning was 21%, and attendance to Umuganda/community work activity at school was 21%. Compared to another school called GS Mwendo of the same District, where parents are known to hit higher level of participation in school activities, the parent-attendance to school meeting was at 66 %, School feeding was 57%, Umuganda attendance was 27 %, and parents following up on their children's learning progress was 31%. The report associated these findings with a variety of factors including the school governance to be on the top lead to this low parental participation in school activities. If schools have to deliver on their prime mandate, it is therefore of the high urgency to explore mechanisms to eradicate the issue of low parental participation by exploring the extent to which school governance can be triggering forces.

## **1.4. Objectives of the study**

### **1.4.1. General objective**

The study identified the Impact of school governance on parental participation in school activities in selected secondary schools in Bugesera District

### **1.4.2. Specific Objectives of the study**

- i. To examine the effects of school decision making process on parental participation in selected secondary schools in Bugesera District.
- ii. To assess the functioning of the school governing bodies on parental participation in selected secondary schools in Bugesera District.
- iii. To evaluate the contribution of quality assurance on parental participation in selected secondary schools in Bugesera District.
- iv. To find out the reasons why the parents do not actively participate in school activities in selected secondary schools in Bugesera District.

## **1.5. Research questions**

- i. How does school decision making process affect parental participation in selected secondary schools in Bugesera District?
- ii. How does school functioning of governing bodies affect parental participation in selected secondary schools in Bugesera District?
- iii. To which extent does quality assurance contribute to parental participation in selected secondary schools in Bugesera District?
- iv. What are the impacts of school governance on parental participation in school activities in selected secondary schools in Bugesera District?

## **1.6. Significance of the research**

This study is important in the field of education and different parties such as parents, schools, development partners, Ministry of education and future researchers will benefit from the findings collected and highlighted in this research. Parents, as the premier stakeholders of the schools, having a look at this research will provide insights in their actual thinking and mindset of their roles in the development of the schools through the school governance

In addition, the findings of this research will be of a great benefit for the schools of Bugesera District and in other Districts of Rwanda since the investigation conducted and the findings generated may apply to every school on the Rwandan territory. These schools may learn from this research and make the right implication in improving parent participation in school activities

Moreover, as key stakeholders of schools in the implementation of the government policies and the creation of new initiatives, development partners will benefit from this research as a source of knowledge of new areas to put emphasis in order to increase the participation of parent in school activities through the school committees and mobilization of the school leadership.

Furthermore, the policy makers of the Ministry of education will benefit from this investigation as it would serve as the evaluation of the implementation of the policy related to school governance. They will learn changes that might take place within this policy and the follow up that might be established to ensure that the policy is implemented as it was intended.

Last but not least, other researchers will benefit from this investigation as it will serve as the source of information which may provide orientation for further studies and surveys.

### **1.7. Scope of the Study**

Geographically, this study was conducted in Rwanda, Eastern province specifically in Bugesera district in four selected different schools, which are GS Gashora, GS Mwendo, GS Nyabagendwa and GS Kagasa. These are public schools, which face different issues including the low parental participation in school activities

## **CHAPTER 2: REVIEW THE LITERATURE**

### **2.0. Introduction**

This section provides the related literature on the problem under investigation, which is low parental participation in school activities. Different studies have been critically reviewed with aim of connecting them to problem being investigated.

### **2.1. Empirical literature review of the study**

The empirical literature review on this study involved a systematic examination and synthesis of the existing research studies that helped to explore and understand how parents participate in school-related activities and the effects of such participation on students, schools, and communities.

#### **2.1.1. Decision making process and parental participation**

Epstein, Joyce L., (1997) in her study entitled “*School, Family, and Community Partnerships: Your Handbook for Action*” introduced a framework for parental involvement, identifying decision-making as a key form of engagement. She found that schools where parents are involved in governance and decision-making have stronger partnerships, leading to higher student success and community satisfaction. She however identified that there is a need for further exploration of how different types of decision-making roles (e.g., policy vs. operational decisions) affect parental participation, especially among diverse communities. Schools should encourage parental involvement in decision-making through structured programs, such as school councils, advisory boards, and other participatory governance bodies. (Epstein J. L., 1997). Therefore, the current study was conducted to address these gaps as it looked at the low establishing the school governance in Rwanda and how it affected parent participation in schools of Bugesera.

Cunningham, Cynthia A., (2004) in a study entitled “*The Impact of Parent Participation on School Governance in Public Schools*” found out that parental involvement in school governance significantly improves school policies and practices, with better alignment between school initiatives and the community's needs. Parents who participated in decision-making were more likely to support school programs and volunteer in activities. However, the research noted a lack of attention to the barriers preventing marginalized parents from participating in

governance, such as language, socioeconomic status, and limited knowledge of school policies. The study concluded that schools need to actively address barriers by offering leadership training for parents, creating inclusive spaces for diverse parental voices, and ensuring equitable representation in decision-making bodies. The identified gaps were addressed in the current study through the forth objective which dealt with barriers of parent participation in school activities. (Cunningham, 2004)

### **2.1.2. School Governing Bodies and parental participation**

Bush, Tony & Gamage, David T., (2001) in a study entitled “*Models of School Governance and Parental Participation: A Comparative Study in International Contexts*” found that parental participation in School Governing Bodies (SGBs) was most effective in systems that prioritize decentralized governance models, allowing for greater community input. Schools with strong parental representation in governing bodies tended to have better alignment with local needs and improved student outcomes. However, the study noted a lack of research on how to ensure diverse parent representation, especially from marginalized or low-income groups, in SGBs. It therefore concluded that effective governance models should emphasize transparency and accountability, ensuring that all parents, not just a select few, have a voice in decision-making processes. Schools should offer training to parents to help them engage in governance roles more effectively. These gaps were addressed through identifying the transparency and communication that resides between parents and the school bodies in schools of Bugesera district. (Bush, Tony & Gamage, David T., 2001)

Van Wyk, Noleen, (2007) in a study entitled “*School Governing Bodies: The Experiences of South African Parents in School Governance*” examined the role of South African parents in SGBs post-apartheid and found that parental participation significantly improved school accountability and transparency. However, socioeconomic factors played a critical role in limiting the active involvement of many parents, particularly in low-income communities. The study highlighted the need for further research on how to build parents’ capacities to contribute to school governance, particularly in communities where parents may have lower literacy levels or less formal education. In conclusions, to improve parental participation in SGBs, schools should focus on building parents’ governance skills through workshops and ongoing support. The study also recommended that policies be put in place to address power imbalances between school administrators and parents. The current study addressed the gaps and recommendations by highlighting the policies that are involved in establishing the law governing the school

leadership with a focus on involving parents especially by including educated parents in school governing bodies. (Van Wyk, 2007)

### **2.1.3. Quality assurance and parental participation**

Ranson, Stewart; Arnott, Margaret; McKeown, Paul; Martin, Jane, (2005) in their Study entitled “*The Participation of Parents in School Governance: Ensuring Quality through Accountability*” examined how parental participation in school governance contributes to quality assurance by increasing transparency and accountability in schools. The study found that parents’ involvement in monitoring school performance (e.g., through governing bodies) enhanced schools’ responsiveness to student and community needs. It also increased trust between the school and the community. However, the study highlighted the lack of research on how parents can be better supported to play a more meaningful role in quality assurance, especially in diverse and low-income communities. The study concluded that parents play a critical role in quality assurance through school governance, but their participation needs to be supported with training and resources to ensure they can contribute effectively. Schools should develop strategies to engage more parents in monitoring and evaluation activities. (Ranson, Stewart; Arnott, Margaret; McKeown, Paul; Martin, Jane, 2005). The identified gaps were addressed in this study as it focused on the mechanisms that can be used to include all categories of parents in the school activities such as visiting them in their families.

In addition, Naidoo, Jordan P., (2005) in a study entitled “*Education Decentralization and School Governance in South Africa: From Policy to Practice*” focused on education decentralization and parental involvement in South Africa’s quality assurance mechanisms, particularly in disadvantaged communities. It found that schools where parents were actively involved in quality assurance processes (e.g., assessment of teachers, school improvement plans) saw better alignment of resources with community needs and better student performance. However, in many cases, parents lacked the necessary skills or knowledge to engage effectively in quality assurance. A major gap was the lack of capacity-building programs to equip parents, especially from poorer backgrounds, to engage meaningfully in quality assurance processes. The study concluded parental involvement in quality assurance enhances accountability and improves educational outcomes. However, to achieve this, schools must invest in training programs and provide parents with relevant information and tools to understand and participate in these processes effectively. (Naidoo, 2005)

## **2.2. Theoretical framework of the study**

Joyce Epstein's theory of overlapping spheres of influence served as the foundation for this investigation (Epstein, 2001). By combining psychological, pedagogical, and sociological perspectives on social institutions, this theory provides an integrated explanation and description of the relationships between parents, schools, and local environments. During the procedure, three key social contexts that impact children's education and socialization are recognized: household, school and community. Moreover, Epstein (2001) proposed six types of parent involvement namely (1) parenting, (2) communicating, (3) volunteering, (4) learning at home, (5) decision making, and (6) collaborating with the community (Epstein, 2001). It has been suggested that these six types of involvement be used in an all-encompassing program of family, community, and school collaborations. (Sheldon & Epstein, 2005). In Epstein's perspective, parental participation in school activities is of paramount importance as it also supports the learning of the children

### **2.2.1. Decision making process and parental participation**

Engaging parents in decision-making process helps effectively to mitigate the issue of low parental participation in school activities. Decision making is referred to as a process of formulating a decision, gathering information, and weighing possible possibilities is referred to as decision making. According to Russo (2017), decision-making is the process by which an individual, group, or organization chooses how to proceed in the future to achieve a particular set of objectives while keeping in mind available resources. In the process of making a certain decision, different stakeholders share their views and opinions so that the conclusion will be made after the agreement of each person.

In education, decision making has been decentralized from the government to the local schools in order to welcome different opinions and increase the development of schools. One of the well-known type of decision making is called Site-based decision making (SBDM). Everett (1998) described it as a decentralization process whereby the school takes on the role of the main administrative body for educational improvement and opens up channels of communication for teachers, support staff, parents, and community members—people with direct experience of pertinent issues pertaining to schools and education—to provide their input. (Everett, 1998)

Epstein (2001) argued that decision making process is one of the pillars of involving parents in school activities. He stated that including parents in decision-making processes at school level,

fosters the growth of parents in leadership and advocacy who, in return, will contribute to the school's goals achievement. Furthermore, she continued arguing that the results of parental involvement are positive. Parents have a say in school choices, feel a sense of ownership over the school, and contribute to policies that impact their children's education. (Epstein, 2001)

Engaging parents and community in the planning and developing school mission, visions and policies boost their participation and partnership with the school. The study carried out by Nancy (1996) concentrated on a number of areas where partnerships might be developed between parents and schools. The study provides survey data on the range of parent engagement activities sponsored by public elementary schools, the number of parents who participate in those activities, and the degree to which parents' opinions are taken into account when making decisions on school-related matters. According to the report, 74 percent of all schools indicated that parents have no influence at all in the process of monitoring and evaluating instructors, indicating that at the extreme, parents have limited say in decisions surrounding this procedure. Additionally, about 20% of all schools reported that parents have no influence over choices about the distribution of funding or goods for the library. (Nancy, 1996)

Based on the data above, this parental participation has not currently improved to a high extent especially in the schools, which this study is based on. There are still low percentages of parents being involved in decision-making process.

Moreover, White (2022) carried out a study and reported in her findings that parents have the required attributes to be involved in selecting curricula, overseeing the financial plan, and selecting personnel, instructors, and administrators who complement the school environment. Even if they are trained educators, they still play a huge role in good decisions, which can positively affect the school. She persisted in her argument that parents ought to have an equal voice at the table when it comes to decisions made about everything from academics to after-school programs to extracurricular activities like community events. The role of parents as decision-makers extends beyond simple engagement to include complete involvement in all facets of the operation of the school. Furthermore, Murat Gürkan Gülcan and Ali Duran conducted a cross-national analysis of parent involvement in decision-making: Germany, France, and Turkey. During the interviews, principals from the three nations stated that parents positively influence education (18/21), that parent involvement is essential (25/26) and that parent involvement strengthens education (13/37).

Additionally, it was noted that parents actively participate in meetings held in classes and at the school, have a voice in budget decisions, and are heavily involved in decisions pertaining to school growth procedures. Furthermore, research showed that teachers have a significant role in forming parent participation in the decision-making processes. However, this research again revealed a gap in the clarity of the parents' roles on decision but highlighted the importance of paying attention on the parents' educational experiences which play a big role in the way they participate in making decisions for the schools' development. (Murat Gürkan & Ali Duran, 2018)

### **2.2.2. School Governing Bodies and parental participation**

The school cannot only be run by the head-teacher without the help of others. That is why every school must have governing bodies composed of the head-teacher, teachers, parents, students, and other staff members. The governing bodies have had different names such as School Executive Committee (SEC) or School General Assembly Committee (SGAC), School Executive Council (SEC), School Development Committee (SDC), and school administrative staffs. The functions and elections of these committees influence the parental participation in school activities. For example, the School General Assembly Committee is a volunteer group that brings together parents and educators of students in a certain school, usually for fund-raising and other endeavors pertaining to the overall well-being of the school. Their aim is to link a school and homes; parents and community (Gudlaug, 2010). In order to build solid working relationships between parents and the school and to create a basis for a team that will strategically plan how to achieve certain school objectives, the head teacher, teachers, and other staff members should collaborate with parents.. (Meghal, 2014) At this point parental participation is very crucial, which is why parents should be actively involved in school activities and the SGAC is responsible for that.

According to Andre (2012), there are four members of the School General Assembly Committee: The Chairperson and Deputy Chairperson of the School General Assembly; the School Owner or his/her Representative; the Head Teacher of the School, who serves as an ex officio non-voting rapporteur; two teachers who represent their peers; and two students who are members of the School General Assembly. (Andre, 2012) The school executive committee needs members that are elected in order for it to function. In her study "Parent-Teacher Association of Baggao East District and Its Contribution to School Development," Gazmen (2016) discovered that the main objective of implementing projects and programs is to establish a positive and harmonious interaction between the home and the school. (Gazmen (2016)

According to Balaba and Dela's (2015) study, the Parent Teacher Association (PTA) in the Division of Misamis Oriental was operational. The study focused on teachers' and parents' perceptions and involvement in PTAs for the academic and social development of students. Balaba (2015)

According to Francess's (2021) study, the School Executive Council (SEC) plays a significant role in promoting parental participation and school development. The PTA has an impact on parents' involvement in physical facilities and school-community relations. (Francess 2021) The results of a study by Balaba & Dela (2015), discovered that students with involved parents do better academically.

In their research on the School General Assembly Committee (SGAC), Rulinda (2013) and Andre (2012) noted that the committee's responsibilities included calling meetings and serving as the assembly's head; keeping an eye on how decisions are being carried out; monitoring adherence to rules, regulations, and directives governing the school; managing school property; and analyzing the action plan. Furthermore, Meghal (2019) contended that SGACs are also well-known for planning fundraising activities to support schools that run on a limited budget and require extra materials to improve the quality of instruction; in this regard, they are crucial in planning fundraisers to meet the needs of the schools.

The active involvement of School General Assembly Committee is measured by the level of parental participation. Therefore, parents contribute to the educational development of their children by assisting them while doing homework, participating in school activities, assessing and try to solve the challenges, which their children face at home. (Agustinho, 2012)

As the findings of the studies mentioned earlier, the school governing bodies can engage parents and support them to actively participate in school activities. It is obvious that those school bodies can influence the parental participation positively when they are empowered and the parents are part of them.

### **2.2.3. Quality assurance and parental participation**

Quality of the education provided by a school plays a big role in the participation of parents in school activities. The school, which provides low quality of education, struggles with engaging parents. Ensuring the quality, equity, and efficiency of educational provision requires a methodical assessment process known as quality assurance. It includes assessments of students, teachers, and school administrators, as well as external evaluations (such as inspections). This can be understood in terms of the input, procedure, result, and sustainability of the teaching

methods that a school provides. According to Peter (2020), internal quality assurance systems are policies and processes implemented in educational establishments to encourage involvement from all parties involved in quality-related endeavors in order to optimize their output. He added that the stakeholders become more interested in participating in the school activities, when the school offers quality education. (Peter , 2020)

In the field of education, quality assurance refers to the effective administration, oversight, monitoring, evaluation, and reviews of the curriculum implementation process and resource inputs in order to generate high-quality learning outcomes that satisfy societal expectations and standards.

Fasasi (2014) carried out research on the quality assurance tactics used by secondary school administrators in Osun State, Nigeria. The results of this study regarding the influence of a high-quality education on parental involvement were encouraging. The results' implications show that a key element in evaluating a school's efficacy is its principals' capacity to implement policies that would guarantee high standards in the work that the institution produces. This essay asserts that everyone involved in the education system has a role to play in quality assurance. To ensure that staff members' efforts are focused on maintaining school quality, the principle should supervise teachers and other staff members. This depicts that parents are one of the stakeholders of a schools. Therefore, it is very crucial to create a quality assurance system, which reflects on the quality of education provided by a school so that the stakeholders will actively participate in school activities.

In addition to that, when a school hires qualified teachers, adapt good and enough teaching and learning materials, it is likely to improve the quality of education when there is also regular supervision and reflections on the education offered. This affects the students' academic performance especially in national examination. For the parents to realize how the school provide quality of education, they tend more likely to participate because they know that their children will benefit from it.

According to Karsidi's (2013) research, the presence of parent associations in schools indicates the need to create and maintain social networks inside them, particularly those that connect parents and educators. Furthermore, there is a significant association between parental guidance and children's accomplishment, indicating that the quality of education should be good. These findings serve as a warning about the significance of parental assistance in raising the standard of education in schools. (Karsidi, 2013)

Joshua (2014) found that effective application of the quality assurance model, strong political will on the part of the government, and enabling policies by the Ministry of Education are necessary for sustainable quality assurance in secondary education. These factors will also guarantee that parents participate adequately in the quality assurance system. In addition, sustaining quality assurance influence the parents and community to participate actively in school activities.

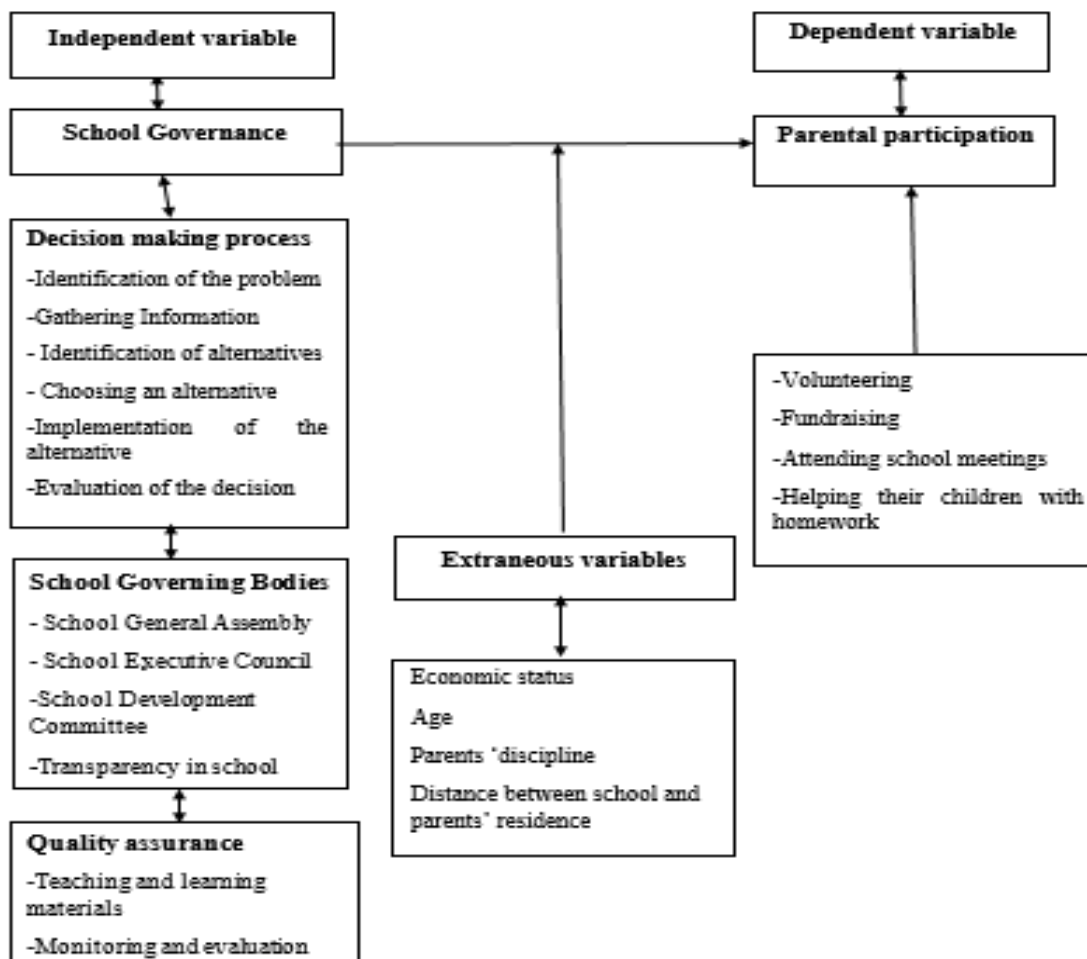
On the contrary, this study showed also that there was systematic model of quality assurance, which should link the parents and school activities. Additionally, the study suggested that in order to ensure the quality of learning, inclusive management is required to support the roles that parents and principals play in bolstering institutional management and providing resource inputs to support effective teaching and learning outcomes in secondary schools. (Joshua, 2014)

In a similar perspective, Undiyaundeye's (2020) study discovered that the Parents Teachers Association (PTA)'s involvement improves quality assurance in the following areas: the supply of educational resources, the provision of physical facilities, the relationship between the school and the community, and student discipline. The study suggests that in order for parents to actively participate in their children's education, there should be frequent meetings between the school and the parents. (Undiyaundeye, 2020)

One of the most important components of ensuring the quality of learning is monitoring and evaluation, also known as the continuous management function. Its purposes include determining whether expected results are being achieved, identifying implementation bottlenecks, and highlighting any unintended consequences (positive or negative) from an investment plan, program, or project (hereinafter referred to as the "project/plan") and its activities. On a school basis, embedding parents in monitoring and evaluation improves their participation in child's learning and helps the school to know the areas of improvement. M&E helps also to ensure that each individual understands its value and how it fits into their daily responsibilities. The head-teacher and other staff might base on the feedback given to improve and assure the quality of learning. Anders (2016) argued that M&E can used to improve the quality assurance in a school and influence the school climate. (Anders, 2016)

From the literature on quality assurance, the schools, which support and thrive for the quality of teaching and learning, the parents get urged to know the learning process of their children and can participate in any activity prepared by the school. This results to the better quality of the teaching and learning, which might encourage the parents to actively participate in school activities.

**Conceptual framework of the study**



Source: Researcher, 2023

The conceptual framework demonstrates how the independent and dependent variables are related. Parental participation is the dependent variable that is influenced by school governance, which is the independent variable.

### 2.3. Summary of the chapter

This chapter reviews the literature that is relevant to the study's variables. Diverse academic perspectives and study results demonstrated the advantages of parental involvement. From the literature, there are very few studies, which tackled the issue of parental participation using the school governance as the independent variable. For instance, involving parents in decision making, school governing bodies, and quality assurance are part of school governance. Unfortunately, studies, which focused on those areas are not enough and the ones which are available seem to be outdated. For this reason, this study is unique and expected to contribute to the existing literature in order to help other researchers, who will try to tackle the same issues.

## **CHAPTER THREE: RESEARCH METHODOLOGY**

### **3.1. Introduction**

This section entails the research design, data collection instruments, sample size, data analysis techniques, and ethical considerations. This chapter provides also the reliability and validity of the research and data collection instruments.

### **3.2. Research design**

Research design for this study used a concurrent mixed method approach. According to Creswell (2013), Concurrent research design refers to a type of mixed-methods research design where qualitative and quantitative data are collected simultaneously during the same phase of a study. The aim is to integrate the strengths of both approaches, offering a more comprehensive understanding of the research problem. In this design, the researcher simultaneously gathers both types of data and incorporates the information to evaluate the findings as a whole (Creswell , 2007). A combination of qualitative and quantitative data was gathered for this study in order to investigate the impact of school governance on parental participation in school activities.

### **3.3. Description of data collection methods**

In order to obtain richer data and make more thorough findings than could be obtained with other research methodologies, this study employed focus groups, interviews, and questionnaires with both closed- and open-ended questions. Survey questionnaires were distributed to teachers and students, which they completed in the presence of the researcher. Face-to-face interviews were conducted with school leaders in order to collect accurate data from the key informants. The focus group was chosen to be the best tool to collect data from parents as they could provide crucial information in their full freedom of sharing and discussions.

#### **3.3.1. Data collection instruments**

Data-collection tools used to collect data for this study included surveys questionnaires, interview guide, documents review and focus group interview guide.

### **3.3.1.1. Interview guide**

All that is required for an interview guide is a list of the key subjects you want to cover and the key questions you want to address for each topic. As defined by Creswell (2012), an interview is a face-to-face discussion in which a participant provides information to the researcher. Asking general, open-ended questions of one or more people and documenting their responses is the main method used by researchers to gather qualitative data. (Creswell, 2012)

Scheduled Interview were conducted by the researcher interviewing the head-teachers. This instrument was used to collect both qualitative and quantitative data regarding parental participation in selected secondary schools' activities in Bugesera district. The researcher used structured interviews on prepared sheets that allowed the interviewees to choose from existing responses, resulting in a set of responses that are easy to analyze. The research chose this instrument so that he can easily get the opinions from the respondents, especially those, who might feel better with the interviews.

### **3.3.1.2. Focus group interview guide**

This study also adopted the focus group interview in order to collect data from parents and students under the topic of the study. According to Manju (2020), focus group interviews are a qualitative technique for gathering information on a chosen topic through a directed and controlled conversation among a small group of people. Focus groups are particularly helpful when used in conjunction with other data collection techniques to quickly provide in-depth information. (Manju, 2020). According to Denscombe (2007), a focus group is a small gathering of individuals, often six to nine, gathered by a professional moderator (the researcher) to discuss attitudes, perceptions, feelings, and ideas surrounding a certain subject. (Denscombe, 2007)

This technique was used to gather information from parents and students, and it usually aims to facilitate communication between the researcher and subjects while also inspiring those who are illiterate.

### **3.3.1.3. Document review guide**

Document review consists of examining current documents in order to get information. The data may be internal to a program or organization (e.g., records detailing which components of an asthma management program were implemented in schools) or external (e.g., records of children serviced by an asthma management program attending emergency departments). Reports, program logs, performance evaluations, grant proposals, meeting minutes, newsletters, and marketing materials are examples of documents that can be found in physical copy or electronic format. (CDC, 2018)

Ary (2010) defined a document review as document analysis. According to his argument, document analysis is a research technique used on written or visual materials with the aim of finding particular qualities of the material. Textbooks, newspapers, speeches, TV shows, commercials, musical compositions, and a wide range of other document kinds can all be included in the analysis of the contents. In the context of a school, the researcher has gone over the annual reports that cover every activity that occurs there, particularly those that deal with parental involvement. (Ary, 2010)

This instrument was used to collect data for this study by analyzing the documents regarding the parental participation in school activities. The documents included the school meeting records, lists of parents who follow up their children's learning, Umuganda attendance, and school feeding, financial data such as fundraising. The data collected from this instrument was used to verify some data provided from other types of instruments.

### **3.3.1.4. Survey questionnaire**

Cohen (2013) states that the method used to gather the primary data is a "questionnaire." In addition, Creswell (2012) noted that there are three different kinds of questions: semi-closed-ended, open-ended, and closed-ended. (Reswell, 2012) As to Ary (2010), a stated questionnaire is a tool wherein participants either write their answers to questions or check items that represent their answers. A questionnaire protects the respondents' privacy and can gather a lot of data in a fair amount of time. According to Ary (2010) McMillan and Schumacher (1993:597) a questionnaire is a set of written statements that evaluate attitudes, opinions, beliefs, and biographical data.

According to Hyman (2016), closed-ended questions are easy to answer regardless the communication skills. With this type of questions, data are quickly coded, entered, and

analyzed, and provide quick responses. He also stated the advantages of open-ended questions such as offering to the respondents, an opportunity to provide a wide range of answers, sometimes suggesting follow-up questions during in person interviews. (Hyman, 2016).

Thus, this instrument entailed open-ended and close-ended questions, which reflected on parental participation in school activities. Additionally, it aided in gathering information on the independent and dependent variables of the study in both quantitative and qualitative forms. The questionnaire was created and administered to the head-teachers and teachers, and were collected immediately after being filled out. A questionnaire was employed in this study by the researcher as it provides a quick, easy, and affordable way to collect a lot of data from a sizable sample size.

### 3.3.2. Target population

The entire population from which a sample could be taken is known as the target population. Creswell (2012) asserted that the target population is a collection of people who have some universal traits that enable researchers to recognize and examine them (Creswell, 2012). The target population of this study was 5475 including head-teachers, teachers, parents, and high school students in 4 selected secondary schools of Bugesera District.

**Table 3.1. Target population**

<b>Population</b>	<b>GS Gashora</b>	<b>GS Mwendo</b>	<b>GS Nyabagendwa</b>	<b>GS Kagasa</b>	<b>Total</b>
Parents	1280	628	1028	1122	
Head-teacher	1	1	1	1	
Teachers	39	45	45	43	
Students (high school)	262	128	618	233	
<b>Total</b>	<b>1582</b>	<b>802</b>	<b>1692</b>	<b>1399</b>	<b>5475</b>

**Source:** 2023 school reports from the mentioned schools

### 3.3.3. Sample size

Using the Yamen formula (1970) of sample size determination, including head-teachers, teachers, parents, and high school students selected as sample size of the study. (Yamane, 1967)

The sample size of the study was using this formula of Yamane (1967).

The formula is:

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

Where:

- $N = 5475$  (total population)
- $e = 0.05$  (margin of error)

**Calculation:**

$$\begin{aligned}n &= \frac{5475}{1 + 5475 \times (0.05)^2} \\n &= \frac{5475}{1 + 5475 \times 0.0025} \\n &= \frac{5475}{1 + 13.6875} \\n &= \frac{5475}{14.6875} \approx 373\end{aligned}$$

The results of the formula above depict that the sample size of this study is 374 from the total population of 5475, which is the lower number of the responses from the respondent to maintain a 95% confidence interval. Due to some practical constraints such as time, resources, and accessibility of the respondents, the researcher used selective sampling and took 52 as the sample size consisting of 4 head teachers, 10 instructors, 18 parents, and 20 students.

### **3.3.4. Sampling technique**

This study used purposive sampling, which enabled the researcher to select participants, who would provide the data related to parental participation in school activities.

Purposive sampling, often called judgmental, selective, or subjective sampling, is a kind of non-probability sampling in which study participants are chosen by researchers only on the basis of their subjective judgment. Purposeful sampling, as defined by Creswell (2012), is the deliberate selection of subjects and locations by a researcher in order to discover or comprehend the key phenomenon (Creswell, 2012) . It makes data collection possible for the researcher, which produces more accurate study findings and deeper insights. As the school in which the study was conducted, were purposively selected, the respondents of the study were also purposively selected. Consequently, as the researcher intended to use focused group interviews with parents in order to collect data from them, the sample size of parents changed into a small number of 5 respondents per school excluding GS Mwendu, where the researcher chose 3 respondents because the population was smaller than other schools.

### **3.3.5. Administration of data collection instruments**

For the data to be collected, the University of Rwanda issued a data collection letter, which the research submitted to the mayor of Bugesera district in order to request for the authorization of conducting the research and collecting data in the indicated four schools of Bugesera district. While collecting the data, the researcher explained to the respondents what, how and why the research was being conducted and the researcher ensured that the items of the instruments were clearly understood.

### **3.4. Data analysis**

According to Creswell and Plano Clark (2007), “data analysis in mixed methods research consists of analyzing the data using both quantitative and qualitative methods”. Frequency counts, percentages and other descriptive statistics were specifically used in the analysis of the quantitative data.

These statistics are used to describe the proportion of a particular group or category within a larger sample.

#### **3.4.1. Data processing**

Data processing refers to the collection and conversion of a data set into useful and usable information. Using this procedure, a researcher, data engineer, or data scientist takes unprocessed data and uses either human or automatic means to transform it into a more understandable format, like a graph, report, or chart.

For this study, the data processing went through a range of steps

**Organizing and cleaning the data:** This involved checking the completeness and accuracy of the data, dealing with missing or invalid responses, and organizing the data in a way that facilitates analysis.

**Choosing appropriate statistical or analytical techniques:** this included descriptive statistics for quantitative data such as frequencies and percentages. For qualitative data, techniques such as content analysis, were used to analyze the data.

**Analyzing the data:** This involved applying the chosen statistical or analytical techniques to the data to generate results that address the research questions.

**Interpret the results:** This involved making sense of the data and the results generated by the analysis. This involved comparing the results to the previous researches, drawing conclusions, and making recommendations based on the findings

**Present the results:** This involved communicating the results to the intended audience in a clear and concise manner, using appropriate visual aids such as tables, graphs, and charts.

### **3.4.2. Editing**

Data editing is the process of "improving" survey data that has been gathered. Improvement involves finding and fixing inaccurate data. The researcher proofread and corrected the errors which occurred during the research process in order to avoid any effects on the research findings.

### **3.4.3. Coding**

Coding is referred to as data analysis technique in which a particular component of the data is given a descriptive label that enables the researcher to find common information throughout the data. This process is done in a system by which verbal data are converted into variables and categories of variables using number system, alphabets, or other ways of coding. The researcher used the methods of coding in order to label the data to be analysed into excel sheet.

### **3.4.4. Tabulation**

Tabulation is known as the methodical and logical arrangement of data in rows and columns for easy statistical analysis and comparison. It facilitates comparison by bringing similar data closer together and aids in the advancement of statistical analysis and research. Put differently, tabulation refers to the process of arranging or organizing data into a tabular format. Depending on the kind of categorization, the tabulation procedure might be straightforward or intricate.

## **3.5. Validity and reliability of the study**

### **3.5.1. Validity of the instruments**

Validity refers to how well a test measures what it is supposed to measure. Creswell (2012) claims that validity is the degree to which all of the evidence points to the intended interpretation of test score for the proposed purpose. The researcher also measured validity of the instrument with content validity index. Content validity refers to the extent to which a measure adequately covers the domain it is supposed to measure. In other words, content validity assesses whether a test or measurement tool accurately represents the specific construct or topic being studied. The researcher selected the knowledgeable people in the field of research, especially on the topic including his supervisors who can provide feedback on the

content validity of the instruments. To measure the content validity, the researcher provides 5 experts with the research instruments. The experts received a copy of the research instruments and instructions for rating the relevance and clarity of each item.

This process ensured that the findings were relevant and applicable to the population of interest. Measuring the validity of the instruments helped the researcher to make sure that the instruments measured what they were supposed to measure, which was the impact of school governance on parental participation in school activities in selected secondary schools of Bugesera District.

### **3.5.2. Reliability of the instruments**

Reliability, according to Creswell (2012), is the instrument's score's consistency and stability. Furthermore, Heale and Twycross (2015) claimed that the same circumstances are repeatedly present in the research instrument. Afterwards, the pilot study was conducted before the typical research data collection. To check the reliability of the instruments, the pilot test was administered to 15 people, who were not part of the study.

### **3.6. Ethical considerations**

According to Creswell (2014), ethical concerns pertain to the need for researchers to safeguard participants who consented to provide their personal data (Creswell, 2013). In this study, the respondents' details were held confidential and the data provided were used in accordance with the study. The researcher received an approval from the university of Rwanda, College of Education, Bugesera District and the schools in which he carried out the research. Along with fostering research integrity and preventing misconduct and errors that could harm all participants or participating institutions, he also needed to build trust with respondents. The respondents were explained the importance of the study and signed a consent form for the data protection and the information, which were provided so that their personal information, and information provided can be confidential.

### **3.7. Summary of the chapter**

This chapter was concerned about the methods, the procedures, the instruments, the population and the sample that were used for collecting information. It also showed the ethical considerations that will be respected throughout this study.

## **CHAPTER FOUR: DATA PRESENTATION, ANALYSIS, AND INTERPRETATION**

### **4.1 . Introduction**

This chapter deals with the presentation, analysis, and interpretation of collected data about the “Impact of School Governance on Parental Participation in school activities in selected secondary schools of Bugesera District, Rwanda”. The research objectives and research questions guided in the process of data presentation, analysis and interpretation such that, the status of the school decision making process, the functioning of the school governing bodies, the contribution of quality assurance and the reasons for the non-participation of parents in school activities were highlighted. This investigation targeted head teachers, teachers, parents and students of selected secondary schools of Bugesera District. Graphs and tables were used to illustrate the findings expressed through frequencies and percentages.

### **4.2. Demographic characteristics and profile of the respondents**

This section shows the background of the respondents according to their category, age, education level, gender and experience. This profile has been designed to help the researcher to gather appropriate information about the respondents who helped to provide accurate data to inform the possibility to deal with Impact of School Governance on Parental Participation in school activities in selected schools. The total number of the respondents was 52 made of 4 head teachers, 10 teachers, 18 parents and 20 students of selected secondary schools of Bugesera District.

#### **4.2.1. Demographic Characteristics of the respondents according to their gender, age and education background**

The characteristics of the respondents were based on their gender and age have been summarized in table 4.2 below. The respondents’ characteristic analyzed in the following table included School leaders, teachers, parents and students who participated in this research

**Table 4.2: Characteristics of respondents according to their gender**

RESPONDENTS TYPE	GENDER			
	MALE		FEMALE	
	Fre	%	Fre	%
H T	3	6	1	2
Teachers	7	13	3	6
Parents	8	15	10	19
Students	11	21	9	17
<b>TOTAL</b>	29	56	23	44

Source: Primary field data, 2023

Table 4.2 shows that both male and females were represented at 100% in sum. Males were 29 in total which made 56% while females were 23 which made 44% of the total respondents. This representation was perceived to be appropriate and reduced the risk of misrepresentation or underrepresentation of either males or females.

**Table 4.3: Characteristics of respondents according to their age**

RESPONDENTS' TYPE	RESPONDENTS' AGE							
	>30		31-40		41-50		<50	
	Fre	%	Fre	%	Fre	%	Fre	%
H T	0	0	0	0	2	4	2	4
Teachers	0	0	9	17	1	2	0	0
Parents	4	8	10	19	3	6	1	2
Students	20	38	0	0	0	0	0	0
<b>TOTAL</b>	24	46	20	38	6	12	3	6

Source: Primary field data, 2023

This table also shows the age of all the participants in the study. The big percentage of the respondents about 46% falls under the age of 30 of the total number of the respondents mainly because of the big size of the students who 100% scored under 30 years old. This representation is meaningful to the researcher as this age repartition is comprised by people who are active respondents with critical thinking and honest and who generally strive for the right activities to be done in schools. The representation of this age is generally free to providing ideas and suggestions whenever either something is going well or wrong, they feel the pride of having participated in the accomplishments of a certain activity. So the researcher felt trusting their responses based on this psychological status which contributed a lot to gaining a reliable information to feed in the research findings and prove or contrast the role of the school governance in the promotion of parental participation in school activities.

**Table 4.4: Characteristics of respondents' education background**

RESPONDENTS' TYPE	RESPONDENTS' EDUCATION BACKGROUND									
	P		A2		A1		A0		Mr	
	Fr	%	Fre	%	Fre	%	Fr	%	Fr	%
HT	0	0	0	0	0	0	3	6	1	2
Teachers	0	0	1	2	4	8	5	10	0	0
Parents	5	10	11	21	0	0	2	4	0	0
TOTAL	5	10	12	23	4	8	10	19	1	2

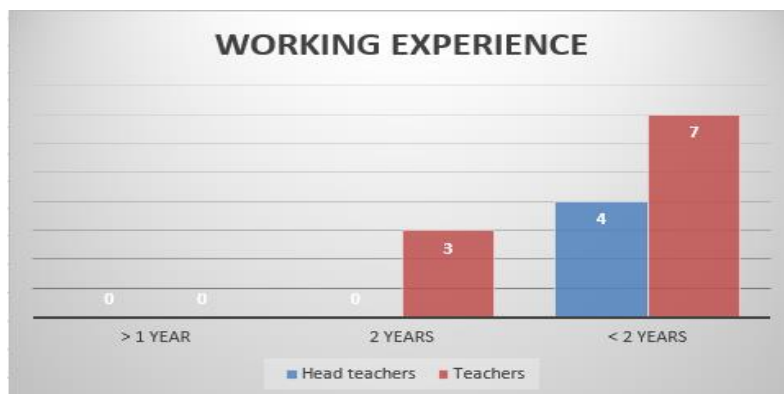
Source: Primary field data, 2023

The respondents' education background has been of a very important to the researcher. It has counted to the provision of the findings and the analysis of these data based on the education background has guaranteed the assurance that the information provided is plenty of reliability. 12 respondents (i.e 23%) hold A2 level of education. Others, 10 (19%) hold A0 while 1 respondent holds a maters' degree. Only 6 (18%) are Primary leavers. However, the students (20) were not classified into the education repartition because they are still under school. This indicates that the data provided has high level of accuracy considered that, according to their level of education, they are aware of their roles in schools.

#### 4.2.2. Working experience of the respondents

Working experience of the head teachers and teachers has been recorded under Figure below. The parents experience was not mentioned since this data looks at the experience in teaching as a profession and parents were not indicated as professionals in this research but as stakeholders of the schools under investigation.

**Figure 4.2: Respondents working experience**



Source: Primary data collection, 2023

Figure 4.2 exalts the experience of head teachers and teachers in teaching at the schools they work for at the day of data collection. This was mainly to investigate the coincidence of their experience and the amount of the role they have played in promoting parent participation in school activities during the time they have stayed at these schools. The statistics of the findings show that all four head teachers (100%) have been leading these schools for more than two years. The findings show that seven teachers among ten respondents (70%) have also served at these schools for more than two years. Only three of the teacher respondents (30%) have been serving as teachers at these for two years only. The data show that the respondents experience at these school would be a strong factor to foster their role as school governance agents to influence the parents' participation in school activities.

### 4.3. Decision making process

#### 4.3.1. Head teachers' perceptions on the decision-making processes

Table below presents the findings on the way the head teachers perceive the partnerships between schools and parents working together to make decisions about the school development. Four head teachers were targeted, participated and responded to questionnaires

**Table 4. 5 School head teacher's views on the parent involvement in school decision-making**

Item	Questions	Responses	Freq	%
1	How do you identify problems that hinder parents to participate in school activities?	Through regular staff meetings and discussions	2	50%
		Through parent-teacher conferences or other meetings with parents	4	100%
		Through surveys or feedback forms sent to parents	0	0%
		Through community outreach programs	1	25%
		By analyzing academic and behavioral data of students	1	25%
2	How do you involve parents in the decision-making process when identifying problems or issues?	Through school meetings or focus groups	1	25%
		Through surveys or feedback forms sent to parents	0	0%
		Through regular updates in newsletters or on social media	1	25%
		By inviting parents to join school committees	4	100%
		By providing workshops or training sessions for parents	1	25%
3	How do you gather information from parents to inform decision-making?	Through surveys or feedback forms sent to parents	0	0%
		Through school meetings with them or focus groups	3	75%
		Through one-on-one meetings with parents	1	25%
		By analyzing parent communication through emails, calls or messages	1	25%
		Through teacher-parents conferences	2	50%

Source: Data collection from field, 2023

Table 4.3 presented the information collected from the school head teachers about the involvement of parents in decisions making process about the school development. Asked about the mechanisms used to identify problems that hinder parents to participate in school activities, all 4 head teachers (100%) revealed in common that they get information through parent-teacher conferences or other meetings with parent. According to the information presented in Table 4.3, 50% of the head teachers mentioned regular staff meetings and discussions as another way of finding out problems that hinder parents to parents to participate in school activities. Seeking to know how they involve parents in the decision-making process when identifying problems or issues, all the head teachers-participants in the study (100%) indicated that inviting parents to join school committees is the most used channel to involve them in decision making process. Through interviews, the head teachers testified the successful examples of how they involved parents in the decision-making process whereby every term the school committees approve different activities to be done and clarify the road map for each of the activities. One of the head teachers said: *“During the parents’ meetings, the parents themselves decided to support the construction of the girls’ room and to support the teachers of nursery who were not paid on the government payroll”*.

Seventy-five percent of the head teachers also mentioned that in the process of gathering information from parents to inform decision-making, school meetings with parents or focus groups are useful to collect adequate information. 50% included the use of teacher-parents’ conferences, 25% topped up with one-on-one meetings with parents and analyzing parent communication through emails, phone calls or messages. While asked on how they ensure that the information gathered from parents is relevant and useful to the decision-making process, all the head teachers (100%) revealed that they conduct follow-up meetings with parents to clarify feedback on the information previously gathered. Meantime 25% of the head teachers additionally mentioned that they either use surveys whereby open-ended questions that encourage detailed responses are employed, or provide clear guidelines or prompts for feedback, or provide training or support to parents on how to give constructive feedback or cross-reference the information with other data sources. The findings also revealed that 100% of the head teachers involve parents in identifying alternative solutions to problems through town hall meetings or focus groups and by collaborating with parent associations or councils, 50% of them involve parents in identifying alternative solutions to problems by inviting them to join working groups or committees and 25% involve parents in identifying alternative solutions to problems by hosting brainstorming sessions with parents. In an interview with

respondent A, the side of the head teachers said: *“We use social media and platforms such as email, academic bridge and WhatsApp to exchange information”*. Again, findings indicated that head teachers 75% ensure that parents have a say in choosing the alternative solution that is ultimately implemented by holding parent-teacher conferences to discuss potential solutions, 50% invite parents to join a decision-making committee or working group and provide a suggestion box or feedback mechanism for parents to share their ideas and opinions, 25% opt to holding a vote or survey to determine the preferred solution and using a consensus-building process to reach a decision. The respondent C, from the head teachers, said: *“We made a triangle tree to locate each of the school stakeholders whereby parents are placed on one side of the triangle and their ideas are recorded without losing any of them. And when there is a problem, we sit together for discussions and handle it as a team”*.

It was likely that 100% of the head teachers evaluate and communicate the results of the decision-making process to parents and the wider school community by inviting parents and other stakeholders to a meeting to discuss the results and impact of the decision-making process. 50% topped up with the point that they distribute a summary report of the decision-making process and outcomes to all parents via email, WhatsApp group, and Phone calls.

#### **4.3.2. Teachers perceptions on decision making in schools**

Table below presents the findings on the way teachers see and perceive the decision making processes within the school partners including parents for the school development. Ten teachers participated and responded to questionnaires.

**Table 4. 6 Teacher’s views on the parent involvement in school decision-making**

<b>Nr</b>	<b>Statement</b>	<b>Responses</b>	<b>Frequency</b>	<b>%</b>
1	Parents involved in decision making related to classroom activities and curriculum	Through surveys	0	0%
		Through in-person meetings	8	80%
		Through phone calls	4	40%
		Through parent-teacher meetings	1	10%
2	Identifying problems that require parental involvement in the classroom	Through teacher observation	2	20%
		Through student performance	1	10%
		Through parent-communication	2	20%
		Through the combination of these methods	6	60%
3	How do you gather information from parents about their child's strengths and weaknesses	Through parent teacher conferences	8	80%
		Through surveys	0	0%
		Through WhatsApp	1	10%
		Through phone calls	3	30%

**Source: Data collection from field, 2023**

As presented in Table 4.4, teachers were asked to demonstrate what they have observed concerning the parents’ involvement in decision making processes at their schools. Six questions were posed to seek for the possible alternatives to dig into the teachers’ thoughts about decision making. 80% of teachers showed that parents are involved in decision making related to classroom activities and curriculum through in-person meetings mostly they are invited at school. 40% indicated that they prefer to use phone calls since parents are engaged in other different activities and their time to come at school is minimal. 60% of teachers mentioned that they identify problems that require parental involvement in the classroom through the combination of three methods such as teacher observation, student performance and parent-communication. 80% of the teachers revealed that they gather information from parents about their child's strengths through parent teacher conferences and phone calls (30%). The findings indicated that teachers choose to combine approaches of collaborating with parents (50%), consulting with other teachers (30%) and using data on students’ performance (10%) as alternatives to address problems faced by the students. Teachers demonstrated that they use the chosen alternative to address the problem faced by the student by encourage

collaboration between parents and school staff (40%), providing parents with guidance and support (20%) and monitoring progress and adjust as needed (10%). The findings indicate again that teachers evaluate the effectiveness of the alternative chosen to address the problem faced by the student by using the data and students' performance information (60%) solicit feedback from parents and students (40%), monitor progress and adjust as needed. 70% of the teachers indicated that they combine all these three methods to evaluate the effectiveness of the alternative chosen to address the problem faced by the student.

#### **4.3.3. Parents views on the parental involvement and decision making**

Parents have provided their views on their participation in school activities and decision making. Parents provided in ideas through focus groups whereby the targeted parents gathered at school

Parents have given feedback on the ways that the schools use to involve parents in decision making. Respondent A, from the parents of GS Kagasa, a school which was noticed to have low level of parent participation in school activities, one SEC member commented: *"We maintain a good relationship with our school through regular communication and active involvement in planning and monitoring school development activities."* Similarly, some parents in group discussions confirmed that they are given opportunities to participate in school activities and contribute meaningfully. They also noted that they meet at the start of each term to remind each other of their responsibilities related to school plans. Parents play a role in monitoring the school feeding program and identifying those who do not contribute. One parent shared the benefits of attending these meetings: *"Our presence at school meetings has been crucial. We can ask questions, provide input, and share our experiences to support school development."*

Some other parents complained: *"For us parents, we are not fully engaged in school activities, communication becomes a challenge and it is important that there is clear communication between parents and school whereby the school projects are communicated to parents through phone calls, students' communication books, and other ways that the school might establish but which are regularly functional"*. She continued advising parents *"Parents should avail themselves and pass by the school for some time to check on the schools and be informed on the activities that require their interventions"*. The respondents mentioned that parents should attend the school meetings to be aware of the school plans and activities and provide their ideas. This would also allow the parents to make decisions on their children learning, suggest changes and make effective decisions on the school life. Parents provided their ideas on the functioning

of the school bodies that were supposed to closely work with parents in the community and link them to the school leadership.

Parents also provided their suggestions that the school governing bodies could use to increase their participation in school activities. They suggested that mobilization and encouragement could be used in order to change parents mind and turn them into school partners rather than consumers. School meetings should also be increased in order to collaborate with parents with the agenda to sensitize the importance of their children's education and that this education has a great impact on the family. The school also should work on the teachers' activities and the teaching processes because sometimes when a parent has initiative to follow up on the child's performance and realize that the child has not well progressed, they get discouraged and remain cursing the school instead of supporting their initiatives. Respondent D, from the parents of GS Nyabagendwa, another school whose parents participate in school activities, declared this *"I recently posed the question during the school general assembly as I was feeling the burden as a parent about the way teachers are taking care of the children behavior for example children who are usually erring outside the school during studying hours and engaged into fights with the street children but my question was not well received by the school head teacher and the feedback was too harsh."*

Parents realized that the schools are different in leadership and both administration and the committees establish their own way of governance. It is observed that parents in the same area could attend the school activities at one school and do not attend them at the neighboring school. The role of the governing committees is very crucial to motivate this parent active participation in school activities. When their governing style is welcoming, parents are participating massively but when the committees and the school leadership are not welcoming, the parents abstain themselves to attend the school activities. These observations complement the Epstein, (1997) study entitled *"School, Family, and Community Partnerships: Your Handbook for Action"* that suggested to explore barriers that intervene in prevention of parent participation in school decision making.

#### **4.3.4. Students perceptions on decision making**

Students were gathered in focus groups at their schools and were invited to provide their responses on the way they perceive their parents' role in decision making at school. It was observed that the students' parents participate in the school meetings and participate in the

establishment of some decisions such governing rules. The students revealed that the parents also play a role in the follow up of the students learning processes and behavior!

The above findings together with the documents fetched in schools where the research took place concur and confirm the views found in the literature whereby decision making has been decentralized from the government to the local schools in order to welcome different opinions and increase the development of schools. In fact, the findings on decision making showed the relationship between the theories on decision making and the practices in the schools of Bugesera District as it was revealed that decisions are made on a number of items during the school meetings in the presence of parents, teachers, school leaders as mentioned in the literature that one of the well-known type of decision making is called Site-based decision making (SBDM) is a decentralization process whereby the school assumes the role of the main unit of management for educational improvement. It facilitates the participation of educators, support personnel, parents, and community members—individuals with first-hand knowledge about the pertinent issues pertaining to schools and schooling. (Everett, 1998). The findings of this research also highlighted the literature on school leaders efforts to involve parents as they latter, in Bugesera District, are closely invited to attend school meetings to be aware of the school plans and activities and provide their ideas as the literature puts it out that it is the great opportunity for the parents to participate in making decisions on the school budget, development and school activities (Murat Gürkan & Ali Duran, 2018).

#### 4.4. Respondents perceptions on the implication of the governing bodies

##### 4.4.1. Head teachers on governing bodies

The table below presents the findings on the way the head teachers describe the existence of the school governing bodies and their impact on the parents' participation in school activities. Four head teachers were targeted, participated and responded 100% to questionnaire.

**Table 4. 8. Head teachers' views on the school governing bodies**

Nr	Statement	Responses	Frequency	%
1	<b>Which one of the following are found in your school?</b>	School General Assembly	4	100%
		School Executive council	1	25%
		School Development committee	1	25%
		Student Association	0	0%
2	<b>Are parents given chance to be part of the school committees?</b>	Yes	4	100%
		No	0	0%
3	<b>How does your school hold School General Assembly meetings with parents?</b>	In person, at the school premises	3	75%
		Combination of in-person and virtual meetings	1	25%
		Virtual meetings through video conferencing platforms	0	0%
		No School General Assembly meetings are held with parents	0	0%
4	<b>How does School General Assembly support the parents to participate in school activities?</b>	By organizing regular meetings to provide parents with updates on school activities and progress.	4	100%
		By creating a different school governing bodies to facilitate communication and involvement between parents and school.	1	25%
		By inviting parents to participate in school committees	2	50%
		By offering opportunities for parents to volunteer in school events and activities	1	25%
		By providing resources and training for parents on how to become more involved in school activities.	1	25%
		Completely transparent	3	75%

Source: Data collection from field, 2023

Table 4.5 summarized the responses of the head teachers of the questions that were seeking to find out the existence of the governing bodies and their functions and roles in increasing the parent participation in school activities. Four head teachers were asked to describe the governing bodies that exist in their schools and four of them (100%) responded that the main ruling body which is school general assembly exists in the schools. However, only 25% of the

head teachers confirmed that on top of the general assembly there are school executive council and School Development committee. None of them uttered the existence of the students' association as another governing organ which to some extent would encourage the participation. The researcher asked again if the parents are given opportunity to be part of the school committees and 100% of the head teachers responded "yes". In addition, the head teachers supported this by affirming that they ensure that the election process of the committee members is transparent through establishing clear guidelines and procedures for the election process, and communicating them to all potential candidates and voters (75%), by providing a fair and equal opportunity for all eligible candidates to participate in the election (75%), by ensuring that the election is held at a time and place that is convenient and accessible to all members of the school community (50%), by allowing all eligible voters to cast their votes anonymously, and ensuring that the vote-counting process is conducted openly and transparently (50%), by providing an opportunity for candidates to challenge the election results and evaluate the election process for fairness and transparency. The head teachers also revealed at 50% that they involve parents in the school committee election process by both encouraging parents to nominate themselves and other parents for the election and allowing them to vote for the school committee members. Moreover, 75% of the head teachers affirmed that the school committee election process is very transparent

The research sake to find out how the school general assembly gathers and the head teachers responded that it takes place in person and the school premises (75%) or takes place through the combination of in-person and virtual channels (25%). In addition, the head teachers stipulated that the School General Assembly supports the parents to participate in school activities by organizing regular meetings to provide parents with updates on school activities and progress (100%), by inviting parents to participate in school committees (50%), by creating a different school governing bodies to facilitate communication and involvement between parents and school (25%), by offering opportunities for parents to volunteer in school events and activities (25%) and by providing resources and training for parents on how to become more involved in school activities (25%). The research sake to know how often the School Executive Council meet with parent during a school term and 50% of the head teachers revealed that it convenes 3 times monthly and 25% responded that it convenes once per month. In the meantime, 25% of the respondents revealed that the School Executive Council never convenes. There is a strong relationship between the statements about the existence of the School Executive Council and the how often they convene as only 25% of the head teachers confirm

the existence of these committees in the schools they lead and the fact that 25% of the respondents reveal that these committees never meet which may be a confirmation that they never exist in some schools. These findings also indicate that there is lack of awareness and implementation of the ministerial law establishing the structure of the school governance (MINEDUC, 2021) especially in the establishment of school organs.

It is clear that the absence of some school organs within the school bodies and the lack of meetings of some organs diminish the participation of parents in school activities. These findings again contradicted the researches on the School Governance on Parental Participation in school activities in selected secondary schools exemplified in the literature review such as the study of Franciss (2011) which certainly found out that the School Executive Council (SEC)'s contribute to the parental participation and school development and influences the parental involvement in physical facilities and the school-community relations. In the current research, it is evident that the executive council cannot play this role while they are not in place. These findings also show that the School General Assembly Committees which is mainly formed for a basic reason of taking into account the welfare and education of the learners as revealed by Rulinda (2013) do not this key role in schools of Bugesera as they are not in place and consequently the parents' role in the follow up of the school and learners wellbeing through the school governing bodies is not observed as stipulated in the school governance law (MINEDUC, 2021).

The head teachers also revealed types of activities or events that the School Executive Council organized with parents in the past year including fundraising (25%), umuganda (25%), Parent-teacher conferences (25%), and Community service events (25%). Moreover, 25% of the head teachers demonstrated that none of the School Executive Council members has been part of the articulated activities during the past academic year. Together with the other frequencies, it is observed that the executive council are not active enough in organizing activities and events for the development of the schools in Bugesera Districts which also discourages parents in general to mind about the school activities and development. This further validates Meghal's (2019) perspective. He stated that while SGACs are important in helping schools that are operating on a limited budget and require extra resources to improve the quality of education, they are also important in conducting fundraisers for the needs of the school. This proves the fact that the schools of Bugesera are not benefiting much of the parents' support in the increase of the school budgets and rely on the governments supplies to implement all the school activities.

Although 75% of head teachers confirmed that the School Development Committees have a specific mandate or plan for engaging parents in school development activities, they oppositely affirm that the schools involve parents in the School Development Committee through representation of elected parent representatives who attend committee meetings (50%), invitation to participate in annual reviews of the school's development plans and goals (25%).

These controversial versions make confusion on the research about the significance of the roles and impact of the school governance in boosting parents' participation in school activities.

#### 4.4.2. Teachers views on governing bodies

Table below summarizes the findings of the teachers' views of the school governing bodies. Ten teachers took part in answering to the questions illustrated on the questionnaire

**Table 4. 6. Teachers' views on the school governing bodies**

Nr	Statement	Response	Frequency	%
1	Are you part of any school governing body?	Yes	7	70%
		No	3	30%
2	Does sector executive council work closely with parents?	Yes	10	100%
		No	0	0%
3	How often do sector executive council's meetings take place?	Never	0	0%
		Rarely	0	0%
		Sometimes	7	70%
		Often	2	20%
		Always	1	10%
4	How does Sector Executive Council work together with parents	Regular meetings and consultations	6	60%
		Involving parents in decision-making processes and seeking their input and feedback	2	20%
		Communicating with parents through newsletter, emails, and other forms of correspondence	2	20%
		Organizing parent workshops and training sessions	0	0%
		Encouraging parents to join committees	0	0%
5	How transparent is committee selection in this school	Not transparent at all	1	10%
		Somewhat not transparent	0	0%
		Moderately transparent	3	30%
		Very transparent	4	40%
		Completely transparent	2	20%
Source: Data collection from field, 2023	committee selection influence the parental participation?	Discourages parental participation	7	70%
		Creates skepticism and distrust	0	0%
		Diminishes sense of ownership and investment	1	10%
		Reduces motivation to engage	1	10%
		Leads to disconnection and disengagement	1	10%

Table 4.6. indicates the responses provided by the teachers on the way they perceive the governing bodies in their schools. Various questions were asked seeking to know the relevance of the existing governing bodies to the implementation of parent participation in school activities in the secondary schools of Bugesera District. The majority of the teachers (70%) responded that they are part of the school governing bodies in their schools, which concurs with Rwandan law establishing the school governance which stipulates that there must be teacher representatives among the school governing bodies. (MINEDUC, 2021) All the teachers (100%) who participated in research affirm that the sector executive council works

closely with parents which sometimes takes place (70%). Through regular meetings and consultations (60%), involving parents in decision-making processes and seeking their input and feedback (20% and communicating with parents through newsletter, emails, and other forms of correspondence (20%). On the side of teachers, it found that only 20% percent affirm that the selection of the members of the school committees is completely transparent while 40% mentioned that the selection is very transparent. However, 30% of the respondents added that the selection is moderately transparent and 10% have openly said that the selection is not transparent at all. Moreover, the respondents mentioned that the lack of transparency in committee selection discourages parental participation (70%), diminishes sense of ownership and investment (10%), reduces motivation to engage (10%) and Leads to disconnection and disengagement (10%)

#### **4.4.3. Parents on the school governing bodies**

The committees are set in place at school and parents play a significant role in their establishment during the general assemblies. Parents revealed that they play a key role in the establishment of the governing bodies by giving their votes. They are also encouraged to willingly participate in these bodies by giving their candidacy and proposing the candidates but some of them mentioned that the elections are tricked ahead of time by the school leaders and the elected members are those who would not challenge the school leaders in any ways! Parents revealed that once the committees are in place, most of the ideas are implemented together with the school administration though sometimes they act reluctant and do not pay much attention on the parents' ideas and suggestions which they fail to implement. For example, one parent suggested teachers should always be available to watch on the students' movements from school to outside during the time of school because it was not secure for the children to going round the outside the school while others are in the classroom and their safety outside the school was not assured. It was observed that there was no feedback given to this parent and no action was taken to solve the issue and she was saddened by the incident that took place in the aftermath whereby a child was beaten by the street children.

#### **How does the school encourage parents to participate in school activities?**

Parents who participated in the focus group commented on the ways used by the school and governing bodies to encourage them to participate in the school activities that the school sometimes send invitations through the students' communications books or sheet of papers, sometimes through local informants popularly known as messengers who verbally utter the

announcements in the villages and through local churches. They mentioned that they are invited to attend main activities such as meetings and community work known as “umuganda”. Respondent C, one parent from GS Mwendo, said: *“The school mainly invite us for agricultural activities such as planting vegetables in the school garden for the welfare of our children. So, as a parent, I often attend and bring the fertilizers because the wellbeing of our children is my main concern.”* Parents also revealed that they participate in the school rehabilitation by transporting sand and stones but also providing manpower to facilitate the school in the expenses on various activities.

#### 4.5. Respondents perceptions on quality assurance

##### 4.5.1. Head teachers’ perceptions on quality assurance

Table below presents the findings on the way the head teachers’ views on the quality assurance and the way it is being implemented in their schools in connection with parent participation in school activities. Four head teachers were targeted, participated and responded 100% to questionnaires.

**Table 4. 7. Head teachers’ views on the quality assurance**

Nr	Statement	Response	Freq	%
1	How important is parental participation in ensuring quality assurance in teaching and learning?	Not important	0	0%
		Somewhat important	0	0%
		Moderately important	2	50%
		Very important	2	50%
		Extremely important		0%
2	How often do you evaluate the effectiveness of teaching and learning materials?	Daily	2	50%
		Weekly	2	50%
		Monthly	0	0%
		Termly	0	0%
		Never	0	0%
3	How effective are the teaching and learning materials in enhancing student learning in your school?	Not effective at all	0	0%
		Slightly effective	0	0%
		Moderately effective	3	75%
		Very effective	0	0%
		Extremely effective	1	25%
4	How often do you conduct monitoring and evaluation of teaching and learning in your school?	Never	0	0%
		Rarely	0	0%
		Sometimes	0	0%
		Often	1	25%
		Always	3	75%

Source: Data collection, 2023

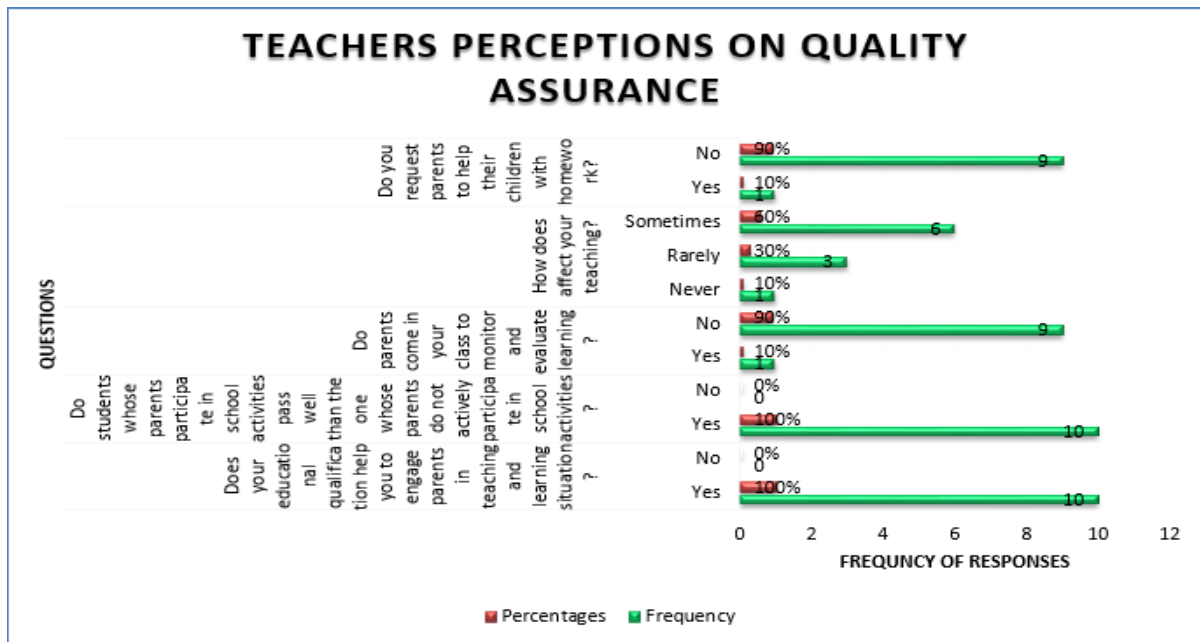
Table 4.7 presents the summary of the findings gathered on the side of the head teachers about the quality assurance in their schools. Different questions were asked to check whether the quality assurance is connected to the parental participation in the development of secondary schools of Bugesera district.

The findings show the head teachers agreement that parental participation is very important (50% and moderately important (50%) in ensuring quality assurance in teaching and learning. The findings rated how often the head teachers evaluate the effectiveness of teaching and learning materials and show that 50% of them do this activity daily and 50% weekly. The findings indicate that 75% of the head teachers are on the stand that teaching and learning materials are moderately effective in enhancing student learning in your school. Which means that the teaching and learning materials are not yet on the level of helping the schools to develop the maximum of the students' potentials because of the quality, quantity, specific and up to date materials. The gathered findings also affirm that 75% of the head teachers always conduct monitoring and evaluation of teaching and learning in their schools while 25% do it often by involving parents and other stakeholders in the monitoring and evaluation process through regular communication and feedback mechanisms (100%), by setting clear learning objectives and performance standards, and regularly assessing their progress using a variety of methods such as tests, assignments, and projects (75%), by regularly observing and evaluating teachers' classroom instruction and providing feedback and support to help them improve their teaching practice (75%), by regularly collecting and analyzing data on student performance and teacher effectiveness, and using it to identify areas for improvement and inform decision-making (50%) and by regularly reviewing and updating the school's curriculum and instructional materials to ensure they align with current best practices and meet the needs of all students (50%). The findings indicate that 50% of the head teachers sometimes organize parent-teacher meetings to discuss quality teaching and learning while 25% do it often and 25% always organize parent-teacher meetings to discuss quality teaching and learning.

#### 4.5.2. Teachers views on quality assurance

Table below summarizes the findings of the teachers' views on the quality assurance. Ten teachers took part in answering the questionnaire and they all responded to the questions illustrated on the questionnaire.

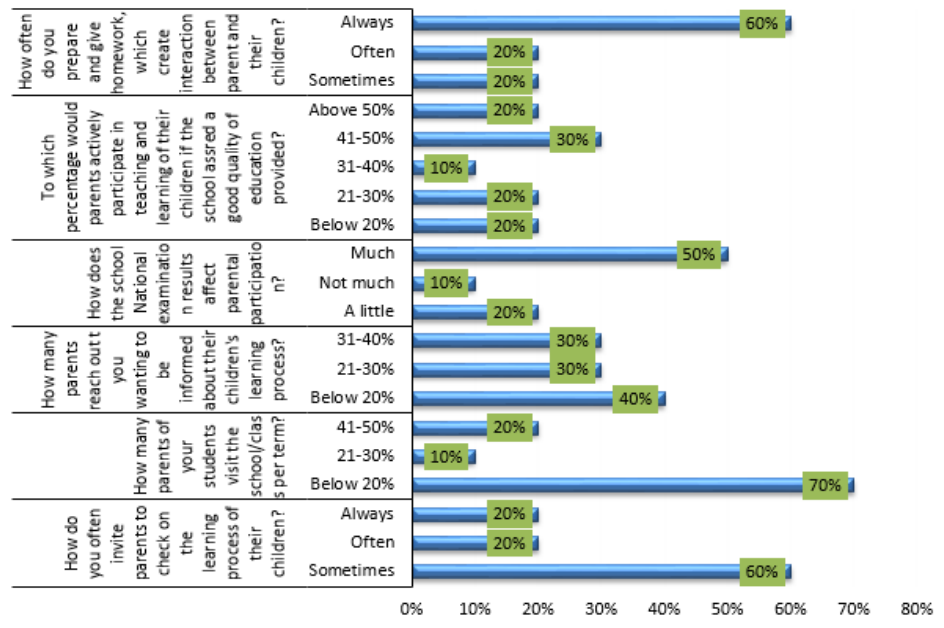
**Table: 4.8. Teachers views on quality assurance**



Source: Data collection from field, 2023

Table 4.8 presents the responses of the teachers on the quality assurance. The findings indicated that 100% of the teachers affirmed that their educational qualifications help them to engage parents in teaching and learning situations. One of the respondents in his own words articulated the following: “During my studies at University, I learnt the roles and responsibilities of the parents on their children’s education and the impact the lack of parent participation causes on the child’s performance” Anonymous. The findings again indicated the affirmation of 100% teacher-respondents that students whose parents participate in school activities pass well than those whose parents do not attend the school activities. Contrary to the head teachers’ perspectives, 90% of the teachers denied that parents come to their class to monitor and evaluate teaching and learning and 60% of them declared that it sometimes affects their teaching due to the fact that they are not sure of the parents thinking about the quality of teaching. In the meantime, 90% of the teacher-respondents revealed that they request parents to help their children with homework activities.

## TEACHERS PERCEPTIONS ON QUALITY ASSURANCE (2)



**Source: Data collection from field, 2023**

The findings show that 60% of the teachers sometimes invite parents to check on the learning process of their children but below 20% of parents do visit the school/class as affirmed by 70% of teacher-respondents. Only 30% of the teachers affirm that between 31-40% of the parents reach out to them wanting to be informed about their children's learning process. Fifty percent of teachers have observed that the national examination results affect much the parental participation and 30% of them wish that at least between 41-50% of the parents should actively participate in teaching and learning of their children. The findings indicated that 60% of the teachers always provide homework for their students.

The findings on quality assurance proved to the researcher, as Peter (2020) said, that it is from within the school internal quality assurance systems (practices and procedures) that all the stakeholders will get interested in participating in school activities (Peter , 2020). It was observed that the schools have not done much in ensuring that quality education is assured based on the results of the findings, thus the reductions of parent participation in school activities. The head teachers show double standards as they witness to daily (50%) and weekly (50%) implement their major duties of evaluating and ensuring that the teaching and learning materials are of high quality and themselves (75%) testify that these materials are moderately effective to boost learning. This made the researcher thinking that the head teachers do not really focus on teaching and learning which affect the parent participation in school activities.

### 4.5.3. Parent perceptions on their involvement in quality assurance

Parents who participated in this research commented on their role in quality assurance as they were gathered in the focus groups at schools. Findings indicated that parents have the positive view and perceptions that they can work closely with teachers to monitor the smooth learning of the children by maintaining communication with teachers. They added that parents' responsibilities are not limited to providing school materials such as school uniform, notebooks and school feeding fees but increase their role in supporting their children to do their homework, ask what they have learnt during the day and help them revise their lessons by allowing them to have free time for revision. Respondent B among the parents from GS Mwendo gave her point of in this way: *“When my children reach home from school, I ask them if they have brought homework, after receiving the answer, I ask them to do some activities and later urge them to do their homework or revise their lessons. I do supervise them if they are doing so, though I am not able to directly support them on their lessons but I encourage them to consult their peer neighbors so that they return to school in the following morning with everything clearer.”*

The respondents mentioned that parents can also spare some time to visit the school and learn more about what's going on at school and be informed on how their children are performing. Respondent A among the parents from GS Kagasa stated this: *“In order to play my role in the follow up of my children learning, I make sure I know that my children have reached at school and they have attended the class, I also enquire if they have won the uniforms that I bought for them. I make sure I know the time they have left class; calculate the exact time they spend on the way coming home to ensure they don't go astray and pull some misbehavior or do wrong to others. I often talk to the teacher to get to know how my children behave and perform in their lessons. That is how I do follow up of my children's learning journey.”* Parents highlighted that when they do follow up on quality assurance, this boosts the children's confidence and increase their efforts in learning, consequently in the end, a difference is observed in the students' performance of the children whose parents reach out to school and those whose parents do not visit the school. It also creates the teachers' attention to children because they make much efforts in teaching since they realize the strong partnership with parents in the follow up of learning processes.

However, on the side of parents, some are not much involved in monitoring their children's education both at school and home, consequently, the children are not much interested in strengthening their learning because they realize that their parents are not much concerned. On

the side of the school, sometimes parents are not well received at school and they discouraged to go back and to continue facing the school leaders and teachers who do not pay attention to them. This carelessness also affects the learners because at teacher who does take care of a parent as adult, would pay lesser attention to children. Respondent E, a parent from GS Gashora shared her experience in these words. *“I noticed changes in my child’s performance in P2 compared to his previous performance in nursery level and P1 where he was perfectly performing well. I went to school to check with the teacher what was wrong. When I reached the school, it was around 3pm, I looked for the teacher of my child but did not find him and went back home. After one week I returned to school to see the teacher, again I did not find him, he was not at school. I asked another teacher whom I promptly met but he didn’t want to listen to me. In few words, when a parent faces such kind of reception, it is very hard to continue the courage to visit the school, so the school leaders should encourage teachers to welcome parents and organize meetings between teachers and parents and most particularly between a teacher, a parent and a child. The parent continued “Teachers continue to blame parents that they do not visit their children at school but in fact, they don’t care about welcoming them. On top of that, teachers do not pay effective attention to our children. For example, I recently went to school to see how my child is doing. When I reached the school, I found out that my child was not at school. I asked where to find him and only his peers could locate him that he went down to the lake. None of the teachers knew it.”*

The findings on the quality assurance have shown double faces on the side of the participants in the research. On one hand, the school leaders, as the professional in charge supervisors of the quality assurance have demonstrated that it well followed up and this confirms the theory that quality assurance is mainly in the hands of the internal school administration prior to the external inspection. (Peter , 2020). On the other hand, there has been a gap in the coordination of parent participation in the process of quality assurance in schools of Bugesera District as some of the parents claim to not have been given space to ensure that their children are learning properly due to teachers’ negligence and lack of school leaders’ attention to parents’ attempts to quality assurance. This supports the literature that Fasasi (2014) mentioned in the research conducted in Nigeria, that the principal should coordinate teachers and other staff members to see that their activities are geared towards ensuring quality in the schools and that parents are one of the stakeholders of schools and that it is very crucial to create a quality assurance system, which reflects on the quality of education provided by a school so that the stakeholders will actively participate in school activities.

## **CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

### **5.1. Introduction**

This chapter deals with the findings' summary, the conclusions drawn and recommendations that the researcher suggested to different institutions for further improvement.

### **5.2. Summary of the findings**

This research aimed at exploring the effects of "*Impact of School Governance on Parental Participation in school activities in selected secondary schools in Bugesera District*". The most concerned people participated in this research among others 4 head teachers, 10 teachers, 18 parents and 20 students from selected secondary schools of Bugesera District. The data collected were analyzed both quantitatively and qualitatively and presented through frequencies and percentages using tables and graphs. To conduct this research, questionnaires, interviews and focus groups were used to collect data.

The findings were aligned with research objectives as follows:

#### **5.2.1. School decision making and parental involvement**

The findings indicated that both head teachers, teachers, parents and students support the way decisions are made through in person meetings at school. They are on the same view that parents are encouraged to participate in decision making when identifying problems and finding solutions through school committees and school general assemblies. Parents are also informed on the outcomes of the decision they made during school meetings of either committees or general assemblies. It was also found that parents are likely involved in different activities including general assemblies, community work (umuganda). However, in some cases parents indicated that the members of the committees make decisions with the school leaders without the consent of the general assemblies and this reduce their participation in decision making thus reduces their role in the development of the schools. Parents also revealed that they are often discouraged to participate in school activities by the way they are welcomed both in the meetings and at school especially when there is no attention paid to their ideas or when they visit the school. Some other factors that prevent them from participating in school

activities include illiteracy, parent's reluctance to welcome the school requirements and the low communication relationship between the school and parents in general.

### **5.2.2. School governing bodies and parental involvement**

The participants in this research have indicated that generally the governing bodies: school general assembly, school executive committees and school development committees exist in almost all the schools. The participants indicated that school governing bodies are functional and all the lawful members are included. Parents revealed that they are encouraged to participate in the school governing bodies through elections, giving their candidacy, proposing candidates and voting for the members of each of the governing bodies. They also revealed that once the governing bodies are set up, the school activities are implemented well. The respondents indicated that the established organs, once they are well organized, they play a big role in mobilizing parents to play their role in the development of the school thus impact the achievements of the school targets. However, the findings show that some of the schools have not yet put in place all the governing bodies as regulated by the Rwandan law of 2021 establishing the governance of education in Rwanda. It was also found that some governing bodies do not function properly depending on the way they have been established either by the corruption of the school leaders or by the tricks from other sources as indicated by parents in the focus groups.

### **5.2.3. School Quality assurance and parental involvement**

The research findings showed that the participants in this research play a key role in quality assurance. Head teachers mostly monitor the quality and the use of teaching materials, monitor the teaching and learning process, evaluate students' performance using statistics and other means of measurement and ensure that parents are involved through school visit, parent-teacher meetings, and classroom meetings with the teachers and students. Parents testified that they are involved in quality assurance through students' homework, provision of school materials, monitoring the movements of their children from home to school and back home. Parents highlighted that when they do follow up on quality assurance, this boosts the children's confidence and increase their efforts in learning, consequently in the end, a difference is observed in the students' performance of the children whose parents reach out to school and those whose parents do not visit the school. It also creates the teachers' attention to children because they make much efforts in teaching since they realize the strong partnership with parents in the follow up of learning processes.

### **5.3. Conclusions**

The research was conducted with the aim to find out the impact of school governance on the parent participation in school activities. From the findings, the present study concludes that effective impactful decision-making, parents' involvement process must clearly be established including setting up all governing bodies in schools and ensure that they are functional and welcoming. The school should involve parents in their plans and decide together the activities to work on and transform them responsible of the decision made. The school head teachers and teachers should ensure that relationship and communications with parents are strongly held and carefully attended to invite the parents' attention towards the school activities

For the governing bodies, the schools should make sure that all organs are established and functional in the interest of both parents and schools. The establishment of organs should be transparent and clearly explained to parents. All the school members should be on the same page when preparing the school organs elections and make sure all present parents are held accountable the smooth journey of the elections.

Both head teachers and teachers and parents are responsible for the quality assurance for the benefit of the students. Each side should play its role effectively in order to ensure that quality schools are put in place. Parents' observations on quality assurance should be taken into account by the schools and be consulted on the improvements to be done.

### **5.4. Recommendations**

The study's conclusions led to the creation of the following suggestions for a number of organizations, including stakeholders (local government, communities, and parents), practitioners (Head teachers and teachers), and policy makers (MINEDUC and its agencies).

#### **5.4.1. Education policy makers**

Recommendations go to MINEDUC and education agencies as the policy makers to make further steps in ensuring that the policies established reached the implementers i.e school leaders, teachers, parents and students, and that they are effectively placed at the implementation level.

MINEDUC and education agencies should also hold accountable via monitoring the engagement of the districts and sector officials in charge of education and school leaders who, on the expenses of the local and school community, limit the school governing policies to cover

their malfunctioning. There should be a regular monitoring and evaluation in schools to check whether the parents are being involved in school activities. The latter should be held responsible for making the school governing bodies (SEC and SAC) functional and encourage their members to be active through the mobilization of each member's (Parents, teachers, students and school leaders) roles and responsibilities. Furthermore, MINEDUC and education agencies should commit to regularly visit the schools to monitor the implementation of the school governing laws and policies on the benefit of the general school operations.

#### **5.4.2. Implementers of the school governance policies**

The head teachers and teachers should ensure that the establishment of formal governing bodies of transparent and coherent with the law governing education in Rwanda by making the elections of the governing bodies become transparent to the extent that each rightful person might play their significant role in the development of the parental participation in school activities and that of the school in general.

The governing bodies should align with the established responsibilities of leading the school with full involvement of the parents in decision making and quality assurance by sensitizing the parents' roles and responsibilities towards the school as outlined in the documents, allowing each member space to express their thoughts through different platforms and take into account the expressed ideas and enquiries. Avoid enthroning the members who cannot stand for the school accountability to fully practice the law governing the schools in Rwanda

Parents should participate in school activities at the best level they can to make the schools shine and developed.

The executive council members have to understand and put into action their role and responsibilities in order to be the role models of the rest of the parents to take part of the schools' development by pioneering and participating in the school initiatives. Creating activities, which engage parents and motivating them by explaining to them the importance of their participation, will surely boost their participation in school activities.

#### **5.4.3. Stakeholders of schools in education**

The school stakeholders in education include the local leadership, development partners and the community as a whole. Each of these partners has a key role to play to make the school governing bodies function effectively to lift up the parent participation. For example, the local

leaders hold a key responsibility to follow up the school daily activities and participate in the community engagement for the school development. As they take part in such activities, they would not miss the opportunity to seek information on the function of the school governance, the participation of parents in school activities in the aim of extending their support as the school makes an important community asset. The same for the development partners, they should strengthen their efforts in making the school governing bodies function in a way that enables the school become a welcoming environment to both parents and students. For example, this might be through their different projects implemented across the school as they partners' with the school leadership, they would seek information and support the school to establish functioning bodies, encourage parents and key partners to actively engage in school activities and take part of the school governing bodies. Their support might also extend to physically participate in school activities such as school meetings, community work, fundraising events, voluntary activities in the aim of seeking where might be gaps and work towards strengthening the collaborations with both parents and school executive leadership in order to build a strong working cohesion that enables all school governing bodies to accomplish their duties.

#### **5.5. Suggestions for further researches**

Other researches on the impact of the school governing bodies may be conducted in other districts of Rwanda. This research has gathered many findings on the impact of the school governance on the parent participation in school activities but did not go in deep find out if parents are aware of the law establishing the governance of the schools to ensure they are aware of their responsibilities and obligations towards the school development.

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## **APPENDICES**

**Table 4. 3 School head teacher’s views on the parent involvement in school decision-making**

Item	Questions	Responses	Freq	%
1	How do you identify problems that hinder parents to participate in school activities?	Through regular staff meetings and discussions	2	50%
		Through parent-teacher conferences or other meetings with parents	4	100%
		Through surveys or feedback forms sent to parents	0	0%
		Through community outreach programs	1	25%
		By analyzing academic and behavioral data of students	1	25%
2	How do you involve parents in the decision-making process when identifying problems or issues?	Through school meetings or focus groups	1	25%
		Through surveys or feedback forms sent to parents	0	0%
		Through regular updates in newsletters or on social media	1	25%
		By inviting parents to join school committees	4	100%
		By providing workshops or training sessions for parents	1	25%
3	How do you gather information from parents to inform decision-making?	Through surveys or feedback forms sent to parents	0	0%
		Through school meetings with them or focus groups	3	75%
		Through one-on-one meetings with parents	1	25%
		By analyzing parent communication through emails, calls or messages	1	25%
		Through teacher-parents conferences	2	50%
4	How do you ensure that the	By providing clear guidelines or prompts for feedback	1	25%
		By using open-ended questions that encourage detailed responses	1	25%

	information gathered from parents is relevant and useful to the decision-making process?	By providing training or support to parents on how to give constructive feedback	1	25%
		By cross-referencing the information with other data sources	1	25%
		By conducting follow-up meetings with parents to clarify feedback	4	100%
5	<i>How do you involve parents in identifying alternative solutions to problems?</i>	Through town hall meetings or focus groups		100%
		By soliciting feedback through surveys or feedback forms		
		By inviting parents to join working groups or committees	2	50%
		By hosting brainstorming sessions with parents	1	25%
		By collaborating with parent associations or councils	4	100%
6	How do you ensure that parents have a say in choosing the alternative solution that is ultimately implemented?	By holding a vote or survey to determine the preferred solution	1	25%
		By using a consensus-building process to reach a decision	1	25%
		By inviting parents to join a decision-making committee or working group	2	50%
		By holding parent-teacher conferences to discuss potential solutions	3	75%
		By providing a suggestion box or feedback mechanism for parents to share their ideas and opinions	2	50%
7	How do you evaluate and communicate the results of the decision-making	By distributing a summary report of the decision-making process and outcomes to all parents via email, WhatsApp group, and Phone calls	2	50%
		By inviting parents and other stakeholders to a meeting to discuss the results and impact of the decision-making process	4	100%

<p>process to parents and the wider school community?</p>	<p>By providing regular updates and progress reports on the implementation of the decision through school newsletters or social media.</p>	<p>0</p>	<p>0%</p>
	<p>By seeking feedback from parents on the effectiveness of the decision-making process and making adjustments accordingly.</p>	<p>0</p>	<p>0%</p>
	<p>By conducting a survey to improve the satisfaction of parents and the wider school community with the decision-making process and its outcomes.</p>	<p>0</p>	<p>0%</p>



### 4.3.2. Teachers perceptions on decision making in schools

Nr	Statement	Responses	Frequency	%
1	Parents involved in decision making related to classroom activities and curriculum	Through surveys	0	0%
		Through in-person meetings	8	80%
		Through phone calls	4	40%
		Through parent-teacher meetings	1	10%
2	Identifying problems that require parental involvement in the classroom	Through teacher observation	2	20%
		Through student performance	1	10%
		Through parent-communication	2	20%
		Through the combination of these methods	6	60%
3	How do you gather information from parents about their child's strengths and weaknesses	Through parent teacher conferences	8	80%
		Through surveys	0	0%
		Through WhatsApp	1	10%
		Through phone calls	3	30%
4	How do you choose alternatives to address problems faced by the students	Consult with other teachers or school staff	2	20%
		Collaborate with parents	3	30%
		Use data and students performance information	1	10%
		All of the above	5	50%
5	How do you implement the chosen alternative to address the problem faced by the student	Provide parents with guidance and support	2	20%
		Monitor progress and adjust as needed	1	10%
		Encourage collaboration between parents and school staff	4	40%
		All of the above	4	40%
6	How do you evaluate the effectiveness of the alternative chosen to address the problem faced by the student?	Use the data and students' performance information	6	60%
		Solicit feedback from parents and students	4	40%
		Monitor progress and adjust as needed	1	10%
		All of the above	7	70%

**Table 4. 5 Head teachers' views on the school governing bodies**

Nr	Statement	Responses	Frequency	%
1	Which one of the following are found in your school?	School General Assembly	4	100%
		School Executive council	1	25%
		School Development committee	1	25%
		Student Association	0	0%
2	Are parents given chance to be part of the school committees?	Yes	4	100%
		No	0	0%
3	How does your school hold School General Assembly meetings with parents?	In person, at the school premises	3	75%
		Combination of in-person and virtual meetings	1	25%
		Virtual meetings through video conferencing platforms	0	0%
		No School General Assembly meetings are held with parents	0	0%
4	How does School General Assembly support the parents to participate in school activities?	By organizing regular meetings to provide parents with updates on school activities and progress.	4	100%
		By creating a different school governing bodies to facilitate communication and involvement between parents and school.	1	25%
		By inviting parents to participate in school committees	2	50%
		By offering opportunities for parents to volunteer in school events and activities	1	25%
		By providing resources and training for parents on how to become more involved in school activities.	1	25%
5	How often does the School Executive Council meet with parents during a school term?	Monthly	1	25%
		2 Monthly		0%
		3 Monthly	2	50%
		Yearly		0%
		Never	1	25%
6	What types of activities or events has the School Executive Council organized with parents in the past year?	Fundraising events	0	0%
		Community work (Umuganda)	1	25%
		Parent-teacher conferences	1	25%
		Community service events	1	25%
		None	1	25%
7	Does the School Development Committee have a specific mandate or plan for engaging parents in school development activities	Yes	3	75%
		No	1	25%
8	How does your school involve parents in the School Development Committee?	Parents are invited to attend committee meetings in person	0	0%
		Parents participate in committee meetings through virtual platforms.	0	0%
		They are invited to participate in annual reviews of the school's development plans and goals	1	25%
		Parents are invited to submit written proposals or feedback to the committee	0	0%
		They are represented by elected parent representatives who attend committee meetings	2	50%
		Other (please specify: no school development committee)	1	25%
9	How do you ensure that the election process of school committee members is transparent?	By establishing clear guidelines and procedures for the election process, and communicating them to all potential candidates and voters.	3	75%
		By ensuring that the election is held at a time and place that is convenient and accessible to all members of the school community	2	50%
		By providing a fair and equal opportunity for all eligible candidates to participate in the election	3	75%
		By allowing all eligible voters to cast their votes anonymously, and ensuring that the vote-counting process is conducted openly and transparently	2	50%
		By providing an opportunity for candidates to challenge the election results and evaluate the election process for fairness and transparency	2	50%
10	How do you involve parents in the school committee election process?	Encouraging parents to nominate themselves or other parents for the election		0%
		Allowing parents to vote for the school committee members	2	50%
		Both a and b	2	50%
11	How transparent is the school committee election process?	Not transparent at all	0	0%
		Somewhat not transparent	0	0%
		Moderately transparent	0	0%
		Very transparent	1	25%
		Completely transparent	3	75%

**Table 4. 7. Head teachers' views on the quality assurance**

Nr	Statement	Response	Freq	%
1	How important is parental participation in ensuring quality assurance in teaching and learning?	Not important	0	0%
		Somewhat important	0	0%
		Moderately important	2	50%
		Very important	2	50%
		Extremely important		0%
2	How often do you evaluate the effectiveness of teaching and learning materials?	Daily	2	50%
		Weekly	2	50%
		Monthly	0	0%
		Termly	0	0%
		Never	0	0%
3	How effective are the teaching and learning materials in enhancing student learning in your school?	Not effective at all	0	0%
		Slightly effective	0	0%
		Moderately effective	3	75%
		Very effective	0	0%
		Extremely effective	1	25%
4	How often do you conduct monitoring and evaluation of teaching and learning in your school?	Never	0	0%
		Rarely	0	0%
		Sometimes	0	0%
		Often	1	25%
		Always	3	75%
5	How do you conduct it?	By setting clear learning objectives and performance standards, and regularly assessing their progress using a variety of methods such as tests, assignments, and projects	3	75%
		By regularly observing and evaluating teachers' classroom instruction and providing feedback and support to help them improve their teaching practice.	3	75%
		By regularly collecting and analyzing data on student performance and teacher effectiveness, and using it to identify areas for improvement and inform decision-making	2	50%
		By regularly reviewing and updating the school's curriculum and instructional materials to ensure they align with current best practices and meet the needs of all students	2	50%
		By involving parents and other stakeholders in the monitoring and evaluation process through regular communication and feedback mechanisms	4	100%
6	How often do you organize parent-teacher meetings to discuss quality teaching and learning?	Never	0	0%
		Rarely	0	0%
		Sometimes	2	50%
		Often	1	25%
		Always	1	25%

**Informed consent for Head-teacher**

Dear Respondent,

I am a student at University of Rwanda, School of Education. I am currently conducting a research entitled “**Impact of School Governance on Parental Participation in school activities in selected secondary schools in Bugesera District, Rwanda**” in fulfillment of the requirements for the award of Master of Education in Educational Leadership and Management, School of Education, University of Rwanda-College of Education.

Your school has been selected to be part of this research. You are kindly requested to honestly complete all parts of this questionnaire by responding to the questions to be asked.

I would also like to assure you that your answers will be treated with strict confidentiality and at no time will your information be passed on to a third party, rather it will be used only for the purpose of this academic research. Remember that participation in this study is voluntary and you have right to refuse participation in this study. You may also stop your participation in the study anytime you want and you will not face any consequences. You may also ask any questions related to the study any time you want. If you accept to participate in this study, you will help to improve parental participation in school activities.

For any clarification on any aspect of this questionnaire, do not hesitate to contact me on +250785753965, email: [philemonMunezero1@gmail.com](mailto:philemonMunezero1@gmail.com) . I appreciate your collaboration.

I, \_\_\_\_\_, consent to participate in this study conducted by Philemon MUNEZERO. I have understood the nature of this study and wish to participate. I am not waiving any of my legal rights by signing this form. My signature below indicates my consent.

Signature

Date

**Participant**

Signature

Date

**Investigator**

Philemon MUNEZERO

## Questionnaire for head-teachers on parental participation

### Instructions

Please complete the questionnaire by responding to all questions.

Information that you give will be kept confidential and only be used for the purpose of this study to examine the impact of school governance on the parental participation in school activities in Bugesera District.

Tick the correct answer or complete in the box

### SECTION A: Profile of respondent

1. **Gender:** Male  Female  Other

2. **Age:**

a. Less than 30 years old

b. 31-40 years old

c. 41-50 years old

d. Above 50 years old

3. **Educational qualification:**

• A2 Level

• A1 Level

• A0 Level

• Master level

3. **How long have you been head-teacher in this school?**

a) Less than a year

b) Two years

c) More than two years

## SECTION B: Decision making process

### 4. How do you identify problems that hinder parents to participate in school activities?

- a. Through regular staff meetings and discussions
- b. Through parent-teacher conferences or other meetings with parents
- c. Through surveys or feedback forms sent to parents
- d. Through community outreach programs
- e. By analyzing academic and behavioral data of students
- f. Other (please specify): \_\_\_\_\_

### 5. How do you involve parents in the decision-making process when identifying problems or issues?

- a. Through school meetings or focus groups
- b. Through surveys or feedback forms sent to parents
- c. Through regular updates in newsletters or on social media
- d. By inviting parents to join school committees
- e. By providing workshops or training sessions for parents
- f. Other (please specify): \_\_\_\_\_

### 6. How do you gather information from parents to inform decision-making?

- a. Through surveys or feedback forms sent to parents
- b. Through school meetings with them or focus groups
- c. Through one-on-one meetings with parents
- d. By analyzing parent communication through emails, calls or messages
- e. Through teacher-parents conferences
- f. Other (please specify): \_\_\_\_\_

### 7. How do you ensure that the information gathered from parents is relevant and useful to the decision-making process?

- a. By providing clear guidelines or prompts for feedback
- b. By using open-ended questions that encourage detailed responses
- c. By providing training or support to parents on how to give constructive feedback
- d. By cross-referencing the information with other data sources
- e. By conducting follow-up meetings with parents to clarify feedback
- f. Other (please specify): \_\_\_\_\_

**8. How do you involve parents in identifying alternative solutions to problems?**

- a. Through town hall meetings or focus groups
- b. By soliciting feedback through surveys or feedback forms
- c. By inviting parents to join working groups or committees
- d. By hosting brainstorming sessions with parents
- e. By collaborating with parent associations or councils
- f. Other (please specify): \_\_\_\_\_

**9. How do you ensure that parents have a say in choosing the alternative solution that is ultimately implemented?**

- a. By holding a vote or survey to determine the preferred solution
- b. By using a consensus-building process to reach a decision
- c. By inviting parents to join a decision-making committee or working group
- d. By holding parent-teacher conferences to discuss potential solutions
- e. By providing a suggestion box or feedback mechanism for parents to share their ideas and opinions
- f. Other (please specify): \_\_\_\_\_

**10. How do you evaluate and communicate the results of the decision-making process to parents and the wider school community?**

- a. By distributing a summary report of the decision-making process and outcomes to all parents via email, WhatsApp group, and Phone calls
- b. By inviting parents and other stakeholders to a meeting to discuss the results and impact of the decision-making process
- c. By providing regular updates and progress reports on the implementation of the decision through school newsletters or social media.
- d. By seeking feedback from parents on the effectiveness of the decision-making process and making adjustments accordingly.
- e. By conducting a survey to improve the satisfaction of parents and the wider school community with the decision-making process and its outcomes.
- f. Other (please specify): \_\_\_\_\_

## SECTION C: School Governing Bodies

### 13. Which one of the following are found in your school?

- i. School General Assembly
- ii. School Executive council
- iii. School Development committee
- iv. Student Association
- v. Other: .....

### 11. Are parents given chance to be part of the school committees?

- a. Yes
- b. No

### 12. How does your school hold School General Assembly meetings with parents?

- A. In person, at the school premises.
- B. Virtual meetings through video conferencing platforms.
- C. Combination of in-person and virtual meetings.
- D. No School General Assembly meetings are held with parents.
- E. Other (please specify).....

### 13. How does School General Assembly support the parents to participate in school activities?

- a. By organizing regular meetings to provide parents with updates on school activities and progress.
- b. By creating a different school governing bodies to facilitate communication and involvement between parents and school.
- c. By inviting parents to participate in school committees
- d. By offering opportunities for parents to volunteer in school events and activities.
- e. By providing resources and training for parents on how to become more involved in school activities.
- f. Other (please specify) \_\_\_\_\_

### 14. How often does the School Executive Council meet with parents during a school term?

- a) Monthly
- b) Every two months
- c) Every three months
- d) Yearly
- e) Never

**15. What types of activities or events has the School Executive Council organized with parents in the past year?**

- a. Fundraising events
- b. Umuganda
- c. Parent-teacher conferences
- d. Community service events
- e. None
- f. Other (please specify) \_\_\_\_\_

**16. Does the School Development Committee have a specific mandate or plan for engaging parents in school development activities?**

- A. Yes  B. No

**17. How does your school involve parents in the School Development Committee?**

- A. Parents are invited to attend committee meetings in person
- B. Parents participate in committee meetings through virtual platforms.
- C. They are invited to participate in annual reviews of the school's development plans and goals
- D. Parents are invited to submit written proposals or feedback to the committee.
- E. They are represented by elected parent representatives who attend committee meetings.
- F. Other (please specify).....

**18. Which of the following activities have you used to engage parents in the School Development Committee?**

- A. Regular meetings with parents
- B. Inviting parents to school development events
- C. Providing training and support for parent involvement in school development
- D. Other (please specify) \_\_\_\_\_

**19. How do you ensure that the election process of school committee members is transparent?**

- a. By establishing clear guidelines and procedures for the election process, and communicating them to all potential candidates and voters.
- b. By ensuring that the election is held at a time and place that is convenient and accessible to all members of the school community.

- c. By providing a fair and equal opportunity for all eligible candidates to participate in the election.
- d. By allowing all eligible voters to cast their votes anonymously, and ensuring that the vote-counting process is conducted openly and transparently.
- e. By providing an opportunity for candidates to challenge the election results and evaluate the election process for fairness and transparency
- f. Other (please specify) \_\_\_\_\_

**20. How do you involve parents in the school committee election process?**

- a. Encouraging parents to nominate themselves or other parents for the election
- b. Allowing parents to vote for the school committee members
- c. Both a and b
- d. None of the above
- e. Other (please specify) \_\_\_\_\_

**21. How transparent is the school committee election process?**

- a. Not transparent at all
- b. Somewhat not transparent
- c. Moderately transparent
- d. Very transparent
- e. Completely transparent

**SECTION D: Quality assurance**

**22. How important is parental participation in ensuring quality assurance in teaching and learning?**

- a. Not important
- b. Somewhat important
- c. Moderately importa
- d. Very important
- e. Extremely important

**23. How often do you evaluate the effectiveness of teaching and learning materials?**

- a. Daily
- b. Weekly
- c. Monthly
- d. Termly
- e. Never

**24. How effective are the teaching and learning materials in enhancing student learning in your school?**

- a. Not effective at all
- b. Slightly effective
- c. Moderately effective
- d. Very effective
- e. Extremely effective

**25. How often do you conduct monitoring and evaluation of teaching and learning in your school?**

- a. Never
- b. Rarely
- c. Sometimes
- d. Often
- e. Always

**26. How do you conduct it?**

- a. By setting clear learning objectives and performance standards, and regularly assessing their progress using a variety of methods such as tests, assignments, and projects
- b. By regularly observing and evaluating teachers' classroom instruction and providing feedback and support to help them improve their teaching practice.
- c. By regularly collecting and analyzing data on student performance and teacher effectiveness and using it to identify areas for improvement and inform decision-making.
- d. By regularly reviewing and updating the school's curriculum and instructional materials to ensure they align with current best practices and meet the needs of all students.
- e. By involving parents and other stakeholders in the monitoring and evaluation process through regular communication and feedback mechanisms.
- f. Other (please specify) \_\_\_\_\_

**27. Are the parents given chance to monitor and evaluate learning?**

- a) Yes
- b) No

**28. How often do you organize parent-teacher meetings to discuss quality teaching and learning?**

- A. Never
- B. Rarely
- C. Sometimes
- D. Often
- E. Always

**SECTION E: Parental participation in school activities**

**19. How often do you plan and invite parents Volunteering activities in your school?**

- a) Never
- b) Rarely
- c) Sometimes
- d) Often
- e) Always

**30. How often do parents participate in Umuganda in your school?**

- a) Never
- b) Rarely
- c) Sometimes
- d) Often
- e) Always

**31. Do parents fundraise for a school development?**

- a) Yes
- b) No

**32. How does their contribution during fundraising affect the school development?**

- a) Never
- b) A little
- c) Not much
- d) Much
- e) A great deal

**33. How often do you mobilize for parents to help them support their children's learning at home?**

- a) Never
- b) Rarely
- c) Sometimes
- d) Often
- e) Always

Thank you for your participation on this research project!

## **Informed consent for teachers**

Dear Respondent,

I am a student at University of Rwanda, School of Education. I am currently conducting a research entitled “**Impact of School Governance on Parental Participation in school activities in selected secondary schools in Bugesera District, Rwanda**” in fulfillment of the requirements for the award of Master of Education in Educational Leadership and Management, School of Education, University of Rwanda-College of Education.

Your school has been selected to be part of this research. You are kindly requested to honestly complete all parts of this interview by responding to the questions to be asked.

I would also like to assure you that your answers will be treated with strict confidentiality and at no time will your information be passed on to a third party, rather it will be used only for the purpose of this academic research.

Remember that participation in this study is voluntary and you have right to refuse participation in this study. You may also stop your participation in the study anytime you want and you will not face any consequences. You may also ask any questions related to the study any time you want.

If you accept to participate in this study, you will help to improve parental participation in school activities. For any clarification on any aspect of this questionnaire, do not hesitate to contact me on +250785753965, email: [philemonMunezero1@gmail.com](mailto:philemonMunezero1@gmail.com) . I appreciate your collaboration.

I, \_\_\_\_\_, consent to participate in this study conducted by Philemon MUNEZERO. I have understood the nature of this study and wish to participate. I am not waiving any of my legal rights by signing this form. My signature below indicates my consent.

Signature

Date

### **Participant**

Signature

Date

### **Investigator**

## Questionnaire for teachers on parental participation

### Instructions

Please complete the questionnaire by responding to all questions.

Information that you give will be kept confidential and only be used for the purpose of this study to examine the impact of school governance on the parental participation in school activities in Bugesera District.

Tick the correct answer or complete where necessary.

### SECTION A: Profile of respondent

Gender: Male  Female  Other

#### 1. Age

- a) Less than 30 years old
- b) 31-40 years old
- a) 41-50 years old
- b) Above 50 years old

#### 2. Educational qualification:

- A2 Level
- A1 Level
- A0 Level
- Master level

#### 3. How long have you been a teacher in this school?

- a) Less than a year
- b) Two years
- c) More than two years

#### 4. Have you undergone one any training on parental participation?

- a) Yes  b) No

#### 5. How do you inform parents about the teacher-parent meetings?

- a) WhatsApp
- b) SMS
- c) Letter
- d) Voice messaging megaphone in village
- e) Any other. Please specify.....

### SECTION B: Decision making process

6. How do you involve parents in decision-making processes related to classroom activities and curriculum?

- a. Through surveys
- b. Through in-person meetings
- c. Through Phone calls
- d. Through parent-teacher conferences
- e. e) Any other. Please specify.....

**7. How do you identify problems that require parental involvement in the classroom?**

- a. Through teacher observation
- b. Through student performance
- c. Through parent-communication
- d. Through a combination of these methods
- e. Other (please specify).....

**8. How do you gather information from parents about their child's strengths and weaknesses?**

- a. Through parent-teacher conferences
- b. Through surveys
- c. Through WhatsApp
- d. Through phone calls
- e. Other (please specify).....

**9. How do you choose alternatives to address problems faced by the student?**

- a) Consult with other teachers or school staff
- b) Collaborate with parents
- c) Use data and student performance information
- d) All of the above
- e. Other (please specify).....

**10. How do you implement the chosen alternative to address the problem faced by the student?**

- a) Provide parents with guidance and support
- b) Monitor progress and adjust as needed
- c) Encourage collaboration between parents and school staff
- d) All of the above
- e. Other (please specify).....

**11. How do you evaluate the effectiveness of the alternative chosen to address the problem faced by the student?**

- a) Use data and student performance information
- b) Solicit feedback from parents and students
- c) Monitor progress and adjust as needed
- d) All of the above
- e. Other (please specify).....

**SECTION B: School Governing Bodies**

**12. Are you part of any school governing body? If yes, which one?**

- a) Yes
- b) No

.....

**13. Does Sector Executive Council work closely with parents?**

- a) Yes
- b) No

**14. How often do Sector Executive Council's meetings take place?**

- A. Never
- B. Rarely
- C. Sometimes
- D. Often
- E. Always

**15. How does Sector Executive Council work together with parents?**

- A. Regular meetings and consultations.
- B. Involving parents in decision-making processes and seeking their input and feedback.
- C. Communicating with parents through newsletters, emails, and other forms of correspondence.
- D. Organizing parent workshops and training sessions.
- E. Encouraging parents to join committees
- F. Other (please specify).....

**16. How transparent is committee selection in this school?**

- a. Not transparent at all
- b. Somewhat not transparent
- c. Moderately transparent
- d. Very transparent

e. Completely transparent

**17. How does the lack of transparency in committee selection influence the parental participation?**

- a. Discourages parental participation
- b. Creates skepticism and distrust
- c. Diminishes sense of ownership and investment
- d. Reduces motivation to engage
- e. Leads to disconnection and disengagement
- f. Other (please specify).....

**SECTION D: Quality assurance**

**18. How often do you invite parents to check on the learning process of their children?**

- a) Never
- b) Rarely
- c) Sometimes
- d) Often
- e) Always

**19. How many parents of your students visit the school/class per trimester?**

- a) Below 20%
- b) 21-30%
- c) 31-40%
- d) 41-50%
- e) Above 5

**20. How many parents reach out to you wanting to be informed about their children's learning process?**

- a) Below 20%
- b) 21-30%
- c) 31-40%
- d) 41-50%
- e) Above 50%

**21. Does your educational qualification help you to engage parents in teaching and learning situation?**

- a) Yes
- b) No

**22. How does the school National Examination results affect parental participation?**

- a) Never
- b) A little
- c) Not much
- d) Much
- e) A great deal

**23. Do students whose parents participate in school activities pass well than the one whose parents do not actively participate in school activities?**

- a) Yes
- b) No

**24. To which percentage would parents actively participate in teaching and learning of their children if the school assured a good quality of education provided?**

- a) Below 20%
- b) 21-30%
- c) 31-40%
- d) 41-50%
- e) Above 50%

**25. Do parents come in your class to monitor and evaluate learning?**

- a) Yes
- b) No

**26. How does that affect your teaching?**

- a) Never
- b) Rarely
- c) Sometimes
- d) Often
- e) Always

**27. Do you request parents to help their children with homework?**

- a) Yes
- b) No

**28. How often do you prepare and give homework, which create interaction between parents and their children?**

- a) Never
- b) Rarely
- c) Sometimes
- d) Often
- e) Always

Thank you for your participation on this research project

## **Informed consent for Head-teacher**

Dear Respondent,

I am a student at University of Rwanda, School of Education. I am currently conducting a research entitled “**Impact of School Governance on Parental Participation in school activities in selected secondary schools in Bugesera District, Rwanda**” in fulfillment of the requirements for the award of Master of Education in Educational Leadership and Management, School of Education, University of Rwanda-College of Education.

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If you accept to participate in this study, you will help to improve parental participation in school activities. For any clarification on any aspect of this questionnaire, do not hesitate to contact me on +250785753965, email: [philemonMunezero1@gmail.com](mailto:philemonMunezero1@gmail.com) . I appreciate your collaboration.

I, \_\_\_\_\_, consent to participate in this study conducted by Philemon MUNEZERO. I have understood the nature of this study and wish to participate. I am not waiving any of my legal rights by signing this form. My signature below indicates my consent.

Signature

Date

### **Participant**

Signature

Date

### **Investigator**

Philemon MUNEZERO

## Interview guide for head-teachers on parental participation

### Instructions

This interview guide entails close-ended and open-ended questions.

Answer freely in your own experience according to your own opinions the following questions

### SECTION A: Profile of respondent

**Gender:** Male  Female  Other

#### 1. Age:

- a. Less than 30 years old
- b. 31-40 years old
- c. 41-50 years old
- d. Above 50 years old

#### 2. Educational qualification:

- A2 Level
- A1 Level
- A0 Level
- Master level

#### 4. How long have you been head-teacher in this school?

- a) One year
- b) Two years
- c) More than two years

### SECTION B: Decision making process

#### 5. Do you plan and execute meetings with parents?

- a) Yes
- b) No

6. If yes, how often in trimester? a) Once  b) Twice  More than twice

7. How do you involve parents in identifying problems faced by the school?
8. Can you describe the methods you use to gather information from parents about their child's learning needs?
9. How do you involve parents in identifying alternatives to address problems faced by their child in the classroom?
10. Can you describe the process used to choose an alternative to address a problem faced by the school, and how you involve parents in this process?
11. How do you involve and support parents in implementing the chosen alternative to address a certain problem?
12. How do you evaluate the effectiveness of the alternative chosen to address the problem, and how do you involve parents in this evaluation?
13. Can you describe any successful examples of how you have involved parents in the decision-making process?

**SECTION C: School Governing Bodies**

**14. How do you engage and motivate parents to be a part of SGBs?**

- a) Communicate regularly with parents about the SGBS goals, objectives, and activities
- b) Creating a welcoming and inclusive school culture that encourages parent participation in SGBs
- c) Holding SGB meetings at convenient times and locations for parents to attend
- d) Giving them positions in committees
- e) Conducting workshops or trainings for parents on how to effectively participate in SGBs
- F. Other (please specify).....

**15. How do the functions of school general assembly affect your school?**

- A. Facilitating decision-making processes involving parents, teachers, and administrators
- B. Enhancing communication and transparency between the school and parents
- C. Providing a platform for parents to express their concerns and suggestions
- D. Fostering collaboration and cooperation among stakeholders
- E. Encouraging parental participation and engagement in school activities
- F. Other (please specify).....

**16. Does the school committees address the parents' problems and concerns?**

- a) Yes
- b) No

**17. How does the school committees address the parents' problems and concerns?**

- A. Ignoring the problems and concerns raised by parents
- B. Addressing the problems and concerns only if they are raised during committee meetings
- C. responding to emails and phone calls from parents in a timely manner and taking appropriate actions to address their concerns
- D. Delegating the responsibility of addressing parents' problems and concerns to individual committee members
- E. Responding to parents' problems and concerns only if they are related to the committee's specific area of responsibility.
- F. Specify any other.....

**18. Do parents understand the importance of School Executive council?**

- a) Do not understand at all
- b) Understand a little
- c) Understand quite
- d) Understand very well
- e) Understand completely

**19. How does the committee selection of the school bodies take place?**

- A. By inviting individuals who have previously served on a committee
- B. By determining the purpose and scope of the committee, identifying the relevant individuals with expertise, and inviting them to serve
- C. By appointing individuals who have the most seniority within the school
- D. By holding an election in which students, parents, and faculty members vote for committee members
- E. Specify any other.....

**SECTION D: Quality assurance**

**20. How did your school perform in national examinations in past two years?**

- a) Below 50%
- b) Between 50% - 59%
- c) Between 60% - 79%
- d) 80% - 89 %
- e) 89%-100%

**21. How do rate the quality of teaching and learning in your school?**

- a) Poor
- b) Fair
- c) Average
- d) Good
- e) Excellent

**22. How often do you supervise the teachers while teaching?**

- a) Never
- b) Rarely
- c) Sometimes
- d) Often
- e) Always

**23. How do you support the teachers to provide quality learning?**

- a. I provide regular professional development opportunities to support teacher growth
- b. I provide timely and constructive feedback to teachers on their instruction
- c. I provides adequate resources and materials to support effective teaching and learning
- d. I foster a positive and collaborative school culture, which supports teacher collaboration and growth
- e. There is a clear and comprehensive instructional framework that guides teacher practice
- f. Specify any other.....

**24. Do you invite parents to follow up their children’s education?**

- a) Yes
- b) No

**25. As a head-teacher, in your opinions, how do you intend to improve the quality of teaching and learning?**

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**26. Which kind of activities do you plan and organize in order to engage the parents in the school activities?**

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**27. How do volunteering and fundraising of the parents affect the school development?**

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**28. What are the reasons for the low parental participation in school activities in your school?**

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Thank you for your participation on this research project!

## PARENT CONSENT FORM FOR FOCUS GROUP DISCUSSION

Please fill in and return the reply slip below indicating your willingness to be a participant in my voluntary research project called (Uzuza amazina yawe, hanyuma usubize urupapuro rwibisubizo hepfo werekana ubushake bwawe bwo kugira uruhare mumushinga wanjye wubushakashatsi witwa) : **“Impact of School Governance on Parental Participation in school activities in selected secondary schools in Bugesera District, Rwanda”** conducted by Philemon MUNEZERO.

I (Njye) ,..... give my consent for the following ( Ntanze uburenganzira kuri ibi bikurikira):

Circle one to show your agreement. ( Zengurutse akaziga kuri Yego cyangwa Oya kugirango werekane amasezerano yawe.

### Permission to be involved in group discussion ( Uruhushya rwo gukora ikiganiro)

- I accept to be interviewed for this study. (Nemeye kubazwa kubwubu bushakashatsi).  
**YES or NO ( YEGO cyangwa OYA)**
- I give permission to be audiotaped in this interview. (Ntanze uruhushya rwo gufatwa amajwi muriki kiganiro) **YES or NO ( YEGO cyangwa OYA)**
- I know that I can stop the interview at any time. (Nzi ko nshobora guhagarika ikiganiro igihe icyo aricyo cyose) **YES or NO ( YEGO cyangwa OYA)**
- I know that I have right to refuse answer all questions asked any time (Nzi ko mfite uburenganzira bwo kwanga gusubiza ibibazo byose byabajijwe igihe icyo aricyo cyose) . **YES or NO ( YEGO cyangwa OYA)**
- I know that the audiotapes will be used for the purpose of this study only. (Nzi ko amajwi azakoreshwa hagamijwe ubu bushakashatsi gusa) **YES or NO ( YEGO cyangwa OYA)**

I understand that ( Nsobanukiwe neza ko):

- The Information, which I will provide, will be kept confidential and safe and that my name will not be revealed. (amakuru nzatanga azabikwa mwibanga n'umutekano kandi ko izina ryanjye ritazamenyekana);
- Information, which I will provide, will be only used for purpose of the project;(amakuru nzatanga azakoreshwa gusa kubikorwa byubu bushakashatsi)

Signature (Umukono) \_\_\_\_\_ Date (italiki) \_\_\_\_\_

## **Focus Group Interview for parents on parental participation**

### **Instructions**

Answer freely in your own experience according to your own opinions the following questions

**Gender:** Number of Males  Number of Females

### **Age range:**

1. What are the challenges and reasons that hinder you from participating actively in school activities?
2. How does the school engage you in the decision-making process related to your child's education, from identifying problems and gathering information to identifying alternatives, choosing an alternative, implementing the chosen alternative, and evaluating the decision?
3. How does the school governing bodies such as School general Assembly, School Executive Council, and School Development Committee help you participate in school activities? And have your challenges and issues been addressed?
4. How satisfied are you with the quality assurance including teaching and learning offered in the school? And how are you involved in monitoring during the learning situation & evaluation, and how does this affect your participation in school activities?
5. How does the school motivate and engage you in school extra activities including volunteering, fundraising, Umuganda, helping your child with homework and what kind of support do you provide to the school?
6. What could the school do differently to improve parental participation in school activities, and is there anything else you would like the school to know about what is important to you as a parent or guardian regarding your child's education?

Thank you for your participation on this research project!

## **Informed consent for students**

Dear Respondent,

I am a student at University of Rwanda, School of Education. I am currently conducting a research entitled “**Impact of School Governance on Parental Participation in school activities in selected secondary schools in Bugesera District, Rwanda**” in fulfillment of the requirements for the award of Master of Education in Educational Leadership and Management, School of Education, University of Rwanda-College of Education.

Your school has been selected to be part of this research. You are kindly requested to honestly complete all parts of group discussion by responding to the questions to be asked.

I would also like to assure you that your answers will be treated with strict confidentiality and at no time will your information be passed on to a third party, rather it will be used only for the purpose of this academic research.

Remember that participation in this study is voluntary and you have right to refuse participation in this study. You may also stop your participation in the study anytime you want and you will not face any consequences. You may also ask any questions related to the study any time you want.

If you accept to participate in this study, you will help to improve parental participation in school activities. For any clarification on any aspect of this questionnaire, do not hesitate to contact me on +250785753965, email: [philemonMunezero1@gmail.com](mailto:philemonMunezero1@gmail.com) . I appreciate your collaboration.

I, \_\_\_\_\_, consent to participate in this study conducted by Philemon MUNEZERO. I have understood the nature of this study and wish to participate. I am not waiving any of my legal rights by signing this form. My signature below indicates my consent.

**Signature**

Date

Participant

Signature

Date

**Investigator**

## **Focus Group Discussion for students on parental participation**

### **Instructions**

Answer freely in your own experience according to your own opinions the following questions

### **SECTION A: Profile of respondents**

**Gender:** Number of Males  Number of Females

### **Age range:**

1. In what ways are your parents involved in decision-making processes at the school?  
And do you think it's important for parents to participate in school decision-making?  
Why or why not?
2. How do you think are your parents engaged in the decision-making process for your education, including identifying problems, gathering information, identifying alternatives, choosing an alternative, implementing the chosen alternative, and evaluating the decision?
3. How involved are your parents in the quality assurance process such teaching and learning and monitoring & evaluation at school? What kinds of things do they do to participate in your academic progress and stay informed about it?
4. In your opinion, what role should parents play in ensuring that students receive a high-quality education? How important is it for parents to be actively involved in their child's learning?
5. How does the school encourage parents to participate in school activities? And what are some examples of school activities that your parents have participated in, such as fundraising or volunteering?
6. What do you think could be done to improve the participation of your parents in school activities?

Thank you for your participation on this research project!

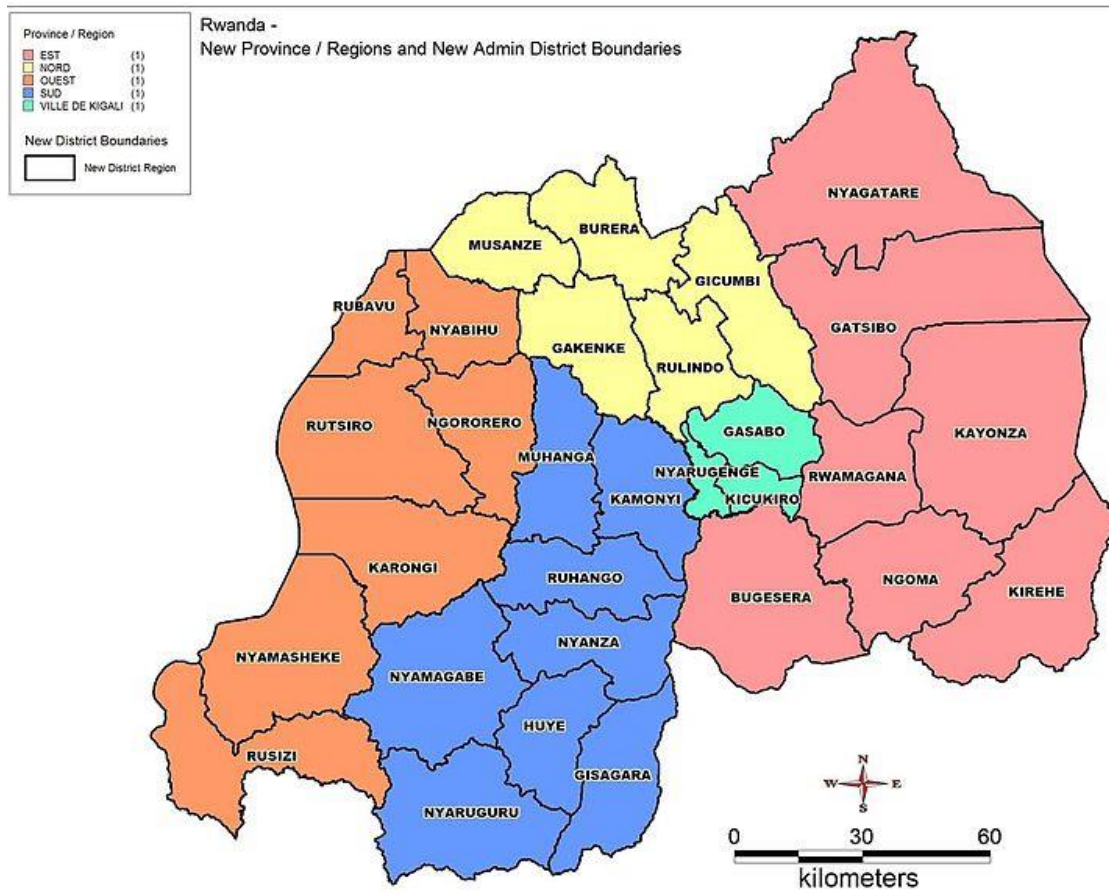
## Document review guide on parental participation

This observation of reviewing the some documents will be done by the researcher himself, the researcher will answer the following questions only on the basis of what he will find on the ground. He will request for the relevant documents about parental participation and will ask for a permission to attend some school meetings.

No	Checkpoint	Yes	No	Comments
1	Are parents engaged in the Decision making process of strategic planning and school growth and development? Any Meeting Attendance list?			
2	Are there some activities which parents attend to improve School growth and development?			
3	Do parents engage themselves in monitoring and evaluation?			
4	Does the school have any policy to support parental participation?			
5	Do parents contribute in the school fundraising? Any document?			
6	Are the parents a part of the school committees?			
7	Does the school do a transparent school committee election?			
8	Do teachers and head-teacher have any training on parental participation?			

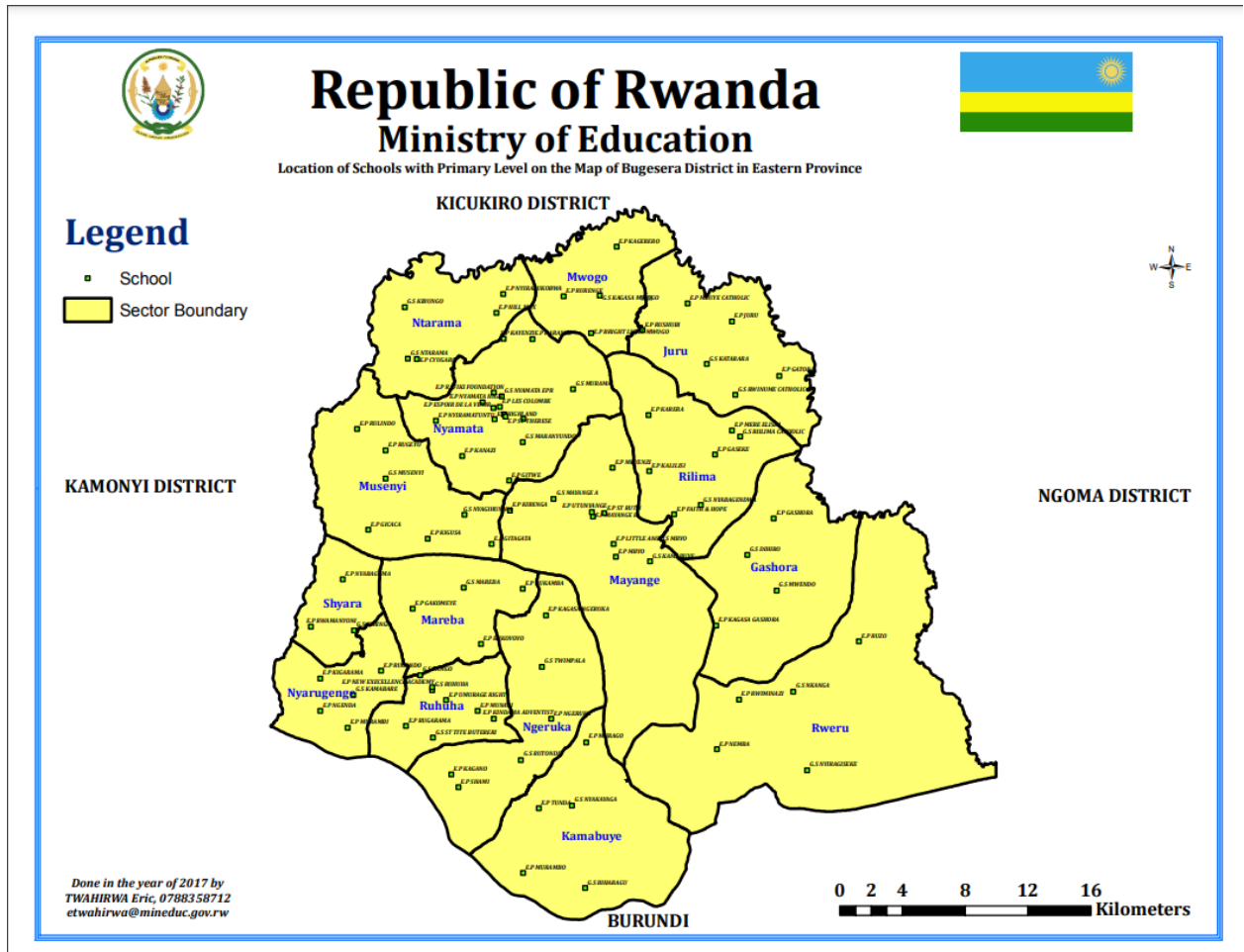
9 Do parents participate in volunteering, fundraising, and umuganda? Any document showing that.

## THE MAP OF RWANDA



Source: [https://commons.wikimedia.org/wiki/File:Rwanda\\_Districts\\_Map.jpg](https://commons.wikimedia.org/wiki/File:Rwanda_Districts_Map.jpg)

# THE MAP BUGESERA DISTRICT IN EASTERN PROVINCE



Source: [https://www.mineduc.gov.rw/fileadmin/user\\_upload/Mineduc/Publications/MAP\\_OF\\_SCHOOLS/PRIMARY\\_SCHOOLS/Bugesera\\_District.pdf](https://www.mineduc.gov.rw/fileadmin/user_upload/Mineduc/Publications/MAP_OF_SCHOOLS/PRIMARY_SCHOOLS/Bugesera_District.pdf)



RESEARCH AND INNOVATION OFFICE

Rukara, 29<sup>th</sup> May, 2023

Ref: 03/DRI-CE/081(a)/ EN/g/2023

**Mr Philemon MUNEZERO**

Master Student

Master of Education in Educational Leadership and Management

School of Education

UR-CE

Dear Mr Munzero,

**RE: RESEARCH ETHICAL CLEARANCE FOR YOUR STUDY**

Following your application for research clearance for your study entitled: **"Implications of School Governance on Parental Participation in school activities in selected secondary schools in Bugesera District, Rwanda,"**

Having reviewed your application and being satisfied with your protocol (research topic, interview schedule, and informed consent): this study is ethically acceptable. This ethical clearance shall last for 18 months and is renewable upon your request and presentation of the progress report to the UR-CE Research Screening and Ethics Clearance Committee (RSEC-C) through the Research and Innovation Unit. Please note that you will have to apply for ethical clearance before making changes in the protocol during the implementation phase. The Research and Innovation Unit shall receive a final copy of your study report at the end of your study.

We wish you success in your study



**Assoc. Prof. Eugene NDABAGA**

Chairperson, UR-CE RSEC-C

Director of Research and Innovation Unit

Tel: 250788308862

Email: [ndabaga@yahoo.co](mailto:ndabaga@yahoo.co)

UR-College of Education

Cc:

- The Principal, CE
- Dean, School of Education
- Dr Irénée Ndayambaje (Supervisor)