

**EDUCATION INPUTS AND THE QUALITY OF TEACHING IN SCHOOLS UNDER
THE NINE YEARS BASIC EDUCATION PROGRAMME
IN KAMONYI DISTRICT, RWANDA**

A Thesis

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**In Partial Fulfillment of the Requirements for the Award of a Master's Degree
in Educational Management and Administration**

By

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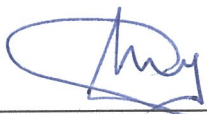
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DECLARATION (A)

"This thesis is my original work and has never been presented for a Degree or any other academic award in any University or Institution of Learning".

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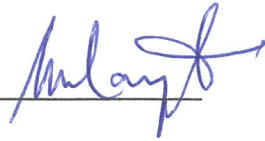
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DECLARATION (B)

"I confirm that the work reported in this thesis was carried out by the candidate under my supervision".

Dr KAYINDU Vincent:



Name and Signature of Supervisor

Date:

27/10/2012.

APPROVAL SHEET

This thesis entitled" Education Inputs and the Quality of Teaching in Schools under the Nine Years Basic Education Programme in Kamonyi District, Rwanda " prepared and submitted by NIYINDORA Emmanuel in partial fulfillment of the requirements for the degree of Master of Educational Management and Administration has been examined and approved by the panel on oral examination with a grade of_____ .

Name and Signature of Supervisor_____

DEDICATION

This thesis is dedicated to the Almighty God, my parents, my brothers and sisters and to all who contributed to my studies.

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The researcher is very grateful to his supervisor, Dr. Vincent KAYINDU, for his wonderful criticisms and advice which gave him meaningful directions throughout the period of the research work. May God bless him!

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The researcher is finally grateful to his parents, brothers and sisters, his friends and to God who granted him life, health and protection in the course of his studies.

ABSTRACT

This study was carried out to examine the level of education inputs and the quality of teaching in the 9YBE schools of Kamonyi District, Rwanda. It was guided by the following research questions: What is the profile of the respondents in terms of age, gender and class?; What is the level of education inputs in schools under the 9YBE programme in Kamonyi District, Rwanda?; What is the level of the quality of teaching in the schools under the 9YBE programme in Kamonyi District, Rwanda?; and, is there a significant relationship between the level of the education inputs and the level of quality teaching in Schools under the 9YBE programme in Kamonyi District, Rwanda?. A total of 300 respondents participated in the study. The descriptive survey design and the descriptive correlation research design were used. Data were gathered using self-administered questionnaires. Mean and percentages were used to present and analyze data. It was found out that majority of respondents in the 9YBE schools of Kamonyi were female (56.3%). Moreover, the level of education inputs in such schools is very low (mean, 1.54) and the level of the quality of teaching is very low (mean, 1.65). There is also a significant relationship between the level of education inputs and the level of quality teaching in schools of Kamonyi applying the 9YBE programme (P-value, 0.000). It was recommended that there should be: a significant increase in number of qualified teachers, provision of on-going trainings for teachers to become more professional, and the increase of the level of the teachers' motivation. There should also be other sources from which schools can gain more income.

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LIST OF ABBREVIATIONS

9YBE:	Nine Years basic Education
B.B.C:	British Broadcasting Corporation
CHDR:	College of Higher Degrees and Research
DEO:	District Education Officer
EFA:	Education For All
E.S:	Ecole Secondaire
ESI:	Ecole Secondaire Inférieures
G.S:	Groupe Scolaire
IPAR:	Institute of Policy Analysis and Research - Rwanda
MINEDUC:	Ministry of Education
NSSE:	National survey of Student Engagement
TFA:	Teach For America
UNESCO:	United Nations Educational, Scientific, and Cultural Organization
UNICEF:	United Nations Children's Fund

CHAPTER ONE

THE PROBLEM AND ITS SCOPE

Background of the Study

Education is a basic human right. Like all human rights, it is universal and inalienable—everyone, regardless of gender, religion, ethnicity or economic status, is entitled to it. From the 20th century up to now, there have been many efforts to ratify this right by universalizing education. For example, since 1952, Article 2 of the first Protocol to the European Convention on Human Rights obliges all signatory parties to guarantee the right to education. At the global level, the United Nations' International Covenant on Economic, Social and Cultural Rights of 1966 guarantees the right to education under its Article 13. (<http://www.unesco.org/en/efa/the-efa-movement/>). In 1990, representatives of the international community (155 countries, as well as representatives from some 150 organizations) gathered in Jomtien, Thailand, and agreed to "universalize primary education and massively reduce illiteracy by the end of the decade". From this conference, the World Declaration on Education for All was adopted, which stressed that education is a fundamental human right and pushed countries to strengthen their efforts to improve education in order to ensure the basic learning needs for all were met (<http://www.unesco.org/en/efa/the-efa-movement/world-conference-on-efa-jomtien-1990/>>). Yet, in 2000, with targets far from being met, 164 countries attended the World Education Forum in Dakar, Senegal, to adopt the Dakar Framework for Action, which reaffirmed the commitments to guarantee free and compulsory education to all school aged children by 2015 putting emphasis on quality education.

Countries all over the world are not equal in achieving the EFA commitments because this demands, apart from the political will, high funds especially for the construction of classrooms, funding education cost for children and for

paying recruited teachers. That is why the ratification of the EFA policy is mostly successful in developed nations while poor countries are left behind.

As far as Rwanda is concerned, the implementation of the EFA policy was almost prominent in the year 2004 when all school aged children were obliged to enroll for Primary education and complete the grade six. According to the United Nations' Educational Scientific and Cultural Organization (UNESCO), in the year 2004, Rwanda was close to reaching universal education since primary school enrolment was standing at 97 per cent for boys and 98 per cent for girls, and this was some of the highest enrolment rates in the East African region (<http://www.unesco.org/en/efareport/resources/statistics/efa-development index>).

Since 2009, the government of Rwanda made another step forward: providing free and compulsory education up to Lower Secondary Level. Since the year 2009, many children who complete P6 benefited from O'Level education (that is, the first 3 years of secondary education). This is done in two ways: pupils who perform well in the P6 National Examinations must get recruited in modern secondary schools named "Schools of Excellence" while others are subjected to pursue similar studies to schools designed to offer 6 years of primary and 3 years of secondary education popularly known as the "Nine Years Basic Education (9YBE) Schools" or "Groupes Scolaires". In opposition to Schools of excellence, children within the 9YBE schools are day students and the education they receive is free of charge in the process of attracting even those who could not attend school due to their inability to bear the school fees cost. During year 2009, 765 schools (including the former ESI) opened a 9YBE programme. The introduction of the 9YBE programme reduced problems of school dropping out after the completion of Primary six. As the Rwandan Education Minister declared, with the introduction of the 9YBE Programme, the transition rates from Primary Six to Senior One considerably increased from 54 percent of the year 2008 up to 88 percent in

the year 2009. (<http://www.rwandagateway.org/fr/spip.php?article572>). The fact that a big number of Rwandese have access to O'level education is an utmost advantage for Rwanda because, apart from the fact that Education For All is entailed in the human rights, this can be seen as the key towards its development. It is highly important to note that this development is only possible when this education is of quality. However, there are evidences that these 9YBE schools have not yet insured quality education as required. The quality of teaching is among the challenges facing 9YBE schools.

Statement of the Problem

In the process of implementing the EFA commitments, the Rwandan government has now moved forward. Apart from guaranteeing free primary education to all school aged children up to grade six, since 2009, all primary six leavers who had not performed well to get selected by ordinary schools known as "Schools of Excellence", to prevent them from dropping out, these children were recruited into the 9YBE programme to benefit from 3 years of lower secondary studies with the same curriculum as those in schools of excellence. In general, the 9YBE schools enroll a very bigger number of pupils than schools of excellence. For instance, in the year 2009, the 9YBE program received 126,000 S1 students whereas the existing secondary schools received only 27,000 senior one (S1) students(<http://www.educationcommons.rw/.../9ybemomentumshouldbemainained>).

The 9YBE policy is beneficial for Rwanda since it aims at empowering a big number of Rwandan children intellectually, and this is an encouraging development since it will inevitably boost Government's initiative to build a knowledge-based economy, as envisaged in Rwanda's Vision 2020. But, this intellectual empowerment is only possible if the issue of quality education is

taken into account as it is stipulated within the commitments of the Dakar Forum in the year 2000. The quality of education tends to be evaluated in terms of the number of students passing National Examinations and the performance mark they have in these exams (Eshiwani, 1993). Unfortunately, schools under the 9YBE Programme in Kamonyi apparently face problems related to quality teaching, which results from some teachers not being qualified and experienced, not being regularly trained, instructional materials such as textbooks not being enough and well designed, lack of laboratories, among others. The end of this is poor performance in the national examinations. For example, in the 2011 O'Level National Examinations, apart from a substantial number of students failed, a high proportion of those who passed the exam are located in the two last divisions (Kamonyi District Education Office, 2012). This is blamed on the education inputs in the schools. The study was thus conceived to investigate how education inputs impact on the quality of teaching.

Purpose of the Study

The purpose of the study is to:

1. Validate the systems theory to which this study was based.
2. Test the hypothesis of no significant relationship between education inputs and the quality of teaching in schools under the 9YBE programme.
3. Bridge the gaps identified during the literature review.
4. Contribute to the existing knowledge in the area of education inputs and teaching quality.

Research Objectives

Specifically, this work seeks to:

1. Determine the profile of the respondents in terms of age , gender and class;
2. Examine the level of education inputs in schools under the 9YBE programme in Kamonyi District, Rwanda;
3. Determine the level of the quality of teaching in the schools under the 9YBE programme in Kamonyi District, Rwanda;
4. Find out whether there is significant relationship between the level of the education inputs and the level of quality teaching in Schools under the 9YBE programme in Kamonyi District, Rwanda.

Research Questions

The study was guided by the following research questions:

1. What is the profile of the respondents in terms of age, gender and class?;
2. What is the level of education inputs in schools under the 9YBE programme in Kamonyi District, Rwanda;
3. What is the level of the quality of teaching in the schools under the 9YBE programme in Kamonyi District, Rwanda;
4. Is there a significant relationship between the level of the education inputs and the level of quality teaching in Schools under the 9YBE programme in Kamonyi District, Rwanda?

Research Hypothesis

There is no significant relationship between the level of the education inputs and the level of quality teaching in Schools under the 9YBE programme in Kamonyi District, Rwanda.

Scope of the Study

Geographical scope: The study was carried out in schools under the 9YBE programme in Kamonyi district. This district is found in the Southern Province of the country, Rwanda, and it borders with Gakenke District in North, Rulindo District in North-East, Nyarugenge District in the East, Bugesera District in South-East and Muhanga District in West. Kamonyi district was chosen because it is known to be among the districts with a big number of the schools implementing the 9YBE programme. Thus, massive enrolment of students should go hand in hand with quality teaching, the later being the subject matter of the study.

Content Scope: The study intended to examine the correlation between the independent variable (education inputs) and the dependent variable (quality teaching) in schools under the 9YBE programme of Kamonyi District/Rwanda.

Theoretical scope: This study was based on the systems theory, propounded by Hegel in the 19th century.

Significance of the Study

Following results obtained from this study, different education stakeholders in Rwanda, i.e., the MINEDUC, District Education Officials, school officials, parents and other stakeholders will recognize what they can do and to which extent for the betterment of teaching in the 9YBE of Kamonyi District.

Actually, the study will contribute in being aware of education inputs required for effective teaching in general. It will also help in recognizing the amount and quality of inputs available in schools under the 9YBE schools of Kamonyi and at which level these inputs are likely to positively affect quality teaching. In this context, if, for example, it is found out that the level of education inputs in place does not cope with required teaching outcomes, the MINEDUC, District Education Officers, schools officials, parents and other stakeholders will make changes for better results according to recommendations provided by the researcher. Then, if, for instance, it is revealed that there is lack of qualified teaching personnel and that those employed are not trained and committed to work, or if the research indicates that schools are operating in a non comfortable environment in terms of buildings, standardized classes or facilities, or if schools do not have enough funds to achieve their objectives, then, the MINEDUC, District Education Officers, school administrators, parents and other stakeholders will work together to solve the problem. Additionally, for unqualified and untrained teachers, they will especially know, throughout this research, effective teaching methods they can use to enhance quality teaching in the 9YBE schools.

Conversely, if it is revealed that things are wonderful, then, the education stakeholders in question will take measures not to step back.

Operational Definitions of Key Terms

Quality Teaching

Quality education refers to providing education to students and the outcomes encompass knowledge, skills, moral values and attitudes, and are linked to national goals for education and positive participation in society. In other words, quality teaching is the one which helps beneficiaries play vital role in economic, cultural and industrial development of a country.

Education Inputs

Education inputs refer to factors enabling schools to offer quality education. In other words, education inputs are means by which schools make sure they meet the needs of their service users.

Schools under the Nine Years Basic Education Programme

These are schools known to offer to pupils who complete the grade six three years of Lower Secondary Studies (O'Level) free of charge in the process of implementing the Education for All policy.

Profile of Respondents

This means the characteristics of the people (students) who participated in the study. These characteristics are defined in terms of gender, age and class.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Concepts, Opinions, Ideas from Authors/ Experts

Education inputs

Basically, the word "input" can be defined in many ways according to the domain in which it is used:

1. In Physics, it is "electrical or other energy that is put into a machine" (Macmillan English Dictionary for Advanced Learners, 2007). In the same context, input is defined as "something put into a system or expended in its operation to achieve output or a result, especially: energy, work, or power used to drive a machine or current, electromotive force, or power supplied to an electric circuit, network, or device" (education.yahoo.com > Reference > Dictionary).
2. In Computer Science, input is "information that is put into a computer or a piece of electronic equipment using another machine such as a key board or microphone" (Macmillan English Dictionary for Advanced Learners, 2007). In the same trend, input is defined as "Computer Science Information put into a communications system for transmission or into a computer system for processing"(education.yahoo.com > Reference > Dictionary).

It can also be "the connection on a computer or a piece of electronic equipment where information enters it from another machine" (Macmillan English Dictionary for Advanced Learners, 2007).Likewise, input is "a position, terminal, or station at which

input enters a system" (education.yahoo.com > Reference > Dictionary).

3. In Psychology, input is "information that your brain receives from your eyes, ears or nerves" (Macmillan English Dictionary for Advanced Learners, 2007).
4. In other domains, input is "any of the items, including materials, equipment, funds, and human resources required for production, i.e., the means or the resources employed to facilitate the satisfaction of needs and, hence, reaching development objectives" (ciu.reduaz.mx/calidad%20educativa/private/.../Indicadores.pdf).

It is then in this context that the word "education input" is used Basically, authors describe the term "Education input" in the following ways:

"Education inputs" would include the number of teachers, school buildings, and teaching materials supplies and the cost and level of expenditures on education (ciu.reduaz.mx/calidad%20educativa/private/.../Indicadores.pdf).

In the view of Velez, Schiefelbein & Valenzuela (1993) "education inputs" may be defined as "teaching methods, access to textbooks, teacher experience, class room time and distance to school which contribute to the acquisition of cognitive achievement".

Other writers believe that "education inputs" are such things as spending (funds), class size, teacher quality (Hanushek, Rivkin, and Kain (2005) and Aaronson, Barrow, and Sander (2003), and technology (Sandholz et al. 1997; Means and Olson 1995; Lepper 1985) important in the acquisition of knowledge by students.

With reference to the paper presented by UNICEF at the meeting of the International Working Group on Education which held in Florence (Italy) on June 2000, education inputs are those elements which must play an important role in the teaching outcomes. These are: teachers, students,

parents, teaching aids (curriculum, textbooks, laboratories, computers, etc), school facilities/infrastructure (such as playgrounds, latrines, classrooms and buildings), and financial resources (www.UNICEF.org/programme/education/index.html). Likewise, the Global Monitoring Report released in 2008 highlights these elements as those which intervene in education output.

“Education inputs” are also defined as those broader enabling environment which support teaching and learning. They essentially consist of “good teachers, strong schools and a coherent national support infrastructure”. Also important is “the provision, distribution and delivery of resources (including textbooks and other material) and the physical structure of classrooms and schools” (source: Understanding Quality Education, the 1st module for students in Master of Arts in Educational Management and Administration, Kampala International University).

In fact, there have been many experts in education area who expressed their views on the causal relationships between education inputs and teaching outcomes. In this section, we review a few of those experts talking about education inputs categorized into human resources such as teacher, students and parents; material resources such as teaching aids(textbooks, laboratories and ICT) and school facilities/infrastructure(such as buildings and classrooms, electricity and water); and financial resources: school funds.

Human Resources

Teachers

The most important factor affecting the quality of education is the quality of the individual teacher in the classroom. There is clear evidence that a teacher's ability and effectiveness are the most influential determinants of student achievement. Regardless of the resources that are provided, rules that are adopted and curriculum that is revised, the primary source of learning for students remains the classroom teacher. In support of this, Teaching for America's Future (1996), the influential report of the National Commission on Teaching and America's Future, stressed that quality teaching is successful thanks to the teacher who knows what S/he teaches, who knows what S/he can do and who is committed to doing it (motivated teacher). Teacher's motivation is important in that it lifts up students' performance. Teacher motivation naturally has to do with teachers' attitude to work. It has to do with teachers' desire to participate in the pedagogical processes within the school environment. It has to do with teachers' interest in student discipline and control particularly in the classroom. Therefore, it could underlie their involvement or non-involvement in academic and non-academic activities, which operate in schools. In other words, teacher motivation is anything done to make teachers happy, satisfied, dedicated and committed in such a way that they bring out their best in their places of work so that students, parents and the society will greatly benefit from their services. With reference to Ukeje (1991), the relative incidence of specific behaviours, such as teaching and learning, discipline and control in schools could be undermined if teachers were not motivated.

Students

It is clear that the positive outcomes of teaching will not only depend upon the quality of teachers and their willingness to perform, the availability of required and relevant teaching-learning materials, but also upon students who must engage/participate fully in their learning. Student engagement is frequently used to depict students' willingness to participate in routine school activities, such as attending class, concentration in class and attentively revising her/his lessons.

With reference to the findings by The National Survey of Student Engagement (NSSE Studies), student success is directly linked to student involvement. According to NSSE, the more involved students are in an institution, the more invested they will be. The higher the student involvement level, the higher their grades are and the more likely they are to re-enroll for the next semester. Highly-engaged students are more likely to re-enroll than less-engaged students (<http://nsse.iub.edu/>).

Research demonstrates that to achieve academically, children, when they reach school age, must attend school consistently. A child's exposure to curriculum — his or her "opportunity to learn" — significantly influences achievement, and exposure to curriculum comes from being in school (Fuller et al., 1999). In support of these findings, a study of village-based schools in Malawi found that students with higher rates of attendance had greater learning gains and lower rates of repetition, a finding consistent with many other studies (Miske and Dowd, 1998). The reason for this is that, as San Diego Unified School District found out, by attending class regularly, the child is more likely to keep up with the daily lessons and assignments, and take quizzes and tests on time (http://www.ehow.com/facts_5149931_importanc_school_attendance.html).

Concentration in class is another most important factor for the students' performance, for the student who is not attentive while the teacher is teaching is like the one who is absent. It has been revealed out that there is a strong link with the students' high concentration especially in class and the way they are nourished. Healthy students learn better than poorly nourished students UNICEF (2000). Most other researchers assert that healthy students have more energy to get through a full day of school and they're able to complete their work since a healthy diet provides the necessary elements for healthy development of the brain and that the main source of the good health is healthy diet. Warren J.M, Henry C.J, Simonite V. (2003) carried out a research on this point and they found out that children who regularly ate breakfast had better standardized test scores, better behavior, and were less hyperactive than children who skipped breakfast. While, as the same report found it out, eating healthy at lunch will help keep the child's mind sharp and ready to learn all afternoon. The same report goes on showing that not only a great breakfast and healthy lunch, a light after-school snack is nice to refuel a kid's body before play or study time. In the same perspective, Murphy J.M, Wehler C.A, Pagano M.E, Little M., Kleinman R.E and Jellinek M.S (1998) carried out a study which consolidated the findings of Warren, Henry and Simonite and they claimed:

"Healthy children interact with the environment better. With proper nutrition, children have more energy to talk and play with schoolmates and they also have more energy to explore the world around them. Children have a natural curiosity to investigate and discover the environment. Without a healthy diet, children aren't provided with enough energy to satisfy this natural curiosity."

Parents

Parents play a key role in the outcome of teaching-learning. According to Karl and Robert (1992), the extent to which parents support the school objectives directly affects their children's academic achievements. In the view of Israel, Beaulieu and Hartless (2001), parents' participation in their children's education helps the later improve their school attendance (which can increase their chance to achieve higher grades), their conduct and attitude (which can reduce the discipline issues). In line with this, Grace chen(2008) argue that the way parents allocate their time to their children's education and the amount of other resources they invest for their sons' and daughters' education at school will strongly affect their children's taste for education (preferences), which develops their cognitive skills. Moreover, parents invest their financial resources in their children's education and this lifts up their performance (Kamya, 2006). However, this influence will largely depend on income and assets of his/her family (Karl and Robert (1992).

Material Inputs

Teaching/Learning Materials

"Teaching materials" is a generic term used to describe the resources teachers use to deliver instruction. Teaching materials can support student learning and increase student success. Ideally, the teaching materials will be tailored to the content in which they're being used, to the students in whose class they are being used, and the teacher. Teaching materials come in many shapes and sizes, but they all have in common the ability to support student

learning (the Global Monitoring Report 2008). They may include: textbooks (libraries), computers (computer rooms) and materials (laboratories) for scientific lessons. School effectiveness research, including several studies in the 1970s and early 1980s, shows the availability of relevant, good quality, affordable textbooks having a positive impact on achievement. However, later studies indicate that, once schools have an acceptable level of textbooks, it is teacher practice that makes the difference. Materials other than textbooks are also important. Computers replace the blackboard and textbooks though this is spreading rapidly in schools in the developed world than in developing countries (Understanding Quality Education, the 1st module for students in Master of Arts in Educational Management and Administration, Kampala International University).

The School Facilities/infrastructure

Enough and quality school facilities such as electricity, water and toilets seem to have an effect on learning. Some authors argue that "extant empirical evidence is inconclusive as to whether the condition of school buildings is related to higher student achievement after taking into account student's background" (Fuller et al., 1999). A study in India, however, sampled 59 schools and found that of these only 49 had buildings and of these, 25 had a toilet and 20 had electricity. In this case it was concluded that the quality of the learning environment was strongly correlated with pupils' achievement in Hindi and mathematics (Carron & Chau, 1996).

Financial Inputs

Financial inputs are referred to funds that schools need to provide excellent and equitable education. Despite the fact that the local government may allocate schools with teachers and administrators and expenditures like classrooms, and instructional materials such as textbooks and laboratories, it seems important to highlight that this is not enough without additional funds. Actually, school funds come from various sources. In most countries, if not all, government is the main source of funding for schools. It is, however, unfortunately true that the ability of governments to pay for even basic capital and recurrent expenditures is limited, so, additional funds from alternative sources are required by many schools both for capital projects and for supplementing recurrent funds. In such areas, additional funding from non-governmental sources will be needed to facilitate the implementation of school policies and programmes, enable activities such as educational tours and excursions to take place, involve pupils in co-curricular activities such as music and sports, and develop schools as educational establishments. The sources include: involving local community, imposing a levy on each child entering provided this is acceptable to the authorities or establishing projects generating revenues. Reiterating the important role of funds for schools, Ayot and Briggs (1992) point out that, poor results in education are related to the financial resources allocated to it. According to Chitiavi (2002), when the National exams results are eventually released, schools with good investments reap good results over which they celebrate jubilantly. Thus, as the author goes on saying, when we establish a system of fair funding for schools, it will send the message that indeed every child is capable and is worthy of receiving the best quality education possible.

Quality of Teaching

According to McKeachie (1999) quality teaching is defined as instruction that leads to effective learning, which in turn means thorough and lasting acquisition of the knowledge, skills, and values the instructor or the institution has set out to impart. For Bernard (1999), quality teaching is the one whose focus is on learning which strengthens the capacities of children to act progressively on their own behalf through the acquisition of relevant knowledge, useful skills and appropriate attitudes; and which creates for children, and helps them create for themselves and others, places of safety, security and healthy interaction. In the same trend, the 2008 Global Monitoring Report defines quality teaching as teaching whose outcomes are defined in terms of individual achievements, both cognitive and attitudinal, and benefits to society. E.g.: economic growth, human development and social cohesion. With reference to MINEDUC School Management Project (2008), effective teaching is the one which helps a secondary school student in Rwanda to:

1. Have basic knowledge pertaining to the environment and be integrated in its economic and social life;
2. Have knowledge that enables one to pursue further studies;
3. Have basic competence in ICT;
4. Apply acquired knowledge so as to live well, protect his/her health and that of others;
5. Protect and improve the environment;
6. Be capable of communicating in Kinyarwanda, French and English;
7. Be informed about H.I.V/AIDS and be determined to guard against getting it;
8. Be conversant with universal values in general and those of Rwandese society in particular;

9. Have commitment to "work –well done";
10. Have spirit to research, innovation, imagination, creativity, progress and entrepreneurship;
11. Have respect of own culture and open to external world;
12. Be well informed and self-informing through lifelong learning;
13. Be a citizen, capable of managing own life properly.

In order to achieve teaching results as it is naturally expected, the teacher must teach students using various methods, some of which are the following:

1. Learning is not a spectator sport. Students do not learn much just by sitting in classes listening to teachers, memorizing pre-packaged assignments, and completing on-line quizzes. Students need opportunities to talk about what they are learning, write about it, relate it to past experiences and apply it to their daily lives. They must make sense of what they learn for themselves. This, however, does not necessarily mean more class time, much of this sort of activity can happen outside the class but it needs to be encouraged and valued by the academic staff (Teaching Methods - Flinders University www.flinders.edu.au/teaching/quality/teaching-methods/)
2. Embed learning in real life problems so students can see the value in what they are learning through application of knowledge and skills in a way that is connected to the real world (Jensen, 2008) and Lane Clarke's about criteria at http://www.laneclark-ideasys.com/seminar_criteria.htm)
3. Actively seek to establish students' knowledge, beliefs and skills as part of planning. To arrive at this, the teacher can collaborate from time to time with teachers from different disciplines to explore different aspects of an idea or skill, or related ideas or skills over the same time period with shared students (Jensen, 2008)

4. Ensure that every learning experience is applied to a real world situation in order for students to see the purpose and value in what they learn (Jensen, 2008). The teacher does this using current affairs and current community issues, both local and global, to provide students with real contexts to apply their knowledge and skills e.g. global: global warming, poverty, free trade, war; local: natural disasters, drought, terrorism, illegal immigration, cross cultural issues (gangs), drugs and alcohol, speeding, graffiti, vandalism, rubbish.(Student online conferences at www.ssat-inet.net ,Learning Difficulties inline forum at <http://www..ldonline.org/xarbb/?catid=769>, Enlighten Education at www.enlightenededucation.com , and Teen Issues at <http://www.teenissues.co.uk/KeepingUpWithCurrentAffairs.html>.
5. Encourage communication ability by teaching classmates how to interact successfully with students and others. St Luke's <http://www.innovativeresources.org/>. This can be done by providing stimulus materials that challenge students' ideas and encourage discussion, speculation and ongoing exploration. E.g.: use of relevant media for students to communicate like web 2 tools, newspapers, online communities, fax, email, film and public forums. The teacher can also provide ongoing and frequent commentary on language use, share how differing sentences, text types and discourse actually work and explicitly teach technical vocabulary and the correct contextual usage (Focus on Effectiveness at <http://www.netc.org/focus/strategies/summ.php>).
6. Use learners' personal interests (sports, hobbies) and social or ethical concerns as the context for topics, or to link with social relevance of learning and issues (<http://sites.google.com/site/theplaygrounddekondilo/>).
7. Promote learners' good judgment helping them use KWLH questions(What I Know, What I want to know, How will I find out , What have I Learnt) to connect background knowledge, to discover gaps and find ways to integrate and apply new information, reflect on content and applicability of new knowledge and skills (Teaching and Learning Federation Digital resources,http://www.thelearningfederation.edu.au/for_teachers/for_teachers

[//www.eduweb.vic.gov.au/edulibrary/public/teachlearn/student/kwhl.pdf](http://www.eduweb.vic.gov.au/edulibrary/public/teachlearn/student/kwhl.pdf)).

8. Recognize that skills, understandings, processes or practices currently being taught have relevance for other subject areas and draw learners' attention to such relevance. Example: avoid attention divided- one brain activity at a time e.g. trying to listen and take notes at the same time can interfere with getting the big picture and making the connections that become memories. One brain activity at a time. If students need to take notes, stop and let them take notes. During the stop time you can answer questions (Willis Judy at www.caisca.org/event_info/115/Brain_Memory2.doc).
9. Develop students' self-reliance ensuring they understand when, how and what thinking tools to use in order for them to select appropriate thinking tools independently (<http://www.apa.org/releases/retention.html>).

Theoretical Perspective

The theory that guided this study is the systems theory developed by Hegel in the 19th century to explain historical development as a dynamic process. The systems theory can be applied to general systems that exist in nature or, in a business context, organizational or economic systems, and it was used by renowned people in their works such as Marx and Darwin. System theory (as we know it) was also used by L. von Bertalanffy, a biologist, as the basis for the field of study known as 'general system theory', a multidisciplinary field (1968).

A system theory states that in order to get desired outputs(result, objective or purpose) in a system we must understand what inputs are necessary (Krippendorff at http://pespmc1.vub.ac.be/ASC/INPUT-_ANALY.html).

The following questions can be used for this method:

1. What essential outputs must the system produce in order to satisfy the system users' requirements?
2. What transformations are necessary to produce these outputs?
3. What inputs are necessary for these transformations to produce the desired outputs?
4. What types of information does the system need to retain?

In a nutshell, a system is intended to "absorb" inputs, process them in some way and produce outputs accordingly. Outputs are defined by goals, objectives or common purposes.

Hence, as schools run as systems (organizations), the systems theory has been judged useful to guide the current study since the latter seeks to identify the effects of inputs put into the 9YBE schools of Kamonyi District (Rwanda) on output or a result.

Related studies

A number of studies have been carried out in a related area such as the following:

In Latin America, a study called "Standards of care: Investments to improve children's educational outcomes in Latin America" by (Willms, D., 2000) that included 50,000 students in grades three and four found that children whose schools lacked classroom materials and had an inadequate library were significantly more likely to show lower test scores and higher grade repetition than those whose schools were well equipped. Other studies, carried out in Botswana, Nigeria and Papua New Guinea concur with these later findings (Pennycuik, 1993). In the same trend, as reported by the New Times of

February 15, 2010 the District Education Officer in Rubavu District (Rwanda), declared that there was a lack of text books for the 9YBE schools as one of the remaining challenges. This was consolidated by the writings of the Outlook Magazine of September-November 2011 that the overall educational system in Rwanda was faced with little or no documentation.

Although the effect of class size on student achievement has most often been studied using observational data, Boozer and Rouse (2001) carried out a research named "Intra school Variation in Class Size: Patterns and Implications" which provides a clear demonstration of how estimates of class size effects can be misleading due to the relationship between class size and student ability as well as how school-level measures of pupil-teacher ratios can mask significant within-school variation in actual class size. Thus, one should be suspect of estimates that do not make use of more sophisticated estimation techniques to uncover the causal relationship between class size and student. For fourth and fifth grade students, Angrist and Lavy (1999) in their research "Using Maimonides' Rule to Estimate the Effect of Class Size on Scholastic Achievement" found that reductions in class size increase test scores by statistically significant and educationally important amounts. Focusing on the class size results included in Hanushek (1996), Krueger (2003) in "Economic Considerations and Class Size" uses alternative weighting strategies, including giving equal weight to each study rather than equal weight to each estimate, and finds support for a positive relationship between smaller class sizes and better student outcomes.

The findings by Israel, Beaulieu and Hartless (2001) in the research entitled "The influence of family and community social capital on educational achievement" show that parents who control over students absenteeism, keep a wide variety of reading materials available in the home, establish for their students a daily routine for doing homework, completing cores, this accounts

for nearly ninety percent of the difference in test scores. In the 2002 research review, *A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement*, infancy and childhood, Anne T. Henderson and Karen L. Mapp (2002) note that when families are involved in their children's learning both at home and at school, their children do better in school. The report also points to specific types of involvement as being especially beneficial to children's academic success.

Nechbya in his research, "Prospects for Achieving Equity and Adequacy in Education, State Aid and the Pursuit of Educational Excellence (2004)", found that the amount of funding notably impacts the quality of schooling available to students in different school. In support of this, both Furguson and Nechbya declare an interesting observation in Texas that some of the state's wealthy districts had originally proposed that money did not make much difference but later complained that limited funding did not enable them to provide an adequate level of education for their students, especially their special needs students.

As a result, researchers rely on alternative strategies for identifying the causal relationship between spending and student outcomes. Barrow and Rouse (2004) in their research "Using Market Valuation to Assess the Importance and Efficiency of Public School Spending" and Guryan (2003) in his research "Does Money Matter? Estimates from Education Finance Reform in Massachusetts" use changes in state school financing aid formulas as he finds that additional state aid resulting from a change in the financing formulas led to a significant increase in math, reading, and science test scores for both 4th and 8th grade students. Specifically, he estimates that a \$1000 increase in per-pupil spending leads to a one-third to one-half of a standard deviation increase in average test scores. Connected to this, IPAR-Rwanda (2012) in their report "School Funding and Equity in Rwanda: An Interim Discussion

Paper" found out that the large source of funding that schools have is the government's capitation grant. However, there is iniquity in the way schools are funded. The report says that the overall system of funding after the introduction of 9YBE is the same for lower secondary schools of this type. At the time being, this is RF3,500 per pupil for primary schools and 9YBE schools, but higher for lower secondary for schools of excellence(ordinary schools) where it is 11,000 for day students and 21,000 for boarding students. The report concludes that this iniquity needs to be redressed to improve education quality in these disadvantaged schools.

A growing body of evidence supports the intuitive notion that quality teachers play a key role in what, how, and how much students learn. Aaronson, Barrow, and Sander (2003) in their research "Teachers and Student Achievement in the Chicago Public High Schools" use Chicago Public Schools data on high school students linked to teachers at the classroom level to examine teacher quality. Both studies find large variation in teacher quality as measured by the effect of teachers on student test score gains. Hanushek, Rivkin, and Kain (2005) in their research: "The Market for Teacher Quality" estimate that a one standard deviation increase in teacher quality at the grade level will increase student test scores by roughly 10 percent of a standard deviation while Aaronson, Barrow, and Sander (2003) find that a one standard deviation improvement in 9th grade math teacher quality for one semester is associated with a gain equal to 10 to 20 percent of the average math test score gain experienced in a typical school year. Other researchers concur with the same findings (for example, Hanushek and others (2005); Park and Hannum (2001) in the research: "Do Teachers Affect Learning in Developing Countries?"; Rivkin, Hanushek, and Kain (1998) in the research "Teachers, Schools and Academic Achievement"; Rockoff (2004) in the research: "The Impact of Individual Teachers on Student Achievement: Evidence from Panel Data, American Economic Review"; Sanders and Rivers

(1996) in the research: "Cumulative and Residual Effects of Teachers on Future Student Academic Achievement.

Teaching for America's Future (1997) found out that teachers with more than five years in the classroom seem to be the most effective and, conversely, that inexperience is shown to have a strong negative effect on student performance. This finding was also highlighted by Greenwald, Hedges, and Laine (1996) in their study entitled "The Effect of School Resources on Student Achievement". After carrying out a comprehensive examination of data from 60 studies, these researchers found a positive relationship between years of teacher experience and student test scores. Similarly, the UTD Texas Schools Project data showed that students of experienced teachers attained significantly higher levels of achievement than did students of new teachers (those with one to three years of experience) (Rivkin, Hanushek, and Kain 2005 in "Variable Definitions, Data, and Programs for Teachers, Students, and Academic Achievement"). In consolidation of the previous findings, one study by Teach for America (TFA) teachers in Houston found that TFA experienced teachers had a positive effect on student achievement scores when compared with other new teachers. According to the findings by Teaching for America's Future (1997), certified teachers are more effective than uncertified. In other words, teachers with emergency certificates don't generally perform as well as those with traditional certification. Likewise, Darling-Hammond (1995) carried out a research whose title is "The role of teacher expertise and experience in students' opportunity to learn" and found a significant positive association between achievement and teacher certification. She also found a significant negative association between achievement and the presence of a high proportion of new or uncertified teachers in the school. Moreover, after reviewing other researches on the issue under discussion, Goldhaber and Brewer (2000) in their research entitled "Does Teacher Certification Matter? High School Teacher Certification Status and Student Achievement"

reconfirmed the previous findings and concluded that teachers who have had pedagogical training and who have received certification produce better student achievement scores than those who have not. In the same context, the report compiled by the Teacher Service commission in Rwanda (2010) claims that the education system in Rwanda was unable to produce sufficiently well-qualified graduates to bridge the estimated 40% skills gap, which directly impacted Rwanda's ability to create wealth and stimulate economic growth. This goes in line with the findings by Rwanda National Institute of Education (30 Aug 2010) in the report "Rwanda Multi-Year Programme 2011-2013" stating that the quality of training programmes was acknowledged to be weak and that over half of the secondary teachers were insufficiently qualified for the level they teach.

CHAPTER THREE

METHODOLOGY

Research Design

The research employed the descriptive survey design, and the descriptive correlation research design. The later design is the most appropriate to assess the relationship between the two variables, that is, education inputs and the quality of teaching.

Research Population

In this study, the target population was 7092 students of 38 schools implementing the 9YBE Programme in Kamonyi District. These schools are: ES Gihembe, ES Marie Adelaide, ES Karama, ES Mbat, ES Musambira, G.S Mugina, ES Rosa Mystica, G.S Bitsibo, G.S Bubazi, G.S Bunyonga, G.S Buye, G.S Gacurabwenge Catholique, G.S Bugoba, G.S Gihara, G.S Giko Catholique, G.S Kabasare, G.S Kabere, G.S Kamonyi, G.S Kirwa, G.S Kivumu, G.S Kiyonza, G.S Masaka, G.S Mataba, G.S mpushi, G.S Muganza, G.S Ngamba, G.S Nyamirama, G.S Nyamirembe, G.S Nyarubaka, G.S Nyarubuye, G.S Nyarusave, G.S Remera, G.S Rugalika I, G.S Runda, G.S Ruyanza, G.S Ruyenzi , G.S Ruyumba and G.S Sheli. (District Education Office, Kamonyi, 2012).

Sample Size

A sample of 300 students was got from 10 schools. In this research, 10 schools under the 9YBE programme in Kamonyi District were chosen as the sample because it seemed difficult to work with the entire target population. From these 10 schools, 300 students were selected as respondents, that is, 30 students from each school and 10 students from each grade level.

Table:I

Sample of the Study

No	Name of the school:	Number of students in O' Level(Target population)	Sample size
1	E.S Musambira	309	30
2	G.S Ruyanaza	284	30
3	GS Kabasare	227	30
4	GS Kamonyi	308	30
5	E.S Mbati	314	30
6	GS Bunyonga	137	30
7	GS Nyamirama	274	30
8	GS Remera	441	30
9	GS Ruyenzi	253	30
10	GS Gacurabwenge Catholique	256	30
	TOTAL	2803	300

Source: District Education Office, Kamonyi

Sampling Procedure

This researcher used a combination of sample methods such as simple random sampling and systematic sampling techniques. The simple random sampling known as balloting was used to select the names of schools. This technique was judged the most appropriate since it gives each item of the population equal chance to be selected. In this way, after listing all the names of schools existing in Kamonyi district on pieces of paper, these pieces were folded and dropped into a small basket and mixed up. Then, I picked these folded sheets one after one until the desired number (10) was reached. By doing this, each school had an equal chance of being selected. In addition, the researcher used systematic sampling technique to know learners to work with as informants. Note that each grade level was represented by an equal number of students, that is, 10 students. Then, using the list of their names, I selected 10 students from each grade level by dividing the whole number of classmates by 10. I did in this way so as to have the range between one student and the other while selecting. Then, after this, I selected 10 students starting from the one having number 1 on the list. This was done to escape subjectivity.

Research Instruments

Questionnaire

Two sets of self-administered questionnaires were used in the study. One questionnaire on the independent variable, that is, education inputs was constructed based on three core education inputs, namely: material resources, human resources, and financial resources; and the other on the

dependent variable was constructed based on teaching methods. The questionnaire on the independent variable and that on the dependent variable required students to do rating based on 4-likert scale, with 1=strongly disagree; 2= disagree; 3=agree; and 4=strongly agree.

Validity and Reliability of the Instrument

Grinnel (1993) observes that reliability measures the degree of accuracy in the measurements an instrument provides. It ensures that the instruments generate similar data when used by independent researchers. He further observes that to remove possible errors, every instrument should be tested before it is formally administered. Thus, to ensure reliability of the instruments, the researcher conducted a pilot study in two 9YBE schools in Kamonyi district before the actual study. The two schools were not included in the main study. The main purpose of the pilot study was to check on suitability and the clarity of the questions on the instruments designed, relevance of the information being sought, the language used and the content validity of the instruments from the responses given.

Data Gathering Procedures

Before the Administration of the Questionnaires

The researcher, using simple random sampling and systematic sampling techniques, selected 10 schools and 300 students to work with as the sample. Then, questionnaires were made to obtain data from respondents in the selected schools.

During the Administration of the Questionnaires

The questionnaires were distributed by the researcher himself and were filled in his presence. Before these questionnaires were completed, respondents were given explanations about the purpose of the study to encourage them to participate and not to leave any unanswered question. Then, after the questionnaires were completed, the researcher collected them.

After the Administration of the Questionnaires

The data gathered was encoded into computer and statistically treated using the Statistical Package for Social Sciences (SPSS).

Data Analysis

In order to analyze and present the data collected from respondents, the mean and percentages were used for the research questions one, two and three using the following mean ranges and interpretation.

Table II

Data Analysis

Mean Range	Response Mode	Interpretation
3.26-4.00	Strongly agree	Very high
2.51-3.25	Agree	High
1.76-2.50	Disagree	Low
1.00-1.75	Strongly disagree	Very low

The Pearson's Product Moment Correlation was used to compute the relationship between the independent variable and the dependent variable (Research question four).

Ethical Considerations

In the course of this research, the right to respondents to participate or not to participate was respected. For people who freely accepted to participate, anonymous reporting was the one accepted. The researcher sought also the confidence of the respondents and associated with them during the data gathering session. Besides, all the questions were not risky to respondents.

Limitations of the Study

Personal biases: Actually, these are the elements beyond the researcher's control. However, the researcher did his best to remind the respondents to be honest as much as they could.

Instrumentation: The questionnaires used in the study were not standardized. They were however tested for their validity and reliability. This was done to produce a credible measurement of the research variables.

Retrieval rate: Some would-be respondents did not participate in the study and others were absent at the time of data collection. Where this appeared, the researcher replaced those absentees or those who did not participate by the next students on the list used to make the sample. All 300 questionnaires distributed were returned.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

Introduction

In this chapter, data for the study were presented, analyzed, and interpreted based on the research questions that guided it. Textual and tabular modes were used to present the data collected by means of questionnaires.

Table III

Profile of the Respondents

		Respondents	
		Students	
		Frequency	Percentage
Age	12-15	88	29.4%
	16-18	176	58.6%
	19-22	36	12%
	Total	300	100%
Gender	Female	169	56.3%
	Male	131	43.6%
	Total	300	100%
Class	S1	100	33.33%
	S2	100	33.33%
	S3	100	33.33%
	Total	300	100%

Table 3 shows that 29.4% of students are between 12 and 15 years old; 58.6% range between 16 and 18, while 12% of students are in the range between 19 and 22. This means that most students in the 9YBE programme in Kamonyi District are beyond the age required for students in the Lower Secondary Level in Rwanda because students in Lower Level of Secondary-the later being the first level of secondary education which lasts three years after the completion of Primary Six which starts at age 7- are, under normal circumstances, aged between 12 and 15 as the MINEDUC stipulates. This may be due to two things: firstly, in an effort to achieve fully the policy of education for All, the 9YBE schools have to enroll students without caring about their age and; secondly, many students repeat classes. The data also revealed out that the majority of respondents were females. Specifically, 56.3% of respondents are girls while 43.6% are boys. Apart from the thing that the majority of Rwandese is female, this majority of females over boys in the 9YBE of Kamonyi can also be explained by the fact that the 9YBE programme benefits each child including girls who were not used to having chance to attend schools before.

Table IV

Table 1: The Level of Education Inputs

1. Material Inputs	Mean	Interpretation	Rank
Our school has:			
1.1. Enough buildings and classrooms	1.20	Very low	
1.2. Spacious classrooms	1.58	Very low	
1.3. Neat and well arranged classrooms	1.30	Very low	
1.4. Enough seats in the classrooms	1.62	Very low	
1.5. Well ventilated buildings	1.16	Very low	
1.6. Science laboratories	2.07	Low	
1.7. A library	1.26	Very low	
1.8. A well stocked library	1.00	Very low	
1.9. Enough facilities to teach co-curricular activities, e.g., football/netball pitch, volleyball pitch	1.23	Very low	
Average Mean	1.38	Very low	2
2. Human Resources			
Our school has:			
2.1. Qualified teachers	1.32	Very low	
2.2. Adequate teachers	1.47	Very low	
2.3. Adequate support staff	1.18	Very low	
2.4. Dedicated members of staff	1.45	Very low	
2.5. Approachable teachers	1.53	Very low	
2.6. Teachers who "own" the institution	1.34	Very low	
2.7. Motivated teachers	1.15	Very low	
2.8. Teachers who get teaching-related training regularly	1.03	Very low	
Average Mean	1.30	Very low	3
3. Financial inputs			
Our school:			
3.1. Gets grants from Government	4.00	Very high	
3.2. Gets aid from well wishers	1.00	Very low	
3.3. Gets financial contribution from parents	1.23	Very low	
3.4. Collects enough fees from students	1.04	Very low	
3.5. Has projects from which money is got	1.07	Very low	
3.6. Teachers are paid adequately	1.26	Very low	
3.7. Teachers are paid on time	4.00	Very high	
Average Mean	1.94	Low	1
Grand Mean	1.54	Very low	

In general, table 4 reveals that the level of education inputs in the 9YBE schools of Kamonyi is very low (mean=1.54). Financial inputs were however ranked first (mean=1.94) interpreted as low; material inputs were ranked second (mean=1.38) interpreted as very low; and human resources were ranked last (third) with a mean of 1.30, interpreted as very low.

Specifically, table 4 indicates that many schools under the 9YBE programme in Kamonyi do not have enough buildings and classrooms. This is indicated by the mean of 1.20 interpreted as very low. Actually, an increase in quantity of students should go hand in hand with the increase in number of buildings and classrooms. However, this is not the case in Kamonyi, which may be due to the Governments' limited financial resources, hence, inability to close the gap between mass enrolment of students and the construction of more classrooms and buildings. The data have also revealed that the available classrooms in the 9YBE schools of Kamonyi are not spacious (mean =1.58, interpreted as very low), which means that even though, with the introduction of the 9YBE programme, the government of Rwanda introduced the construction of standardized classrooms, there are still overcrowded classrooms due to a limited number of teachers. Yet, the data show that classrooms put in place are not "neat and well arranged". This result was given by the mean 1.30 interpreted as very low. It might be understandable that the 9YBE schools of Kamonyi are not neat and well arranged since these schools were extended from the existing primary schools which were initially constructed without a clear master plan. Moreover, table 4 demonstrates that many classrooms in the 9YBE schools in Kamonyi have inadequate seats. This is shown by the mean 1.62 interpreted as very low. This could be due to the thing that there are not enough classrooms as it was found out previously, which results in students overcrowding in the available classrooms. Also, many of the buildings are not well ventilated as revealed with a mean of 1.16, which could also be due to the overcrowding of classrooms.

In general, the data generated for the items 1,2,3,4 and 5 demonstrate that the status of the 9YBE programme schools in terms of classrooms and buildings is not conducive to effective teaching, which is not in line with the view of Byrnes (2002) who says that, to enable quality teaching, buildings and classrooms should be enough. They also do not concur with the view of Angrist and Lavy (1999) who assert that the student- teacher ratio should be so small to significantly increase students' test scores.

Still in table 4, some schools generated fair results in terms of having science laboratories (mean=2.07, interpreted as low). With reference to the view expressed in the Global Monitoring Report (2008) that teaching materials, including laboratories, are key things supporting students' learning, these results do not support adequate teaching. This can be justified by the fact that as there are a big number of the 9YBE schools in Rwanda, the provision of science laboratories is a very big challenge for the MINEDUC since they are very expensive. However, these schools are allocated with kit-science tools though these are not adequate to teach science accurately, the reason why most students may have responded with "disagree" and not "strongly disagree".

On the item of having a library, the mean of 1.26 interpreted as very low reveals that many schools do not have libraries. The data also, with the minimum poor mean 1.00, tell us that the available libraries are not well equipped. Not having well equipped libraries for schools under the 9YBE of Kamonyi might be because the MINEDUC cannot afford required books to make a library because of their limited financial resources. Besides, there could be imbalance in the way books are distributed. Yet, those few books available are hidden where teachers and students cannot easily access them due to two main reasons: not having spacious buildings to make them public

and not having librarians to distribute them in security. Therefore, it is not only in the 9YBE schools of Kamonyi where there are no adequate libraries since the New Times of February 15, 2010 reported the same constraint as the District Director of Education in Rubavu District claimed that the major remaining challenge they had is the lack of text books in the 9YBE schools of Rubavu District. However, it is said "effective teaching and learning require wide and equitable availability of learning materials"(Understanding Quality Education, the 1st module for students in Master of Arts in Educational Management and Administration, Kampala International University). This view is consolidated by the findings of Willms (2000) and Pennycuik (1993) that inadequate library negatively affects teaching outcomes significantly.

Throughout the same table above, respondents indicate that their schools do not have enough facilities to teach co-curricular activities. Mean is 1.23 interpreted as very low. Facility is "an area or building used for particular purpose" (Macmillan English Dictionary for Advanced Learners, 2007). Good allocation of school facilities such as football/netball and volleyball pitches demands much fund to create and manage them, and the land where to locate them. Consequently, the 9YBE schools of Kamonyi do not fulfill this. According to Fuller et al. (1999) school facilities include a number of things but all of them have a positive impact on learning when available. Accordingly, lack of school facilities in most of the 9YBE schools of Kamonyi district, as the results above demonstrate, do not support the later understanding.

Regarding the status of human resources, most teachers are not qualified. This was indicated by respondents with the mean 1.32 interpreted as very low. The explanation for this might be that teacher deployment in Kamonyi district is a challenge because most of schools in this district are in rural area

where teachers especially qualified ones do not prefer to work. Additional to this, the MINEDUC has limited financial resources to recruit and maintain qualified teachers. In this line, these results support the findings by Rwanda National Institute of Education (2010) that over half of the secondary teachers in Rwanda were insufficiently qualified for the level they teach while most researchers such as Aaronson, Barrow, and Sander (2003), and Hanushek, Rivkin, and Kain (2005 and 2008) stress that qualified teachers play a key role in students' achievements.

In the same perspective, the mean 1.47(interpreted as very low) indicates that the available teachers are not adequate. According to Macmillan English Dictionary for Advanced Learners (2007), something is adequate when it is "good enough or large enough for a particular purpose". Inadequacy of teachers in the 9YBE of Kamonyi can be linked to the previous finding that there are limited financial resources to recruit and sustain good teachers and the rural geographical situation of the District. However it was confirmed that when teachers are not enough, this has a strong impact on the class size/student-teacher ratio while the later has been judged to play an important role in teaching outcomes (Angrist and Lavy, 1999).

As far as the adequacy of support staff members is concerned, the data generate a poor result since the mean is 1.18 interpreted as very low. While expressing their view in this way, students were right since the 9YBE schools have limited number of personnel especially the administrative staff, which makes these schools more complex to manage. In this way, this affects the quality of leadership, which opposes the confirmation of Millette (1988) that the quality of leadership makes the difference between the success and failure of a school.

To progress, the table reveals, throughout the mean 1.45 interpreted as very low, that staff members for the 9YBE schools of Kamonyi are not dedicated. Dedicated staff members of a school include staff members who spend the large amount of time and effort on teaching and learning activities (Macmillan English Dictionary for Advanced Learners (2007). This conduct might be linked to the fact that these teachers are not well paid as the study will reveal it later, which may result in the thing that they spend the rest of their time and effort in other refundable activities to supplement what they gain from schools.

The data also demonstrate that teachers are not approachable. This was confirmed by respondents with the mean 1.53 interpreted as very low. An approachable person is someone who is "friendly and easy to talk" (Macmillan English Dictionary for Advanced Learners, 2007). So as to be approachable, it is recommended that the teacher should make a good teacher-student relationship avoiding conflicting with learners or embarrassing or humiliating them (Curriculum Planning and Development, the 2nd module for students in Master of Arts in Educational Management and Administration, Kampala International University). The results presented above however imply that teachers are not in line with this recommendation. This poor result can be explained relating it to the teachers' limited level of pedagogic skills as the study found out above, or this could be because of the small level of their motivation.

The data indicate also that the 9YBE teachers of Kamonyi do not own their institution as the mean is 1.34(interpreted as very low). This is may also be linked to the low level of motivation.

On the issue of motivation, the data reveal that teachers in the 9YBE of Kamonyi are not motivated. This poor result was shown by the mean 1.15

interpreted as very low. Most studies carried out on the issue of teachers motivation especially in developing countries found out that the main cause for teachers not to feel motivated is a little salary they get from their profession with regards to other professionals having the same level of education employed in other domains. In this line, poor motivation for these 9YBE teachers of Kamonyi can be linked to the same case since not only teachers in Kamonyi but also teachers in Rwanda in general always claim to be under paid.

As it has been revealed out that teachers in the 9YBE schools of Kamonyi are not dedicated, approachable or do not "own" their schools, this could be another supporting truth that these teachers are not motivated. It is not only in Kamonyi where teachers feel unmotivated. The research carried out by Ozigi in Ofoegbu (2004) found out that teachers in Nigeria were unhappy, frustrated, uninspired and unmotivated. As a result, poor teacher motivation will undermine quality teaching as the study by Ofoegbu (2004) revealed that teacher motivation is a vital factor for classroom effectiveness and school improvement.

The data also indicate that teachers in the 9YBE schools of Kamonyi are not regularly trained. This poor result was shown by respondents with the mean 1.03 interpreted as very low. Basically, regular trainings require much funding to organize them. Therefore, as with the introduction of the 9YBE schools the number of teachers in Rwanda significantly increased, this might have raised the issue of the failure to regularly train them while it is revealed that most of these teachers are not qualified for the level they teach. The question of little teacher-trainings is not particular with Kamonyi district. Rwanda National Institute of Education (2010) state that, in the year 2010, the quality of training programmes was acknowledged to be weak and that teachers in the

9YBE schools had challenges in trainings especially English teaching - related trainings, which was also consolidated by the Outlook Magazine of September-November 2011 while saying that the education system in Rwanda was faced with a teaching population of an old fashioned pedagogy and literacy methods, and training especially on adult literacy. However, Goldhaber and Brewer (2000) emphasize that teachers who have had pedagogical training produce better student achievement scores than those who have not.

On the item of the provision of grants from the government, the data indicated a very satisfactory result, for the mean is 4.00 interpreted as very high. The respondents said this because education in the 9YBE programme is free of charge as the MINEDUC stipulates, that is, no students in this programme is obliged to pay for their studies. Thus, to bridge the gap, the government grants these schools even though it is evident that these grants are not enough to adequately cover the schools' needs.

The mean 1.00 interpreted as very low also implies that schools never receive aid from well wishers. It is said like this because, since the introduction of the 9YBE schools, such schools in Kamonyi have not yet attracted private people or organizations to regularly aid them.

Results also indicate that the respondents strongly disagree that the 9YBE schools in Kamonyi get financial contribution from parents. The mean was 1.23, which is interpreted as poor. The respondents may be right because parents do not find important to willingly give any amount of money to their children's schools because it is simply said that education in the 9YBE programme is free of charge.

The mean 1.04(interpreted as very low) also indicates that the majority of respondents strongly disagree that the 9YBE schools of kamonyi “get enough fees from students”. The respondents are right because schools under the 9YBE programme should not get enough fees from students while, students are always aware of the thing that no student in this programme must pay for her/his education.

The data generated in the table 4 show the mean 1.07(interpreted as very low) for the item 5 about financial inputs. This poor mean means that respondents strongly rejected the statement that their schools have “projects from which they can get additional money”. The reason for this position might be that the 9YBE schools are newly created; they have not yet acquired means and time to establish such projects.

In a nutshell, the previous data on the issue of financial inputs have shown that schools under the 9YBE programme have limited sources from which they can get money. The only main source of funds these schools have is the government provision while it was argued that, due to limited ability of governments to pay for even basic capital and recurrent expenditures, schools must have alternative sources from which they can get supplementary funds (library.unescoicba.org/...Schools/Better%20Schools/.../module4_un). Thus, these results are in line with what is included in the report by IPAR-Rwanda (2012) stating that there is iniquity in the way schools receive funds where they say the 9YBE schools almost rely solely on the provision of grants from the government while the former secondary schools (schools of excellence) depend very much on the government financial aid and on school fees from students. However, researchers like Ferguson (1991) and Nechbya (2004) found that the amount of funding notably impacts the quality of schooling available to students in different school.

Table 4 also presents data stating that teachers in the 9YBE schools of Kamonyi are paid inadequately. This has been revealed by the respondents with the mean 1.26 interpreted as very low. Respondents say this because, as it was discussed on previously, teachers in Rwanda always claim that their salary is critically low with reference to the high costs to satisfy even their basic needs (BBC, July 23, 2011). These findings go hand in hand with those of Jennifer Fierberg (2003) who stated that all over the world but especially in developing countries, there are challenges in terms of finance to recruit and retain more qualified teachers, which result in that hired teachers are becoming increasingly concerned about poor job satisfaction and low motivation to a large extent being attributed to the poor monetary rewards and deteriorating standards of living compared to other professionals with the same level of educational background. In this context, these results can also help to explain and support the finding that a great deal of teachers in the 9YBE schools of Kamonyi is not qualified, and the one stating that a great amount of teachers in these schools are not motivated.

Though paid inadequately, the very high mean 4.00 indicates that teachers in the 9YBE schools of Kamonyi are paid "on time". This may be because Kamonyi District took measures not to pay any other employee before teachers are paid, which pressured the one in-charge of teachers' salaries for fear of punishments. As a result, it has been a habit to pay teachers the day between 18 and 30 of each month. This result was confirmed by all respondents, which differs from the findings of Ofoegbu (2004) highlighting that teachers in Edo, Anambra, Enugu and Imo States in Nigeria could even pass between 5 and 10 months without being paid. Thus, paying teachers on time positively affects their motivation to a certain level, which can, in turn, positively affect their teaching.

Table V**The Level of the Quality of Teaching**

	Mean	Interpretation
In our school, majority of teachers use teaching methods that enable learners to:		
1. Pass well the National Examinations	1.74	Very low
2. Express themselves clearly in the countries' official language	1.99	Low
3. Develop skills	1.36	Very low
4. Develop attitude towards productive work	1.31	Very low
5. Develop basic hygiene skills	1.91	Low
6. Develop problem –solving skills	1.15	Very low
7. Develop the ability to effectively communicate	1.53	Very low
8. Develop the ability to accurately record information	1.36	Very low
9. Develop the ability to accurately report information	1.53	Very low
10. Develop the ability to effectively handle domestic chores	1.26	Very low
11. Develop ability to make good judgment and interpretation of situation	1.11	Very low
12. Develop the ability to put the subject matter into real-life situations	1.98	Low
13. Appreciate and develop moral and ethical values	3.94	Very high
14. Develop the ability to relate what is studied in one subject with the knowledge in another subject	1.58	Very low
15. Develop a creative mind that enables them to live comfortably	2.44	Low
15. Develop a creative mind that enables them to live comfortably	2.44	Low
16. Be self-reliant	1.32	Very low
17. Explore and manipulate local materials in order to improve the desirable ones	1.14	Very low
17. Explore and manipulate local materials in order to improve the desirable ones	1.54	Very low
18. Transform what they are taught into reality and practice	1.06	Very low
19. Make self-discoveries		
While teaching, many of our teachers:		
20. Teach from simple to complex material	1.02	Very low
21. Facilitate learning, but do not impart knowledge	1.06	Very low
22. Make lessons more of student-centered than teacher-centered	1.11	Very low
23. Make abstract things appear simple/understandable	1.14	Very low
Average Mean	1.65	Very low

Basically, the data presented in the table above show that teachers in the 9YBE schools of Kamonyi do not use methods to help learners pass well the National Examinations. This is indicated by the mean 1.65 interpreted as very low. Nevertheless, Eshiwani (1993) asserted that quality teaching is to be evaluated throughout the number of students passing the National

Examination. Connected to this, MINEDUC suggests that a learner who ends secondary school education should have knowledge to help him/her pursue further studies, and this needs having passed well the National Examination.

To be more specific, the table reveals, with the mean 1.99 (interpreted as low), that teachers in schools under the 9YBE programme of Kamonyi do not use methods enabling learners express themselves clearly in Rwanda's official languages. Thus, this can be seen as a challenge to the fulfillment of the MINEDUC's objectives that a secondary school leaver should have necessary communicative skills in Kinyarwanda, French and English.

The data also reveal that teachers in schools under the 9YBE of Kamonyi use teaching methods which help learners develop skills generated since the mean is 1.36 interpreted as very low. According to Mackmillan English Dictionary for Advanced Learners (2007), skill is "having ability and experience to do something well". It is also "a particular ability that involves special training and experience". In this way, the results differ from MINEDUC's intentions that teachers should inculcate in students skills such as communicative skills and ICT skills.

On the question about the use of teaching methods which help students develop attitude towards productive work, the result is 1.31 interpreted as very low. The implication of this poor result is that most students are not imparted the culture of doing productive work, and this is against the expectations of MINEDUC as they say that a secondary school leaver should have ability to research, innovation, imagination, creativity and entrepreneurship, and commitment to "work-well done" for their progress.

As the data still reveal it, teachers use teaching methods enabling students develop basic hygiene skills with the mean 1.91 interpreted as low. Referring to Mackmillan English Dictionary for Advanced Learners (2007), hygiene is “the practice of keeping yourself and the things around you clean, in order to prevent illness and diseases”. Hence, these results show that most teachers are not in line with MINEDUC’s intentions since it is expected that secondary school students should have knowledge to protect their lives and that of others throughout the protection of the environment.

Table presents also the mean 1.15(interpreted as very low) for the question designed to know whether teachers in the 9YBE schools of Kamonyi utilize methods enabling learners develop problem-solving skills. Consequently, the results do not go hand in hand with the thing that learners should be allocated with ability to manage their lives by handling properly problems which should arise along their life as the MINEDUC expects.

As the mean 1.53(interpreted as very low) presented in the table 5 reveals, teachers in the 9YBE schools in Kamonyi poorly use methods to develop in students the ability to effectively communicate. The result on the question 8 has also generated the mean 1.36(interpreted as very low) meaning that most respondents “strongly disagree” that their teachers use teaching methods to enable them “develop the ability to accurately record information”. To progress, the data for the statement 9 gives the result mean 1.53(interpreted as very low, which implies that most respondents strongly disagree that their teachers help them “develop the ability to effectively report information”. Therefore, the results generated by the questions 7, 8 and 9 indicate that teachers are not coping with the objectives of effective teaching since the later should base its focus on helping learners get required

communication skills among other things (MINEDUC and. St Luke's <http://www.innovativeresources.org/>).

The mean 1.26(interpreted as very low) for the question result 10 tells that a great proportion of respondents "strongly disagree" that their teachers help them have "ability to effectively handle domestic chores". This poor result implies that teachers are not imparting learners with extensive knowledge in various domains, and this is not in support of MINEDUC's expectations that students should be helped to be a citizen capable of managing his/her own life properly in her/his social life.

As the mean 1.11(interpreted as very low) indicates, most teachers in the 9YBE schools of Kamonyi use teaching methods which do not help learners "be able to make good judgment and interpretation of situations". Accordingly, the results show that teachers do not follow the concept that teachers should promote learners' good judgment (Teaching and Learning Federation Digital resources,<http://www.thelearningfederation.edu.au/forteachersintro.html>,and KWHL/www.eduweb.vic.gov.au/edulibrary/public/teachlearn/student).

As the mean 1.98(interpreted as low) demonstrates, teachers in the 9YBE of Kamonyi fairly use teaching methods which help learners "develop the ability to put the subject matter into real-life situations". This result imply that these teachers are trying to go in line with the concept that teachers should ensure that every learning experience is applied to a real world situation in order for students to see the purpose and value in what they learn (Jensen, 2008 and Universal Design for Learning www.cast.org)

The mean presented for the question to know whether teachers in the 9YBE schools utilize "methods to help learners develop and appreciate moral and

ethical values” is 3.94, hence very high. These results are in line with the MINEDUC’s expectations saying that students should be conversant with universal values in general and those of Rwandese society in particular. To be successful in this, teachers should use learners’ personal interests (sports, hobbies) and social or ethical concerns as the context for topics, or to link with social relevance of learning and issues (<http://sites.google.com/site/theplaygrounddekondilo/>).

A look at the data for the statement 14 makes us see that most respondents, as the mean is 1.58(interpreted as very low), “strongly disagree” that teachers use methods enabling them “develop the ability to relate what is studied in one subject with the knowledge in another subject”, results which derive support of the recommendation that teachers should teach recognizing that skills, understandings, processes or practices being taught have relevance for other subject areas and draw learners’ attention to such relevance (Willis Judy).

Considering the results generated by informants for the statement 15, we find that the mean is 2.44(interpreted as low), which means that the use of teaching methods oriented towards helping the 9YBE learners “develop a creative mind that enables them to live comfortably” is fair. These results fairly cope with the expectations of MINEDUC that students should have a spirit of creativity, innovation and entrepreneurship.

A look at the statement 16 shows that the result on the use of teaching methods to “help learners be self-reliant” is poor, for the mean is 1.32(interpreted as very low). This means that teachers do not comply with the recommendation that effective teachers should not forget to teach developing students’ self-reliance ensuring they understand when, how and what thinking tools to use in order for them to select appropriate thinking tools independently (<http://www.apa.org/releases/retention.html>).

The data for the statement 17 also show a very low result as the mean is 1.14. This means that most teachers use teaching methods which do not help learners explore and manipulate local materials in order to improve the desirable ones.

In the same context, the result for the question designed to know whether the teaching methods for teachers in the 9YBE of Kamonyi help learners transform what they are taught into reality and practice is poor (mean=1.54 interpreted as very low). This means that teachers are not in line with the recommendation that teachers should fix learning in real life problems to help learners see the value in what they are learning through application of knowledge and skills in a way that is connected to the real world (Jensen, 2008; Universal Design for Learning www.cast.org, and Lane Clarke's about criteria at http://www.laneclark-ideasys.com/seminar_criteria.htm).

The data on the issue of knowing whether students are helped to "make self-discoveries" generated poor results as the mean is 1.06 (interpreted as very low), which indicates that most respondents opted for the "strongly disagree" response mode. These results imply that teachers are not in line with the MINEDUC'S expectations that students should have a sense of research, creativity, imagination and innovation.

The results for the question 20 show that teachers do not "teach from simple to complex material". This was indicated with the mean 1.02 interpreted as very low. Nevertheless, these results do not support the recommendation that teachers should teach the concept starting from simple to complex to allow learners understand better (Curriculum Planning and Development, the 2nd module for students in Master of Arts in Educational Management and Administration, Kampala International University).

The data for the statement 21 tell that teachers, instead of facilitating learning, they imparting knowledge. This result was given with the mean 1.06 interpreted as very low. This conduct of teachers differ from the recommendation that teachers have to involve learners as much as possible by asking questions, giving practical activities, etc, where s/he intervenes as a guide(Curriculum Planning and Development, the 2nd module for students in Master of Arts in Educational Management and Administration, Kampala International University).

On the statement 22, the data, with the mean 1.11(interpreted as very low), demonstrate that a great deal of teachers in the 9YBE of Kamonyi do not make lessons more of student-centered than teacher-centered. The learner centered methods is that type which lays emphasis on the learner as the center of all activities in the learning process. The student is actively involved and sequencing of the learning experiences is based on the principle of experience and activity. According to educators like John Dewey, J. J. Rousseau and William Spencer, a child is free to exercise his freedom. Thus, the teacher should use this method to help learners learn best things attached to solving real problems (Curriculum Planning and development, the 2nd module for students in Master of Arts in Educational Management and Administration, Kampala International University). On the contrary, the results show us that the 9YBE teachers in Kamonyi behave in an opposite way, which undermines teaching output.

The last data generated results rejecting the statement that teachers “use methods to make abstract things appear simple”. To be specific, this was refuted by respondents with the mean 1.14(interpreted as very low) while it is recommended for every teacher to use teaching method which should allow pupils to fully understand the content of the lesson (Understanding Quality

Education, the 1st module for students in Master of Arts in Educational Management and Administration, Kampala International University). As a result, teaching without rendering abstract things simple results in students' poor understanding of the lesson.

In summary, the data from the questions posed to know the level of the quality teaching in schools under the 9YBE programme in Kamonyi indicated poor results since the mean is 1.65 interpreted as very low. These results might be linked to the thing that most teachers are not qualified and that those employed do not have access to regular trainings, which impeach them from knowing what the National Curriculum entails and what teaching methods to use to arrive at it.

Table VI

Relationship between the Level of Education Inputs and the Level of Quality Teaching

Variables correlated	P-value	Interpretation	Decision on H0
Level of Education Inputs and the Quality of Teaching	0.000	Significant correlation	Rejected

As the calculated p-value (0.000) in the table 6 is under the level of significance (0.05), this indicates that there is a significant relationship between the level of education inputs of the 9YBE schools of Kamonyi and the level of quality teaching within those schools. This means that the level of quality teaching within schools under the 9YBE programme of Kamonyi go hand in hand with the level of education inputs in those schools. Thus, the Null Hypothesis (H0) is rejected.

CHAPTER FIVE

FINDINGS, CONCLUSIONS, RECOMMENDATIONS

The findings, conclusions of the study as well as recommendations have been presented in this chapter.

Findings

The major findings of this study were:

1. The study has revealed that the majority of students are beyond the schooling age with reference to the official age required for students in Lower Secondary School Level. Their ages range between 13 and 22. It has also been revealed that the great percentage of students is female.
2. The level of education inputs in schools under the 9YBE programme in Kamonyi District is very low as shown in the grand mean 1.54.
3. The level of the quality of teaching in the 9YBE schools of Kamonyi is very low as indicated in the mean 1.65.
4. The relationship between the level of education inputs and the quality of teaching in the 9YBE schools of Kamonyi District is significant. This is based on the finding that the computed P-value 0.000 is below the level of significance, 0.05.

Conclusions

The following conclusions are made as per the purpose of this study:

1. The findings of the study have upheld Hegel's systems theory on which the current study was based since it has been revealed out that the teaching outcome in the 9YBE schools of Kamonyi District is correlated to the inputs allocated to it. In other words, the study has shown that as there are inadequate education inputs in schools under the 9YBE programme of Kamonyi, this also negatively affects the teaching outputs in these schools, which supports the theory of systems stating that the result of anything operating as a system or organization is related to the available inputs reserved for it.
2. As it has been revealed out that as there is poor education inputs in the schools under the 9YBE programme in Kamonyi there is also poor quality teaching, the study's hypothesis that there is no relationship between the level of education inputs and the quality of teaching in the 9YBE schools of Kamonyi has been rejected.
3. As it was asserted in the literature review that the level of education inputs available for a school affects negatively or positively teaching outcomes, and that a number of researchers carried out on the similar topic had identified the inadequacy of education inputs in schools other than of Kamonyi, the current research has also found out the same reality in Kamonyi District.

Recommendations

The following recommendations have been made based on the findings and conclusions made in this study:

1. MINEDUC, District Education Officials, the 9YBE schools administration and other stakeholders should responsibly combine their efforts to increase the number of qualified teachers in the 9YBE schools of Kamonyi. They should also provide those teachers already hired with on-going teaching-related trainings to strengthen their ability in teaching.
2. MINEDUC, District Officials and schools officials and other stakeholders should deploy much effort to significantly raise the level of motivation of teachers to attract and retain qualified ones.
3. Parents are the main beneficiaries of education provided at the 9YBE schools of Kamonyi. They should play a leading role in supporting these schools especially financially.
4. Schools should not only rely on the provision of grants by the government. Rather, school officials should think of other sources from which they can raise funds.

As my work is not exhaustive, future studies would be concerned with the following areas:

1. The root cause of teachers' low level of motivation and the way to address the issue;
2. The real cause for most students in the 9YBE programme of Kamonyi to be beyond the age level of schooling, how this affects their learning and how to solve it;

3. The effect of teachers' trainings on teaching outcomes and ways to provide them;
4. Effect of parents' participation in their children's education and what this includes (i.e., how this can be done).

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APPENDICES

Appendix I: Informed consent

By signing this document, I am giving my consent to be part of the research study of Mr NIYINDORA Emmanuel that will emphasize on quality education inputs and the quality of teaching in schools under the 9YBE of Kamonyi.

I shall be assured of privacy, anonymity and confidentiality and I will be given the option to refuse participation and right to withdraw my participation any time.

I have been informed that the research is voluntary and that the results will be given to me if I ask.

Initial:_____

Date:_____

Appendix II: Research Instrument

Dear Students,

I am carrying out a study about "Education Inputs and the Quality of Teaching in Schools under the Nine Years Basic Education Programme in Kamonyi District, Rwanda." in the requirements for the award of a Master's Degree in Educational Management and Administration at Kampala International University. In this context, you were selected to take part in this study.

You are requested to answer the questions about your profile, the education inputs as well as the quality teaching in your school. The information you will provide through this questionnaire will only be used for the purpose of this study and will be kept completely confidential.

Thank for you best collaboration.

Questionnaire for Lower Secondary Learners

PART A: PROFILE OF THE RESPONDENTS

1. Age: a) 12-15 ☐ b) 16-18 ☐ c) 19-22 ☐
2. Gender: a) Male ☐ b) Female ☐
3. Class a) S1 ☐ b) S2 ☐ c) S3 ☐

PART B: QUESTIONNAIRE TO DETERMINE THE LEVEL OF EDUCATION INPUTS

Direction: In section B and C, as honestly you can, write either 1,2,3 or 4 in the space provided, which, according to you, best represents your stand on the given item, whereby; 4= Strongly agree; 3= Agree; 2= Disagree; 1= Strongly disagree

1. Material inputs

Our school:

1. Has enough buildings and classrooms ☐
2. Has spacious classrooms ☐
3. Has neat and well arranged classrooms ☐
4. Has enough seats in the classrooms ☐
5. Has well ventilated buildings ☐
6. Has science laboratories ☐

7. Has a library ☐
8. Has a well stocked library ☐
9. Has enough facilities to teach co-curricular activities, e.g.,
football/netball pitch, volleyball pitch ☐

2. Human resources

Our school has:

10. Qualified teachers ☐
11. Adequate teachers ☐
12. Adequate support staff ☐
13. Dedicated members of staff ☐
14. Approachable teachers ☐
15. Teachers who "own" the institution ☐
16. Teachers motivation ☐
17. Teachers who get teaching-related training regularly ☐

3. Financial inputs

Our school:

18. Gets grants from Government ☐
19. Gets aid from well wishers ☐
20. Gets financial contribution from parent ☐
21. Collects enough fees from students ☐
22. Has projects from which money is got ☐
23. Teachers are paid adequately ☐
24. Teachers are paid on time ☐

C. QUESTIONNAIRE TO MEASURE THE LEVEL OF THE QUALITY OF TEACHING

In this school, majority of our teachers use the type of teaching which enables learners to:

1. Pass well the National Examinations ☐
2. Express themselves clearly in the countries' official language ☐
3. Develop skills ☐
4. Develop students' attitude towards productive work ☐
5. Develop basic hygiene skills ☐
6. Develop problem –solving skills ☐
7. Develop the ability to effectively communicate ☐
8. Develop the ability to accurately record information ☐
9. Develop the ability to accurately report information ☐
10. Develop the ability to effectively handle domestic chores ☐
11. Develop ability to make good judgment and interpretation of situation ☐
12. Develop the ability to put the subject matter into real-life situations ☐
13. Appreciate and develop moral and ethical values ☐
14. Develop the ability to relate what is studied in one subject with the knowledge in another subject ☐
15. Develop a creative mind that enables them to live comfortably ☐
16. Be self-reliant ☐
17. Explore and manipulate local materials in order to improve the desirable ones ☐
18. Transform what they are taught into reality and practice ☐
19. Make self-discoveries ☐

While teaching, many of our teachers:

20. Teach from simple to complex material ☐

21. Facilitate learning, but do not impart knowledge ☐

22. Make lessons more of student-centered than teacher-centered ☐

23. Make abstract things appear simple/understandable ☐

Appendix V: Researcher's Curriculum Vitae

Personal Profile

Names: Emmanuel NIYINDORA

Gender: Male

Date of Birth: 1979

Place of Birth: Kamonyi District

Nationality: Rwandese

Marital status: Single

Address: Shyogwe Sector

Muhanga District

Tel: +250788557220

Educational Background

2010-2012: Student at Kampala International University (KIU); Master of Educational Management and Administration

2003-2007: National University of Rwanda (NUR); Bachelor of Education in French-English

1995-2000: G.S St Joseph/Kabgayi, Secondary School Certificate in Arts.

1987-1995: Gitare Primary school/ Kamonyi District

Work Experience

February 2009 up to now: Head teacher at G.S KABERE

August 2006 to January 2009: English Teacher at Ecole Secondaire de Kigoma/ Ruhango District.

Other Relevant Data

I'm familiar with Computer skills: Ms Word, Ms Excel, Ms Power Point, and the Internet.

I speak and write Kinyarwanda, English, French and Kiswahili.

I hereby certify that the above information is true.

Emmanuel NIYINDORA