RESEARCH ARTICLE

INFLUENCE OF SCHOOL TENDER COMMITTEE PRACTICES ON STUDENTS' PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN RWANDA: A CASE OF NGORORERO DISTRICT

Habumuremyi Theoneste[1] and Dr. Hesbon Opiyo Andala PhD[2]
1.   Research Scholar, Department of Education and Curriculum study, Mount Kenya University Rwanda.
2.   Lecturer, Department of Education and Curriculum Study, Mount Kenya University Rwanda.

……………………………………………………………………………………………………....

Manuscript Info	*Abstract*
…………………..	……………………………………………………………………
	The goal of this study is to look at the influence of school tender committeepractices on student performance in public secondary schools in Ngororero District, Rwanda.This study is important to the government of Rwanda and other educational stakeholders. The study used a descriptive survey approach where the target population was 106 parents, 195 secondary teachers and 15 school leaders for a total of 316 respondents within the sample size of 177 respondents has drawn using Taro Yamane's (1967) formula. Statistical findings were analysed in descriptive and inferential way where these findings indicate that school tender committee practices can influence academic performance and are positively and statistically correlated, as the majority of their level of significance was greater than 0.05 in association with school tender committee practices and academic performance in the Ngororero district of Rwanda. Regarding research findings, it is advised that the Rwandan school tender committee prioritise openness, accountability, and quality over cost in purchasing selections.

………………………………………………………………………………………………………....

Introduction
The primary goal of developing school tender committee is to guarantee that economy and efficiency in the purchase of products, services, and other supplies are achieved by awarding contracts to eligible bidders who strictly adhere to the banking information norms and tender processes established by government agencies (Alexandre, 2014).

Thai (2014) claims that the bidding process has been marred by a number of scandals caused by inadequate handling of procurement information and delays in procurement procedures, resulting in widespread corruption. The Ministry of Education (2016) found that students of secondary schools get poor performance in National examination from 2006 to 2015. Therefore, this present study is going to investigate the effect of school tender committee practices on students' performance in public secondary schools in Ngororero District, Rwanda.

General objective of the study
To investigate the influence of school tender committee practices on students' performance in public secondary schools in Ngororero District, Rwanda.

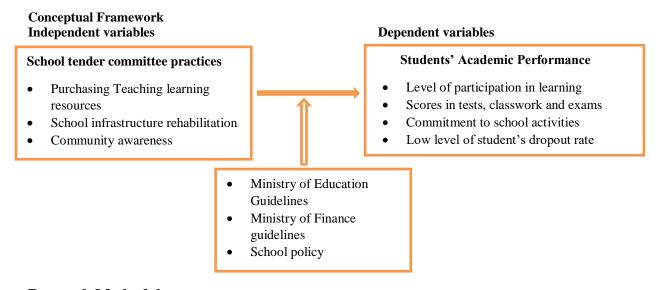**Corresponding Author:Habumuremyi Theoneste**
Address**:**Research Scholar, Department of Curriculum study, Mount Kenya University Rwanda.

Literature Review:

According to Geoffrey (2020), the end of the twentieth century witnessed a considerable rise in capital financing for school buildings, prompting an emphasis on increasing student performance and modernising school facilities. High-quality school facilities improve student results and attendance rates, and the physical condition of schools is crucial for effective instruction. Poor environmental and functional circumstances, such as insufficient acoustics, heat, light, and air quality, can have an impact on student success and behaviour, limiting the effectiveness of learning practices. tendering committes atSchool renovation also serves the community by changing the urban environment, supporting social revitalization, and encouraging equitable opportunities. Reusing school buildings promotes healthy living, environmental awareness, and social responsibility, whereas destruction and replacement have a greater carbon and material footprint.

Verspoor (2018) argues that tendering committees play a crucial role in sustaining school infrastructure and should be supported by reforms that optimise current facilities. He underlined that SBMC funds are used in Nigeria to build and maintain school infrastructure. He advised that school-based management committees (SBMC) think about where to place instructional programmes, the population served by the facilities, and the need for maintenance to meet current educational expectations.

According to Jayi (2017), school amenities allow skilled teachers to reach higher levels of instructional effectiveness than without them. Providing adequate physical infrastructure is crucial for improving student learning and accomplishment.

Conceptual Framework
Independent variables   **Dependent variables**

School tender committee practices	Students' Academic Performance
• Purchasing Teaching learning resources • School infrastructure rehabilitation • Community awareness	• Level of participation in learning • Scores in tests, classwork and exams • Commitment to school activities • Low level of student's dropout rate

- Ministry of Education Guidelines
- Ministry of Finance guidelines
- School policy

Research Methodology:

Research design

According to (Betensky, 2017), The research design is the general approach used to connect the examination's various elements in a cohesive and logical manner, thereby ensuring the study's issue is adequately handled. It acts as the plan for proceeding for acquiring data, evaluating it, and eventually analysing it. In this research, the researcher used descriptive survey, since it involved qualitative and quantitative data. The researcher also used correlational research design to investigate the influence of school tender committee practices on student performance.

Target Population

Mugenda and Mugenda (2016) defined the target population as the group to which the researcher aims to generalise the study's findings. This study's target population will include 106 parents, 195 teachers, and 15 school leaders, for a total of 316 respondents from public secondary schools in Ngororero, Rwanda. As referred by Majid, 2018 Sampling is the practice of obtaining a statistically representative sample of people from a research community.

It is essential to illustrate how the sample size is determined before locating respondents for this study. Taro Yamane's 1967 formula for calculating sample size was applied. where n is the sample size, N is the population size, and e is the margin error, or level of confidence. General scientific formula: $\frac{N}{1+N(e)^2}$; and then the sample size is n = $\frac{316}{1+316\ (0.05)^2}$; n = $\frac{316}{1.79}$= 176.53; then the sample size is 177 Respondents.

Table 3.1: Sample Distribution.

Respondent	Target Populations	Sample Population
Parents committes	106	60
Secondary Teachers	195	109
School leaders	15	8
Total	**316**	**177**

The sampling population for this study was deliberately and randomly selected based on the features of the topic under investigation. Finding a research participant who is sufficiently representative to obtain closing statements from the main goal. Purposeful sampling is a non-probability strategy whereby a subset of people is specifically chosen to participate in research based on the needs of the study (Majid, 2018). Eight public secondary schools from different sectors in Ngororero District were purposefully selected according to their location. In addition, the committees made up of parents and teachers were specifically chosen based on the grade level at which they instruct. For example, only secondary school teachers were included in the sample, and basic random sampling was used to choose a representative group of respondents and important informants, including administrators.

According to (Maxjo, 2017), A questionnaire is essential for a research survey since it is quick to complete and inexpensive. The questionnaire will be distributed to teachers and parents from the sampled schools. Documenting is a method of officially acknowledging the sources that were used in the study. The capacity to thoroughly examine sources in order to understand more about a certain issue is one of the main benefits of documentation studies. The researcher will distribute questionnaires to the responandents as the total of 177 Research participants and have an interview with Head teachers.

Validity is the test of ability to achieve specific goals. It seeks to verify the truth and correctness of any inference drawn from the data; it demonstrates that the inferences are reliable; and it demonstrates that the techniques used support the findings Galaczi (2020). The validity of this research is tested using the Content Validity Index (CVI).CVI = $\frac{RQ}{TQ} \geq 0.6$ Whereby RQ : Relevant Questions TQ : Total Questions. The questionnaire is legitimate to give the information the researcher needs if the estimated content validity index is higher than 0.60.

According to Pritha (2021), ethical issues are concepts that influence your research methods and designs. Omari (2011) identifies various key criteria in research ethics, such as obtaining informed consent from participants, providing open access to material, protecting respondents' privacy, and maintaining respondents' anonymity, among others. Before beginning collecting primary data, the researcher got permission from Mount Kenya University and Ngororero District.

Findings, Interpretations and Discussions:
Demographic Characteristics of Respondents
This study collected information on the age range, educational attainment, gender composition, and teaching experience at secondary schools in Rwanda's Ngororero District.
Table 4.1: Gender Profile of Respondents.

Gender	Parents committee		Teachers		Head teachers	
	N	%	N	%	N	%
Male	34	56.6	57	52.3	4	37.5
Female	26	43.3	52	47.7	5	62.5
Total	**60**	**100.0**	**109**	**100.0**	**8**	**100.0**

Table 4.1 indicates that of the Parents Committee members who took part in this study were gender balanced as the male and female were approximetly equal in number. The statistics show that there were more male than female

teachers parents where female head techers are dominating male head teachers. The above Statistics shows that there is gender balance in this research as there is no gender which is below 30%.

Table 4.2:- Age of Respondents.

Age of Respondents	Frequency	Percentage
21-25 Years	24	13.5
26-30 Years	11	6.2
31-35 Years	59	33.3
36-40 Years	55	31.07
41 years and above	28	15.8
Total	177	100.0

Source: Primary Data (2024)

This finding suggests that the investigation's age demographics were balanced. The above statistics show that there is no influence of peer group based on generation.

Table 4.3:Level of Education attained.

Level of Education	Teacher		School leaders	
	N	%	N	%
Bachelors	105	98.4	7	87.5
Masters	3	1.6	1	12.5
PhD	-	-	0	0
Total	**108**	**100.0**	**8**	**100.0**

Source: Primary Data (2024)

According to the information presented in Table 4.3, The study found that students of the schools by which the research is being carried in, have many qualified teachers by considering the level of their studies.

Table 4.4: Work Experience.

Years	Teachers		School leaders	
	N	%	N	%
<5	60	55.5	2	25
5 <10	40	37.03	4	50
>10	8	7.4	2	25
Total	**108**	**100.0**	8	**100.0**

Source: Primary Data (2024)

A study by Ozcan (2021) discovered that teachers with more experience employ more effective instructional tactics, which leads to improved student achievements in their education. This means that the experience of teachers influences less in this study.

Presentation of Findings

Relationship between school tender committee practices and academic performance in public secondary schools in Rwanda.

Table 4.5:Corretion analysis.

		Purchasing Teaching learning resources.	School infrastructure rehabilitation	Community awareness	Monitor and evaluate the contract	Level of participation in learning	Scores in tests, classwork and exams	Commitment to school activities	Low level of student's dropout rate
Purchasing Teaching learning	Pearson Correlation	1							
	Sig. (2-								

resources.	tailed)							
	N	175						
School infrastructure rehabilitation	Pearson Correlation	.605**	1					
	Sig. (2-tailed)	.000						
	N	175	175					
Community awareness	Pearson Correlation	.160*	-.268**	1				
	Sig. (2-tailed)	.024	.000					
	N	175	175	175				
Monitor and evaluate the contract	Pearson Correlation	.265**	.174*	-.268**	1			
	Sig. (2-tailed)	.000	.014	.000				
	N	175	175	175	175			
Level of participation in learning	Pearson Correlation	.307**	.173*	.173*	-.089	1		
	Sig. (2-tailed)	.000	.015	.014	.213			
	N	175	175	175	175	175		
Scores in tests, classwork and exams	Pearson Correlation	.135**	.309**	.158*	-.107	.407**	1	
	Sig. (2-tailed)	.034	.000	.026	.131	.000		
	N	175	175	175	175	175	175	
Commitment to school activities	Pearson Correlation	.605**	.160*	.299**	-.219**	.136	.249**	1
	Sig. (2-tailed)	.000	.024	.000	.002	.055	.000	
	N	175	175	175	175	175	175	175
Low level of student's dropout rate	Pearson Correlation	.249**	.173*	.407**	.265**	-.005	.173*	-.126	1
	Sig. (2-tailed)	.000	.015	.000	.000	.941	.015	.075
	N	175	175	175	175	175	175	175	175
**. Correlation is significant at the 0.01 level (2-tailed).								
*. Correlation is significant at the 0.05 level (2-tailed).								

Sourc: Primary Data (2024)

Findings from Table 4.9 indicated A strong relationship was established Scores in tests, classwork and exams and the following statements as follows, with Purchasing Teaching learning resources (r=.135**, p-value=.034), School infrastructure rehabilitation (r=.309**p-value=0.000), with Community awareness (r=.158*, p-value =0.026) Monitor and evaluate the contract (r=.407*², p-value=.000 Level of participation in learning (r=.496**, p-value=0.000). The association is positively related because the p-value was less than 0.05, explaining that Scores in tests, classwork and exams affect Purchasing Teaching learning resources, School infrastructure rehabilitation,

Community awareness, Monitor and evaluate the contract, Level of participation in learning, Scores in tests, classwork and exams and vice versa.

For Commitment to school activities a strong relationship was established with A strong relationship was established Scores in tests, classwork and exams and the following statements as follows, with Purchasing Teaching learning resources (r=.605**, p-value=.000), School infrastructure rehabilitation (r=.160*p-value=0.024), with Community awareness (r=.299**, p-value =0.026) Monitor and evaluate the contract (r=-.219**, p-value=.002 Level of participation in learning (r=.249**, p-value=0.000).The association is positively related because the p-value was less than 0.05, explaining that Commitment to school activities affect Purchasing Teaching learning resources, School infrastructure rehabilitation, Community awareness, Monitor and evaluate the contract, Level of participation in learning, Scores in tests, classwork and exams and vice versa.

For Low level of student's dropout rate A strong relationship was established with A strong relationship was established Scores in tests, classwork and exams and the following statements as follows, with Purchasing Teaching learning resources (r=.249**, p-value=.000), School infrastructure rehabilitation (r=.173*,p-value=0.015), with Community awareness (r=.407**, p-value =0.000) Monitor and evaluate the contract (r=.265**, p-value=.000) Level of participation in learning (r=.173*, p-value=0.015). The association is positively related because the p-value was less than 0.05, explaining that Low level of student's dropout rate affect Purchasing Teaching learning resources, School infrastructure rehabilitation, Community awareness, Monitor and evaluate the contract, Level of participation in learning, Scores in tests, classwork and exams and vice versa. According to Bena (2019), procurement and budget planning improve institutional performance management. The study aimed to investigate the link between procurement strategy, budget implementation, and organisational performance. To assess the factors, the research utilised a seven-point Likert scale. Tudaat et al. (2023) investigated the correlation between corporate procurement strategy, control, and performance assessment in Florida.

Table 4.6:- Regression Coefficients between Independent Variable and Scores in tests, classwork and exams.

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.486	.193		2.522	.012
	Purchasing Teaching learning resources.	-.375	.117	-.259	-3.192	.002
	School infrastructure rehabilitation	.335	.064	.419	5.274	.000
	Community awareness	.056	.053	.368	1.050	.025
	Monitor and evaluate the contract	-.089	.041	-.144	-2.194	.029
	Level of participation in learning	.799	.132	.390	6.033	.000
a. Dependent Variable : Scores in tests, classwork and exams						

Source: Primary data (2024)

Regression analysis between the dependent variable and the respondents' findings is displayed in Table 4.10 as Scores in tests, classwork and exams, x: independent variable as Purchasing Teaching learning resources,School infrastructure rehabilitation,Community awareness,Monitor and evaluate the contract,Level of participation in learning, according to the result from respondents, Teachers transferred to the school closest to their home was negatively statistically significant with Scores in tests, classwork and exams (B = -.259, p-value =.002), School infrastructure rehabilitation was statistically significant with Scores in tests, classwork and exams skills (B = .419, p-value =.000), Community awareness were significantly affecting Scores in tests, classwork and exams (B = .368, p-value =.025), Monitor and evaluate the contract was positively statistically significant with Scores in tests, classwork and exams (B =-.144, p-value =.029), and Level of participation in learning was positively statistically significant with Scores in tests, classwork and exams (B =.390, p-value =.000)

Table 4.7:- Regression Coefficients between Independent Variable and Commitment to school activities.

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.157	.251		4.608	.000
	Purchasing Teaching learning resources.	-.318	.153	-.183	-2.078	.039
	School infrastructure rehabilitation	.236	.083	.246	2.849	.005
	Community awareness	.241	.069	.244	3.496	.001
	Monitor and evaluate the contract	-.149	.053	-.175	-2.804	.006
	Level of participation in learning	.221	.173	.090	1.279	.002
a. Dependent Variable : Commitment to school activities						

Source: Primary data (2024)

Regression analysis between the dependent variable and the respondents' findings is displayed in Table 4.11 as Commitment to school activities, x: independent variable as Purchasing Teaching learning resources,School infrastructure rehabilitation,Community awareness,Monitor and evaluate the contract,Level of participation in learning, according to the result from respondents, Teachers transferred to the school closest to their home was negatively statistically significant with Commitment to school activities (B = -.183, p-value =.039), School infrastructure rehabilitation was statistically significant with Commitment to school activities skills (B = .246, p-value =.005), Community awareness were significantly affecting Commitment to school activities (B = .244, p-value =.001), Monitor and evaluate the contract was negatively statistically significant with Commitment to school activities (B =-.175, p-value =.006), and Level of participation in learning was positively statistically significant with Commitment to school activities (B =.090, p-value =.002)

Table 4.8: Regression analysis between Independent Variable and Low level of student's dropout rate.

		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.161	.308		3.765	.000
	Purchasing Teaching learning resources.	-.330	.188	-.159	-1.759	.080
	School infrastructure rehabilitation	.206	.102	.180	2.025	.044
	Community awareness	.090	.085	.077	1.068	.287
	Monitor and evaluate the contract	.218	.065	.246	3.344	.001
	Level of participation in learning	.062	.212	.021	.292	.770
a. Dependent Variable : Low level of student's dropout rate						

Source: Primary data (2024)

Findings in Table 4.12 from respondents shows the regression analysis between dependent variable as Low level of student's dropout rate , x: independent variable as Purchasing Teaching learning resources,School infrastructure rehabilitation,Community awareness,Monitor and evaluate the contract,Level of participation in learning, according to the result from respondents, Teachers transferred to the school closest to their home was negatively statistically significant with Low level of student's dropout rate (B = -.183, p-value =.039), School infrastructure rehabilitation was statistically significant with Low level of student's dropout rate skills (B = .246, p-value =.005), Community awareness were significantly affecting Low level of student's dropout rate (B = .244, p-value =.001), Monitor and evaluate the contract was negatively statistically significant with Low level of student's dropout rate (B =-.175, p-value =.006), and Level of participation in learning was positively statistically significant with Low level of student's dropout rate (B =.090, p-value =.002)

Conclusion and Recommendations:

Conclusions:

The findings of objective demonstrate that there was a positive and statistically significant correlation between school tender committee practices and academic performance in public secondary schools in Rwanda, as evidenced by the majority of their levels of significance being greater than 0.05 in relation to student academic performance in the Ngororero District of Rwanda.

Recommendations to the Study:

In light of the research's conclusions, it was advised that The Rwandan school tender committee should prioritize transparency, accountability, and quality over cost in procurement decisions. Clear guidelines, robust monitoring mechanisms, and regular publication of tender-related information are essential. Quality assurance measures should be in place to evaluate the suitability of procured items. Stakeholders should be involved in the decision-making process, and feedback should be incorporated into the evaluation process. Training and professional development opportunities should be provided to committee members to enhance their understanding of procurement best practices. A comprehensive monitoring framework should be developed to assess the impact of the committee's decisions on student performance and learning outcomes.

References:

1. Adow, I. M. (2017). Influence of Methods of Tendering on Management of Public Secondary School Resources in Mandera County, Kenya. International Journal of Education and Research Vol. 5 No. 11 November 2017.
2. Alexandre, S. (2014). Tendeer Committe. Récupéré Sur Http://Chukhahss.Web.Fc2.Com/Ctender.Html
3. Amdany, R. M. (2018). Assessment of Tendering Methods on the Successful Implementation of Constituency Development Fund Projects in Njoro Sub-County, Nakuru Kenya. International Journal of Science and Research (IJSR).
4. Betensky, (2017). Research Design: Qualitative, Quantitative and Mixed Methods Approaches (4th Ed.). Thousand Oaks, CA: Sage. Scientific Resaech Academic Publisher.
5. Farringdon, L. A. (2016). Procurement & Supply Chain Management, 9th Ed. 9th Edition. American Journal of Supply Chain Management.
6. Geoffrey, K. (2020). Examine the Influence of Tendering Processes on the Performance of National Government Constituency Development Fund Projects. American Journal of Supply Chain Managemen.
7. Gloriose, M. (2019). The Impact of School Learning Environment on Students' Academic Performance in Senior High Schools in the Greater Accra Region, Ghana. European Journal of Purchasing and Supply Management Vol. 3 No. 1 Pp 9-20 1997 Elsevier Science Ltd.
8. Kant, S. (2015). What is the Role of a Tender Evaluation Committee? Internation Research Journal.
9. Kinuthia, E. K. (2019). Components of Procurement Reforms that Influence Expenditure Management in Secondary Schools in Kenya: A Focus on Tender advertising. International Journal of Business and Management; Vol. 14, No. 1; 2019.
10. Majid (2018) Research Fundamentals: Study Design, Population. Researchgates.
11. Makor, O. (2014). The Challenges in the implementation of the 2005 Procurement Act in the Kenyan Ministry of Higher Education, Science and Technology. University of Nairobi Research Archive.
12. Maxjo, K. (2017). Adoption of E-Procurement in Rwandan Public Institutions. Case Study of the Ministry of Finance and Economic Planning. Journal of Enterprise Information Management.
13. Olive M Mugenda, Abel G Mugenda (2016). Research Methods: Quantitative and Qualitative Ap. proaches.
14. Obadia, K. (2016). Investigation into Factors Influencing Procurement Functions in Public Secondary Schools in Tinderet Sub-County, Kenya. International Journal of Recent Research in Commerce Economics and Management (IJRRCEM) Vol. 3, Issue 4, Pp: (141-165), Month: October - December 2016.
15. Okongo, R. B. (2015). Effect of Availability of Teaching and Learning Resources On the Implementation of Inclusive Education in Pre-School Centers in. Journal of Education and Practice.
16. Otieno, M. A. (2021). Determinants of Students' Performance in Selected Public Secondary Schools in Rwanda. Rwandan Journal of Education, Vol. 5, No. 1 (2021).
17. Thai, K. (2014). Public Procurement Re-Examined. Journal of Public Procurement, 1(1), 9-50.
18. Ozcan, M. (2021). Factors Affecting Students' Academic Achievement According to the Teachers' opinion. Education Reform Journal Volume 6 Number 1, 2021.