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Abstract

The study aimed at examining the influence of Teachers' Involvement in Strategic Planning Process to Improve Quality Education in Private Secondary Schools in Eastern Province Rwanda. The research questions for the study were: What are the different ways of teachers' involvement in school planning process to provide quality education in private secondary schools? How do teachers' duties and responsibilities in school planning improve quality education in private secondary schools? To what extent does the teachers' awareness about planning process affect the provision of quality education in private schools? What is the relationship between teachers' involvement in strategic planning and quality education provided in private secondary schools? What are the challenges faced by private schools as result of teachers' exclusion in the strategic planning process? Total quality management theory was used. The study was guided by both a descriptive survey design and correlational research design. Mixed methods were employed. The targeted population was 616 including 28 Head teachers, 28 deputy headteachers in charge of studies, and 532 teaching staff. Questionnaires and interview guide were used to collect data. Descriptive measures (frequencies, percentages, Means, and Karl Pearson Coefficient of Correlation), and Thematic Approaches were used to analyze the data, tables, graphs, and texture method were used to present the findings. The findings revealed teaching as multifaced profession, but teachers are not adequately involved in the strategic planning process in private secondary schools in Eastern province Rwanda. This

affects the quality of education provided in those schools. The findings also indicated a significant positive degree of relationship between teachers' involvement in strategic planning process and quality education improvement in private secondary schools in Eastern Province - Rwanda. The researcher recommended the involvement of teaching staffs in the strategic planning process and putting in place measures to increase teachers' motivation in order to improve the quality of education.

Keywords: *Teacher involvement, Strategic planning, quality education, private Secondary schools, Rwanda.*

1.0 Introduction

1.1 Background of the Study

Societies all over the world transmit their accrued skills, knowledge, competencies, and values from one generation to another through education. According to United Nations Educational, Scientific, and Cultural Organization (2011), education is a basic human right and has been identified as a priority and an important sector which has the potential to transform the society. Access to education is steadily expanding across the world leading to higher enrolments and innovative literacy. Education in the world has undergone tremendous changes over time. The initial call for primary education everywhere to be compulsory and free was in 1948 during the adoption of the Universal Declaration of Human Rights (UNESCO, 2011).

Education in any country has always responded to the socio-economic and political objectives of that country. This can be traced back to the ancient civilization of the Nile, Athens and Sparta. In these societies, education was meant to suit the lives and aspirations of the people and achieve the goals of the society (Genevieve, 2010). Educational planning was defined as the continuous systematic process, involving application and coordination of social sciences research method, and of instructions and techniques of educational management, economics and finance with participation and support of the general public and the state policy as well, with the aim of securing adequate education for the citizen with definite goals to providing with opportunity of developing inner potential and making the most the most effective contribution to the socio-cultural and economic development of the state (UNESCO, 2005). Education reform efforts in less industrialized nations have aimed at making education an effective vehicle for national development. Governments, Policy makers, and civil society have emphasized that developing country need to invest more in education and ensure that systems of education are effectively managed that limited funds allocated to sector have maximum impact and cost recovery measures are adopted (World Bank, 2011).

Sleegers (1991), revealed the teaching staffs effectively involved in school strategic planning process performed better. Medina and Encomienda (2013) showed that employees' involvement in policy planning process facilitate policy implementation process through the creation of friendly working conditions. Moreover, Haseena and Mohammed (2015) commented that teachers' involvement in strategic planning of the school helps to improve the quality education. Additionally, Berg, Taylor, Gustafsson, Spaul and Armstrong (2011), recommended that the measures of improving quality education can be developing capacity within the teaching force. UNESCO (2005) put out that in the context of role of teachers in improving quality education have to teach by applying a pedagogy able to inspire and unite

teachers around a coherent project with clear objectives; teaching methods based on more modern learning concepts in which objects of knowledge and objects of teaching finally coincide.

1.2 Statement of the Problem

Private schools like public schools have an important role to play in the promotion of education in Rwanda. After 1994 Rwandan genocide, private schools were springing up in all parts of the country. They were encouraged by the Government which found it impossible to satisfy the high demand for education. Funding of private schools essentially came, and continues to come from family contributions and owners of schools. The performance of private secondary is poorer compared to the counterparts of public secondary schools as revealed in statistical yearbook (MINEDIC, 2018). Parents are complaining about poor performance of their children in private secondary schools against huge money paid as school fees. Teachers are also complaining that they are not involved in planning process which makes their work hard. As UNESCO said that schools where teachers are actively involved in planning are likely to perform better than schools where this is not the case. This created a great concern wondering if poor performance in private secondary schools in Rwanda is due to low teachers' involvement in strategic planning process. This study entitled teachers' involvement in strategic planning to improve quality education in private secondary schools in Eastern province, Rwanda will contribute to the solution of the existing problem.

1.3 Research Questions

- i. What are the different ways of teachers' involvement in school planning process to involve quality education in private secondary schools in Eastern province, Rwanda?
- ii. To what extent do teachers' duties and responsibilities in school strategic planning process improve quality education in private secondary schools in Eastern province, Rwanda?
- iii. To what extent do the teachers' awareness about planning process affect the provision of quality education in private schools in Eastern province, Rwanda?
- iv. What are the challenges faced by private schools as results of teachers' exclusion in strategic planning process?
- v. What are the measures and strategies that should be taken by policy makers and private school owners to improve quality education provided in private secondary schools in Eastern province - Rwanda?

1.4 Research Hypothesis

- i. **H₀**: There is no significant relationship between teacher's involvement in strategic planning and quality education improvement in private secondary school in Eastern province- Rwanda.
- ii. **H_a**: There is a significant relationship between teacher's involvement in strategic planning and quality education improvement in private secondary schools in Eastern province- Rwanda.

2. 0 Literature Review

2.1 Theoretical framework

2.1.1 Performance Equation Theory

Performance equation theory was one of the two theory reviewed in this study. This theory named performance equation theory was developed by Carter and Al Jishi in 2009. This theory stipulates that, the level of performance attained is determined by three (3) interdepend factors which are: ability, motivation and resource (Human resources, physical resources, and material resources).

Referring to the views of Eduard (2015) performance equation theory is the result-oriented process and focuses on setting and goals control so if it is well encouraged it can help management in detailed educational planning. Performance equation theory may be resented by subordinates, They may be under pressure to get along with the management when setting goals and objectives and those goals may be set un realistically higher, this may lower their morale and they may become suspicious about the philosophy behind the theory; There is considerable paper work involved and it takes too much time of the managers, to many meetings and to many reports added to the existing burden and responsibilities of managers this can cause managers resistance as results of increased paper works.

2.1.2 System Theory

This Theory was developed by Ludwig von bertalffy in 1956. According to Koontz and Wehrich (cited in Martha 2005) postulate that an organized enterprise does not exist in vacuum; it depends on its environment in which it is established. They added that the input from environment are received by the organization then transform them in output. Robbin (2005) argued that organizations were increasingly described as absorbs, processors and generators and that the organizational system could be envisioned as made up of several interdependent factors.

System advocate, according to Robbin (2005) have recognized that a change in any factor within the organization has impact on all other organizational components. Thus, teachers as input have to be updated and upgraded in order to highly influence the teaching and learning process and to achieve the desired target which is the better students 'academic performance. Conclusively, when you consider the nature of the topic under investigation you realize that Total Quality Management Theory fit and work better than System Theory and Performance Equation Theory therefore this study employed Total Quality Management theory in this theory.

2.2 Conceptual Framework

A conceptual framework represents the relationship between independent and dependent variables in the study (Orodho, 2004). Figure 1 depicted the conceptual framework.

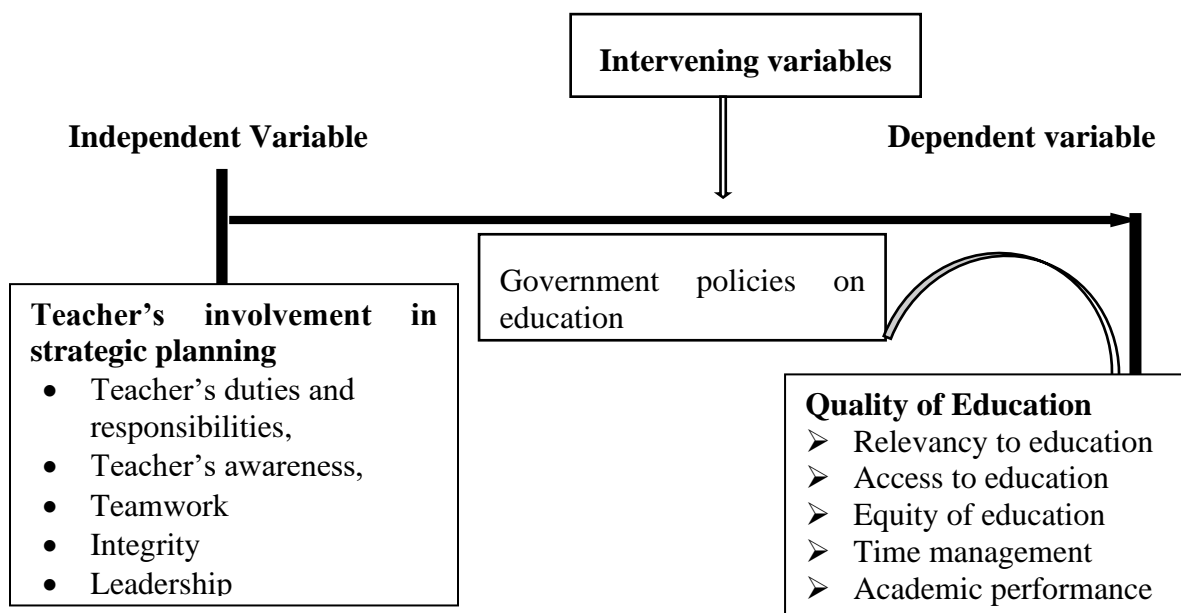


Figure 1: Conceptual Framework

3.0 Research Methodology

The study used mixed method designs which are a combination of quantitative and qualitative designs especially convergent parallel mixed methods design. The rationale for using mixed methods design was to combine both qualitative and quantitative data within a single study hence complementing each other by integrating their strengths (Creswell, 1994). The target population was 616 respondents including 28 private secondary school owners, 28 private secondary school headteachers, 28 private secondary school deputy head teachers in charge of studies and nineteen (19) private secondary school teachers for each school which gave the targeted 532 teachers. Finally, the sample size used by the study was 243.

4.1 Findings of the Study

4.1.1 Findings from teachers on different ways of teachers' involvement in strategic planning and quality education.

Table 1 presents the different ways of teachers' involvement in strategic planning and quality education.

Table 1: Findings from teachers on different ways of teachers' involvement in strategic planning and quality education

Statement	SD		D		N		A		SA	
	F	%	F	%	F	%	F	%	F	%
Teachers' involvement in strategic planning at technical level can improve quality education.	0	0	10	4.8	20	9.6	80	38.1	100	47.5
Involving teachers in strategic planning at managerial level improves quality education.	0	0	0	0	10	4.8	90	42.8	110	52.4
Involving teachers in strategic planning at community level improves quality education.	0	0	0	0	0	0	60	28.6	150	71.4
Teachers are facing challenges of their absence in strategic planning process.	0	0	0	0	0	0	95	45.2	115	54.8
AVARAGE	0	0	3	1.2	8	3.6	81	38.7	118	56.5

From Table 1, 10 (4.80%) disagreed with the statement whether teachers' involvement in strategic planning at technical level can improve quality education, 20 (9.60 %) were neutral, 80 (38.10 %) agreed, and 100 (47.50 %) strongly agreed with the statement. Second statement wanted to know if involving teachers in strategic planning at top management level improves quality education. The study findings indicated that 0% neither disagree nor strongly disagree, 4.80 % were neutral, 42.80% agreed and then 52.40 % strongly agreed that teachers' involvement at top management level will influence the quality education.

Third statement wanted to know if teachers' involvement in strategic planning at community level can influence quality education. The findings indicated that 00 % were against the statement, 00% were neutral, 60 (28.60 %) agree, 150 (71.40 %) strongly agree that teachers' involvement in strategic planning at community level will improve quality of education.

The average findings indicated that 1.20 % of the teachers participated in this study disagree, 3.60 % were neutral, 38.70 % agree and 56.50% strongly agreed that teachers' involvement in school strategic planning process can improve quality education in private secondary schools in Eastern province Rwanda. This was supported by the findings from the study carried by Bruton (2017), who concluded that teachers as the most key personnel to achieve quality education should be actively involved in school policy planning. Moreover, Medina and Encomienda, (2013), commented that staff involvement in policy planning process facilitate implementation stage hence set goals being will be achieved.

4.1.2 Findings from deputy headteachers on different ways of teachers’ involvement in strategic planning and quality education

Questions to collect data supporting first research question were also administrated to deputy headteachers in charges of studies and the information provided were summarized in table 2 below.

Table 2. Descriptive Statistics of deputy headteachers findings on different ways of teachers’ involvement in strategic planning and quality education

Statement	SD		D		N		A		SA	
	F	%	F	%	F	%	F	%	F	%
Teacher’s involvement in strategic planning at technical level can improve quality education.	0	0	1	9.1	0	0	7	63.6	3	27.3
Involving teachers in strategic planning at managerial level improves quality education.	0	0	0	0	0	0	9	81.8	2	18.2
Teacher’s involvement in strategic planning at community level can influence quality of education.	0	0	2	18.2	0	0	6	54.5	3	27.3
AVARAGE	0	0	1	9.1	0	0	7	66.6	3	24.3

From Table 2, the first statement wanted to know if teachers’ involvement in strategic planning at technical level can improve quality education. The findings indicated that 1(9.10%) disagree, 0% were neutral, 7(63.60%) agree, 3(27.30%) strongly agreed that teachers’ involvement in strategic planning t technical level will improve quality education.

Second statement wanted to know if involving teachers in strategic planning at top managerial level improves quality education. The study findings indicated that no deputy headteacher who disagreed, 0 % were neutral, 9 (81.80 %) agreed, 2(18.20%) strongly agreed that teachers’ involvement at top management will improve quality education.

Third statement wanted to know if teachers’ involvement in strategic planning at community level can influence quality education. The findings indicated that (20)18.20% disagree, 00% were neutral, (6)54.50 % agreed, (3)27.30 % strongly agreed that teachers’ involvement at community level will improve quality education.

The findings from deputy headteachers on different ways of teachers’ involvement in strategic planning at community level, at an average showed that 9.1 0 % disagree, 0.00 % were neutral, 66.60 % agreed, 24.30 % strongly agreed.

4.1.3 Findings from interview on different ways of teachers’ involvement in strategic planning and quality education

Headteachers and school owners interviewed said that they involve teachers in school strategic planning process at lower level because they know a little about strategic planning process;

they have no value to add on plans. They further explained that teachers have representative in school strategic planning process that stands for teachers' interest.

4.2 Findings from teachers on duties and responsibilities of teachers in school planning process and quality education improvement.

Table 3 presents Findings from teachers on duties and responsibilities of teachers in school planning process and quality education improvement

Table 3: Represent teachers' findings on duties and responsibilities of teachers in strategic planning and quality education

Statement	SD		D		N		A		SA	
	F	%	F	%	F	%	F	%	F	%
Teachers advise planning committee on strategies to achieve society and learning needs.	0	0	0	0	0	0	80	38.1	130	61.9
Teachers provide technical information to improve quality education of private schools.	0	0	0	0	0	0	83	39.5	127	60.5
Teachers provide implementation strategies that help to achieve quality education.	0	0	0	0	0	0	91	43.3	119	56.7
AVERAGE	0	0	0	0	0	0	85	40.3	125	59.7

From Table 3, the first statement was, "Teachers advise planning committee on strategies to achieve society and learning needs", neither teacher who disagreed nor neutral, (80) 38.10 % agree, (130) 61.90 % strongly agreed that teachers can provide useful advice to strategic planning committee that help the school to achieve education needs and community as well.

Second statement was "teachers provide technical information to improve quality education of private schools", the study findings indicated that neither teacher disagree nor neutral, (83) 39.50 % agree, 127 (60.50 %) strongly agreed that teachers can provide technical information to improve quality education as long as get involved in strategic planning process.

Third statement was, "teachers provide plan implementation strategies that help to achieve quality education", the findings of the study indicated neither teacher who disagree nor neutral, 91(43.30 %) agree, 119 (56.70 %) strongly agreed that teachers can provide plan implementation strategies that help to achieve quality education.

Table 3 also showed that majority of teachers agreed that teachers' duties and responsibility in strategic planning process can help to improve quality education in private secondary schools in Eastern province Rwanda. Specifically, in brief, average findings on the question indicated that 0% disagreed, 40.30 % agree, 59.70 % strongly agreed that teachers can play a significant role if he/she get involved in school strategic planning process with the purpose of improving quality education. This was supported by the study carried out by Mtsweni (2018), which concluded that teachers played a significant role in quality education improvement where they are effectively involved in school strategic planning process.

4.2.2 Findings from deputy headteachers on duties and responsibilities of teachers in strategic planning and quality education

Table 4 Duties and responsibilities of headteachers teachers in strategic planning and quality education

Table 4: Duties and responsibilities of headteachers teachers in strategic planning and quality education

Statement	SD		D		N		A		SA	
	F	%	F	%	F	%	F	%	F	%
Teachers can advise planning committee on strategies to achieve society and learning needs.	0	0	0	0	0	0	7	63.6	4	36.4
Teachers provide technical information to improve quality education of private schools.	0	0	0	0	0	0	9	81.8	2	18.2
Teachers provide implementation strategies that can help to achieve quality education.	0	0	0	0	0	0	3	27.3	8	72.7
AVERAGE	0	0	0	0	0	0	6	57.6	5	42.4

In Table 4, the first statement was, “teachers advise planning committee on strategies to achieve society and learning needs”, neither deputy headteacher who disagreed nor neutral, 7(63.60%) agree, 4 (36.40 %) strongly agreed that teachers can provide useful advice to strategic planning committee that help the school to achieve education needs and community as well. Second statement was” teachers provide technical information to improve quality education of private schools”, the study findings indicated that neither deputy headteacher who disagree nor neutral, 9(81.80 %) agreed, 2(18.20 %) strongly agreed that teachers can provide technical information to improve quality education as long as get involved in strategic planning process.

Third statement was,” teachers provide plan implementation strategies that help to achieve quality education”, the findings of the study indicated neither deputy headteacher who disagree nor neutral, 91(27.30 %) agree, 119 (72.70 %) strongly agreed that teachers can provide plan implementation strategies that help to achieve quality education.

The findings in table 4 also indicated that majority of deputy headteachers in charge of studies agreed that teachers’ duties and responsibilities can play a significant influence on quality education improvement in Private secondary schools in Eastern Province as long as they get involved in strategic planning. In brief, the average 0% disagree 0% were neutral, 57.60% agree and 42.40 % strongly agreed It was supported by the study carried out by Jodi (2016) that confirmed that teachers’ duties and responsibilities in teaching and process played a significant impact on quality education provided to learners at college.

4.3.1 Teachers’ awareness in strategic planning process and quality education

Table 5 presents findings on teachers’ awareness in strategic planning process and quality education.

Table 5: Represents findings on teachers’ awareness in strategic planning process and quality education

Statement	SD		D		N		A		SA	
	F	%	F	%	F	%	F	%	F	%
Teachers ‘knowledge and skills on strategic planning process can help to improve quality education.	0	0	0	0	0	0	97	46.2	113	53.8
Private schools prepare trainings on school strategic planning to increase teachers’ knowledge about strategic planning aiming at improves quality education.	42	20	88	41.1	22	10.5	58	27.6	0	0
Teachers know the threats which harm the quality education, therefor involving them in planning can improve quality of education.	0	0	0	0	0	0	156	74.3	54	25.7
AVERAGE	14	6.6	29.5	13.7	7.5	3.7	103.4	49.4	55.7	26.6

The first statement in Table 5 was “teachers ‘knowledge and skills on strategic planning process can help to improve quality education. The neither study findings indicated that neither teacher disagree nor neutral, 97(46 %) agree, 113(53.80 %) strongly agreed that teachers’ knowledge and skills on strategic planning process can help to improve quality education. Second statement was “Private schools prepare trainings on school strategic planning to increase teachers’ knowledge about strategic planning aiming at improves quality education”. Findings indicated that 42 (20%) strongly disagree, 88 (41.10 %) disagree, 22(10.50 %) were neutral and only 58 (27.60 %) agreed that Private secondary schools prepare trainings on strategic planning process to improve teachers’ knowledge in strategic planning in order to improve quality education. Third statement was “teachers know the threats which can harm the quality education, therefor involving them in planning process will help improve quality of education”. The findings on the question indicated that neither teacher disagree nor neutral, 156(74.30%) agree, 54(25.70 %) strongly agreed.

4.3.2 Deputy Headteacher in charge of study’s findings on teachers’ awareness in strategic planning process and quality education.

Figure 2 depicts the results given by deputy headteachers in charge of studies on the influence of teacher knowledge and skills in strategic planning to improve quality education.

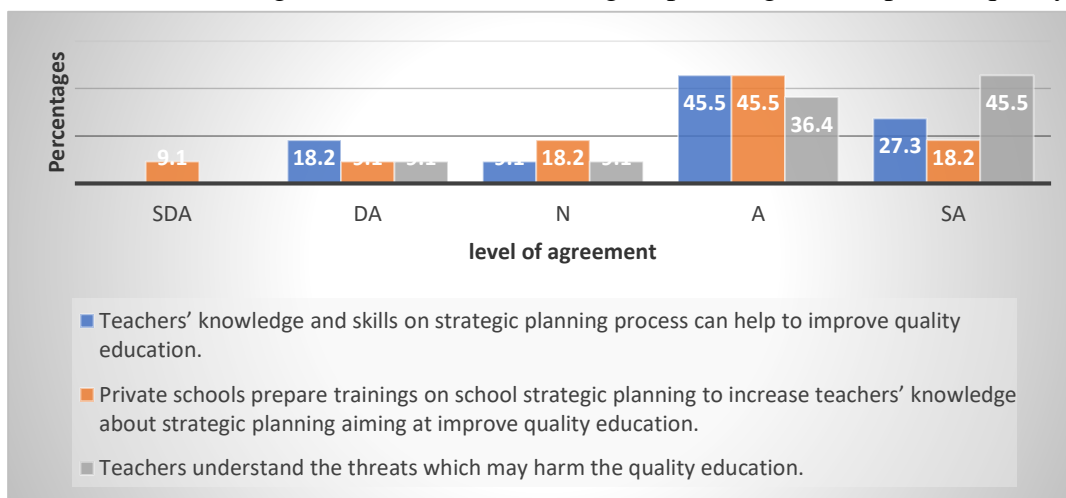


Figure 2: Results of the Deputy Headteacher in charge of study’s findings on teachers’ awareness in strategic planning process and quality education

From Figure 2, the first statement was “teachers ‘knowledge and skills on strategic planning process can help to improve quality education.” The study findings indicated that 2(18.20%) disagree, 1(9.10%) were neutral, 5(45.50 %) agree, 3(27.30 %) strongly agreed that teachers’ knowledge and skills on strategic planning process can help to improve quality education.

Second statement was “Private schools prepare trainings on school strategic planning to increase teachers’ knowledge about strategic planning aiming at improves quality education”. Findings indicated that 1(9.10%) strongly disagree, 1(9.10%) disagree, 2(18.20%) were neutral, 5 (45.50 %) agreed and 2(18.20 %) strongly agreed that private secondary schools prepare trainings on strategic planning process to improve teachers’ knowledge in strategic planning in order to improve quality education.

Third statement was “teachers know the threats which can harm the quality education, therefor involving them in planning process will help improve quality of education”. The findings on the question indicated that 1(9.10 %) disagree 1(9.10 %) were neutral, 4(36.40%) agree, 5(45.50%) strongly agreed teachers know the threats which can harm the quality education, therefore, involving them in planning process will help to improve quality of education.

4.3.3 Findings on headteachers’ awareness in strategic planning process and quality education corrected from interview

Head teachers views on teachers’ knowledge and skills in strategic planning to improve quality education in private secondary school in eastern province Rwanda were gathered through interview guide conducted given to them. Research question asked were: “**What is the role of teachers’ knowledge and skills in strategic planning to quality education improvement?**”

And what do you do to make your teachers aware of school strategic planning process and their contribution to quality of education improvement”?

8(72.20 %) said teachers’ awareness in strategic planning process provide advantageous ideas at planning for quality education, to equip them with this knowledge school organize trainings for them. 3(27.80 %) said that teachers’ awareness on strategic planning has no significant influence on academic performance.

School owners’ views on teachers’ knowledge and skills in strategic planning to improve quality education was also gathered through interview guide administrated to them. Research question asked were: **“What is the role of teachers’ knowledge and skills on strategic planning in the process of quality education improvement? And what do you do to make your teachers aware of school strategic planning process and their contribution to quality of education improvement?”**

7(63.60 %) of school owners said that strategic planning is management functions which should be performed by school managers (headteacher and deputy headteacher), whereas teachers’ role should be teaching. On the other hand, 4(36.40 %) of school owners participated in the study reported that modern teachers are multifaced personality and their awareness in planning process influence quality education and that their schools provide training to their teachers aiming at equipping teachers with this skill.

4.4 Teachers’ performance and measurement strategies and quality education

Data providing information on teachers’ performance measurement strategies and quality education were collected from different source including teachers. Thus, information collected from teachers was summarized in the table 6 below.

Table 6: Represents teachers’ performance and measurement strategies and quality education

Statement	SD		D		N		A		SA	
	F	%	F	%	F	%	F	%	F	%
Teachers’ performance to improving quality education is measured basing on the students’ outcomes.	0	0	0	0	0	0	131	62.4	79	37.4
Clock-in and clock-out of teachers can improve quality education of the students.	0	0	0	0	0	0	115	54.8	95	45.2
Absenteeism of teachers can affect quality education of the students.	0	0	0	0	0	0	77	36.7	133	63.3
AVERAGE	0	0	0	0	0	0	108	51.3	102	48.7

From Table 6, the first statement was “teachers’ performance to improve quality education is measured basing on the students’ outcomes. The neither study findings indicated that neither teacher disagree nor neutral, 131(62.40 %) agree, 79 (37.40 %) strongly agreed that teachers’ performance to improve quality education is measure based on student performance.

The second statement was “clock-in and clock-out of teachers can improve quality education of the students.” The findings indicated that neither teacher disagree nor neutral, 115(54.80%)

agree, 95(45.20%) strongly agreed that clock in and clock out of teachers can improve quality of education.

The third statement was “Absenteeism of teachers can affect quality education of the students. The study findings indicated that neither teacher agree nor disagree 77(36.70%) agree, 133(63.30 %) strongly agreed that absenteeism of teacher affect quality of education provided by private secondary school in eastern province Rwanda. There findings were in line with the study carried out by Ntawiha (2015) concluded that teachers, performance measurement and teachers’ motivation strategies helped to improve quality education.

4.5 Findings given by deputy headteachers in charge of studies on teachers’ performance measurement strategies and quality education

Deputy Headteacher in charge of studies played important role in day to day for academic life in the schools of private secondary school as well as public schools. Due to the curial role in education, they were targeted in this study and information given on teachers’ performance strategies and quality education were summarized in figure 3below.

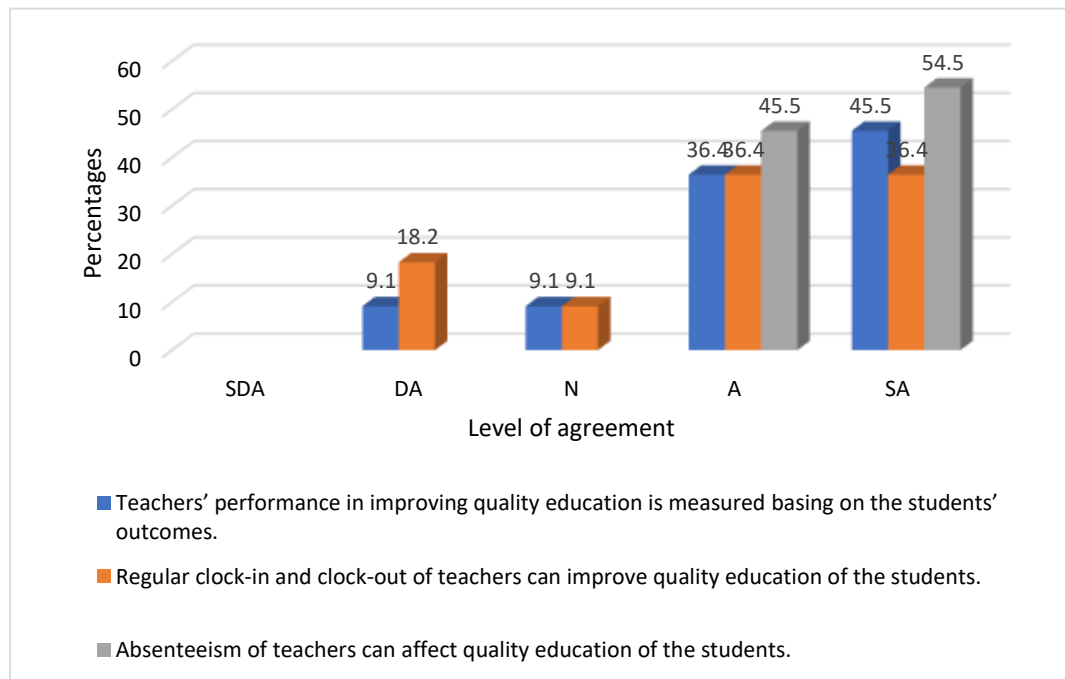


Figure 3: Deputy Headteachers in charge of studies on teachers’ performance measurement strategies and quality Education

From Figure 3, The study findings indicated that 1(9.10%) disagreed with the statement that teachers’ performance to improve quality education is measured basing on the students’ outcomes, 1(9.10 %) were neutral, 4(36.40 %) agree, 5(45.50 %) strongly agreed that teachers’ performance to improve quality education is measure based on student performance.

The second statement was “clock-in and clock-out of teachers can improve quality education of the students.” The findings indicated that 2(18.20 %) disagree, 1(9.10 %) neutral, 4(36.40%)

agree, 4 (36.40 %) strongly agreed that clock in and clock out of teachers can improve quality of education.

The third statement was “Absenteeism of teachers can affect quality education of the students. The study findings indicated no disagree, no neutral, 5(45.50%) agree, 6(54.50%) strongly agreed that absenteeism of teacher affect quality of education provided by private secondary school in eastern province Rwanda. School managers should put in place clear and favorable strategic school measurement. These findings were in line with the findings of the study carried in Italy (Casanova,2017) revealed that evaluation of teachers’ performance based on students’ academic achievement helps to reduce subjectivity in teachers’ preperformance appraisal process.

4.6 Relationship between Teachers’ involvement in strategic planning and quality education improvement

Table 7 presents the relationship between teachers’ involvement in strategic planning and quality education

Table 7:Relationship between teachers’ involvement in strategic planning and quality education

		Agree=1	Areas
Teachers’ involvement in strategic planning to improve quality education	Pearson Correlation	1	.507
	Sig. (2-tailed)		.003
	N	210	210
	Pearson Correlation	.507	1
Areas	Sig. (2-tailed)	.003	
	N	210	210

Table 7 showed that relationship between teachers’ involvement in strategic planning and quality education is significant due to the fact that P-value was 0.003 where, following the rule that if P-value is less than 0.05 then, it is significant. It was also found that there is a medium positive correlation between teachers’ involvement in strategic planning and quality education improvement as the Karl Pearson coefficient of correlation (r) was 0.507. This finding was supported by Itaaga, (2014) who commented that the participation of teachers, pupils and parents in decision making process facilitate achievement of educational goals (Itaaga, 2014).

Table 8 presents the findings given by headteacher on relationship between teachers’ involvement in school strategic planning process and quality education.

Table 8: Represents findings given by headteacher on relationship between teachers’ involvement in school strategic planning process and quality education

		Agree=1	Areas
Teachers’ involvement in strategic planning to improve quality education	Pearson Correlation	1	.481
	Sig. (2-tailed)		.032
	N	11	11
Areas	Pearson Correlation	.481	1
	Sig. (2-tailed)	.032	
	N	11	11

*. Correlation is significant at the 0.05 level (2-tailed).

Table, 8 showed that relationship between teachers’ involvement in strategic planning and quality education is significant due to the fact that P-value was 0.032 where, following the rule that if P-value is less than 0.05 then, it is significant. It was also found that there is a medium positive correlation between teachers’ involvement in strategic planning and quality education improvement as the Karl Pearson coefficient of correlation (r) was 0.481. The findings of this study corroborated with the findings of the study carried out by Damery (2013) which confirmed that the school that practice formal strategic planning process performed better than school which did not.

Table 9 : Represent deputy headteachers in charge of studies ‘findings on relationship between teachers’ involvement in strategic planning and quality education.

		Agree=1	Areas
Teachers’ involvement in strategic planning to improve quality education	Pearson Correlation	1	.308
	Sig. (2-tailed)		.028
	N	22	22
Areas	Pearson Correlation	.308	1
	Sig. (2-tailed)	.028	
	N	22	22

Table 9 showed that relationship between teachers’ involvement in strategic planning and quality education is significant due to the fact that P-value was 0.028 where, following the rule that if P-value is less than 0.05 then, it is significant. It was also found that there is a low positive correlation between teachers’ involvement in strategic planning and quality education improvement as the Karl Pearson coefficient of correlation (r) was 0.308.

The findings were supported by Bali and Alvarez (2003) found that the level of skills that teachers possess played significant influence on quality education provided to students in the given school where they are employed.

4.7 challenges faced by teacher as the results of teacher’s absence in the school strategic planning process.

Figure 4 Presents the challenges faced by teacher as the results of teacher’s absence in the school strategic planning process

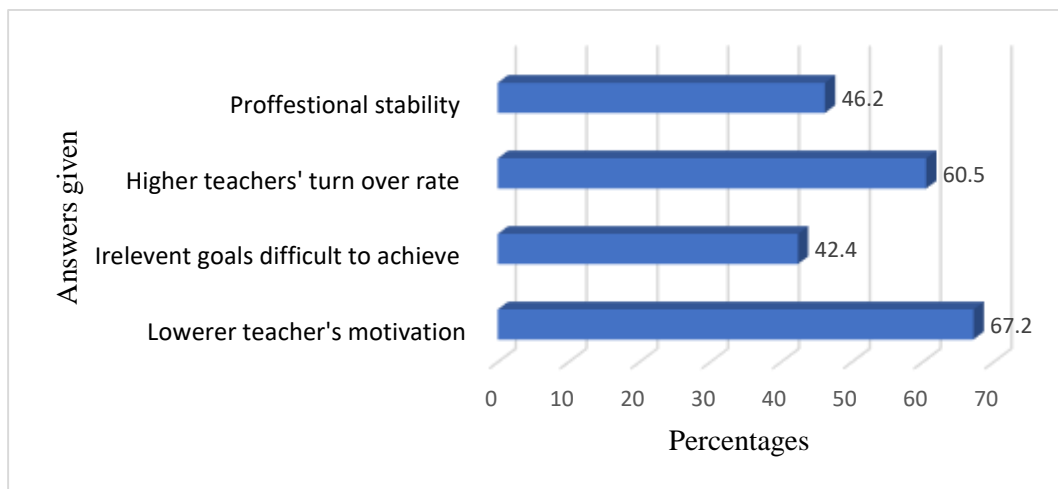


Figure 4: Represent answers given by teachers on challenges faced by teachers as results of exclusion in school strategic planning process

The results from figure 4 shows that 46.20% of teachers participated in the study said that exclusion of teachers in strategic planning process affect their professional stability, teachers in private schools have contract working condition. The findings of this study collaborate with the findings of the study conducted by Mbabazi (2013), in public University in Rwanda confirmed that poor motivation of teachers affects quality education in public university of Rwanda.

The same figure 4 shows that 60.50% of teachers participated in the study said that there is higher rate of teachers left the job before the completion of contracts. This is caused by two main reasons, some failed to fill contract and get fired others, due to the facts that they are not happy with working condition in private schools.

Teachers participated in the study confirmed that there is too much subjectivity in setting school aims and objectives. 42.4 % of respondents said that teaching staff are given hard and difficult to achieve objectives as results of teachers' exclusion in school strategic planning process. This finding was in collaboration with the study conducted by Wangara (2015) revealed that principals goals setting skills influence student academic achievement.

The 67.2 % of teachers participated in this study said that they are not motivated to work in private school.

4.8 Challenge faced by school managers (Headteachers and deputy head teachers) (n-210 for teachers and n=11 for deputy headteachers).

Figure 5 shows the Challenges faced by school managers (Headteachers and deputy head teachers) (n-210 for teachers and n=11 for deputy headteachers).

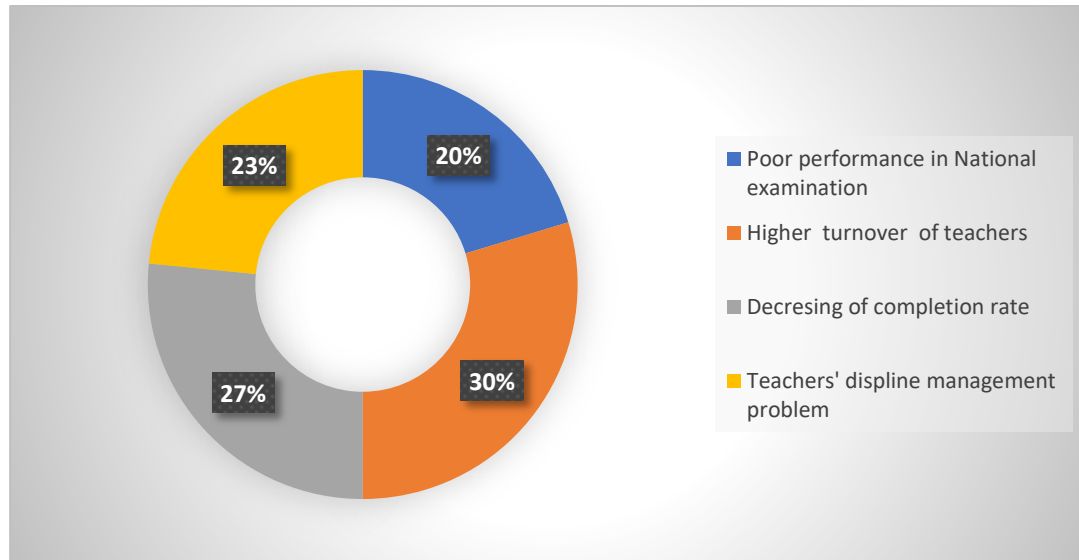


Figure 5: Shows challenges faced by school managers as results of teachers' exclusion in school strategic planning process

Figure 5 shows that 20% of school managers said that teacher's exclusion in strategic planning process affect students' performance in national examination, 30% of the respondent said teachers absent in strategic planning influence turnover of teaching staff, 27% said that it affects completion rates of private secondary schools, 23% of the respondent said that exclusion of teachers in strategic planning affect teachers' motivation.

It was supported by the study carried out by Jodi (2016) that confirmed that teachers' duties and responsibilities in teaching and process played a significant impact on quality education provided to learners at college.

Figure 6 presents the challenges faced by the school owners.

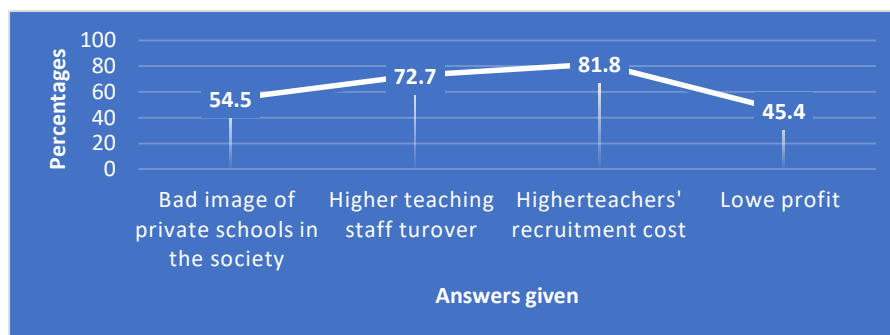


Figure 6: Challenges faced by school owners as results of teachers' exclusion in school strategic planning process

Figure 6 shows that 54.5% of school owners said that exclusion of teachers creates negative attitude of community members to words private schools.72.70% said that it influence teachers turnover, 81.80% said that it cause higher teachers recruitment cost this is due to the fact that

many teachers are not happy to work in private schools when private school need qualified teachers, they are charged much money compared to public teachers recruitments this is caused by hard working condition in private schools. This was supported by (Medina and Encomienda, 2013), commented that staff involvement in policy planning process facilitate implementation stage hence set goals being achievement.

Private schools they are proving education services but on the other hand many private schools do it as business. The 45.40% of the school owners said exclusion of teachers can cause decline in profit gained. This can be cause by decreasing of private school students and higher cost of employing qualified and experienced teachers.

4.8 Measures and strategies that should be taken by private schools’ stakeholders to improve quality education.

In order to find out the measures and strategies to be taken to overcome quality education problems in private secondary schools in eastern province Rwanda, respondent was asked common question where respondent give their suggestion proposed solutions are summarized in the Figure 7 below.

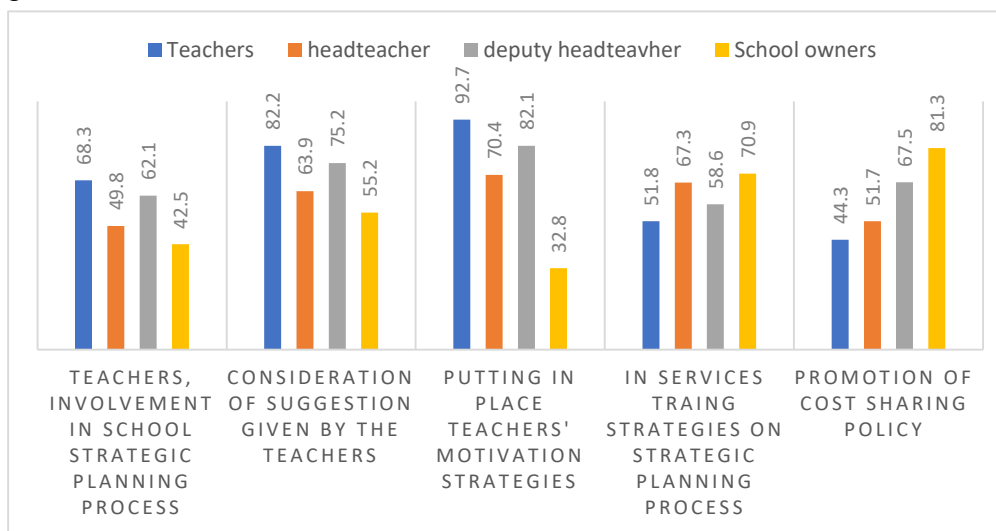


Figure 7: Represent measures and strategies to be taken to improve quality education in Private schools

From Figure 7, Many of the respondents said that teacher’s involvement in school strategic planning process can be one of the best measures to be taken to improve quality education, whereas teachers support this at 68.3 %, headteachers at 49.8 %, deputy headteachers at 62.1 % while school owners at 42.5 %. The findings were in line with the recommendations given by Nigicser (2017) stating teachers’ involvement in strategic planning as one of the solutions.

Moreover, the statement whether consideration of teachers' opinions as technician and implanters of school plans can help to improve quality of education provided by private schools in Eastern Province Rwanda 82.2 % agreed, , 63.9 of head teachers agreed, 75.2 of deputy headteachers agreed, and 55.2 % of school owners also agreed.

Teachers in Private schools as well as in public schools in Rwanda and in many countries of Africa in general they are not confident with their profession because of meninges salaries paid. 92.7 % of teachers found teachers motivation to be solution, 70.4 % of headteacher agreed, 82.1 of deputy headteachers, while only 32.8 of school owners found it to be solution. This was supported by Bruton and Ahlstrom (2017), they said that happy employees are productive employees.

Moreover, 44.30% of teachers, 51.70% of headteachers 67.50% of deputy headteacher and 81.30% of the school owners agreed that education cost sharing as one of the solutions to the problem of quality education in private schools. This finding was in line with MINEDUC report (2011), which said that bring your own device and sharing the cost of education between government, schools and parents will help to improve quality of education in Rwanda.

5.0 Conclusion

From the findings, the study concluded that teachers were not adequately involved in the strategic planning in private secondary schools of Eastern province Rwanda and this soften the quality of education provided. Additionally, teachers' awareness (possessed knowledge and skills in strategic planning) influenced the quality of education in the private secondary in Eastern province of Rwanda. Moreover, the findings revealed that teacher's performance and measurement strategies used by private secondary school in eastern province of Rwanda affected the quality of education they provided. Finally, the Karl Pearson coefficient of correlation was 0.507 from teachers' responses, 0.481 from Deputy headteacher in charge of studies' responses and 0.308 from Headteachers and school owners' responses. Significance levels were found to be at 0.003 from teachers' responses, 0.032 from deputy headteachers' responses and 0.028 from Headteachers and school owners' responses. Based on this, the study concluded that there was a significant positive degree of relationship between teachers' involvement in school strategic planning and quality education in private secondary schools in Eastern-province- Rwanda.

6.0 Recommendations

From the conclusions, the study recommended that the school owners to put in place all possible measures to improve teachers' motivation if they looking for quality education. Additionally, the school leaders ought to prepare trainings to raise teachers' awareness in strategic planning process and their influence on quality education improvement. Additionally, Policy makers should make policies that increases teachers' motivation which was declined in these times. Educational cost sharing policy itself is relevant to Rwandan context but adequate campaign and explanations on its implication is much needed.

6.1 Suggestions for Further Research

Since this study focused on the teachers' involvement in strategic planning process to improve quality education in private secondary schools in eastern province Rwanda, similar study can

be carried in the other province of Rwanda both in private and public schools. Additionally, this study focused on teachers' involvement in school strategic planning process to improve quality education but the problem of teachers' motivation showed higher trend among respondents. Thus, further study can establish impacts of teachers' motivation on quality education. Moreover, further study can be conducted to examine the different measures that can be put in place to improve strategic planning skills among educators in Rwanda.

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