PARENTS'PERCEPTION AND UNIVERSAL PRIMARY EDUCATION POLICY IMPLEMENTATION IN RUSIZI DISTRICT, RWANDA

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DECLARATION A

"This Thesis is my original work and has not been presented for a Degree or any other academic award in any University or Institution of Learning".

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13/12/2013

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DECLARATION B

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

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Name and Signature of Supervisor

13/12/2013
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Date

DEDICATION

This thesis is dedicated to the surprise of my life KAREMANGINGO Vedaste, my Children INEZA KARANGWA Juliet, IKUZWE KARANGWA Allen and ISHIMWE KARANGWA Brian and to all who contributed to my studies.

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ABSTRACT

This study is entitled Parents' perception and Universal Primary Education policy implementation in Rusizi District, Rwanda. It was carried out to correlate parents' perception and UPE policy implementation in Rusizi District in Rwanda. The objectives were(1) to determine the profile of the respondents in terms of age, gender, level of education and type of stakeholder; (2) to determine the level of parents' perception on UPE;(3) to determine the extent of Universal Primary Education policy implementation in terms of enrolment and maintaining pupils at school as well as parental monetary and material contributions to school ; (4) to establish the relationship between parents' perception and Universal Primary Education policy implementation in Rusizi District, Rwanda. The study tested the null hypothesis of non significant relationship between Parents' perception and UPE policy implementation. A total population of 6600 parents was used and permitted to collect data from 377 respondents as a sample drawn from that population. The study employed descriptive survey, descriptive corelational and purposive random sampling. The study also used computer programmes like Microsoft Excel and SPSS and findings were presented in frequency tables and means. Means And percentages were used to determine the profile of the respondents; the mean was used to determine the extent of parents' perception and the level of UPE policy implementation. Pearson correlation was used to establish the relationship between parents' perception and UPE policy implementation. The findings indicated that majority of the parents were between 31-40 years old and the majority of them were female as compared to male parents. Most of them had A and ordinary level of education. The level of parents' perception on UPE policy was generally good with a mean of 3.21.The extent of UPE policy implementation was big with 2.56. It was found out that the level of parents' perception on UPE was significantly correlated with the level of UPE policy implementation with 0.952 r-value.The System theory of Adepoji and Fabiyi was upheld by the findings of the study.

The identified gaps have been bridged such as Parents' perception and UPE policy implementation in Rusizi District, Rwanda which had not been investigated fully in Africa, particularly in Rwanda and very specifically in Rusizi District. The past studies were done in other areas rather than on UPE in RUSIZI. Based on the findings of the study, it was recommended that extensive monitoring and follow up by the Ministry of Education should be made and secondary Local leaders should do their best to bring about attitudinal change among the communities to support UPE.

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List of abbreviations

UPE: Universal Primary Education

EFA: Education For All

MDG: Millennium Development Goals

IMF: International Monetary Fund

SMC: School Management Committee

UNESCO: United Nations Educational Scientific and Culture
Organization

EDPRS :Economic Development and Poverty Reduction Strategy

MINEDUC: Ministry of Education

REB: Rwanda Educational Board

MPED :Ministry of Planning and Economic Development

CHAPTER ONE: INTRODUCTION

This chapter discuss in detail background of the study, statement of the problem, the purpose of the study, research objectives, research questions, hypothesis, scope of the study and significance of the study.

1.1 Background

The background of this study discuss in detail: Historical perspective, conceptual perspective, the contextual perspective, the Theoretical perspective of Parents' perception and UPE policy implementation.

1.1.1 Historical perspective

The humanistic and liberation goals of primary education are featured most in the work of some development agencies whilst the instrumentalist and economic goals emerge more prominently in others. Yet, for all the inherent goodness that primary education offers and the zeal with which it has been pursued by all concerned for some decades, the goal of UPE remains beyond the reach of many developing countries. A disturbing trend noted in many developing countries during the 1980s was a decline in enrolments and in the quality of education. This is in part attributed to the effects of financial austerity measures imposed along with structural adjustment programmes by the International Monetary Fund (IMF) and the World Bank (Reimers & Tiburcio,1993). Universal Primary Education (UPE) policy in the form of fee abolition has become popular in many countries in sub-Saharan Africa (SSA) since the mid 1990s in order to achieve Education for All (EFA) (Avenstrup et al. 2004; UNESCO 2008). Despite its recent rapid expansion, UPE policy has a long history in SSA. Existing literature indicate that previous attempts to achieve UPE in developing countries faced problems in its supply-driven policies, unclear mechanisms, and declining quality of education (Allison1983; Bray 1986; Prince 1997; Sifuna 2007). The past experiences in countries such as Nigeria and Kenya also show that UPE policy implementation was prone to be affected by economic crises (Obasi 2000; Sifuna 2007). In Malawi, fee abolition policy resulted in low levels of material provision and overall low levels of pupil achievement (Chimombo 1999; Chimombo 2005). Even with a number of existing lessons from the past, the current UPE policy is devoid of analytical studies on its impact and challenges

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beyond school enrollment (Nishimura et al. 2008). Furthermore, some researchers have indicated the recent uniformity of the educational policies that prevail in the SSA countries and suggested that there should be studies to examine how these seemingly similar policies are responding to the capacity and needs of each country (Samoff 1999; Foster 2000; Brown et al. 2001; Klees 2001) .Common themes that cut across administrative issues of the UPE policy are mainly rooted in its top-down policy implementation and unpreparedness of the system for the changes. Since the inception of the UPE policy, no clear policy on roles and responsibilities has been shared by stakeholders. Ad hoc training opportunities given to head teachers on accounting and school management under UPE were not enough for head teachers and SMCs to obtain confidence in daily school management .The UPE policy also creates some policy conflicts that make administration fairly difficult . For instance, the automatic promotion policy which is adopted under the UPE policy and an increase in enrollment which brought overcrowded classrooms throw teachers into an extremely difficult situation.

Fee abolition and inadequate amount of the UPE capitation grant are also contradictory and give head teachers' headaches and sometimes push themselves in debt. In fact, the amount of the capitation grant is much lower than what schools used to collect from parents. As a consequence of these conflicts, schools are compelled to hold larger classes with more limited resources.

1.1.2   Theoretical perspective

Adepoju and Fabiyi adopted a system theory for analyzing the researchers mechanism of the educational system. In their opinion, every organization has an input and output process. The quality of the input determines the nature of the outcome. The system theory states that there are different parts in any organization playing different functions. These different parts interact with each other and are independent on each other. They see the educational system as functioning according to the system theory. For this study parents interact with school head teachers ,teachers and students (this interaction constitute the input) so as to help children to achieve the policy goals and what children become after a given level of

education constitute the output .There are 3 basic processes in the system theory. These are the input, conversion and output. The input is what comes in from the outside, the conversion is the processes of internalization while the output is the effect of the input and the conversion process on the system. The output is observable from the relationship between the system and the environment in which the system exists.

Initial reading of contemporary studies in education policy studies indicated that much of it is located in an analysis of the state (Ahier and Flude,1983; Dale,1989; Ball,1990; Bowe et al, 1992,), but defining the boundaries of the state has been problematic (Dale,1992; Meek,1994). Thus theoretical perspectives generated from empirical work based on concepts of the state of western countries, such as those proposed by Dale (1986), (systems theory, pluralism, Marxism/Neo-Marxism and Neo-liberalism) were seen to be inadequate as well as problematic in capturing the dynamics of policy making that transcend national boundaries (Arnove,1982). Some, such as dependency theorists working from a neo-marxist perspective, have explored the influence of international agencies as extensions of dominant western states on education policy in developing countries (Bray,1984a).

However, the extent of such influences has been questioned and the evidence is not conclusive (Watson,1985). In the same vein, post dependency theorists utilizing neo-liberal perspectives (James,1997), and the dynamics of a globalised economy (Ilon,1997), also attempt to explain current educational policies and trends. However, applying such prisms, in the hypothetical-deductive mode of investigation, while useful in explaining events from one perspective, potentially exclude other plausible explanations from emerging. Such an approach was considered to be inappropriate in an exploratory study that sought to elicit meanings rather than to impose ideas to explain phenomena. On the other hand, the contribution of organizational theory to the study of the policy process in mapping out the dynamics of influence were more helpful in shaping the study. These focus on who is involved, and on what perspectives and ideas they bring to bear to the decision making process (Weiss, 1993; Snare, 1996).

The process is also important, as an inclusive and exclusive mechanism, that allow for some ideas to emerge while shutting out others (Hallak and Demsky,1995). Bowe et al' (1992:20), concept of a contested terrain in policy discourse of control over critical sites of influence; in conceptual discourse at the agenda setting stage, in policy text production and of policy implementation , was helpful in strengthening the research focus and in situating the boundaries used for the analysis of data.

1.1.3   Conceptual perspective

This study is based on UPE concept as influenced by parents 'perceptions. In our case parents' perception on education refers to what a child caretaker organizes, identifies and interprets about the education of his children whereas Universal Primary Education   is the   second goal in the United Nations Millennium Development Goal which is to achieve Universal Primary Education, more specifically, to "ensure that by 2015, children everywhere, boys and girls alike will be able to complete a full course of primary schooling(wiki.answers.com).

Universal Primary Education (UPE) is a goal stated in many national development plans and pursued with vigor by governments of most developing countries. Primary Education is seen as the first step in laying the foundation for future educational opportunities and lifelong skills. Through the skills and knowledge imbued, primary education enables people to participate in the social, economic and political activities of their communities to their fullest potential. It is also seen as a basic human right that frees human beings from a state of ignorance and helps to reduce the negative effects of poverty, relating in particular to health and nutrition. In an increasingly competitive global economy of free markets, a well educated high quality workforce is seen as vital to a country's economy in order to attract foreign investments that generate jobs and create wealth. Hence, good quality primary education is increasingly recognized as an important foundation for economic growth and seen as instrumental in the attainment of other. Its pursuit as a goal by development agencies acknowledges its dual function as a factor in economic growth and in reducing   the   incidence   of   poverty   (World   Bank,   1990a   and   1995a).

UPE was developed to eradicate illiteracy at all levels of human existence and provide affordable education for all citizens irrespective of class, religion, ethnic origin or physical appearance. The policy was driven by a desire to eradicate poverty, increase indices of national development, increase political consciousness and encourage issues of countries integration. These basic objectives of the global policy have not been realized. In pursuance of the a fore mentioned objectives of the international policy, governments under the Ministry of Education have from time to time introduced different educational reform programs with the hope of realizing its objectives. One of such programs for educational reform is the Universal Primary Education (UPE).

Yoloye (2004) opined that the concept of Primary education is not a relatively new concept to the international educational system. Within the last decade, it has assumed a global significance and its meanings have assumed a wider dimension. The expanded vision of UPE comprises the universalizing of access and promotion of equity, focusing on learning and enhancing the environment of learning and strengthening partnerships.

The UPE Act of 2004 represents a significant educational reform which addressed the lapses and loop holes of the UPE. The UPE was formulated to be the bed rock of a lifelong learning that will impact reading, writing and the acquisition of the other relevant skills for sustenance and development. This education comprises of formal and non formal acquisition of basic skills.

1.1.4 Contextual perspective

Rwanda is on the track of achieving the third millennium development goal of ensuring that every child gets free education. This is evidenced by the fact that the universal primary education in the country has achieved tremendous success. This is evidenced by the fact that the universal primary education in the country has achieved tremendous success. According to the 2009 statistics of the ministry of education, more than 2 million children have enrolled in primary school compared to 1.4 million pupils registered during 1998-99 academic year .The increase in enrollment, according to Ernest Rutungisha(1999), the education management

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systems expert at the ministry, is due to the fact that the universal primary education policy was well conceived and well promoted among Rwandan."The program has had a positive impact on the enrollment in primary schools," Rutungisha says.To stress his point, Rutungisha indicates that currently only 7.1% of the net enrollment does not go to school and mostly these are children with disabilities .So far the government has achieved its target of ensuring that universal primary education is a success. The program however does not stop at the primary level .Unlike in other countries where free schooling is restricted to primary level, Rwanda now provides six years of primary education and three years of post-primary education, where students undertake a common core syllabus equivalent to junior secondary. Now the entire nine year basic education is free and the Rwanda seems to be on course to achieve the education for all targets in 2015 as stipulated in the MDG's .While the enrollment rate is encouraging, the number of classrooms has yet to increase to reduce congestion and create a proper learning environment for the pupils. This is evident in the six year primary education where there is an average of 50 pupils per class compared to 45 the United Nations Educational Scientific and Culture Organization (UNESCO) recommended the ministry however has pledged to assist reduce the number.

Although primary education is free, there have been cases where poor parents are unable to send their children to school due to lack of basic material that parents have to provide. For instance, while there is no tuition fee charged, parents are required to provide uniform and exercise books, which are still too expensive for destitute parents."We have experienced such cases where the parents cannot afford to provide basic equipment for the children, yet we cannot deny such children a chance to study," says Juvenal Muhire, the dean of studies at Groupe Scolaire Protestant Remera .Muhire further points out that through the parents committee, which is represented on the school board, parents are required to pay teachers' bonuses. He insists however that pupils, who come from families that are unable to contribute, are always allowed to continue to study. "We cannot chase a pupil away on the grounds that they cannot afford to pay teachers' bonuses since it's their right to attend school given the government's effort to ensure they access free

education," Muhire adds.The school instead offers a helping hand through the agaseke k'urukundo (love basket) fund where both parents and pupils contribute to assist the less privileged get school uniforms as well as other basic need that they cannot afford.

1.2 Statement of the Problem

Access to education entails more than just enrolling children in school. Access to education is not all that matters. The role of stakeholders like parents is great in successful implementation of UPE. The Rwandan education system is bedeviled with litany of problems: teachers' low morale, non-payment of teacher's salaries, poor funding of schools and political instability which account for non-implementation of educational policies, lack of facilities and equipments to match the enrolment, lack of personnel in specialization, cultural practices and misconception. Some parents are of the view that the UPE is only paper work and that it has not taken off. Some have complained that the resources – physical, human and financial resources – are not available for the implementation of the scheme. Sustaining UPE requires Parents who are committed to the cause of education. For no nation can rise above the quality of what parents contribute (Bamanja, 2000). The UPE scheme cannot be discussed in isolation without parent, the agent of attitude change in education. Awanbor (1998) sees a parent as an individual who has the native skills of arranging the variables of informal institutional environment in order to bring about desirable change in the behavior of the other person or activities. The parent can be seen as a "catalyst" that brings about changes in the behavior of the other person. The quality of Parents' contributions affects students' performance and the success of any educational policy. This is affirmed in a related study cited by Alli (1992). In Uganda, Heyneman (1976) tried to find out the relationship between certain parents' misconception and UPE policy success (test scores). At 0.001 level of significance,he found that there was a positive relationship between how parents perceive education and the level of cognitive achievement. It is against this background that the researcher feels that there is a need to ascertain the perception of parents towards the UPE scheme. If their perception of the scheme is favorable, then there is every

likelihood that the scheme will withstand the test of time. This will in no small measure contribute to the success of the programme. The success of the universal primary education will invariably contribute to economic growth and national development.

1.3 Purpose of the Study

The study was aimed at ascertaining the primary school parents' perception towards UPE and how that affects the UPE implementation program.

1.4 Research Objectives

The specific objectives of this study were the following:

1. To identify the profile of the respondents in terms of age, gender, level of education and type of stakeholder
2. To determine the level of parents' perception towards Universal Primary Education in Rusizi District, Rwanda.
3. To determine the extent of Universal Primary Education policy implementation in Rusizi District
4. To establish the relationship between parents' perception and Universal Primary Education policy implementation in Rusizi District.

1.5 Research Questions

This study has the following questions:

1. What is profile of the respondents in terms of age, gender, level of education and type of stakeholder?
2. What is the level of parents' perception on UPE towards UPE in Rusizi District?
3. What is the extent of UPE implementation in Rusizi District?
4. Is there any relationship between parents' perception and UPE policy implementation?

1.6 Hypothesis

The hypothesis of this study was that:
1. There is no significant relationship between parents' perception and UPE policy implementation in Rusizi District, Rwanda.

1.7 Scope

Geographical scope

The study was conducted in Western Province of Rwanda in Rusizi District .This area has been selected because Rusizi is a District located in a rural area where a relatively big number of parents are semi- illiterate. It was thus thought that they are likely to have a negative attitude towards education.

Content scope

The study focused on the relationship between parents' perception and UPE policy implementation in Rusizi District, Rwanda. In this study, UPE Policy implementation was limited to two things only, namely, the enrolment of pupils in schools and maintaining them there, as well as parental contributions to UPE schools in terms of money and materials.

Time scope

This study will be conducted within the period from January-August 2013

Sample scope

The respondents in this study will be parents of different category.

1.8 Significance of the Study

It is believed that the findings from this study will be of immense value to education planners, since there are few works on UPE and this will add to the growing literature on the scheme. The UPE is a global issue and this type of study will form a basis for policy formulation. This study will assist the policy makers at the Ministry of Education in planning and assigning tasks to different stakeholders when planning the implementation of education policies, National Primary Education Commission (NPEC), the State Universal Basic Education Board (SUBEB) and the Local Government Education Authority (LGEA).It will also contribute to the development of

strategies that can promote the students flow in Rwandan primary schools and improve the level of parents' perception in education.

The students may also use the findings of this study to improve the learning participation and attain highly in Education .Further, the teachers will use these findings to improve their teaching by inciting parents to become close to their children and to keep a careful watch on what need to be done to help them attend school and to monitor the school work of their children.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter provides the definitions of concepts and ideas from the authors and experts in the field of Parents' perception and Universal Primary Education Policy implementation.

Parents' perception on education

Parents' perception refers to what a child caretaker organizes, identifies and interprets about the education of his children.

Universal Primary Education

It is the second goal in the United Nations Millennium Development Goal which is to achieve Universal Primary Education, more specifically, to "ensure that by 2015, children everywhere, boys and girls alike will be able to complete a full course of primary schooling.

Perception (from the Latin *perceptio, percipio*) is the organization, identification, and interpretation of sensory information in order to represent and understand the environment.[1] All perception involves signals in the nervous system, which in turn result from physical stimulation of the sense organs. For example, vision involves light striking the retinas of the eyes, smell is mediated by odor molecules and hearing involves pressure waves. Perception is not the passive receipt of these signals, but can be shaped by learning, memory, and expectation. Perception involves these "top-down" effects as well as the "bottom-up" process of processing sensory input. The "bottom-up" processing is basically low-level information that's used to build up higher-level information (i.e. - shapes for object recognition). The "top-down" processing refers to a person's concept and expectations (knowledge) that influence perception. Perception depends on complex functions of the nervous system, but subjectively seems mostly effortless because this processing happens outside conscious awareness.

Since the rise of experimental psychology in the late 19th Century, psychology's understanding of perception has progressed by combining a variety of techniques. Psychophysics measures the effect on perception of varying the physical qualities of the input. Sensory neuroscience studies the brain mechanisms underlying perception. Perceptual systems can also be studied computationally, in terms of the information they process. Perceptual issues in philosophy include the extent to which sensory qualities such as sounds, smells or colors exist in objective reality rather than the mind of the perceiver

Although the senses were traditionally viewed as passive receptors, the study of illusions and ambiguous images has demonstrated that the brain's perceptual systems actively and pre-consciously attempt to make sense of their input. There is still active debate about the extent to which perception is an active process of hypothesis testing, analogous to science, or whether realistic sensory information is rich enough to make this process unnecessary

The perceptual systems of the brain enable individuals to see the world around them as stable, even though the sensory information may be incomplete and rapidly varying. Human and animal brains are structured in a modular way, with different areas processing different kinds of sensory information. Some of these modules take the form of sensory maps, mapping some aspect of the world across part of the brain's surface. These different modules are interconnected and influence each other. For instance, the taste is strongly influenced by its odor.

The process of perception begins with an object in the real world, termed the distal stimulus or distal object. By means of light, sound or another physical process, the object stimulates the body's sensory organs. These sensory organs transform the input energy into neural activity a process called transduction. This raw pattern of neural activity is called the proximal stimulus. These neural signals are transmitted to the brain and processed. The resulting mental re-creation of the distal stimulus is the percept. Perception is sometimes described as the process of constructing mental representations of distal stimuli using the information available in proximal stimuli.

An example would be a person looking at a shoe. The shoe itself is the distal stimulus. When light from the shoe enters a person's eye and stimulates their retina, that stimulation is the proximal stimulus. The image of the shoe reconstructed by the brain of the person is the percept. Another example would be a telephone ringing. The ringing of the telephone is the distal stimulus. The sound stimulating a person's auditory receptors is the proximal stimulus, and the brain's interpretation of this as the ringing of a telephone is the percept. The different kinds of sensation such as warmth, sound, and taste are called "sensory modalities".

Psychologist Jerome Bruner has developed a model of perception. According to him people go through the following process to form opinions

1. When a perceiver encounters an unfamiliar target we are opened different informational cues and want to learn more about the target.
2. In the second step we try to collect more information about the target. Gradually, we encounter some familiar cues which helps us categorize the target.
3. At this stage the cues become less open and selective. We try to search for more cues that confirm the categorization of the target. At this stage we also actively ignore and even distort cues that violate our initial perceptions. Our perception becomes more selective and we finally paint a consistent picture of the target.

According to Alan Saks and Gary Johns, there are three components to perception

1. The Perceiver, the person who becomes aware about something and comes to a final understanding. There are 3 factors that can influence his or her perceptions: experience, motivational state and finally emotional state. In different motivational or emotional states, the perceiver will react to or perceive something in different ways. Also in different situations he or she might employ a "perceptual defense" where they tend to "see what they want to see".

2. The Target. This is the person who is being perceived or judged. "Ambiguity or lack of information about a target leads to a greater need for interpretation and addition."

3. The Situation also greatly influences perceptions because different situations may call for additional information about the target.

Stimuli are not necessarily translated into a percept and rarely does a single stimulus translate into a percept. An ambiguous stimulus may be translated into multiple percepts, experienced randomly, one at a time, in what is called "multistable perception". And the same stimuli, or absence of them, may result in different percepts depending on subject's culture and previous experiences. Ambiguous figures demonstrate that a single stimulus can result in more than one percept; for example the Rubin vase which can be interpreted either as a vase or as two faces. The percept can bind sensations from multiple senses into a whole. A picture of a talking person on a television screen, for example, is bound to the sound of speech from speakers to form a percept of a talking person. "Percept" is also a term used by Leibniz,[10] Bergson, Deleuze and Guattari to define perception independent from perceivers.

Perception and reality

In the case of visual perception, some people can actually see the percept shift in their mind's eye. Others, who are not picture thinkers, may not necessarily perceive the 'shape-shifting' as their world changes. The 'esemplastic' nature has been shown by experiment: an ambiguous image has multiple interpretations on the perceptual level.

This confusing ambiguity of perception is exploited in human technologies such as camouflage, and also in biological mimicry, for example by European Peacock butterflies, whose wings bear eye markings that birds respond to as though they were the eyes of a dangerous predator.

There is also evidence that the brain in some ways operates on a slight "delay", to allow nerve impulses from distant parts of the body to be integrated into

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simultaneous signals. Perception is one of the oldest fields in psychology. The oldest quantitative law in psychology is the Weber-Fechner law, which quantifies the relationship between the intensity of physical stimuli and their perceptual effects (for example, testing how much darker a computer screen can get before the viewer actually notices). The study of perception gave rise to the Gestalt school of psychology, with its emphasis on holistic approach.

Perception-in-action

An ecological understanding of perception derived from Gibson's early work is that of "perception-in-action", the notion that perception is a requisite property of animate action; that without perception action would be unguided, and without action perception would serve no purpose. Animate actions require both perception and motion, and perception and movement can be described as "two sides of the same coin, the coin is action". Gibson works from the assumption that singular entities, which he calls "invariants", already exist in the real world and that all that the perception process does is to home in upon them. A view known as constructivism (held by such philosophers as Ernst von Glasersfeld) regards the continual adjustment of perception and action to the external input as precisely what constitutes the "entity", which is therefore far from being invariant.[40]

Glasersfeld considers an "invariant" as a target to be homed in upon, and a pragmatic necessity to allow an initial measure of understanding to be established prior to the updating that a statement aims to achieve. The invariant does not and need not represent an actuality, and Glasersfeld describes it as extremely unlikely that what is desired or feared by an organism will never suffer change as time goes on. This social constructionist theory thus allows for a needful evolutionary adjustment. A mathematical theory of perception-in-action has been devised and investigated in many forms of controlled movement, and has been described in many different species.

Universal Primary Education (UPE)

Is a goal stated in many national development plans and pursued with vigor by governments of most developing countries. Primary Education is seen as the first step in laying the foundation for future educational opportunities and lifelong skills. Through the skills and knowledge imbued, primary education enables people to participate in the social, economic and political activities of their communities to their fullest potential. It is also seen as a basic human right that frees human beings from a state of ignorance and helps to reduce the negative effects of poverty, relating in particular to health and nutrition. In an increasingly competitive global economy of free markets, a well educated high quality workforce is seen as vital to a country's economy in order to attract foreign investments that generate jobs and create wealth. Hence, good quality primary education is increasingly recognized as an important foundation for economic growth and seen as instrumental in the attainment of other development objectives Rwanda is also actively pursuing the achievement of the Millennium Development Goals (MDGs). Two of the MDGs are relevant for education. These are MDG 2 and MDG 3 .MDG goal 2: Achieve Universal Primary Education with a target of Ensuring that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling, Net enrolment ratio in primary school , Proportion of pupils starting grade one who reach last grade of primary school , Literacy rates of women and men aged 15 -24 years.

MDG goal 3: Promote gender equality and empower women which has a target of Ensuring that gender disparity in primary and secondary is eliminated, preferably by 2005 and in all levels for education no later than 2015 , Ratio of boys to girls in primary school , Ratio of boys to girls in secondary school. The chance of Rwanda meeting these two MDGs was assessed by IPAR in 2011 (IPAR 2011). MDG 2 was at this stage marked as "green" as were the education elements of MDG 3.

The 1994 genocide in Rwanda devastated the nation's education system, resulting in the closure of over 600 schools and the death or exile of some 3,000 teachers. Since the cessation of hostilities the focus of the country's education policy has been twofold: the promotion of national unity and reconciliation, and the development of

a skilled workforce that will enable Rwanda to become a middle income country with knowledge based economy. To achieve these goals, the government has embarked on an education policy that places a strong emphasis on universal primary education and technical training aligned with the country's labor force needs. The government has also established the goal of implementing Information and Communication Technology (ICT) throughout the education system, for example by serving as the largest partner of the One Laptop per Child program in Africa. Nonetheless, despite its ambitious plans, many hurdles continue to face students and educators in Rwanda, including a shortage of resources, trained teachers, and education infrastructure. In this paper we will examine Rwanda's current education policy, the structure of its education system, as well as proposed reforms in order to address existing challenges.

Rwanda's government remains committed to achieving the UN Millennium Development Goals (MDGs) number 2 and 3, which call for the opportunity for all children to complete a full course of primary education and for gender disparities in primary and secondary schooling to be eliminated by 2015 respectively. The country has made great strides in achieving these goals ,with a net primary school enrollment rate of 91.7%, and a male to female student ratio of 1.02 as of 2010 (IPAR, 2012a). It appears that by 2015 Rwanda will have achieved or at least have come very close to achieving MDG 2 and the education aspects of MDG 3.

In addition to meeting the education policy goals set forth by international organizations, Rwanda maintains its own strategic goals which are discussed in two primary documents: Rwanda Vision 2020, and the Economic Development and Poverty Reduction Strategy 1(EDPRS). The former emphasizes education's role in creating human capital to bolster Rwanda's economy. The policy calls for training and educating people at all levels, including adults that lack the basic education and skills necessary for employment. The EDPRS policy echoes the need for access to quality education at all levels, with the addition of high level objectives related to educational effectiveness, the strengthening of science and technology teaching, and the widespread use of ICT.

In summary, the policy goals of Rwanda's education system are aimed at creating an educated workforce with the technological knowhow to engage in service sector employment. These goals reflect the government's overall plan for Rwanda to become a technology hub in Africa, which is based on the fact that the nation's limited stock of natural resources and arable land necessitate its transformation into a knowledge economy rather than one based on industry or agriculture.

The Ministry of Education (MINEDUC) is responsible for the development of national education policy. The Ministry's policies are implemented by the Rwanda Education Board(REB), whose mission is to "improve Rwanda's education quality by building the capacities and management of teachers, loans and scholarships, monitoring the distance learning program, and promoting the use of information and communication technology in education." (REB, 2013).Oversight of the national curriculum and education structure is highly centralized and governed by the Rwanda Education Board . However, Rwanda's 30 districts retain some control over the management of schools at the local level. In fact, schools themselves retain a high degree of autonomy in the hiring and evaluation of teachers, with over 84% of schools having a Parent Teacher Committee involved in hiring and monitoring teachers, as well as being involved in budget setting (IPAR, 2012a). Furthermore, Parent Teacher Committees are able to supplement teacher salaries and school budgets through donations.

The current education policy places the greatest emphasis on 9 year basic education(9YBE), which is comprised of the full 6 year primary school curriculum (P1P6) and the first three years of the secondary school curriculum (S1S3).Students are not required to pay fees for these years of schooling, and schools receive their funding from the central government through a capitation system based on the number of students enrolled. Following the 9 year basic education curriculum, students may continue in the final 3 years of secondary school 2(S4S6), but must pay their own tuition. As part of the current administration's strategic plan for education (last updated in 2010), the 9 year basic education program is being extended to include the final three years of secondary school. This new 12 year

basic education policy(12YBE) will offer the final three years as an "entitlement" program, rather than a compulsory educational requirement for all students.

For those students that complete secondary school and do wish to continue to University, there are 7 public Higher Education Institutions (HEIs) and over 20 private HEIs. All public HEIs are self governing and independent, though the Ministry of Education provides oversight to ensure quality control and curriculum standards through its Higher Education Council. Private institutions are not subject to the same oversight, though they are still required to receive accreditation from the Ministry.

One of the management assumptions that UPE makes is the active participation in administration of the scheme by the parents that each primary school serves. For instance, such parents are directly charged with the following: Contributing towards construction of schools buildings by providing local materials such as bricks, stones, sand, water and labor; Encouraging members to send children to school and support pupils once in school to ensure that they remain there; Contributing towards the security and safety of school children and the school plant; Contributing ideas, time and energy towards the improvement of the teaching and learning programs ; Providing positive discipline for school children both within and outside the school; Monitoring school personnel regarding the use of positive discipline measures; Ensuring that the school makes full use of the expertise and resources of the Core Primary Teachers' Colleges, especially that of the Co-coordinating Centre Tutor serving the school; Participating in community mobilization activities that support improved pupil learning at home and at school; Providing safe water sources, stores, office and staffroom signposts, and recreational facilities; and Being actively involved in sanitation promotion programs of their school.

The Rwandan government has made tremendous progress in modernizing its education system and providing access to basic education for all its citizens .The planned expansion of 9YBE to 12YBEshould allow students who currently cannot pay tuition to complete their secondary education, creating the possibility for them to attend university. However, the number one challenge facing the Rwandan

education system at this point is a lack of qualified teachers, with only 65% of primary school teachers and 33% of secondary school teachers holding credentials (IPAR, 2008b). A greater focus on teacher training will therefore be required on the part of the Ministry of Education, especially if Rwanda is to maintain educational quality considering the increased numbers of students who will be attending upper secondary school under 12YBE.Additionally, the Ministry of Education must take steps to address equity issues which have arisen in response to the accepted practice of parents supplementing local school budgets and teacher salaries. This practice has led to widening inequalities between urban and rural schools in recent years, with teachers in the former earning up to three times as much as those in the latter as a result of parental contributions. Possible policy options to address these inequalities include imposing limits on the size of parental contributions, or changing the capitation grant to provide greater assistance to those schools that receive the least amount of parental funding.

Several measures on enrolment, maintaining children at school, parental involvement have been taken by the government of Rwanda. According to the 2009 statistics of the ministry of education, more than 2 million children have enrolled in primary school compared to 1.4 million pupils registered during 1998-99 academic year .The increase in enrollment, according to Ernest Rutungisha, the education management systems expert at the ministry, is due to the fact that the universal primary education policy was well conceived and well promoted among Rwandan.

"The program has had a positive impact on the enrollment in primary schools," Rutungisha says.To stress his point, Rutungisha indicates that currently only 7.1% of the net enrollment does not go to school and mostly these are children with disabilities .So far the government has achieved its target of ensuring that universal primary education is a success. The program however does not stop at the primary level .Unlike in other countries where free schooling is restricted to primary level, Rwanda now provides six years of primary education and three years of post-primary education, where students undertake a common core syllabus equivalent to junior secondary.

Now the entire nine year basic education is free and the Rwanda seems to be on course to achieve the education for all targets in 2015 as stipulated in the MDG's .While the enrollment rate is encouraging, the number of classrooms has yet to increase to reduce congestion and create a proper learning environment for the pupils. This is evident in the six year primary education where there is an average of 50 pupils per class compared to 45 the United Nations Educational Scientific and Culture Organization (UNESCO) recommended The ministry however has pledged to assist reduce the number. Although primary education is free, there have been cases where poor parents are unable to send their children to school due to lack of basic material that parents have to provide. For instance, while there is no tuition fee charged, parents are required to provide uniform and exercise books, which are still too expensive for destitute parents."We have experienced such cases where the parents cannot afford to provide basic equipment for the children, yet we cannot deny such children a chance to study," says Juvenal Muhire, the dean of studies at Groupe Scolaire Protestant Remera .

Muhire further points out that through the parents committee, which is represented on the school board, parents are required to pay teachers' bonuses. He insists however that pupils who come from families that are unable to contribute, are always allowed to continue to study.

"We cannot chase a pupil away on the grounds that they cannot afford to pay teachers' bonuses since it's their right to attend school given the government's effort to ensure they access free education," Muhire adds.The school instead offers a helping hand through the agaseke k'urukundo (love basket) fund where both parents and pupils contribute to assist the less privileged get school uniforms as well as other basic need that they cannot afford.Those measures resulted in an increased number of pupils year after year as it is revealed by the following table:

Table 1
Primary pupils Statistics evolution

Students	2007	2008	2009	2010	2011	2012
Total	2150430	2190270	2264672	2299326	2341146	2445146
Boys	1058026	1076159	1114253	1132556	1150205	1222576
Girls	1092404	1114111	1150419	1166770	1190941	1222570

REB,REPORT 2012

2.1Theoretical Review

This study is grounded in the System theory propounded by Adepoji and Fabiyi in 1986. Adepoju and Fabiyi adopted a system theory for analyzing the researcher's mechanism of the educational system. In their opinion, every organization has an input and output process. The quality of the input determines the nature of the outcome. The system theory states that there are different parts in any organization playing different functions. These different parts interact with each other and are independent on each other. They see the educational system as functioning according to the system theory. There are 3 basic processes in the system theory. These are the input, conversion and output. The input is what comes in from the outside; the conversion is the processes of internalization while the output is the effect of the input and the conversion process on the system. The output is observable from the relationship between the system and the environment in which the system exists.

2.3 Conceptual framework

For the present study which is measuring perception of parents of the UPE as an educational reform policy, the input will be the parents' own contribution of the UPE in the learning environment and other places where such parents interact with other parents on the implementation and workability of the UPE. The parents'

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contributions are influenced by a number of factors. These factors include parent's disposition towards their role as parent and facilitators in the UPE, availability of infrastructural and instructional materials, prompt payment of teachers bonuses, level of community awareness and participation in the educational process, etc. These have the capacity of influencing and determining the nature of the input in within the system. The conversion is the interaction of the parents with the UPE program. The level of parents' participation in and implementation of the objectives of the UPE will be determined by the level of input. The conversion process also involves the interaction of the parent with the students who are suppose to be beneficiaries of the UPE.

The parent's interaction with the UPE program and the parent's interaction with the students in the policy situation will determine output. The output for the present study will be the effects or impact of the entire program of the UPE on the students and the society in general. The system in this study is the UPE. The parent's perception of the UPE will be determined by all the components of the system which are the parent's experience, the interaction with the objectives of the UPE and the interaction with the students and finally the impact of the UPE on the students and the general society.

Current issues in the implementation of the UPE: Lot of issues have continued to arise around the workability of the UPE Act considering the current political, social and economic climate in the country where well planned projects with good objectives do not see the light of day.

One of the issues is lack of proper supervision of schools with regard to the implementation of the UPE. Supervision of schools according to Edho (2010) has to do with quality control of educational policies and programmes. It is related to the efficiency of learning and the improvement of the teaching learning situation. It is a field of educational management. Obinaju sees educational supervision to be concerned with those activities which maintain and promote teaching and learning effectiveness in the school system. The aim is to ensure that the goal of education is realized within provisions of the national policy on education and in particular on the

bases of the objectives of the UPE. Ezekwensili laments that there have been no supervision of schools for decades.

This lack of supervision has been observed to be one of the factors affecting the success of the UPE. Another problem is that of funding. Without money, no good venture will see the light of day. Just like other educational reform programmes in Rwanda, the UPE has also suffered from poor funding. This is highlighted in the research of Akpotu (2006) and Akinkugbe (1994).

Curriculum which is the content of what is taught is also one of the issues affecting the implementation of the UPE. According to Ajibola (2008), curriculum analysis on study shows that the learning experiences provided for the Rwandan child is rich and varied and has the capacity of meeting the immediate and future needs of the children. However, the curriculum of the Rwandan schools are over ambitious and over loaded and are properly tuned to the needs of the labor market, particularly in pre-vocational and vocational technical courses. So, there is a gap between what is intended in the curriculum and what is actually learnt by the students. There is therefore, a failure in the teaching method which reveals poor training of teachers for the programme. This in the final analysis has had its own toll on the UPE.

The problem of population in the school system is yet another issue. Government has not addressed the problems of population in the school system. Free compulsory education brought many children into the school system without the schools being prepared to receive and cater for the needs of these children. The result was that many children came into school and left for many reasons. Such, reasons include no money for school fees and educational materials. Government could not sustain the free and compulsory education for children. The effect of the above is that many children of school age roaming the streets and hawking goods and being lured into crimes. They continued that many of those who managed to go into school were forced to withdraw prematurely either by their parent's inability to pay their schools fees or by the uncongenial learning environment, characterized shortage of qualified teachers.
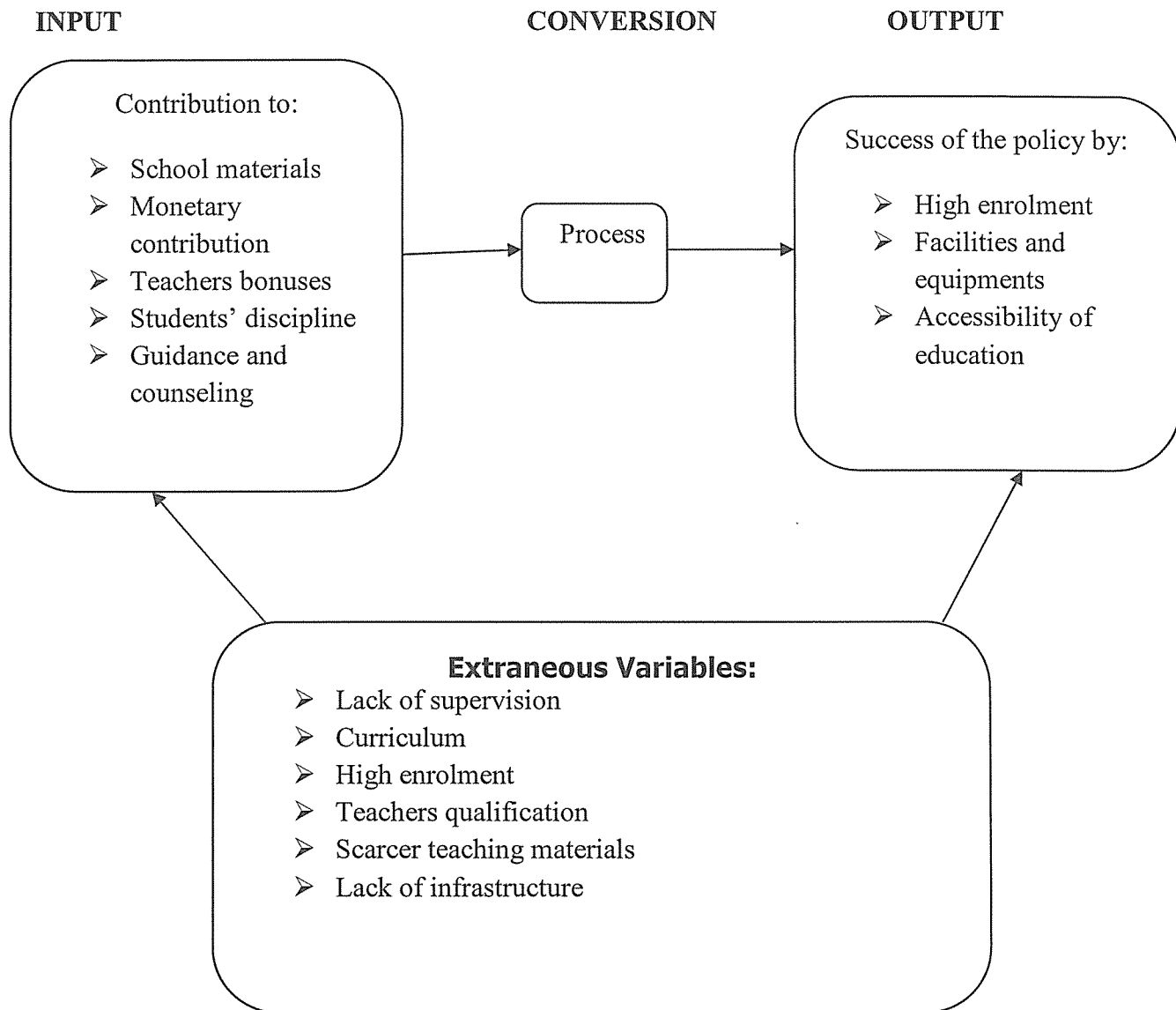
This situation is a major setback in the implementation of the UPE. Other current issue is the shortage of qualified teaching staff to implement the UPE. the problem of shortage of teachers was very present. Thus, the attainment of qualitative and progressive education which the UPE emphasizes will largely depend on the quality of teachers and their devotion to duty. The number of teachers is still inadequate and many are discouraged with poor conditions of service and poor salaries.

Apart from the problem of inadequate qualified teachers there is also the problems of scarce teaching materials and lack of infrastructure. It is a recurrent issue in every educational reform program. For instance there are books, no laboratories, no libraries, no class rooms, no offices for the teachers, no places of recreation and exercise for the students, etc.

This explains the fact there was no sufficient planning for proper implementation of the various educational reform programs including the present one. It has also been identified that the experiences of the past are important for the present. The many issues and problems that made the previous educational reform policies to fail have not been addressed. The lofty goals and objectives of UPE were not realized because of poor implementation. The UPE may likely face the same problem if the problems of the past are not addressed at the present. The following diagram illustrates all the events of the conceptual framework.

Parents'perception(IV)   **UPE implementation(DV)**

INPUT   **CONVERSION**   **OUTPUT**

Contribution to:

➤ School materials
➤ Monetary
  contribution   Process   Success of the policy by:
➤ Teachers bonuses
➤ Students' discipline   ➤ High enrolment
➤ Guidance and   ➤ Facilities and
  counseling   equipments
                                                           ➤ Accessibility of
                                                             education

Extraneous Variables:
➤ Lack of supervision
➤ Curriculum
➤ High enrolment
➤ Teachers qualification
➤ Scarcer teaching materials
➤ Lack of infrastructure

Source: Primary Data 2013

2.3 Related Literature

Emily Grenzke in 2003, carried out a study that investigated the effect that user fees have on primary school enrollment and educational attainment in rural Bangladesh in terms of UPE.He has discovered that there is growing international consensus that school user fees should be abolished in developing countries because they pose a barrier to universal enrollment. However, where school fees are the primary source of revenue for education, abolishing them significantly threatens the quality of education provided. Using data from three different regions in Bangladesh in 1996, this article employs a Heckman model to estimate the determinants of school enrollment. The results suggest that (i) fixed enrollment fees are a barrier to partici-pation in the education market, (ii) but annual fees are not, and (iii) that the cost of secondary education has a significant impact on primary school enrollment. Based on these results, and considering the need for revenue, current policies aimed at abolishing all varieties of school fees are not justified. The article concludes by recommending advocacy for lower fixed enrollment fees and lower fees for secondary schools.

Nishimura(2007) found out that the UPE policy had drawbacks at the school level. When school fees were abolished, over-age and underage children flocked into school. The most notable challenge was overcrowded classrooms, which in some schools led to low teacher motivation. The leverage between strong commitment of governments and donors and available resources was another issue. Schools suffer from lack of funds, while not being able to ask parents for fees. Parents have also become passive in every form of participation in school activities and decision making.

They also discovered that in administrative challenges Common themes that cut across administrative issues of the UPE policy are mainly rooted in its top-down policy implementation and unpreparedness of the system for the changes. Since the inception of the UPE policy, no clear policy on roles and responsibilities has been shared by stakeholders. Ad hoc training opportunities given to head teachers on accounting and school management under UPE were not enough for head teachers and SMCs to obtain confidence in daily school management .The UPE policy also

creates some policy conflicts that make administration fairly difficult. For instance, the automatic promotion policy which is adopted under the UPE policy at least in Kenya, Ghana and Uganda and an increase in enrollment which brought overcrowded classrooms throw teachers into an extremely difficult situation.

Fee abolition and inadequate amount of the UPE capitation grant are also contradictory and give head teachers' headaches and sometimes push themselves in debt. In fact, our study revealed that the amount of the capitation grant is much lower than what schools used to collect from parents .As a consequence of these conflicts, schools are compelled to hold larger classes with more limited resources. Some unique themes are found in all countries. In Uganda, it has been witnessed that local politicians interfere in schools when schools ask parents for some contribution.

In his survey carried out in Sudan on the context of the implementation of UPE , Habib Hajjar, found out in spite of real accomplishments in education since the launching of the UPE scheme, there is a widespread conviction that the attainment of this objective will be delayed far beyond 1990 unless serious measures are taken to modify existing trends and imbalances.

Munene (1997) within his study called Management of Universal Primary in Uganda, he highlighted how the Ugandan government launched a 20-year Poverty Eradication Action Plan (PEAP) and Poverty Action Fund (PAF), where primary education is a central component of the strategies to eliminate poverty by 2020 (Ministry of Planning and Economic Development [MPED] 1997). In the same year, the government consequently introduced the UPE project aimed at providing full tuition to four children per household (Ministry of Education and Sports [MoES] 1998). The study emphasized the role of primary education in poverty eradication.

The study also found out that some local communities in Uganda Contribute towards construction of schools buildings by providing local materials such as bricks, stones, sand, water and labor; Encouraging members to send children to school and support

pupils once in school to ensure that they remain there; Contributing towards the security and safety of school children and the school plant ;Contributing ideas, time and energy towards the improvement of the teaching and learning programs ;Providing positive discipline for school children both within and outside the school; Monitoring school personnel regarding the use of positive discipline measures ;Ensuring that the school makes full use of the expertise and resources of the Core Primary Teachers' Colleges, especially that of the Co-coordinating Centre Tutor serving the school ;Participating in community mobilization activities that support improved pupil learning at home and at school; Providing safe water sources, stores, office and staffroom signposts, and recreational facilities; and Being actively involved in sanitation promotion programs of their school.UPE describes the relevant community as composed of at least three entities (MoES 1998). The first is the School Management Committee (SMC), which is a group of local opinion leaders selected to represent the government in each school. The SMC acts as a form of Board of Directors charged with monitoring the school administration with special reference to government policy. The second one is the Parent-Teacher Association (PTA) which is a community based association formed on a voluntary basis to provide a formal and organized voice representing members of the community whose children attend a particular primary school. The third, more loosely defined, is everyone else whose civic and non-civic actions could impact on the children and teachers of the school.

Gaps to be addressed

This study which aims to correlate parents' perception and UPE policy implementation in Rusizi District, Rwanda; is a new research because others have investigated other areas like parenting styles and pupils academic performance in the said District .This means that there is no research undertaken on the two variables (Parents'perception and UPE policy implementation).Considering the scope of this study, the identified gaps have been bridged such as:

-Parents' perception and UPE policy implementation which had not been fully investigated in Africa, in Rwanda and particularly in Rusizi.

-The past studies were done in other areas rather than Parents' perception and UPE Policy implementation in Rusizi District.

The only gap of this study is that it has been conducted one district(Rusizi),the further researches should be carried out in other different districts in order to confirm the results obtained from this study

CHAPTER THREE: METHODOLOGY

3.0 Introduction

Decisions on the methodology of any study influence all subsequent work by including or excluding certain areas of investigation, what Miles and Huberman (1994:16) refer to as "anticipatory data reduction". Seddon (1996) considers this important for other reasons in policy studies, referring to it as setting out the "principles of choice", where selection of topic, the research strategies adopted and tools used are set out clearly for other researchers to see. Such a process also acts as a validation device, sometimes referred to as an "audit trail" in qualitative research (Schwandt and Halpern,1988).

3.1 Research Design

The study used a purposive random sampling method because it wanted to select respondents according to the researcher's judgment. It used descriptive survey because it wanted to describe the profile of the respondents in terms of age, gender, level of education and type of stakeholder. It has been descriptive co relational because it wanted to determine if there was a significant relationship between the level of parents' perception and the extent of UPE policy implementation in Rusizi District,Rwanda.

The study has also taken a quantitative approach based on variables measured with numbers and analyzed with statistical procedures using computer programs like Microsoft excel and SSPSS and findings were presented infrequency tables and means.

3.2 Research Population

The study was conducted in Rwanda, Western province, Rusizi District. The total number of population is 6600 parents that is equal to a number of children located within 18 schools taken 1 by each sector composing Rusizi District as we supposed one child, one parent.

3.3 Sample Size

The minimum sample size was computed using Slovin's formula because the population size is known(6600). That formula is given and explained as

$$n=N/(1+Ne^2)$$

N=Total population
n=Number of sample
e=Error tolerance

To use the formula, first figure out what you want your error of tolerance to be. For example you may be happy with a confidence level of 95 percent(giving a margin error of 0.005),or you may require a tighter accuracy of a 98 percent confidence level(a margin error of 0.002).Plug your population size and required margin of error into the formula. The result will be the number of samples you need to take.

Using Sloven's formula you would be required to survey $n=N/(1+Ne^2)$ people

For instance the sample will be obtained by 6600 / (1 + 6600 * 0.005) =377 respondents.

3.4 Sampling Procedure

There were 113 primary schools in the district at the time of study; schools were selected using a purposive random sampling where one school model by each sector was selected. As we had 18 sectors; schools should be also 18. 6600 parents who had children in the 18 selected schools were the ones chosen to participate in the study. Thus a total of 377 parents as respondents were used as we supposed 1 parent for 1 child.

3.5 Research Instrument

This study used a questionnaire and an interview guide. A questionnaire designed by the researcher is the instrument that was used for this study. The questionnaire was divided into three sections. Section A sought personal information about the respondents while Section B focused on parents' perception on UPE policy. Section C focuses on UPE implementation. The respondents will be required to respond to all items in all sections indicating whether they:

4. Strongly Agreed – SA

3. Agreed – A

2. Disagreed – D

1. Strongly Disagreed – SD

 Since some parents do not know English, the questionnaire was written in Kinyarwanda for them to be able to answer the items .The interview guide was also used to collect data from local leaders in charge of education.

3.6 Validity and Reliability of the Instrument

Validity refers to the degree which a given instrument measures what it is used to measure.For instance, if the questions coming out from the independent variable and the dependent variable,the questionnaire is not valid.Amin,(2003),proposed the "Content Validity Index (CVI)" of at least "0.7" to declare questionnaire valid.To ensure the validity the instrument was given to the experts in the field of educational research at the Institute of Higher Degrees and Research in Kampala International University. Based on their suggestions, some items were deleted one by one while others were rewarded also one by one. The validated version was used for the study. The CVI was computed as follows:

CVI=Number of questions declared valid/Number of total questions in the questionnaire.

Table2: Content Validity Index

Questionnaire	Number of irrelevant questions	Number of relevant questions	CVI
Questions to determine the level of Parents' perception on UPE	3	15	0.83
Questions to determine the extent of UPE implementation	4	15	0.78

Source: Primary data 2013

The above table indicate that the CVI of "0.83" on questionnaire used to determine the level of parents' perception on UPE was proved valid compared to Amin's formula of content validity index of "0.7".The same calculations to the questionnaire used to determine the extent of UPE policy implementation also showed that the questionnaire were valid given the CVI of "0.78".

Reliability of an instrument refers to the degree of consistency that instrument is in measuring a certain variable. That means each time it is used it gives similar results. To ensure the reliability of the instrument, the questionnaire was tested using Cronbach Alpha Method computed using SPSS(Amin,2005),if Cronbach Alpha is superior or equal to "0.8",the instrument is declared to be reliable. After the test of the questionnaire the Cronbach Alpha was "0.9" which is more than "0.8"(minimum required).This means that the questionnaire was reliable.

3.7 Data Gathering Procedures

The following data collection procedures were implemented: before the administration of the questionnaires and interview, the researcher (1)was going to secure an introduction letter from the College of Higher Degrees and Research which

was addressed to the authorities of the District and the selected schools under the study for permission to collect data; (2) tested the reliability of the standardized instruments; (3) requested and invited research assistants to be oriented and briefed about the study, the data gathering and sampling procedures; (4) prepared the final questionnaires after the reliability test to reveal whether the questionnaire were acceptable; (5) coded the questionnaire to ensure anonymity of the respondents.

During the administration of the questionnaires (1) the researcher and the assistants requested the respondents to sign the informed consent and fill out the questionnaires without leaving any part of it unanswered, to avoid personal biases to influence their responses and to return the questionnaires within one week from the day of distribution; (2) the retrieved questionnaires were checked if they were completely filled out.

After the administration of questionnaires, the data collected were organized and encoded into the computer using the statistical package for social sciences. The proposed tables were filled out, analyzed and interpreted in chapter 4 of this thesis. At the time questionnaires were distributed ,the researcher was carring out an interview with Sector Education Officer(SEOs),District Education Officer(DEO)and the Vice-maire in charge of socio-affaires whom education is under his responsibility.

3.8 Data Analysis

To identify the profile of the respondents, the frequency and percentage distribution were used .To determine the level of parents' perception and the extent of UPE policy implementation; Means and standard Deviations were used. The Pearson's Linear Correlation Coefficient was used to determine if there is a significant relationship between the level of parents' perception and the extent of UPE policy implementation. For those tools of Data analysis to succeed we have been helped by the Statistical Package for Social Sciences programme.

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS, INTERPRETATION

4.1 Introduction

This chapter seeks to present, analyses and interprets collected data so as to come out with organized ideas to respond to the four objectives of our research. This chapter presents, analyses and interprets the profile of the respondent , the level of parents perception, the extent of UPE policy implementation and correlates the level of parents' perception with UPE policy implementation.

4.2 Data presentation, analysis and interpretation

Profile of the respondent

Objective one of this study is to determine the profile of the respondent in terms of age, gender, level of education and type of stakeholder.

To reach that objective frequencies and percentage were used as data analysis tool to put out the profile of the parents respondent. See the table below.

Table 3: Profile of the respondents

Category	Frequency	Percentage
Age		
20-30	61	16
30-40	171	45
40-50	96	26
51 and above	49	13
Total	**377**	**100**
Gender		
Male	168	45
Female	209	55
Total	**377**	**100**
Level of education		
O' Level and below	87	23
A2 Level	178	47
A1 Level	48	13
A0 Level	64	17
Total	**377**	**100**
Type of Stakeholder		
Teacher-parent	136	36
Head teacher-parent	21	6
Parent only	209	55
Local government officer-parent	11	3
Total	**377**	**100**

Source: Data analysed,2013

Table 3 reveals that the majority of the respondents (45%) were aged between 30-40 years old. This indicates that the parents belongs to the stage of adulthood .The majority of parents were female (55%) as compared to (45%) male parents. This due to the Rwanda genocide of the year 1994 in which many men have died and many women are responsible of their families, pursuing the children education and other responsibilities and also it could be attributed to the fact that at the time the study was carried out, the researcher got more access to women at their residences than men.Many women in the area do domestic work.

This has been emphisized by all Sectors Education Officers and the DEO saying that even if they call parents for the meeting ,almost the total number of present parents who attend are women. Majority of the respondents had A2 level as their highest education qualifications and this is due to the fact that the researcher used teacher-parents, local government officer parent, head teacher parent as a type of stakeholder .This number has been raised by the fact that to be one of the former ,you must at least have an A2 level. More than a half of respondents (55%) were parents only as a type of stakeholder in their respective schools because most people in the rural area have no job and most of them are illiterate.

Level of parents 'perception of UPE policy

This part deals with the second objective of this study which is to determine the level of which parents perceive UPE. Tools that helped to know that perception are means and standard deviations that calculated answers from questionnaires where a strongly agree response showed that UPE was perceived to be very good. An agree response showed that parents perceived it to be good. A disagree one showed that the perception was fair. Moreover a strongly disagree showed a poor perception of the policy but we did not meet that version.

Table 4: Level of parents' perception of UPE

Indicator	Mean	Std.Dev	Interpretation	Rank
I think the UPE should be for both sexes and all children must be sent to school	3.97	.17	Very good	1
I think child education is a necessity and a right	3.91	.12	Very good	2
I feel the need to point out my child's past behavioral problems to make sure he/she will not do them again	3.88	.24	Very good	3
All citizens need to be educated through UPE	3.81	.41	Very good	4
I think child education is a necessity and a right	3.79	.46	Very good	5
UPE was introduced so that the government can get votes from people	3.70	.07	Very good	6
Through UPE children can get skills and knowledge for the future welfare	3.64	.21	Very good	7
UPE has reduced the dropout rate	3.52	.44	Very good	8
Opinion leaders and literate people help in the implementation of government policies on education	3.48	.33	Very good	9
Trough UPE children get disciplined	3.11	.28	good	10
UPE put emphasis on quantity of children enrolled	3.09	.23	good	11
I consider UPE as a solution to educational problem for the poor only	3.04	.61	good	12
UPE reduced ignorance in my village	3.00	.77	good	12
If my children get education they will be strong people in the society	2.91		good	14
UPE schools are perceived to be good	2.51	.66	good	15
With UPE the school environment is improving bit by bit	2.40	.82	fair	16
UPE encouraged adult literacy	2.07	.33	fair	17
Teachers are motivated through UPE	1.95	.05	fair	18
Mean Average	**3.21**	**.34**	**Good**	

Source:Data analysed ,2013

Mean range	Response	Interpretation
3.97-3.48	Strongly agree	Very good
3.11-2.51	Agree	Good
2.40-1.95	Disagree	Fair

Table 4 reveals that parents perceive UPE to be good. The items in the questionnaire which were ranked good included: Parents' feeling that UPE should be for both boys and girls(mean,3.97),all primary schools in our area of study are mixed no gender disparities said the DEO during an interview with the researcher, the necessity of children's education and its being their right(mean,3.91), we came to know that the National Commission for Children carries out much sensitization up to

the village level where at each administrative level children are represented. The need of educating all citizens through UPE(mean,3.81)the rate is good because each district performance contract include abolishing illiteracy by educating even adult people, the perception that UPE was introduced so as to get votes from people(mean,3.70) among others.

The item that UPE was introduced to get votes from people reveals the way some people tend to politicize issues. Through UPE was introduced to help all school-going age access education, some people hold the view that it could have been introduced for some other motives such as getting votes from people as during presidential electoral campain most candidates the actual president included were promising to people to promote universal education.

Many parents agreed that UPE has reduced drop-out rate (mean,3.52).This shows that many parents appreciate the role of UPE in reducing the drop-out rates of pupils. This also shows that many people in this area are so much sensitized about the importance of education for their children.

Parents however rated fair the items that UPE has improved the school environment(mean,2.40),UPE has encouraged adult literacy.On this item SEOs said that adulty are always ashame to study with small children or with their children that's why they preferto follow adult literacy program(mean,2.07),teachers being motivated through UPE(mean,1.95).All this means that UPE has not done well in those areas.With UPE classes are overclouded because of high enrollement due to education for free.For the issue of teachers not being motivated by the UPE it could be due to the big teacher-pupil ratios in class difficult to control and lack of bonuses.

The extent of UPE policy implementation

In order to determine the extent of UPE policy implementation;questions were divided into two categories according to the content scope that focuses on enrollment and maintaining students at school and parental monetary and material contribution.UPE in Rwanda,specifically in Rusizi requires all stakeholders to play their respective role as members of the system so as to obtain reliable outputs.A question with strongly agree response shows that UPE is implemented at a very big

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extent .An item with agree relate to big extent implementation. The one with disagree response show an implementation to small extent whereas strongly disagree prove an implementation of the policy to a very small extent.

Table 5: Extent of UPE policy implementation

Indicator	Mean	Sdt.Dev	Interpretation of extent	Rank
1.Enrollment and maintaining children at school				
My children are maintained at school	3.96	.27	Very big	1
I have sent to school all my school-going age children	3.81	.07	Very big	2
I always attend social mobilization meeting encouraging and emphasizing the UPE policy	3.00	.22	big	8
I report to local Leaders the children who do not attend school	2.39	.02	small	10
I pay visit to the community to know those who are left behind	2.12	.33	small	11
I participate in local community activities to catch children in markets and bring them back to school	1.88	.43	small	15
Ideas that I give in school meetings are my preferred contribution to UPE	2.09	.37	small	12
Every season I take some item such as corn to school	1.44	.25	Very small	18
I contribute money to help poor children to buy school materials	1.07	.78	Very small	19
2.Parental monetary and material contribution				
Classrooms built in UPE policy are all on standard because there has been a contribution of all stakeholders	3.01	.45	big	7
I participate in building classrooms by helping on the building site	2.91	.72	big	9
In my village new and classrooms on standard have been built because of UPE	3.61	.31	Very big	3
I feel proud when the school asks to pay some money for the school infrastructure teachers' bonuses and other school needs	2.03	.65	small	13
I contribute money at school to build classes	2.00	.66	small	14
The school usually asks parents for money which is difficult for some parents	3.50	.47	Very big	4
My contribution to building classes is in terms of offering tools for building	1.82	.29	small	16
I contribute what I can produce like bricks, woods, chairs, desks and tables	1.54	.39	Very small	17
The schools ask from parents school materials and uniforms for their children	3.12	.55	big	6
Mean Average	**2.56**	**.40**	**big**	

Source:Data analysed, 2013

Mean range	Response	Interpretation
3.96-3.44	Strongly agree	Very big extent
3.12-3.00	Agree	Big extent
2.39-1.82	Disagree	Small extent
1.54-1.07	Strongly disagree	Very small extent

Table 5 reveals that to a big extent, policy implementation in terms of enrollment and maintaining children to school as well as parental monetary and material contributions to schools are concerned. This is shown by the grand mean of 2.56. The fact that these policies are implemented to a big extent could be because of the much sensitization the government of Rwanda has made to the masses. Most of the times the local leaders are used to enforce the policies such as enrolling children to school.

Remember also there are some punishments to parents who hold school age children at home reminded the DEO. Items ranked very big were: My children are maintained at school, I have sent to school all my school- going age children, In my village new and classrooms on standard have been built because of UPE, The school always asks parents for money which is difficult for some parents , For the policy to succeed; teachers, head teachers and local leaders should increase sensitization on UPE respectively with 3.96,3.81,3.61,3.50,3.44.

Items rated big were The schools asks only for parents school materials and uniforms for their children, classrooms built in UPE policy are all on standard because there has been a contribution of all stakeholders, I always attend social mobilization meeting encouraging and emphasizing the UPE policy, I participate in building classrooms by helping on the building site respectively with 3.12, 3.01, 3.00, 2.91.

Ranked small were items: I report any child to local Leaders the children who do not attend school, All Parents in village send their children to schools because teachers come every day to school and pay visit to the community to know those who are left behind, Ideas that I give in school meetings are my preferred contribution to UPE Success, I feel proud when the school asks to pay some money for the school infrastructure teachers' bonuses and other school needs, I contribute money at

school to build classes, I participate in local community activities to catch children in markets and bring them back to school, My school contribution to build classes is term of offering tools for building with 2.39,2.12,2.09,2.03,2.00,1.88,1.82 respectively.

Those ranked very small were : I contribute what I can produce like brics, woods, chairs, desks and tables, The school has some arrangements to facilitate and help children from poor families, I contribute money to help poor children to buy school materials with 1.54,1,44,1.07 respectively.

Relationship between the level of parents' perception and UPE policy implementation.

To correlate those two variables we used Pearson's Linear Correlation Coefficient to determine if there is a significant relationship between parents 'perception and UPE policy implementation at 0.05level of significance. This permitted us to test the hypothesis as interpreted below.

Table 6: Relationship between the level of parents' perceptions and UPE policy implementation

Variables correlated	r-value	Sig. value	Interpretation	Decision on Ho
Level of parents' perception and UPE policy implementation	0.952	.000	Significant relationship	Rejected

Data analysed 2013

Table 6 shows that there exists a significant relationship between parents' perception and UPE policy implementation in Rusizi District. This is shown by the significant value of 0.000 and when r-value is comprised between 1 and -1 where there is a significant relationship. This means that on average, the way parents' perceive Universal Primary Education, highly affects the way the policies of UPE are implemented. The policies for UPE to implement were those to do with enrolment and maintaining pupils at school as well as parental contributions to UPE

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CHAPTER FIVE: DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter goes up and down in discussing the findings of table 2, 3 and 4. After the discussion, some conclusions and recommendations are drawn according to the findings of the study.

5.2 Discussion

The findings of the present study are discussed under the following headings:

-Profile of the respondents

-Level of Parents' perception on UPE policy

-Extent of UPE implementation

-Relationship between Parents' perception and UPE policy implementation

Profile of the respondents

Majority of the respondents (45%) was aged between 30-40 years old. The majority were female (55%) as compared to (45%) male parents. This due to the Rwanda genocide of the year 1994 in which many men have died and many women are responsible of their families, pursuing the children education and other responsibilities and also it could be attributed to the fact that at the time the study was carried out, the researcher got more access to women at their residences than men. Many women in the area do domestic work .Therese (2012).This has been emphasized by all Sectors Education Officers and the DEO saying that even if they call parents for the meeting ,almost the total number of present parents who attend are women. Majority of the respondents had A2 level as their highest education qualifications and this is due to the fact that the researcher used teacher-parents, local government officer parent, head teacher parent as a type of stakeholder .This number has been raised by the fact that to be one of the former, you must at least have an A2 level 47% had A2 level of education and this is because Rwanda has emphasized the education for all up to 12 years. More than 1/2 of respondents were parents only as type of school stakeholder (55%) and Teacher-parent (36%).Those

findings indicate that our respondents were mature enough and have all necessities to participate or to give their contributions morally and voluntarily.

Level of parents' perception on UPE

The second research objective was to find out the level of parents' perception of UPE. The results indicated that UPE, on average was perceived to be good. Parents perceive UPE to be good. The items in the questionnaire which were ranked good included: Parents' feeling that UPE should be for both boys and girls(mean,3.97),all primary schools in our area of study are mixed no gender disparities said the DEO during an interview with the researcher, the necessity of children's education and its being their right(mean,3.91), we came to know that the National Commission for Children carries out much sensitization up to the village level where at each administrative level children are represented. The need of educating all citizens through UPE(mean,3.81)the rate is good because each district performance contract include abolishing illiteracy by educating even adult people, the perception that UPE was introduced so as to get votes from people(mean,3.70) among others.

Nishimura et al(2009)the majority of stakeholders view that the UPE policy is good, but not well implemented. In particular, the automatic promotion policy is much contested by all the stakeholders at the district and school levels. This is due to the fact that promoting pupils to the next grade without meeting the proficiency level set by each grade will do more harm than good for a child since s/he will not obtain anything at the end of the primary cycle and the school system will thus compromise the quality of education. UPE, a millennium development goal was a consensus agreed upon by democratic elections and a domestic decision making process in Rwanda. The majority of stakeholders perceive that the current policy is good and they view primary schooling as either important or very important for both boys and girls. Parents in Rwanda report that although they are bearing the private cost of schooling under the UPE policy, the amount is lower than what it used to be. The UPE policy is greatly appreciated by parents and communities for its equitable nature and benefit to the poor. The case of Rwanda shows that parents appreciate the provision of teaching and learning materials under the UPE policy. However, the

majority of parents view the implementation of the policy as having a number of problems. In particular, the automatic promotion policy is much contested by all stakeholders at the district and school levels. This is due to the fact that to promote pupils to the next grade without meeting the proficiency set by each grade will do more harm than good for a child since s/he will not obtain anything at the end of the primary cycle and the school system will compromise quality of education. Effective policy implementation would require considerable consultation with key stakeholders. Without a baseline survey, any systematic implementation of the policy may become unworkable. Although the government and donors have organized a series of advocacy campaigns on UPE policy, continuous and untiring sensitization and commitment towards the policy may be required to avoid any confusion or local political interference. In particular, there is a need for an effective system of monitoring the programme and tightening accountability of the policy Faced with increased enrollment, Rwanda in general and Rusizi specificaly now needs to bear cost-effective strategies to raise the quality of primary schools with limited resources in order to tackle the challenge of maintaining both quantity and quality of education. Furthermore, equity issues should

Parents however rated fair the items that UPE has improved the school environment (mean, 2.40),UPE has encouraged adult literacy. On this item SEOs said that adult are always ashamed to study with small children or with their children that's why they prefer to follow adult literacy program(mean,2.07),teachers being motivated through UPE(mean,1.95).All this means that UPE has not done well in those areas. With UPE classes are overclouded because of high enrollments due to education for free. For the issue of teachers not being motivated by the UPE it could be due to the big teacher-pupil ratios in class difficult to control and lack of bonuses.

Extent of UPE Policy implementation

According to the findings of the study, UPE policy implementation in terms of enrolment and maintaining school, as well as parental contribution to UPE in terms of money and materials, was big. This means that, to a big extent those policies are implemented. Interviewed Local leaders confirm that parents contribute much to school by attending meetings and providing school materials to their children. By an interview with the DEO he explained us the following: the UPE policy increased enrollment hence the government was to build suddenly new classes with insufficient funds or no fund. That pushed the government to build classes by unconventional method where each stakeholder was to participate in building. The government was to offer cements, iron sheets, metals and the community was to offer bricks, sand wood, man power and whatever they could find. This become a routine for Rwandan.

(Samoff 1999; Foster 2000; Brown et al. 2001; Klees 2001)Those authors come up with an emphasis on discussed issues saying that Fee abolition and inadequate amount of the UPE capitation grant are also contradictory and give head teachers' headaches and sometimes push themselves in debt. In fact, the amount of the capitation grant is much lower than what schools used to collect from parents. As a consequence of these conflicts, schools are compelled to hold larger classes with more limited resources .

Items rated big were The schools asks only for parents school materials and uniforms for their children (3.12).This item rated big because as parents know that education is for free they like to contribute in that area, classrooms built in UPE policy are all on standard because there has been a contribution of all stakeholders (3.01) this is true because in Rwanda especially in Rusizi ;when building eac stakeholder must play his role in building classes. This has been observed on different building site in schools with 12YBE where parents, teachers, priests, pastors, and local leaders were transporting bricks made by parents to build 12YBE classes. I always attend social mobilization meeting encouraging and emphasizing the UPE policy (3.00).After each public work on Saturday local leaders have to carry

out a meeting on current issues UPE included. Parents agree that they are facilitated in that way because they get sufficient information on the policy, I participate in building classrooms by helping on the building site (2.91).

Ranked small were items: I report any child to local Leaders the children who do not attend school (2.39) for this item, every child who is reported to drop out the school or not registered is pursued by local leaders who help him to reach the school. All Parents in village send their children to schools because teachers come every day to school and pay visit to the community to know those who are left behind(2.12).The school in his local area organizes campaigns each month where teachers and head teachers pass throughout villages sensitizing and registering children on school age., Ideas that I give in school meetings are my preferred contribution to UPE Success(2.09).This has been cited by parents who are most of the time disabled and passive saying they don't have money but they have ideas and do not like to use their strength as manpower at least to help the implementation of the policy. I feel proud when the school asks to pay some money for the school infrastructure teachers' bonuses and other school needs(2.03).Some parents like to contribute by building classes and by paying teachers' bonuses to reinforce school environment and to compensate teachers' low salary. I contribute money at school to build classes (2.00), I participate in local community activities to catch children in markets and bring them back to school (1.88). These agree with MINEDUC 2009 report that stipulates that Several measures on enrolment, maintaining children at school, parental involvement have been taken by the government of Rwanda. According to the 2009 statistics of the ministry of education, more than 2 million children have enrolled in primary school compared to 1.4 million pupils registered during 1998-99 academic year.

Children are caught during campaigns organized by local leaders. Children who are caught are immediately sent to schools and registered. My school contribution to build classes is term of offering tools for building with (1.82).For this item parents help builders to carry around them building tools like bricks, cement, aeration-brocks, metals, stones and iron sheets. MINEDUC, 2010 action plan put emphasis on on those points as follows: One of the management assumptions that UPE makes is

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the active participation in administration of the scheme by the parents that each primary school serves. For instance, such parents are directly charged with the following: Contributing towards construction of schools buildings by providing local materials such as bricks, stones, sand, water and labor; Encouraging members to send children to school and support pupils once in school to ensure that they remain there; Contributing towards the security and safety of school children and the school plant; Contributing ideas, time and energy towards the improvement of the teaching and learning programs

Those ranked very small were : I contribute what I can produce like bricks, woods, chairs, desks and tables, The school has some arrangements to facilitate and help children from poor families, I contribute money to help poor children to buy school materials with 1.54,1,44,1.07 respectively.Those items are ranked very small because they are not found in many schools whereas some others do it as strengthened by the following We have experienced such cases where the parents cannot afford to provide basic equipment for the children, yet we cannot deny such children a chance to study," says Juvenal Muhire, the dean of studies at Groupe Scolaire Protestant Remera(MINEDUC,2010).Muhire further points out that through the parents committee, which is represented on the school board, parents are required to pay teachers' bonuses. He insists however that pupils who come from families that are unable to contribute, are always allowed to continue to study.

"We cannot chase a pupil away on the grounds that they cannot afford to pay teachers' bonuses since it's their right to attend school given the government's effort to ensure they access free education," Muhire adds.The school instead offers a helping hand through the agaseke k'urukundo (love basket) fund where both parents and pupils contribute to assist the less privileged get school uniforms as well as other basic need that they cannot afford.

Muhire's arguments match with those of UNESCO that reported the World Education Forum held in Dakar, Senegal in April 2000 stipulated that no one should be denied the opportunity to complete a good quality primary education because it is

unaffordable. Child labour must not stand in the way of education. The inclusion of children with special needs, from disadvantaged ethnic minorities and migrant populations, from remote and isolated communities and from urban slums, and others excluded from education, must be an integral part of strategies to achieve UPE by 2015.

While commitment to attaining universal enrolment is essential, improving and sustaining the quality of basic education is equally important in ensuring effective learning outcomes. In order to attract and retain children from marginalized and excluded groups, education systems should respond flexibly, providing relevant content in an accessible and appealing format. Education systems must be inclusive, actively seeking out children who are not enrolled, and responding flexibly to the circumstances and needs of all learners.

The discussion above relate to what have been highlighted by UNESCO ,2009 While the enrollment rate is encouraging, the number of classrooms has yet to increase to reduce congestion and create a proper learning environment for the pupils. This is evident in the six year primary education where there is an average of 50 pupils per class compared to 45 the United Nations Educational Scientific and Culture Organization (UNESCO) recommended the ministry however has pledged to assist reduce the number. Although primary education is free, there have been cases where poor parents are unable to send their children to school due to lack of basic material that parents have to provide. For instance, while there is no tuition fee charged, parents are required to provide uniform and exercise books, which are still too expensive for destitute parents.

Relationship between the level of parents' perception and UPE policy implementation

It was found that the extent of parents' perception was significantly correlated with the level of UPE policy implementation in terms of enrolment and maintaining children at school as well as parental monetary and material contributions.without parents' contribution in terms of materials, money, ideas, counseling to their children, the school performance will be low claims the sector Education Officer of

Muganza Sector. The fourth objective of this study was to establish if there is a significant relationship between Parents' perception and UPE policy implementation. The findings indicated that a significant relationship existed given the significant value of 0.000 which was below the level of significance commonly used in social sciences which is 0.005.This predict the impact of parents' perception on UPE implementation. These findings agree with the findings of Shoko Yamanda et al,2009 where he discovered that Perceptions of parents and SMC members can be influenced by performance at the school level and whether schools comply with the central policy, while these perception, in turn, will encourage or discourage performance at the school level and if schools should follow the central policy. This is mainly because parents decide whether their children stay in school and may demand things that may contradict with the central policy. Finally, performance at the school and district levels is likely to link with the degree of compliance with the central government policy, especially in terms of school fees and usage of capitation grant. Each arrow may look different for each country or may depend on geographical location. When analyzing these links, all stakeholders were carefully identified so that complex relationships among actors should be covered.

5.3 Conclusion

Based on the findings of the study, the following conclusions were drawn:

The first objective of this study was verified by the description of the respondents where we found that majority of respondents was Majority of the respondents (45%) was aged between 30-40 years old. The majority were female (55%) as compared to (45%) male parents and had A and ordinary level. This shows that our respondents were mature enough to offer the information we needed. The population was relevant to the study.

The second objective of determining the level of parents' perception on UPE has been achieved and it was adequate with an average mean of "3.21" and this showed that parents perceive UPE to be good.

The third objective of this study was to investigate the extent of UPE policy implementation. It was revealed that UPE was implemented to a big extent with a rate of "2.56" as an average mean.

The test of the null hypothesis (objective four) that stipulated that there was no significant relationship between the level of Parents' perception and UPE policy implementation in Rusizi District, Rwanda was rejected. The study found out that there is a significant relationship between parents' perception and UPE policy implementation in Rusizi District, Rwanda because the significant value was 0.000 which is below 0.005.

Thus , the system theory of Adepoji and Fabiyi was upheld by the findings of this study. This simply because the study illustrated the relationship between parents' perception and UPE Policy implementation. The perception of parents influences merely the implementation of the UPE policy.

Considering the scope covered by this study the identified gaps have been bridged such as the perception of parents on UPE correlated with UPE policy implementation which had not been fully investigated in Rusizi District and that the past studies were done in other areas rather than Rusizi District.

5.4.Recommendations

Based on the findings of the study, these are recommended:

1. The Ministry of education should address to the parents to be involved in their children learning particularly those who are in rural areas and with less educational background.

2. Extensive monitoring and follow up by the Ministry of Education and pressure of the   community to build up through social mobilization by forcing the children to stay in school even against their will.

3. To diminish financial constraints for smooth implementation of primary education provision under the UPE policy by delivering sufficient capitation grant and this on time .This will reduce monetary parents' monetary contribution

4. The Ministry of Education, DEOS ,SEOS ,should put and emphasize the role of all stakeholders and especially parents who play greater role in UPE implementation

5. Local leaders should do their best to bring about attitudinal change among the communities to support UPE by increasing sensitization and meeting

6. For the future researcher to investigate those areas: a) Teachers attitude and UPE policy implementation. b) Financial constraints and UPE policy implementation. Parents' perception and UPE policy implementation in other Districts.

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APPENDIX I

TRANSMITTAL LETTER

KAMPALA INTERNATIONAL UNIVERSITY

Ggaba Road - Kansanga
P.O. Box 20000, Kampala, Uganda
Tel: +256 - 414 - 266813 / +256 - 772 - 322563
Fax: +256 - 414 - 501 974
E-mail: admin@kiu.ac.ug
Website: www.kiu.ac.ug

OFFICE OF THE HEAD OF DEPARTMENT, EDUCATION, OPEN AND DISTANCE LEARNING COLLEGE OF HIGHER DEGREES AND RESEARCH (CHDR)

Date: 12th June, 2013

RE: REQUEST OF BISENGIMANA IMMACULEE MED/33376/111/DF TO CONDUCT RESEARCH IN YOUR ORGANIZATION.

The above mentioned is a bonafide student of Kampala International University pursuing Masters in Educational management and Administration.
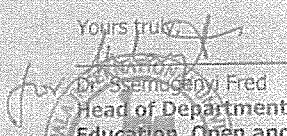
She is currently conducting a research entitled " **Parents' perception and Universal primary Education Policy Implementation in Rusizi District, Rwanda".**

You organization has been identified as a valuable source of information pertaining to her research project. The purpose of this letter is to request you to avail her with the pertinent information she may need.

Any information shared with her from your organization shall be treated with utmost confidentiality.

Any assistance rendered to her will be highly appreciated.

Yours truly,

Dr. Ssemugenyi Fred
**Head of Department,
Education, Open and Distance Learning (CHDR)**

NOTED BY:

Dr. Sofia Sol T. Gaite
Principal-CHDR

"Exploring the Heights"

APPENDIX II

CLEARANCE FROM ETHICS COMMITTEE

Date:_____

Candidate's data

Name_____

Reg.#_____

Course_____

Title of

study_____

_____

Ethical Review checklist

The study reviewed considered the following:

____Physical safety of human subjects

____Psychological safety

____Emotional security

____Privacy

____Written request for author of standardized instrument

____coding of questionnaires/anonymity/confidentiality

____Permission to conduct the study

____ Informed Consent

____Citations/Authors recognized

Results of Ethical review

____Approved

____Conditional (to provide the Ethics committee with corrections)

____Disapproved/Resubmit Proposal

Ethics Committee (Name and signature)

Chairperson_____

Members_____

APPENDIX III

INFORMED CONSENT

In signing this document, I am giving my consent to be part of the research study of Mrs. BISENGIMANA Immaculée that will focus on Parents' perception and Universal Primary Education policy implemention in Rusizi District, in Rwanda.

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

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

Initials:_____

Date:_____

Research instrument

a) Profile of the respondents (Face sheet)

Put a tick (√) in the provided space that corresponds to the correct answer.

A. Parents
Age:
——1. 20-30,
——2. 30-40,
——3. 40-50,
——4. 51 and above

Gender:
——1. Male,
——2. Female

Level of education
—— 1. O Level and below,

—— 2. A_2 Level,

—— 3. A_1 Level,
—— 4. A_0 Level,
—— 5. Master's Level and above

Type of stakeholder r
—— 1. Teacher-parent

—— 2. Head teacher-parent

—— 3. Parent only
—— 4. Local government officer-parent

b)Questionnaire on parents' perception of the UPE policy

Direction: Please write your rating on the space before each option which corresponds to your best choice. Kindly use the scoring system below.

Response Mode	Score
Strongly agree	4
Agree	3
Disagree	2
Strongly Disagree	1

—— 1. I think child education is a necessity and a right.

—— 2. Through UPE children can get skills and knowledge for the future welfare.

—— 3. I think the UPE should be for both sexes and all children must be sent to school.

—— 4. I feel the need to point out my child's past behavioral problems to make sure he/she will not do them again.

—— 5. Opinion leaders and literate people help in the implementation of government policies on education.

—— 6. If my children get education they will be strong people in the society.

——7. I consider UPE as a solution to educational problem for the poor only.

—— 8. All citizens need to be educated through UPE

—— 9. UPE schools are perceived to be good.

—— 10. UPE reduced ignorance in my village.

—— 11. UPE encouraged adult literacy.

—— 12. Through UPE children get disciplined.

—— 13. All citizens will be educated through UPE.

—— 14. UPE has reduced the dropout rate.

—— 15. UPE put emphasis on quantity of children enrolled.

—— 16. With UPE the school environment is improving bit by bit.

—— 17. Teachers are motivated through UPE

—— 18. UPE was introduced so that the government can get votes from people

APPENDIX IV(c)
b) Questionnaire on UPE policy implementation

Direction: Please write your rating on the space before each option which corresponds to your best choice. Kindly use the scoring system below.

Response Mode	Score
Strongly agree	4
Agree	3
Disagree	2
Strongly Disagree	1

____ 1. I have sent to school all my school- going age children.

____ 2. In my village new and classrooms on standard have been built because of UPE

____ 3. classrooms built in UPE policy are all on standard because there has been a contribution of all stakeholders

____ 4. I pay visit to the community to know those who are left behind.

____ 5. I feel proud when the school asks to pay some money for the school infrastructure teachers' bonuses and other school needs.

____ 6. The school always asks parents for money which is difficult for some parents

____ 7. I always attend social mobilization meeting encouraging and emphasizing the UPE policy.

____ 8. Every season I take some Items such as corn to school.

____ 9. My children are maintained at school.

____ 10. I participate in local community activities to catch children in markets and bring them back to school.

____ 11. The schools asks from parents school materials and uniforms for their children

____ 12. I report any child to local Leaders the children who do not attend school

____ 13. I contribute money at school to build classes

____ 14. I sensitize fellow parents about UPE

____ 15. I contribute money to help poor children to buy school materials.

____ 16. I participate in building classrooms by helping on the building site.

____ 17. My school contribution to build classes is term of offering tools for building.

____ 18. I contribute what I can produce like brics,woods, chairs,desks and tables.

_____ 19 .Ideas that I give in school meetings are my preferred contribution to UPE Success.

Based on: Robinson.C.,Mandleco. B.,Olsen.S.F.,&hart, C.H.(1995).Authoritarian, and permissive parenting practices: development of a new measure. Psychological reports, 77.819-830.

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RESEARCHER'S CURRICULUM VITAE

PERSONAL PROFILE

Names:BISENGIMANA Immaculée

Date and place of birth:1980;Rusizi

Residence place: Kayonza

Marital status: Married

Nationality: Rwandese

Father's name:BISENGIMANA Marc

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II.EDUCATIONAL BACKGROUND

1987-1992: Mibilizi B Primary school

1993-1999: Institut Saint FranÇois Shangi Secondary school (option Pedagogy)

2001-2005:Higher Education in Kigali Institute of Education,KIE (Bio-Geo-Education)

2011-2012:Master in Education, Management and Administration in Kampala International University(KIU)

III.WORK EXPERIENCES

1999-2000   :Teacher at MIBILIZI B Primary school(P6)

2000-2001   :Headteacher at MIBILIZI B Primary school

2004   :Teaching practice in Groupe Scolaire Notre Dame de Lourdes Byimana
            secondary school)

2005   :Teaching Practice in Lycee notre Dame de Citeaux Kigali(secondary
            School)

2006-2007:Teacher of Biology, Touristic Geography and Social psychology in
        Gasogi Tourism and hotel secondary school in Gasabo.

2008:Teacher of Biology and Geograpy in St Esprit MUSHAKA Secondary school

2009-2013:Head teacher of MUKO School.

IV.Spoken and written Languages

French: very good

English:very good

Kinyarwanda:very good

v.Others

ICT:Ms-word

 Ms-excel

 Ms-power point

 Ms-access

2000: Good governance, Unity and reconciliation camp

2008:Formation in Civic Education in case of Itorero(Intore)

2009:Formation in School Management

2011-2013:Member of RUSIZI District council