

**INFLUENCE OF FREE EDUCATION POLICY ON QUALITY EDUCATION IN DAY
PUBLIC SECONDARY SCHOOLS IN HUYE DISTRICT, RWANDA**

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DECLARATION


I declare that this research is my original work and has never been presented for any academic credit. All the sources used have been indicated and duly acknowledged.

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DEDICATION

This research was dedicated to my dearest family and to my religious congregation's superiors for their financial and moral support throughout my studies.

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ABSTRACT

This study examined the influence of free education policy on quality of education in day public secondary schools in Huye District, Rwanda. Five research questions guided this study. These are: How has free education policy affected quality education in Huye District? What are the socio-economic factors affecting quality education in Huye District? What government mechanisms exist which promote quality education in Huye district? What are the challenges the government faces in providing quality education? What are the alternative strategies that can be employed to improve quality education in Huye district? The problem under study employed Total Quality Management Theory of Walter Shewart. The study employed mixed method approach specifically concurrent parallel method. The target population was all the teachers, all the head teachers and all the District Education Officer in Huye District. Head Teachers and District Education Officers were purposively sampled while proportionate random sampling was used to select teachers. Data was collected from 110 participants. Four research instruments were used; these are questionnaire for teachers, interview guides for Head Teachers and District Education Officers, document analysis guide and observation guide. The quantitative data were analyzed using descriptive statistics and presented in figures and tables, using Statistical Package for Social Sciences (SPSS) version 20. Qualitative data were analysed by the use of content analysis technique whereby findings were presented in narrative forms, quoting some responses from the participants. With regard to ethics, participants' consent was sought and confidentiality of their identity and answers were guaranteed. The study revealed that FEP resulted in large classes of more than 50 students per class which adversely affected teaching and learning processes. The number of classroom and books were still few to allow quality education while laboratories and playgrounds were lacking. School funds for feeding, facilities, teachers' motivation and parents' participation required more improvements. The study recommended that the government should increase resources and train teachers on role-play and experimental/discovery methods of teaching. It should also safeguard the stability of education system in Rwanda. Parents and community at large should actively participate in education of their children. For quality education provision and control, primary and secondary levels should have different head teachers. This would help to provide head teachers with more time for supervising teaching and others school activities.

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ACRONYMS AND ABBREVIATIONS

CUEA	Catholic University of Eastern Africa
CBC	Competence-Based Curriculum
DFID	Department For International Development
DEOs	District Education Officers
EFA	Education For All
FDSS	Free Day Secondary Schools
FEP	Free Education Policy
FPE	Free Primary Education
OECD	Organization for Economic Co-operation and Development
PTA	Parents-Teachers Association
REB	Rwanda Education Board
RESSP	Rwanda Educational Sector Strategic Planning
FREP	Rwandese Federation for Private Education
SACCO	Saving and Credit Cooperative
SPSS	Statistical Package for Social Sciences
TTC	Teacher Training College
TVET	Technical and Vocational Education Training
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations International Children's Emergency Fund
12YBE	Twelve Year Basic Education

CHAPTER ONE

INTRODUCTION

1.1 Background to the Problem

Education is widely known to be a key for economic, political and social development of any nation. It plays an important role in eradicating poverty and allowing citizens to participate actively in societal development. Turkkahraman (2012) argues that education provides instruction and personality formation which prevent people from falling behind the changing social and economic conditions. Thus, the society has the role and responsibility through education, to lift up its people's capacity and aptitudes to the speed with which the world is changing today.

The United Nations Educational, Scientific and Cultural Organization (UNESCO) reported that due to poverty in the third world countries, including Africa, the use of school fees was a great obstacle that hindered millions of children to enroll and complete their primary and secondary education (UNESCO, 2007). The leaders realized that low registration in education would not allow developing countries to achieve their targets in social, economic and political development. This called the nations to the adoption and implementation of the article 26 of the 1948 universal declaration of human rights about everyone's right to free and compulsory education at least at the elementary and fundamental stages.

Since then free education policies have been introduced in many countries removing tuition fees at primary and secondary levels in public schools. Free education policy resulted in increased attendance and expanded the access to education but quality seemed to be negatively affected. For instance, UNESCO (2014) argues that Southeast Asian countries that adopted free education policy (Indonesia, Japan, India, Philippines, Korea, Thailand and Viet Nam) experienced large class sizes which resulted in poor quality in education. Leaders in those

nations see free basic education as a process that requires careful planning of resources so as to ensure countries expand access to education without compromising quality of education provided.

In Latin America, basic education is an investment with no immediate return and is therefore part of public laws. Katarina (2006) says that countries like Brazil, Costa Rica, Mexico, Venezuela and Haiti among others provide subsidies to make and keep basic education free so that children can go to school. However, high enrolment accompanied by inadequate teachers' preparation, funding and poor infrastructure resulted in poor education quality. The main challenge is that charges are levied even when such normally free education exists in majority of Latin American states. Supplement to inadequate public funding, examination charges, health services and insurance, meals, transport and uniforms still are the responsibility of parents. Hence, parents' inability to meet these charges decreases their children's attendance and leads to low quality of their educational results.

In Brazil, Schwartzman (2014) argues that free education encountered challenges such as high teacher-student ratio, poor resources and infrastructure, insufficient financial resources and inadequate teachers. This has resulted in classroom congestion which led to distortions related to bad quality instruction. The government of Brazil has to struggle in order to recruit new teachers and provide new infrastructure while sources of funds are limited.

Ontario (2018) reveals that free education in Columbia was accompanied by many challenges which hindered the attainment of quality education. These include inadequate facilities, poor involvement of stakeholders and poor funding. The government has to encourage the participation of parents, community and policy makers in the process of improving quality education in primary and secondary schools.

In Burundi free education policy also generated problems of quality of learning because it occurred within the context of limited material and human resources and with inadequate infrastructure (Oketch & Ngware, 2012). In addition, by 2012 teachers in Burundi had to handle overcrowded classes with a national average of 81 pupils per classroom, which is not conducive to quality learning. The Department For International Development (DFID, 2012) also reported that the quality of education being provided, under free education policy, to children in Rwanda, Tanzania, Uganda and Ethiopia is very low. Even if there was a remarkable increased enrolment, a larger majority of learners are failing to attain the basic level of literacy, numeracy and basic skills.

In East African countries such as Kenya, Uganda, Malawi and Tanzania, Bentaouet (2006) argues that low literacy and the need to fight illiteracy, ignorance and diseases was the factor that motivated Kenya, Tanzania and Uganda to adopt Universal free basic education. The governments had to take charge of the provision of education as the majority of the population had limited monetary income (Oketch & Rolleston, 2007). The removal of fees was accompanied by substantial increases in enrolment rates where for instance Uganda increased its enrolment rate by 68% in 1997 and Malawi by 49% in 2006, while in Kenya enrolments increased by 18% from 5.9 million in 2002 to 7.2 million in 2004 (Oketch & Ngware, 2012). In addition there was a noticeable increased funding for education by governments. The removal of fees was believed to improve equitable access to education especially ability to reach the poor and disadvantaged groups, but fee-free education policy presented other challenges like limited resources, few teachers and high student-teacher ratio, limited infrastructure and insufficient funds among others, hence quality of education was affected.

1.1.1 Free Education Policy in Rwandan Context

Rwanda is another of the many African countries which experienced low primary and secondary enrolment for many years. After the 1994 genocide which devastated the country's social, political and economic life also deteriorated the education system. The country struggled to repair classes and build new ones, reintegrate teachers in the teaching force, and create funds for educating the orphans. Despite this access to primary and secondary education was still limited and poor enrolment continued to be experienced due to the poverty of the parents. As a response, the government of Rwanda adopted free education under Education for All program. The country introduced free education as part of the government policy to improve school enrolment in general and attendance of deprived children in particular.

Nkurunziza (2015) argues that, as stated in its Vision 2020, Rwanda had targeted to achieve universal basic education for all in 2015. Several steps have been undertaken to implement this policy. One was the abolition of fees in primary education making it free and mandatory for all children. Another step was the launching of Nine Year and Twelve Year basic education. Rwanda adopted free primary education in 2003 and free lower secondary in 2009. Moreover, in 2012 the education sector plan increased access to secondary level schooling with the introduction of the twelve year Basic Education Policy, making schooling fee-free up to upper secondary (Ministry of Education, 2012).

The Ministry of Education in Rwanda introduced fee-free schooling for Nine Year Basic Education- including primary and lower secondary. On one hand, Nine Year Basic Education replaced the distinction between primary (6years) and lower secondary education (3years) in order to deliver a full nine year program. On the other hand, it projected the Twelve Year Basic Education program which aims at facilitating children who reach the end of nine year with an

entitlement to a further three years of education (RESSP, 2006-2010). They continue education either in Teacher Training College (TTC), General Secondary or in Technical and Vocational Education Training (TVET). In addition, the Ministry of Education not only expanded capacity and teaching infrastructure at public schools, but also introduced the school feeding program and abolished school fees, making them more affordable to parents (Rukabu, 2015).

Since the abolition of fees a great variation in enrolment rate in secondary education before and after fee-free education could be observed. Before free secondary education, schools' enrolment between years 2000 and 2005 is shown in Table 1

Table 1

Enrolment in Secondary Schools in Rwanda Before FEP 2000 – 2005

Year	Number of enrolments	Enrolment Rate (%)
2000	125,124	10.2%
2001	141,163	10.4%
2002	157,210	11.2%
2003	179,153	13.4%
2004	203,551	15.4%
2005	218,517	16.6%

Ministry of Education, 2015

The data in Table 1 show that enrolment in secondary schools in Rwanda was increasing at a low rate between 2000 and 2002 and then rose slightly in years 2003, 2004 and 2005. This evolution was probably due to the government's efforts to mobilize parents to send children to school but the cost of fees, textbooks and uniforms was still a challenge to many. It was after the introduction of free secondary education that increases in enrolment became remarkable. The enrolment in secondary schools after the adoption of free secondary education policy between the years 2012 and 2017 is shown in Table 2.

Table 2***Enrolment in Secondary Schools in Rwanda After FEP 2012 – 2017***

Year	Number of enrolments	Enrolment Rate (%)
2012	534,712	38.0%
2013	566,370	41.5%
2014	565,312	40.7%
2015	543,936	38.0%
2016	553,739	40.5%
2017	592,501	43.4%

Ministry of Education, 2018

The data in Table 2 show a sudden increase in secondary schools' enrolment (more than the double of 2005) between 2012 and 2013. The slight drop in 2015 enrolment was probably caused by parents' choice to take their children to private schools as public ones became overcrowded. However, in 2016 and 2017 enrolment rose again. It is noted that a higher increased enrolment observed and which was attributed to free education policy in the country probably had an influence on quality of education.

1.1.2 Influence of Free Education on Quality Education in Rwanda

Bentaouet (2006) noted that high enrolments after fee abolition would not be sustainable if there is no careful planning of appropriate accompanying measures that ensure quality. In many countries, failure to careful planning has led to the fall of enrolment rates after the initial increase because of the perceived decline and deterioration in educational quality. This was combination of increased enrolment, insufficient public funding and overall lack of preparation. High student to teacher ratios, insufficient number of classrooms, unqualified teachers, lack of supplies and textbooks, decline in teacher-student contact hours were signs of lowering of the quality of education.

This is also true for secondary school in Rwanda since 2009 especially when Nine Years and Twelve Years Basic Education programs were introduced in the education system. After a significant increase in students accessing secondary school due to free secondary education, Nzabwirwa (2015) reported that the decline of quality education was manifested in low pass rates, high dropout rates, underdeveloped skills where pupils leave schools still unable to read, write and unready for self-employment or being employed. Henceforth there is need to develop programs that minimize the negative impact of rapid expansion on quality of education.

The Rwanda Civil Society Platform (2014) reported that since the introduction of Nine and Twelve year basic education, the current education system reform encountered backlashes that do not ensure quality education. Shortage of classrooms led to the double use of available rooms in morning and afternoon sessions for different groups of students. Other objections include teachers' motivation, teaching methodologies and related supervisions and insufficient financing. Therefore, the successful implementation of 12YBE will depend on how key education challenges will be continually addressed. The government policy of Free Education requires considerable implementation and monitoring capacity at central, district, school and teacher levels in order to achieve quality results. Appropriate measures and attention need to be paid to ensuring adequate capacity and quality education.

In order to improve quality in Rwanda education, Namara (2012) argues that school managers, in Nyagatare district, Western province, should provide enough classrooms, libraries, equip laboratories for science subjects, provide teachers' accommodation near the school and supervise teachers regularly. Nzabwirwa (2015) on the other hand suggests that quality should be improved not only by recruiting new teachers but also by employing experienced, suitably skilled and motivated ones. Teachers' on-job training in English should be emphasized since

English language has recently become the medium for instruction in Rwanda. William (2016) found out that teachers' professional development in teaching methods, regular practices of supervision and appraisal of teaching would play a significant role in improving quality teaching and learning.

In attempt to address the negative impact of rapid expansion on quality of education, the government has made efforts by trying to recruit more teachers, build additional classrooms, supply laboratory equipment and computers, increase funding and establishing quality standards (Nzabalirwa, 2015). Despite all these governments' efforts, the problem of quality education still persists in Rwanda. In 2017 Secondary School Head Teachers' Summit, the issue of quality in schools was again raised: "Education sector in Rwanda has undergone immense changes and transformation. However, quality of education in the country remains a big concern to anyone who cares and wishes to see the country move forward from average to excellence in the development of education. Low level of academic performance and illiteracy among pupils are presently the challenges to address (Mugisha, 2017)." So the researcher sought to find out why the measures taken by the government seem not to be effective in promoting quality education.

Literature shows that free education led to low quality of education in many African countries including Rwanda. The Southern Province of Rwanda and Huye District in particular is not exempted from experiencing the same concern. The parents and other educators are questioning the quality of education being provided to their children in the free day secondary schools. This study, therefore, sought to explore the influence of free education policy on quality of education in day public secondary schools of Huye District, Rwanda. Challenges and possible measures for improvements were also identified.

1.2 Statement of the Problem

Free day secondary schools in Huye District are facing the problem of poor infrastructure, high increased enrolment and high student- teacher ratio in classrooms, which tend to affect the quality of teaching and learning in terms of methods used, adequacy of materials and follow up of students' works, among others. Nkurunziza (2012) argues that although Rwanda has adopted free education policy, the educational objectives have not been qualitatively achieved, rather high enrolment rate led to decline in quality.

The government is committed to address this problem by ensuring that quality and relevance in education are given a strong attention by monitoring and reviewing the curriculum, using pre-service and in-service methods to train teachers, putting in place different forms of teacher motivation, inspecting schools and teachers, recruiting more teachers, as well as providing relevant textbooks and equipping science laboratories (Ministry of Education, 2013). Although some changes and transformation have taken place, quality performance in schools remains a big concern to parents, teachers and head teachers (Mugisha, 2017). With a continuous low quality education, the country's investment in education will be a waste.

In spite the government's effort for enhancing quality, poor quality education is still experienced in public schools in Rwanda. This has led to low pass rates, high dropout rates, underdeveloped skills where pupils leave schools still unable to read, write and unready for self-employment or being employed (Nzabairwa, 2015). This means that there is need to analyze the mechanisms which exist to promote quality of education and also suggest alternative practical strategies which need to be adopted to ensure quality education.

Literature reviewed (Namara, 2012; Nzabairwa, 2015; Safari, 2016 and Williams, 2016) addressing quality education in Rwanda, shows that scholars have not adequately addressed the

issue of quality education in day secondary schools. In addition, the studies have not adequately provided the practical strategies for improving quality education in day secondary schools with a particular attention to Southern Province, specifically Huye District. The researcher therefore intended to investigate the influence of free education policy on quality education in day secondary schools in Huye District.

1.3 Research Questions

The study was guided by the following research questions:

1. How has free education policy affected quality education in day public secondary schools in Huye District?
2. What are the socio-economic factors influencing quality education in day public secondary schools in Huye District?
3. What government mechanisms exist in day secondary schools which promote quality education in Huye District?
4. What are the challenges that the government faces in providing quality education in Huye District?
5. What are the alternative strategies that can be employed to effectively improve quality education in Huye District?

1.4 Significance of the Study

This study examined the influence of free education policy on quality of education in day public secondary schools in Huye District, Rwanda. It is hoped that the study findings will be useful to various stakeholders in education. Public day secondary schools will be the first beneficiaries of the findings. The research brought out the challenges the government faces in quality management and suggested possible ways forward. This will assist in evaluating the

merits and worth of implementing free education programs offered in day secondary schools, in order to open ways for improvement.

The findings will inspire the school administrators of day secondary schools in Huye District about the new and creative ways of mobilizing human, physical and financial resources, in order to efficiently and effectively meet their goals and objectives. Beyond Huye District, the study hopes to be of great help to the Ministry of Education and educational policy makers in Rwanda as they will use the findings in improving quality while expanding access to education.

The findings of this study intend to be of significant use to parents and students in Huye District because they are provided with clear information to make an informed decision about their contribution to quality learning. Again, the study sought to address a social concern and inform the public about free education climate in Huye District. The findings of the study will be published hence made available to anyone willing to get informed about the quality of education in Huye District.

The researcher benefited from the study by gaining in-depth understanding of the real situation of day public secondary schools since the introduction of free secondary education in Huye District. Finally, other scholars will be guided by this research to identify further educational studies that need to be conducted in Huye District and Rwanda at large.

1.5 Scope and Delimitations of the Study

The study analyzed the influence of free education policy on quality of education in day public secondary schools in Huye District. The district had 31 day secondary schools (Rwanda Education Board, 2014) which were established under the free secondary education program. Carrying out a study in all the schools would not be feasible due to time and financial limitations.

Eight (8) schools were sampled in the District. Quality education being an expansive issue, the study was as well delimited to its socio-economic factors.

The target population included all the teachers, administrators (principals) of public secondary schools and district education officers that were sampled within the District. Hence, teaching staff, administrators and education officers constituted the population of the study because they were considered informed enough to provide relevant information to the study. The study as well was restricted to concurrent parallel research design in collecting both quantitative and qualitative data simultaneously from various units in the targeted population.

1.6 Theoretical Framework

The researcher related the problem under study to Total Quality Management theory (TQM) which was developed by Walter Shewart and improved by many other scholars. This section analyzes the importance of total quality management theory as the basis of the framework for improving quality education while providing free education in Huye District, Rwanda. The development of Total Quality Management theory (TQM) was led by different quality scholars including Walter Shewart as one of the main precursors but also Philip Crosby, Edward Deming, Armand Feignbaum, Kaoru Ishikawa and Joseph Juran (Westcott, 2013).

Total Quality Management is attributed to Japanese companies in efforts to achieve and maintain competitive edge. However though many believe that the theory began with Japanese, it actually began with Americans and British who developed statistical quality control methods to support Allied efforts during the World War II. After then Eduard Deming convinced the Japanese that emphasis on quality would produce benefits in productivity (Hazzard, 1993). Later on, Joseph Juran and Philip Crosby improved the theory by developing its seven criteria – leadership, information and analysis, planning, human resource utilization, quality assurance,

quality results and customer satisfaction. Employee involvement, training and education were deemed to be responsible for success in any service.

Total Quality Management Theory in modern society is used as a systematic approach for continually improving the quality of all processes. It is a management approach to long-term success through customer satisfaction whereby all members of an organization participate in improving processes, products, services and the culture in which they work. According to Westcott (2013), the theory is built on eight element/principles that are customer focus, total employee involvement, process-centered, integrated system, strategic and systematic approach, continuous improvement, fact-based decision making and effective communication.

According to Zhang (2001), Deming's approach to TQM stresses the responsibility of the top management to take the lead in changing processes and systems. Leadership plays an important role in ensuring the success of quality because it is the manager's responsibility to create and communicate a vision to move towards continuous improvement. Juran stresses the importance of understanding customer needs and ensuring that the product meets them. Thus quality planning, control and improvement are keys for a successful response to customers. But Crosby contribution to TQM theory focuses on management participation in prevention and appraisal of quality failings. The emphasis of Total Quality Management should be on prevention rather than after-the-event inspection, doing things right the first time and zero defects. Crosby claims that mistakes are caused by lack of knowledge and lack of attention. Thus education and training can eliminate the first cause while commitment to excellence (Zero defects) and attention to details can cure the second cause. Feigenbaum (1991) as cited in Zhang (2001) claims that effective quality management consists of four main stages: Setting quality

standards, appraising conformance to these standards, acting when standards are not met and planning for improvement in these standards.

The effective implementation of TQM theory requires that the needs of the customer and the aims of the organization are integrated. The stress is put on cooperation among employees of all levels in every process including deliberate applying available methods, techniques and tools of quality. Thus, for a comprehensive quality achievement, commitment of the management, team work and quality methods and tools are essential key elements (Dudek-Burlikowska, 2015). The participation of the Management Board is understood as the rating and the continuous inspection of the work of subordinates, as well as the involvement in the work of improvement units, quality assurance teams and by offering necessary help. In addition, TQM ensures an improved communication between employees and the manager, systems of training and motivating employees, awareness of customer's expectations and provision of infrastructure and materials that are necessary to achieve the organizational goals and objectives.

The TQM theory was the basis of this study in that, for free education to be effective, those who are involved must pay attention to quality in all its dimensions. They have to ensure that there is quality in admissions or enrolment, materials and infrastructure, qualified and motivated teachers, as well as monitoring of education processes in schools so that students' needs and societal needs for development are satisfied. For quality to be attained, supervision of the process should ensure that challenges are identified on time and strategies are put in place.

1.6.1 Strengths of Total Quality Management Theory

Total Quality Management theory is basically for the satisfaction and welfare of the customers. Needs and expectations of the client are given special attention which results in the reduction of consumers' complaints. Again, the focus on continuous quality improvement at all

levels and in all activities of an organization is strength of the theory. Total Quality Management Theory highlights the importance of monitoring activities and taking immediate actions when deficiencies are identified.

According to Hazzard (1993) Total Quality Management theory can give people a voice and enhance morale. Involving workers in decision-making process and improving quality of their work provides them with a sense of value thus encouraging effective participation. The theory provides for a better use of resources because by improving organization total performance, wastage will be avoided. Total Quality Management Theory increases cooperation and enhances solutions to problems by identifying threats to quality and taking immediate actions to address them.

The principles of Total Quality Management Theory can increase efficiency and effectiveness in an organization's operations. Education, training and motivation of employees as well as facilities provision can increase confidence and achievement. Finally, top management support and commitment to supervision are important to control the process and achieve quality services.

1.6.2 Weaknesses of Total Quality Management Theory

Although generally well conceived, Total Quality Management theory has encountered some criticism throughout the years. Total Quality Management theory assumes that customers' needs are to be satisfied by the managers and employees with no or little consideration of customers' participation in quality achievement. For instance in education, students and their parents' involvement are also crucial elements to achieving of quality. If students don't attend classes, complete their assignments or revise timely their notes; and if parents don't provide basic assistance to their children, quality of objective achievement may decline.

Again zero defects (100% quality) of Crosby quality management may not be applicable to education since teaching and learning activities are progressive and continuous processes with students' trials and errors (Kimarni & Siddiquah, 2014). Students are expected to show a continuous variation and development in the performance; not everything is acquired and mastered at the first point. However, because the strengths of Total Quality Management Theory outweigh its weaknesses, the researcher will ground the study on this theory.

1.6.3 Application of the Theory to the Study

Total Quality Management has its roots in industries but it can be applied to other fields including education. In educational setting, customers are the students and their parents. Students pass through the teaching and learning process and come out as school graduates. The process facilities to ensure quality education are textbooks, laboratories, libraries, classrooms and teaching methods and examinations as the final product testing mean. The organizational employees are mostly teachers who are involved in the quality implementation of the curriculum while managers are the Ministry of Education, District Officers and local school principals. Teachers also are managers in the classroom performance. This study supported TQM theory by emphasizing the involvement of parents, administrators and teachers in the process of attaining quality education in day secondary schools in Huye District. Again, the adequacy of facilities provided for education was assessed.

The theory suggests that schools should always seek for continuous quality improvement and the satisfying of students' needs. Management commitment, teachers' involvement, provision of teaching environment and facilities, training and motivation of teachers, quality methods and team working can lead to effective educational quality management in schools. Therefore, free education in Huye secondary schools would be significantly successful not only

by increasing access to education but also by paying attention to quality improvement through those indicators suggested by Total Quality Management theory. The theory is an appropriate mean of examining quality level in providing free education in schools. The commitment to provide quality in education considers all aspects and realities that make up a school like teachers, students, leaders, policies in place, materials, infrastructure, as well as the family and environment in which teaching and learning activities are being performed.

In Rwanda, parents believe that without being provided with quality of education their children cannot make it to stand in the job market in the society. Students therefore aspire to attend schools that are widely known to have better performance. This means that performance as indicator of quality is conditioned by other processing factors. Thus, the researcher included selected variables such as teaching methods, teachers' motivation, adequate materials and infrastructure, parents' participation and management supervision as possible explanatory variables that affect the school's decision to engage in quality provision in education. The linkage among the variables is explained in the conceptual framework.

1.7 Conceptual Framework

The conceptual framework is a research tool that assists the researcher to develop awareness and understanding of the situation under study. It is a structure which the researcher believes can best explain the natural progression and relationship of the variables to be studied (Adom, Kamil & Agyem, 2018). It shows the relationship between dependent and independent variables. This is presented in Figure 1.

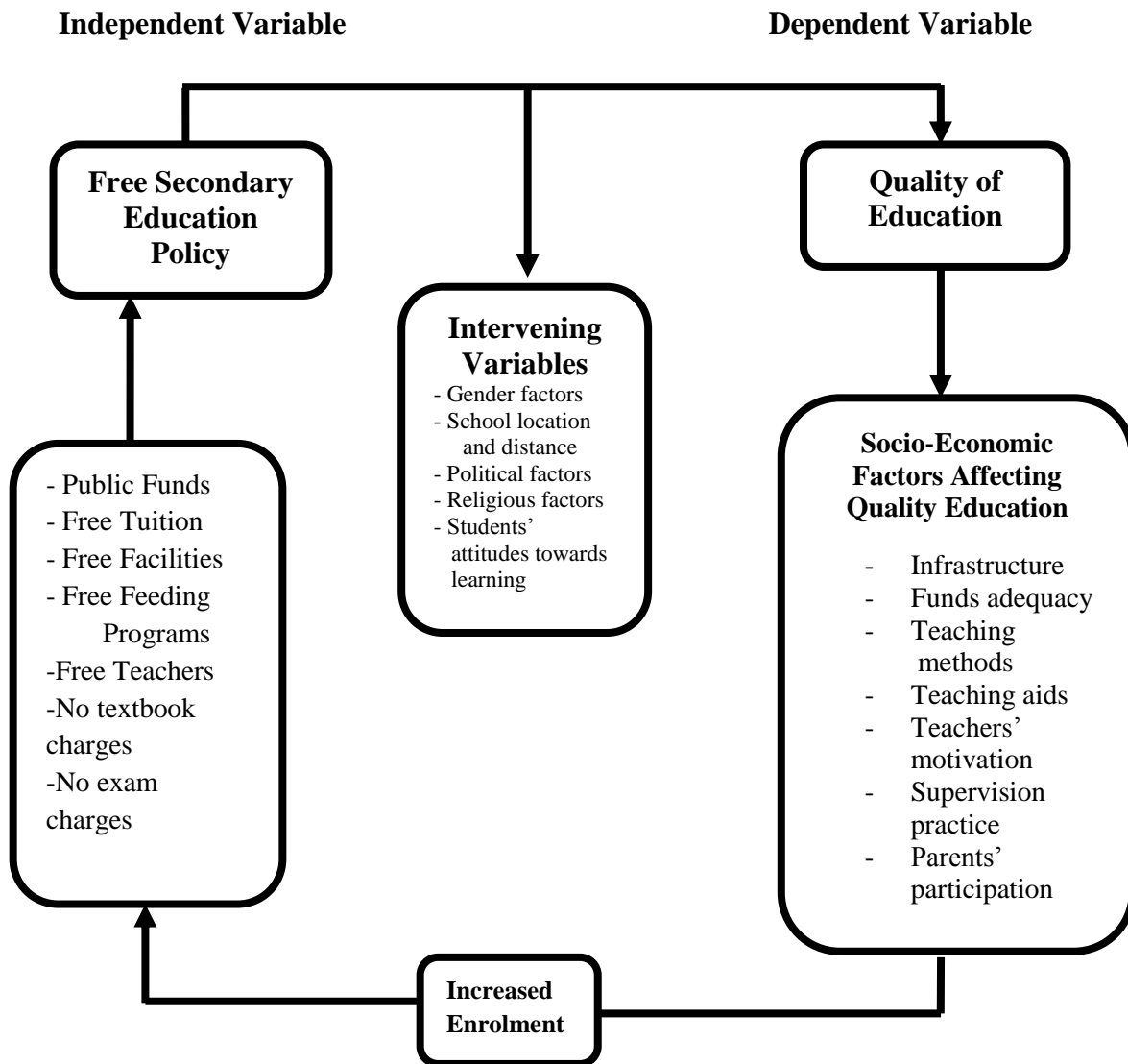


Figure 1: Conceptual Framework Showing Relationship Between Variables

The diagram in Figure1 shows the relationship between free education policy and the commitment to achieve quality education. It clearly identifies the variables to be studied in order to establish the linkage between the two variables.

The introduction of free education policy in public schools in Rwanda has been said to have an influence on the quality education standards. Free education policy allowed more students to have access on basic education without paying tuition fees. Through public funds the government provides school facilities, teachers, textbooks, feeding and examination facilities to

students free of charge. Consequently, free education policy resulted in a remarkable increase in enrolment which affected the provision of quality education in public schools.

This research therefore sought to explore the extent to which quality of education is compromised. By studying the socio-economic factors affecting education quality (teaching methods, materials, infrastructure, adequacy of funds, teachers' motivation, supervision and parents' participation) and the existing mechanisms for promoting quality education in day public secondary schools in Huye District, this study established the influence of free education policy on quality of education in the area under study. Quality depends on how free education is implemented; hence independent variable is free secondary education policy while the dependent variable is the quality of education. Therefore the combination of the variables under study would make free education programs to be successful in Huye District. When these variables are paired they will result into a quality system that ensures adequate methodology, materials, infrastructure, teachers, supervision and participation of the parents.

1.8 Operational Definition of Key Terms

Day Secondary Schools: Secondary schools in this study refer to high schools which provide education after primary and before higher education. In day schools learners go back home after the completion of classes and other school activities.

Free Education: In this study free education means the process of teaching and training learners by using public funds collected through taxations rather than tuition fees.

Influence: The word influence was used by the researcher to mean an effect that something has on a situation.

Policy: In this study a policy means a strategy or course of action that has been agreed to by a group of people, concerning what is to be done in a particular situation. For example, free

education policy is used as a Rwandan government's strategy concerning how compulsory education is to be provided to all citizens by removing tuition fees.

Public Secondary School: The researcher uses public secondary school as a high school that gets money from and is controlled by the local government. In Rwanda, public schools are maintained at public expenses for education of the children of the community.

Quality: The term quality is used in this research as a set of elements within education system that are believed to lead to better student outcome. For instance, in this study quality will be measured in terms of school resources and infrastructure, pedagogical support, teachers' motivation, parents' involvement and effective management as elements that can enhance quality of education.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter comprises the review of related literature that has been undertaken by other scholars on the influence of free education policy on quality of education. It looks at the global overview of free education policies and the concept of quality education. The extent to which free education affects quality of education is also reviewed. The chapter further looks at the factors that affect quality education as well as the existing government mechanisms which improve quality education. Challenges of providing quality education and the possible strategies that should be put in place to enhance higher quality of education are also highlighted in this chapter.

2.1.1 Overview of Global Free Education Policies

The concept of free education refers to the public aided education whereby the government meets all tuition fees, provides teaching and learning materials and pays teachers (Ng'ang'a, 2012). Free education is funded through public taxations or/and charitable organizations rather than tuition fees. At the 1990 Jomtien World Conference on Education for All (EFA), achievement of universal basic education was established as a top priority. During this conference participating nations pledged to provide compulsory and free primary education for all children and reduce adult illiteracy (UNESCO, 2007). The pledge arose from evidence of low registration in primary school enrolment and the conviction that development would be hindered by low education of their citizens. Free education got a legal framework in article 26 of the 1948 universal declaration of human rights "everyone has right to education... Education

shall be free, at least in the elementary and fundamental stages...” It is this declaration, therefore, that fueled commitment to basic education all over the world and in particular in Africa.

Free education was reconfirmed in 2000 at the World Education Forum in Dakar, Senegal and at the United Nations Millennium Summit, where 189 countries promised to guarantee universal basic education by 2015 (Bentaouet, 2006). The strategy adopted to implement the mandate was the abolition of school fees, which resulted in significant changes from low enrolment to high enrolment status. Initially, the Millennium Development Goal of universal basic education required that all children enter primary school, complete the cycle and acquire a set of basic skills. However, the major obstacles to enrolment in basic education were identified as the household income and the cost of schooling. Hence the abolition of tuition fees would remove the cost challenges and increase access to education.

According to UNESCO (2014), Southeast Asian countries such as China, India, Indonesia, Japan, Malaysia, Philippines, Korea, Thailand and Vietnam ratified the convention of human rights of the child by committing themselves to provide free and compulsory education to all children at primary and lower secondary levels. In Malaysia and Japan exceptionally, even upper secondary education is provided free of charge even though it is not compulsory. As a result, the number of students at primary and lower secondary levels increased by 38% between 2008 and 2010. The number of schools and classrooms required also increased by 36% and 18% respectively. Additional teacher training, textbook revisions, and school facilities were needed. The governments’ expenditure to education as well rose from 11.9% of the national budget in 2008 to 14.8% in 2010 and to 19.9% in 2016 (Ibid).

Free education experiences in Asian countries show that confusion was possible during the period of reform, and mitigating negative effect on students learning was of central priority.

Carefully planned preparation was needed before introducing new structures to the existing educational system. In practice, however, policy makers found it difficult to link education plans with public financial plans and budgeting processes. Consequently, reforming and sustaining education achieved only limited results as the Southeast Asian countries were unable to secure adequate public resources for education (UNESCO, 2014).

In Mexico, the 1993 General Education Law gives the states complete responsibility for administering free and compulsory education. There is no tuition at primary and junior high schools but families are required to provide uniforms, school supplies, transportation and occasionally textbooks (Santibanez, Vernez & Razquin, 2005). Tuition fee removal resulted in rapid growth in enrolment at primary and secondary levels. Double-shift primary schools and teachers were introduced to include morning, afternoon and evening school shifts while at secondary level expansion of distance-learning was used to meet high enrolment rates. However, this resulted in poor education quality attributed to inadequate preparation of teachers and poor infrastructure.

In Africa, Free Basic Education (FBE) was a response to the 1990 and the 2000 World Conferences on Education for All. The 2004 Education for All (EFA) working paper identified user fees as the greatest obstacle to primary and secondary school enrolment and completion for millions of African children. In particular, Uganda and Malawi were examined in the paper. In this report the elimination of user fees was identified as a means that could empower countries' education systems. The 2005 World Bank report showed that there were five distinguished fee categories in use at lower- secondary level for 76 of the World Bank client countries: tuition, textbooks charges, compulsory uniforms, Parent-Teacher Association (PTA)/ community contributions and other school-based activities such as exam fees among others.

Parents and teachers in Tanzania said that the cost of education in terms of school fees was the principal reason why children did not attend school (Bentaouet, 2006). While Zambia's central statistics office also estimated that at least 45% of children who dropped out of school did so because they could not pay school fees (Tembo & Ndhlovu, 2005 as cited in Bentaouet, 2006). It is therefore clear that free education policy was adopted in Tanzania and Zambia as a way to ensure equal access to basic education and probably increase school attendance among pupils from poor families in Africa.

According to Oketch and Ngware (2012), while free basic education is often associated with Jomtien and Dakar conferences which set the current EFA targets, the idea of universal basic education in Tanzania and Kenya is traceable to 1961 Conference of Africa States on the development of education in Africa, held in Addis Ababa. The purpose of the conference was to decide on priority educational needs for economic and social development in Africa. The two countries (Kenya and Tanzania) adhered to the agreed framework set out at Addis Ababa conference which prioritized the expansion of primary and later that of secondary education.

In Kenya, the steps to implement free education were the elimination of school fees first in semi-arid areas and their remission for needy cases in 1974, followed by the 1975 provision of free primary education for the first four years and the full free primary education in 1979 (Orodho, 2014). However, in 1988 the cost-sharing was introduced requiring parents to contribute in purchasing books and equipments and construction of school buildings. Nevertheless, the cost-sharing was later identified to be the main cause of decline in enrolments. It was only in 2003 that free primary education was reintroduced when the government of Kenya declared that all levies should be eliminated for the eight years of primary education. This policy was implemented at once for all grades nationwide (Republic of Kenya, 2012).

In Tanzania as well the steps to implement free primary education were taken. Firstly, the country ended the expulsion of pupils for non-payment reasons. Secondly, the expansion of upper primary schools so that by 1974 there were enough places for Standard IV leavers. Thirdly, primary school fees were abolished in 1973 (Orodho, 2014). The abolition of fees contributed to the growth in enrolments which indicates that cost had previously been a barrier to access.

Free primary education has resulted in an increased demand for secondary education. After operating free primary education, the need for expanding secondary access was felt as well in order to allow primary school leavers to pursue their education at secondary level. Since then there has been a positive trend in Kenya and Tanzania secondary schools. The secondary school enrolment and completion increased also. This was seen as a result of the introduction of Free Day Secondary Education in January 2008 in Kenya and 2014 in Tanzania. However, the quality of free education through the shortage of teachers and high pupil/textbook ratio has negatively impacted the performance of students. The challenge to the governments is now how to improve quality in basic education so as to enhance learning outcome.

In Uganda, until 1990s the experience of free education was not as successful as it was in Kenya and Tanzania. The reasons laid probably in Ugandan leadership's lack of commitment to expand free primary education (Oketch & Rolleston, 2007). Reforms in preparation to free primary education started in 1993 but the policy was implemented in 1997 by the President Museveni, whose government was committed to providing tuition fees for four children per family, instructional materials, basic physical facilities and teacher salaries and training. Enrolment burden that followed this resulted in overcrowding and teacher-material shortage. In

spite of shortcomings, access among the poorest was improved. Other indicators were worsened such as quality, teacher ratio and ratio of resources including classrooms.

According to the Uganda Ministry of Education and Sports (2013), it was in 2007 that Uganda introduced universal post primary education in order to increase access to secondary education for economically vulnerable families and communities. The role of the government has been to subsidize secondary schools by paying school fees, providing textbooks and other teaching materials as well as meeting the cost of administration and maintenance. However, very little is said about the actual impact of universal secondary education on educational quality. Huylebroeck and Titeca (2015) argued that free education program increased the number of teaching and non-teaching jobs with most teachers interested in ensuring their personal financial stability, and thus contributed to poor service delivery due to higher teacher absenteeism. Although enrolment, attendance and completion rates increased, parents' involvement in education of their children decreased and students' performance declined since 2008.

East African Countries that removed fees had substantial increases in enrolment rates. For instance Uganda increased its enrolment rate by 68% and Malawi by 49%. Kenya as well increased its enrolment by 18% in 2004 because fee abolition also helped students who had dropped out to return to school. In addition there was a noticeable increased funding for education by governments (World Bank, 2005). The removal of fees was believed to improve equitable access to education especially ability to reach the poor and disadvantaged groups, but the implementation of fee-free education policy presented other challenges such as lack of finance, inadequate infrastructure, lack of teachers and poor quality of education.

2.1.2 An Overview of Education for All Policy in Rwanda

After the 1994 genocide which devastated the Rwanda's social, political and economic life, education system as well deteriorated. Schools and colleges were destroyed, burned or looted; principals, teachers and pupils were either killed or had fled. When schools re-opened in October 1994, of the 1,836 primary and secondary schools 65 percent were damaged and only 648 were operational (Arden & Yisa, 2011). The whole education system was disintegrated with poor infrastructure, lack of human and financial resources. Therefore, as immediate response the government of Rwanda struggled to repair classes and build new ones, reintegrate teachers in the teaching force, and create funds for getting pupils back to school and educating the orphans.

Despite government efforts to reconstruct education system in Rwanda, satisfying access to primary education was still limited and poor enrolment continued to be experienced due to poverty of the parents. As a response to this, Rwanda adopted free primary education in 2003 and free lower secondary in 2009. The Rwanda Education Sector Strategic Plan (RESSP 2006-2010) introduced fee-free schooling for nine year Basic Education- including primary and lower secondary levels.

Since 2012 under the new Education Sector Strategic Plan (RESSP 2013-2018), focus shifted from increasing nine year Basic Education access and enrolment to improving quality and relevance of schooling. Moreover, this strategic plan increased access to secondary level schooling with the introduction of the twelve year Basic Education policy, making schooling fee-free up to upper secondary. Free primary and secondary education in Rwanda as well resulted in increased enrolment. For example, primary enrolment rose from 62.5% in 2002 to 91.7% in 2012 while secondary enrolment rose from 23% to 41% (Rukabu, 2015). The strategic plan remarked that some work remains to be done for instance after expanding primary and secondary schools,

the challenge of quality education calls for action. High enrolments challenged schools in terms of overcrowded classrooms, high student-teacher ratio, inadequate number of teachers, lack of infrastructure and materials for teaching. The government of Rwanda and all educators involved are to embark upon quality education by ensuring infrastructure, teacher specialization and development as well as community involvement. According to the RESSP 2013-2018 progress has been made in the area of textbook provision, recruitment of more teachers and monitoring of education processes, but literature is lacking on the perceptions of local teachers and principals showing whether those efforts made satisfy quality requirement on the ground.

2.2 The Concept of Quality Education

The concept of educational quality can be linked to the world declaration on Education for All (EFA). While access has been the primary focus, quality is also recognized as a prime determinant in the attainment of education for all. The 2000 Dakar Framework for Action defined quality education as including desirable characteristics of learners (healthy, motivated), enabling inputs in the process (competent teachers using active pedagogies, physical, financial and human resources), content (relevant curricula), system (good governance and equitable resource allocation), as well as improving all dimensions of teaching and learning that contribute to literacy, numeracy, life skills and social benefits (Wanjiku, 2011).

Quality education process recognizes that expanding access would be insufficient for education to contribute fully to the development of individuals and society. Emphasis is to be put on assuring relevant improvement in education of children. Quality education hence is becoming a major concern for many developing countries. Nzabwirwa (2015) argues that quality education in Rwanda is seen to decline and this is manifested in low pass rates, dropout rates, and

underdeveloped skills where pupils leave schools still unable to read, write and unready for self-employment or being employed.

In Rwandan context, Tumwebaze (2017) says that quality education is a complex process embedded in political, cultural and economic context where these dimensions are interdependent. Education should ensure that educated citizens have critical thinking that can sustain itself, and out of the quantity can emerge the sustainable quality. Quality education is the one that provides all learners with capabilities required to become economically and socially productive, develop sustainable livelihoods, contribute to peaceful and democratic societies, and enhance individual well-being. Quality education also considers environment that is healthy, safe, protective and gender-sensitive, and provides adequate resources and facilities.

According to the Rwanda National EFA Review (2015), quality of education is indicated by quality infrastructure, quality teachers, teaching and learning materials, pedagogical support, school and family climate and quality of management that requires administrator's skills and training. Quality in education leads to better students' outcomes and contributes to students and parents' satisfaction, thus supportive attitude which enhances school sustainability. A continuous teacher training in pedagogy and English language was identified by the Ministry of Education (2012) as a strategy that would ensure improved lesson planning and delivery in classroom with competence. In the current study, therefore, the researcher sought to measure quality of education in Huye District, Rwanda by investigating the availability of quality teachers and resources, teaching methods used in learning process, supervisory practices, and the level of parents' involvement in education.

2.3 The Extent to Which Free Education Affects Quality Education in Secondary Schools

The introduction of free education has positively and negatively affected quality education in different countries. On the one hand it improved access to education; on the other hand it affected quality provision in many schools. In this section, the researcher explores the extent to which quality education was affected by free education policy.

Schwartzman (2014) conducted a qualitative study on the challenges of free education in Minas Gerais region, Brazil. The study used in-depth interview for data collection. The findings reveal that high student-teacher ratio and poor resources resulted in the distortions related to bad quality instruction that limits the students' ability to participate in classroom learning. The study recommended that the government should improve the quality of free education by adding new teachers in the schools so that class size may be manageable to teachers. Furthermore, the findings suggested that there is need to add more resources and to check whether they are put to the best possible use. The current study used a mixed method approach to examine the extent to which free education is affecting quality education in Huye district, Rwanda.

Mobela (2015) investigated the impact of free primary education on quality education in Kabwe district, Zambia. This was a mixed method research using interviews and questionnaires. The study found out that quality education was negatively affected because of limited funds, high enrolment coupled with classroom congestion and inadequate teaching staff. The number of students has increased while teachers' number remained constant hence students were not given attention they deserve. The study recommended the government of Zambia to encourage parents to support it by their financial contribution. Furthermore, there should be expansion of school infrastructure to match students' population and to decongest classrooms. The current study improved data collection instruments by adding document analysis and observation guide tools.

Ndege (2015) carried out a quantitative study on the effect of free schooling on quality education in primary schools in Gachoka division, Kenya. Data were collected by the use of a questionnaire. The findings showed that the availability of teaching and learning resources influenced the implementation of FPE in that lack of materials made it difficult for the teaching and learning process to continue smoothly. Quality of education declined in Gachoka schools due to shortage of teachers and funds. It was recommended that the government should post more teachers and increase the budget for free primary education.

Similar study was conducted by Mohamed (2013) in primary schools in Mombasa, Kenya. The findings showed that access to education had increased but it came along with limited infrastructure and teachers. This situation led to a significant decline in quality of education. The study suggested that the government should allocate additional funding in order to create conducive learning environment and avail more instructional materials. The present study focused on the effects of free education on quality education in secondary schools in Huye, Rwanda.

Mollel (2014) carried out a mixed method study on the effect of free education on quality education in community secondary schools in Arusha, Tanzania. It was found out that there was poor quality education in Arusha. The attainment of quality education was hindered by inadequate science laboratories and textbooks. The study recommended that the government of Tanzania should set aside emergence funds for buying science textbooks and equipping laboratories. This could be extended to improving parent school relationships. The current study was conducted in Rwanda to investigate the influence of free education policy on quality education in day secondary schools in Huye District.

2.4 Socio-Economic Factors Influencing Quality Education in Secondary Schools

Factors such as manpower, money, availability of resources and community and family backgrounds can have an impact on learning processes and learners' achievement. UNESCO (2011) delineates teaching conditions that have bearing on quality as learner background (language, gender, and age), home background (parents' education and assistance, meals, distance) teacher background (experience, pedagogy), teaching conditions (infrastructure, teaching material availability) and head teacher background and experience. These factors combined together are believed to contribute to quality of education. This section examines the socio-economic factors affecting quality learning in three major categories as family-related, community-related, and school-related factors.

2.4.1 Family-Related Factors Affecting Quality Education

Family structure, resources and practices are believed to have an impact on children's studies and performance. For instance in USA, Rumberger and Lim (2009) carried out a study on the causes of poor academic performance. The study found out that family structure coupled with events such as divorce, death, illness, and family migration increase the probability of poor performance and school dropout. Family income, parents' education and occupation affect quality of their children's education. Parents' interest in the education of their children manifested in terms of communicating with the school, monitoring child's performance and interest in their child's friends have been spelt out in the study to impact educational quality in United States of America. While the study was conducted in America, the Rwanda Education for All (2015) National Review agreed with the USA findings in that challenges affecting quality in Rwanda include household cost, parents' lack of interest in educating their children and domestic chores.

With regard to family size and quality education, a study was conducted in Pakistan by Dukmak and Ishtaiwa (2015) on the factors influencing academic achievement of students in secondary schools. Both questionnaires and interviews were used to collect data. The study showed that family size has influenced learners' achievement. Students from large size family showed poorer academic achievement than students from small size family; while in Iran family income was also found to influence children's education and performance. Students' learning motivation and attitude were found to be influenced by their mother's and father's education. When parents are not educated, students have low academic expectations for them and hence leading to poor academic performance. The study recommended that parental support for children's learning should be given attention so as to enhance quality education. In the current study, the researcher used the same instruments to identify the factors affecting quality education in Rwanda, and the findings were compared to Pakistan experience

Arong and Ogbadu (2010) carried out a survey study on the major causes of declining quality of education in Okura district, Nigeria. The study revealed that lack of parental education and responsibility contributes to declining quality. The first instruction a child receives is from home; parents are responsible to provide basic physical, emotional, biological and social interaction needs to their children. If the parents' education level is low children fail to get assisted by them which lead to poor performance in their studies. The study recommended parents' education and adult literacy programmes to improve parents' level and make them able to assist their children at home. Using mixed methods, the current study sought to find out the level of education of parents in Huye District and their ability to assist children in their education.

In Kenyan context similarly, Kamau (2013) investigated the family-related background affecting students' performance in Mbeere North District. The study used survey design with questionnaire to collect raw data. It was found that family finance, marital status of parents and parents' education were identified as family-related background that affect students' performance. The study revealed that single parenthood had a negative relationship with academic achievement in Mbeere north district. The current study investigated the causes of poor quality education in Huye District, Rwanda, as much as students' family background is concerned.

Safari (2016) investigated the causes of school dropout in Musanze, Gasabo and Ngororero districts, Rwanda. In this study interview guide was used to collect data from the parents in the districts concerned. Food scarcity, irresponsible parenting, family conflicts, separation and polygamy, being an orphan and head of the family, as well as parents' ignorance were found to affect students' learning processes. Some families in Musanze district are too poor to afford enough food so children go to school hungry and cannot participate adequately in the classroom. Such children are easily recruited in activities like farm labor and working as home maids because these provide hope for food; hence school becomes not interesting. It was found as well that children born without planning have little chance for schooling especially when their mothers (usually single mothers) have limited financial resources. Therefore, unstable family conditions like poverty, conflicts, separation and divorce often resulted in poor quality education and school dropout in Musanze, Gasabo and Ngororero districts. The study recommended that the government should initiate projects aimed at empowering family income and welfare so that children have better family environment that effectively support their education. The present study used mixed methods to collect data from the teachers and principals in Huye District,

Southern Province of Rwanda, to find out whether the perceived poor quality education in free day secondary schools might be related to students' family conditions.

2.4.2 Community-Related Factors Affecting Quality Education

Apart from socio-economic environment of the families, community- related factors also have an influence on education. These include the use of language of instruction in the community, employment opportunities and perceived unemployment, shortage of water supply, peer pressure and drug use, insecure neighborhoods, as well as the presence of entertainment places in the community.

2.4.2.1 The Use of the Language of Instruction in the Community

The language of instruction is an important factor in the education process. Quality teaching and learning can be facilitated by using a language that learners understand best as the medium of instruction. Language of instruction acts as vehicle through which education is delivered and is an indispensable medium for transmitting knowledge from teacher to learner and among learners themselves. Dominance of local language in the community outside school can lead to poor development of English among students and even teachers.

Studies have been conducted to measure students' academic achievement in relation to proficiency in the language of instruction. Most of these concluded that proficiency in instructional language has impact on learners' academic performance. For instance, Kong and Hoare (2010) studied the challenges and pedagogical implications of English as the language of instruction in Hong Kong. This was a qualitative study. It was found out that students do not fully capture the subject content because of poor understanding of English. The study recommended that teachers should use simplified English in the class in order to link both

content and language. Teachers should also be prepared to go beyond the subject content and integrate language challenges of the students.

Kinyaduka and Kawara (2013) studied the impact of the language of instruction on quality of education in Morogoro, Tanzania. Cross-sectional survey design was used to collect data from teachers, students and parents. It was found that learners' proficiency in English affects their academic performance, thus resulting in poor quality of education. The study revealed that students usually do not understand if teachers use English throughout classes. Teachers also perceived English as a setback in students' achievement. The study recommended that students should be allowed to write their exams in the language of their choice either Swahili or English.

A similar study was conducted by Banga (2016) on the influence of language proficiency on students' participation in learning process in Tanzania. The study results showed that lack of students' proficiency in English limit their participation in general learning process, especially learner-centered approach. The study recommended much improvement in language of instruction in classroom so as to achieve better results. The extent to which instructional language is used in the learners' community is also likely to affect the mastery and use of it in education. The current study explored the role of the learners' surrounding community in enhancing quality learning as much as language of instruction is concerned.

Prinsloo, Rogers and Harvey (2018) carried out a study on the impact of language factors on learner achievement in sciences in Durban, South Africa. The study used document analysis and interview guide for teachers. The results showed that learner achievement in Durban schools was associated with language proficiency. The study recommended practical implementation of language policy in classrooms; and greater attention to language resources availability in the

schools. In addition to teachers, the participants of the present research will as well include principals and district education officers.

There have been debates in Rwanda concerning the appropriate language of instruction in the country and recently in 2008; Rwanda opted to change the language of instruction from French to English because she wanted to join East Africa Community and Commonwealth. Kinyarwanda is the instructional language used at lower primary but English is used as medium of instruction from upper primary through university (Nzabalirwa, 2015). Students in secondary schools study and write exams in English while outside classroom, Kinyarwanda is the only language used across the country. The dominant use of the local language in Rwanda might not enhance proficiency in instructional language (English) and hence affects quality education as justified in the study by Prinsloo, Rogers and Harvey (2018) in Durban, South Africa.

Ndabaga and Tabaro (2015) argue that most Rwandans have little knowledge in English and French, languages in which children are forced to do formal learning despite that they all share one language, Kinyarwanda, the mother tongue. Curriculum rooted in the child's known language, culture and environment, with appropriate and locally-developed reading and curriculum materials would be crucial for education success. Since 2009, Rwandans are taught in English while they cannot express in it easily as oral fluency is concerned, and the government intends to implement a competence-based curriculum. One may wonder how education shall be successfully qualitative if learners cannot express themselves in English as language of instruction. This study assessed whether language difficulties might be among the factors affecting quality education in Huye District.

According to UNICEF (2016), the Ministry of Education in Rwanda and British Council implemented the Rwanda English in action program between 2009 and 2011 focusing on

improving the quality of English teaching in formal education system. Rwanda Education Board introduced a school-based mentor program in 2012 to support teachers with their use of English in the classroom and their teaching methods. These programs resulted in some improvements in teachers but their experience in using English language still is short for both teachers and students in Rwanda. Both students and teachers are using the new language of instruction probably without proficiency as they use Kinyarwanda for the rest of their life outside the classroom. The purpose of this study was to explore the influence of the language of instruction on learning process and achievement, as the reason for poor quality of education in Huye District, Rwanda.

2.4.2.2 Perceived Unemployment

There are other community-related factors that contribute to poor quality in education. For instance, the study conducted by Safari (2016) on institutional causes of dropout in Musanze district, Rwanda; found out that fake employment opportunities and perceived unemployment after graduation is a challenge which does not motivate students to do their best. Youth do not see the need of carrying on education if there are no employment opportunities. In Musanze district, Rwanda, pupils are more tempted by fishing industry in Ruhondo Lake than going to school. School seems not to be job promising but many attend because local authorities and parents force them to go, as basic education is free and compulsory. In such circumstances learners attend classes but do not struggle to achieve qualitative results. The study further found out that water shortage in the community environment has affected schooling. Day school's students are to go to fetch water in the morning before school. They find a long queue at the pump and come back late and are too tired to go to school; hence there is increased absenteeism and dropouts. Imitating peers who use drugs and the presence of entertainment places (films,

dances) were also found to attract youth's attention and cause lack of focus on assignments or course revisions.

2.4.2.3 Peer Pressure and Insecurity Neighborhood

Peer pressure was also found by scholars as a contributing factor to quality education. Students are greatly influenced by their age-mates at school and out of school. Dukmak and Ishtaiwa (2015) studied the factors affecting students' academic achievement in United Arab Emirates. Results indicated that positive or negative interactions with companions have affected academic accomplishment among learners. If peers are disruptive in school, students become disruptive too; and if peers have high grades students can also have high grades. Moreover, if the relationship between students and their peers is positive, then students have higher academic achievement. Peer counseling services were recommended by the study to help students selecting companions to relate with. The current study used questionnaire and interviews in order to examine the socio-economic factors contributing to poor quality achievements in Huye District, Rwanda.

Insecure neighborhoods or community violence was also found to affect the quality of education. Ojukwu (2017) conducted a study on the effect if insecurity of school environment on the academic performance of secondary school students in Imo State, Nigeria. Questionnaires were administered to a sample of one thousand students. The findings indicated that insecure school environment significantly affects students' academic performance. It was found that gangsterism, smoking and violence have led to increased school dropouts. The study recommended that the owners of schools should fence and protect school environment from intruders to ensure safety of the students. The current study employed concurrent mixed method

to investigate the community-related factors affecting the quality of education in Huye District, Rwanda.

Mudege, Zulu and Izugbara (2008) studied the impact of insecurity on school attendance and dropout among urban slum children in Nairobi, Kenya. The study relied on qualitative data collected in Korogocho and Viwandani slums. The study indicated that insecurity has affected school attendance among urban slum children. Students felt very insecure because they were targeted for harassment by fellow villagers. Social unrest among tribes in slum dwellers, street and matatu (public buses) robbers, fighting in the community have disturbed school attendance as low security forces them to stop going to school. It was recommended that community regeneration programs and poverty reduction strategies may reduce insecurity and improve school attendance and performance. The present study therefore, used both qualitative and quantitative methods to examine whether social community in Huye District might present some factors as reasons to why quality education is affected.

2.4.3 School-Related Factors Affecting Quality Education

School factors affecting quality education include teachers' inputs (qualification, motivation and methods); school facilities (sufficient finance, infrastructure and teaching materials) and manager's skills in supervising activities. Providing quality education in day free secondary schools may be negatively affected by unsupportive school environment and services as it is explored in this section.

2.4.3.1 Teachers' Inputs

Teachers' inputs in education are their qualification, their motivation and the methods that they employ in teaching. These inputs are the relevant predictors of the quality of services in schools. Hence qualified and motivated teachers enhance quality of education.

Teachers' Qualification

Teacher quality is an important factor in improving students' academic achievement. Chu and Loyalka (2015) carried out a quantitative study on the impact of teacher quality on student achievement in Henan, China. The sample included teachers from rural secondary schools. The study revealed that a student improve three times more in her or his achievement when taught by a high quality teacher. Teachers' educational background, qualification and experience raise students' achievement. It was recommended that administrators should make decisions on hiring, assignment and compensation based on the information that is available. The present study explored whether the quality of teachers in Huye District, Rwanda might affect the quality of education.

A study in Kenya by Ojera (2016) on the impact of teachers' qualification on students' academic performance in Migori County, indicated that students taught by teachers with higher qualification performed better than those taught by teachers with low qualification. It was suggested that students in the year of examinations should be taught by the most experienced teachers. Barrero and Zable (2012) indicate that teachers' qualification in secondary schools of Kenya appear to be strong as 90% of them had at least a teachers' college certificate, the minimum requirement in Kenya and this has improved performance in Kenya Certificate of Secondary Education (KCSE) exams. The current study sought to find out if teachers' input in terms of their qualification might be related to low quality education in Huye, Rwanda.

In Rwanda, diploma level teachers are qualified to teach at lower secondary level while the university degree (bachelor) holder teachers are qualified to teach at upper secondary level (Ministry of Education, 2013). However, in all secondary schools across the country there are a significant number of teachers with university degree but without background in education.

Those degree holders are considered as unqualified teachers although they may have degrees in the subjects they are teaching or long years of teaching experience. The present study examined if teachers in Huye District are qualified for the subjects they are teaching in secondary schools.

Teachers' Motivation

Teachers' motivation is also a factor that contributes to quality education. In the study by Huang and Cho (2010) on the impact of professional development on staff retention in California, the results indicated that teachers are motivated when they are given opportunities to share their work through meetings and when they have occasional excursions out of academic work. Meetings provide opportunity for staff members to share information about what is and is not working in their duties and to strategize future improvements. Staff meetings enhance a sense of belonging for the staff members and create an open and a trusting environment where members ask questions, seek support and advice and feel accepted. Regular meetings were recommended to school principals in order to maintain a positive working condition as a means to motivate and retain staff members at school. The current study investigated whether teachers are regularly involved in school meetings.

Iloabuchi, Nath and Sunday (2016) argue that for building up a productive and sustainable education schools should put in place mechanisms that support and encourage teachers' involvement. Such mechanisms are identified by Okorie (2016), when studying teachers' personnel management as determinant of productivity in Abakaliki State, Nigeria. These include for example fair salaries, motivational incentives in monetary or non-monetary (health insurance, travel allowance, leave), meetings and excursions, training and development programs like refresher courses, seminars and workshops. This study sought to find out whether teachers' motivation strategies in Huye, support their productivity at work.

Biernat and Roguski (2009) argue that recreational trips/ excursions improve quality of life, work production and motivation of workers as well. Excursions divert one's mind from stress and impact positively work-related achievement. Similarly, in a school set up occasional trips, at least once per year, enhance teachers' relaxation, motivation and productivity as it raises the staff members' morale. Therefore, recreational trips can be used as well as means to motivate effective workforce and improve quality in schools.

Bennell and Ntagarama (2008) analyzed the influence of teachers' motivation and incentives on academic performance in Kigali, Rwanda. Teachers at the surveyed schools believed that they were not motivated because they were poorly paid. Low pay was the main reason for the teachers who wanted to leave the teaching profession as two-third of them stated that their standard of living had declined. From these findings it is obvious that teachers' salaries and its proportion to the cost of living contribute to their motivation, retention and successful performance hence enhancing quality teaching and learning in the school. The study suggested that teachers' salaries should be increased for better productivity.

Nzabalirwa (2015) studied the factors for success and challenges of educational quality in the central province, Rwanda. Low teachers' motivation, inadequate teacher training in English as the medium of instruction and low students' retention rate were found to negatively affect provision of quality. The study recommended that quality should be improved further by supplying qualified, suitably skilled and motivated teachers in order to meet the demand of expanding education access. In the present study, the researcher investigated the extent to which teachers' motivation in Huye district affects their input in improving quality education.

Teaching Methods

Another factor that contributes to the quality is the methods teachers use in classroom as a means to present materials to students. According to Odama (2011), one of the ways to achieve quality education is through quality teaching. Teachers not only transfer knowledge but they also build the capacity to create knowledge. For these reasons they need to focus on students' active learning and development of problem solving skills. Educators have identified various methods or techniques that can be used in teaching depending on what to teach, who to teach and the expected competencies. These include lecture, discussion, demonstration, role-play and question-answers methods. However, the study recommended that learner-centered and teacher-student interactive methods should be the most appropriate methods to be employed in enhancing quality teaching. Teachers were advised to avoid excessive use of lecture method in primary and secondary education. The present study, by using mixed methods, explored the most used teaching methods and their influence to quality teaching and learning in Huye District, southern Rwanda.

Studies conducted have shown that methods used by teachers can have significant influence on quality education. For instance, Gupta (2017) studied the effect of teaching methods on academic achievement in India. The study confirmed that the use of lecture method in teaching secondary school students was less effective. Unfortunately, students said that lecture method was the most used by teachers in the classroom. Teachers prefer lecture method because it saves time and allows them to cover the content within the timeframe. Therefore, interactive methods which promote students' active participation were recommended in promoting quality education.

Efe (2016) studied the effects of learner-centered instructional methods on students' learning outcomes in Kaduna, Nigeria. The findings showed that learner-centered methods (demonstration, group discussion, and question-answer) have positive effect in enhancing learners' outcomes. Students' active participation, their interaction in groups and the teacher's role as facilitator provoking questions have enhanced learners' achievement in Kaduna, Nigeria. The study recommended that teachers should incorporate learner-centered methods in teaching and avoid excessive use of lecture method. The current study explored the teaching methods used by teachers and their impact on quality of education in Huye District, Rwanda.

2.4.3.2 Manager's Skills in and Practice of Supervision

Apart from teachers, managers' supervisory input can influence educational processes. Instructional supervision practices in schools can enhance quality education. An essential function to support a sustainable education is the establishment of quality assurance mechanism such as instructional supervision, teacher mentoring and appraisal practices which have positive influence on quality of education.

For instance in Mexico, Education For All (2015) made clear that regular supervision and ongoing training of teachers have greatly contributed to quality improvement. Teachers often entered teaching profession lacking core subject knowledge because their own education had been poor. In such circumstances Mexico saw the need to reinforce training and supervision programs, particularly monitoring new teachers who had limited practical experience. Since this introduction the report identified a significant improvement in students' performance and quality education in Mexico. It suggested that further managers' training and supervision could be strategies to promote quality education in Latin America.

In Nigeria, Okoye, Onyali and Ezeugbor (2016) carried out a study on supervision and quality control of secondary schools in Anambra. It was found that effective supervision and quality control of schools in terms of regular classroom visitation by the principal, supervisors' encouragement of the use of teaching aids and different methodologies and supervisor's written reports enable teachers to improve quality of teaching and to achieve better job performance. The study recommended more classroom supervision practice in secondary schools and provision of immediate feedback to teachers. The use of various teaching aids was recommended to teachers. In the present study supervision practice in Huye schools was explored as a school-related factor that may be affecting quality education in the district.

In Tanzania, Onguko (2009) carried out a study on influence of principals' management skills on secondary schools' performance in Dodoma. The study used qualitative methods to collect data from head teachers. It revealed that many school heads are promoted to headship positions without necessary skills. Principals in low performing schools reported lack of a comprehensive plan on how to run schools. Checking on management capacities was recommended as paramount to achieve goals of providing quality free education. Therefore, the researcher wanted to check the adequacy of Head Teachers' management skills in day secondary schools in Huye District, and to find out whether this would affect quality education.

In Rwanda, the Basic Education Analysis Report (2012) spelled out that basic education is facing a challenge of poor quality thus teachers' performance should be monitored. The report recommended that inspectors should visit schools nationwide to ensure that quality standards are complied with by all schools. They inspect teachers' performances and school management and provide support. Every school is supposed to be visited by managers at least once a year. The current research intended to investigate how often teachers are supervised and how this affects

quality education in their schools. It examined as well whether there is an established internal quality assurance system in secondary schools of Huye District, in order to ensure quality and sustainable services.

2.4.3.3. Discipline

Discipline is widely acknowledged to be essential for creating a positive school climate conducive to quality teaching and learning. In other words, lack of discipline is likely to affect the level to which educational goals are achieved. Simba, Agak and Kabuka (2016) revealed that indiscipline may be manifested in schools through disobedience, destruction of school property, poor attitude to learning, drug abuse, stealing, and use of abusive language or being quarrelsome.

A study in West Virginia in United States of America was carried out by Whisman and Hammer (2014), on the effect of school discipline on students' performance in mathematics. Through interview guide, it showed that about 29.6% of students had referrals for inappropriate behaviors; and 87% of those students have low level of literacy and numeracy and they performed poorly in the exams. The researchers recommended that, for better performance of students, there should be the establishment and enforcement of discipline measures in the Virginia schools. Looking at the school related factors affecting quality education in Huye, Rwanda; the present study used mixed method to investigate the state of students' discipline in order to establish whether discipline is among the factors contributing to low quality education.

In Ghana, Salifu (2012) studied the impact of discipline issues on school effectiveness in Accra city. The study found that indiscipline prevented schools from attracting the right teaching staff and brought about poor quality of teaching and learning. Indiscipline slowed down academic work and thus causing poor examination results. Classroom congestion was named as one of the causes of indiscipline. The study recommended that the government and communities

should assist in the construction of more classrooms. Furthermore, discipline measures and their execution by teachers in classroom would be effective in addressing discipline issues. It was examined in the current study whether classroom environment would have effect on discipline in day secondary schools of Huye District.

In Kenya, the Kenya National Examination Council (KNEC) revealed that between 90% and 100% of teachers in primary schools, encountered disciplinary problems among their pupils and this has negatively affected students' performance at national level (KNEC, 2010). Karanja (2012) conducted a study on students' indiscipline and academic performance schools in Nairobi, Kenya. This was a survey research employing both questionnaire and interviews. It was found that schools with higher indiscipline cases showed higher variation in mean grade. The data clearly showed that indiscipline leads to poor academic performance. The suggested solution to indiscipline was to strengthen counseling at schools. Literature on discipline and quality education in Rwanda being limited, the present study sought to find out whether high enrolment in free education has had influence on students' discipline and hence affected quality education.

2.4.3.4 Funds Availability

Availability of funds to schools is very important as they assist schools in implementing educational objectives and achieving a higher quality education through the provision of adequate infrastructure, teaching materials, salaries, wages and incentives. Funds available in schools can significantly determine the extent to which an educational institution is likely to deliver quality education.

The World Bank report (2011) as cited in Getange (2013), evaluated the characteristics of finance systems, policies and programs across the education system. The report identifies five

key areas related to education finance: firstly schools conditions and resources, whereby schools should meet minimum quality standards that include teaching inputs, instructional conditions and other resources to provide adequate environment for learning. Secondly education spending whereby the amount invested in education provides the basis for achieving learning goals. Thirdly revenue sources because the sources of funding and the mechanisms of using revenue have implications on adequacy, quality and equity in education. Fourthly the rules that govern resource flow and amount allocated, affect the level of performance. Lastly control and monitoring the use of budgeted resources for education. These characteristics show that education finance should ensure adequacy, promote equity and meet quality standards in education system of any country. Where education is free, the government should ensure adequate provision of financial resources for meeting the goals of education.

Abu-Ghaida (2010) argues that the amount of resources available for non-teacher salary items have an important effect on education quality. In most cases pressure on teachers' salaries squeezes out other inputs of a potential role in education, such as physical infrastructure, maintenance of buildings, Information Communication and Technology (ICT) provision among others. Managers therefore should ensure that other expenses than teachers' salaries are adequately covered in order to ensure quality teaching.

In developed countries the major sources of financing public schools is through income from the government taxes, for example in Britain, central government provides grants to local authorities for financing schools. Organization for Economic Co-operation and Development (OECD), (2012) revealed that in countries like Sweden, Finland, Netherlands, Slovak Republic, Belgium, Germany, Ireland and Hong Kong school principals said that over 80% of school funding comes from the State and parents are required to pay less.

The World Bank (2011) established that in Malaysia, China, Indonesia and India community financing arose from the demand for alternative forms of education. In South East Asia parents are willing to pay for schooling, especially where governments do not make satisfactory quantitative provision of funds. In Latin America the Peruvian experience also shows that parents, whose children have to travel long kilometers every day, are willing to pay extra fees to cover the cost of opening new schools in their village. The purpose of the present study was to find out if parents are willing to contribute financially to supplement government funds.

In Africa public schools as well are still funded through partnership between government and the beneficiaries even in this era of free education, because the governments alone are unable to cover all the costs in education (UNESCO, 2014). Governments' inputs in financing education are not adequate because of their low economy level. Therefore, pushed by strong demand for schooling, parents and communities are involved in financing education. For instance, Uganda provision of free education remains deficient and parents and broader communities are to bridge funds gap. Togo experiences crisis in governmental funding hence parents and communities provide one-third of resources needed to operate public schools; while in Malawi communities ran schools unassisted by the government up to 20.5% of all primary schools (Getange, 2013).

In Kenya, Ogeta (2004) carried out a study on the contributions of parents to the cost of upper primary and its implication on free primary education in Nyanza region. The study showed that the parents had low financial abilities to meet the cost of primary education. However, despite low income and inability to meet the cost, their contribution was necessary due to inability of the government to cover all the cost. The study recommended soliciting funds from community members, foundation bodies and through cost sharing activities. The present study

sought to compare the findings from Ogeta (2004) in primary schools of Kenya with the parents' ability to meet the cost of secondary education in Huye District, Rwanda. The researcher explored whether there are differences or similarities among parents' ability to contribute to the cost of education.

School funds, as provided by the governments, are not sufficient to provide quality education in secondary schools. For instance in Kenya, Malawi, Uganda and Ethiopia school funds were found to be inadequate and delayed (Njihia and Nderitu, 2014). Government grants have been progressively diminishing. Schools had attained textbooks at the initial stage of free education. However, many of books bought in 2003 are no longer in use either because of changes in the syllabus or because they were worn out. The study also pointed out that the life span for books is between three and four years. The Ministry of education seems to ignore this when allocating funds. Quality is being compromised by lacking funds for textbooks. The study recommended that since the government priorities at the top management are not the priorities on the ground, school should be empowered to identify its needs first before the government allocates money to be given.

In Rwanda, Barrero and Zable (2012) argue that capitation grants are distributed to public and government-subsidized schools providing primary and secondary education. For public schools in Rwanda, households tend to contribute to PTAs, school insurance, school uniforms and transportation. According to the Institute of Policy Analysis and Research (2012), capitation grants cover a large percentage of 92% of school expenses. However, despite high public funds rate quality still is compromised. The present study therefore investigated whether funds provided for free day schools are sufficient to achieve quality education.

2.4.3.5 Other School facilities

School infrastructure and materials are key for learning. Quality and availability of school facilities such as classrooms, laboratories for science practical, the halls and open fields for games, dormitories, sanitation facilities, textbooks and teacher reference books and guides depend on financial resources available at each institution (Adede, 2016). Formal teaching takes place in classrooms. Libraries offer students' opportunity to conduct their personal studies or research. Extra-curricular activities take place in halls and fields. Teachers and students are housed in school and they need sanitation facilities like toilets, waste disposal services, clean water and electricity. For this reason, school infrastructure and materials are very important components in ensuring successful and sustainable education.

School Infrastructure

Fisher (2000) carried out a study on the impact of school infrastructure on student outcomes and behavior in Canberra, Australia. Results revealed that classroom design affects attitudes and behaviors such as attendance, classroom participation and aggression levels. For example in an overcrowded classroom, students become aggressive as they do not feel comfortable. Uncomfortable and unsuitable furniture causes problems including backache, poor concentration span and writing difficulties, thus reducing learning opportunities. The study recommended that classrooms should be equipped with comfortable furniture for improving students' concentration on learning.

In USA, Simon, Evans and Maxwell (2007) surveyed students' perceptions and reactions to the quality of school infrastructure and its impact on learning. The study indicated that the most favorite space in the school infrastructure was gymnasium/playground, followed by classroom, while cafeteria and bathroom were their least favorite spaces. This may suggest that

the availability of playgrounds and classrooms enhances students' motivation in learning. In the current study, it was examined whether playgrounds and classroom facilities are adequate in day secondary schools of Huye District, so as to enhance quality learning.

In South Africa, Amsterdam (2013) studied how school infrastructure level and quality promote learning, teaching and leadership. The study found that the sanitation facilities were not clean. There were maintenance-related issues like missing doors or doors that cannot be properly closed. Educators share sanitation facilities with students and opt not to use them while they are at school. Hence, inadequacy and lack of maintenance of toilets in the school environment can put stress on students and teachers and hinder quality teaching and learning. The study further showed that there was lack of computer labs in some secondary schools while educators want their students to have access to computers in order to have some level of exposure to modern day technology. In the present study, availability and quality of infrastructure in day secondary schools of Huye were assessed in order to find out whether they can affect quality education.

In Kenya Ndemba (2014) studied the influence of school infrastructure on students performance in public secondary schools in Kajiado County. The findings showed that students' academic achievement were associated with adequate classrooms, proper libraries and laboratories, adequacy of sanitation facilities, water supply and co-curricular facilities. School infrastructure increases attendance of students, enhances staff motivation and academic achievement. Furthermore, Barrero and Zable (2012) found out that most private schools in Kenya have a library (though containing limited resources), some access to computers, and a number of desks and classrooms proportional to enrolment; while in public secondary schools these facilities are scarce. The current study was conducted in public secondary schools in Huye, Southern Rwanda, investigating school facilities available to support quality education.

In Rwanda, Hirano, Kayumba, Annika and Kelman (2011) argue that there are four main national standards for quality school infrastructure. These are described as follows; a school must have appropriate, sufficient and secure buildings with accommodation, enough space and safe buildings; A school must be a healthy, clean and learner protecting environment with fence, water, sanitation facilities and waste management services; A school must be a child-friendly, barrier-free environment which promotes inclusive access and equal rights; lastly, a school must have appropriate and adequate equipment. However, the studies find these standards not adequately met on the ground. For instance, Namara (2012) examines the factors affecting the provision of quality basic education in Nyagatare district. Lack of libraries, poor equipment of the laboratories, lack of teachers' accommodation near the schools, rare supervision by principals and syllabus coverage were identified as the hinderers of quality education in Nyagatare district, Western Province. For more improvement in quality, the study recommended that school managers should equip laboratories and provide housing to teachers. The study further recommended that similar studies in other districts would be useful for comparative purposes. So far studies conducted in Huye District still are insufficient and this research intended to provide additional data on education quality improvement.

Teaching and Learning Materials

Teaching and learning materials available in schools such as textbooks, teacher guides, reference books, maps, charts, computers, internet access also enhances quality of teaching and learning. Research in Philippine was conducted by Bonimar (2018), on the effectiveness of using instructional materials and academic performance in Nueva Vizcaya State. Descriptive survey and questionnaire were used in the study. The findings showed that students perform better when they were taught using instructional materials. Teachers were recommended to use instructional

materials in all the lessons. The present study was carried out in Rwanda to find out whether poor quality in Huye District might be related to the usage of instructional materials in classroom.

In Nigeria, Krukru (2015) investigated the effect of instructional materials on students' academic performance in social studies in Etung Local Government. The study adopted descriptive survey design and the sample was selected using simple random technique. The results affirmed that instructional materials have a significant effect on academic performance in social studies, as they facilitate and enhance effective teaching and learning. It was recommended to increase teachers' awareness of the use of instructional materials. Government should assist in providing instructional materials for quality teaching and learning. This study used purposive sampling of teachers and head teachers to assess the availability and use of instructional materials in teaching in Huye District.

A study by Kimeu (2015) found out that students' academic achievement in Makueni, Kenya, was negatively influenced by inadequate instructional resources like textbooks, teachers' reference books and guides, as well as laboratory chemicals. The study showed that inadequacy of teaching materials leads to poor teaching and poor student performance. It was suggested that managers and teachers should not ignore the impact of providing and using instructional materials in each lesson. The researcher intended to assess the availability and adequacy of infrastructure and material facilities in free secondary schools and their influence on quality provision in Huye District.

In Tanzania, Tety (2016) studied the role of instructional materials in academic performance in community secondary schools in Rombo district. Cross-sectional survey design was used. The study revealed that most community secondary schools in Rombo suffer shortage

of essential teaching and learning materials. The study recommended the government to budget sufficient funds for improving the availability of instructional materials in all secondary schools. Similarly, Safari (2016) indicated that poor teaching aids in schools of Ngororero district, Rwanda, has contribute to poor quality of education. The current study sought to find out the causes of low quality education in Huye District as far as instructional materials are concerned.

2.5 Existing Government Mechanisms for Quality Improvement in Secondary Schools

Although poor quality education seems to be a persistent phenomenon, this issue is not without government awareness and efforts. Governments have responded by taking strategic mechanisms for enhancing quality education.

In Iraq, Nabeel (2009) conducted a case study on the quality assurance strategies of higher education in Baghdad and Kurdistan. It was found that the Ministry of Education had developed a strategic mechanism which involved conducting pilot studies to enhance quality development process in education. Findings revealed that teachers and principals needed more training in their respective responsibilities. As recommended by the study, academic staff and quality reviewers were sent to United Kingdom to be trained. The present study seeks to explore the government measures already put in place to improve quality in secondary schools of Rwanda.

In Tanzania, Jadamva (2012) explored secondary school teachers' conceptions on improving quality of secondary schools in Morogoro. This was a qualitative study and it employed semi-structured interviews. The study revealed that the government of Tanzania launched short training courses for secondary school leavers who aspire to be teachers so that they could supply competent teachers in schools. The Ministry of Education put much effort into the provision of teaching materials and inspection of school performance. In addition, Tanzania

adopted education for self-reliance aimed at integrating theory and practice in classroom experiences. The study recommended that the actual teachers should also be given the same training courses. In the current study both qualitative and quantitative approach were used to find out the existing quality improvement measures in Rwanda.

In Kenya, Itegi (2016) conducted an exploration of strategic management approach for improving quality education in Nairobi. The study argues that the government of Kenya, through the Ministry of Education, introduced school strategic plans in order to create more relevant structures that improve resource allocation and better performance in secondary schools. If the plan is created and well-handled, it gives the school management opportunity to allocate resources equitably with clear responsibilities and therefore enhance better achievement of educational objectives. In the present study government measures to improve secondary school education were explored from teachers and principals' views.

Kamel (2013) assessed the strategies for improving quality and efficiency of basic education in Djibouti. The study employed interview guide and the target population included school directors and education officers. It was shown that the government of Djibouti has invested in production of quality textbooks adapted to local context; provision of vehicles for inspectorates enabling them to increase the frequency of school visits. The government further trained twenty qualified trainers and pedagogical advisors in charge of training teachers in the country. The study suggested greater focus on management as well as sustainability of education system. The current study found out the reasons as to why quality improvement strategies in Rwanda seem not be effective while Djibouti strategies were found effective in enhancing quality and efficiency.

In Rwanda, the Ministry of Education (2013) has put in place mechanisms for educational improvement, notably: rapid infrastructure programs involving the communities in construction of new classrooms to suit the rising number of enrolments; greater focus on teacher qualification and procurement of learning materials like textbooks in English, the new instructional language; teacher training workshops, particularly in English; training of administrators in order to raise individual capacities to mount reforms; establishing Parent Teacher Associations (PTAs) in all the schools to increase collaboration and parental responsibility. Furthermore, decentralization of education administration at the district level, particularly in relation to assessing local schools' needs and funding systems; and establishment of Rwanda Education Board (REB) in 2011 for monitoring and evaluation by setting quality standards, visits to schools, training seminars in order to ensure that curriculum and material distributed are effectively used by teachers. Beside these measures, poor quality seems to persist in Rwanda. The current study sought to explore the causes of persisting poor quality and possible strategies for improvement.

Nzabairwa (2015) argues that the government of Rwanda has improved salaries and incentives to teachers and encouraged local communities to operate school feeding programs with local resources to provide a healthy meal during school day. Training sessions were organized in the country to support teachers in the use of learner centered interactive approaches and public funding to education was increased. In order to address poor salary issues, the Ministry of Education in Rwanda introduced in public schools teacher motivation bonus, which range from 15,000 to 30,000 Rwf per month (approximately 30 to 60 US dollars). In addition, Mwalimu's Saving and Credit Cooperative Organization (MSCCO) was established as a mean to support and motivate teachers enabling them to initiate extra income generating activities.

The researcher estimated these government measures as quite relevant to make a change in educational quality improvement. If there is a persistent decline in quality education, either the top management measures are not sufficiently applied on the ground or there is need for new mechanisms. The current study explored the extent to which government strategies are working and suggested practical strategies that can improve quality education in day public secondary schools in Huye District.

2.6 Challenges of Quality Provision in Secondary Schools

High enrolment after fee abolition is only sustainable if there is a careful planning of appropriate accompanying measures. However, countries encountered challenges while implementing free education policy. In India delivery of school grants has been inadequate. Funds to implement free education were not timely allocated and did not always reach schools. For instance, in 2011-2012, 75% of all schools received grants but 25% of schools did not (Accountability Initiatives, 2013). A study done by Singh (2015) in India, on the challenges facing education sector in Kanpur, found out that quality teachers, relevant curriculum, financial aid for students and adequate facilities were the challenges that Indian education faces. An additional challenge was the inability to meet the diverse linguistic, cultural and economic needs of such a large country. It was recommended that both donors and government should consider the growing opportunities as they make their investment decisions. While India is a big country with high population, Rwanda, a small country, is probably facing the same socio-economic challenges in education. The current study examined the challenges faced by the government in providing quality education in Rwanda, in particular Huye District.

Ontario (2018) carried out a study on the major challenges facing public schools in Columbia. Survey design was used in the study and the sample included teachers and

administrators. The study revealed that funding, parents' involvement, students' attitudes and behaviors, family problems and school facilities were the factors that hindered quality education in Columbia public schools. The study recommended more involvement of students, parents, educators and policy makers in improving quality education. The current study in Rwanda included district education officers in the sample to investigate the challenges of quality education in Huye District as much as stakeholders' involvement is concerned.

In Kenya, Malawi and Cameroon, enrolment rates fell after the initial increase because of the perceived decline in educational quality (Bentaouet, 2006). This was a combination of increased enrolment, insufficient public funding and overall lack of preparation. High student to teacher ratios, insufficient number of classrooms, unqualified teachers, lack of supplies and textbooks, decline in teacher-student contact hours were signs of low quality of education. Other challenges include informal collection of fees and corruption in capitation grants as experiences in Kenya and Uganda (Bold, Kimenyi, Mwabu & Sandefur, 2010).

Adan and Orodho (2015) looked at the constraints of implementing free secondary education in Mandera County, Kenya. They found that despite free education, there were still many school dropouts. Another challenge of free education in the county was found to be poor infrastructure. Non-payment of levies by most of the parents limits the putting up of infrastructure such as libraries, laboratories and classrooms. Inadequate infrastructure has led to damage and loss of materials like textbooks. In addition, financial constraints were spelt out as challenge to public secondary schools because of the very long delays in giving schools money for the term. It was also found that because of delays in releasing funds, students in Mandera County have been sent home more regularly for the school levies. As a result many learners miss lessons while others drop out of schools.

The EFA report (2015) shows that by 2015 Dakar experienced significant increases in the number of children who entered primary schools, accompanied by reduction in the percentage of children who have never been to school. However, while school entry and enrolment are continued priority of free and compulsory education, issues of quality, age-appropriate entry and schooling costs have not matched the need. As a result, problems of dropout, progression and completion level persist. Since free and compulsory education allowed everyone to attend primary school regardless of age-limit, over-age students face pressure to begin working and generating income, which leads to dropouts. They also create difficult multi-age learning situations for teachers and other students (Lloyd, 2011). Although these challenges were in free primary schools, this can be applied to free secondary schools as well. Since the introduction of free education program in Uganda and Tanzania, schools and classrooms construction has become priority because of higher growth in enrolments. Significant investment in school infrastructure was found to be an important step to ensure children are able to attend school. However, the insufficiency of school facilities still is a challenge to the implementation of compulsory education (EFA Report, 2015).

In Lesotho, capitation grants provided through fee abolition were insufficient, poorly delivered and inadequately targeted. The amount of capitation is lower than what schools in sub-Saharan African countries need in order to cover regular operating costs (Lefoka et al., 2014). In addition, head teachers require strong professional financial knowledge. Nevertheless lack of preparation and training in financial management (budgeting, journal entries and accounting) was found to be another challenge to the implementation of free education. It was recommended that head teachers should be trained in financial management. The present study included head

teachers in examining the challenges faced by the government in enhancing quality education in Huye District, Rwanda.

In Uganda, Muwagga (2013) studied the challenges facing quality education in secondary schools in Kampala. This was a mixed method study that collected data from district officers, inspectors and parents. The study identified challenges such as increase of students' number, poor funds, inadequate facilities, irrelevant curriculum and poor performance. It was therefore recommended that there is need to revise the entire education system in terms of pedagogical and non-pedagogical over-heads in schools. The present study used questionnaires, interviews and document analysis; and it included teachers, principals and district education officers to identify the challenges faced by the government in providing free secondary education in Rwanda, Huye District.

In Tanzania, Ghati (2013) investigated the challenges of primary education level in Tarime District. A qualitative study was done and target population included teachers and parents. The results indicated teaching and learning materials, parents' education and income, and environment conditions as the major challenges affecting quality education. The study recommended psychological support for parents and provision of teaching materials to teachers. The current study was a mixed method research; employing questionnaires, interviews, document analysis and observation to collect views from teachers, administrators and District Education Officers in Huye District, southern Rwanda.

2.7 Alternative Strategies to Improve Quality Education in Secondary Schools

Different studies have looked at what can be done to improve quality of education. For instance, in India, Basavraj (2015) carried out a study on the role of teachers in enhancing quality education in Maharashtra. Dedication and commitment of teachers were suggested as the

ultimate means to improve quality. Other possible strategies were the efficient use of the available resources and regular self-evaluation at the school level. The study recommended that the curriculum should be reviewed by including new subjects such as life skills in order to impart value-based education.

In America, Cooper (2012) investigated the strategies to improve the quality of education in United States. The study employed questionnaire. The study further found out that quality education can be improved by ensuring equitable funding of schools. Teachers were not well-prepared for their subjects. It was recommended that the government should increase school funds and to strengthen teacher preparation programs; improve recruitment and retention strategies. Monitoring and evaluation of curriculum implementation with a focus on joint problem solving were proposed by teachers. In the present study, both interviews and questionnaire were used to identify possible measures that can be employed to address poor quality education in Huye District, Rwanda.

In Nigeria, Efe (2016) studied the effects of learner-centered instructional methods on students learning outcomes. It was found that learner-centered methods promote students' active participation and hence result in better outcomes. However, the study revealed that most teachers were using lecture method. The study recommended that teachers should incorporate learner-centered methods in teaching and avoid excessive use of lecture method. The researcher considers this strategy as essential for making classroom experience interesting and participative to learners. The current study therefore investigated whether there was need to improve teaching methods used in Huye District, as a mean to address quality education issues.

In addition, a case study conducted in African countries (Kenya, Malawi, Lesotho and Uganda) by the World Bank (2007), looked at the possible measures that can improve education

in Africa. The findings show that adequate funds, teachers and community participation are crucial for improving quality education. The study suggested mobilizing budget support programs such as bursaries to meet the need for additional classrooms. Community involvement was also highlighted for construction and encouraging parents to contribute funds that complement the government. Furthermore, it was clear that increasing the number of teachers and textbooks are the possible strategies to enhance quality teaching and learning while providing free education in the countries concerned by the study. The current study examined the degree to which these strategies can work in Rwandan context for promoting quality secondary education.

International Department for Education (2018) suggests that teacher induction, feedback, recognition, responsibility and advanced resources are the recommended to increase their motivation. There is need to provide teachers with regular and positive feedback to help them identify areas of development and to give them responsibility. The present study investigated whether schools in Huye District consider teachers' motivation as a possible strategy to be adopted in enhancing quality education.

In Kenya public schools, performance contracts were thought to be a strategy that positively impact quality (Teacher Service Commission, 2018). Principals are required to submit trimester and annual performance reports for the purpose of monitoring progress and quality improvement in public primary and secondary schools. The current study examined whether performance contracts are effectively used in Rwandan schools and what can be done to improve quality teaching and learning in the area concerned.

Ng'ang'a (2012) investigated the strategies for improving quality education in primary schools in Gatundu North District, Kenya. The study noted that quality improvement in Kenyan

schools can be done through guidance and counseling. Strengthening guidance and counseling will help to cope with discipline issues in the schools and assist students with learning difficulties. Other strategies are strengthening parents' involvement, employing more teachers and inviting volunteer teachers and encouraging peer teaching among pupils. The present study sought teachers', principals' and district officers' suggestions on the possible strategies needed to be put in place to improve quality education in Huye District, Rwanda.

In Tanzania, Kinyaduka and Kawara (2013) carried out a study on language of instruction and its impact on quality of education in secondary schools in Morogoro. The study found out that students' lack of proficiency in English has negatively affected quality of education in Tanzania. Firstly, the study recommended that allowing students to write examination in the language of their choice either English or common local language, can be used to improve learners understanding and appropriation of the content. Secondly, it was recommended that there is the need to improve the use of official instructional language in classroom so as to achieve better results. The present study examined whether language factor affects quality education in Huye, Rwanda. It further suggested the possible solution to improve language barriers to quality education in the District.

In Rwanda, William (2016) studied the impact of performance contracts on pupil's achievement in primary education. Interviews and field observation were used. The study found out that schools performance contracts in Rwanda focus mostly on the construction of classrooms, building of latrines and performance in national examinations; but they overlook teachers' professional development in teaching methods and the practice of supervision and appraisal of teaching process. However, this can also play a significant role in improving quality teaching and learning. Therefore, teachers and head teachers' professional training can be used

as possible solution for improving quality in education in Rwanda. The current study was conducted in secondary schools of Huye District, Southern Rwanda. The study included the influence of teaching methods, teaching materials, parents' participation and supervision on quality education in the District.

Similarly, Nzabalirwa (2015) studied the challenges of quality education in Rwanda and future prospects. The study found out the government improved teacher motivation and working conditions, performance contracts, housing and loans for teachers. It was recommended that in order to improve quality in education, there is need to increase teachers' competence in English language and parents' awareness of their responsibility in education. The study also suggested that the government should increase actual budget allocated to education sector. However, some of these recommended strategies are also among the mechanisms already adopted by the government; but still low quality education is an appealing issue in the country. The present study sought to find out the reasons as to why the existing mechanisms seem not to be working in Huye District, Southern Rwanda.

2.8 Critique of Related Literature and Identification of the Gap

The literature reviewed reveal that poor quality in education is a global concern. Research studies in Rwanda cover a number of issues concerning quality education in the process of providing free and compulsory basic education. Namara (2012), Nzabalirwa (2015), Safari (2016) and William (2016) dealt with the factors affecting quality education in districts of the Western and Central Provinces. In all these studies, the influence of free education policy on the quality of education in secondary schools has not been adequately addressed. Moreover, reasons why poor quality persists while the government has tried to establish measures for improvement have not been assessed. This study therefore looked at the influence of free

education on quality as well as the reasons why the government measures have not been effective in improving educational quality. Studies were as well carried out in other provinces and not in the Southern Province, specifically Huye District.

Other studies from outside Rwanda were carried out in different context. They include Tooley, Dixon and Stanfield (2008) and Mutisya (2011) studied the impact of free primary education on quality of education in Kenya; Arong and Ogbadu (2010) conducted a study on the major causes of declining quality education in Nigeria; Rumberger and Lim (2009) looked at socio-economic factors affecting quality education in USA; Wanjiku (2011) assessed the effects of free primary education on the quality of education in Kenya, and Odama (2011) studied the aspects of quality teaching for quality free education in Uganda. As much as these studies addressed the issue of poor quality education, the influence of free education policy on quality education in day public secondary schools was not adequately addressed. It is against this background that the present study sought to explore the influence of free education policy on quality of secondary education in Huye District. In addition, reasons behind low quality while the government has put in place measures for improvements were explored.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter describes the research design and methodology that will be used in the study. It comprises the following segments: the area of study, the research design, target population of the study, sample and sampling techniques and research instruments. The chapter further describes the validity, pilot testing and reliability, description of data collection procedures, description of data analysis procedures and ethical considerations.

3.2 Locale of the Study

The study was conducted in Huye District of southern province in Rwanda. The district had 51 secondary schools among them 6 private and 45 public. However, 31 out of 45 public schools are day secondary schools offering free tuition education (District Education Office, 2018). According to the Republic of Rwanda (2013), Huye District has a privilege of holding the foundation of education in Rwanda because the very first educational centres were established there by the missionaries. Later on, the first primary and secondary schools, as well as the first university in the country are located there. Since then, there has been a high concentration of schools in their different types. However, in the recent years, the level of quality basic education in Huye, the former backbone of education, seems to be poor and to be left behind.

The population in Huye District is mainly in rural areas, hosting families with low income. This means that, for a large number of the population, children's access to education especially in boarding schools, either private or public, is limited because of high cost. Day public secondary schools seem to be the only option for the majority of parents in Huye District. This site was selected for the research because of the felt need for improving and strengthening

the education sector in this historical district in Rwandan education, so that it may contribute to national productivity and socio-economic growth of the district. Consequently, Huye District offered a better ground for examining socio-economic factors affecting quality education and proposing possible ways for quality education improvement.

3.3 Research Design

This study adopted a mixed method paradigm approach with specifically concurrent parallel mixed method design. Concurrent parallel mixed method design is selected when the researcher, simultaneously and with equal weight, uses quantitative and qualitative methods in an attempt to confirm, cross-validate or corroborate findings within a single study (Tashakkori & Teddlie, 2006). It is used as means to offset the weaknesses inherent within one method with the strengths of the other method. In this design collection and analysis of quantitative and qualitative data were undertaken during one phase of the study but separately. Concurrent parallel mixed method design was favoured by the researcher because it allows quantitative data collection and in depth qualitative data collection about the influence of free education policy on quality education in day public secondary schools. Furthermore, this design helped the researcher to integrate the results of the two methods during the interpretation phase.

Driscoll (2007) argues that concurrent parallel mixed method design has some advantages and disadvantages. The design is fairly intuitive for participants. It is familiar to most researchers and can result in well-validated findings since both types of data are collected and analyzed separately. It can further enable the researcher to ask confirmatory and explanatory questions, and therefore verify the facts in the same study so that the researcher may best understand the problem under study. However, concurrent parallel mixed method design requires much effort and expertise to ensure collection of each data set is given equal weight and follow

up on interesting or confusing responses. The researcher avoided this weakness by balancing both qualitative and quantitative data; as well as checking and addressing any confusion among the two types of responses.

3.4. Target Population of the Study

The target population of this study included all the 470 teachers (346 males and 124 females), 31 head teachers and 2 district education officers in day public secondary schools in Huye District. District education officers and head teachers were considered having the common information and experience on the situation of quality education in day secondary schools in Huye District. They were considered informed enough to answer the research questions. Teachers were included as the direct implementers of school curriculum and thus, agents of promoting quality education. Their views on socio-economic factors affecting quality education were of great contribution to the study outcomes.

3.5 Description of Sample and Sampling Procedures

In this study, both probability and non-probability sampling techniques were adopted because of the selected research design. Singh and Nath (2007) indicate that the combination of these sampling techniques yields consistent information as the results from one method can be used to illustrate results from the other.

3.5.1 Selection of Schools

Eight (8) schools were selected from the 31 day secondary schools in Huye District. This number is supported by Kenya Literature Bureau (2011), arguing that a good sample should be at least 10% of the entire population. As such, eight schools represent more than ten per cent and they were estimated to be enough to represent all day public secondary schools in Huye District. Simple random sampling technique was used in selecting eight (8) schools. The researcher wrote

on small papers the names of all day public secondary schools in Huye District. The papers were folded, put into a container and shaken. After shaking, the researcher picked randomly eight pieces of paper. The names of the picked schools were used for the study.

3.5.2 Selection of Head Teachers

All the head teachers, whose schools are sampled, were automatically included in the study. Therefore, 8 principals in total were purposively selected. The researcher assumed that principals have an administrative role of ensuring that quality education is promoted in their schools, hence they are informed enough to give adequate information on the socio-economic factors affecting quality education and to suggest possible strategies for improving quality of education in Huye District.

3.5.3 Selection of Teachers

Teachers were selected using proportionate random sampling technique in order to ensure that gender representatives are proportional to their respective numbers in the population. According to Alvi (2016), proportionate random sampling is used when the population is heterogeneous. So, the subgroups or strata are formed that are homogeneous, based on the characteristics preferred by the researcher. Sample is therefore selected from each stratum randomly. Hence, the researcher used a sampling fraction in each of the strata (male and female) that was proportional to that of the total population. The strata sample was obtained using the following equation:

$$n_x = (N_x/N) * n$$

Where; n_x = the sample size for stratum x

N_x = the population size for stratum x

N = the total population size

n = the total sample size

Therefore, the sample of male teachers was calculated as $(346/470) \times 100 = 73$ while the sample of female teachers was calculated as $(124/470) \times 100 = 27$. As a result, the sample size of teachers in eight day public secondary schools was 73 males and 27 females giving a total sample size of 100 teachers from a total population of 470 teachers.

3.5.4 Selection of District Education Officers

There were two education officers in Huye District and they were purposively selected to participate in the study. MacMillan and Schumacher (2010) argue that purposeful samples may range from 1 to 40 because qualitative samples are small as compared with quantitative ones. Information given by District Education Officers was very important to the study as they are the top managers of education at the district level. They have a role and responsibility in ensuring that quality education is promoted in all their schools. The researcher considered them as the right people having in-depth understanding of the factors affecting and challenges facing quality education in the district schools they were managing. The summary of sample and sampling techniques is presented in Table 3.

Table 3
Summary of Sample Size and Techniques

Participants	Sampling Techniques	Total Population	Actual Sample	Percentage (%)
Schools	Simple random sampling	31	8	25%
Head Teachers	Purposive sampling	31	8	25%
Teachers	Proportionate random sampling	470	100	27%
District E. Officers	Purposive sampling	2	2	100%
Total (Schools Excluded)		503	110	27%

3.6 Description of Data Collection Instruments

Four research instruments were used in this study. These are questionnaire for teachers, interview guide for head teachers and District Education Officers, document analysis guide and observation guide to get information on school facilities.

3.6.1 Questionnaire for Teachers

The questionnaire for the teachers had an introduction explaining the purpose of the research. The questionnaire had six sections. Section A sought information on demographic characteristics of teachers. It entailed gender, age, educational level, and teaching experience. Section B sought information on the extent to which free education policy affects quality education. Section C consisted of items seeking information about the socio-economic factors affecting quality of education in day secondary schools. The aim of this section was to find out the possible causes of the perceived poor quality education in public secondary schools. This was important because it indicated the factors influencing quality education in the Huye District. Questions sought to find out whether there are family-related, community-related or school-related factors that influence quality of education. This helped the study because if low quality is to be addressed, each of these specific factors is to be considered.

Section D looked at the existing government mechanisms in day secondary schools which promote quality education. The purpose of this section was to find out the extent to which these mechanisms are working and supporting quality education in schools. Section E explored the challenges facing the government in providing free education in the Huye District. Finally Section F sought information on the alternative strategies that can be employed to effectively improve quality education in day secondary schools.

3.6.2 Interview Guide for Head Teachers

Interview guide was used to gather qualitative data from the head teachers. Head teachers were interviewed by the researcher. It facilitated the discussion and collection of in-depth information that could not be gathered through the questionnaire. It was helpful in providing flexibility to probe and clarify responses, as well as noticing verbal and non-verbal information. As for the questionnaire, interview guide had six sections. Section A had information on demographic data of the head teachers. They provided information on their gender, age, education level and qualification, and working experience. Section B sought information on the extent to which free education policy affects quality education. Section C sought information on the socio-economic factors affecting quality education while Section D explored the government mechanisms that already exist to promote quality education. Section E, contained information on the challenges faced by the government while providing free education; and finally Section F had information on the alternative strategies which need to be employed to effectively improve quality education in day secondary schools.

3.6.3 Interview Guide for District Education Officers

The interview guide for District Education Officers had five sections. Section A had demographic information of the education officers. It included age category, education level and qualification, and length of the service in the district education office. Section B sought information on the extent to which free education policy affects quality education. Section C had items containing information on the socio-economic factors affecting quality education while Section D explored the government mechanisms that already exist to promote quality education. Section E contained information on the challenges faced by the government while providing free

education, and finally Section F sought information on the alternative strategies which need to be employed to effectively improve quality education in day secondary schools.

3.6.4 Document Analysis Guide

The researcher used document analysis guide in order to analyze documents on school facilities and resources. The aim of the document analysis was to provide this study with reliable evidences on quality teaching and learning in day public secondary schools. The documents that were analyzed were school's income and expenditure records, performance registers, and school's statistical yearbooks. Information from income and expenditure was helpful in providing statistics on the adequacy of school's funds. Performance registers and statistical yearbooks provided information about students' academic performance and the adequacy of textbooks in proportion to the number of students in day secondary schools.

3.6.5 Observation Guide

This instrument was used to determine the availability, quantity, quality, condition and maintenance of physical facilities in day secondary schools being studied. The researcher observed the school's facilities like classrooms, libraries, laboratories, playgrounds, textbooks, learning resource centres, water and sanitation facilities. Based on the observation comments on their state were made in relation to the provision of quality education.

3.7 Validity of Data Collection Instruments

Mugenda and Mugenda (2003) define validity of a research instrument as the degree to which accuracy of the data obtained in the study yields true results representing the variables of the study. In this study, content validity was used. According to Taherdoost (2016), content validity is the degree to which items in an instrument clearly reflect the content universe of the topic to which the instrument will be generalized. The author suggests that professional experts

are usually consulted to establish content validity. In order to ensure that the research tools were to collect relevant information, the questionnaire, interview guide, document analysis guide and observation guide were presented to peers and research experts in the Catholic University of Eastern Africa (CUEA). Again, two independent educational experts in the faculty of education were contacted to validate the content of the instruments. The aim was to review and check whether the items are valid before administering them to the sample. Suggestions from both supervisors and research experts helped in checking the coverage and clarity of the question statements.

3.8 Pilot Testing of Research Instruments

The questionnaire instrument was tested in one day secondary school which will not participate in the final study. Ten (10) teachers were given questionnaires to answer in a pre-test. This is justified by MacMillan and Schumacher (2010), who argue that a small number as 10 participants for pilot testing is adequate. The authors recommend a pilot study prior to the actual research to ensure that the research instruments are correct and would generate desired data. The researcher administered and analyzed results from the pilot test. The pilot study helped in determining the clarity of questions and comprehension to all the participants, as well as checking the relevance of the answers to the study. After the pilot test the researcher made corrections where terms seemed to be ambiguous in order to make the instrument more accurate and meaningful.

3.9 Reliability of Research Instruments

Nzeyimana (2012) noted that reliability of research instrument refers to the measure of the degree to which it yields consistent results after repeated trials. This means that if the study yields similar results, the instruments are reliable; but if the results are contradictory, the

reliability is questionable. According to Gall, Gall and Borg (2010), four different ways can be used to estimate the reliability of a research instrument. These are test-retest technique, equivalent form technique, split-half technique, and internal consistency technique. In this study, the researcher used test-retest technique. Test-retest reliability refers to the test's consistency among different administrations (Wambiya, 2014). After one week from the first administration of the test, the researcher re-administered questionnaires to the same teachers in the school used during pilot test and correlate the scores obtained by the same teachers on the two administrations. This is supported by Heffner (2014) who argues that, in order to avoid memory effect, it is worth to observe a length of time, at least one week, between the two administrations of the test. The researcher conducted Spearman's correlation to determine the reliability coefficient because it is mostly designed for ranked rather than continuous data. According to Nitko and Brookhart (2011), reliability coefficients have a range of 0 to 1. A reliability index of 0 represents no relationship between two sets of scores, and a reliability index of 1 is a perfect positive relationship. However, a value of 0.7 to 0.9 is an acceptable value for test-retest reliability. The reliability coefficient obtained was 0.83 which enabled the researcher to conclude that questionnaires were reliable.

3.10 Reliability of Qualitative Instrument

The reliability of qualitative data was observed by ensuring credibility and dependability of interview guides for head teachers and District Education Officers. According to MacMillan and Schumacher (2010), credibility ensures that the study reflects the experiences of those being studied and the results can be trusted. For this reasons, time was taken during interviews to ensure that participants have enough time to explain what they want to say. The researcher sought confirmation from the interviewees. This helped to verify whether the researcher captured

correctly what they said. In respect to consistency, the researcher reviewed the raw data, the summary and the findings. This helped to check if there is any inconsistency among them and to address those inconsistencies.

3.11 Description of Data Collection Procedures

Prior to data collection, the researcher obtained a letter from the Department of Educational Administration and Planning in the Catholic University of Eastern Africa, allowing to carry out the study. The researcher then visited the District Headquarter where permission to conduct research was sought from the District Education Officer in Huye District, Rwanda. After getting the research permit, the researcher booked for appointments with the head teachers through phone calls. After a self introduction to the head teacher and asking permission to conduct research in the school, the researcher found out the appropriate time to administer the questionnaires to teachers and conduct face to face interviews. Thereafter, the researcher met the sampled teachers and explained to them the purpose of the study. Quantitative data were collected in the first phase by administering questionnaires to teachers; while qualitative data were collected in the second phase by interviewing principals and district education officers. While interviewing, the researcher took notes on the responses from the head teachers and district education officers.

3.12 Description of Data Analysis Procedures

The researcher adopted both qualitative and quantitative approaches to analyze data. Quantitative data were organised and coded for analysis using Statistical Package for Social Sciences (SPSS) program, version 20. Data were entered into the SPSS program under specific category and were reported using descriptive statistics to yield frequencies and percentages. The findings were presented in tables, bar graphs and pie charts, accompanied by explanations.

Descriptive statistics helped in summarizing and describing the characteristics of the respondents and their views on the different aspects of the study.

Qualitative data from interviews and open-ended questions were analysed by use of content analysis technique. The raw data were first organized during which it was edited in order to derive meaning from it. The organized data were then coded and put into categories from which themes were generated. The analyzed data were presented in form of narratives where verbatim reports of respondents were quoted.

3.13 Ethical Considerations

As part of adherence to research ethics, the researcher obtained permission from the relevant authorities and from the participants involved in the study. A research permit was obtained from the CUEA and from the District Education Office. In respect to informed consent, the researcher made known the purpose of the study to the participants so that they may choose to participate or not. The participants' anonymity and confidentiality were also guaranteed by instructing them not to indicate any of their identity in the research instruments. For instance, they were not required to indicate their names on the questionnaires.

While reporting findings from interviews, numbers were assigned to participants' responses instead of names. This ensured clear separation of individuals and the information given. Throughout the study, the researcher also ensured total acknowledgement over the use of other people's works; and consequently, a list of references showing the author (s) and the source of every cited work will be included at the end of the study.

CHAPTER FOUR

PRESENTATION, INTERPRETATION AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter presents the findings of the study on the influence of free education policy on quality education in day public secondary schools in Huye District, Rwanda. The study collected information from teachers, head teachers and District Education Officers, by the use of questionnaires, interviews, document analysis guide and observation guide. Data analysis process was guided by the research questions and the answers from the respondents. Finally, findings were discussed in the light of the reviewed literature related to the influence of free education policy on quality education.

4.2 Return Rate of Research Instruments

The questionnaires were distributed to 100 teachers from 8 schools while 8 head teachers and 2 DEOs were interviewed as described in chapter three. The response return rate was 96.3% as presented in Table 4.

Table 4

Return Rate of Research Instruments

Respondents	issued	Responded to	percentage
Teachers	100	96	96%
Head teachers	8	8	100%
DEOs	2	2	100%
Total	110	106	96.3%

Table 4 shows that, out of 100 teachers only 96 (96%) teacher respondents returned their responses. With regard to interviews 8 (100%) head teachers and 2 (100%) DEOs responded to the research questions as it was planned by the researcher. This gave a total number of 106 (96.3%) research participants. According to Babbie (2002) any research instruments' return of

50% and above is adequate for analysis. Therefore, the return rate of 96.3% was considered reasonable.

4.3 Demographic Information of the Respondents

This section describes the biographic characteristics of the respondents in the study area. Such a description was important in providing a clear understanding of the respondents which may have an influence on the results. The section covers gender composition, age, academic qualification, teaching experience, length of stay in the current station and other teachers' responsibilities in the schools.

4.3.1 Gender of the Respondents

The study sought to identify the gender of respondents in order to establish the percentages of teachers, head teachers and DEOs, based on their gender composition. The findings are illustrated in Table 5.

Table 5
Gender of Research Participants

Gender	Teachers		Head teachers		District Ed. Officers	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Female	27	28.1	3	37.5	1	50
Male	69	71.9	5	62.5	1	50
Total	96	100	8	100	2	

Based on the information in Table 5 the respondents representing 27 (28.1%) of teachers were female and 69 (71.9%) were male. Findings also show that 3(37.5%) of head teachers were female and 5 (62.5%) were male. Furthermore 1 (50%) DEO was female and another 1 (50%) was male. The data revealed a gender disparity in both teachers and head teachers in secondary schools in the District. Reasons attributed to this are that fewer girls in the district obtain higher education due to family roles while the boys easily have access to higher education. Majority of

females prefer getting married before going for further studies. Probably, most female teachers are found in primary schools where lower level of qualification is required.

Findings contradict Kibera and Kimokoti’s (2007) findings that, in Kajiado County (Kenya) teaching profession is dominated by female teachers. From the findings male teachers dominate female teachers in secondary schools in the study area. However, gender disparity may not have an influence on quality education attainment.

4.3.2 Age of the Respondents

Data on the age of the participants were sought to determine whether this might have an influence on quality education in day secondary schools. Responses are as per Table 6.

Table 6

Ages of the Respondents

Age Category	Teachers		Head teachers		DEOs	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
21-30 years	17	17.7	-	-	-	-
31-40 years	59	61.5	2	25	-	-
41-50 years	16	16.7	4	50	2	100
51-60 years	4	4.1	1	12.5	-	-
Above 60years	0		1	12.5	-	-
Total	96	100	8	100	2	100

From Table 6 most of teacher participants 92 (95.9%) were 50 years old and below. This included teachers between 21-30 years (17.7%), teachers between 31-40 years (61.5%) and teachers between 41-50 years (16.7%). Similarly Table 6 shows that 6 (75%) head teachers were 50 years and below including head teachers between 31-40 years (25%) and those between 41-50 years (50%), while 2 (100%) of the DEOs were between 40-50 years. Findings also reveal that only 6 participants were above 50 years old. This included 4 teachers between 51-60 years (4.1%), 1 head teacher between 51-60 years (12.5%) and 1 head teacher above 60 years (12.5%).

Data indicate that teaching profession in Huye District is dominated by young and energetic workforce that can have a positive impact on quality teaching and learning.

4.3.3 Level of Professional Qualification

Professional and academic qualification determines the effectiveness of teachers. Therefore, academic qualification was sought to establish whether teachers were adequately qualified in order to effectively carry out their teaching responsibilities. Data regarding participants' academic qualification is presented in Figure 2.

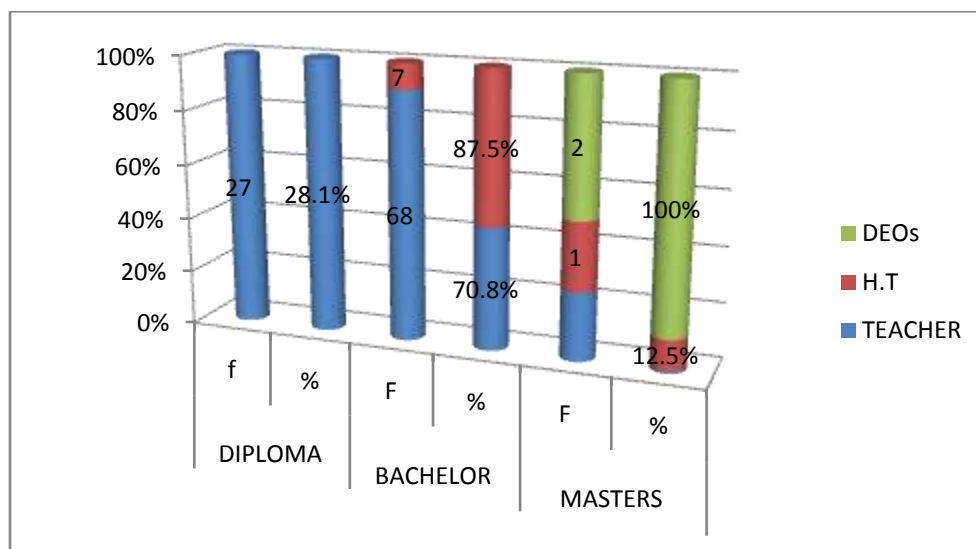


Figure 2: Respondents' Level of Qualification

Figure 2 shows that 27 (28.1%) of the teachers respondents held diploma degree in education, 68 (70.8%) held bachelors while 1 (1.1%) teacher is a masters' holder. Hence, the findings reveal that majority of the teachers in sampled schools were bachelor's holders. This shows that, teachers were qualified and had competences necessary for qualitative teaching in day secondary schools. Therefore students in Huye District have qualified teachers and they are taught appropriately.

In regard to head teachers, the same Figure 2 shows that 7(87.5%) were bachelor holders and 1(12.5%) was masters' holder. The same figure shows that all the DEOs 2 (100%) were

masters' holders. Therefore, all the teachers, head teachers and education officers were qualified to be in their respective services. Other factors held constant, their qualifications would help in enhancing quality education.

4.3.4 Teaching and Leadership Experience

The study investigated teaching and leadership experience of teachers, head teachers and DEOs in their respective positions. Table 7 presents teachers' experience in the teaching profession.

Table 7
Teachers' Teaching Experience

Years	Frequency	percentage
1year and below	6	6.3%
2-5 years	21	21.8%
6-9 years	40	41.6%
10-13 years	17	17.7%
14-17years	6	6.3%
18 years and Above	6	6.3%
Total	96	100%

Table 7 shows that 6 (6.3%) of the teachers have been teaching for about 1 year and below. 21 (21.8%) of them have been teaching for a period between 2-5years. Teachers with teaching experience of 6-9 years were 40 (41.6%) and 17 (17.7%) teachers have been teaching for a period between 10-13 years. Furthermore, 6 (6.3%) teachers have been in teaching profession for a period between 14-17years while other 6 (6.3%) teachers had a teaching experience of 18 years and above. This indicates that, majority of teachers 69 (71.9%) had more than 5 years of teaching experience which is good enough to exert a positive influence on quality teaching and learning as well as raising learners' interest in education. This eventually contributes to better performance among the learners as Otieno (2010) observes. In addition, a

good number of teachers were in service when free secondary education started thus they may be able to evaluate the influence of free education on quality education.

4.3.5 Head Teachers' Years of Serving in the Current Station

Head teachers were also asked to indicate their leadership experience in term of the number of years they had served in the current station. Their responses are as per Figure 3.

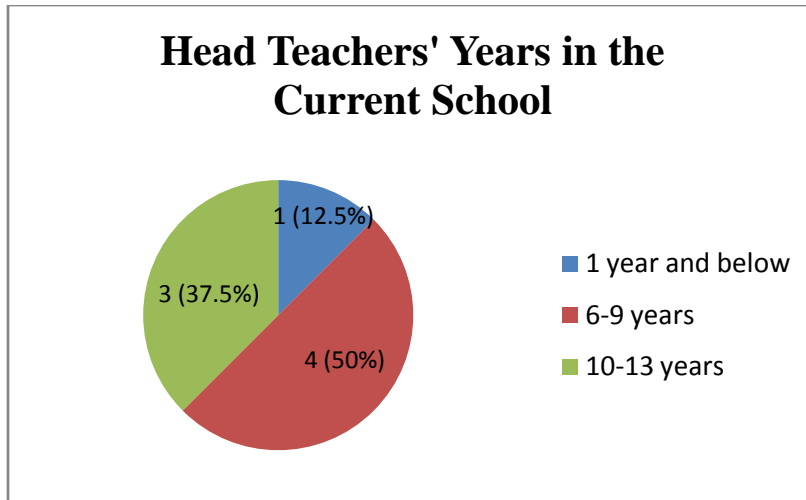


Figure 3: Head Teachers' Years of Serving in the Current Station

Based on the information in Figure 3, 4 (50%) head teachers had been serving as principal in the school for a period between 6-9 years, 3 (37.5%) head teachers spent 10-13 years while 1 (12.5%) head teachers spent one year in the school. However, the one who stayed for 1 year had 11 years of leadership experience in a different day school within the same District. Therefore, the findings show that all the head teachers in the sampled schools had sufficient experience in managing secondary schools. This can increase their competence for better job performance in schools. Other factors remaining constant, head teachers' experience would not pull down the quality of education in Huye as stressed by Onguko (2009) that principal's experience in leadership plays an important role in achieving quality education.

4.4 Extent to Which Free Education Policy Affects Quality Education

Research question one was to find out the extent to which free education policy affected quality education in Huye District. Responses are as per Table 8.

Table 8

Extent to Which Free Education Policy Affects Quality Education

Statements	SA		A		U		D		SD	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
FEP increased the number of students to teachers	75	78.1	14	14.7	3	3.1	3	3.1	1	1
FEP lowered students' performance	21	21.9	47	48.9	10	10.5	7	7.3	11	11.5
Students are many and teachers cannot give them enough attention	43	44.7	33	34.4	6	6.3	7	7.3	7	7.3
FEP caused inadequate number of teachers	13	13.5	22	22.9	16	16.7	26	27.1	19	19.8
FEP reduced teachers' motivation	24	25	28	29.3	8	8.3	21	21.9	15	15.6
There is inadequate teaching materials	26		36	37.5	10	10.4	17	17.7	7	7.3
FEP affected teaching methods	13	13.5	37	38.5	8	8.3	25	26.2	13	13.5
FEP led to classrooms' congestion	39	40.6	38	39.6	6	6.3	9	9.4	4	4.2
FEP caused inadequate number of classrooms	34	35.4	38	39.6	7	7.3	10	10.4	7	7.3
FEP resulted in lacking laboratories	44	45.8	31	32.3	7	7.3	8	8.3	6	6.3
FEP caused inadequacy of playgrounds	19	19.2	33	34.4	12	12.5	24	25	8	8.3
FEP caused insufficient funds from government	28	29.2	36	37.5	21	21.9	5	5.2	6	6.3
Head teachers cannot supervise all classes	12	12.5	27	28.1	20	20.8	20	20.8	17	17.7
FEP reduced parents' participation	53	55.2	33	34.4	-	-	3	3.1	7	7.3

Concerning the effect of free education policy on students' numbers, data presented in Table 8 show that 81 (92.8%) teachers agreed that there is an increased enrolment since the introduction of free secondary education policy. This is clearly confirmed by the 3rd, 8th and 9th statements of the same table where 76 (79.1%) respondents also agreed that students are very many, 77 (80.2%) reported classroom congestion and 72 (75%) reported inadequate number of classrooms. Head teachers and DEOs also said that the students' enrolment is very high especially in lower classes while school facilities remain the same. One DEO pointed out this:

High enrolment is the main challenge we are facing. In free education programs education is cheap and children are increasing day after day. However, the ability to expand school facilities still is limited. When we get additional classroom we lack equipment mostly desks (May, 2019).

Therefore, this makes it clear that imbalance between students' numbers and facilities may affect quality provision in day secondary schools in Huye District. The findings are in line with Mobela (2015) who found out that FEP resulted in high students' enrolment and inadequate facilities.

Regarding the influence of FEP on students' performance, 21 (21.9%) teachers strongly agreed and 47 (48.9%) agreed; accumulating 68 (70.8%) teachers who responded that FEP had lowered students' performance in day secondary schools. On the one hand, DEOs did not agree with this because almost all students who sit for national examination get their secondary certificates. The document analysis reviewed indicated that the percentage of schools' performance in national examinations was between 81% and 99%. This apparently shows that students' performance was not affected. On the other hand however, head teachers argued that certificates are not enough for success. The comments from one of the head teachers interviewed included the following:

Quality performance is not measured by the number of certificates delivered but more significantly on the quality of these certificates. If out of certificates delivered only very few students are qualified for further studies, performance is not good at all (April, 2019).

Data depicts that almost all the students in free day secondary schools get certificates of secondary level completion but their grades cannot take them far in terms of further studies.

Therefore quality performance was compromised. Findings reveal that students' performance in

day secondary schools should go beyond just a completion certificates but improve on their future educational opportunities.

The majority of respondents 45 (46.9%) indicated that FEP did not affect teachers' number as they are appointed on the basis of students' number in each school. However teacher's motivation was affected as indicated by 52 (54.3%) teacher respondents. The findings also revealed that teaching materials and methods were affected. This was indicated by 62 (64.6%) and 50 (52%) respondents who generally agreed that FEP affected teaching materials and teaching methods respectively. A head teacher added that production of teaching aids for all subjects and in all day schools is very expensive. This goes beyond the government abilities. Teachers are to explore their creativity talents to produce more materials but time is also limited.

Table 8 depicts that the accumulative number of 72 (74%) teachers affirmed that FEP caused inadequate number of classrooms. This included 34 (35.4%) teachers who strongly agreed and 38 (39.6%) teachers who simply agreed. The observation guide revealed that, classrooms were well-maintained in good conditions in terms of aeration, protection from outside distractions and they were clean. Nonetheless, their quantity was inadequate because classrooms congestions were observed in all the school visited. One DEO explained that:

Any addition of a single classroom in the school requires planning. This is because additional classroom implies funds for basic equipment, recruitment of a new teacher and provision of the salary. All these cannot be thought of in one day (May, 2019).

Findings suggested that schools in Huye District needed more classrooms for students' comfort and attention. This would enhance quality learning as supported by Adede (2016) who said that adequate classrooms are very important components in ensuring successful and sustainable quality education.

Again Table 8 depicts that 75 (78.1%) respondents agreed that there is lack of laboratories in day secondary schools. This included 45.8% who strongly agreed and 32.3% who only agreed. Similarly, the observation guide indicated that there were no laboratories in day secondary schools. This indicates that lack of these teaching and learning facilities could lead to poor quality education.

Concerning playgrounds, 19 (19.8%) teachers strongly agreed and 33 (34.4%) agreed that FEP caused inadequacy of playgrounds in day secondary schools. Thus the accumulative results of 52 (54.2%) teachers showed lack of playgrounds. Head teachers said that more playgrounds are in the year plans but their realization depends on the funds available and the other urgent school needs. Similarly, DEOs revealed to the researcher that school needs are many including playgrounds but they respond to them step by step.

Observation guide on the availability of physical facilities showed that playgrounds were lacking in day schools. Students had no much space for games. Only two schools had basketball and volleyball fields even if they were poorly maintained. This would hinder the attainment of quality education as supported by Ndemba (2014) who argued that lack of co-curricular facilities affects students' quality learning.

The researcher also sought to assess whether FEP affects school funds. Findings indicated that 28 (29.2%) teachers strongly agreed and 36 (37.5%) agreed that school funds as provided by the government are not sufficient. This shows that the majority of teacher respondents (66.7%) reported insufficient funds. Head teachers said that, apart from insufficient funding there is also delay in releasing those funds. One head teacher affirmed funds delay in this way:

School funds are released towards the end of the semester while schools need them from the opening. For example, we are currently ending classes at 2pm instead of 5pm because of feeding funds delays. Students go home early as the school cannot provide their lunch. This situation disturbs school activities a lot (April, 2019).

Another head teacher added this:

School funding is insufficient especially funds for feeding program. Every student gets 56frw per day for feeding program, parents are supposed to complete the rest but they do not do it. The government's order is that all students should eat and no one to be left out whether the parents have paid or not. In order to survive schools borrow food from the suppliers who accept to wait till the funds are released. But most of the time funds do not cover the loan (May, 2019).

Respondents said that school funds are used for many things (materials, infrastructure, repair and maintenance, cooks, cleaners, security guards, feeding, teachers' motivation). Parents are supposed to pay 3000frw (approximately 6 US Dollars) per term to complete feeding funds but very few do it. One DEO said "government funds for free education cannot be sufficient without parents' help. Unfortunately, parents do not understand why we ask them to contribute if education is free. I think we need to sensitize them on the sense of their participation".

Other reasons for insufficient funds were that price of goods had increased on the market but government funds did not change since the introduction of free education. In addition schools cannot buy from cheaper suppliers because of the policy of market competition. Schools announce market competition through social media (mostly radio), and business people who win competition supply goods. All this process consumes much money and competitors always charge higher price because they have to pay taxes. The document analysis guide clearly indicated that total school expenditures exceeded total income in most of the schools. Head

teachers said that in such cases, part of the funds for the current semester is used to pay some expenditures of the previous one.

These assertions by the participants showed that there are financial issues in most of the day schools established under free education policy. The finding is consistent with Njihia and Nderitu (2014) who found out that school funds as provided by the government under FEP are not enough to provide quality education in secondary schools.

4.5 Social Economic Factors Affecting Quality Education in Day Schools

The purpose of research question two was to investigate different factors that would have influenced quality education in free day secondary schools. The following section presents the findings on those factors.

4.5.1 Other Teachers' Responsibilities in the School

Teachers were asked to indicate whether they had other responsibilities in the school apart from teaching. It was found out that they are involved in different tasks such as discipline committee, IT management, students' guidance services, school marketing and gender education. The study also found that co-curricular activities were delegated to the teachers. This was the case of teachers, who reported to be clubs', sports', hygiene and environmental protection coordinators. Findings revealed that both formal and non-formal curricula are taught in day secondary schools. This would promote learners' quality and holistic education in the area.

4.5.2 Number of Teachers in Schools Visited

The researcher sought to know the distribution of teachers in schools in order to establish whether they are staffed enough for quality teaching in day secondary schools. This is presented below:

Table 9***Teachers' Numbers***

Teachers' number	Frequency	Percentage
1-10 teachers	2	25%
11-20 teachers	1	12.5%
Above 20 teachers	5	62.5%
Total	8	100%

Data in Table 9 indicate that 2 (25%) schools had between 1 and 10 teachers while 1(12.5%) school had 11-20 teachers. In addition, 5 (62.5%) schools had above 20 teachers. It was clear that the majority of schools are staffed with more than 20 teachers. This was estimated by head teachers to be enough in relation to students' numbers. However, even in the schools with fewer teachers, head teachers and DEOs said that their number is adequate since every school was staffed on the basis of students' number and the standards of teachers' working hours per week (37-40hours). One head teacher said:

According to the staffing policy teachers' numbers are adequate because those we ask depend on the number of students in the school and working hours. However, I would admit that my teachers are overloaded. I would need at least 3 more additional teachers (May, 2019).

Therefore, the researcher found that all the schools in general were adequately staffed according to the staffing policy. However, teachers' working hours seemed to be too many. They did not have neither time to prepare nor time to put in order the required teachers' documents such as lesson plans and schemes of work.

Basing the study on the findings, it can be said that the adequacy of teachers' number under FEP program in Huye District was not satisfactory for the maintenance and improvement of quality basic education. Teachers suggested weekly teaching hours to be reduced to 30 hours. This would give them time to prepare lessons and fulfill other non- teaching tasks in the school.

4.5.3 The Average Number of Students per Class

The study investigated the average number of students per class in the study area. The findings are shown in Table 10.

Table 10

The Average Number of Students per Class

Students' Number	Frequency	Percentage
21-30	8	8.3%
31-40	19	19.8%
41-50	23	24%
51-60	46	47.9%
Total	96	100%

From the data in Table 10 the majority of respondents 46 (47.9%) indicated the average number between 51-60 students per class. Furthermore, a good number of teachers 23 (24%) also indicated the average between 41-50 students per class which is also high. One head teacher revealed to the researcher that:

There is a high teacher-student ratio in day secondary schools. For example in this school the average is 58 students per teacher at lower secondary level while upper secondary level has the average of 52 students. However, some classes have even more students than the average (May, 2019).

According to Konstantopoulos and Chung (2009), quality teaching requires the average number of 40 students per class in secondary schools. Classes with too many students are often disruptive to education while smaller classes reduce the student achievement gap. Therefore, findings show that the average number of students per class was high in the study area. This may have an influence on quality education in Huye District.

4.5.4 Quality Education in Schools Under FEP

Respondents were asked to rate the quality of education in schools under free education programs. Their responses are presented in Figure 4.

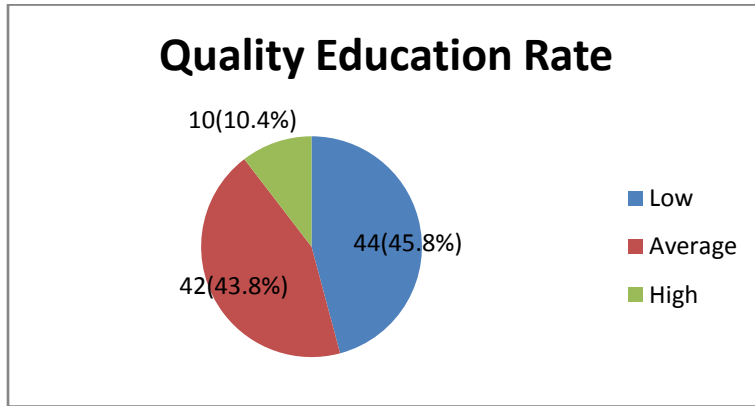


Figure 4: Quality Education in Schools Under FEP

Figure 4 spells out that 44 (45.8%) teachers rated quality education as low, 42 (43.8%) teachers rated quality education as average and 10 (10.4%) teachers rated quality education as high. Data show that majority of teachers rated quality education as low in Huye district. The reasons given to low quality education are as follows;

Some teachers said that teacher-student ratio is high. They cannot reach and assist all learners, especially those with learning difficulties. Thus they work with those who are fast learners in order to finish the program. The policy of automatic promotion reduced students' and teachers' efforts since all know that automatically students will pass to the next level. Other respondents indicated that learners enter secondary schools with poor background from primary school level. Since education is compulsory, those who are not academically able are forced to attend without personal interest.

In addition, teachers added that students in day secondary schools are oriented in subjects which do not match with their interests. Perhaps some students would be good in arts, music,

games but schools do not have such fields. Other reasons for low quality were given as lack of parents' collaboration, poor English skills among students and some teachers, limited resources and lack of teachers' commitment. However, the respondents said that day secondary schools receive students with lower grade because the best students are posted in boarding schools. This also affected the quality of their education. Findings were in line with Kong (2010) and Kinyaduka (2013) who argued that high number of students, lack of resources and poor proficiency in English has led to poor quality education in secondary schools.

The number of teachers who indicated that quality education is average (43.8%) was also significant. These explained that contrary to the initial stage, students now understand a bit the importance of day secondary schools. Also, the government has tried its best to improve infrastructure and provide some materials. However, they say that free education still needs many steps to achieve its goals. Students' willingness, parents' participation and schools infrastructure were not appreciated. For those who rated quality education high, they looked at quality education in terms of access. Free education increased access to education and brought response to poor parents who could not be able to meet the cost of boarding schools.

The majority of head teachers said that quality education is low even if all students have equal access to education. For them there was a difference between passing through school with completion certificate and quality education. DEOs confirmed that equal access to education has been achieved in Huye District but there is much to be done for achieving qualitative education, especially teachers' commitment. One of them said:

Quality education is not much about facilities even if I do not ignore their great contribution. Quality education is more about commitment and methodology. In former times we used to be very many in classes

with fewer resources and materials than today. But teachers did not fail to impart knowledge and competences because of commitment and passion to their profession (May, 2019).

Teachers' commitment and methodology therefore were also indicated as one of the causes of poor quality in education. This finding is consistent with Gupta (2017) who said that teachers' methodology and passion to teach have a significant influence on quality learning among students. Generally, findings on quality education rate reveal that quality is low in day secondary schools. There were many steps to be made from the government's, teachers', students' and parents' sides.

4.5.5 Adequacy of Teaching and Learning Materials

The participants were asked to give their opinions on the availability of teaching and learning materials in day secondary schools under free education program. Results showed that textbooks, teachers' guides and maps/ charts were insufficient while laboratories were lacking in many schools.

Table 11

Adequacy of Teaching and Learning Materials

Statements	SA		A		U		D		SD	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
There is sufficient number of students' textbooks	4	4.2	8	8.3	6	6.3	37	38.5	41	42.7
Teachers' guides are available in adequate number	20	20.8	28	29.2	4	4.2	34	35.4	10	10.4
School laboratory is well-equipped	1	1	1	1	13	13.5	22	22.9	59	61.5
Maps and charts are available in good number	2	2.1	7	7.3	13	13.5	51	53.1	23	24

The researcher sought to know if there is sufficient number of students' textbooks in the schools visited. Table 11 shows that 4 (4.2%) teachers strongly agreed, 8 (8.3%) teachers agreed, 6 (6.3%) were undecided, 37 (38.5%) teachers disagreed and 41 (42.7%) teachers strongly disagreed with the statement. Data shows that majority of teachers 78(81.2%) disagreed with the

statement that there is a sufficient number of students' textbooks in schools. Therefore, textbooks are not enough in day secondary schools.

Head teachers and DEOs said that inadequacy of textbooks was experienced in schools since the introduction of the new Competence Based Curriculum (CBC). The government tries to make sure that every school has some books necessary to start implementing the new curriculum but more books are to be supplied soon. The document analysis guide indicated that there was shortage of students' textbooks especially for upper classes (form 3 to 6). Respondents said that some resources are made available online but their access is limited due to few computers and low internet.

Table 11 again depicts that 20 (20.8%) teachers strongly agreed with the statement that teachers' guides are adequately available, 28 (29.2%) teachers agreed, 4 (4.2%) teachers were undecided on the statement, 34 (35.4%) teachers disagreed and 10 (10.4%) strongly disagreed with the statement. The number of teachers who agreed (48) on the adequacy of teachers' guides slightly overlaps the number of those who disagreed (44). This meant that, though teachers' guides still need to be increased, they are not in shortage as compared to the students' textbooks.

Head teachers and DEOs also explained that the numbers of teachers' guides is to be increased but the available quantity in schools can allow teachers to work effectively. One district officer said that teachers are fewer than students thus the available guides are easily shared among them. The biggest problem was the textbooks for students due to their large numbers. The study revealed that teachers in the study area generally have enough textbook guides which assist them in preparing and teaching their subjects.

Based on the information presented in Table 11 it is seen that 1 (1%) teacher strongly agreed, 1 (1%) teacher agreed, 13 (13.5%) teachers were undecided. Furthermore, 22 (22.9%)

teachers disagreed and 59 (61.5%) teachers strongly disagreed with the availability of a well-equipped laboratory. The majority of teachers disagreed with the statement, meaning that laboratories are not well-equipped in day secondary schools.

The document analysis guide and observation guide revealed that only 2 out of 8 schools visited had a laboratory with poor equipment. Other schools do not have laboratories. This justifies the reason as to why teachers disagreed with the statement that school laboratory is well-equipped because most of the schools do not even have a laboratory.

Head teachers said that lack of laboratories hinder day secondary schools from offering combinations which require science subjects. However, even if they do not have science combinations, laboratories were needed for initial training of students at lower secondary level. The findings concurred with Namara (2012) who found out that lack and poor equipment of school libraries were among the factors affecting the provision of quality basic education in Nyagatare District, Rwanda.

Lastly, Table 11 presents findings on the availability of other teaching aids like maps and charts. It illustrates that 2 (2.1%) teachers strongly agreed that maps and charts were available, 7 (7.3%) agreed on their availability, 13 (13.5%) teachers were undecided, 51 (53.1%) disagreed while 23 (24%) strongly disagreed. The finding clarifies that the majority of teachers (77.1%) disagreed on the adequacy of teaching aids like charts and maps.

Through observation and document analysis guides the researcher also sought to find out whether there is a learning resource room containing teaching aids, but there was none in all the schools visited. Therefore, teachers do not have enough resources that could assist them in quality teaching. On the one hand head teachers said that schools try to provide teachers with materials needed in teaching, but with limited funds all cannot be provided at once. DEOs on the

other hand said that teachers in Huye District have the basic resources to teach their subjects.

Probably, according to teachers and head teachers there is need for more maps, charts and other teaching aids in the schools.

4.5.6 Teaching Methods Used by Teachers

Quality education would also depend on the teaching methods employed by instructors.

The study investigated the extent to which different methods are used in day schools. Findings are presented in Table 12.

Table 12

Teaching Methods Used by Teachers

Teaching Methods	SA		A		U		D		SD	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Lecture method	27	28.1	31	32.3	10	10.4	17	19.8	9	9.4
Demonstration method	8	8.3	62	64.6	12	12.5	12	12.5	2	2.1
Group discussion method	34	35.4	50	52.1	7	7.3	4	4.2	1	1
Question answer method	63	65.6	33	34.4	-	-	-	-	-	-
Role-play method	8	8.3	2	2.1	38	39.6	28	29.2	20	20.8
Experimental/Discovery method	6	6.3	8	8.3	33	34.4	32	33.3	17	17.7

Data in Table 12 indicate that 27 (28.1%) teachers strongly agreed on the use of lecture method in their lessons, 31 (32.3%) teachers agreed, 10 (10.4%) teachers were undecided, 19 (19.8) teachers disagreed and 9 (9.4%) strongly disagreed on the frequent use of lecture method. In general, a total number of 58 (60.4%) teachers agreed that they often employ lecture method in teaching. During interviews, head teachers mentioned the cases of teachers who stick to their old way of teaching the Knowledge based curriculum and fail to implement Competence-Based Curriculum (CBC). Teachers still use lecture method instead of facilitating learners' discovery. This can negatively affect quality education as supported by Odama (2011) who argued that by lecturing teachers only transfer knowledge but they do not build learners' capacity to create

knowledge. Under CBC implementation, the study therefore discommended the excessive use of lecture methods in teaching.

As indicated by Table 12, 8 (8.3%) teachers strongly agreed on the use of demonstration method, 62 (64.6%) teachers agreed with the statement, 12 (12.5%) teachers were undecided, 12 (12.5%) teachers disagreed and 2 (2.1%) teachers strongly disagreed. Data clearly show that most teachers (72.9%) are employing demonstration method in teaching. This can retain students' attention and raise their interest hence promoting active learning.

Findings presented in Table 12 affirmed that discussion method is also used by the majority of teachers 84 (87.5%). This included 34 (35.4%) teachers who strongly agreed on the use of group discussion method and 50 (52.1%) teachers who simply agreed. However few teachers showed that they do not like using group discussion probably because it consumes a lot of time. The study encouraged teachers to employ group discussion for teaching.

Based on data in Table 12, it was found that 63 (65.6%) teachers strongly agreed with the statement that they often use question-answer method in teaching and 33 (34.4%) agreed with the statement. As a result, all the teachers showed that they commonly use question-answer method in their lessons. This concurred with Efe (2016) that interactive method such as question-answer enhances students' active participation in learning activity. The question arouse students' mind to critical and creative thinking and thus foster quality learning.

Table 12 again depicts that 8 (8.3%) teachers strongly agreed that they use role-play method, 2 (2.1%) teachers simply agreed, 38 (39.6%) teachers were undecided on the use of role-play. Furthermore, 28 (29.2%) teachers disagreed and 20 (20.8%) teachers strongly disagreed. It was therefore clear that majority of teachers (50%) do not use role-play method while a good number of them (39.6%) were undecided. The highest percentage of teachers who

were undecided and those who disagreed showed that probably teachers were not familiar with role-play method and they do not know much about its use. In regard to Competence-Based Curriculum, the study would recommend teachers' training and encouragement on the use of this method.

Lastly Table 12 clarifies that discovery method was less used by teachers. The accumulative number of 82 (85.4%) teachers did not use this method. These included 33 (34.4%) teachers who were undecided, 32 (33.3%) teachers who disagreed and 17 (17.7%) teachers who strongly disagreed. However discovery method would be more effective in Competence- Based Curriculum (CBC) where students are the ones to generate knowledge with the help of teachers as facilitators. Discovery method was also encouraged by one head teacher who said:

Many teachers think that discovery method is only for scientists who perform experiments in laboratories but my opinion is different. Every subject has knowledge to be discovered and students can make it if we allow them to do so. Unfortunately, most teachers do not have time and patience to wait for learners' trials (May, 2019).

Findings are in line with Ndege (2015) who argued that, in classes with high students' enrolment teachers prefer passive and less demanding methods for teaching. However, this may allow program coverage but contributing to decline in quality education.

4.5.7 Teachers' Motivation in Day Secondary Schools

The researcher wanted to find out whether teachers are motivated in their profession as this would influence the way they invest themselves in quality teaching. Teachers' responses are as per Figure 5.

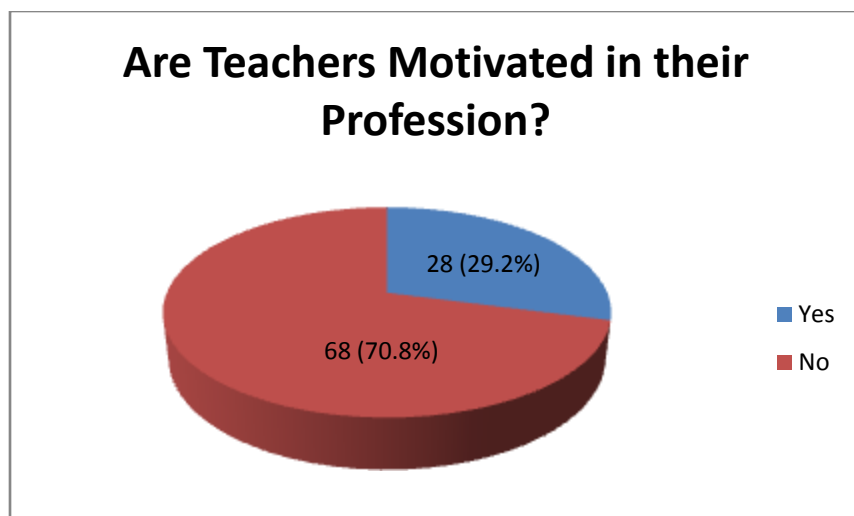


Figure 5: Teachers Motivation in their Work

Data presented in figure 5 spell out 68 (70.8%) teachers who indicated that they are not motivated and 28 (29.2%) teachers who affirmed that they are motivated in their profession.

Thus the majority of teachers do not feel motivated in their teaching profession. As major reasons of not feeling motivated, teachers said that their salary is too low when it is compared with other workers who hold the same level of qualification. They feel not equally treated with other employees as expressed by one teacher:

We look like underestimated among all the government's workers. We are overwhelmed by many tasks but our salary is among the lowest salaries in the country and it cannot improve our living condition. At least boarding school teachers get more supplementary bonuses from parents but here we depend only on the salary (May, 2019).

Other teachers were not motivated because of insufficient materials especially books of the new curriculum (CBC) and lack of training. Furthermore, they said that head teachers and other inspectors put a lot of stress upon teachers considering them to be the root cause of all educational failures while they give their best. According to some teachers, motivation reduced because classrooms are overcrowded and students do not show participation in learning.

Teachers have to push unwilling students thus they do not enjoy teaching. One teacher put it in this way “we are expected to perform like boarding schools which receive the best students with higher capacity. Even the efforts we are making seem not to be appreciated”. In addition, it was said that teachers as educational technicians are not involved in decisions about education. This makes them to feel unhappy. For instance, decision on automatic promotion was made without teachers’ opinion however its consequences fall upon them.

Few teachers said that they are feeling motivated because it is their vocation and they teach for self-fulfillment. They are happy in helping students to identify their strengths and weaknesses in order to prepare them for a better future. Furthermore, there was a 10% increase of salary and the government promised that teachers will be soon promoted to the level of other workers. Others find that there is total job security in teaching profession which you cannot find in any other field. Again, some teachers were happy and motivated because through teaching they get more knowledge and experience. In addition the new competence based curriculum alleviated teachers since they only facilitate students’ activities. Another reason for motivation was that teachers were currently given annual bonuses depending on the level to which they implemented their performance contracts.

The findings therefore revealed that most teachers were not motivated. The reasons given by the respondents were consistent with Nzabwirwa (2015) that low salary, lack of teachers’ involvement in decision making, lack of materials and training lead to poor teachers’ motivation. For building up quality and sustainable education, the government should put in place more mechanisms that support and motivate teachers.

4.5.8 Number of Times Schools Were Assessed by Education Officials in Last Two Years

The researcher asked to the participants to indicate the number of times the schools were assessed by the Ministry of Education officials. Responses are shown in Figure 6.

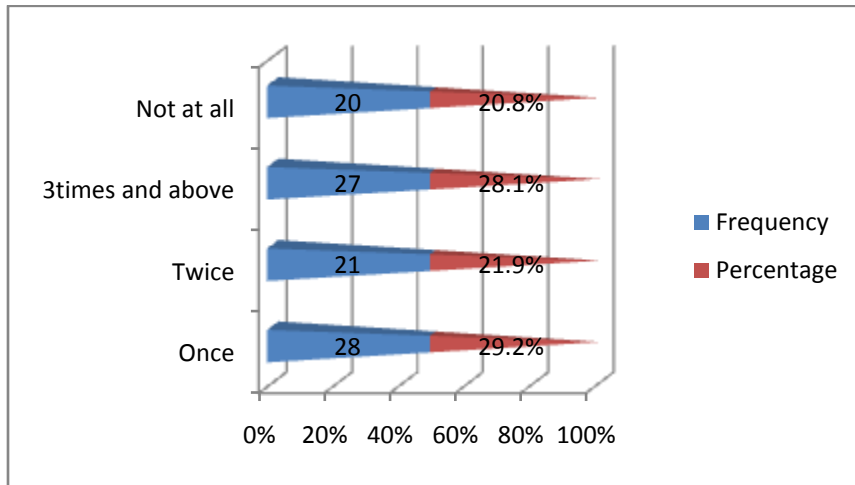


Figure6: Times Schools Were Assessed Within Last Two Years

Figure 6 presents data on the number of times schools were assessed by the Ministry of Education Officials. It shows that 28 (29.2%) teachers stated that they were visited once in a two year time. 21 (21.9%) teachers recorded that their schools were visited twice. 27 (28.1%) teachers said that schools were visited three times and above while 20 (20.8%) teachers did not record any visit within last 2 years. Although teachers' answers seem to be ambiguous, it can be seen that, in the last two years the majority of schools were visited more than once by the education officials. This was also confirmed by the head teachers who said that they have regular visits from the government. DEOs also revealed that they dedicate 2 days per week of working on the field. On these days school visits can be performed. This is in line with Okoye and Onyali (2016) who said that educational supervision and quality control enhance better job performance within educational institutions.

4.5.9 Frequency of Principals' Supervision at the School Level

The researcher sought to find out how often teachers are supervised by the principals in classroom teaching. Results in Table 13 show regular visits as follows.

Table 13

Frequency of Principals' Supervision

Period	Frequency	Percentage
Weekly	34	35.4
Monthly	29	30.2
Once a Term	25	26.1
Not at all	8	8.3

Concerning principal's supervision 34 (35.4%) teachers said that they are supervised weekly, 29 (30.2%) teachers said that they are supervised monthly, 25 (26.1%) reported that they are supervised once a term while 8 (8.3%) teachers were not supervised at all. This is the indicator that majority of teachers are supervised weekly and many others are supervised monthly and every term.

However, teachers' responses on supervision disagreed with head teachers who revealed to the researcher that they do not have time to visit teachers in classroom activities. Many day secondary schools have also primary and nursery levels under the responsibility of one head teacher. In addition, there are a lot of monthly reports and frequent meetings which occupied most of principal's time. A part from that, head teachers revealed that teachers do not like supervision to the extent of generating even conflicts when you visit them. Probably, this was the reason why most teachers responded that they are visited so as to avoid the risk of adding more supervision.

4.5.10 Parents' Participation in Quality Education of their Children

Parents also have an impact on quality education. The study investigated their role in assisting free day secondary schools in achieving quality education. Responses are in Table 14.

Table 14

Parents' Participation in Quality Education

Statement	SA		A		U		D		SD	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Parents visit children at school	2	2.1	7	7.3	6	6.3	50	52.1	31	32.3
Parents attend school meetings	1	1	18	18.8	17	17.7	51	53.1	9	9.4
Parents provide adequate materials to children	3	3.1	17	17.7	5	5.2	44	45.8	27	28.2

About the question on whether parents visit their children at school, 2 (2.1%) teacher respondents strongly agreed, 7 (7.3%) teacher respondents agreed, 6 (6.3%) teachers were undecided, 50 (52.1%) teachers disagreed and 31 (32.3%) teacher respondents strongly disagreed. This is the indicator that many parents do not participate in education of their children. About parents' attendance in school meetings, 1 (1%) teacher strongly agreed, 18 (18.8%) teachers agreed, 17 (17.7%) teachers were undecided, 51 (53.1%) teachers disagreed while 9 (9.4%) teachers strongly disagreed with the statement. Data also show that the majority of teachers (60: 62.5%) generally disagreed thus parents do not attend school meetings adequately.

The researcher also sought to know whether parents provide students with adequate materials for learning. Table 14 spells out that 3 (3.1%) teachers strongly agreed, 17 (17.7%) teachers agreed, 5 (5.2%) teachers were undecided while 44 (45.8%) and 27 (28.1%) disagreed and strongly disagreed respectively. Therefore parents are not providing adequate school materials to their children. One of the reasons given by head teachers was the low economic level of the parents

Teachers' answers are consistent with head teachers and DEOs who underlined the lack of parents' support in education their children. They all said that parents seem to have a wrong understanding of free education. They tend to deny their responsibilities. In one school, the principal pointed out that:

When private and public boarding schools call for a meeting or for any contribution, parents respond quickly. When Day secondary schools call for parents' participation in any form they do not react. Here we lack parents' support. In some cases, parents even tend to abuse teachers when they impose discipline measures upon learners (May, 2019).

The study therefore found out that there is lack of parents' participation in quality education of their children. Free education programs should clearly define parents' roles in day schools' education and make them known to all the citizens.

4.5.11 Effect of Family Background on Quality Education

The researcher asked to the respondents whether family background of their students can be said to be affecting quality education. Here are their answers:

Table 15
Effect of Family Background on Quality Education

	Frequency	Percentage (%)
Yes	94	97.9
No	2	2.1

Data in Table 15 show that 94 (97.9%) teachers agreed that family background of their students affects quality education. However, 2 (2.1%) teachers did not agree with the effect of family background on quality education of students. The majority of teacher respondents said that the family background plays a significant role in achieving quality education. Many students come from poor family and they lack basic need like food, clothes and school materials. Such

students lack attention in classroom while others feel frustrated in school, thus their poor performance increases the chances of school drop outs. A head teacher commented that:

Students come from poor families. After class we find some of them looking for jobs in order to get food and materials. Sometimes they do not attend school because of jobs (coffee and rice harvesting). This situation does not allow them to receive quality education (May, 2019).

Again there were irresponsible parents in the study area which led to lacking initial disciplinary and behavioral education. Hence both moral and academic educations were also affected. Respondents added that family conflicts and divorce were also found to have an effect on children education as said by a head teacher:

Our school is affected by instability cases in the families of today. In this village there are many broken families where conflicts, fighting and divorce cases are often recorded. Students from such families are also psychologically and emotionally broken. How can we expect them to be academically successful? Government and even churches should help us to repair family relations first (May, 2019).

Data also suggested that some students are orphans and they don't attend school regularly because of family responsibilities. Other family factors were lack of role models, lack of love and affection as well as parents' ignorance. These findings were in line with Safari's (2016) findings which state that family factors like food scarcity, irresponsible parenting, conflicts and separation contributes to declining quality education.

4.5.12 Social Environment Factors Affect Quality Education

The researcher wanted to find out the possible factors in the school environment that would contribute to poor quality education in the study area. Findings are presented below:

Table 16***Social Environment Factors Affecting Quality Education***

Social environment factors	Teachers		Head Teachers		DEOs	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Long school-home distance	90	93.8	7	87.5	1	50
school location	90	93.8	5	62.5	-	-
Influence of social media	96	100	8	100	2	100
Lack of job	65	67.7	4	50	1	50
Poor use of English	48	50	5	62.5	2	100
Lack of electricity connections	26	27.1	2	25	-	-

Table 16 shows that 90 (93.8%) teachers, 7 (87.5%) head teachers and 1 (50%) DEO were of the opinion that school-home distances affected quality teaching and learning. Many students cover long distance every day. This increased delay, absenteeism and even drop out cases. One teacher filled the questionnaire and wrote that there were no teachers' and students' accommodation in these types of schools. Teachers try to be punctual and very few are rarely late. However, every morning they deal with many students who are latecomers. This often disturbs morning classes. Findings established that since free education policy removed boarding facilities, distance has become one of the external factors that affected teachers and students in free day secondary schools. This pulls down school performances.

Furthermore, school location was another social environment factor which affects education in the area. This was indicated by 90 (93.7%) teachers and 5 (62.5%) head teachers. District Education Officers did not mention any issue about school location. Teacher and head teacher participants were of the opinion that schools located near the city, markets or stadiums have challenges of school attendance. One head teacher said: "Today is a market day. I was checking attendance lists and found that at least five students were absent in each classroom and this repeatedly occurs when there is market".

In a different school, another head teacher added that when there is football match or any other game at Huye stadium, many students mostly boys do not come to school. Students do not even care about discipline measures in the school. However, the participants argued that local authorities had ordered that all games should be scheduled in the week-ends but it could not always be possible. Therefore, the study established that schools need to clearly define rules and regulations which ensure that students are retained at school.

In regard to the influence of social media the unanimity of all teachers, head teachers and DEOs expressed concern that phone cells and televisions have deviated students' attention. After school students rush to the neighboring centers to watch movies. Unfortunately, those movies watched outside the family are more often not constructive. This is the case of one head teacher who was explicit on this issue:

I recently had a case of form three female student who, after school, was engaged in visiting betting houses projecting pornographic movies. Parents and school were not aware of that till she got pregnant. Such issues are commonly shared among head teachers of free day secondary schools. This is to say that what adolescent students do between home and school are not controlled (April, 2019).

The study findings affirmed that social media changed students' discipline and behaviors leading to prostitution and early pregnancies especially in day schools where students interact more with external environment. Thus quality education cannot be attained in such circumstances. This is consistent with Salifu (2012) who claims that the presence of entertainment places around schools exerts an influence on the quality of education.

The study participants were of the opinion that the youth go to school with the motivation of getting jobs, money and leading better life. Table 16 indicates 67.7% of teachers, 50% of head teachers and 50% of DEOs who argued that lack of job discourage learners. When students

interact with jobless peers who completed school, their first motivation becomes problematic. A teacher noted this:

My boy student often says: I am not studying only for knowing but for earning living. Unfortunately, my two friends graduated in college since 5years ago but they are jobless. They even found those who did not go to school far ahead in other businesses. Why then should I struggle? (April, 2019).

The researcher found this factor not only related to free education policy but probably shared with other schools also. Unemployment of many educated people discourages learners. The findings suggested that if the government increased access to education it should also facilitate employment opportunities for graduates. These results concurred with Safari (2016) that fake employment opportunities and perceived unemployment reduce students' interests in learning.

From the same table, teachers (50%), head teachers (62.5%) and DEOs (100%) made clear that poor understanding and use of English among students affected quality education achievement. Since Rwandan community share one language there is no use of English out of classroom. This affected students as one DEO noted that:

Learners struggle to learn in foreign language while they are better in Kinyarwanda. When I consider students' difficulties in English, I ask myself why we shouldn't teach them in the language they understand better. But this might also present others limitations (May, 2019).

This was supported by a head teacher who added that it was almost impossible to hear any other language in the region. Speaking Kinyarwanda was not considered as bad but it did not help students who are to study in English. It can therefore be said that poor skills in instructional language was found to be setback to quality education. This is in line with what Banga (2016) said that lack of students' proficiency in instructional language limits their learning process.

Lastly but not least, lack of electricity connections was reported by few teachers (26: 27.1%) and head teachers (2: 25%) as a factor which affected learning. Findings revealed that free education policy lead establishment of many schools, even in the farthest villages. However, some of those villages including their schools lack electrical lines. A school principal brought out the issue in this way:

We are handicapped by lack of electricity. The nearest center that can supply is approximately at 15kilometers from the school. Connecting the school from the center becomes very expensive. Hence we cannot neither have computers nor benefit from the available online resources (May, 2019).

This head teacher said that there some books only available online at the Ministry of Education website. However, without electricity and internet, access to the website becomes limited unless they go to Huye city. Such schools could not even purchase or use computers. It can therefore be seen that rural day secondary schools need electricity supply in order to access some teaching materials.

4.6 Existing Government Mechanisms Which Promote Quality Education

The researcher intended to find out whether there existed the government's measures to promote quality education. This section answers research question four on what the government has done to enhance quality education in free day secondary schools. Their responses are as per Table 17.

Table 17***Government Measures to Promote Quality Education***

Government Measures	Teachers		H. Teachers		DEOs	
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
Building new infrastructure for free education	96	100	8	100	2	100
Provision of teaching materials	96	100	8	100	2	100
Increased teacher' salary by10%	96	100	8	100	2	100
Recruitment of new teachers for FDSS	95	98.9	8	100	2	100
Financing all FDSS	90	93.7	8	100	2	100
Training teachers in English and CBC	77	80.2	6	75	2	100
Introduction of feeding program in FDSS	66	68.7	4	50	2	100
Opening teachers' SACCO	51	53.1	3	37.5	1	50
Appointment of auditors and inspectors	32	33.3	5	62.5	2	100
Decentralization of education services	0	0	7	87.5	2	100

According to Table 17, all the teachers (100%), head teachers (100%) and DEOs (100%) affirmed that for free education to take place, the government had built infrastructure like establishing new schools and expanding the existing ones. It also provided teaching materials (such as books and computers for e-resources) and increased teachers' salary by 10%. In addition, 98.9% teachers and 100% head teachers and DEOs confirmed that the government recruited new teachers in free day secondary schools; while 100% principals and DEOs plus 93.7% teachers said that free education schools are financed by the government.

From the same Table 17, teachers' training in English and CBC were done. This was reported by 80.2% teachers, 75% head teachers and 100% DEOs. This was organized due to the changes which occurred in the language of instruction and educational curriculum. 100% of DEOs, 68.7% of teachers and 50% of head teachers said that feeding program was introduced to improve students' attention and participation in classroom, especially poor and less privileged ones. However, they added that there were many steps to make for it to operate successfully.

At the same time, 53% of teachers, 37.5% of principals and 50% of DEOs were of the opinion that the government created teachers' Saving and Credit Cooperative (SACCO). This

was to the effect that low teachers' salary would be supplemented by this cooperative's loans and permits them to initiate some projects for their development. Furthermore, 33.3% of teachers, 62.5% of head teachers and 100% of DEOs revealed that school auditors and inspectors were appointed for quality control in terms of financial utilization and instructional pedagogy. Finally, decentralization of education services was the exception of head teachers (87.5%) and DEOs (100%) only. They argued that, since the government had availed all education services at district level, their presence at the schools and offices was improved.

4.7 Challenges Faced by the Government in Providing Quality Education

The respondents pointed out challenges faced by the government in providing quality education. Their views are summarized in Table 18.

Table 18
Government's Challenges for Quality Education

Challenges	Teachers		Head Teachers		DEOs	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Insufficient budget	92	95.8	7	87.5	2	100
Translation of textbooks in English	81	84.3	3	37.5	1	50
High students population	79	82.2	8	100	2	100
Instability of education system	64	66.6	6	75	-	-
Low level of parents' participation	45	46.9	7	87.5	2	100
Low teachers' experience in CBC	33	34.3	4	50	2	100
Lack of educational advisors	28	29.1	2	25	-	-

The majority of teachers (95.8%), head teachers (87.5%) and DEOs (100%) expressed that the government' budget is insufficient and thus national budget for education was also low. One DEO affirmed the view of teachers and head teachers in this way:

National budget is limited and shared in various sectors hence the share dedicated to education is also small. This alone cannot allow the

government to provide all schools with needed materials for quality education (May, 2019).

In support of this, one head teacher explained that:

The government is aware of low teachers' salary but the budget's situation dictates them what to do. In fact we are many teachers nationwide that even a small per cent increase in salary involves high change in education budget (May, 2019).

Respondents asserted that budget challenges affected the provision of adequate salaries, school infrastructure, equipment and capitation grants. The government had good will to provide quality education to its citizens but low economic level hindered them from hitting the targets. Findings were in line with Muwagga (2013) that free education strategy was accompanied by poor public funds and inadequate facilities.

Statistics in Table 18 show another challenge of textbooks' translation. The study results revealed that the initial stage of changing instructional language (from French to English) was challenging. Books and materials were available in French. The government undertook a big task of translating them and purchasing new ones from neighboring Anglophone countries. However, more books are needed as one head teacher said:

In 2009-2010 I could not believe that English will be used in education since there were no books. Now, I admire the government efforts to avail reading materials in English. But still, books translated in students' local context are lacking (April, 2019).

Teachers (84.3%) also were of the opinion that translation of teaching materials was expensive in terms of money, translators' expertise and time; hence there was scarcity of books. A DEO added that the process of producing only one set book is long but so far many books were produced and more others were to be out soon. From the findings it is clear that the government need to carry on the work of producing textbooks

reflecting students' reality and context. Results were in line with Ghati's (2013) findings which state that adequacy and efficacy of teaching and learning resources determines the quality of education that schools provides to learners.

Table 18 shows 82.2% teachers, 100% principals and 100% DEOs who expressed that students' population was high. The number of school aged children does not match with available resources for education. The government therefore finds it difficult to deliver good quality as desired. Here is what a DEO said in support of this idea:

Schools are like families! When you have many children something changes in the way you care for individual needs. It is the same case with the government when there are many citizens who need education (May, 2019).

This assertion suggested to the study that high population in the study area exerted an influence on quality education in the region. Bentaouet (2006) confirmed that high students' enrolment affects quality education. The study would propose parents' education on family planning.

Moreover, instability of education system was reported by teachers (66.6%) and head teachers (75%) who brought out the issue of regular changes occurring in education sector. Head teachers said that frequent changes in education disturbed a lot but one of the teachers wrote it clearly that every new Minister comes with new changes before the existing ones take roots. These challenges affect not only teachers but also students. Responses spelt out that in a short time there were change in education officials, change in language, and change in curriculum which in return affect education outcomes. The study discouraged major simultaneous changes in education in order to avoid their strong impact on quality education.

Data in Table 18 show again that participants, mostly head teachers (87.5%) and DEOs (100%) said that the government met difficulties in winning parents' collaboration, especially in feeding program. A school principal noted that the government introduced school feeding program in day secondary schools hoping that parents will significantly collaborate. However, the reality suggests that parents' participation seems to have failed. A DEO added that feeding program cannot be successful without parents' participation. Some parents are very poor but others just don't react while they are not poor. There was a need to change their attitudes. The findings revealed that the government lack parents' support. This is in line with Rumberger (2009) that lack of parents' interest in education of their children affected quality education in United States of America. Therefore, sensitization of parents may promote quality education.

Other respondents reported low teachers' experience in CBC implementation. Competence-Based Curriculum was newly adopted in Rwandan education. The study found out that fewer but considerable number of teachers (34.3%), head teachers (50%) and all DEOs were of the opinion that teachers lack experience and understanding of CBC implementation. One head teacher shared that:

Some teachers seem to be confused about their role in CBC. They think that CBC reduced their work. Others even thought they will no longer prepare notes for learners since students themselves have to research and generate knowledge. It is not true (May, 2019).

Other respondents revealed to the research that teachers were used to Knowledge - Based Curriculum. Thus they continue to teach as they were used to do. The study therefore found that training on the new curriculum would be helpful in improving quality teaching and learning.

Finally, the respondents signaled the lack of educational advisors. Very few respondents that are 29% teachers and 25% head teachers reported lack of enough and competent specialists

in education to advise the sector. This is the case of one head teacher when saying this “In the midst of changes and innovations education needs advisors to accompany those changes.

Hopefully the top managers will do something”. Similarly teachers’ responses also reflected the felt need of advisors mainly at the school level but also at the level of educational planners. The study finding showed that provision of competent advisors would lead to better outcomes.

4.8 Suggestion of Alternative Strategies for Quality Education Improvement

In view of the FDSS’s challenges, participants suggested ways by which quality education could be improved. Their views are summarized in Table 19.

Table 19

Suggestions for Improving Quality Education

Suggested strategies	Teachers		Head Teachers		DEOs	
	<i>f</i>	%	<i>F</i>	%	<i>F</i>	%
Parents’ sensitization	96	100	8	100	2	100
Provision of laboratories and dining rooms	91	94.7	7	87.5	-	-
Add more CBC resources (books)	91	94.7	8	100	2	100
Equipping schools with enough desks	84	87.5	5	62.5	-	-
Timely release of funds	77	80.2	8	100	2	100
Teachers salary to be increased	77	80.2	5	62.5	2	100
More teachers’ training on CBC	72	75	6	75	2	100
Providing teachers’ accommodation	68	70.8	1	12.5	1	50
Friendly supervision	61	63.5	-	-	-	-
Education on family relations’ repair	55	57.2	8	100	2	100
Feeding funds to be increased	53	55.2	8	100	2	100
Automatic promotion to be stopped	49	51	8	100	2	100
Counseling services to be established	37	38.5	7	87.5	-	-
Involving teachers in decision making	30	31.2	4	50	-	-
Collaboration with school community	25	26	8	100	2	100
Safeguard the stability of the system	18	18.7	3	37.5	-	-

Unanimity of participants (100%) complained that parents are not cooperating in education of their children. Thus they suggested that parents’ sensitization campaigns should be organized and promote their active participation. Participants said that parents’ responsibility would be essential in creating children’s interest in education, discipline and raising feeding

funds. Again, provision of infrastructure such as laboratories and dining rooms were suggested by 94.7% of teachers and 87.5% of head teachers. However, DEOs did not say anything about it. Furthermore, there was lack of CBC textbooks and classroom's desks in day schools which pushed participants to propose their number to be increased.

On the issues of funds insufficiency, delays and low salaries; participants proposed that the government should release those funds on time i.e. beginning of every trimester; and that teachers' salary should be increased to the cost of life in Rwanda and to the level of other government workers. This was said by 80.2 % teachers, 81.2 % head teachers and all the DEOs. Concerning insufficient feeding funds, it was also suggested by 55% of teachers and all principals and DEO as well that this program should be strengthened by increasing the amount from 56frw to 150frw per child. Being aware of low country's economy, participants thought that it would be good if the government could attract NGOs to invest in education as the basis of development.

More teachers' training on the implementation of Competence-Based Curriculum was pointed out by 75% of teachers and head teachers, as well as 100% of district education officers. Teachers even wished educational trips to learn from those who implemented CBC before. In addition, provision of teachers' accommodations was mostly suggested by teachers (70.8%). Some teachers were from far away from schools, others were from different provinces. Nearby accommodations therefore would help them to be more effective in preparation for teaching. Furthermore, only teacher respondents (63.5%) proposed friendly supervision that would not check only documents but mostly advice teachers on the best ways to teach.

For improving quality of education, it was said by teachers (57.2%), head teachers (100%) and DEOs (100%) that there is need for educating the community on the family

relations. Much was to be done on conflict management and family relations' repair. They pointed out that if the government and may be the churches could invest in family education; poor family background would have less influence on children's education. Respondents again suggested that the automatic promotion strategy should be stop. Students' promotion to the next level should be guided by their performance.

In regard to emotional, behavioral and moral issues, teachers (38.5%) and head teachers (87.5%) proposed provision of school counselors. Other study participants were of the opinion that teachers should be consulted and involved in decision making. This was affirmed by 31.2% of teachers and 50% of head teachers. In addition, all principals, district officers and few teachers (26%) saw that collaboration with school community could improve quality education. Local authorities should work hand in hand with schools in reducing drug abuse and trafficking. Finally, very few teachers (18.7%) and few head teachers (37.5%) suggested that establishing a solid education system and safeguarding its stability could ensure qualitative education and better educational outcomes. For instance, appointment of education officers for a long term mandate can allow them to implement and evaluate their initiatives. This will avoid regular changes and allow stability and efficacy of education system.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter gives the summary, conclusions and recommendations of the study. These are based on the research findings as presented in chapter four. Proposals for further studies are also made in this chapter.

5.2 Summary of the Study

The main objective of the study was to examine the influence of free education policy on quality education in day public secondary schools in Huye District, Rwanda. The researcher was inspired to conduct this research because of the concern about the quality of education provided in day schools that were established under free education policy. The researcher, therefore, felt the need to explore the ways in which quality education would be affected; and to propose suggestions for improvement of those schools.

The study used concurrent parallel mixed method design. The target population consisted of teachers and head teachers of 31 day secondary schools in Huye District. Others included were the DEOs in the district. Purposive sampling was used to select head teachers and DEOs while teachers were selected by the use of proportionate simple random sampling. The study sampled 100 teachers, 8 head teachers and 2 DEOs. Data was accessed using questionnaire, interviews, document analysis and observation guides. Out of 100 teachers, 96 returned the questionnaires but all the DEOs and head teachers were able to attend scheduled interviews.

The content validity of the instruments was determined by supervisors and lecturers in CUEA. They ensured that the instruments measured various aspects of quality education. The reliability of the questionnaire items was facilitated by test-retest technique. A spearman

correlation formula was used to determine the reliability of teachers' questionnaire. The reliability coefficient obtained was 0.83 which enabled the researcher to conclude that questionnaires were reliable. The study findings are, therefore, summarized as follows;

5.3 Summary of the Findings

The findings are presented according to the research questions:

5.3.1 Extent to Which FEP Affected Quality Education

The study identified various school aspects that were affected by free education introduction:

The students' number became high and it affected teacher-student ratio and facilities. The average teacher-student ratio was 1:50 thus classrooms were congested and learning facilities were limited. The study found that students' performance in FDSS was poor. Many students completed lower and advanced secondary levels with completion certificates but the quality of the grades with which they pass was poor since only very few students are qualified for further studies. Educators were more interested in the number of students who are able to continue in universities and colleges, rather than the number of those who complete and go back home.

Teachers' number was found to be inadequate in day secondary schools. Schools were staffed according to the teachers' working hours and students' number. However, the 37 hours per week were too many for teachers' effective and efficient teaching. Quality education needed more teachers and fewer working hours than the schools had. The study found out that the schools established under FEP lacked teaching materials in terms of students' textbooks and teachers' aids. Limited textbooks were available in lower levels (Form 1 to 3) but the advanced levels (Form 4 to 6) had no books. However, teaching methods were not significantly affected by the high enrolments. Most of the interactive methods were used by teachers. These included

demonstrative, group discussion and question-answers methods. Others effective methods like experimental discovery and role-play were not familiar among teachers instead lecture method was found to be excessively used.

The study also established that there were no laboratories in day secondary schools. The main reason for their lack was that these schools do not offer sciences combinations; but schools claimed that they need laboratories even for other students. Libraries were found to be poorly equipped. There were more books for the old curriculum with very few books for competence-based curriculum which is the newly implemented curriculum in Rwanda. It would be good to provide schools with enough resources for this curriculum. In addition, the research found lack and inadequacy of sport facilities in schools such as playgrounds. However, these facilities were planned in the school budget thus there was hope of providing them as soon as possible.

Schools' funds were also insufficient in day secondary schools. Since FEP the government was in charge of providing funds to those schools but without parents' participation public funds were not enough and the delay a lot. In addition, parents and government were to cooperate for feeding program but the parents did not respond positively. The study found that total schools' expenditure exceeded total income thus schools struggle to pay the balance of the previous year using some of the funds of the session in progress. This did not allow improvement of other school needs.

5.3.2 Socio-Economic Factors Affecting Quality Education

After FEP was introduced, the socio-economic factors that affected quality education were examined in this study and the findings were as follows:

The study found that teachers were not motivated to teach in day schools because of low salaries, poor students' and parents' cooperation, overload of work and insufficient materials,

lack of teachers' involvement in decision making and lack of accommodation. The study found appreciable that schools were often visited by the Ministry of Education officials. This practice was encouraged as it can ensure quality control and quality services in schools.

At the school level, the study established that head teachers had no much time to visit and advice teachers in classroom teaching. School heads had many daily and monthly reports and meetings. In addition, most of day schools had a combination of nursery, primary and secondary sections under the responsibility of one manager (head teacher). The coordination of all these sections made it difficult to plan for teachers' supervisions. Furthermore, the study found out that parents were not willing to participate in education of their children. They did not neither give their financial contribution for feeding program, nor visit students at school nor attend school meetings. Parents did not even provide their children with adequate learning materials as needed.

There were family issues in the study area that had contributed to poor quality education in FDSS. These included poverty, conflicts, divorce, single parenting, low level of parents' education and irresponsible parents. Therefore, there was a felt need for family pastoral and education in Huye District. Promoting family welfare among couples can have a positive bearing on children's education. In regard to social environment factors, the study found out that long home-school distance, school location, social media, unemployment, dominance of local language and electricity shortage were the other factors which had affected quality education.

5.3.3 Existing Government Mechanisms Which Promote Quality Education

The study findings were of the opinion that the government had made efforts in promoting quality education in free education schools. Some measures that were already taken were as follows:

To some extent the government built new schools and /or expanded the existing ones by adding classrooms. Teaching materials such as textbooks and computers were also provided though their numbers were limited. Teachers' salary was increased by 10% since the beginning of 2019 academic year. In addition, the government recruited and trained new teachers especially in the newly established schools. Again, a portion of national budget was allocated to funding free day secondary schools with some expected contribution from the parents.

In response to poor and hungry learners, feeding programs were introduced in all FDSS; requiring the government-parents' partnership. Unfortunately parents did not comply with this and public funds to feeding programs are not significant. The study found that teachers' complaints about their economic lives were taken care of by opening a Teachers' SACCO (Saving and Credit Cooperative). They can now access the bank credit through this cooperative without much complications as it used to be. Lastly, education services were decentralized to the local administrative levels, hence making it easier for supervisors to coordinate and control school activities.

5.3.4 Challenges Faced by the Government in Providing Quality Education

The study investigated the challenges faced by the government in provision of quality education in FDSS. The findings showed that the government of Rwanda encountered the problems of insufficient budget, translation of textbooks in English, high students' population, instability of education system, low level of parents' participation, poor teachers' experience in the CBC and lack of educational advisors. These challenges combined together have led to poor quality of education in the study area. This was manifested in inadequate infrastructure and materials, fewer training opportunities for teachers and poor educational outcomes among free day secondary schools.

5.3.5 Suggestions of Alternative Strategies for Quality Education Improvement

The study found out that the existing government measures had partially contributed to overcome the quality education challenges but much more was to be done for better improvements. Therefore, alternative strategies for quality achievement were suggested:

There should be sensitizing campaigns for parents' participation in education, especially in free day secondary schools. Moreover, public education on family relations was suggested in order to reduce the impact of family conflicts on the children. The study suggested the provision of laboratories and dining rooms in day schools. Laboratories would allow students to have more practical experiences in sciences. Dining rooms would spare classrooms from serving as multipurpose rooms and enhance students' and teachers' comfort in teaching and learning.

It was also suggested that the government should provide schools with more textbooks and desks. The CBC needed more students' books since they do not only receive from teachers but they have to search and build knowledge for themselves. Additional desks also would create conducive classroom environment for learning. The study again suggested that students' capitation and feeding funds as well as teachers' salaries should be increased and timely released in order to allow schools operating effectively and increase staff motivation.

For the purpose of saving time and suit teachers from other regions, the study suggested that day secondary schools should have affordable teachers' accommodations. The respondents also proposed more teachers' training on CBC. Furthermore, friendly supervision which seeks teachers' improvement rather than scaring was preferred. For students' emotional and psychological health, the establishment of counseling services in schools was suggested as a possible mean than can enhance their holistic education. Finally, other alternative strategies

were: stopping automatic promotion, involving teachers in decision making, collaborating with the entire school community, and safeguard the stability of education system in the country.

5.4 Conclusions

Based on the study findings, the following conclusions were arrived at:

Free education exerted a negative impact on quality education. Factors leading to poor quality in different schools are similar in nature such as high teacher-student ratio, inadequate physical facilities, lack of teaching materials, lack of parents' involvement and insufficient funds from both government and parents. In addition, free day schools have allowed students' direct interaction with outside environment on their way home. This has distracted them and affected their behaviors as well as their focus on school. In some cases deviant behaviors even led to prostitution and early pregnancies.

Furthermore, free education has increased access to secondary education enrolment and completion. However quality performance was not achieved. Although many students passed through the system, very few got better grades that could allow them to enroll in the colleges and universities. Generally, teachers and head teachers were not happy with the students' achievements in day secondary schools because secondary certificate only cannot lead them to better future.

The head teachers in day secondary schools have got heavy administrative duties that made it difficult to properly monitor teachers' work through supervision. However, the study appreciated that, from the district and other top management levels, schools were visited and assessed regularly even though teachers considered these visits as unfriendly and demotivating. Therefore, there was need for local supervision within the schools and friendly supervision from outside inspectors.

The study concluded that there were no laboratories in FDSS while students' textbooks and library equipment were limited. Hence day schools were in urgent need of these facilities. In addition, sport facilities were found to be also scarce. However, the study found out that there was an appreciable use of interactive methods such as group discussion, demonstration and question-answer. Nonetheless, lecture method is also still used in teaching CBC. The need for teachers' training in more interactive methods was felt.

The study concluded that parents' participation in quality education was poor. They wrongly understood the concept of free education and therefore abandoned their responsibilities leaving them to the government and teachers. In addition, the surrounding environment was found to affect students' learning. For instance, long distances affected punctuality and attendance while remote areas prevented schools from accessing electricity. Lastly, the study concluded that the government was aware of the challenges and has made some efforts, but not sufficient to enhance quality education.

5.5 Recommendations

Following the findings and conclusions of this study, the researcher made these recommendations for more quality education improvement:

- i. The government should construct more classrooms for day schools and provide enough desks so that classroom congestion and teacher-student ratio are reduced. It would be better if this ratio could reach 1:40 and if only 2 students could share one desk. Again, it should be better to revise the staffing policy by reducing teachers' teaching hours per week and recruiting more teachers. Furthermore, the study recommended the government to equip libraries with enough students'

textbooks, charts and maps in order to enhance qualitative teaching in FDSS. In addition, textbooks should reflect the local reality and context of the learners.

- ii. Various means should be used by the government to improve teachers' motivation. For instance, giving them fair salaries in regard to other government employees, rewarding their efforts especially the best performers, and seek teachers' opinion before some decisions are made mainly those affecting their work. The researcher proposed the government to increase funds for education sector and release them timely that is at the beginning of every trimester. In order to get these funds, the government might make investors and donors interested in education as basis for national and sustainable development.
- iii. The study recommended the education officials to set out and explain clearly to the population the meaning they put under 'Free Education' and what contribution they expect from parents. This would remove some ambiguities and misunderstandings between government and parents.
- iv. Head teachers and teachers were recommended to work hard and explore all the possible ways to increase the students' grades in national examinations. This would open up further educational opportunities and better future of their students. For example, organizing local competitive tests with boarding and other day schools can prepare them for writing successfully national exams.
- v. Since there are no laboratories in day schools, the study recommends them to collaborate with boarding schools and explore the possibility of taking students in their laboratories for practicals. However, this proposition does not prevent the researcher to recommend the government to provide FDSS with laboratories. The

schools and education officers should also promote the importance of sports in enhancing quality education. This would lead to provision and utilization of sports facilities in day secondary schools.

- vi. The whole community surrounding the schools (parents, teachers, local authorities, and community residents at large) should together come up with mechanisms that make the neighborhood understand their participation in enhancing students' discipline. For instance, the community can help to redirect students who deviate on the way to or from school and, instead, go to market, watch films or engage in visiting prostitution places.
- vii. The study revealed the urgency of guidance and counseling departments in day secondary schools in order to improve students' emotional and psychological wellness. The researcher recommended the government to establish these departments in schools. For immediate action, teaching staff empowerment in counseling skills must be undertaken for having professionals capable of handling some students' problems. In addition, parents should also be equipped with knowledge about adolescents' education since the follow up of their behaviors is also done at home.
- viii. Since the study found many day schools having different sections (nursery, primary and secondary), it recommended that there should be 2 separate head teachers that is one head teachers for nursery and primary section and another head teacher for secondary section. This would create more time for qualitative school administration and supervision.

- ix. The researcher recommended that day schools without electricity and computer supplies should be facilitated to access them and benefit from the available online resources. Again, since students had no opportunities to speak English outside, the study recommends schools to dedicate some days to English speaking in schools for both students and staff. This would offer opportunities to improve skills in the instructional language.
- x. Finally, the study recommended that the government should make efforts to prepare and establish a well-structured and reflected on education system that would resist major changes and enhance stability.

5.6 Proposals for Further Studies

The findings of this study raise the need for further researches that can be carried out in order to find ways of promoting and sustaining quality education. The following are suggestions made on areas that require focus:

- i. Similar studies should be conducted in other provinces so as to check if there are other reasons for poor quality education in day secondary schools.
- ii. A study should be conducted on free education and quality education in primary schools with the purpose of assessing the influence of learners' primary background on secondary education performance.
- iii. Further research should be carried out to find if there is a relationship between the factors affecting quality education in day secondary schools and boarding schools.
- iv. Another study would be undertaken on the students' perceptions on the quality of their education in free day secondary schools.

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APPENDIX A: Questionnaire for Teachers

Dear Sir/Madam,

I am a Masters student at the Catholic University of Eastern Africa, Faculty of Education; carrying out a study on the *influence of free education policy on quality of education in day public secondary schools in Huye District, Rwanda*. Your school has been selected to participate in the study and you are selected as one of the respondents. I kindly request your permission to gather the required information from you through the use of a questionnaire. Your responses will be treated confidentially. Kindly assist me by answering these questions.

Thank you!

Yours Sincerely,

Sr. Christine Nyirandikubwimana

INSTRUCTION: Do not write your name anywhere on this paper. Please put a tick [] on the boxes with options you consider appropriate. Where given a blank space, fill in using your own words with as much details as you can.

Section A: Demographic Information

Please indicate your responses by ticking [] in the appropriate answers

- 1. Gender: Female [] Male []
- 2. Which age bracket do you belong to? 21-30 years [] 31-40 years [] 41-50 years [] 51-60 years [] above 60 years []
- 3. What is your highest level of professional qualification?.....
- 4. State your teaching experience in life [] years
- 5. How many years have you been a teacher in this school? [] years
- 6. A part from teaching, what are your other responsibilities in the school?

.....

Section B: Extent to Which Free Education Policy Affects Quality Education

7. Using the key; Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), or Strongly Disagree (SD), rate the extent to which free education policy affects quality education by ticking [√] where appropriate.

Statements	SA	A	U	D	SD
a. Free education policy has increased the number of students per teacher					
b. Free education policy has lowered students' performance					
c. Because of free education students are many and teachers cannot give them enough attention					
d. Free education policy caused inadequate number of teachers					
e. Free education policy reduced teachers' motivation and morale					
f. Teachers do not have enough teaching materials for lessons					
g. Free education policy negatively affected teaching methods					
h. Free education has led to classrooms' congestion					
i. Free education policy resulted in inadequate number of classrooms in schools					
j. Free education policy resulted in inadequate number of laboratories in schools					
k. Free education policy caused inadequacy of playgrounds					
l. Free education policy has led to insufficient funds from the government.					
m. Head teachers cannot supervise all classes					
n. Free education reduced parents and community participation in the education.					

Section C: Socio-Economic Factors Affecting Quality Education in Day Secondary Schools

8. What is the average number of students per class in this school?

21-30 () 31- 40 () 41-50 () 51-60 () Above 60 ()

9. How would you rate quality of education since the introduction of free education policy on a scale of 1 to 10?

1 _____ 10
 Low Average High

Please comment

.....

.....

.....

.....

10. Kindly, rate the adequacy of the following teaching and learning materials in your school by ticking [$\sqrt{\quad}$] in the appropriate place? Please, use the following key; Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), Strongly Disagree (SD)

Statements	SA	A	U	D	SD
a. There is a sufficient number of students' textbooks in my class					
b. Teachers' guides are available in an adequate number					
c. The school laboratory is well- equipped					
d. Maps and charts for teaching are available in a good number					

11. Using the key; Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), Strongly Disagree (SD) or, rate the use of the following teaching methods in your lessons by ticking [$\sqrt{\quad}$] where appropriate.

Statements	SA	A	U	D	SD
a. I often use lecture method in my lessons					
b. I prefer using demonstration method in my classes					
c. I mostly employ group discussion method of teaching in my lessons					
d. I often use question-answer method in my lessons					
e. I employ role-play method for teaching some lessons					
f. In the practical subjects, our students use experimental discovery method for learning					

12. Kindly, provide information on the following statement;

Generally, teachers are happy and motivated in their teaching profession Yes () No ()

Please, give reasons for your answer.....

13. In the last 2 years, how many times has your school been assessed by the Ministry of Education Officials? Once () Twice () Three times and above () Not at all ()

14. At the school level, how often do you have supervision by the principal?

Weekly Monthly Once a Term Not at all

15. To what extent do the parents participate to the quality of education of their children? Please use the following key; Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), Strongly Disagree (SD) or

Statements	SA	A	U	D	SD
a. Majority of the parents contribute to quality of education by visiting the school of their children					
b. Majority of the parents attend school meetings					
c. Majority of the parents provide adequate materials to their children					

16. Do you think the family background of your students can affect quality education?

Yes [] No []

Kindly explain your answer

.....

.....

17. What are the factors from your social environment that can negatively affect quality of education? Please list them.....

.....

.....

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Section D: Existing Government Measures to Promote Quality Education

18. What are the existing government mechanisms which promote quality education in this school?

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Section E: Challenges of Quality Education in Day Secondary Schools

19. What are the challenges the government faces in providing quality education in this school?

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Section F: Suggestion of Alternative Solutions for Improving Quality of Education

20. What strategies can be employed to meet the challenges facing the school and effectively improve quality education in Huye District?

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.....

THANK YOU

APPENDIX B: Interview Guide for the School Principals

Dear Sir/Madam,

I am a Masters student at the Catholic University of Eastern Africa, Faculty of Education; carrying out a study on the *influence of free education policy on quality of education in day public secondary schools in Huye District, Rwanda*. Your school has been selected to participate in the study and you are selected as one of the respondents. I kindly request your permission to gather the required information from you through the use of the interview. Your responses will be treated confidentially. Kindly assist me by answering these questions.

Thank you!

Yours Sincerely,

Sr. Christine Nyirandikubwimana

The following questions will guide the researcher during the interview:

1. Gender Female [] Male []
2. Age: How old were you on your last birthday? [] Years
3. What is your highest professional qualification?
4. How many years have you been a principal in this school?
5. Have you ever been a head teacher before? If yes, for how long?
6. How many qualified teachers do you have in the school? How many are needed? Elaborate!
7. What is the trend in students' enrolment in your school? (Percentage increase or decrease)
Elaborate!
8. How can you describe the quality of education in Huye since the introduction of free education in day secondary schools?

9. Is the government's financial support for free education adequate? Please explain?
10. What are the social factors affecting quality education in your school?
11. What are the economic factors affecting quality education in your school?
12. What are the challenges the government faces in providing quality education?
13. What are the existing government mechanisms which promote quality education in day secondary schools?
14. What strategies can be employed to meet the challenges and effectively improve quality education in Huye District?

THANK YOU!

APPENDIX C: Interview Guide for District Education Officers

Dear Sir/Madam,

I am a Masters student at the Catholic University of Eastern Africa, Faculty of Education; carrying out a study on the *influence of free education policy on quality of education in day public secondary schools in Huye District, Rwanda*. Your district has been selected to participate in the study and you are selected as one of the respondents. I kindly request your permission to gather the required information from you through the use of an interview. Your responses will be treated confidentially. Kindly assist me by answering these questions.

Thank you!

Yours Sincerely,

Sr. Christine Nyirandikubwimana

The following questions will guide the researcher during the interview:

1. Gender: Female [] Male []
2. Age: How old were you on your last birthday? [] Years
3. What is your highest professional qualification?
4. How many years have you been serving in this office?
5. What is your working experience in education sector? [] years.
6. What is the number and distribution of teachers in the District? Are all the schools adequately staffed? Elaborate!
7. What is the pattern and trend in students' enrolment in your District? Percentage increase or decrease? Elaborate!

8. How can you describe the quality of education in Huye District since the introduction of free education in day secondary schools?
9. Is the government's financial support for free education adequate? Please explain?
10. What are the social factors affecting quality education in Huye District?
11. What are the economic factors affecting quality education in Huye District?
12. What are the challenges the government faces in providing quality education?
13. What are the existing government mechanisms which promote quality education in day secondary schools?
14. What strategies can be employed to effectively improve quality education in Huye District?

THANK YOU!

APPENDIX D: Documents Analysis Guide

1. The number of students in school

2. The number of teachers in the school

3. The number of textbooks by subject:

Subjects	Form 1 Stud. No....	Form 2 Stud. No.....	Form 3 Stud. No.....	Form 4 Stud. No.....	Form 5 Stud. No.....	Form 6 Stud. No.....
Mathematics						
Physics						
Chemistry						
Biology						
Geography						
History						
English						
Kinyarda						

4. School's income and expenditures

Category	2015	2016	2017	2018
Total income				
Total expenditures				

5. Mean score of the school in national examination for 2015-2018:

Years	Form three	Form Six
2015
2016
2017
2018

APPENDIX E: Observation Guide

Availability and adequacy of physical facilities in schools:

School: ----- Date: -----

Observation Item	Availability		Quantity		Condition		Quality		Maintenance	
	Yes	No	adequate	Inadequate	working	Not working	Good	Poor	Well	Poorly
Laboratory										
Library										
Classrooms										
Playgrounds										
Learning resource center										
Water										
Toilets										
Desks										

General impression about school facilities:

Availability: -----Yes/No
 Adequacy/quantity: -----Yes/No
 Quality: ----- Good/Poor
 Condition: ----- Good/Poor
 Maintenance: ----- Well/Poorly

APPENDIX F: CUEA Research Authorization



THE CATHOLIC UNIVERSITY OF EASTERN AFRICA

Faculty of Education

Department of Postgraduate Studies in Education

Our Ref: CUEA/DVC-ACAD/FOE/PGSE/HUYE/001/April 2019

10th April 2019

**THE MAYOR
HUYE DISTRICT
RWANDA**

RE: CHRISTINE NYIRANDIKUBWIMANA. NO.MED/1033082

I am writing to introduce to you, **Christine Nyirandikubwimana** who is a final year MED student at The Catholic University of Eastern Africa, Nairobi – Kenya, and to request you to assist her to accomplish her academic research requirements.

Christine's Master's Degree in Education specialization is Educational Administration and Planning. She has completed all course work requirements for this programme. However, every student in the programme is required to conduct research and write a report/dissertation submitted during the final years of studies.

Accordingly, Christine's research topic has been approved. She will conduct research on the following topic:

"Influence of Free Education Policy on Quality Education in Day Public Secondary Schools in Huye District, Rwanda"

Thanking you in advance for any assistance you give to Christine.

Sincerely,

**Prof. Marcella Momanyi
HEAD OF DEPARTMENT - POSTGRADUATE STUDIES IN EDUCATION**



THE CATHOLIC UNIVERSITY OF EASTERN AFRICA (CUEA) P.O. BOX 62157 00200 Nairobi - KENYA
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Founded in 1984 by AMECEA (Association of the Member Episcopal Conference in Eastern Africa)

APPENDIX G: District Research Authorization

REPUBLIC OF RWANDA

Huye on 24/04/2019
Ref No/02.04
3017



SOUTHERN PROVINCE
HUYE DISTRICT
E-mail : huyedistrict@huye.gov.rw
Ref: Education Unit

Dear Christine NYIRANDIKUBWIMANA

RE: Authorization of carrying out a survey in Secondary Schools.


Dear Sir,

Reference is made to your letter dated on 27th March 2019 requesting to carry out a research in public schools located in Huye District.

I have great pleasure to inform you that you are allowed to conduct your research on the influence of free education policy on quality education in day public secondary schools in Huye District

You are requested to submit to the District the copy of your findings just after completing your research.

Regards,


Ange SEBUTEGE
Mayor of Huye District



Cc:

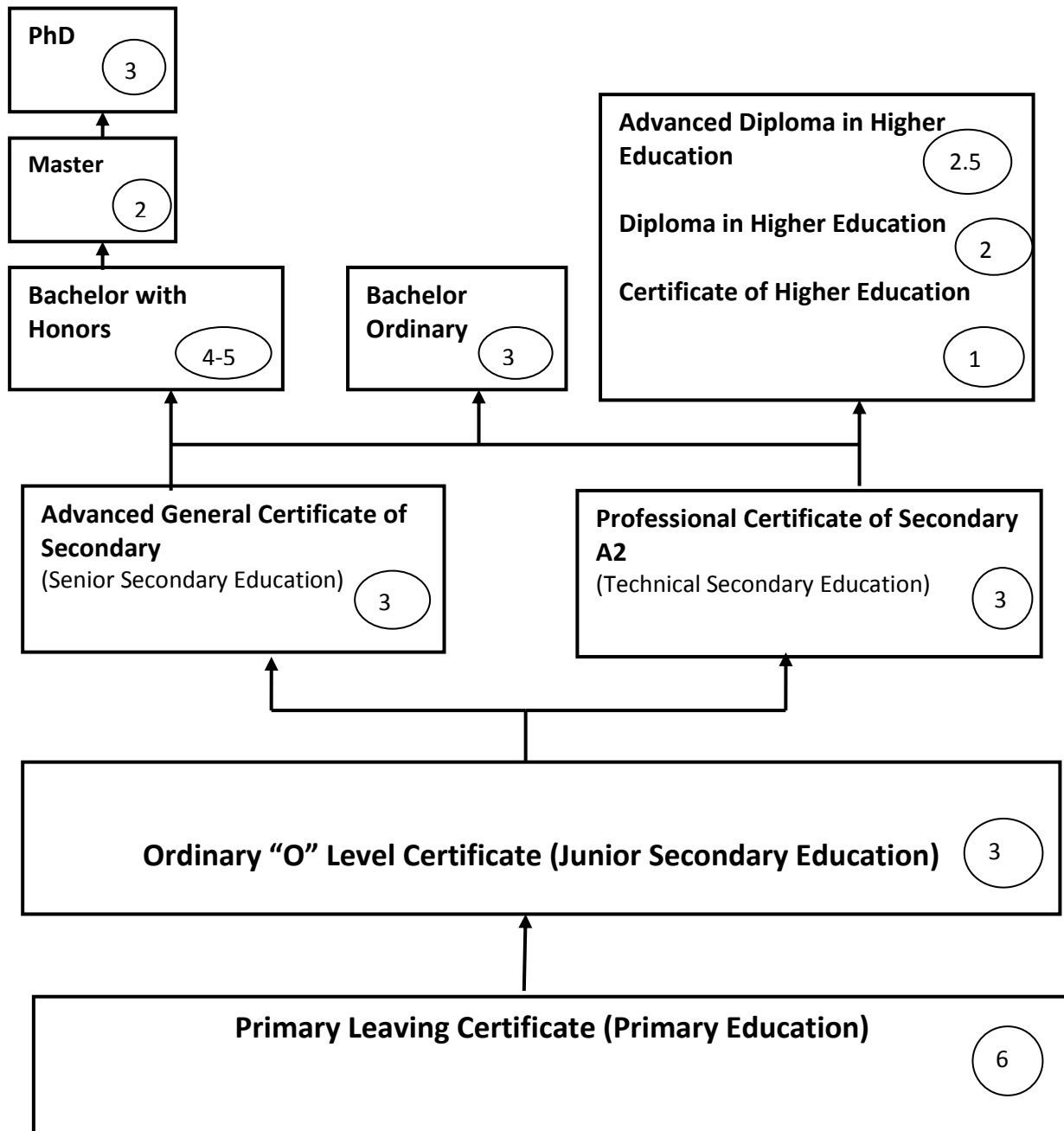
The Governor of Southern Province

APPENDIX H: List of Free Day Secondary Schools in Huye District

SN	School Name	Number of Students	Number of teachers
1	GS BUHIMBA	625	22
2	GS BUTARE CATHOLIQUE	525	21
3	GS CYARWA	449	13
4	GS GAFUMBA	331	10
5	GS GISAKURA	402	12
6	GS GISHIHE	642	26
7	GS KABUSANZA	162	6
8	GS KABUYE	483	12
9	GS KAMWAMBI	573	16
10	GS KARAMA St Boniface	913	24
11	GS KINAZI	830	26
12	GS KOTANA	282	10
13	GS MAZA	396	12
14	GS MPUNGWE	284	10
15	GS MUBUMBANO	231	9
16	GS MUGANO	380	10
17	GS MUHEMBE	205	6
18	GS MUSANGE	142	6
19	GS MUTUNDA	230	7
20	GS MWURIRE	682	24
21	GS NKUBI	674	24
22	GS NYARUNYINYA	472	10
23	GS NYUMBA	964	30
24	GS RUGANGO	254	8
25	GS RUGOGWE	734	27
26	GS RUKIRA	822	28
27	GS SHEKE	240	7
28	GS SHYEMBE	168	6
29	GS SIMBI	397	12
30	GS SOVU	616	26
31	GS VUMBI	274	10
Total		14,382	470

Source: Huye District Education Office (2019).

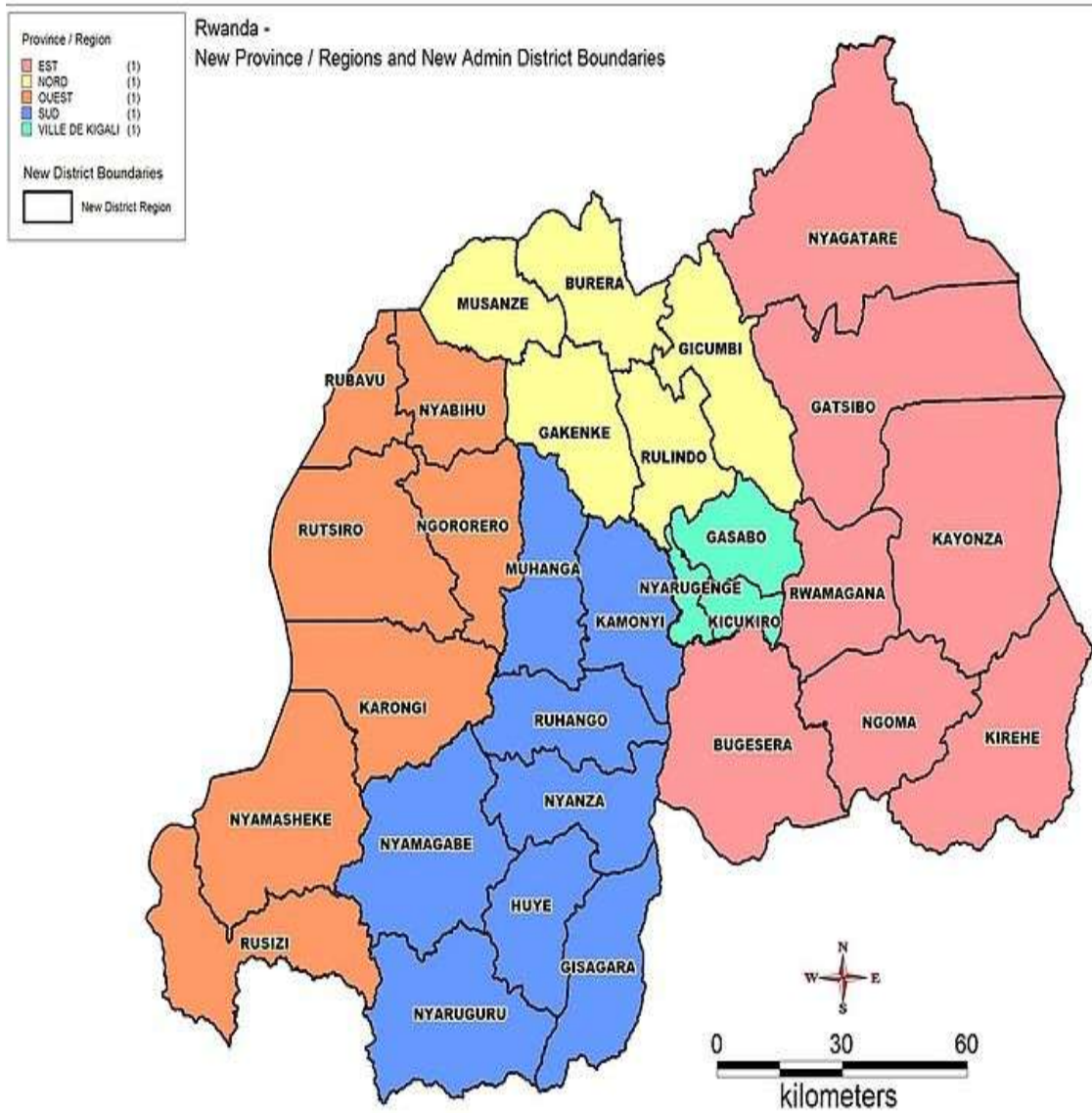
APPENDIX I: Rwanda Education Structure



○ 0 Duration of Education in Years

Source: Rwanda Education Board (2015).

APPENDIX J: Map of Rwanda Showing All Districts Including Huye



Source: From Wikimedia Commons, the free media repository, July 20th 2019.

APPENDIX K: Declaration of Originality



The Catholic University of Eastern Africa

Consecrate them in the truth

DECLARATION OF ORIGINALITY FORM (FOR STUDENTS)

This form must be dully completed by the student and signed for all Postgraduate Theses and Dissertations submitted to the University for scanning for plagiarism.

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Campus.....LANGATA, L.CHEA
Faculty.....EDUCATION
Department.....EDUCATION POST GRADUATE
Programme.....Educational Administration and Planning

Title of Thesis
INFLUENCE OF FREE EDUCATION POLICY
ON QUALITY EDUCATION IN DAY
SECONDARY SCHOOLS IN HUYE DISTRICT, RWANDA

Approval by supervisors for submission of thesis/Dissertation for examination

i) First supervisor.....DR. ROSE WAMBU Sign.....Rose
ii) Second Supervisor.....DR. VITO ANONO MABUS Sign.....[Signature]

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