



School general assembly committee involvement and student's academic performance in rural public secondary schools in Rwanda:

A case of Nyagatare district

^{1*} Etienne Nsengiyumva & ^{2*}Dr. Faustin Mugiraneza

**^{1*}School of Education, Mount Kenya University
Kigali, Rwanda**

**^{2*}School of Education, Mount Kenya University
Kigali, Rwanda**

Email of the corresponding author: @gmail.com

Abstract

This study examined School General Assembly Committee involvement and student's academic performance in rural public secondary schools in Nyagatare District in Rwanda. Specifically, the study identified effect of school general assembly committee involvement in fundraising, educational planning and monitoring school activities on the students' academic performance in rural public secondary schools. The researcher used a descriptive design which employed a mixed approach. A sample of 283 respondents was drawn from 498 persons including 36 upper secondary schools including 412 teachers, 36 head teachers, 36 SGAC members. Respondents and key informants were obtained using simple random sampling and purposive sampling techniques. This study used questionnaire to gather information. The researcher analyzed quantitative data using a statistical package for social sciences version 25.0. It helped to produce descriptive statistics in term of frequencies, mean, and standard deviation. The researcher produced correlational and regression data to show association between SGACs and learners success. Results Findings indicated that SGAC promote best interest of schools and encouragement fund allocation among respondents where 74.1%. When fundraising SGAC consider similar structure for establish clear interaction. The study shows that 86.9% where participants strongly agreed with a use of when fundraising SGAC consider similar structure for establish clear interaction. In this regards, requests on suitable appeal is positively association with the performance in tests ($r=0.573$, $p\text{-value}=0.000$), with timely completion of assignment ($r=0.000$, $p\text{-value}=0.000$), with students' activeness in class, ($r=0.900$, $p\text{-value}=0.000$) and with the performance in national examination ($r=0.590$, $p\text{-value}=0.000$). Results to the second objective, indicated that SGAC participated in operational school development planning where 72.3%. It means that SGAC is involved in setting three year execution targets. Results indicated that 89.3%, mean response agreed the use of SGAC is responsible to approve the school planning and strategic development. The study indicated that 88.4% agreed with the adoption of SGAC determines school policies, school work, and budget plan and school performance. Data revealed that independent variables are correlated with dependent variables. Operational development planning is positively association with the performance in tests ($r=0.473$, $p\text{-value}=0.000$), with timely completion of assignment with students' activeness in class, ($r=0.800$, $p\text{-value}=0.000$) and with the performance in national examination ($r=0.490$, $p\text{-value}=0.000$). Results to the third objective show that 62.7% show an agreement that SGAC undertakes routine and regular monitoring of school activities, 50.0%, show an agreement SGAG assesses learning outcome and provides reports. Moreover, SGAC makes control of meetings on design school projects as indicated by 58.3%. The study revealed that independent variables are correlated. Operational development planning is positively association with the performance in tests ($r=0.562$, $p\text{-value}=0.000$), with timely completion of assignment ($r=0.000$, $p\text{-value}=0.000$), with students' activeness in class, ($r=0.899$, $p\text{-value}=0.000$) and with the performance in national examination ($r=0.579$, $p\text{-value}=0.000$). The ministry of education and head teachers must include SGAC in managing every day activities of secondary schools. There is a need to guide educational practitioners in knowing the role of each part involvement in schools management. School principals must stimulate and ameliorate their cooperation and collaboration with parent and teachers in setting adequate discipline

management strategies. The study suggests that future studies in rural areas in secondary and primary schools in order to improve student academic performance.

Keywords: *Academic Performance, School General Assembly Committees, Secondary school, Students*

1.0 Introduction

The problem around that this research turns around consists in assessing whether and how SGACs influence students' academic performance on rural secondary schools in Rwanda. In fact this greatest impediment to the learning outcomes of children is the lack of parent, teachers and head teachers collaboration and their role in their activities of their children. However, poor success in exams and tests, low completion rate of homework, student's passiveness in class and poor performance in students' activeness, national examination are features of learning outcomes in rural public secondary schools (Eysenck, (2018). In Nyagatare District female students tend to be absent in classes, teacher-student rate is estimated to 1:75) and low level of collaboration between SGACs (Ntihabose, 2013).

Previous studies such as Barahira (2016); Guyadeen and Seasons, (2018) and Hartiwi, Kozlova & Masitoh (2020) contended that effective SGACs involvement practices should stimulate students' academic performance in rural secondary schools. Unfortunately, previous studies such as Meghal (2019), Hartiwi, Kozlova & Masitoh (2020) and Huber and Helm (2020) focused either on the role of parental involvement, school principal managerial style and teaching job satisfaction on learning outcome by using qualitative approach on small sample size. However, few studies SGACs (Ntihabose, 2013) and Barahira (2016) were undertaken on SGACs and academic performance but they focused on urban and private secondary schools and those studies were qualitative in nature. In order to fill the literature, geographical, context and methodological gaps, the present study seeks to investigate effect of SGACs on students' academic success in rural secondary schools in Nyagatare District Rwanda using a mixed approach. Special focus was on the influence of participation in fundraising, school planning, and monitoring school activities.

This study examine the influence of English language proficiency factors on student academic performance in History subject in secondary schools in Rwanda. Specifically, the paper had:

- i. To determine effect of school general assembly committee involvement in fundraising on the students' academic performance in rural public secondary schools..
- ii. To assess the effect of school general assembly committee involvement in educational planning on the students' academic performance in rural public secondary schools.
- iii. To establish the effect of school general assembly committee involvement in monitoring school activities on the students' academic performance in rural public secondary schools.

2.0 Review of Related Literature

2.1 Empirical Literature

The study concur with previous researches since it specified that SGACs participation in education was characterized by volunteers, mostly mothers assisting in the classroom chaperoning students and fund raising. Today the old model has been replaced with a much more inclusive approach: school- family- community partnership. Research studies reveal that various factors are responsible for scholastic failure of students, such as low socio-economic background, students' cognitive abilities, school related factors, environment of the home or the support given by members (Pritha, 2020).

Generally schools are considered places that provide appropriate learning environment for a child but the importance of parents and community cannot be ignored. In a study conducted in Karachi, Pakistan, it was concluded that the impact of motivation on learning of students is important. Without motivation students learning is not possible so in education the role of motivation is effective on students learning.

In another study done in Nigeria, Shipway and Chaseling (2021) holds that students who lack sufficient level of academic motivation exhibit a weak drive towards pursuit of academic goals. Such students manifest signs and symptoms of indifference and apathy towards school. Furthermore Paschal and Mkulu (2021) noted that because of poor motivation due to inadequate remuneration poor teaching environment as a result of lack of basic teaching materials, listless and unmotivated learners in the classroom among others ,the teachers have become endangered species in their own profession. In addition, this study revealed that parents and home environment have great role to play in motivation of students for improved academic performance.

In a study conducted in Uganda, Tambwe (2019). It was concluded that parents are not actively involved, let alone in financial management of their children's schools which is why the schools resources are constrained as a result of which they are not well prepared for the attainment of good academic performance. The low involvement of parents in the financial management of their children's schools has been due to the inability of the parents to offer commendable financial support to the schools and their children. According to this study, parents' participation

in financing is not limited to school fees alone but it may extend to include students personal requirements that contribute positively to improved academic performance in directly.

Previous studies were carried out on the SGAC and student academic performance. In this regards, several literature and evidences elucidated from different scholars such as books and journals and internet sources carried on SCAGs involvement and success are recognized to assess the degree of success in rural secondary schools in Nyarugenge District and to provide the association between SGACs and the effective administration of secondary schools in rural areas of the District.

According to Haughey and MacElwain (2018), it was evidenced that SGACs was adopted to increase school financial means, wellbeing of students and learning outcomes. Moreover, parental and teachers outcomes stimulates learning outcome, effective management of schools, collaboration and interaction among local community members. Therefore, parental participation and the involvement of educators and other education practitioners to establish adequate and suitable ways to develop learners ability and competencies. SGAC made parental involvement of cost running schools and participatory in reducing expenses by disturbing the some cost, scholarship.

According to a research done by Hawley, et al., (2018) on the contribution of SGAC and felt that SGACs duties include to arrange and coordinate school everyday activities, supervision and follow up of action taken by SGAC, follow up rules and regulations but also directives of those secondary schools, to manage organizational resources, business and strategic plan. Meghal (2019) demonstrated the role of those committees in raising funds to support and assist school operations related to resources and materials that may improve education quality, they contribution in planning and raising funds. Javed, et al., (2021) argued that parental involvement comprise a particular set of local society to preserve contact with secondary schools with pertinent role in learning outcome and wellbeing as the entire society. Therefore, special emphasis would contribute to the success of leaners and school management and administration. According to MINEDUC (2018) argued that in order to attain high performance in school examination and assignment, SCAG would be pertinent.

However, a research undertaken by Kennedy and Lee (2018) on the effect of SGAC on students success which was attained based on the adoption of activities related to visit, helping students to do some homework evidenced that SGAC contributed highly to the effective of school administration. Additionally remarked the need of parental involvement in ensuring cooperation, interaction, and dialogue with educators by preserving and maintain the level of performance in their studies and secondary school administrative and managerial activities. A research carried out by Kyaruzi et al. (2019) revealed the role of household members in managing schools and improving learning outcomes for their children.

Researchers demonstrated that school general assembly committee involvement in education activities in secondary schools enhance the success of their children, strengthen school attendance and reestablish the self-determination of parents and guardians in the educational system of their children (Teece, 2018). However, a research undertaken by Kennedy and Lee (2018) on the effect of SGAC on students success which was attained based on the adoption of activities related to visit, helping students to do some homework evidenced that SGAC contributed highly to the effective of school administration. Additionally remarked the need of parental involvement in ensuring cooperation, interaction, and dialogue with educators by preserving and maintain the level of performance in their studies and secondary school administrative and managerial activities.

According to Williams (2018), School management, is an organ, a group of people with decision- making in a school with the purpose of supervising, monitoring, evaluation of Curriculum implementation, and management. School management should make a follow up in order to discover the factors that lead to an irregular curriculum implementation which can lead to poor performance. Wu, et al., (2019) states that educational management should be centrally concerned with the purpose or aims of education. These are the subject of continuing debate and disagreement, but the principle of linking management activities and tasks to the aims and objectives of schools or colleges remains vital.

2.2 Theoretical Framework

This research used Epstein Theory, Dave Theory and system approach theory.

This research used Epstein theory. Epstein theory states that stakeholder involvement relies on the collaboration between them and student at schools. Involvement include teaching, learning, accountability, motivation and supervision, school events, voluntary activities. This theory argues that school must give chance to parental involvement in school activities in order to enhance student academic performance. This model proposed that when parents actively in education activities, students improve their self-confidence and perform well (Jamillah &

Maganga, 2016). This study was pertinent to the present owing to the fact it intends to assess the extent to which SGAC affect students' academic success in Nyagatare District.

This research used Dave Theory. This theory was advanced by Kabeyi (2019) by illustrating five types of factors that can influence students learning outcomes. These parameters are for instance family characteristics, support in learning process, proposition done and academic role model and guidance. This model is associated with the explanation on how family and parental involvement affect academic performance. This was pertinent to the present research since family conductive environment is more likely to provide favorable ingredients for students to encourage them to revise their lessons and courses.

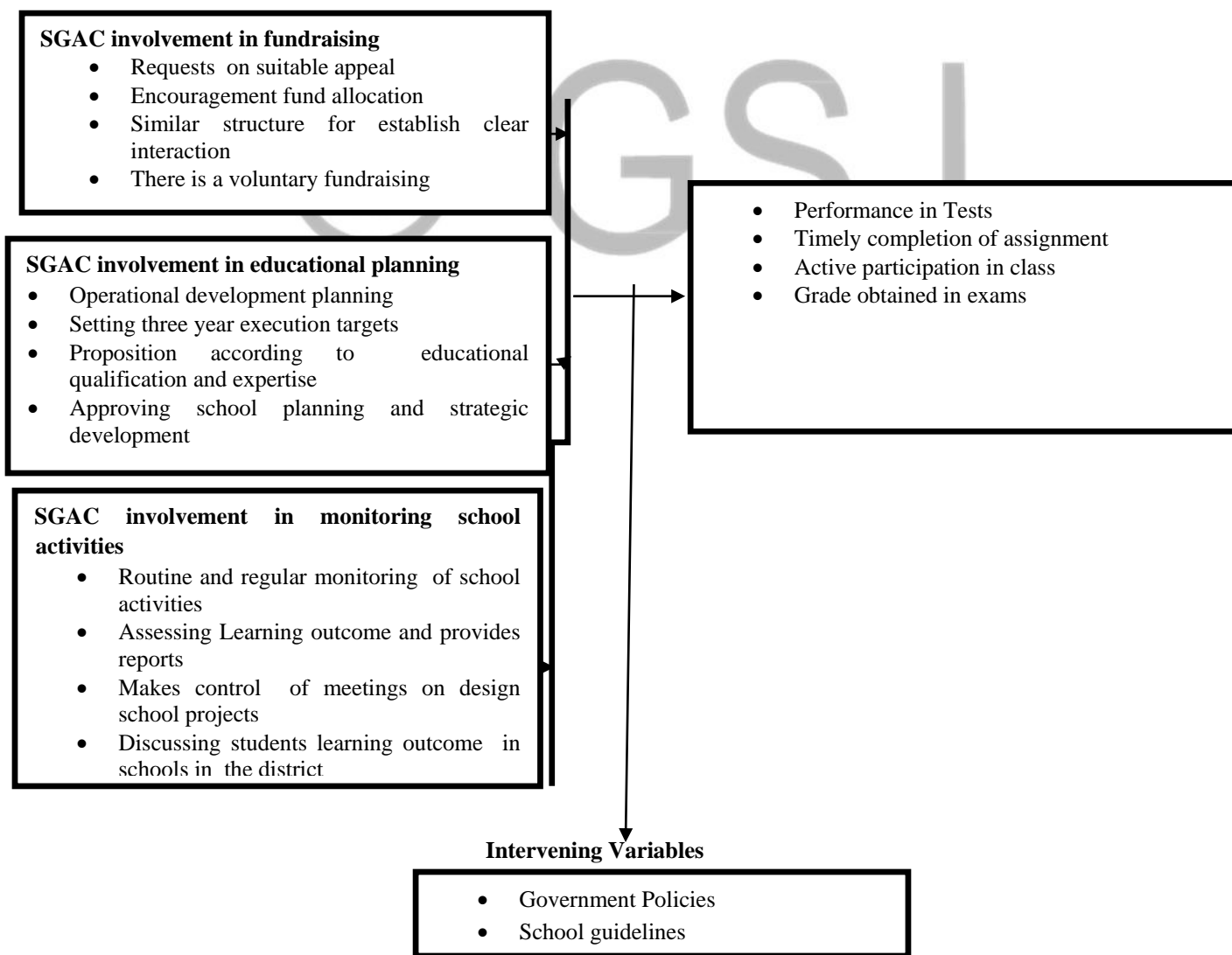
This study used a system approach theory advanced by Tambwe (2019). This model argues that a system is a combination of inter-linked and correlated components designed to attain specified objectives and expected target. As a system, all components in the institution function in an interdependent way. In order to obtain suitable and higher learning outcome in secondary schools in Nyagatare District, the different components or constructs in the schools must be involved as a work. SGAC has to contribute to the provision of ideas to the school funds, parental involvement, accountability, school management, making decision which would be correlated for easy implementation of secondary schools programs and projects and influence on students' academic performance.

2.3 Conceptual Framework

Independent Variables

Dependent Variables

School General Assembly Committees Involvement Students' Academic Performance



Concept Framework

Data demonstrates an association between research variables. There was SGAC which was conceptualized in term of fundraising, school planning, monitoring and control of school activities. The involvement in fundraising was measured using the requests on suitable appeal, encouragement fund allocation, similar structure for establish clear interaction and the there is a voluntary fundraising. Involvement in educational planning of school activities was assessed through the operational development planning, setting three year execution targets, the proposition according to educational qualification and expertise, and the approving school planning and strategic development. The involvement in monitoring and control of school activities were examined using the routine and regular monitoring of school activities, assessing learning outcome and provides reports, makes control of meetings on design school projects, and discussing students learning outcome in schools in the district. The academic performance was measured using performance in tests, timely completion of assignment, and activeness in classroom activities and performance in national examinations.

3.0 Research Methodology

According of Orodho (2017), a study design denotes the blueprint selected to use suitable methods and strategies for the research subject, the method to be used for data analysis, type of methodology, and probable objections for the study setting, timeline and measurement of analysis. The present study used a descriptive and correlation research study with a mixed approach. Data was collected using tools for ensuring triangulation of evidences and results. Questionnaire was formulated in accordance with specific research objectives.

3.2 Target Population

Pritha (2020) argues that population expects to make results generalization and is which the respondents and key informants are chosen. Therefore, the target population was 498 participants from 36 secondary schools including 412 teachers, 14 sector education officers, 36 head teachers, and 36 SGAC members (Nyagatare District, 2023). The study calculated a representative group by means of Yamane formula:

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

Therefore, n stand for sample size N= standard for the target population e= represents margin error equal to 0.05=5% CI=Confidential Interval=95%

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

Thus, the calculated sample size is 283 and to obtain the sample size representing each category of respondents. A stratified random sampling technique was adopted to choose respondents as the population is made of different categories within each category, simple random sampling was adopted. To obtain the suitable number from each category, proportional division was applied while the sector education officers were obtained by census approach. The questionnaire was formulated as questions were constructed to provide responses to the well formulated questions to guide the study process. For quantitative data, a statistical method was used through a statistical package for social sciences version 25.0. It helped the researcher to produce descriptive statistics in term of frequencies, mean and standard deviation. Correlation analysis were produced for association and r size effect to show association between SGACs and learners success. The researcher used content analysis based on themes and subthemes that was generated from interview transcripts.

4.0 Research Findings and Discussions

4.1 Assessment of Level of Students' Academic Performance in Rural Public Secondary Schools in Nyagatare District, Rwanda

Responses were ranked according to a five Likert from Strongly Disagree to strongly agree.

Table 4. 1 Level of Students' Academic Performance in Rural Public Secondary Schools in Nyagatare District, Rwanda.

Level of Performance	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Sd-Dev
There is an increase of grade obtained in Tests	1.01	0.8	7.9	41.9	49.4	4.67	0.04
Student completed their assignments on time	9.8	1.3	0.4	41.3	47.2	4.72	0.02
Student are attend classes actively and usually	1.4	0.8	0.0	14.2	83.6	4.93	0.01
There is an increase of grade in exams	2.3	1.6	12.6	83.5	0.0	4.83	0.09

Source: Primary Data (2023)

Findings indicated that there was an increase of grade obtained in Tests as agreed by 91.3% of respondents 88.5%, mean response was 4.72 and standard deviation was 0.02 shown an agreement that student completed their assignments on time. Furthermore, 97.8%, a high agreement that the students were attending classes actively and usually. Finally, 96.1% show also a high agreement with an increase of grade in exams.

4.2 Effect of School General Assembly Committee Involvement in Fundraising, on the Students' Academic Performance in Rural Public Secondary Schools.

The involvement in fundraising was measured using the requests on suitable appeal, encouragement fund allocation, similar structure for establish clear interaction and the there is a voluntary fundraising.

Table 4. 2 Fundraising Strategies adopted in Secondary schools

Fundraising Strategies adopted in Secondary schools	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total	Sd.Dev
	%	%	%	%	%	Mean	
SGAC involves in fundraising requests based on tome and suitable appeal	10.7	8.9	8.0	37.5	34.8	4.79	0.04
SGAC promote best interest of schools and encouragement fund allocation	12.5	6.2	7.1	25.9	48.2	4.49	0.05
When fundraising SGAC consider similar structure for establish clear interaction	0.9	8.0	4.5	55.4	31.5	4.83	0.03
SGAC did not encourage ideas that might lead to disunity among themselves	0.9	4.5	5.4	28.6	60.7	4.90	0.98
Students and other stakeholders involvement in fundraising is volunteer but stimulated	3.6	5.4	2.6	49.1	39.3	4.58	1.00
SGAC ensure that fundraising activities will not be done to assist elective school that are not associated with curriculum performance	4.5	7.1	28.6	41.1	18.8	2.48	0.71

Source: Primary Data (2023)

Data demonstrated that SGAC involves in fundraising requests based on tome and suitable appeal as agreed by 72.3%, the mean response was 4.29 and std was 0.04. Findings indicated that SGAC promote best interest of schools and encouragement fund allocation among respondents where 74.1% of respondents, mean response of 4.49 and standard deviation of 0.05. When fundraising SGAC consider similar structure for establish clear interaction. The study shows that 86.9% of respondents, mean of 4.83 and std of 0.03 where participants strongly agreed with a use of when fundraising SGAC consider similar structure for establish clear interaction. According to 89.3% of respondents, mean response 4.90 and standard deviation of 0.98 show an agreement that SGAC did not encourage ideas that might lead to disunity among themselves. Students watch Students and other stakeholder’s involvement in fundraising is volunteer but stimulated where 88.4% of respondents, mean response of 4.58 and standard deviation of 1.00 agreed with statement, results evidenced that 59.9% of respondents, response rate was 2.48 and std was 1.71 evidenced that the SGAC ensure that fundraising activities will not be done to assist elective school that are not associated with curriculum performance.

Table 4. 3 Correlation between SGAC involvement in Fundraising and Students' Academic Performance in Rural Secondary Schools Nyagatare District, Rwanda.

		Requ ests on suitab le appea l	Encourage ment fund allocation	Similar structu re for establis h clear interac tion	There is a volunta ry fundrai sing	Perform ance in Tests	Timely comple tion of assign ment	Stude nts' active ness in class	Perform ance in national examina tion
Requests on suitable appeal	Pearson Correla tion Sig.(2- tailed) N	1 279							
Encourage ment fund allocation	Pearson Correla tion Sig.(2- tailed) N	.679** .000 279	1						
Similar structure for establis h clear interaction	Pearson Correla tion Sig(2- tailed) N	.822** .000 279	.804** .000 279	1					
There is a voluntary fundraisin g	Pearson Correla tion Sig. (2- tailed) N	-.564** .000 279	-.713** .000 279	-.611** .000 279	1				
Performan ce in Tests	Pearson Correla tion Sig. (2- tailed) N	-.573** .000 279	-.731** .000 279	-.532** .000 279	.799** .000 279				
Timely completi on of assignmen t	Pearson Correla tion Sig. (2- tailed) N	-.620** .000 279	-.832** .000 279	-.560** .000 279	.846** .000 279	.907** .000 279	1		
Students' activeness in class	Pearson Correla tion Sig. (2- tailed) N	.900** .000 279	.787** .000 279	.770** .000 279	-.625** .000 279	-.617** .000 279	-.740** .000 279	1	
Performan ce in national	Pearson Correla tion	-.590**	-.770**	-.642**	.872**	.722**	.837**	-.720**	1

examinati on	Sig. (2- tailed)	.000	.000	.000	.000	.000	.000	.000	.000
	N	279	279	279	279	279	279	279	279

Source: Primary Data (2023)

Data 4.3 revealed that independent variables are correlated with dependent variables. In this regards, requests on suitable appeal is positively association with the performance in tests ($r=0.573$, $p\text{-value}=0.000$), with timely completion of assignment ($r=0.000$, $p\text{-value}=0.000$), with students’ activeness in class, ($r=0.900$, $p\text{-value}=0.000$) and with the performance in national examination ($r=0.590$, $p\text{-value}=0.000$). The encouragement fund allocation has a strongly correlation with performance in tests ($r=0.731$, $p\text{-value}=0.000$), with timely completion of assignment ($r=0.832$, $p\text{-value}=0.000$) with students’ activeness in class ($r=0.787$, $p\text{-value}=0.000$), with the performance in national examination ($r=0.770$, $p\text{-value}=0.000$). Similar structure for establish clear interaction has a strongly correlation with performance in tests ($r=0.532$, $p\text{-value}=0.000$), with timely completion of assignment ($r=0.560$, $p\text{-value}=0.000$) with students’ activeness in class ($r=0.770$, $p\text{-value}=0.000$), with the performance in national examination ($r=0.642$, $p\text{-value}=0.000$). There is a voluntary fundraising has a strongly correlation with performance in tests ($r=0.799$, $p\text{-value}=0.000$), with timely completion of assignment ($r=0.846$, $p\text{-value}=0.000$) with students’ activeness in class ($r=0.625$, $p\text{-value}=0.000$), with performance in national examination ($r=0.842$, $p\text{-value}=0.000$).

4.3 Effect of School General Assembly Committee Involvement in Educational Planning on the Students’ Academic Performance in Rural Public Secondary Schools.

The researcher determined effect of school general assembly committee involvement in educational planning on the students’ academic performance in rural public secondary schools. Involvement in educational planning of school activities was assessed through the operational development planning, setting three year execution targets, the proposition according to educational qualification and expertise, and the approving school planning and strategic development.



Table 4. 4 Involvement in School Planning (n=279)

School Planning	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total	Std.Dev
	%	%	%	%	%	Mean	
SGAC participated in operational school development planning	10.7	8.9	8.0	37.5	34.8	3.79	1.04
SGAC is involved in setting three year execution targets	12.5	6.2	7.1	25.9	48.2	3.89	1.02
SGAC give proposition according to educational qualification and expertise	0.9	8.0	4.5	55.4	31.2	4.03	1.08
SGAC is responsible to approve the school planning and strategic development	0.9	4.5	5.4	28.6	60.7	4.80	0.98
SGAC determines school policies and project, school work, budget plan and school performance	3.6	5.4	2.6	49.1	39.3	4.58	1.00

Source: Primary Data (2023)

Results indicated that SGAC participated in operational school development planning where 72.3% of respondents, mean response was 3.79, std was 1.04. Data indicated that 74.1% of respondents, mean response was 3.89, std was 1.02. It means that SGAC is involved in setting three year execution targets. Findings indicated that 88.6 of respondents, mean response was 4.03 and std of 1.08 accepted that SGAC gives proposition according to educational qualification and expertise. Results indicated that 89.3%, mean response was 4.80%, std was 0.98 agreed the use of SGAC is responsible to approve the school planning and strategic development. The study indicated that 88.4%. Mean response was and std was 1.00 agreed with the adoption of SGAC determines school policies and project, school work, budget plan and school performance.

Table 4. 5 Correlation between SGAC involvement in Educational Planning and Students' Academic Performance in Rural Secondary Schools Nyagatare District, Rwanda.

		Operational development planning	Setting three year execution targets	Proposition according to educational qualification and expertise	Approving school planning and strategic development	Performance in Tests	Timely completion of assignment	Students' activeness in class	Performance in national examination
Operational development planning	Pearson Correlation Sig.(2-tailed) N	1 279							
Setting three year execution targets	Pearson Correlation Sig.(2-tailed) N	.659** .000 279	1						
Proposition according to educational qualification and expertise	Pearson Correlation Sig(2-tailed) N	.812** .000 279	.704** .000 279	1					
Approving school planning and strategic development	Pearson Correlation Sig. (2-tailed) N	.464** .000 279	.613** .000 279	.511** .000 279	1				
Performance in Tests	Pearson Correlation Sig. (2-tailed) N	.473** .000 279	.631** .000 279	.432** .000 279	.699** .000 279				
Timely completion of assignment	Pearson Correlation Sig. (2-tailed) N	.520** .000 279	.432** .000 279	.460** .000 279	.446** .000 279	.407** .000 279	1		
Students' activeness in class	Pearson Correlation Sig. (2-tailed) N	.800** .000 279	.687** .000 279	.670** .000 279	.525** .000 279	.517** .000 279	.540** .000 279	1	
Performance in national examination	Pearson Correlation Sig. (2-tailed) N	.490** .000 279	.670** .000 279	.542** .000 279	.772** .000 279	.622** .000 279	.737** .000 279	.620** .000 279	1 279

Source: Primary Data (2023)

Data 4.9 revealed that independent variables are correlated with dependent variables. In this regards, Operational development planning is positively association with the performance in tests ($r=0.473$, $p\text{-value}=0.000$), with timely completion of assignment with students' activeness in class, ($r=0.800$, $p\text{-value}=0.000$) and with the performance in national examination ($r=0.490$, $p\text{-value}=0.000$). The Setting three year execution targets has a strongly correlation with performance in tests ($r=0.631$, $p\text{-value}=0.000$), with timely completion of assignment ($r=0.732$, $p\text{-value}=0.000$) with students' activeness in class ($r=0.787$, $p\text{-value}=0.000$), with the performance in national examination ($r=0.670$, $p\text{-value}=0.000$). Proposition according to educational qualification and expertise has a strongly correlation with performance in tests ($r=0.432$, $p\text{-value}=0.000$), with timely completion of assignment ($r=0.460$, $p\text{-value}=0.000$) with students' activeness in class ($r=0.670$, $p\text{-value}=0.000$), with the performance in national examination ($r=0.542$, $p\text{-value}=0.000$). There is an approving school planning and strategic development has a strongly correlation with performance in tests ($r=0.699$, $p\text{-value}=0.000$), with timely completion of assignment ($r=0.746$, $p\text{-value}=0.000$) with students' activeness in class ($r=0.625$, $p\text{-value}=0.000$), with the performance in national examination ($r=0.742$, $p\text{-value}=0.000$).

4.4 Effect of School General Assembly Committee Involvement in Monitoring School Activities on the students' Academic Performance in Rural Public Secondary Schools.

The researcher determined effect of school general assembly committee involvement in monitoring school activities on the students' academic performance in rural public secondary schools. The involvement in monitoring and control of school activities were examined using the routine and regular monitoring of school activities, assessing learning outcome and provides reports, makes control of meetings on design school projects, and discussing students learning outcome in schools in the district.

Table 4. 6 Monitoring process applied in secondary schools in Nyagatare District

Monitoring process applied	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total	
	%	%	%	%	%	Mean	Sd.Dev
SGAC undertakes routine and regular monitoring of school activities	5.9	13.0	18.3	50.3	12.4	3.50	1.05
SGAG assesses learning outcome and provides reports to all education stakeholders	6.2	20.4	23.4	26.9	23.1	2.40	1.91
SGAC makes control of meetings on design school projects	5.9	17.2	18.6	34.9	23.4	3.52	1.69
SGAC discusses on students learning outcome in schools in the district	6.5	20.1	24.6	29.6	19.2	2.34	1.98
SGAC members are visiting schools when they were called for meetings by head-teachers	3.6	14.8	20.1	42.3	19.2	3.58	1.06

Source: Primary Data (2023)

Data felt that 62.7%, mean response was 3.509, std was 1.05 show an agreement that SGAC undertakes routine and regular monitoring of school activities, 50.0%, mean of 2.40 and standard deviation of 2.21 show an agreement SGAG assesses learning outcome and provides reports to all education stakeholders. Moreover, SGAC makes control of meetings on design school projects as indicated by 58.3 % of respondents, mean response was 3.52, std was 1.69. Results indicated that 48.8%, mean response was 2.24, std was 1.98 show an agreement that SGAC discusses on students learning outcome in schools in the district. Finally, SGAC members are visiting schools when they were called for meetings by head-teachers as demonstrated by 61.5% of respondents, mean response was 3.58, std was 1.06.

Table 4. 7 Correlation between SGAC involvement in Educational Planning and Students' Academic Performance in Rural Secondary Schools Nyagatare District, Rwanda.

		Operational development planning	Setting three year execution targets	Proposition according to educational qualification and expertise	Approving school planning and strategic development	Performance in Tests	Timely completion of assignment	Students' activeness in class	Performance in national examination
Operational development planning	Pearson Correlation	1							
	Sig.(2-tailed)								
	N	279							
Setting three year execution targets	Pearson Correlation	.661**	1						
	Sig.(2-tailed)	.000							
	N	279	279						
Proposition according to educational qualification and expertise	Pearson Correlation	.811**	.793**	1					
	Sig(2-tailed)	.000	.000						
	N	279	279	279					
Approving school planning and strategic development	Pearson Correlation	.553**	.702**	.599**	1				
	Sig. (2-tailed)	.000	.000	.000					
	N	279	279	279	279				
Performance in Tests	Pearson Correlation	.562**	.720**	.521**	.788**	1			
	Sig. (2-tailed)	.000	.000	.000	.000				
	N	279	279	279	279	279			
Timely completion of assignment	Pearson Correlation	.609**	.821**	.549**	.835**	.896**	1		
	Sig. (2-tailed)	.000	.000	.000	.000	.000			
	N	279	279	279	279	279	279		
Students' activeness in class	Pearson Correlation	.899**	.776**	.759**	.614**	.606**	.729**	1	
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000		
	N	279	279	279	279	279	279	279	
Performance in national examination	Pearson Correlation	.579**	.759**	.631**	.861**	.711**	.826**	-.709**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	
	N	279	279	279	279	279	279	279	279

Source: Primary Data (2023)

Data 4.9 revealed that independent variables are correlated with dependent variables. In this regards, Operational development planning is positively association with the performance in tests ($r=0.562$, $p\text{-value}=0.000$), with timely completion of assignment ($r=0.000$, $p\text{-value}=0.000$), with students' activeness in class, ($r=0.899$, $p\text{-value}=0.000$) and with the performance in national examination ($r=0.579$, $p\text{-value}=0.000$).

The Setting three year execution targets has a strongly correlation with performance in tests ($r=0.720$, $p\text{-value}=0.000$), with timely completion of assignment ($r=0.821$, $p\text{-value}=0.000$) with students' activeness in class ($r=0.776$, $p\text{-value}=0.000$), with the performance in national examination ($r=0.759$, $p\text{-value}=0.000$). Proposition according to educational qualification and expertise has a strongly correlation with performance in tests ($r=0.532$, $p\text{-value}=0.000$), with timely completion of assignment ($r=0.549$, $p\text{-value}=0.000$) with students' activeness in class ($r=0.759$, $p\text{-value}=0.000$), with performance in national examination ($r=0.631$, $p\text{-value}=0.000$).

There is a approving school planning and strategic development has a strongly correlation with performance in tests ($r=0.799$, $p\text{-value}=0.000$), with timely completion of assignment ($r=0.846$, $p\text{-value}=0.000$) with students' activeness in class ($r=0.625$, $p\text{-value}=0.000$), with the performance in national examination ($r=0.842$, $p\text{-value}=0.000$).

5.0 Discussion of Findings

5.1 School General Assembly Committee Involvement in Fundraising and Students' Academic Performance in Rural Public Secondary Schools

This study examined the SGACs involvement in fundraising practices applied by rural public secondary schools. From this study the most commonly SGACs participatory practices in fundraising were applied by rural public secondary schools included the requests on suitable appeal, encouragement fund allocation, and similar structure for establish clear interaction and the voluntary fundraising. The study concur with previous researches since it specified that SGACs participation in education was characterized by volunteers, mostly mothers assisting in the classroom chaperoning students and fund raising. Today the old model has been replaced with a much more inclusive approach: school- family- community partnership. This entire people participate in goal oriented activities linked to student achievement and school success. Research studies reveal that various factors are responsible for scholastic failure of students, such as low socio-economic background, students' cognitive abilities, school related factors, environment of the home or the support given by members (Paschal, & Mkulu, 2021). Generally schools are considered places that provide appropriate learning environment for a child but the importance of parents and community cannot be ignored. In a study conducted in Karachi, Pakistan, it was concluded that the impact of motivation on learning of students is important. Without motivation students learning is not possible so in education the role of motivation is effective on students learning. Due to motivation, students do any task and achieve the goal. Motivation increases the performance of learning.

5.2 School General Assembly Committee Involvement in Educational Planning on the Students' Academic Performance in Rural Public Secondary Schools

This study examined effect of school general assembly committee involvement in educational planning on the students' academic performance in rural public secondary schools. From this study the most commonly SGACs participatory practices in educational planning were the operational development planning, setting three year execution targets, proposition according to educational qualification and expertise, and approving school planning and strategic development. This study concur with the research of Haughey and MacElwain (2018) who evidenced that SGACs was adopted to increase school financial means, wellbeing of students and learning outcomes. Moreover, parental and teachers outcomes stimulates learning outcome, effective management of schools, collaboration and interaction among local community members. In another study done in Nigeria. Furthermore Teece (2018) noted that because of poor motivation due to inadequate remuneration poor teaching environment as a result of lack of basic teaching materials, listless and unmotivated learners in the classroom among others, the teachers have become endangered species in their own profession. In addition, this study revealed that parents and home environment have great role to play in motivation of students for improved academic performance. Williams (2018), it was concluded that parents are not actively involved, let alone in financial management of their children's schools which is why the schools resources are constrained as a result of which they are not well prepared for the attainment of good academic performance. The low involvement of parents in the financial management of their children's schools has been due to the inability of the parents to offer commendable financial support to the schools and their children. For the students to have ease of mind and concentrate on academic work such requirements must be in place yet they require money.

Parents' participation in financing is not limited to school fees alone but it may extend to include students personal requirements that contribute positively to improved academic performance in directly. This may include school uniform, sanitary pads for female students, proper medication and pocket money to ease the school life for the students.

5.3 School General Assembly Committee Involvement in Monitoring School Activities on the Students' Academic Performance in Rural Public Secondary Schools

The third objective established the effect of school general assembly committee involvement in monitoring school activities on the students' academic performance in rural public secondary schools. Findings from this research did not contradict the work of Kennedy and Lee (2018) who assessed the effect of SGAC on students success which was attained based on the adoption of activities related to visit, helping students to do some homework evidenced that SGAC contributed highly to the effective of school administration. Additionally remarked the need of parental involvement in ensuring cooperation, interaction, and dialogue with educators by preserving and maintain the level of performance in their studies and secondary school administrative and managerial activities.

6 Conclusions and Recommendations

The research concludes that the most commonly SGACs involvement in fundraising include the requests on suitable appeal, encouragement fund allocation, and similar structure for establish clear interaction, and the voluntary fundraising. The responses are ranked from strongly disagree to strongly agree.

To the second objective, the study concludes that SGAC involvement in educational planning were done through the operational development planning, setting three year execution targets, proposition according to educational qualification and expertise, approving school planning and strategic development .

To the third objective, the study concludes third objective established the association between SGAC involvement in monitoring educational activities and students' success in rural secondary schools in Nyagatare District, Rwanda. Therefore, the routine and regular monitoring of school activities, assessing learning outcome and provides reports, makes control of meetings on design school projects, and the discussing students learning outcome in schools in the district contributed to the performance of students in secondary schools. The ministry of education and head teachers must include SGAC in managing every day activities of secondary schools. There is a need to guide educational practitioners in knowing the role of each part involvement in schools management. School principals must stimulate and ameliorate their cooperation and collaboration with parent and teachers in setting adequate discipline management strategies. The study suggests that future studies in rural areas in secondary and primary schools in order to improve student academic performance.

REFERENCES

1. Alvi, M.H. (2016). A Manual for Selecting Sampling Techniques in Research, University of Karachi, Iqra University.
2. Barahira, W.J. (2016). *Parents al involvement and performance of schools of Excellent in Nyamagabe District*. M. Ed. Thesis. Kampala International University.
3. Bhekimpilo, S. (2015). *The relationship between literacy levels and parental involvement in secondary schools in Libodi District, stern Cape*. Pretoria: University of South Africa.
4. Davidoff, S. and Lazarus, S. (2014). *The learning school: An organization development approach*. Kenwyn: Juta
5. Dean, J. (2014). What teachers and head teachers think about inspection? *Cambridge Journal of Education*, 25(1), 45-52.
6. Etikan, I., and Bala, K. (2017). Sampling and sampling methods. *Biometrics & Biostatistics International Journal*, 5(6), 00149.
7. Eysenck, H. J. (2018). *The Dynamics of Anxiety Hysrerria: An Experimental Application of Modern Learning Theory to Psychiatry*. Routledge.

8. Glasgow Education Services (2019). *Monitoring as part of the quality framework*. Extracted from www.glasgoweducationservices.org,
9. Glenn A. and Bowen, G.A. (2017). *Document Analysis as a Qualitative Research Method*. Qualitative Research Journal, Barry University,
10. Gurr, D., Drysdale, L. and Goode, H. (2017). *Development in the review of schools: the case of Hong Kong and Victoria*. Paper presented at the Commonwealth Council for Educational Administration and Management conference, Educational Leadership in a Pluralistic Society, Hong Kong.
11. Guyadeen, D., and Seasons, M. (2018). Evaluation theory and practice: Comparing program evaluation and evaluation in planning. *Journal of Planning Education and Research*, 38(1), 98-110.
12. Hartiwi, H., Kozlova, A. Y., & Masitoh, F. (2020). The effect of certified teachers and principal leadership toward teachers' performance. *International Journal of Educational Review*, 2(1), 70-88.
13. Haughey, M. and MacElwain, L. (2018). Principals as instructional supervisors. *The c Alberta Journal of Educational Research*, 38:105 -11
14. Hawley, W., Hawley, W.D, Rosenholtz, H.J and Goodstein, P., (2018). Good schools: what research says about improving student achievement? *Peabody Journal of Education*, 61:1-89.
15. Huber, S. G., and Helm, C. (2020). COVID-19 and schooling: evaluation, assessment and accountability in times of crises reacting quickly to explore key issues for policy, practice and research with the school barometer. *Educational Assessment, Evaluation and Accountability*, 32(2), 237-270.
16. Jamillah H. Maganga, J.H. (2016). *Factors affecting students' academic performance: a case study of public secondary schools in ilala district, Dar-es-salaam, Tanzania*, a dissertation submitted in partial fulfillment for the requirements of the master degree in education Administration, planning and policy studies of the open university of Tanzania, 201
17. Javed, M. L., Inayat, M., and Javed, M. N. (2021). Monitoring and Evaluation System in Education: An Overview of Elementary Schools. *Review of Applied Management and Social Sciences*, 4(4), 837-847.
18. Jermittiparsert, K., and Sriyakul, T. (2020). Determinants of Quality Education in Asian Countries: Impact of Social Globalization, Happiness and Research and Development. *Journal of Security & Sustainability Issues*, 9.
19. Kabeyi, M. J. B. (2019). Evolution of project management, monitoring and evaluation, with historical events and projects that have shaped the development of project management as a profession. *International Journal of Science Research*, 8(12), 63-79
20. Karanja, J. W., and Yusuf, M. (2018). Role of monitoring and evaluation on performance of non-governmental organizations projects in Kiambu County. *International Journal of Management and Commerce Innovations*, 6(1), 649-664.
21. Karimi, S. S., Mulwa, A. S., and Kyalo, D. N. (2020). Stakeholder engagement in monitoring and evaluation and performance of literacy and numeracy educational program in public primary schools in nairobi county, Kenya. *Journal of Educational and Developmental Psychology*, 10(2), 10.
22. Kennedy, K. and Lee, J. (2018). *The changing role of schools in Asian societies: Schools for the knowledge society*, Routledge, London.
23. Kyaruzi, F., Strijbos, J. W., Ufer, S., and Brown, G. T. (2019). Students' formative assessment perceptions, feedback use and mathematics performance in secondary schools in Tanzania. *Assessment in Education: Principles, Policy & Practice*, 26(3), 278-302.
24. Licorish, S. A., George, J. L., Owen, H. E., and Daniel, B. (2017). *Go Kahoot enriching classroom engagement, motivation and learning experience with games*. In 25th international conference on computers in education. New Zealand: Asia-Pacific society for computers in education.
25. Magoma, T. (2017). *Assessment of academic performance in secondary schools in Tanzania: a case of secondary schools in Dodoma municipality*. Dodoma: Masters' Thesis, The University of Dodoma.

26. Maijo, S.N. (2020). Effectiveness of monitoring and evaluation systems on the sustainability of community-based projects in Kisarawe District, Tanzania, *International Journal of Development Research*, 10, (03), 34508-3451
27. Mania-Singer, J., (2017). A Systems Theory Approach to the District Central Office's Role in School-Level Improvement. *Administrative Issues Journal: Connecting Education, Practice, and Research*, 7(1), pp.70-83.
28. Meghal, A. (2019, January 14). Parent teacher associations- What is it?
29. MINEDUC. (2014). *Parent-School collaboration crucial for quality education*. Kigali: NCDC.
30. Ministry of Education.; (2017).School management, Training manual for secondary school: *Roles, duties and responsibilities of school management team*, Kigali.
31. Mohajan, H. K. (2017). Two criteria for good measurements in research: Validity and reliability. Annals of Spiru Haret University. *Economic Series*, 17(4), 59-82
32. Mugenda, M. and Mugenda, A. (2013). *Research methods quantitative and qualitative approaches*. Nairobi: Acts Press.
33. Muralidharan, K. (2017). Field experiments in education in developing countries. *In Handbook of economic field experiments* 3(2), 323-385).
34. Mutodi, P. (2014). The Impact of Parental Involvement on Student Performance: A Case Study of a South African Secondary School. *Mediterranean Journal of Social Sciences*, 5(8), 279-289
35. Ntihakose, F., (2013). *Comparative analysis of academic performance between public and private primary schools: Case study of Ngoma Sector*. Nyarugenge: ISPC.
36. O'Leary, S. (2017). Grassroots accountability promises in rights-based approaches to development: The role of transformative monitoring and evaluation in NGOs. *Accounting, Organizations and Society*, 63, 21-41
37. Ombeni N., (2017). *The relationship between levels of student discipline and academic performance: A Survey of Public Secondary Schools in Mbarali District, Tanzania*.
38. Onyema, E. M. (2020). Integration of emerging technologies in teaching and learning process in Nigeria: the challenges. *Central Asian Journal of Mathematical Theory and Computer Sciences*, 1(1), 35-39.
39. Orodho, A. J. (2017). *Techniques of writing proposals and reports in education science*. (1st ed). Nairobi: Reater printers
40. Paschal, M. J., and Mkulu, D. G. (2021). *Teacher-Students' Relationship and Students' Academic Performance in Public Secondary Schools in Magu District, Tanzania*.
41. Pritha B., (2020). *A step-by-step guide to data collection*. Published on June 5, 2020. Downloaded from <https://www.scribbr.com/methodology/data-collection/> (August 5, 2021
42. Shipway, B., and Chaseling, M. (2021). An Alberta Approach to School Improvement in an Australian Rural School. *Alberta Journal of Educational Research*, 67(3)
43. Solomon, J. (2018). Monitoring and evaluation: Key steps for long-term services and supports organizations. *Generations*, 42(1), 50-55.
44. Tambwe, M. A. (2019). *Challenges facing the implementation of a competency-based education and training (CBET) system in Tanzanian technical institutions*. Education in Tanzania in the era of globalization: Challenges and opportunities, 242-255
45. Williams, D. (2018). *Monitoring school performance for standard based reforms*. www.infomaworld.com on 6th September, 2022.