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**Contribution of USAID Soma Umenye to the Performance of
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Northern Province, Rwanda**

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Contribution of USAID Soma Umenye to the Performance of Learners of Kinyarwanda Language in Lower Primary Schools: A Case of Public and Government Aided Schools of Musanze District, in Northern Province, Rwanda

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Abstract

This study aimed at determining the contribution of Usaid Soma Umenye to the performance of learners of Kinyarwanda language in lower primary schools. To assess the contribution of providing trainings to teachers and school leaders to the performance of learners in Kinyarwanda language, to assess the contribution of learning and teaching materials provided to the performance of learners in Kinyarwanda language, to assess the contribution of assessments and research to the performance of learners in Kinyarwanda language, to examine the contribution of parents' involvement and their role to the performance of learners in Kinyarwanda language in Musanze District, primary schools. The study used correlation research design in which it used both quantitative and qualitative data collection to collect data from 100 participant as a sample out of 824 study population. The sample was drawn from three (3) primary schools located in Muhoza, Nkotsi and Kinigi Sectors of Musanze District. The data was gathered using questionnaire with a Likert scale with closed items and the interview guide was used to collect views from participant on how they think about materials provided, training and contribute to their learning outcomes in Kinyarwanda language in their respective schools. The data gathered analyzed using statistical package of social studies (SPSS) to establish frequencies, Analysis of variance (ANOVA), carrying out linear and multiple regression and correlation to analyze the effect between variables. The findings indicate a strong, positive, and significant association between the dependent variable and all the independent variables, with correlations of 70.3%, 51.9%, and 52.6%, respectively. This strong positive correlation suggests that as the levels of provided trainings, learning and teaching materials, and conducted assessments and research increase, learners' performance in Kinyarwanda also increases. Importantly, all the independent variables (provided trainings, learning and teaching materials, and conducted assessments and research) demonstrate significant relationships with learners' performance, with a probability value (P-value) of 0.000, which is below the 0.01 level of significance. The following recommendations are proposed for implementation by relevant authorities and institutions: Ensure availability of up-to-date

Kinyarwanda language textbooks, workbooks, and supplementary materials that align with the curriculum and encourage Soma Umenye, a program focused on improving literacy and numeracy in Rwanda, to conduct research specifically on Kinyarwanda language teaching and learning.

Keywords: *Providing training, learning, and teaching materials, learners performance*

1. Introduction

The statement of the problem concerns the implementation and impact evaluation of the "Soma Umenye (SU), Read and Know" program, a five-year initiative by Chemonics International aimed at improving the reading skills of Kinyarwanda-speaking students in the first three years of primary school in Rwanda. The program intends to enhance the quality of early literacy instruction and strengthen the capacity of the education system to sustain these improvements. USAID has awarded International Business & Technical Consultants, Inc. (IBTCI) a parallel five-year task order to conduct an Impact Evaluation (IE) of SU, including other studies.

The problem addressed by SU is the low level of reading comprehension among primary school students in Rwanda. According to research by REB (2015) and USAID Soma umenye (2016), only 35% of students in Grades 1-3 were able to read and comprehend a levelled p1-p3 textbook. This situation makes it challenging for learners to study other languages and different disciplines when they are not performing well in their mother tongue, Kinyarwanda.

To address this issue, Soma Umenye aimed to improve reading outcomes in Kinyarwanda for at least 1 million children in Grades 1-3 attending public and government-aided schools nationwide. The program targeted to ensure that at least 70 percent of these students could read grade-level text with fluency and comprehension. Soma Umenye sought to improve the reading skills of all students in lower primary school, including girls and boys, children living in extreme poverty, and students with disabilities.

The program was designed to build the capacity of people and systems in Rwanda to adopt and sustain improvements in reading outcomes. This approach involved training teachers in effective early grade instruction and providing age-appropriate teaching and learning materials. The program also sought to build the institutional capacity of relevant departments of the Ministry of Education, the Rwanda Education Board, the University of Rwanda College of Education, and local government offices to support schools, teachers, and students. Additionally, Soma Umenye worked with local partners such as Umuhuza, Mureke Dusome, Rwanda Reads, Itegere Gusoma, Andika Rwanda, and BLF to strengthen local capacity and encourage local solutions.

Overall, Soma Umenye aimed to increase the number of teachers trained in effective early grade instruction and provide age-appropriate teaching and learning materials to improve the reading skills of all students in lower primary school. However, there is lack of research on the contribution of USAID soma umenye to the performance of learners in lower primary, Musanze district. This study aims to cover that gap.

1.1. Objectives of the study

The general objective of this study is to assess the contribution of USAID Soma Umenye to the performance of learners in Kinyarwanda language in lower primary schools in both public and government aided in Musanze District, Northern Province of Rwanda.

Specific objectives:

1. To assess the contribution of providing trainings to teachers and school leaders to the performance of learners in Kinyarwanda language in Musanze District, primary schools
2. To assess the contribution of learning and teaching materials provided to the performance of learners in Kinyarwanda language in Musanze District, primary schools
3. To assess the contribution of assessments and research to the performance of learners in Kinyarwanda language in Musanze District, primary schools.
4. To examine the contribution of parents' involvement and their role to the performance of learners in Kinyarwanda language in Musanze District, primary schools.

1.2 Research hypothesis

1. Training of teachers and school leaders has no positive contribution to the performance of learners in Kinyarwanda language in Musanze District, primary schools
2. Learning and teaching materials provided have no positive contribution to the performance of learners in Kinyarwanda language in Musanze District, primary schools
3. Assessments and research have no positive contribution to the performance of learners in Kinyarwanda language in Musanze District, primary schools.
4. Parents' involvement has no positive contribution to the performance of learners in Kinyarwanda language in Musanze District, primary schools.

2. Literature review

A literature review is an analysis of existing research relevant to the study showing how it relates to your investigation. It explains and justifies how your research may help in answering some of the questions or gaps in this area of research.

2.1 Theoretical review

In recent times, educational projects have become popular in the education sector. These projects are designed to enhance the quality of learning and teaching in schools. The aim of this theoretical review was to examine the contribution of educational projects to the performance of learners in lower primary. This review focused on two theories, namely the Social Learning Theory and the Cognitive Load Theory.

2.1.1. Social Learning Theory:

Social Learning Theory (SLT) proposes that learning occurs through observation and modeling of others' behaviors, attitudes, and emotions. According to Bandura (1977), individuals learn by observing others and their environment. This theory suggests that learners can learn more effectively when they observe others performing tasks or activities. The concept of social learning has been applied in educational projects to enhance the learning experience of learners. Educational projects that use social learning theory as a basis for their design incorporate opportunities for learners to observe and learn from others. The learners are also provided with opportunities to collaborate with others in the learning process, which promotes social interaction and the exchange of ideas.

2.1.2. Cognitive Load Theory:

Cognitive Load Theory (CLT) proposes that there is a limit to the amount of information that can be processed by the human brain at any given time. According to Sweller, Ayres, and Kalyuga (2011), learners have a limited working memory capacity, and when this capacity is exceeded,

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learning is impeded. CLT suggests that instructional design should take into account the cognitive load imposed on the learners. Educational projects that use CLT as a basis for their design aim to reduce cognitive load and promote learning by presenting information in a clear and concise manner. These projects also incorporate instructional strategies that help learners to process information effectively.

Conclusively, Educational projects have the potential to contribute significantly to the performance of learners in lower primary. The Social Learning Theory and the Cognitive Load Theory are two theories that can be used to design educational projects that enhance learning outcomes. Projects that incorporate opportunities for learners to observe and learn from others, and that reduce cognitive load, are likely to promote effective learning. Further research is needed to determine the effectiveness of educational projects in improving learning outcomes in lower primary.

2.2. Empirical review

2.2.1. The contribution of trainings to teachers and school leaders to the performance of learners in lower primary school.

Education is a key driver of economic growth and development, and one of the most important components of education is the quality of teachers and school leaders. Research shows that well-trained teachers and school leaders are crucial to improving student learning outcomes, especially in lower primary school. In this literature review, we will examine the contribution of training to teachers and school leaders in improving the performance of learners in lower primary school.

Research has shown that training has a significant impact on the performance of teachers, and this, in turn, affects the performance of learners. In a study conducted by Ssewamala (2017) in Uganda, it was found that teacher training improved teacher knowledge and skills, resulting in better instructional practices and increased student performance. The study concluded that training was an effective way to improve the quality of education in lower primary school.

In a similar study conducted by Crouch and Pearce (2012) in South Africa, it was found that teacher training had a positive impact on learner performance in reading and mathematics. The study also found that the training had a long-term impact on the performance of learners, and the benefits were visible even after two years.

Contribution of Training to School Leaders: School leaders play a critical role in providing quality education at the lower primary school level. Training school leaders can improve their knowledge and skills, leading to better management of schools and improved student outcomes. In a study conducted by Yotopoulos *et al.* (2017) in Greece, it was found that school leader training had a significant impact on the performance of schools. The study found that trained school leaders were more effective in managing their schools, resulting in better student outcomes.

In a similar study conducted by Abeyasekera and Dawson (2015) in Sri Lanka, it was found that school leader training had a positive impact on teacher motivation, resulting in improved student outcomes. The study concluded that training school leaders was an effective way to improve the quality of education in lower primary schools.

The contribution of training to teachers and school leaders cannot be overstated. Training has a positive impact on teacher knowledge, skills, instructional practices, school management, and teacher motivation. These factors, in turn, lead to improved student outcomes in lower primary school. Therefore, it is essential to invest in training teachers and school leaders to improve the quality of education in lower primary school. However, there is lack of research on contribution of provided trainings by USAID soma umenye to the performance of students in lower primary.

2.2.2. The contribution providing teaching and learning materials to the performance of learners in lower primary school.

Providing teaching and learning materials is considered an essential component of primary education. The use of these materials is believed to enhance the quality of teaching and learning, leading to improved academic performance among learners. This literature review aims to explore the contribution of providing teaching and learning materials to the performance of learners in lower primary school. The review will examine relevant studies that have investigated the relationship between teaching and learning materials and academic performance.

Research has shown that the provision of teaching and learning materials positively affects academic performance among learners in lower primary school. According to a study by Kariuki (2018), the availability of teaching and learning materials in the classroom significantly contributes to learners' academic performance. The study found that learners who had access to teaching and learning materials performed better than those who did not have access to such materials.

Similarly, a study by Kilolo *et al.* (2020) found that the availability of teaching and learning materials had a significant positive effect on the academic performance of learners in lower primary school. The study found that learners who had access to teaching and learning materials had higher mean scores compared to those who did not have access to such materials.

Moreover, a study by Mugo and Muthee (2019) found that the use of teaching and learning materials in teaching contributed significantly to the academic performance of learners in lower primary school. The study found that learners who were taught using teaching and learning materials had higher mean scores compared to those who were not taught using such materials.

Furthermore, a study by Otundo and Were (2018) found that the availability of teaching and learning materials positively influenced the academic performance of learners in lower primary school. The study found that learners who had access to teaching and learning materials had higher mean scores compared to those who did not have access to such materials.

Additionally, a study by Shikuku *et al.* (2020) found that the availability and use of teaching and learning materials positively influenced learners' academic performance in lower primary school. The study found that learners who had access to teaching and learning materials and were taught using such materials had higher mean scores compared to those who did not have access to such materials and were not taught using such materials.

The reviewed studies consistently indicate that providing teaching and learning materials significantly contributes to the academic performance of learners in lower primary school. The studies suggest that the availability and use of teaching and learning materials positively influence learners' academic performance. However, there is no research have yet done on the contribution

of providing teaching and learning material by USAID soma umenye to the performance of learners in lower primary.

2.2.3. The contribution of conducting research and assessments to the performance of learners in lower primary school.

Research and assessments are important tools that contribute to the overall performance of learners in lower primary schools. These tools help educators identify student strengths and weaknesses, tailor instruction to meet individual needs, and improve overall educational outcomes. This literature review explores the impact of research and assessments on student performance in lower primary schools.

Research has shown that assessments play a critical role in shaping teaching and learning practices in lower primary schools. According to Hattie and Timperley (2007), assessments provide teachers with valuable feedback on student learning, enabling them to make informed decisions about the content and delivery of instruction. This feedback can help teachers identify areas where students are struggling and provide targeted support to address these challenges.

Research has also shown that assessments can help students take ownership of their learning. In a study by Butler and McMunn (2006), students who were involved in the assessment process demonstrated greater engagement in learning and a deeper understanding of the material. By engaging in self-assessment and peer-assessment activities, students develop a clearer understanding of their own strengths and weaknesses, which in turn can help them set personal learning goals and take greater responsibility for their academic success.

One of the most significant benefits of conducting research and assessments in lower primary schools is the ability to tailor instruction to meet the individual needs of students. As noted by Black and Wiliam (1998), assessments can help teachers identify students who need additional support and differentiate instruction to meet their needs. By providing targeted instruction and support, teachers can help struggling students catch up to their peers and achieve academic success.

Research has also shown that assessments can help improve student performance by promoting a growth mindset. In a study by Dweck (2010), students who were taught to view intelligence as malleable and to embrace challenges as opportunities for growth demonstrated significant improvements in academic performance. By helping students develop a growth mindset, assessments can promote a culture of continuous learning and improvement, which can have lasting benefits for student success.

The contribution of conducting research and assessments to the performance of learners in lower primary school cannot be overstated. Assessments provide teachers with valuable feedback on student learning, enable students to take ownership of their learning, and help teachers tailor instruction to meet the individual needs of students. By promoting a growth mindset and fostering a culture of continuous learning and improvement, assessments can have lasting benefits for student success. However, there is insufficient research on the contribution of assessments done by USAID soma umenye to the performance of learners in lower primary.

2.3. Research gap

Although several studies have been conducted on the contribution of training to teachers and school leaders, there was a lack of research on the contribution of USAID Soma Umenye to the

performance of learners in lower primary school. Therefore, there was a need for further research to evaluate the effectiveness of the training provided by USAID Soma Umenye on the performance of learners in lower primary school in Musanze district. This research provided valuable insights into the impact of the training program and help identify areas that require improvement. The findings of this research will be useful for policymakers, educators, and other stakeholders in the education sector.

3. Methodology

The researcher used correlation research design method. This comprises using questionnaire in collecting data from the respondents. In collecting data, questionnaires distributed to the concerned populations that carefully was chosen by the researcher. The researcher used a case study because it is an effective way of collecting data in a short period of time. As recommended by Kothari (1985), this method is effective since it is used to narrow down a very broad field of research into one easily researchable topic.

The study was conducted in three (3) primary schools located in Muhoza, Nkotsi and Kinigi Sectors of Musanze District and the population of this study covered 824 people including school leaders, teachers, students. Researcher utilized simple random and purposive sampling obtained by choosing elementary units in such a way that in each unit of the population has equal chance of being selected. The study used correlation research design in which it used both quantitative and qualitative data collection to collect data from 100 participant as a sample out of 824 study population.

The instruments of data collection developed to reflect the research objectives in order to find out how USAID Soma Umenye contributed to the performance of learners in Kinyarwanda language in lower public primary schools in Musanze District as it was situated from 2016 up to 2019. The most commonly instruments of data collection used in education and social sciences are questionnaires, interview and observation (Orodho,2008). Thus, the choice of these techniques depended on the kind of key informants and their availability, the time disposed for the study and the expected usefulness of the tools. A researcher utilized the questionnaires, observation and FGD.

After data cleaning, the data coded and entered in the machine for analysis procedures for both quantitative and qualitative data. Quantitative data analysed using the Statistical Package for Social Sciences (SPSS). Qualitative data were analysed quantitatively by using content analysis.

4. Findings

This chapter presents the analysis and interpretation of findings regarding the impact of USAID Soma Umenye on the academic performance of Kinyarwanda language learners in lower primary schools, including both public and government-aided schools, within the Musanze District.

4.1 Analysis of the relationship between learners' performance and its determinants

Correlation analysis was conducted to examine the association between learners' performance and the factors that determine it, including provided trainings, learning and teaching materials, and conducted assessments and research. The results of the analysis are presented below:

Table 1: Correlation analysis

		Providin g training	Learning materials	Conducting research	Learning outcome
Providing training	Pearson Correlation	1	.703**	.519**	.526**
	Sig. (2-tailed)		.000	.000	.000
	N	100	100	100	100
Learning materials	Pearson Correlation	.703**	1	.606**	.621**
	Sig. (2-tailed)	.000		.000	.000
	N	100	100	100	100
Conductin g research	Pearson Correlation	.519**	.606**	1	.722**
	Sig. (2-tailed)	.000	.000		.000
	N	100	100	100	100
Learning outcome	Pearson Correlation	.526**	.621**	.722**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	100	100	100	100

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

Table 1 presents the results of the correlation analysis conducted to examine the relationship between the dependent variable, learners' performance, and the independent variables of interest in the study: provided trainings, provided learning and teaching materials, and conducted assessments and research. The findings indicate a strong, positive, and significant association between the dependent variable and all the independent variables, with correlations of 70.3%, 51.9%, and 52.6%, respectively. This strong positive correlation suggests that as the levels of provided trainings, learning and teaching materials, and conducted assessments and research increase, learners' performance in Kinyarwanda also increases. Importantly, all the independent variables (provided trainings, learning and teaching materials, and conducted assessments and research) demonstrate significant relationships with learners' performance, with a probability value (P-value) of 0.000, which is below the 0.01 level of significance.

4.2. The contribution of providing trainings to teachers and school leaders to the performance of learners in Kinyarwanda language.

The null hypothesis posited that the training of teachers and school leaders does not have a beneficial impact on the academic achievement of students in Kinyarwanda language within primary schools in Musanze District. To examine this hypothesis, a Likert scale questionnaire was given to participants (including students, teachers, school leaders, and SGAC members) to gather their perspectives on the provided training and its effect on students' performance. The hypothesis was evaluated through the implementation of linear regression analysis, followed by ANOVA, to determine whether the training of teachers and school leaders significantly influences students' academic outcomes. The obtained results are outlined below:

Table 2: Model summary between provided training and learners' performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.526 ^a	.276	.269	.32602

a. Predictors: (Constant), Learners' performance

The findings revealed that the training provided to teachers and school leaders accounted for approximately 27.6% of the variations observed in learners' performance. However, the remaining percentage of changes in performance can be attributed to other factors that were not included in the model.

Table 3: Analysis of variance between provided training and learners’ performance

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3.978	1	3.978	37.422	.000 ^b
	Residual	10.416	98	.106		
	Total	14.394	99			

a. Dependent Variable: Providing training
b. Predictors: (Constant), Learners’ performance
The analysis of variance results revealed that provided training to teachers and school leaders had positive significant contribution on learners’ performance in Kinyarwanda with P-value 0.000 which is less than 0.05.

Table 4: Regression coefficient on provided training and learners’ performance

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.369	.318		7.448	.000
	Learners’ performance	.435	.071	.526	6.117	.000

a. Dependent Variable: Providing training
The findings suggest that there is a statistically significant positive relationship between learners' performance and the provision of training. As learners' performance increases, the likelihood of providing training also increases. However, it is important to consider the context and additional details of the study to draw more accurate conclusions. Therefore, the null hypothesis was rejected.

$$Y = 2.369 + 0.435PT + \epsilon$$

Where *Y* = Learners' performance, *PT* = Provided Training and ϵ = Error term

4.3. The contribution of learning and teaching materials provided to the performance of learners in Kinyarwanda language in Musanze District.

The null hypothesis, which suggested that the provision of learning and teaching materials does not have a positive impact on the performance of students studying Kinyarwanda language in primary schools located in Musanze District, was examined through the application of ANOVA. The findings of the study can be summarized as follows:

Table 5: Model summary of providing learning and teaching materials on learners’ performance.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.621 ^a	.386	.380	.36245

a. Predictors: (Constant), Learning and teaching materials
 The results from table 5 showed that 0.621 percentile of changes of learners’ performance can be accounted on provision of learning and teaching materials while remaining percentage can be described by the other factors excluded in model.

Table 6: Analysis of variance between provided learning and teaching materials and learners’ performance

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8.101	1	8.101	61.669	.000 ^b
	Residual	12.874	98	.131		
	Total	20.975	99			

a. Dependent Variable: Learners’ performance
 b. Predictors: (Constant), Learning and teaching materials
 The ANOVA results shows that the provision of learning materials has a significant impact on the learning performance of the students in the study with a P-value of 0.000.

Table 7: Regression coefficient of providing learning and teaching material and learners’ performance

Model		Unstandardized Coefficients		Standardized Coefficient	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.094	.428		2.554	.012
	Learning materials	.786	.100	.621	7.853	.000

a. Dependent Variable: Learners’ performance
 The results from table 7 indicate that the provision of learning and teaching materials is a significant predictor of the learners’ performance in the study, as evidenced by the significant coefficient, t-value, and low p-value of 0.000. therefore, the null hypothesis was rejected.

$$Y = 1.094 + 0.786LTM + \epsilon$$

Where *Y* = Learners'performance, *LTM* = learning and teaching materials, ϵ = Error term

4.4. The contribution of assessments and research to the performance of learners in Kinyarwanda language in Musanze District, primary schools.

The null hypothesis, which proposed that assessments and research do not positively contribute to the performance of students studying Kinyarwanda language in primary schools located in Musanze District, was examined by conducting a linear regression analysis. The regression analysis involved studying the relationship between two variables, namely medical services and learning outcome, to obtain ANOVA results. The obtained ANOVA results are presented as follows:

Table 8: Model summary of assessments and research on learners’ performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.722 ^a	.522	.517	.31997

a. Predictors: (Constant), Conducting assessments and research
According to the findings presented in table 8 of the model summary, approximately 72.2% of the variations in learners' performance can be attributed to the assessments and research conducted by Soma Umenye. The remaining percentage of variations can be attributed to other factors that were not included in the model.

Table 9: Analysis of variance conducted assessments and research and learners’ performance.

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	10.942	1	10.942	106.877	.000 ^b
	Residual	10.033	98	.102		
	Total	20.975	99			

a. Dependent Variable: Learners’ performance
b. Predictors: (Constant), Conducting assessment and research

The table 9 results shows that the regression model, including the constant and the predictor variable conducting assessments and research, significantly predicts the learners’ performance variable with a p-value of 0.000.

Table 10: Regression coefficient of conducting assessments and research and learners’ performance.

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.837	.350		2.389	.019
	Conducting research	.816	.079	.722	10.338	.000

a. Dependent Variable: Learners’ performance

The table 10 provides information about the coefficients and their significance in predicting the learners’ performance variable. The constant term and the "conducting assessments and research" predictor variable both show significant relationships with the learners’ performance, with the latter having a larger standardized coefficient, suggesting it may have a stronger contribution on the dependent variable (learners’ performance). Therefore, the null hypothesis was rejected.

$$Y = 0.837 + 0.816CAR + \epsilon$$

Where *Y* = Learners’ performance, *CAR* = Conducting assessment and research
and ϵ = Error term

Table 11: Multiple regression coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.062	.402		.154	.878
	Providing training	.093	.114	.077	.819	.415
	Learning materials	.307	.129	.243	2.388	.019
	Conducting research	.605	.096	.535	6.328	.000

a. Dependent Variable: Learners’ performance

The findings from Table 11 revealed a statistically significant positive association between the trainings offered, learning materials provided, assessments conducted, and research conducted by Soma Umenye, and the performance of learners. The p-value of 0.000 indicates a highly significant relationship between these factors and learner performance.

From Table 11, a fitted regression model can be extracted as in the equation below:

$$LP = 0.062 + 0.093PT + 0.307LTM + 0.605CAR + \epsilon \dots\dots\dots 4.1$$

Where LP is learners’ performance, PT is Provided trainings, LTM is Learning and teaching materials, CAR is conducted assessments and research by soma umenye and ϵ is the error term which captures the contribution of other factors rather than the one mentioned in the model learners’ performance in Musanze District.

The fitted model demonstrates that the provision of training positively influences learners' performance by approximately 9.3%. Similarly, the availability of learning and teaching materials contributes to about 30.7% of the variance in performance. However, the most significant factor affecting students' learning outcome is the conduction of assessments and research by Soma Umenye, explaining approximately 60.5% of the variance. This relationship is highly significant with a p-value of 0.000, even at a 1% level of significance.

5. Conclusion

Based on the aforementioned study findings, it can be deduced that in Musanze District, lower primary schools equipped with sufficient teaching and learning materials exhibit superior academic performance compared to those with insufficient resources. This suggests a significant influence of provided learning and teaching materials on learners' performance. Additionally, it can be concluded that schools where Soma Umenye conducts regular assessments and research tend to perform better. The results obtained indicate that in Musanze District, schools lacking trained teachers experience subpar academic performance, particularly in the context of Kinyarwanda language.

6. Recommendations

Ensure availability of up-to-date Kinyarwanda language textbooks, workbooks, and supplementary materials that align with the curriculum. Conduct regular professional development workshops and training sessions for Kinyarwanda language teachers to enhance their teaching methodologies, language proficiency, and understanding of the curriculum.

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