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Effect of Community's Engagement on Teachers'Professional Development in Primary Schools: A Case of Gikomero Sector in Gasabo District, Rwanda

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Abstract: This study, titled "Effect of Community Engagement on Teachers' Professional Development in Primary Schools: A Case of Gikomero Sector, Gasabo District, Rwanda," examined how community involvement influences teachers' growth. The main objective was to assess the effect of parents' meetings, financial contributions, school leadership, and local organizations on teachers' professional development. A correlational research design was employed, using interviews and questionnaires administered to teachers from six primary schools in Gikomero sector. The sample size was determined using the Yamane formula, and data were analyzed through descriptive statistics and correlation tests.

Findings revealed that parental meetings had a moderate positive effect on professional development ($r = .579$, $p < .001$), while financial contributions also showed a moderate correlation ($r = .593$, $p < .001$). School leadership demonstrated a stronger relationship ($r = .607$, $p < .001$), and local organizations emerged as the most influential factor ($r = .958$, $p < .001$), significantly enhancing training opportunities and access to teaching resources. Overall, the study concludes that community engagement has a substantial positive impact on teachers' professional development, with local organizations playing the most critical role.

Keywords: *Community Engagement, Professional Development, Primary Schools, Rwanda.*

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I. INTRODUCTION

Teachers play a central role in the education system, serving as the primary agents for delivering knowledge, shaping skills, and fostering critical thinking in students. However, their effectiveness depends not only on formal training and professional development programs but also on the support they receive from the broader community. Community engagement in education has been recognized globally as a key factor that enhances teacher motivation, effectiveness, and professional growth. It encompasses the involvement of parents, local leaders, and community organizations in supporting teachers through resource provision, feedback, mentorship, and participatory decision-making.

In primary schools, where foundational learning occurs, teachers' professional development is crucial for ensuring quality education and achieving sustainable learning outcomes. Professional development equips teachers with improved pedagogical skills, innovative teaching methods, and a deeper understanding of student needs. While formal programs are essential, community involvement can provide contextualized support that aligns professional growth with local realities, fostering a more relevant and practical learning environment.

In Rwanda, educational reforms have emphasized the importance of continuous professional development for teachers, yet community engagement remains inconsistent, particularly in rural sectors such as Gikomero. Challenges such as limited resources, inadequate parental involvement, and weak collaboration between schools and local organizations hinder teachers from fully benefiting from professional development initiatives. Understanding the relationship between community engagement and teachers' professional development in this context is therefore critical for improving teaching quality and student outcomes.

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This study investigates how various forms of community engagement—including parental meetings, financial contributions, school leadership, and support from local organizations—affect the professional development of primary school teachers in Gikomero Sector, Gasabo District. By examining these dynamics, the research aims to provide insights that can inform strategies to strengthen collaboration between schools and communities, ultimately enhancing teacher performance and the quality of education.

➢ *Statement of the Problem*

Teachers are central to the learning process, but their professional growth depends on continuous support from various stakeholders, including the community. In Gikomero Sector of Gasabo District, community participation in teacher professional development remains weak, despite its potential to provide cultural insights, resources, and moral support. Most professional development programs have been introduced through top-down approaches by the Ministry of Education and NGOs, often focusing on general training that does not always address the specific needs of local classrooms. This has left many teachers without adequate support to apply their learning effectively, resulting in limited motivation, poor retention, and weak collaboration between schools and the community.

Although initiatives such as the Competence-Based Curriculum (CBC) and Teacher Continuous Professional Development (TCPD) have been introduced, their success has been constrained by financial, logistical, and structural challenges. Reports indicate that less than half of rural primary school teachers in Rwanda regularly access professional development opportunities, reflecting limited community engagement and follow-up mechanisms. Without stronger involvement from parents, local leaders, and organizations, teacher development programs risk remaining generic and unsustainable. This study therefore seeks to examine how community engagement influences teachers' professional development in Gikomero Sector, with the aim of bridging the gap between centralized policies and local realities.

II. LITERATURE REVIEW

➢ *Concept of Community*

A community is a group of people sharing common interests, values, or proximity, characterized by belonging, emotional connection, and mutual welfare (McMillan & Chavis, 2022). Communities provide social support, resources, and identity, fostering civic engagement and resilience (Putnam, 2023; Berkowitz, 2023). For teachers, the community includes students, parents, colleagues, administrators, and local organizations, influencing their experiences, effectiveness, and professional commitment (Fredricks et al., 2021).

➢ *Concept of Engagement*

Engagement in education involves meaningful involvement, connecting students and teachers with their learning and community. It includes cognitive, emotional, and behavioral dimensions, promoting academic success and community development (Fredricks et al., 2021). Challenges include limited funding and sustaining initiatives, which can be addressed through partnerships with local organizations and professional development for teachers.

➢ *Concept of Community Engagement*

Community engagement recognizes the value and contributions of individuals, fostering inclusivity, respect, and cohesion (Williams & Johnson, 2022). Respect for teachers strengthens professional identity, motivation, and commitment (Martin & Garcia, 2022; Martinez, 2023).

➢ *Concept of Teaching and Teaching as a Profession*

Teaching involves imparting knowledge, skills, and values while fostering critical thinking and student development (Smith & Johnson, 2022). Effective teaching uses diverse strategies, assessment, and feedback (Davis, 2024). Professionalism in teaching requires specialized knowledge, ethical conduct, ongoing learning, and commitment to students and the broader educational community (Lee & Johnson, 2023; Roberts, 2024).

➢ *Concept of Profession and Professional Development*

A profession demands specialized knowledge, ethical standards, and continuous development (Merriam, 2023). Professional development reflects commitment, job satisfaction, and career longevity, influencing performance and mental health (Cohen et al., 2021; Chen et al., 2024).

- *Theoretical Framework*

The study is guided by Social Capital Theory, Communities of Practice (CoP) theory, and Piaget's Constructivism.

✓ *Social Capital Theory*

Emphasizes networks and relationships that provide support and resources for teachers, enhancing professional growth and job satisfaction (Bourdieu & Putnam, 2015).

✓ *Communities of Practice (CoP) Theory*

Posits that learning is social, and collaborative engagement with peers improves teaching through shared knowledge, reflection, and mentorship (Lave & Wenger, 1991; Wenger, 1998).

✓ *Constructivism Theory*

Highlights active knowledge construction by learners, with teachers as facilitators. Cooperative learning, reflection, and community support improve both student outcomes and teachers' strategies (White-Clark et al., 2018; Cobb, 2017; Moore & Lasky, 2022).

➢ *Empirical Review*

- *Community Involvement in Education*

Community respect and engagement significantly influence teachers' professional commitment, motivation, and retention (Smith et al., 2022; Brown & Garcia, 2023). Engagement includes parental participation, volunteering, resource provision, and service-learning projects, enhancing

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student achievement and fostering social cohesion (Martinez et al., 2023; Parker, 2021; Johnson, 2022).

African examples show grassroots efforts improve educational infrastructure, resources, and student performance (Gyan & Aikins, 2019; Mugo & Njeru, 2020). Rwanda's Umugoroba w'Ababyeyi program and local cooperative support illustrate effective community involvement, increasing retention, enrollment, and educational quality (MINEDUC, 2023; REB, 2023; Nizeyimana et al., 2023).

- *Treatment and Training of Teachers*

Respectful treatment, fair compensation, and professional growth opportunities increase job satisfaction and commitment (Miller & Williams, 2023; Harris et al., 2024). Globally, countries like Finland, Singapore, and Canada prioritize teacher autonomy, training, and collaboration, resulting in high performance (OECD, 2022; Finnish National Agency for Education, 2023).

In Africa, challenges remain, particularly in rural areas where resources, salaries, and professional development access are limited (Kenya National Union of Teachers, 2023; Tanzania Teachers' Union, 2022). In Rwanda, initiatives such as the Teacher Development and Management Policy (TDMP) and mentorship programs enhance competencies and engagement, but disparities in resources and high student-to-teacher ratios persist (Rwanda Ministry of Education, 2022; NISR, 2023; REB, 2022).

- *Teachers' Professional Development*

Professional development improves instructional quality, student engagement, and learning outcomes. Countries with structured training, ongoing support, and collaboration show higher teacher effectiveness (Darling-Hammond, 2023; OECD, 2022). In Rwanda, government-led initiatives like TDMP, mentorship, and digital platforms aim to enhance teacher performance, though challenges related to rural access, infrastructure, and socio-economic disparities continue to affect outcomes (Rwanda Information Society Authority, 2024; UNDP, 2022).

- *Conceptual Flamework*

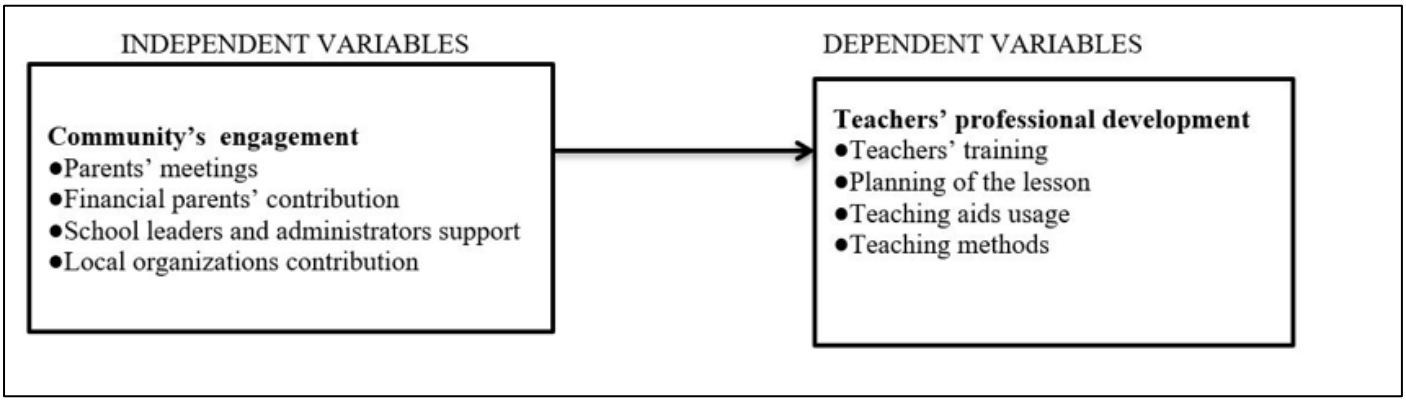

Fig 1 Conceptual Flamework

- *Research Gap*

Existing literature emphasizes the importance of community engagement but lacks focus on its direct effect on primary school teachers' professional commitment. Limited research explores how community respect, attitudes, and involvement influence teachers' motivation, job satisfaction, and retention. Understanding the interaction between community support, school climate, resources, and teacher characteristics is essential for enhancing teacher well-being and educational outcomes (Miller & Adams, 2022; Johnson et al., 2023).

III. RESEARCH METHODOLOGY

➢ *Research Design*

This study adopted a correlational research design. According to Simon (2023), correlation research examines one or more characteristics of a group to determine the extent to which variables vary together, while observing them in their natural environment. The study design was chosen to evaluate the effect of community engagement on teachers' professional development in primary schools. The correlational design enables understanding of relationships between variables without manipulating them.

➢ *Target Population*

A target population is the set of individuals or entities from which data is drawn for a study (Smith, 2023; Johnson, 2023). In this study, the target population comprised school head teachers, parents' committee representatives, and teachers in primary schools located in Gikomero Sector, Gasabo District. The schools included E.P Murambi, E.P Muhazi, G.S Gikomero, G.S Kibara, G.S Gicaca, and G.S Rudakabukirwa, with a total of 130 teachers as per administrative data (2024-2025).

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Table 1 Target Population

School	Male	Female	Total
G.S Gikomero	8	18	26
G.S Rudakabukirwa	6	13	19
G.S Kibara	12	12	24
G.S Gicaca	10	12	22
E.P Murambi	12	8	20
E.P Muhazi	5	14	19
Total	53	77	130

Source: SDMS, Gikomero Sector (2024-2025)

➢ *Sampling*

Is the process of selecting participants for a study (Bless, 2013). This study employed universal sampling, where all 130 teachers were included. This ensured comprehensive representation across all selected schools.

Table 2 Sample Size

School	Selected Teachers
G.S Gikomero	26
G.S Rudakabukirwa	19
G.S Kibara	24
G.S Gicaca	22
E.P Murambi	20
E.P Muhazi	19
Total	130

Source: SDMS, Gikomero Sector (2024-2025)

➢ *Data Collection Methods and Instruments*

- *Data Collection Methods*

Both quantitative and qualitative approaches were used. Quantitative methods measured variables numerically, while qualitative methods explored experiences and perceptions related to teacher commitment and community engagement.

- *Instruments*

The study employed questionnaires, interview guides, and document analysis to collect data (Brown & Green, 2022; White, 2023). Questionnaires were administered to teachers, while interviews were conducted with parents and head teachers.

- *Questionnaires*

Questionnaires captured teachers' perspectives on factors influencing commitment. They provided anonymity, encouraging honest responses (Oso & Onen, 2016).

- *Documentary Analysis*

Document analysis examined public records, personal documents, and school materials to triangulate data (Smith, 2023; Johnson, 2024).

➢ *Validity and Reliability*

- *Validity*

Validity ensures that instruments measure what they are intended to measure (Blumberg et al., 2005). Content validity was strengthened through peer review and expert consultation, including guidance from the researcher's supervisor (Burnes et al., 2017; Taylor, 2024).

- *Reliability*

Reliability refers to the consistency of research instruments. A pilot study with 20 teachers, 1 head teacher, and 1 education officer was conducted to identify ambiguous items and ensure clarity (Edwin, 2012). The instruments achieved a 78% reliability score, exceeding the recommended 70% threshold (Orodho, 2019).

- *Data Processing*

Data was systematically processed after collection. Responses were checked, coded, and entered into SPSS software for analysis (Johnson & Smith, 2023). Editing and organization ensured accuracy, while tabular forms displayed averages, frequencies, and percentages (Creswell, 2023).

- *Data Analysis*

Quantitative data were analyzed using descriptive statistics, linear regression, and Pearson correlation to assess relationships between community engagement and teacher commitment. Qualitative data from interviews were analyzed thematically and presented in narrative form (Johnson & Brown, 2024; White, 2022).

- *Limitations of the Study*

Limitations included financial constraints, time restrictions, and occasional delays from respondents in completing questionnaires. The researcher addressed these by careful planning and providing clear explanations to respondents.

- *Ethical Considerations*

Ethical principles were strictly observed. An introduction letter from the University of Kigali introduced the researcher to participants. Confidentiality and anonymity were ensured, with no personal identifiers recorded. Proper

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acknowledgment of sources avoided plagiarism (APA, 2023; Fouka & Mantzorou, 2011).

IV. DISCUSSIONS AND FINDINGS

➢ *Socio-Demographic Characteristics of Respondents*

The demographic profile indicates who the respondents are and their influence in decision making in their communities (Kotile & Martin, 2017). The demographic profiles discussed in this research include: age, gender distribution and the educational level of participants to the study.

- *Age Group of Respondents*

During the research, the researcher identified the ages of the respondents. The details were presented in the following table:

Table 3 Distribution of Respondents According to their Age

Age-group	Teachers	
	Frequency	Percentage
30-34	17	13.0
35-39	28	21.5
40-44	40	30.7
45-49	33	25.3
50 and above	15	11.5
Total	130	100

Source: Field data, 2025

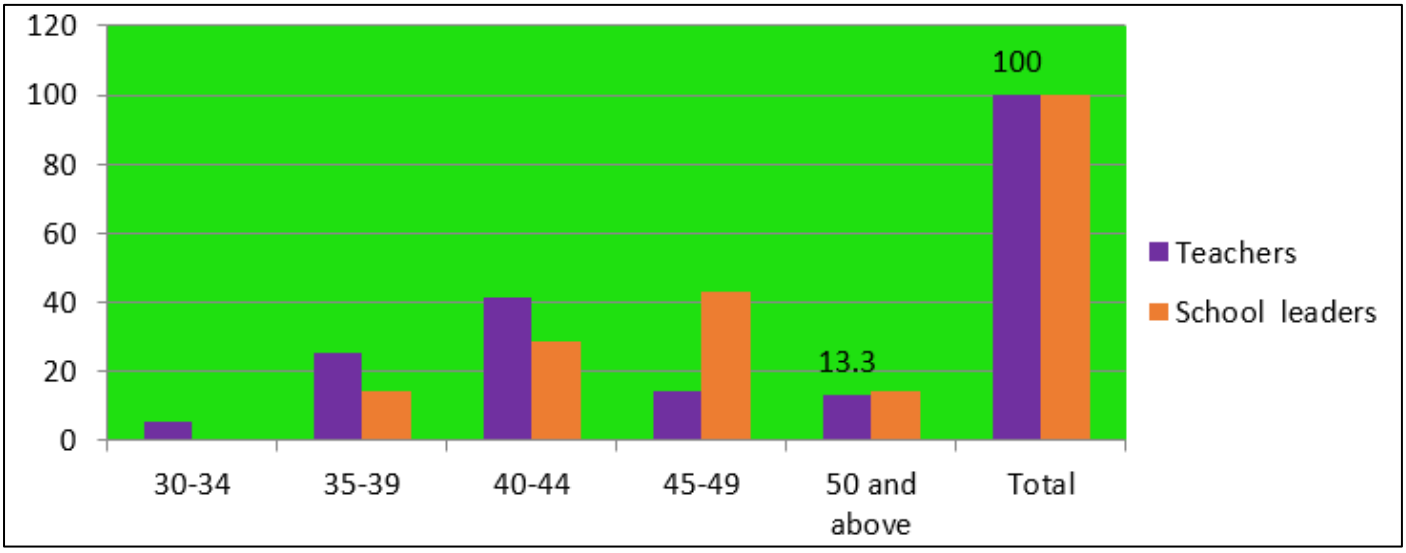

Fig 2 Distribution of Respondents According to their Age
Source: Field data, 2025

The results show that most teachers (30.7%) were aged 40–44 years, while the majority of school leaders and parents' committee members (41.6%) were aged 45 years and above. Overall, the data indicate that most participants were over 40 years old, suggesting they are mature and experienced enough to provide reliable insights on how community engagement influences teachers' professional development and performance in primary schools.

✓ *Gender of Respondents*

The participants in the study were required to indicate their gender. The figure that follows represented the sex of the respondents.

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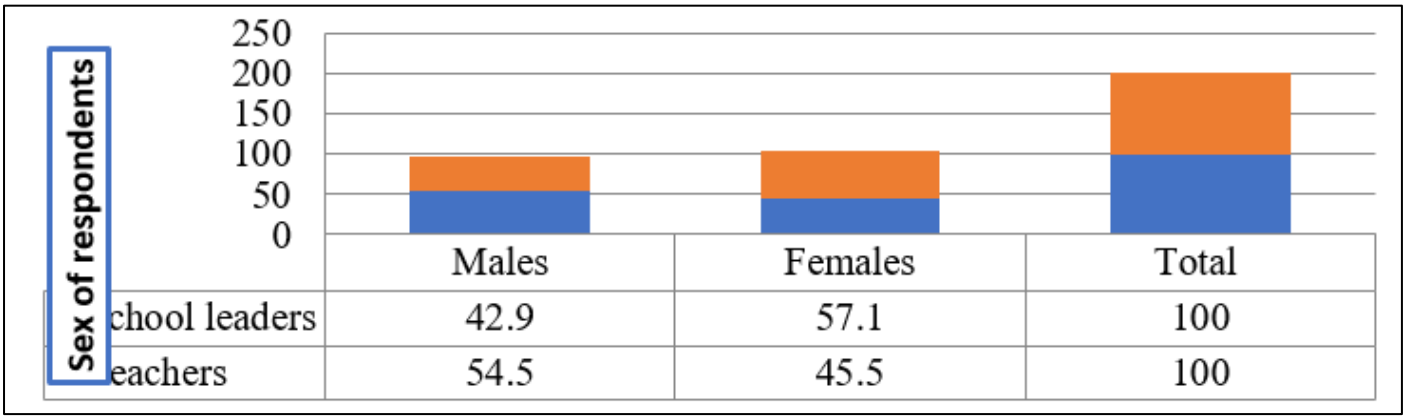

	Males	Females	Total
chool leaders	42.9	57.1	100
eachers	54.5	45.5	100

Fig 3 Profile of Respondents According to Their Sex
Source: Field data, 2025

The findings indicate that among teachers, males were slightly more represented (54.5%) compared to females (45.5%), while among school leaders, females predominated (57.1%) over males (42.9%). This balanced representation of both genders ensured that the study captured diverse perspectives, minimizing bias related to gender in assessing the effect of community engagement on teachers' professional development.

- *Experience of Participants in Teaching*

Besides, the researcher asked the teachers and the school leaders who participated in the study to indicate their experiences in teaching. This was relevant to our study because it helped us to ensure whether the community's engagement on teachers'professional development in primary school is effective to their professions considering the period they have lasted in the education field.The figure that follows represented the experience of participants to the study.

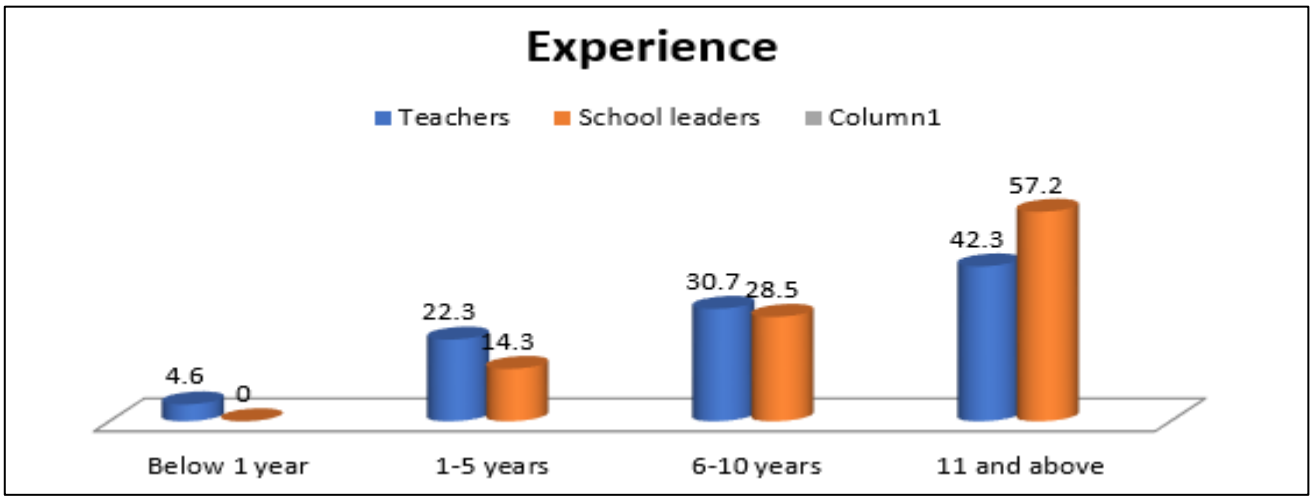

Fig 4 Profile of Respondents According to their sex
Source: Field data, 2025

The study revealed that a significant portion of teachers (42.3%) and school leaders (57.2%) had over 11 years of experience, indicating that participants possessed ample professional expertise to provide informed insights. Their extensive experience allows them to identify effective strategies for enhancing community respect for teachers, boosting teacher commitment, and promoting positive educational outcomes in Gikomero Sector and similar contexts. The findings from teachers were then presented and interpreted according to the study's objectives.

- *Effect of Parents' Meetings on Teachers' Effective Professional Development*

The study focused on examining the effect of community engagement on teachers' professional development in primary schools, specifically investigating how parents' meetings influence teacher growth in Gikomero Sector. To address this objective, teachers were asked to respond to a series of statements assessing the impact of parental meetings on their professional development. The analysis revealed a moderate positive correlation (r = 0.579), indicating that as the frequency of parents' meetings

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increases, there is a corresponding improvement in teachers' professional development.

Table 4 ANOVA for Parents'Meeting and Teachers'Professional Development in Primary Schools in Gikomero Sector

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	11.244	1	11.244	64.465	.000[b]
	Residual	22.325	128	.174		
	Total	33.569	129			

Source: Primary data, 2025

- ✓ Dependent Variable: primary school teachers' professional development
- ✓ Predictors: (Constant), parents' meetings

The F-statistic = 64.465 is relatively large,have 130 participants and 1 predictor) Total df = 129 (N - 1)

This ANOVA table tests the overall fit and significance of the regression model.

The model is statistically significant, meaning that parents' meetings significantly predict primary school teachers' professional development.The F-test checks whether the explained variance by the model (regression sum of squares) is significantly greater than the unexplained variance (residual).Since $p < .001$, we reject the null hypothesis that parents' meetings have no effect on teacher development.

The ANOVA results show that the regression model predicting primary school teachers' professional development from parents' meetings is statistically significant, $F(1, 128) = 64.47$, $p < .001$. This indicates that the predictor variable (parents' meetings) significantly contributes to the model and explains a meaningful portion of the variance in teachers' professional development.

Table 5 Regression Coefficients for Parents Meetings and Teachers 'Professional Development in Primary Schools in Gikomero Sector

Model		**Unstandardized Coefficients**		**Standardized Coefficients**	**t**	**Sig.**
		B	Std. Error	Beta		
1	(Constant)	1.986	.305		6.518	.000
	parents' meetings	.579	.072	.579	8.029	.000

Source: Primary data, 2025

- ✓ Dependent Variable: primary school teachers' professional development

The regression coefficient for *parents' meetings* was B = 0.579, $t(128) = 8.03$, $p < .001$, indicating a statistically significant and positive effect on *primary school teachers' professional development*. This suggests that increased parental engagement through meetings is associated with higher levels of professional development among teachers. The standardized coefficient (Beta = 0.579) also confirms that *parents' meetings* have a moderately strong influence on the outcome variable.

Table 6 Correlations Between Parents' Financial Contribution and Teachers'Profession Development in Primary Schools in Gikomero Sector

		Parents' Meetings	**Primary School Teachers' Professional Development**
parents' meetings	Pearson Correlation	1	.579**
	Sig. (2-tailed)		.000
	N	130	130
primary school teachers' professional development	Pearson Correlation	.579**	1
	Sig. (2-tailed)	.000	
	N	130	130

Source: Primary data, 2025
Correlation is significant at the 0.01 level (2-tailed).

The correlation coefficient between parents' meetings and teachers' professional development is 0.579. This indicates a moderate to strong positive correlation between the two variables The p-value (Sig.) is 0.000**,** which is less than the conventional threshold of 0.01**.** This means that the correlation is statistically significant at the 0.01 level (2-tailed)**.**Therefore, there's a very strong likelihood that the relationship between the two variables is not due to chance.

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Table 7 Model Summary for Parents' Financial Contribution and Teachers' Professional Development in Primary Schools in Gikomero Sector

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.593[a]	.351	.346	.4124531

Source: Primary data, 2025

✓ Predictors: (Constant), financial parents' contribution

The model demonstrates a moderate correlation (0.593) between financial parents' contribution and primary school teachers' professional development, suggesting that as financial contributions from parents increase, the professional development of teachers is positively affected.R^2 (0.351) indicates that the model explains about 35.1% of the variation in teachers' professional development, while the Adjusted R^2 (0.346) accounts for the number of predictors and is slightly lower. The Standard Error of the Estimate (0.4124531) shows that, on average, the model's predictions are relatively close to the actual observed values, but there is still some variability in the prediction.

Table 8 ANOVA for Parents Financial Contribution and Teachers'Professional in Primary Schools in Gikomero Sector

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	11.794	1	11.794	69.330	.000[b]
1 Residual	21.775	128	.170		
Total	33.569	129			

Source: Primary data, 2025

✓ Dependent Variable: primary school teachers' professional development
✓ Predictors: (Constant), financial parents' contribution

The F-statistic (69.330) is quite large, and the p-value (0.000) is much smaller than the significance level of 0.05, indicating that the regression model is statistically significant.The independent variable**,** financial parents' contribution**,** significantly predicts the dependent variable, primary school teachers' professional development**.**A large portion of the variation in teachers' professional development **(**11.794 out of 33.569 total sum of squares**)** is explained by financial contributions from parents, and the remaining variation is due to other unexplained factors.

Table 9 Regression Coeffients for Parents'financial Contribution and Teachers'peofessional Development in Primary Schools in Gikomero Sector

Unstandardized Coefficients		Standardized Coefficients
B	Std. Error	Beta
1.830	.313	
.599	.072	.593

✓ Dependent Variable: primary school teachers' professional development

The findings indicate that financial contributions from parents significantly enhance primary school teachers' professional development. The baseline level of development is represented by a constant term of 1.830, and for each unit increase in parental financial support, teacher professional development is expected to rise by 0.599 units, showing a moderate effect (Beta = 0.593). Statistical analysis confirmed the significance of this relationship, with a t-value of 8.326, a p-value of 0.000, and a 95% confidence interval (0.457–0.741) that excludes zero, highlighting a meaningful and positive impact of parental financial contributions on teacher growth.

Table 10 Correlations Between School Leaders and Teachers'Professional Development in Primary Schools in Gikomero Sector

		school leaders	primary school teachers' professional development
school leaders	Pearson Correlation	1	.607**
	Sig. (2-tailed)		.000
	N	130	130
primary school teachers' professional development	Pearson Correlation	.607**	1
	Sig. (2-tailed)	.000	
	N	130	130

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

A value of 0.607 indicates a moderately strong positive correlation.This means that as the role or involvement of school leaders increases, there is a corresponding increase in teachers' professional development.The Sig. (2-tailed) value

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is 0.000, which means the result is highly statistically significant at the 0.01 level.This finding supports the idea that leadership plays a crucial role in driving professional learning environments for teachers.

Table 11 Model Summary for Schools Leaders and Teachers'Professional Development in Primary Schools in Gikomero Sector

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.607[a]	.368	.363	.4070908

✓ Predictors: (Constant), school leaders

This Value of 0.368 (or 36.8%) tells us how much of the variation in the dependent variable is explained by the independent variable, which in this case is school leaders**.**

So, 36.8% of the variance in the outcome (e.g., academic performance, school effectiveness, student behavior—whatever the dependent variable is) can be explained by the actions or qualities of school leaders The influence of school leadership is significant enough to account for over a third of the changes in the outcome variable. That's a meaningful impact in educational or organizational studies, where many external factors often come into play.

Table 12 ANOVA for Schools Leaders and Teachers'Professional Development in Primary Schools in Gikomero Sector

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	12.357	1	12.357	74.562	.000[b]
	Residual	21.213	128	.166		
	Total	33.569	129			

✓ Dependent Variable: primary school teachers' professional development
✓ Predictors: (Constant), school leaders

The p-value is most important in analyzing tha variance where it tells us whether the model's results are statistically significant**.**$p < 0.05$ which means statistically significant,$p = .000$ means extremely significant (typically reported as $p < .001$).

These findings suggest that school leadership has a strong and significant impact on how much professional development teachers receive or engage in. This provides strong evidence to support the idea that improving school leadership could directly enhance teacher growth and development.

Table 13 Regression Coefficients for Schools Leaders and Teachers'Professional Development in Primary Schools in Gikomero Sector

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.619	.326		4.967	.000
	school leaders	.618	.072	.607	8.635	.000

✓ Dependent Variable: primary school teachers' professional development

For the value of B which is 0.618, this means that for every one unit increase in the school leadership variable like stronger leadership practices, teachers' professional development increases by 0.618 units**,** on average. School leadership has a strong, positive, and statistically significant impact on primary school teachers' professional development.

Table 14 the Correlation Between Local Organizations and Teachers'Professional Development in Primary Schools in Gikomero Sector

		local organizations'	primary school teachers' professional development
local organizations'	Pearson Correlation	1	.958**
	Sig. (2-tailed)		.000
	N	130	130
primary school teachers' professional development	Pearson Correlation	.958**	1
	Sig. (2-tailed)	.000	
	N	130	130

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

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A value of 0.958 indicates a very strong positive correlation between the two variables ig. (2-tailed) = 0.000 indicates that the correlation is statistically significant**.**Since the p-value is much smaller than 0.01**,** we reject the null hypothesis, which states there is no correlation between the two variables. This means there is a very strong, significant relationship between the support from local organizations and teachers' professional development.

Table 15 Model summary for local organizations and Teachers'Professional Development in Primary Schools in Gikomero sector

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.958[a]	.918	.918	.1462002

✓ Predictors: (Constant), local organizations'

This table summarizes the strength and quality of the regression model using local organizations' support to predict teachers' professional development. *The value of R (Correlation Coefficient) is .958 and value of* R Square = .918 (91.8%) these values show a very strong positive correlation between local organizations' support and teachers' professional development.

This supports a strong recommendation for expanding or strengthening partnerships with local organizations to boost the ongoing development and effectiveness of teachers.

Table 16 ANOVA for local Organizations and Teachers'Professional Development in Primary Schools in Gikomero sector

Model		Sum of Squares	df	Mean Square	F
1	Regression	30.833	1	30.833	1442.527
	Residual	2.736	128	.021	
	Total	33.569	129		

✓ Dependent Variable: primary school teachers' professional development
✓ Predictors: (Constant), local organizations'

This value shows the p-value of the model,Since p < .001, the model is highly statistically significant.There is less than a 0.1% chance that this result is due to random variation. So, the relationship between local organizations and professional development is not by chance,it's real and reliable.

Table 17 Regression Coefficients for Local Leaders and Teachers'Professional Development in Primary Schools in Gikomero Sector

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.502	.104		4.832	.000
	local organizations'	.889	.023	.958	37.981	.000

✓ Dependent Variable: primary school teachers' professional development

The Beta value of 0.958 indicates a strong positive relationship between local organizations' support and teachers' professional development. A value close to **1** means a very strong correlation**,** suggesting that local organizations' support is a powerful predictor of teachers' professional development.

Table 18 Regression Coefficients for Local Leaders and Teachers'professional Development in Primary Schools in Gikomero Sector

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.965[a]	.930	.928	.1366737

✓ Predictors: (Constant), local organizations', financial
✓ Parents' contribution, school leaders, parents' meetings

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The model summary in table above shows the regression model that includes local organizations, financial support from parents, school leadership, and parents' meetings does an excellent job of explaining the outcome variable with R (Correlation Coefficient) which is .965 and explain a very strong positive correlation between the independent variables (predictors) and the dependent variabl.e R ranges from -1 to +1. A value of 0.965 indicates the model fits the data very well and there is a high degree of association between the predictors and the outcome.

The R Square (Coefficient of Determination) = .930 This means 93% of the variation in the dependent variable is explained by the combination of local organizations' contribution,financial parents' contribution,school leaders' influence,and parents' meetings.

Table 19 ANOVA for Teachers'Professional Development in Primary Schools of Gikomero Sector

Model		Sum of Squares	df	Mean Square
1	Regression	31.234	4	7.809
	Residual	2.335	125	.019
	Total	33.569	129	

- ✓ Dependent Variable: primary school teachers' professional development
- ✓ Predictors: (Constant), local organizations', financial parents' contribution , school leaders, parents' meetings

The table below hireveals that the model is statistically significant, with a very high F-value (418.024) and a p-value of .000, which means it's extremely unlikely that these results occurred by chance. Since the Residual Mean Square is very low (0.019), your model's predictions are close to actual observations.

Table 20 Hireveals that the Model is Statistically

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.829	.125		6.638	.000
	parents' meetings	-.116	.034	-.116	-3.467	.001
	financial parents' contribution	-.018	.034	-.018	-.532	.596
	school leaders	-.073	.033	-.072	-2.189	.030
	local organizations'	1.018	.037	1.097	27.730	.000

Source: Primary data

- ✓ Dependent Variable: primary school teachers' professional development

The involvement of local organizations has a strong, positive, and significant impact on improving primary school teachers' professional development.School leaders and parents' meetings surprisingly show negative effects though they are statistically significant, they may need qualitative follow-up to understand why.Financial contributions from parents don't have a meaningful or significant effect in this context

Table 21 Summary on Tested Hypotheses

No	Hypotheses	P value	Verdict
1	There is no significant effect of parents' meetings on teacher professional development.	0.000	Rejected
2	There is no significant effect of parents' financial contribution on teacher professionaldevelopment.	0.000	Rejected

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3	There is no significant effect of school leaders on teacher professional development in primary schools in Gikomero sector.	0.000	Rejected
4	To determine the effect local organizations' contribution on teacher professional development in primary schools in Gikomero sector.	0.000	Rejected

- *Discussion on the Effect of Community's Engagement on Tgeacher's Professional Development in Primary Schools in Gikomero Sector.*

This study examined the effect of community engagement on teachers' professional development in primary schools in Gikomero Sector, Rwanda. Findings revealed that parental meetings positively influenced teacher development, with strong agreement on participation and feedback (mean scores above 4.0) and a moderate positive correlation ($r = 0.579$, $p < 0.001$). Parental financial contributions were also reported to enhance training quality and workshop resources, showing a moderate positive correlation ($r = 0.593$, $p < 0.001$), though relevance to teachers' specific practices was slightly less consistent. Strong support from school leaders, including encouragement of innovation, feedback on lesson plans, and support for professional development participation, showed a moderately strong correlation ($r = 0.607$, $p < 0.001$). Local organizations had the most pronounced effect, providing training, teaching aids, and context-relevant professional development, with a very strong correlation ($r = 0.958$, $p < 0.001$). Overall, the study demonstrates that community engagement significantly enhances teachers' professional development, with local organizations emerging as the strongest contributing factor. Future research could explore the reasons for differing correlation strengths and the long-term effects of these community-teacher partnerships.

V. CONCLUSION

This study assessed the effect of community engagement on teachers' professional development in primary schools within Gikomero Sector, Gasabo District. The findings confirmed that community involvement significantly supports both teacher growth and student achievement. Parents' meetings were found to motivate teachers, provide valuable feedback, and improve classroom practices, while financial contributions enhanced access to training, teaching aids, and lesson planning resources. School leaders played a crucial role by aligning professional development with teachers' needs, providing resources, and encouraging consistent participation. Similarly, local organizations made important contributions by offering relevant training, resources, and tailored support that strengthened teachers' professional skills and classroom performance. Overall, the study concludes that community engagement—through parents, school leaders, and local organizations—has a strong positive effect on teacher professional development, making it more effective, relevant, and sustainable.

➢ *Suggestions and Recommendations*

To enhance community engagement in teachers' professional development in primary schools, the study recommends that the government should sensitize families on the importance of supporting their children's education, while schools and authorities emphasize free vocational and technical education to improve future employment opportunities. Strengthening parental involvement is essential through regular parent–teacher meetings, increased participation in school activities, awareness programs, and home visits. Teachers should also foster a parent-friendly environment to encourage communication with less-educated parents. Finally, schools need to raise awareness among both children and parents about the negative long-term effects of early employment on students' psychological, behavioral, and personal development.

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