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# School Management Strategies and Students' Academic Performance in Twelve Years Basic Education in Rwanda

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## Abstract

The effective management of school activities through establishment of various professional strategies plays an important role in improvement of students' academic performance. The purpose of this study was therefore to determine the effect of school management strategies on students' academic performance in twelve years basic education in Bugesera district in Rwanda. The study employed correlation research design. The target population was 349 people. The sample size of the study was 187 found by adopting the Yamane formula. The study used questionnaires to collect the data. The findings revealed that supervision, peer learning, school feeding program implementation and implementation feedback and school community relationship can improve students' academic performance. Regression analysis showed that school management strategies influence students' performance at 64.9 percent. It was also indicated that, every increase on the influence of school management strategies on students' academic performance increases at 46.25 percent. The study recommended that ministry of education and educational planners should provide school management facilities in Twelve Years Basic Education and effective set up that should enhance students' academic performance. School head teachers should follow up the implementation of school management strategies daily so that students' academic performance in 12YBE can be improved through developing students' grades, promotion rate, school attendance and homework completion.

**Keywords:** *Management, strategies, school management strategies, academic performance and twelve years basic education*

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## **1.0 Introduction**

Globally, school management strategies play crucial role in education sector worldwide since they contribute to both students' discipline as well as their academic performance. They are thus taken as the important components of successful academic learning. According to Pintrich, Smith, Garcia, and McKeachie (2016) the most common school management strategies include management of learning time, management of study environment, effort management, peer learning and seeking assistance from qualified personnel. In addition to this; school managers should not only set aside blocks of time to study but also the effective use of that study time and correctly allocate resources; and appropriate effort for more successful learning in the future (Chen, 2015). Researchers and educationists have made an attempt to identify how education management and students' academic performance are related. The study revealed that the effective education management leads to better academic performance (Okumbe,2017). Correspondingly, educational management in secondary schools involves the application of management principles in designing, developing and effecting resources towards achievement of educational goals. This effectiveness according to UNESCO (2018) is judged by the extent to which schools generally meet the expectations of the society within which they are established.

Schools with effective management board are normally the ones that contribute a lot to educational quality and enhance retention (Graig & DuParisis, 2019). Similarly, it was revealed that students from schools which lack effective managerial strategies show poor test scores and higher grade repetition regardless of their schools' equipment including availability of school materials and adequate libraries (Willms, 2016). However, the effort that students spend on school tasks is affected by importance; usefulness as well as value attributed to the tasks where peer learning refers to learners' learning with and from each other as fellow students regardless to the authority applied to any learner (Boud, 2015). The level at which teachers care for and interact with students has a significant effect on students' academic performance as reported by both parents and teachers in Latin America (Croninger and Lee (2001). Indeed, the effective schools in the United States of America have revealed that schools with a clear line and strong communal organization including mutual relationship between staff and students' relationship is efficient in promoting academic performance and social outcomes reflecting students' engagement as well as commitment (Croninger and Lee, 2015; UNESCO, 2014; United Nations, 2017; Waweru and Orodho, 2018).

In Africa, the effort to improve school leadership is one of the most promising points of intervention to raise retention, the quality and efficiency of secondary education across Sub-Saharan Africa. South Africa like other Sub-Saharan Africa countries; has introduced leadership training for secondary school managers including head teachers aiming at improving quality of education based on Senegal's Improvement Plans (SIP) created in 2014, in order to encourage entrepreneurial skills of head teachers to find funding for school projects that enhance educational quality. World Bank (2018) posits that much research has demonstrated that retention and the quality of education depends primarily on the way schools are managed, more than the abundance of available resources, the capacity of schools to improve teaching and learning is strongly influenced by the quality of the leadership provided by the head teachers. Correspondingly, Mobegi, Ondigi and Oburu (2015) assert that head teachers should take up their roles as quality assurance officers in their schools and ensure that there is adequate departmental supervision. They should introduce staff appraisal through locally designed forms to enhance standards and engage

in evaluative class observation to ensure that a variety of teaching methods apart from class discussion is utilized.

In Kenya, according to Ohba (2019), shortage of teachers and administrative related factors such as poor management of school resources have been noted as issues that lead to poor students' academic performance. For example, Embu North District having a total of 24 public secondary schools, 7 boarding and 17 day schools made a record of the performance of schools under FDSE in Embu North District Embu County has been an average of D+ from 2007-2011 (KNEC, 2012). This is a failure because the graduates of this grade do not qualify in most careers for further education and training (Kenya National Examinations Council, 2016). As such, the Kenyan government has demonstrated commitment to the provision of quality secondary school education through allocation of financial resources, provision of trained teachers and establishment of quality assurance department (Republic of Kenya, 2014).

In Rwanda, in line with promoting effective school administration and providing education for all, Nine Years Basic Education policy (9YBE) was introduced in 2006 in Rwanda where free and compulsory basic education was expanded from 6years covering primary one to 9 years covering lower secondary (senior three). Free basic education was allowed in 2003 and the free 9YBE was implemented from 2007. The proposal of extending education to 12YBE was raised during the presidential election campaign in 2010 and the president made a pledge to ensure the 12 Years Basic Education policy in Rwanda where education was extended to 12 YBE in 2012. The Ministry of Education (MINEDUC) was entrusted with the implementation of the policy (MINEDUC,2017). While the local administration of education was decentralized to the 30 District Education Offices (DEOs) located in the district administration offices headed by respective Mayors, the MINEDUC remains responsible for the administration of education in Rwanda and is responsible to ensure the implementation of school management strategies and how affect academic performance specifically in 12YBE. MINEDUC is demonstrating strong ownership in policy formulation and its implementation in the Sector. As a result, MINEDUC holds regular and open consultation processes with various stakeholders including the development partners (Joseph *et al.*,2016)

### **1.1 Statement of the Problem**

School management strategies are defined as all ways used for leading the school towards the sustainability of optimum use of the human resources, physical resources and financial resources in order to achieve all objectives of the school. Management strategies are employed in education sector for more than one purpose such as increasing students' academic performance as well as influencing students' discipline where most African countries; their government put more efforts on academic performance so as to strengthen education system. As suggested by Ahmad (2014), education system also should improve students' academic performance through implementing school management strategies effectively in this region. School management strategies play crucial role, not only in improving students' discipline but also students' academic performance (Bush, 2003). Improving school management leads to positive effects; in such that students behave well, perform better, show positive attitudes, their rate of school completion improved as well as their social values developed when are well managed (Musoni, 2011). As such, this can enhance the students' academic performance which may lead to the quality of education in Sub-Saharan African Countries (SSAC) society including Rwanda.

However, 12YBE students' performance is low due to low students' grades; promotion rate; attendance rate as well as discipline taken as the results of poor implementation of school management strategies including supervision; school feeding; school community relationship; peer learning as well as reporting (Joseph, 2016). This is seen as the big issue in Rwandan education system as it was shown that students' academic performance can be one of the problems caused by low implementation of school management strategies as schools which implement those strategies effectively; show better academic performance when compared to those schools with poor management (Ntakirutimana *et al.*, 2021). Therefore, this study investigated the effect of school management strategies on students' academic performance in Twelve Years Basic Education in Bugesera district in Rwanda.

## 1.2 Research Objective

The objective of the study was to examine the effect of school management strategies on students' academic performance in Twelve Years Basic Education in Bugesera district in Rwanda.

## 2.0 Literature Review

### 2.1 Students' Academic Performance

Beard, Hoy and Woolfolk-Hoy (2016) stated that the optimum performance of teachers as well as a multidimensional construct involving collective efficacy; teachers' academic emphasis as well as teachers' trust in parents and students has great effect on students' academic performance. Age group; students' gender as well as students' socio-economic status and also school management system may come as one of the factors that may either positively or negatively affect students' performance both academically and socially. However, schooling system indicated by students and better services indicated by learning institution can also be affected by the participation of children's households or guardians. The households; parents or caregivers contribute a lot to children's success that leads to the reduction of illiteracy level in the country as indicated by Graetz (2018). In addition to this; family income and school management capacity play a significant role in scoring at a high level especially in national examination where both school and children's families work together to increase both students and school performance (Considine & Zappala; 2017).

On another hand, the performance of schools also depends on the population size registered in school setting whereby schools which have standard class size demonstrate better students' performance while overpopulated classes prove the opposite (Minnesota, 2019). However, Durden *et al.*, (2008) indicate that children's educational background can be determined by their past school outcomes which result into indicate their future academic achievements. Therefore, the past experience of students and well conducive children treatment could be considered to be the basic measurement of educational children's outcomes. According to Obekpa (2016), the efforts presented by students in the past period related to schooling and participation of households that were engaged to the provision of children motivation related to school. Nonetheless, this type of motivation can also be affected by parents with low educational background; which can affect their children's education and may get low academic development. Therefore, the students' academic performance can be improved correctly if specific measures of both households and learning institution are put in place.

Moreover, Talcott (2015) indicated that present and future children's school performance depends on the level of past attitudes and performance of the child which may be high or low where the high level of performance and attitude lead to high future school productivity and vice versa. It can also be scientifically proved that, each individual or citizen could make the possible way which can support youths as well as children to develop their literacy level and also protect them from harm or anything can abuse them. Further, Johnson (2014) revealed that the development of children's education should focus on various variables rooted from children's families and school as responsible to determine and improve their welfare. Contrarily, Talcott and Reddy (2016), perceive that the performance of a child in educational system should be based on the past recovery and performance as well as the participation of households. Correspondingly, the current or future of children's educational development, should be based on the effectiveness of the current and future situation. In line with that, Johnson (2014) highlights that the children's school performance results from various association of variable that could be developed at all levels of education.

## 2.2 School Management Strategies

According to Lamb and Fullarton (2018) the increased attention to school improvement has great contribution on school effectiveness where shown that the effective management strategies also give a clear line that enhance school performance. The key factor of good school performance is school management as it was acknowledged that effective management is critical in shaping school success in schools (Spillane et al, 2014). The expensive school management studies have indicated and documented management roles believed to contribute and nurture schools' academic performance. There is a great deal of evidence indicating that school management has a big impact on academic attainment (Hallinger & Heck, 2011; Leithwood & Jantzi, 2015).

Conversations regarding school management have transformed in the previous three decades from highest level administrative paradigms based on extraordinary people to cooperative views based on leaders, followers and organization culture (Sillane, et al, 2014). The majority of School management conceptualizations in student achievement and development studies are centered on teaching and learning. This school of thinking considers school management to be important predictors of school success and effectiveness (Heck & Hallinger, 2015). Furthermore, despite widespread acceptance of the supposed good leadership impacts on school achievement, questions about their validity remain (Witziers, Bosker & Krüger, 2016).

The lack of a significant and consistent connection between school management and academic achievement has been attributed to conceptual and methodological challenges as well as failure to pay attention to the findings of qualitative investigations (Hallinger and Heck, 2015; Murphy, 2014; Wenglinsky, 2016). Similarly, Leithwood and Jantzi (2015) claimed that school circumstances –purpose and objectives, culture, pressure control and social networks- had a weak but significant implicit influence on student engagement in their academic life. As such, Holy (2017) proposes enabling school structure and mindfulness as complementary school level constructions by which school leaders might impact instructors' academic optimism.

A state of awareness, receptive attention and identification of hidden opportunities and risks in the environment is referred to as mindfulness (Boyatzis & McKee, 2018; Brown & Creswell, 2017). Of course, it is a collective state of awareness that may be developed via interpretational interaction and is thought to be a desirable component of school culture at the organizational level. Adding to this, Holy (2017) stipulates that additional platform, hierarchy define authority lines which can

either help or hinder the achievement of school goals. Thus, the implementation and practice of leadership in the school house determine whether the school structure facilitates or hinders attainment of the school's academic goals Hoy and Sweetland, 2010).

Existing research reveals that mediation and a supportive learning environment have a massive effect on teacher-related characteristics such as trust in the principal and decreased role ambiguity (Hoy and Sweetland, 2017; Hoy *et al.*, 2016). In the same line, it was reiterated by Spillane *et al.* (2004) that there is a necessity of an awareness of macro and micro leadership actions in school management. Micro-activities include things like supervision whereas macro-activities include things like building and maintaining school culture, assisting teachers' professional development and creating and marketing the vision of the school (Spillane *et al.*, 2014; Timperley, 2015). Such analysis would need research into the activities of school managers as they engage with other school actors.

### **2.3 School Management Strategies and Students' Academic Performance**

When describing great schools and aspects of schools that have improved in effectiveness, researchers and education systems point to certain factors including effective school management strategies that lead to a better academic performance. The most effective programs according to Lamb (2017) include building connectivity, increasing confidence in students, providing tasks with immediate visible results, and making room in schools and curricula for a wide range of student needs. Accordingly, in the United States, Croninger and Lee (2015) discovered that schools with a shared sense of purpose and strong communal organization involving collegial relationships among staff and positive adult students' relationships are effective in promoting a range of academic and social outcomes reflecting students' engagement and commitment in a review of effective schools.

The literature on school-based initiatives used by school administrators to increase students' academic achievement has produced a wide range of results (Croninger & Lee, 2015; Zepeda, 2014; Fullan, 2013; Lamb, 2017; Waweru & Orodho, 2014; World Bank, 2018). According to Croninger and Lee (2015), both teachers and parents say that the level of teachers' care and interaction with students has a positive influence on performance. Similarly, commitment to achievement for all, flexibility and responsiveness, shared vision, climate of rigorous and stimulating teaching, strong and fair disciplinary climate, according to Zepeda (2014). In addition, the extensive research has shown that more than the number of available resources, the capacity of schools to enhance teaching and learning is greatly impacted by effectiveness of management given by the head teachers (World Bank 2018).

Research has documented that one of the most potential points of means to promote secondary education retention, quality and efficiency in Africa is a concerted effort to improve school management quality. For Senegal's improvement plans (SIP) which were established in 1996, allow head teachers to use their entrepreneurial abilities to acquire funds for schools projects that improve educational quality. While training for secondary school heads was implemented in South Africa to increase quality, the Kenyan government was dedicated to ensuring that children from disadvantaged groups are not discriminated against and are not prohibited from pursuing and finishing basic education, according to the Education Bill 2012 Republic of Kenya, 2012).

## **2.4 Government policy**

In Rwanda; Nine Years Basic Education policy (9YBE) was introduced in 2006 where free and compulsory basic education was expanded from 6years covering primary one to 9 years covering lower secondary (senior three). According to the Economic Development and Poverty Reduction Strategy (EDPRS), the high level objectives for education are to improve and increase: Access to education for all, Quality education at all levels, Equity in education at all levels, Effective and efficient education system, Science and technology and ICT in education, and Promotion of positive values, critical thinking, Rwandan culture, peace, unity and reconciliation.

MINEDUC being responsible for the administration of education in Rwanda, it is also entitled to assure effective implementation of school management strategies and how they affect students' academic performance specifically in 12YBE. Correspondingly, the capacity of MINEDUC to coordinate inputs from relevant stakeholders has become relatively high. However, the capacities at District level are yet to be strengthened in terms of planning, monitoring, and financial management. Indeed, it is pointed out that there is a lack of internal auditing mechanism for budget execution at the District level which leads to poor performance in 12YBE schools. Accordingly, there is further need for capacity building and training programmes for DEOs at District and Sector Education Officers (SEOs) at Sector level as well as school head teachers.

## **3.0 Methodology**

The study employed correlation research design. The target population was 349. The sample size of the study was 187 found by adopting the Yamane formula. The study used questionnaires to collect the data. The validity of the research instrument was maintained by distributing the research instruments to the expert respondents in the area of the study while reliability was maintained by making pilot study that provided reliability of the research instrument and got 70.3% using Cronbach's Alpha and considered to be reliable as it was greater than 70% as recommended. SPSS software version 21 was used for the management of the data.

## **4.0 Findings**

The study sought to identify the effect of school management strategies on students' academic performance in Twelve Years Basic Education in Bugesera district in Rwanda.

### **4.1 The extent to which school management strategies are implemented in Twelve Years Basic Education**

By answering the research questions of this study which were developed, the questionnaires were distributed to get the findings from teachers of Twelve Years Basic Education located in Bugesera district. The presentation of findings presented in form of tables. Table 1 summarizes the perception of teachers on school management strategies implementation in twelve years basic education



**Table 1: Perception of teachers on school management strategies implementation in Twelve Years Basic Education**

Statements	SD		D		N		A		SA		Mean	Std
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%		
School management strategies implemented well	40	21.4	58	31	29	15.5	44	23.5	16	8.6	2.66	1.28
Supervision conducted effectively in this school	48	25.7	39	8.9	1	0.5	75	40.1	24	12.8	2.93	1.46
This school fosters peer learning	31	16.6	21	11.2	9	4.8	34	18.2	92	49.2	3.72	1.54
School feeding implementation help in learning	40	21.4	62	33.2	5	2.7	42	22.5	38	20.3	2.87	1.48
This implement feedback	49	26.2	55	29.4	8	4.3	36	19.3	39	20.9	2.79	1.52
There is good relationship in this community	10	5.3	29	15.5	19	10.2	53	28.3	76	40.6	3.83	1.26
I feel well when I am in peer learning	21	11.2	17	9.1	3	1.6	87	46.5	59	31.6	3.78	0.70

**SD: Strongly disagree, D: disagree, N: Neutral, A: Agree and SA: Strongly agree.**

The study results in Table 1 indicates the perception provided by teachers teaching in Twelve Years Basic Education related to the extent to which school management strategies are implemented in Twelve Years Basic Education, where 78.1 percent of teachers agreed that they feel well when they are in peer learning at 3.78 of mean ,68.9 percent of teachers agreed that there is good relationship in their school community at 3.83 of mean ,67.4 percent of teachers agreed that their school fosters peer learning at 3.72 of mean,52.9 percent of teachers agreed that supervision conducted effectively in their school at 2.93 of mean ,42.8 percent of teachers agreed that school feeding program implementation help in learning at 2.87 of mean while 40.2 percent of teachers agreed that their school implement feedback at 2.79 of mean and 32.1 percent of teachers agreed that school management strategies implemented well at 2.66 of mean.

Basing on the perception of different respondents to the extent to which school management strategies are implemented in Twelve Years Basic Education, the researcher made comparative interpretation where it was shown that respondents have the same perception on the extent to which school management strategies are implemented in Twelve Years Basic Education but different magnitude as shown in table 1 .In (2016), the United States Census Bureau released a report after conducting research about school management strategies and students’ academic performance which shows that effective school management strategies implementation leads to better students’ academic performance when comparing to the other schools which do not implement school management strategies effectively.

#### 4.2 The level of students’ academic performance in Twelve Years Basic Education

The synopsis of the perception of teachers on the level of students’ academic performance in twelve years basic education is shown in Table 2

**Table 2: Perception of teachers on the level of students’ academic performance in Twelve Years Basic Education**

Statements	SD		D		N		A		SA		Mean	Std
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%		
Students’ grades improved	51	27.3	81	43.3	22	11.8	22	11.8	11	5.9	2.25	1.15
Low promotion rate of students	42	22.5	91	48.7	5	2.7	22	11.8	27	14.4	2.47	1.34
There is improvement of class participation	17	9.1	20	10.7	2	1.1	54	28.9	94	50.3	4.00	1.32
There is a high level of students’ referrals	20	10.7	30	16	22	11.8	61	32.6	54	28.9	3.52	1.34
Rate of homework completion improved	39	20.2	23	12.3	2	1.7	79	42.2	44	23.5	3.33	1.50

**Source: Field data (2021). SD: Strongly disagree, D: disagree, N: Neutral, A: Agree and SA: Strongly agree.**

The results in Table 2 indicates the perception provided by teachers teaching in Twelve Years Basic Education related to the level of students’ academic performance such that 79.2 percent of teachers agreed that there is improvement of class participation in their schools at 4.00 of mean,65.7 percent

of teachers agreed that the Rate of homework completion improved in their schools at 3.33 of mean, 61.5 percent of teachers agreed that there is a high level of students' referrals in their schools at 3.52 of mean while 26.2 percent of teachers agreed that there is low promotion rate of students in their schools at 2.47 of mean as well as 17.7 percent of teachers agreed that students' grades improved in their schools at 2.25 of mean. Basing on the results indicated in table 2, it is clear that there is improvement of class participation in Twelve Years Basic Education due to the mean of 4.00. However; the results of table 2 show that students' grades improved at low rate as supported by the mean of 2.25. In addition to this, it indicated that school management strategies implemented poorly in Twelve Years Basic Education which leads to poor students' academic performance including students' grades. Bayat, Louw and Rena (2016) conducted a study in the Western Cape, South Africa aiming at determining the influence of school management strategies on students' success in grade 12 examinations. The researcher came up with findings revealing how grade 12 students' success affected by school management where the researcher found that schools with effective management show positive effect on students' success. Unfortunately, the researcher was not specific on which students' success can be affected by effective school management; as it could be either social or academic.

#### 4.3 Correlation between school management strategies and students' academic performance

The third objective of this study was to determine the effect of school management strategies on students' academic performance in Twelve Years Basic Education located in Bugesera district. Thus, Table 3 shows the findings on how school management strategies are correlated to students' academic performance in Twelve Years Basic Education specifically in Bugesera district.

**Table 3: Correlation between school management strategies and students' academic performance**

		Correlations	
		Students improved their grades	Adequate supervision carried out regularly
Students improved their grades	Pearson Correlation	1.000	.857**
	Sig. (2-tailed)		.000
	N	187	187
Adequate supervision carried out regularly	Pearson Correlation	.857**	1.000
	Sig. (2-tailed)	.000	
	N	187	187

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The study investigated the relationship between school management strategies and students' academic performance basing on independent variable. The results in Table 3 reveal that there is significance high degree of positive correlation between school management strategies and students' academic performance Twelve Years Basic Education where Pearson coefficient of correlation states the correlation (r) of 0.857 with the p-value = 0.000 < 0.01. This means that school management strategies implementation provides enough evidence that promotes students' academic performance. These findings are in line with the study Blackman (2019), which shows that school management strategies in Twelve Years Basic Education in general are associated with an improved both students' discipline and students' academic performance which leads to higher

education aspiration increased test scores and reduced repetition rate. Adeyemo (2015), established that school management strategies have proven to be beneficial in building and strengthening students' performance.

#### 4.4 The influence of school management strategies on students' academic performance

The third specific objective of this research was to determine the influence of school management strategies on students' academic performance in Twelve Years Basic Education in Bugesera district. Thus, the findings related to students' academic performance, school management strategies can influence students' academic performance like students' grades, promotion rate, school attendance and homework completion in 12YBE located in Bugesera district. The study results presented in Table 4 summaries the R square of school management strategies and students' academic performance

**Table 4: The R square of school management strategies and students' academic performance**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.519 <sup>a</sup>	.649	.253	1.30087	.649	16.760	4	182	.000

a. Predictors: (Constant), school management strategies implemented well, effective school feeding implementation experienced, effective implementation of peer learning and adequate supervision carried out regularly.

The study results presented in Table 4 indicates the influence of school management strategies on students' academic performance in Twelve Years Basic Education which is indicated by the high rate of students' homework completion. Where the findings presented that there is a high degree of positive correlation (r) of 0.519 and R square of 0.649. It means that school management strategies influence students' academic performance at 64.9 percent.

#### 5.0 Summary of findings and Conclusion

The objective of the study was to establish the effect of school management strategies on students' academic performance in Twelve Years Basic Education in Bugesera district in Rwanda. The study revealed there is significance high degree of positive correlation between school management strategies and students' academic performance Twelve Years Basic Education. The Pearson coefficient of correlation (r) was 0.857 with the p-value =0.000< 0.01. This implies that school management strategies implementation provides enough evidence that promotes students' academic performance. The study indicated there is a significant high degree of correlation between school management strategies and students' academic performance where coefficient of correlation (r) of school management strategies and students' academic performance was 0.857. It was found that well school management strategies implementation and effective implementation of peer learning contribute much in the influence of students' academic performance while school feeding program implementation contributes less. This shows that school feeding program is not implemented well in Twelve Years Basic Education which leads to poor academic performance. The study findings indicated there is a significant influence of effective implementation of peer

learning and well school management strategies implementation on students' academic performance.

The study was 95% percent confident that the slope of the actual regression line is somewhere between 30.8 percent and 61.7 percent. This was followed by the influence of the school management strategies implementation with significance level of  $p=0.000 < 0.05$  and the regression line was somewhere between 24.8 percent and 52.3 percent. It was also revealed that the contribution of adequate supervision carried out regularly on students' academic performance is significant as p value was equal to  $0.004 < 0.05$  and the regression line was somewhere between -47.1 percent and -9.0 percent while the influence of the school feeding program implementation is not significant as p value is equal to  $0.896 > 0.05$  and the regression line was somewhere between -17.3 percent and 19.8 percent. The study concluded that effective implementation of school management strategies influences students' academic performance somewhere between 30.8 percent and 61.7 percent.

## 6.0 Recommendations

The study recommended that the Ministry of education, should provide school management facilities in all Twelve Years Basic Education in order to improve students' academic performance. Educational planners should make effective set up that should enhance students' academic performance so as to make up effective implementation of school management strategies in Twelve Years Basic Education in Rwanda. School head teachers as school managers should follow up the implementation of school management strategies daily so that students' academic performance in 12YBE can be improved through developing students' grades, promotion rate, school attendance and homework completion as well as reducing repetition rate.

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