

UNIVERSITY OF RWANDA

COLLEGE OF EDUCATION

SCHOOL OF EDUCATION

Relationship between head teachers' instructional supervisory practices and factors leading to teachers' motivation in public secondary schools in Nyamagabe district in Rwanda.

A thesis submitted to the University of Rwanda, School of Education in fulfillment of the requirements for the award of the degree of Masters of Education in Educational Leadership and Management.

BY JEAN D'AMOUR MUSANABANDI

Registration Number: 220017264

SUPERVISOR: Ass. Prof. SYLVESTRE NZAHABWANAYO

September, 2022

DECLARATION

I, JEAN D'AMOUR MUSANABANDI, declare that the thesis titled “influence of head teachers’ instructional supervisory practices on teachers’ motivation in public secondary schools. A case study of Nyamagabe district in Rwanda” is my singlehanded work and has not presented to any other institution. Resources used in this research have been acknowledged with right and complete references.

August, 2022

Sign 

Date: August 18, 2022

JEAN D'AMOUR MUSANABANDI

APPROVAL

I, Ass. Prof. Sylvestre Nzahabwanayo, acknowledge that this work has been done under my supervision and is hereby submitted upon my approval.

Ass. Prof. Sylvestre Nzahabwanayo



Signature:

Date: September 18, 2022

DEDICATION

To my beloved parents who supported me from the first day of my school.

To Musanabandi Genevieve, family and friends for their encouragement and support

To my supervisor Ass. Prof. Sylvestre Nzahabwanayo.

ACKNOWLEDGEMENT

To complete this research project required great effort of different people. First, I want to express my sincere grateful to my dissertation supervisor, Ass. Prof. Sylvestre Nzahabwanayo who tirelessly guided, advised and encouraged me during the journey of this research project. My sincere thanks go to the University of Rwanda College of Education for admitting me in the program of Master of Education in Educational Leadership and Management. My thanks are also extended to all UR-CE lectures who helped in the journey of studies. My deepest gratitude goes to my mother Philomene MUSABYIMANA for her love, encouragement and financial supports. May God bless you all. A special gratitude goes to all school head teachers and teachers who supported me in collecting data. Last but not least, I really thank my family, friends, and classmates for their contribution during my academic journey. God bless you all abundantly.

ABSTRACT

The purpose of this study was to investigate the influence of head teachers' instructional supervisory practices on teachers' motivation in public secondary schools of Nyamagabe district in Rwanda. This study was guided by the following objectives: to find out head teachers' instructional supervisory practices in place in selected public secondary schools in Nyamagabe district, to explore the factors leading to teachers' motivation in selected public secondary schools in Nyamagabe district, and to find out the relationship between head teachers' instructional supervisory practice and factors leading to teachers' motivation. The target population of this study was head teachers and teachers of secondary schools in Nyamagabe district. Population of the study were 58 head teachers and 1508 teachers. The sample size were 15 head teachers and 201 teachers in 15 schools all of whom randomly selected. The present study followed a descriptive correlational design. After describing head teachers' instructional supervisory practices and the level of teachers' motivation, the study correlates the two constructs. A five-point Likert type scale questionnaire was used to collect data from both teachers and head teachers. Frequencies and percentages were calculated to know the social demographic characteristics of respondents. Also measures of central tendency such as the mean and standard deviation were calculated to establish the extent to which head teachers conduct instructional supervisory practices and to establish factors leading to teachers' motivation.

The results indicate that head teachers' instructional supervisory practices were in place but at different levels. It is shown that the most enacted instructional supervisory practices are (i) providing and sharing instructional feedback ($M = 4.30$; $SD = .42$); and (ii) checking professional documents for teachers ($M = 4.09$; $SD = .41$). Other instructional practices are enacted with a relative limited emphasis. These include classroom visitation, lesson observation, and assessment of instructional delivery ($M = 3.38$; $SD = .44$); and assisting teachers in their professional development ($M = 3.97$; $SD = .32$). These results suggest that head teachers must do some work on classroom visitation, lesson observation, and assessment of instructional delivery and assisting teachers in their professional development. Overall, however, the study shows that the instructional supervisory practice of head teachers in Nyamagabe district is highly conducted ($M = 4.08$; $SD = .20$).

In relation factors leading to teachers' motivation, the study shows that teachers are poorly motivated ($M = 2.79$; $SD = .35$; $Min. = 1.76$; $Max. = 3.76$). These results suggest that although head teachers enact highly instructional supervisory practices, these do not result into teachers' motivation. There is no surprise therefore that there is a strong negative correlation ($r = -.899$, $p = .000$) between the overall head teachers' instructional supervisor practice and the overall factors leading to teacher's motivation. In other words, the more head teachers conduct the supervisory instructional practice, the less teachers become motivated. The implication for this finding is that head teachers' instructional supervisory practices should be performed in such a way that they raise the motivation of teachers. The idea is that head teachers have to be trained about the best practices of conducting instructional supervisory practices. In this regard, concerned bodies in charge of education in Nyamagabe district should prepare training sessions on instructional supervisory practices and this can be done in the form of continuous professional development.

TABLE OF CONTENT

DECLARATION	ii
DEDICATION	iv
ACKNOWLEDGEMENT	v
ABSTRACT	vi
LIST OF TABLES	xi
LIST OF ACRONYMS AND ABBREVIATIONS	xii
LIST OF FIGURE	xiii
CHAPTER ONE	1
1.0. INTRODUCTION	1
2.1. Background of the study	1
2. 3. Statement of the problem	6
2.4. Research objectives	7
2.4.1. General objectives	7
2.4.2. Specific objectives	7
2.5. Research questions	7
2.6. Significance of the study	8
2.7. Scope of the study	8
2.8. Conclusion	8
CHAPTER TWO: LITERATURE REVIEW	10
2.0. Introduction	10
2.1. Definition of related key terms	10
2.2. Rationale for instructional supervision	11
2.3. Theoretical frame work	12
2.3.1. School head teachers' instructional supervisory practices	12
2.3.1.1. Classroom visitation, lesson observation, mentoring and assessing instruction	12
2.4. Head teacher's supervisory practice techniques	17
2.4.1. Clinical supervision	17
2.4.2. Collaborative	17
2.4.3. Developmental supervision model	18
2.5. Teachers 'motivation	18

2.5.1. Factors leading to teachers' motivations.....	19
2.5.1.5. Availing instructional materials	23
2.6. Empirical literature on head teachers 'instructional supervisory practices, level of teachers 'motivation and relationship between instructional supervisory practice and teachers' motivation.	26
2.10. Conceptual frame work	28
3.0. RESEARCH DESIGN AND METHODOLOGY	30
3.1. Introduction	30
3.2. Research Design	30
3.3. The study site	30
3.4. Target population	31
3.5. Sample size and sampling process	31
3.5.1. For the schools	31
3.5.3. For the teachers	32
3.6. Data collection instruments.....	32
3.6.1. Questionnaires.....	32
3.8. Data collection procedures	32
3.9. Data analysis procedures	33
3.10. Ethical considerations	33
CHAPTER FOUR	34
DATA PRESENTATION.....	34
4.0. Introduction	34
4.1. Response rate	34
4.2. Categories of respondents.....	34
Table 4.1. Categories of respondents	34
4.2. Demographic information of head teachers.....	35
4.3. Demographic information of teachers.....	36
Table 4.6. Overall checking professional document for teachers (construct 2)	41
Table 4.7. Assisting teachers in their professional development (Construct 3).	41
Table 4.8. Providing and sharing instruction feedback (Construct 4)	42
Table 4.9. Summary of broad constructs of head teachers' instructional supervisory practices.....	43
Table 4:10. Factors leading to teachers 'motivation	44
Table.4.11. Summary of overall factors leading to teachers' motivation.....	45

Table 4.12. Correlation between head teachers’ instructional supervisory practices and factors leading to teachers’ motivation.....	45
Table 4.13. Correlation between overall instructional supervisory practices and the overall factors leading to teachers’ motivation.....	47
CHAPTER FIVE	49
DISCUSSION OF THE RESULTS, CONCLUSION AND RECOMMENDATION	49
5.0. Introduction	49
5.1. Discussion of the results	49
5.1.1. Head teachers ‘instructional supervisory practices.....	49
5. 1.3. Relationship between head teachers’ instructional supervisory practices and factors leading to teachers’ motivation.....	51
5.4. Conclusion.....	53
5.6. Recommendations	53
APPANDICES.....	58
APPANDIX I: RESEARCH INSTRUMENTS	58
APPENDIX II: TURNITUNE REPORT	63

LIST OF TABLES

Table 4.1. Categories

Table 4.2. Demographic information of head teachers

Table 4.3. Demographic information of teachers

Table 4.4. Head teachers' instructional supervisory practices

Table 4.5. Classroom visitation, lesson observation and assessment of instructional delivery
(construct 1)

Table 4.6. Overall checking professional document for teachers (construct 2)

Table 4.7. Assisting teachers in their professional development (Construct 3).

Table 4: 8. Providing and sharing instruction feedback (Construct 4)

Table 4:9. Mean and standard deviation, minimum and maximum of level of teacher's motivation
when instructional practices are taking place

Table 10. Summary of broad constructs of head teachers' instructional supervisory practices.

Table.4.11. Summary of overall teachers' motivation

LIST OF ACRONYMS AND ABBREVIATIONS

REB: Rwanda Basic Educational Board

ISP: Instructional Supervisory Practices

LMT: Level of Teacher Motivation

UNESCO: United Nations Educational, Scientific and Culture Organization.

VVOB: VlaamseVerening Voor Ontwikkelingsamewerking en Techniche

UR-CE: University of Rwanda College of Education

SPSS: Statistical Package for Social Sciences

SEI: Sector Educational Inspector

ESP: Educational Strategic Plan

MINEDUC: Ministry of Education

UNICEF: United Nations International Children's Emergency

NCCL:National Conference of Catechnical Leadership

LIST OF FIGURE

1. Relationship between two variables, independent variable and dependent variable (supervisory practices and factors leading to teacher's motivation teacher motivation)

CHAPTER ONE

1.0. INTRODUCTION

This chapter presents the back ground of the study, statement of the problem, research questions, research objectives, significance of the study, scope of the study and summary of the chapter.

2.1. Background of the study

Quality education is an essential vehicle for moving from the dark towards the light of all countries over the world, and school headship is a good driver in helping to reach the journey's end. “No country in the modern times has succeeded in its development program if it has not educated its people” (Maichibi, 2005, p.17). Head teachers wear many hats of responsibilities, chief among which are instructional supervisory practices. Globally, head teachers’ instructional supervisory practices play a paramount role in the successful teaching and learning practices (Peretomode, 2001). Head teachers in school are instructional leaders who should bring change in the school (Leighth, Harris, Hopkins, 2008).

According to Kurene (2007), in order to respond to educational global needs, high pressure is being placed on school leaders to create a learning environment which is favorable in producing school leavers with the ability to compete across the world of work. It has been recognized that, in order to achieve school instructional objectives, head teachers need to conduct instructional supervision in line with the school vision and mission school (Coleman, 2010), that is why instructional supervisory practices should be in place for a better direction to achieve defined goals. Instructional supervisory practices are emphasized in all countries over the world.

Government set instructional standards that govern how instructional supervisory practices should be done to support professional development of teachers (Gordon, 2005). The latter author confirms that, in order to make this exercise done seriously, school head teachers are requested to timely submit instructional supervisory practices reports in the concerned departments and the head teachers are considered as head of all school supervisions. School head teachers in USA play a big part in setting school programme and they are expected to have necessary skills and knowledge on instruction and curriculum for effective instructional supervision (Okumbe, 1998). In Ukraine, teachers themselves request instructional supervision in order to receive feedback about their classroom performance. Teacher take supervision feedback as beneficial to them and where they receive support, advice on the way forward, head teachers are placed on pressure to

practice this exercise (Benjamin, 2003). In India, instructional supervisory practices are taken as supportive tools in improving teaching and learning, attention is on teachers' professional development through instructional supervision practices (Tyagi, 2010). In England, in order to provide effective instructional supervisory practices which boost teachers' motivation towards students' academic performance, head teachers monitor teachers by looking at teachers' lesson plans, classroom visitation and dialogue done informally with teachers (Southworth, 2002). Kaparou & Bush (2016) concur that, in England, in order to motivate teachers in their professional development, school head teachers and head of department frequently visit teachers and then after discuss together on things that are not working as it should. Besides, head teachers organize workshop to address the issues for teacher capacity building. In China, instructional supervision practices are regarded as the main duties of head teachers. This exercise is taken as a good way in managing what is happening in classroom during teaching and learning. To motivate and improve teacher's professional development head teachers ought to work collaboratively with teachers for learning what to be done to improve their practices (Sergiovani and Sattaratt 2004). Therefore, it is noticeable that instructional supervisory practices help both teachers and learners to choose the right direction towards higher attainment of instructional objectives (UNESCO, 2014). School head teachers exhibit instructional supervisory practices in all countries but what matters is what kind of supervisory practices can motivate teachers in improving their teaching practices towards students' academic performance. UNESCO (2014). As Phocas and Andala (2020) argue, services of supervision are provided by competent, proficient, and qualified officers academically and professionally. The problem is still how and where to find these competent, proficient, and qualified officers to conduct effective instructional supervision.

In the African context, school leader in instructional supervisory practices need to act in a way that meet the needs of their school (NCCL, 2007). In this regard, Zame (2008) has this to say: "The highly school performance should be acknowledged by excellence instructional supervisory practices. Thus, it is significant for the system of education in African to make certain that persons who are being prepared and ready to be promoted to the position of school head, have been equipped with necessary knowledge, skills, and temperament through professional development, to empower them to form school effectiveness and expertise educational program that will improve teaching and learning in the school".

In order to have effective instructional supervisory practices, there is a need to adopt practices which are not random but suitable. What is needed is gradual, planned, and cohesive practices adopted by school heads with professional skills, knowledge, political, sensitivity and analytical ability (Releg, 2012).

According to UNESCO (2001), in its report from the research conducted in some African countries such as Botswana and Tanzania, it was revealed that instructional supervisory practices in Africa are conveyed by highly academic experienced and qualified leaders but face some challenges that hinder their supervisory practices. These challenges include heavy head teachers' work load, poor working conditions, insufficient in service head teachers' training and lack of external supervisors in schools located in remote areas.

In Ethiopia, instructional supervisory practices were classified among instructional leadership practices which are performed at average level, and yet they are taken as key in ensuring quality education. Research shows that school head teacher are busy with other activities such as managing school resources, dealing with students discipline, and their overall instructional supervision is at lower level (Ahmed, 2016).

In Nigeria, school head teachers help their teachers to choose the relevant teaching amenities, methods, and allocate teaching hours. Moreover, head teachers frequently check teachers' daily lesson plans, record books. Also, they observe teaching and learning process and provide feedback. Research shows that there is a positive correlation between head teachers' instructional supervisory practices and teachers' professional development. In Nigeria they consider regular and constant instructional supervisory practices as the main factor to ensure learning outcome (Afolabi and Loto, 2008)

In Tanzania, head teachers 'instructional supervisory practices are done. The Government of Tanzania provides guidelines on how this exercise should be done although there are still some gaps for head teachers to comply with these guidelines at school level. As a matter of fact, school heads do not check daily lesson plans, scheme of work and record books for the purpose of motivating and advising teachers on the way forward in teaching and learning. In order to convince outside supervisors like district supervisors, school heads moved around the classroom, although in normal circumstances they do not visit their teachers to identify their weakness and strengths in teaching and learning, and assess how they help students. This limited supervision will result into

demotivated teachers and in the long run it might lead to students' poor academic performance (Manaseh, 2016).

In Uganda, instructional supervisory practices are taken as inevitable tool in improving teaching and learning. The Government of Uganda made a great effort in ensuring quality education where Ministry of Education and Sport in Uganda in 2010 issued school head teacher's instructions supervision guidelines (Nabukeera, 2012). Furthermore, it was revealed that, effective head teachers' instructional supervisory practices are the key determinant in providing highly quality of teaching toward learner's high academic achievement. As Nabukeera (2021) indicates, there was a report of National Examination Board which stipulated that, if the country need good learning outcomes, instruction supervision should be encouraged. Another report produced by the Ministry of Education and Sport revealed that head teachers did not carry out instructional supervision as they are required, and this failure was due to multiple challenges that head teachers face such as lack of necessary supervisory skills (Manasseh, 2016).

In Kenya, head teachers' instructional supervision is taken as one of the main factors contributing in improving teaching and learning. The practices of head teachers' instructional supervision in Kenyan schools is at higher level. Head teachers are required to check whether teachers have updated teaching document, and they supervise teachers' progress and check students. Most performing schools in Kenya are the schools with head teachers who prioritize instructional supervisory practices to motivate and advise them on their professional development toward higher learning attainment (Lydia & Nasongo, 2009).

In Rwanda, school leadership has experienced many challenges since 1994 when the Government of Rwanda embarked to reshape Rwanda educational system. It is in this regard that the government of Rwanda through MINEDUC developed some policies like Educational Sector Policy (ESP) in response to challenges in education sector (MINEDUC, 2003). Also, the Government of Rwanda continued to strive for improving quality of education and the ability of school leadership which is evidenced by a bilateral project signed between Government of Rwanda through MINEDUC and VlaamseVerening Voor Ontwikkelingsamewerking en Techniche

Bijstand (VVOB). This project started in 2003 and aimed to improve and reinforce school leadership and management of higher schools due to their ineffective leadership practice.

According to Ntahomvukiye, (2017) there are some challenges that come with the expansion of the educational sector, the Rwandan government initiated educational reform which among them led to adoption of the decentralization policy of educational management. One of the major feature of this policy was to manage and implement responsibilities of school leaders. The Report from UNICEF (2014) indicated that school leadership remain one of the critical challenges facing educational system. Further, the report highlighted that the extent to which they discharge their responsibilities and meet peoples' expectations have a great deal in making a school effective or ineffective. It is in this sense that head teachers job become complex and more challenging and some of them are failing to cop up with changes. In 2008, the Ministry of education undertook the second phase of the same project where an emphasis was placed on the capacity development of school leadership and management to address multiple challenges related to education improvement in Rwanda. The education system in Rwanda makes school leadership complex for head teachers who are ill-equipped with enough competencies especially in schools which combine various educational levels such as nursery, primary, and secondary levels (Ntahomvukiye et al, 2017).

Head teachers' instructional supervisory practices are likely to influence teachers' motivation and make the school more conducive for teaching and learning towards higher student attainment in Rwanda. Among five standards for effective school leadership that MINEDUC recently established, there are two that mainly focus on teaching and learning such as leading learning and leading teaching. The main objectives of these two standard among others are to equip school leaders with the necessary knowledge and skills about managing curriculum implementation, management of student's behavior, assessment of record keeping, creation of conducive learning environment, teacher induction, supervision of teaching, giving effective feedback, coaching and mentoring and promoting collaborative learning (UR-CE, 2019).

Instructional supervisory practices in Rwanda include supervising teaching and learning, mentoring and supporting teachers and providing feedback (Nsengiyumva, Ozawa and chikamori, 2014). Few head teachers in secondary schools do not promote collaborative teaching and learning because they mainly focus on administrative duties rather than pedagogical ones (Kambanda,

2013). Instructional supervisory practices are currently placed at the forefront to improve teaching and learning in Rwandan schools. In Nyamagabe, some schools do not perform well as shown by National Institute of Statistics of Rwanda (NISR, 2019). As a matter of fact, in this district, promotion rate is 78.72% and repetition rate is 7.23%. The need for effective instructional supervisory practices is widely acknowledged but there is less certainty about which supervisory practices are mostly likely to bring about improvement in teaching and learning as well as school success (Kyla & Karen, 2010). It is against this background that this study seeks to explore currently head teachers' instructional supervisory practices and assess the extent to which they contribute in motivating teachers to improve their professional practice towards higher school attainment in selected secondary schools in Nyamagabe district.

2. 3. Statement of the problem

The main emphasis of all countries across the world is to provide quality education to their children. The government of Rwanda always strive to have quality education as affirmed in its vision 2050. In order to achieve that quality of education head teachers are among the key agents, among responsibilities of head teachers, supervision of instruction is put at the fore front.

In order to offer special help in improving teaching and learning, instruction supervision has been regarded as the best tool to be used. Head teachers should follow different policies related to instructions supervision made by government and guidelines given by the Ministry of Education to motivate teachers in their professional development towards students' academic achievement (Olembo et al., 1992). During instructional supervision, supervisor (school head) advice the best teaching practices which create conducive climate of teaching and which motivate teachers as well as learners to improve their performance. Main tasks of school head teachers as supervisors of instructions are routinely to make visits to teachers during teaching and learning, checking teachers documents such as scheme of work, daily lesson plan an record books, checking teachers and learner's presence and method of delivering lessons (Oyedeki,2012).

However, head teachers 'instructional supervisory practices had ranked as poor practiced. This poor head teachers 'instructional supervisory practices puzzled educational stake holders about practice in place and the way are practicing. There are several studies conducted by various scholars on instructional supervision. Instructional supervisory practices in Rwanda practiced by

some head teachers, among these practices include supervising teaching and learning, mentoring and supporting teachers and provide feedback (Nsengiyumva, Ozawa and chikamori, 2014). Few head teachers in Rwandan secondary schools do not promote collaborative teaching and learning, they mainly focus on administrative duties rather than pedagogical (Kambanda, 2013). This are likely to cause teachers be unenthusiastic in their teaching practices. It is worth noting that to the best of knowledge of the researcher, there is no research conducted in this area showing the head teachers' instructional supervisory practices in place and their relationship with factors leading to teachers 'motivation of teachers towards students' academic performance in Nyamagabe district.

2.4. Research objectives

2.4.1. General objectives

This study is guided by the general objective which is to find out the instructional supervisory practices and their relation on factors leading to motivation of teachers in their professional development in selected public secondary school in Nyamagabe district in Rwanda.

2.4.2. Specific objectives

The present study is guided by the following specific objectives:

- (i) To find out head teachers' instructional supervisory practices in place in selected public secondary schools in Nyamagabe district.
- (ii) To explore the factors leading to teachers 'motivations in selected public secondary schools in Nyamagabe district.
- (iii) To find out the relationship between head teachers' instructional supervisory practice and factors leading to teachers 'motivations.

2.5. Research questions

The following questions inform the present study:

- (i) What instructional supervisory practices do head teachers of selected public secondary schools in Nyamagabe district exhibit?
- (ii) What are the factors leading to teachers 'motivations in selected public secondary schools in Nyamagabe?
- (iii) What is the relationship between head teachers' instructional supervisory practices and factors leading to teacher's motivation?

2.6. Significance of the study

As mentioned previously, this study seeks to interrogate head teachers' supervisory instructional leadership practices and their relation on factors leading to teachers' motivation in public secondary schools in Nyamagabe district. First of all, this study is significant to the researcher himself since it a partial fulfillment of the requirements for the award of a Masters of Education in Educational Leadership and Management.

In addition, this study is of paramount importance in contributing to achieve educational objectives through providing useful information on required instructional supervisory practices to motivate teachers in their profession towards student higher academic achievement. In this regard, findings of this study could inspire secondary school head teachers to adopt effective supervisory practices to achieve school objectives.

The study is also expected to offer crucial information to education leaders about areas of improvement and the kind of training needed in public secondary school and possibly advice on how teachers should be supported during supervision and what kind of training to offer to them. Moreover, educational planners and educational policy makers might use the findings and recommendations of this study to support head teachers.

2.7. Scope of the study

This study will be geographically conducted in public secondary schools in Nyamagabe district, one of the districts of the Southern Province. In terms of content, the study will mainly focus on head teachers' instructional supervisory practices and their impact on teachers' motivation especially in their professional development. The target population is secondary school head teachers and teachers.

2.8. Conclusion

This chapter provided the introduction to the study. It provided the back ground to the study where supervisory practices described worldwide, regionally and local context. The back ground was provided for orienting and making clarification on the problem under investigation. The statement of the problem addressed the validation on how thing should be, current situation, consequences of the current situation and what the study is intended to achieve. The significance of the study to different educational stakeholders was highlighted. The research objectives and questions were

provided to clarify what this study is strive for. The scope/context of the case study was stated. Also the related concepts were defined and clarified to make this study more understandable.

CHAPTER TWO: LITERATURE REVIEW

2.0. Introduction

This chapter reviews the literature related to the head teachers' instructional supervisory practices and motivation of teachers. The ultimate purpose of this literature review is to examine critically the conceptual and empirical research from various scholars in the field of educational leadership for in depth understanding of the study. This chapter reviews theories, concepts, findings related to head teachers' instructional supervisory practices and techniques, teachers' motivation and its factors. The chapter ends with the conceptual framework undergirding the study.

2.1. Definition of related key terms

In the present study, there are five key terms. These are instruction supervision, head teachers' instruction supervisory practices, school head teacher, teacher motivation, and public school. In the paragraphs to follow, the meaning of these concepts is delineated.

Instruction supervision designates the interaction between supervisee and supervisor within the classroom setting while teaching and learning. Generally, the instruction supervision takes place to determine the best way of delivering instruction. Also, instruction supervision refers to all activities which take place within the classroom with the intent to improve teaching and learning. For the purposes of this study, head teachers' instruction supervisory practices refer to different activities carried out by head teachers in the classroom to help teachers in developing their professional practices view to improve learners' performance (Beach & Reinhartz, 2000; Tyagi, 2010).

A school head teacher is a senior staff within the school setting who is responsible for all school leadership and management activities.

The concept teachers' motivation refers to internal and external driving influences that attract, energize and maintain teachers to carry out effectively their daily activities (Pinder, 2014).

As for public schools, these are the schools run by the government of Rwanda.

2.2. Rationale for instructional supervision.

The instructional supervision is introduced with the aim of enhancing the process of teaching and learning as well as professional development of instructors (Glanz, 1994). Instructional supervision is not conducted to check the fault of teachers but to advise them (Agabi, 2008).

According to Maranya (2001) and Nyangeri (2005) in the school setting supervision is vital because it helps the head teacher to know what has been achieved, what remains to be achieved and the changes needed. When instructional supervision is done it leads to enhancement of school achievement. Also, strong instructional supervision shows the extent to which instructional objectives are being achieved in order for the school leader to reflect on some practices. When the school head teacher takes vivid instructional supervisory roles, teachers are motivated and student higher attainment become routine (Bloom, 1980).

Head teachers' instructional supervision practices should be performed collaboratively with teachers to determine their weaknesses and strengths in order to find out together which strategies/ methods should be used to improve the proficiencies of teachers (Sibomana, 2019).

Ekyaw (2014) avers that instructional supervision is the cycle process between supervisor (head teachers) and supervisee (teachers) aiming to improve the effectiveness of activities that take place within the classroom. Archibong (2012) concurs that instruction supervision is carried out to inform, motivate and organize teachers the way of improving their performance to achieve the instructional set goals of both teachers and learners as well as school in general.

The main focus of head teachers' instructional supervision practices is to enhance teacher's professional practices to effectively deliver instructions (Sergiovanni & Starrat, 2007). A well designed instructional supervisory practices befits teachers in developing knowledge and skills of their practices to wards students' achievement. According to Bush (2013) instructional supervision plays a key role to give the necessary information about the progress of teaching and learning, and subsequently allows to decide on the course of action to be taken to enhance teaching and learning. Head teachers' instructional supervisory practices should embrace all teaching and learning activities. Instructional supervision comprises a series of activities that motivate teachers in their professional development towards student's achievement. UNESCO (2011) claims that, after delegating tasks to different internal school stakeholders, supervision is an unescapable process in

order to ensure that delegated tasks are actually carried out on time, and in a proper manner as planned.

2.3. Theoretical frame work

This study was guided by two theories such as instructional leadership theories (Marks and printy, 2003) and Herzberg theory (1987). Instructional leadership considers school head teachers as the primary source of educational knowledgeable, power and authority in schools. Accordingly, the performance of a school is expected to improve if instructional supervisory practices are in the place such as principal is considerably engaged with supervising classroom instruction, monitoring student progress, coordinating the school curriculum, promoting a climate of learning, and creating a working environment (Hallinger,2003).

2.3.1. School head teachers' instructional supervisory practices

The instructional supervision involves a number of practices. These include classroom visitation, lesson observation, mentoring and assessing instruction; checking professional documents of teachers; provide assistance to teachers; provide and share instructional feedback on teachers' practices; and praising as well as recognizing classroom performance(Beach & Reinhartz, 2000; Tyagi, 2010). In the paragraphs to follow these practices are unpacked in a more handed manner.

2.3.1.1. Classroom visitation, lesson observation, mentoring and assessing instruction

Head teachers as supervisors in their respective schools organize classroom visitations in order to assess how teachers uphold discipline in the classroom, handles learners' differentiation, their method of lesson delivery, and how learners are engaged in teaching and learning (Sule, 2015). During classroom visit, head teacher's uses different strategies such as writing down short notes to obtain relevant information regarding what is happening in the classroom. The information taken will help the supervisor to give feedback to teachers.

According to Gawlik, (2018) visiting classroom informally is important to know what is going on in the classroom to take decision accordingly about what can be done to improve teaching and learning. Visiting classroom has a great positive impact on the teaching practices and the development of teachers' professional development (Zarare, 2013). In the same vein Zepeda (2010) argues that the instructional supervisory practice of classroom observation will have positive influence on teaching and learning process if supervisors create good relationship with

teachers and create holistic discussion with teachers about the way forward after observation practices.

The supervisory practice of observing the classroom is taken as overseeing teaching and learning practices as they happen in the classroom. Classroom observation practices includes observing teaching practices, checking record books, and methods of delivering the lesson (Archibong, 2012). The supervisor (head teacher) adopts these practices of classroom observation to find out which methods of teaching are in use and whether they are in line with the set objectives. According to Ogunsanju (2006), the head teacher of the school as an instructional supervisor should focus on how lessons are planned, prepared, delivered, how learners are engaged and how communication is done to enhance teaching and learning.

The main purpose of classroom visit is not to find out the fault of teachers but to support them in improving their professional practices (Sergiovani, 2007). Among the instructional supervisory practices, classroom visit and observation show teachers that they are not working alone. This is likely to raise teachers' motivation and subsequently lead to students' higher academic performance.

2.3.1.2. Checking professional documents of teachers

Teachers' professional documents are the documents that teachers use in planning, preparing, implementing and assessing teaching with the intent of improving teaching practice. These documents are lesson plan, scheme of work and work records. Oyejedi (2012) argues that among the functions of head teachers as supervisors in the school, there is checking teacher's documents such as lesson plan, scheme of work and attendance of learners in the classroom. Kabui (2013) concurs that assessing teachers' documents enhance their professional development which help learners to academically perform well. When supervisors fail to check teachers' document, it demotivates teachers and this can result in student poor performance.

According to Maicibi (2005), school head teachers should supervise teachers' documents before and during teaching process to be aware that teachers are complying with the curriculum objectives. When all teachers' documents are prepared well and checked by supervisor, no doubt teaching and learning process will be effective Glickman (2000). In other words, when this instructional supervisory practice of checking teachers' document is properly done, it shows the extent to which instructional objectives are being achieved and allows to identify areas to be

improved. The checking of documents motivates teachers and improves their work because they keep all documents in order to receive a good appreciation from their supervisors.

Supervising teacher's document is very important for head teachers, teachers and students. Retting (2008) avers that teachers prepare lesson plans themselves by breaking down large content into small units for making them easy to be taught and learnt. Furthermore, the author confirms that instructional supervision are unescapable practices to avoid working out of instructional objectives.

According to Robertson (2010) teachers who go in the classroom without well prepared documents such as scheme of work and lesson plans would finally be ineffective in their professional development. To avoid this ineffectiveness of teachers, supervisors must check teachers' documents to enable them focus on their duties like preparing their professional documents effectively. Supervising the record of work has great influence in teaching and learning (Chapman, 2001). When records of work are well supervised, it shows both head teachers and teachers the level of progression which help them to take decision for any required improvement.

For teaching and learning to be effective, supervision is an inescapable practice. The information derived from checking teachers' documents help school administrator to know whether there is a need of in-house training about preparing teaching document or not (Ahmad & Abdullah, 2015). The supervisor must have necessary skills and knowledge to ensure that teachers' documents are available and well prepared. Equally, the head teacher has to ensure that the right content is being delivered.

2.3.1.3. Provide assistance to teachers and encourage mutual conducive supervisory atmosphere

Head teachers' instructional supervisory practices are the activities which requires collaboration between supervisor (head teachers) and supervisee (teachers) in order to support teachers in their professional development Sibomana (2019). In this regard, an instructional supervisory practice which does not create mutual participation is likely to create misunderstanding between head teachers and teachers. In the same vein, Olorunfemi (2008) and Okobia (2015) argue that during instructional supervisory practices, head teachers are invited to create good relationship with teachers by assisting and guiding them the way forward to meet the instructional objectives to be achieved.

According to Sergiovanni and Starratt (2007), the discussion between head teachers as supervisors and teacher as supervisee should be unquestionable, malleable and open to both parties to let teacher exhibit their philosophy of teaching for the purpose of enhancing their professional practices. When an instruction supervision takes place in unconducive atmosphere (i.e. which does not allow teachers to express themselves), the head teacher can note down wrong information, and as a result he/she might take wrong actions for improvement.

According to Nakpodia (2006), instructional supervisory practices of this century of high rapid development of education put teaching and learning at the center. It is fundamentally seen as a way of improving teaching and learning by discovering teachers' strengths and weaknesses. One of the responsibilities of the head teacher is to identify teachers' needs during supervision and give them opinion regarding the way forward in their professional development.

The importance of head teachers' instructional supervisory practices cannot be denied. It helps to improve and motivate teachers' practices. When head teachers use appropriate supervisory practice techniques, it improves teachers' performance in their daily activities of teaching (Dickson, 2011).

2.3.1.4. Provide and share instructional feedback on teachers' practices

Instructional supervisory practices that are well conducted will affect positively practices of teachers in the classroom particularly when constructive feedback is provided an indication of a well supervision practice is that it is followed by a discussion in the course of which feedback is given on weak areas to be improved and strong ones to be maintained (Sibomana, 2019). In short, the idea is that for supervision to lead to any improvement in the teacher's performance, constructive feedback is unavoidable.

It is useful when head teachers conduct instructional supervision with the intention of providing constructive feedback. It is important to have post discussion in order to share experience from instructional supervision conducted by head teacher (Kalule and Bouchamma, 2014 & Wanzare, 2012). Obviously, instructional supervisory practices followed by feedback will help teachers to identify themselves and identify the gap that need to be filled. Further, instructional supervisory practices should not be limited to the teachers' practices in the classroom but also post-discussion about teachers' behaviors exhibited during classroom practices will improve their teaching in the next session.

According to Pearson (2009), while making instructional supervision, the main task of supervisors should be to help those who are being supervised to realize their potentials and usefulness through constructive feedback. After instructional supervision, the supervisor (school head) provides advice about the best teaching practices, which creates a conducive climate of teaching and enhances teachers' motivation.

A number of studies have shown that instructional supervisory practices which go hand in hand with positive feedback result in the improvement of teachers' practices (Blasé, 1999, Blasé and Robert, 1994). A high level of teacher interaction with the school head teacher helps the concerned teacher to reflect on how best to adopt best teaching and learning practices.

2.3.1.5. Praising and recognizing classroom performance

The classroom performance is one of the burning issues that need the attention of teachers, students, parents and school authorities. Classroom performance is achieved when goals and objectives set in starting and progressions of the course are met efficiently (caballero, et. 2007). Praising and recognition is an important reward for both teachers and students who perform well. Recognizing the higher achievement of teachers in their teaching practices instills motivation (Andrew, 2011).

Praising and recognition some time cost nothing (Andrew, 2011). Both teachers and students need to be recognized and praised for their performance. During instructional supervisory practices, a head teacher may call much attention to teachers with higher achievement in the school. This can be done publicly for instance during teachers' meeting or through messages and feedback given to them (Andrew, 2006).

According to Sergiovanni (1990), teachers who feel accountable to their work are those who receive praise and recognition from their head teachers and they are always satisfied and motivated not only by the praise received but also by their achievement.

Pastor and Erlandson (1982) conducted a study about what can motivate teachers. The finding revealed that, teachers are highly motivated by intrinsic motivation than extrinsic one. It is was shown that the intrinsic motivation of teachers is accelerated by school administrators. Teachers pointed out that their motivation is increased by participating in decision making, being praised, independence and freedom.

The study conducted by (Uchendu & Ukpong, 2012) revealed that praising teachers basing on their performance help teachers to enjoy teaching activities which further improves students' performance. On the other hand, school head teachers who become rude to their teachers, dropping bad criticism to them and ignoring their performance cannot achieve instructional objectives.

2.4. Head teacher's supervisory practice techniques

In order to improve the effectiveness of supervisory practices in their schools, head teachers adopt different models/techniques. Sergiovani and Starrat (2002) alleges that there are three (3) common supervisory models: clinical, collaborative, and the developmental supervision model, each instructional supervisory practices are under selected techniques.

2.4.1. Clinical supervision

This technique/model was initially introduced and developed by Goldhammer and Cogan in 1950s (Goldhammer, Anderson & Karjewski, 1980). The main emphasis of clinical supervision is face to face interaction between supervisors and teachers in order to enhance teacher's classroom practices (Segiovani and Starrat, 2002). Gold hammer and Cogan further suggests that clinical supervision is an approach which involves a face –to face interaction between head teachers as supervisors and teachers with the intention to improve teachers' professional development.

According to Acherson and Gall (2003), in order to use this technique of clinical supervision, it is important to go through three steps. These include planning/pre-conferences, observation, and post- conferences/ feedback conferences. If the supervisor effectively follows all these clinical steps, it builds mutual understanding and provision of constructive feedback among teachers and supervisors, which motivate teachers to perform effectively their professional practices (Pawlas and Oliva, 2008). This model is applied by all instructional supervisors to both novice teachers and veteran teachers to improve their classroom practices.

2.4.2. Collaborative

According to Harris & Oyando (1992), collaborative supervision techniques refer to the practice by which people with various experiences come together to share their experiences with the aim of achieving the common goal. In describing the model, Kamindo (2008) uses some concepts such as mentoring, collegiality, and partnership. This model is different from others because its main

emphasis is to share experiences in groups of teachers and supervisors, where teachers support each other to improve their professional practices in the classroom (Kamindo, 2008).

According to Kutsyuruba (2003), the collaborative model is useful because peers have moral and professional duties to provide support to their colleagues. In fact, colleagues are important in sharing experiences and reshaping their classroom practices. This collaborative model is used by supervisors in their supervisory practices especially to support beginners. It allows the latter to be aware of the right method to be used to effectively achieve instructional objectives. Also, the approach helps experienced teachers to cope up with educational changes and this technique is dominant in Nyamagabe.

2.4.3. Developmental supervision model

This supervision model is used with the assumption that teachers are on certain level of professional development (Beach & Reinhertz, 2000; Zepeda, 2007). It is in this regard that supervisors should consider teachers' differences to respond to their needs. In assessing teachers' needs, supervisors are requested to conduct classroom observation, discussing with teachers in group especially about their professional development (Glickman et al. 2007). It is in this sense that the teacher can employ supervisory techniques according to the feedback from teachers.

Developmental supervision practices are characterized by recognizing teachers' needs, having pre-conference and post conference with teachers, and thereafter choose best suitable methods that respond to each teachers' needs (Blanton, 2001). This model of supervision is very useful especially when the curriculum change has taken place, and both supervisors and teachers have to discuss strategies to cope up with the changes. The findings from the study conducted by Ebmeir (2003) indicated that the motivation, commitment and confidence of teachers are derived from the extent to which head teachers (supervisors) are attentive and steadfast to teaching and learning.

2.5. Teachers 'motivation

In the educational process teachers are seen as of pillars to ensure school success. Knowledge and skills students acquire from school depend on how teachers are trained and motivated (Ahmad & Khalid, 2021). The theory of Herzberg (1987) which explain the process of motivating workers to ward job satisfaction, it is also known as Hygiene Theory (also known as the Two Factor Theory), there are certain factors at the workplace that result in job satisfaction of the workforce. These are

referred to as motivators. A separate set of factors known as hygiene factors, also cause dissatisfaction among workers. Examples of motivators according to Herzberg are achievement, recognition, work itself, responsibility, advancement and growth.

According to Bennell and Akyeampong (2007), motivation refers to internal and external power which push people to perform certain activity in the way it might be performed.

Motivation is a driving force that encourage an individual to achieve on the pre-determined goals (Nelson and Quick 2012). Motivation is the process of inducing, energizing and inspiring individuals to willingly work with eagerness to achieve on the desired goals (Campbell, 2007).

Herzberg (1987) describe motivation as motivators and hygienic factors (two theory factor) that stimulate an individual to take certain action effectively.

According to Mamoria and Gankar (2005), in essence, incentivizing is to put in place conditions which would propel people to work with enthusiasm, initiative, interest, and eagerness.

As schools are like other organizations, without employees' motivation, the organizational productivity cannot increase and meet expectations of its stakeholders. The school head is the one initiates most of the activities that can take place in the school (Chritie, 1990). The school to be comfortable for all internal school stake holders, head teacher is the key to create it through motivating them in different ways especially on the side of instruction. There is higher correlation rate between teachers' motivation and their performance at work, (Mustafa & Othman).

2.5.1. Factors leading to teachers' motivations

In order to enhance quality education and attain the goal and objectives of education, motivation and empowerment are being placed at the vanguard (Edem, 1982). Frase (1992) alleges that motivated teachers are those who not only feels content with their work but is enabled to endeavor for fineness and progress in instructional practices. This point toward, if school head need to achieve school goal, motivations to teacher are the key.

Motivational factors can be intrinsic and extrinsic (Herzberg, 1919). Both intrinsic and extrinsic factors are significant to achieve organizational objectives. These motivators include promotion, growth, and achievement, interest in work, recognition and responsibility. On other hands, hygiene

factors include job security, pay, and status, supervision, working condition, organizational policy and management interpersonal.

Motivation provided by head teachers affect teachers 'professional development (Brundrett, 2008). The following subsection discuss factors that shaping teachers' motivation

2.5.1.1. Interpersonal relationship

Strong relationship at work place has great effect on workers' motivation. Strong bond among workmates increase job satisfaction (Bernal, 2005; Wall, 2008; Van der Heijden, 2005 and McKenna, 2000). Loneliness and meagre interactions and relationships among workers cause worker to be discontented (Herzberg, 1959). It is in this sense that, head teacher who do not apply leadership which create strong relationship cannot achieve educational objectives as well as school objectives. Loneliness and meagre interactions and relationships among workers cause worker to be discontented. In the same vein, Harden Fritz and Omdahl (2006) argue that negative work relationships will have a detrimental effect on job satisfaction.

Various teachers agreed that strong relationship among them and school administrators contribute to their professional practices which motivate them, on other hand, their colleagues who do not want to collaborate with others, their results if mediocre or poor due to job dissatisfaction. (Zembylas & Papanastasiou (2006).

2.5.1.2. Supervision

Supervision strategic which create interaction between supervisor and supervisee with the intent of supporting, advising a worker in order to improve their practices (Jain, 2005). When it comes in education, supervision has great effect on teacher motivations as well as their professional practices. (Sargent & Hannum, 2005; Monyatsi, 2012). In education, the most known supervision conducted is instructional supervision. The main purpose of instructional supervision is to enhance teaching and learning to wards students achievements (Archibong, 2012).

According to Oliva and Pawlas (2004), practices of supervision especially instructionally supervision, should be performed not to find teachers faults but to assist, improve and refine the way instructions is delivered. Bush (2013) alleges that, supervision practices are unescapable

activities which help school leader to consolidate different data relate to teaching and learning and subsequently teachers' classroom practices accordingly. In the same vein, Sibomana (2019) argues that, relevant supervision practices and teachers' motivation cannot be divorced. After diagnoses teachers' weakness and strengths, supervisor conduct post- conference to take decision collectively about the way forward in teaching and learning.

Teaching will be result oriented and teacher excitement can be driven from supervision practices which are supportive, collective and interactive (Egwu, 2015). Eisemon, Schwille, & Prouty, 1989) in their findings of research conducted in Burundi, revealed that, effective frequent supervision of teacher by head teacher enhance teachers 'punctual and improve students' performance. In the same vein, Esia Donkoh and Baffoe (2018) argues that instructional supervision and teachers' motivation are significantly related. Research conducted in Zimbabwe where 500 were surveyed and the findings revealed that instructional supervision is a main factor that contribute in job satisfaction. Supervising teachers cannot help head teachers only to know teachers' weakness and strengths but also teachers and students in teaching and learning process.

2.5.1.3. Recognition

One of the best motivational tool in any organization is recognition (Grote, 2002). Apart from increase of teacher's morale, satisfaction and motivation, recognition also boost their standard of living (Ismail, 2017). Not all employees (teachers) prefer the same recognition, some prefer those in monetary terms other in constructive feedback supervisory feedback or socially recognized (Cook, 2008 & Jain, 2005). No matter what kind of recognition preferred, what matters it is how it boot the teacher's motivation to improve their teaching and learning practices. Therefore, any time employees realize that their effort are recognized, effectiveness and efficiency are inevitable (Besterfield, et al., 2011).

Research conducted in Greece by Karavas (2010), the findings indicated that teachers were very happy due to recognition of their effort from both parents and schools. Most of them were motivated by their social status and how school leaders cares about them for professional development.

Karavas (2010) found that teachers in Greece were generally happy with the recognition they received from the school and parents. Moreover, more than half were satisfied with their status in

society and almost half were satisfied with the recognition received at school, from their employers or school governing bodies. In the same vein, findings from research conducted by Popoola (2009) in Nigeria indicated that poor recognition of the teachers' effort causes teachers to become dissatisfied to ward poor teaching and learning practices.

2.5.1.4. Favorable teaching and learning environment

Teachers to be motivated, they are combination of various factors, among them hospital school teaching and learning climate is unescapable. Freiberg and Stein (1999) in their study asserted that, in order to inspire and increase teacher and students' love of the school, it important to create conducive teaching and learning climate. This means that teachers will identify themselves with in such environment. So, head teachers who can create such environment and maintain it, are likely to be successful in their leadership practices. Favorable teaching and learning environment is a critical aspect interconnected between actual risk deterrence and well-being as well as teaching and learning (Cohen, 2001; Juvonen, Le, Kaganoff, Augustine, & Constant, 2004; Najaka, Gottfredson, & Wilson, 2002; Wang, Haertel, & Walberg, 1993). Teaching and learning ought to take place in Safe, considerable, involving, and responsive teaching climate to bring up greater and optimal academic learning, (Blum, McNeely, & Rinehart, 2002; Osterman, 2000).

According to Deal & Peterson, (1999), one of the main responsibility of head teachers in the school is to sway every single part in the school setting and create hospital climate in the school for the exchange of constructive educational ideas. School with conducive environment, most of the time people who first affected and feel it are teachers and students. Teaching and learning place in such environment rises teachers' morale and job satisfaction (Talbert, 2002).

According to Wallace Foundation, (2006), one of the most single important factor and forces in shaping the quality and character of the school is the school leader. Sound climate in the school put right, students' success, teacher and other staff retention, high promotion rate, high completion rate, mental and behavioral health, and well community perception. Principals are key change agents in efforts to improve school climate, (Boyd, 2011). Effective principals develop a collective commitment among their teaching staff and a collaborative work environment in the school.

Therefore, the school principal head to create conducive teaching and learning environment in school will have a positive effect such as, motivated teachers, academic achievement, school success, and healthy development, as well as effective risk prevention, positive youth development efforts, and increased teacher retention, (Jonathan, 2009). School head need to work towards ensuring school climate in general to achieve instructional objectives.

2.5.1.5. Availing instructional materials

Ample and availability of teaching and learning materials are crucial in achieving instructional objectives. Eniyewu, (2005) postulated that, it is vital to have adequate teaching and learning materials to motivate teachers in delivering sessions and develop good room of student to acquire necessary skills and knowledge. The availability of teaching and learning materials like laboratory kits, libraries, laboratories, libraries with necessary text book, visuals and audio teaching aids like projector, TV, and radio, different kind of playgrounds, and so forth make teachers to teach confidently.

According to Nystrand, and Ramseyer (1977) one of the main tasks of school head teacher is to provide, allocate and manage teaching and learning resources. Availability of adequate of teaching and learning resources play a key roles in teaching and learning. Eshiwani (1993) alleges that many schools with demotivated teachers and students who don't succeed well, most of them they purchase few teaching and learning and poorly allocate them. Head of school are accountable to ensure that the school have sufficient teaching and learning materials and they are effectively and efficiently utilized which should be checked during instruction supervision.

According to UNESCO, (2011) secondary school head teachers' post are difficult, they are required to motivate teachers and increase students' performance with limited resources. Despite many hats head teachers wear, they are responsible to provide teaching and learning materials for the higher achievement in schools. Mbiti (1974) alleges that delaying and not providing teaching and learning materials in schools, teachers cannot perform their work properly which create job desertification them to be dissatisfied. This mean that head teachers in the school have to make sure that teaching resources are available on time and at right place. Kombo (1988) alleges that

sufficient teaching materials in school stands for good coincidental of teachers' retention and outstanding students' out comes than the schools with inadequate teaching and learning resources. World Bank (2007) report revealed that teaching and learning resources in many developing countries are not fully utilized to meet the school goals, then after they increase educational cost which put pressure on the government, parents and other educational stake holders. The report further indicated that there is a need for all educational stake holders especially head teachers in school to take care of teaching and learning resources to achieve educational objectives. It is in this regards that, the school ought to use effectively and efficiently the available resources fully to bump into school objectives.

In order to implement curriculum in the schools, resources are among the main responses for effective teaching and learning. Head teachers are in charge of ensuring that sufficient resources are available in the school to be used by teacher for effective implementation of the curriculum. Kathuri (1991), avers that even though there are other in puts in implementing school curriculum, availability of teaching and learning materials in schools are very significance to achieve schools 'goals. It is a responsibility of head teacher to avail and coordinate the available teaching resources with other inputs to achieve adequately school objectives. Further Savoury (1958) stated that proper providing and use of teaching materials awaken teachers and student's interest to ward academic achievement.it is among the duties of head teacher to provide necessary teaching materials and make follow up about their usage. The author furthermore added that it responsibilities of head teacher to select teaching materials relevant to the school curriculum.

According to Omabe (2006) teaching and learning materials are essential in the teaching and learning of any subject, because teachers without them cannot achieve instructional objective in the absence of them. Maundu (1987) alleges that behind every successful school they are provisional and well organized teaching and learning materials. Head teacher in their school they lead, they are in charge of making sure that they provide to all teachers teaching materials for proper implementation of the instruction. Therefore, head teacher should avail teaching and learning resources equitably which increase teachers' interest.

In order to enhance quality education and attain the goal and objectives of education, motivation and empowerment of teachers are being placed at the vanguard (Edem, 1982). Frase (1992) alleges that motivated teachers are those who not only feel contented with their work but are enabled to endeavor for fineness and progress in instructional practices. In most developing countries a great number of teachers are not motivated by their school leaders which cause low level of teacher's morale, resistance to change in schools, let alone higher rate of absenteeism (Bennell, 2004). The idea is that if a school head wants to achieve school goals, motivating teachers is the right approach to take.

The study carried out by Alugchaab, (2011), on the factors influencing teachers' motivation. The study took place in GA East Municipal. The sampling method used was stratified method in selecting respondents. From the population of 1426, two hundred respondents were stratified sampled. Some questionnaires were administered to collect responses from different teachers. Open ended questions and closed questions were given. The finding of this study showed that teachers were zealous about their work but not contented with hygienic factors as mentioned by Herzberg. Such as deficiency administrative support, working environments, fringe benefits and materials using in teaching and learning. Obviously, administrative support in teachers' professional development is firstly ranked due to its significance in motivating teachers.

Alugchaab, (2011) indorsed that work environment conditions must be improved by involving teachers in group discussion. The author continued suggesting that, school head should involve teachers in decision making by using democratic leadership style where for instance, supervisor should conduct pre-conference and post conference during supervision period. It is in this regards that, head teachers are responsible to create hospital working condition in the school which help the smooth teaching and learning towards school effectiveness.

Supervisor in the school especially for head teachers need to make out that any outstanding results are obtained from people, the obtained results should be appreciated, (Amstrong 2006). This means that to have higher achievement in schools, head teacher needs to motivate teachers to hearten them about their work. MUNEDUC, (2007) asserts that teachers are the key tools in getting immediate progress in quality of teaching and learning. It is in this sense that, teachers should be motivated in one way to another for the sake of improving quality education.

According to Ocham (2010), in his study, he stressed that, head teachers' practices as motivational enflame, revealed that most of the teachers to be motivated are given opportunities to participate in school decision making, attending seminars and workshop, all those are correlated to develop a sense of zealous about their work of teaching . School effectiveness and efficiency cannot be derived from vacuum, there are different practices that should be performed in the school especially done by head teachers to motivate them to improve teachers' classroom practices. The teacher always complain that they try to their best but no one who recognize their hard work, this can lead teachers being demotivated. So, head teachers in their school are the front line person to motivate teachers, (Musila, 2015).

Kwakwa (1973) alleges that, school principal (head teacher) as the ranger of keys, the director of the vehicle, the manager of communication, the breakdown of complex programs, the provider of handbooks, the creator of public relations and the instructional leader. Head teacher is a key person responsible for a lot of tasks including motivation and supervising instruction. It is obviously, the absenteeism of head teacher contributions in educational system, the quality education always being strived for cannot be achieved. Therefore, to achieve the set goal of the school especially instructional objectives, motivation for teachers is highly in need.

2.6. Empirical literature on head teachers 'instructional supervisory practices, level of teachers 'motivation and relationship between instructional supervisory practice and teachers' motivation.

This empirical literature focuses on the head teachers' instructional supervisory practices and their relation to teachers' motivation. Thus, it is significant to look at on prior studies conducted in different countries to pinpoint this study in order to relate the current research and the empirical one.

The purpose of this empirical studies on relationship between instructional supervisory practice and teachers' motivation is to help the researcher to identify the already existing gap and demonstrate how findings of this study confirm, contradict/oppose, qualify and extend other findings. The following section is going to discuss some of the empirical research related to my study.

Nasreen and Shah (2019) conducted the study on the effect of instructional supervisory practices on teachers' motivation in private secondary schools of Lahore, Pakistan. Twenty three schools were selected using stratified random sampling and 530 teachers were asked.

The results indicated that, during instructional supervisory practices teachers were treated well with cares and in respectful way. Teachers showed that, they are helped to find solution of the problems encountered in their professional development. School principals indicated that, in their instructional practices they mainly focused on professional development of teachers, checking teacher's documents and look over how teachers use instructional time. Furthermore, principals acknowledged that, some teachers denied support provided by their school Principals. Generally, the finding of this study indicated that, if instructional supervision practices are performed effectively and holistically teachers' motivation is inevitable vice versa.

The study conducted by Manaseh (2016) in Tanzania on instructional practices carried out by head teacher of schools to boost instruction practices in secondary schools. The results indicated that school head teachers were weak in performing instructional responsibilities in their schools Such as monitoring teaching process, involve in reviewing curriculum materials and planning and conducting classroom observation.

This study indicated that head teachers' instructional leadership behaviors impact positively teacher's practices and there was a strong bond between teacher and school principal due to good instructional leadership behaviours exhibited by school principal.

Kweku and Stella (2021) conducted a study on instructional practices of head teachers and teachers' motivation in public schools in Anonaho. Educational circuit, Ghana. Quantitative approaches was used and 69 respondents were used including 54 teachers and 15 head teachers.

The study indicated that, head teachers' supervisory practices were performed above the average but some were dominant others not. Furthermore, the study indicated that there was a weak relationship between head teacher's supervisory practices and teachers' motivation due to lack of skills to effectively practice instructional supervision. Contrary to the findings conducted by of Mustapim (2021) on effect of principal's supervision on teacher's satisfaction in the religion of ministry schools of Semanang, Indonesia. Quantitative approach was used and 374 teachers were asked as respondent. The results showed that, there was a strong relationship between the principals' supervisory practices and teachers' satisfaction which led to better practices of teacher.

Principals confirmed that motivation of teachers and their satisfaction were down from how supervisions were conducted and post- discussion they had with teachers.

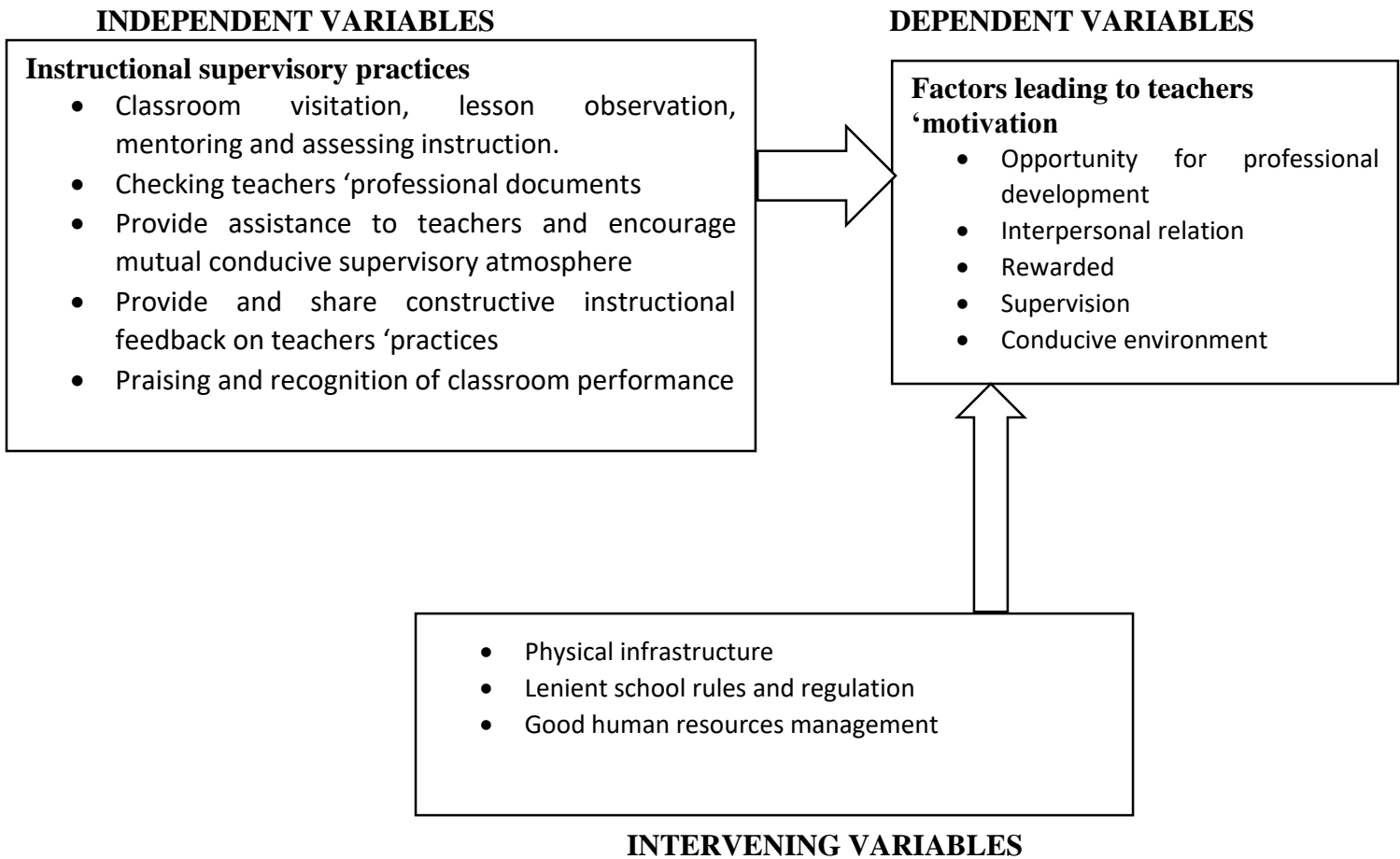
A study on the role of principals in leading and managing school was also conducted by Kambanda (2013) in Huye, Rwanda. The findings showed that there were few secondary head teachers who promote the culture of collaboration with teachers especially in teaching process which obviously demotivate teachers.

Another study conducted by Sibomana (2019) on instructional leadership behaviour of principals on teachers' instructional practices in Nyamagabe, Rwanda. This study was conducted in 48 schools with 269 teachers as respondents, mixed method was used to offset the weakness of one approach over the strength of others.

The results of this study indicated that, the variation in the behaviour of principals had an impact on teachers' work. Some these behaviours include supervision of instruction, provision of instruction materials, promotion of teachers and involving teachers in the curriculum review materials. Further the results indicated that, teachers said that head teachers moderately perform their instructional responsibilities.

2.10. Conceptual frame work

This study designated a conceptual frame work that derives its focus on key dimensions of instructional supervisory practices and their relation on teachers' motivation. In research conceptual frame work refers to the instrument that that helps the researcher to develop awareness and understanding of the situation under examination and to communicate it to the reader (Kombo and Tromp, 2006). This conceptual framework shows concepts or variables that underlie the study and the relationship among these concepts or variables. It is my own perception of the problem in form of diagram and how variables operate in influencing each other. Means that it allows me to operationalize the variables in this study and show how these variables are connected and interacted and the direction of the outcomes from such interactions.



Source: researcher (2022)

Figure: instructional practices and factors leading to teachers 'motivation

In this study the conceptual framework is based on the concept that head teachers' instructional supervisory practices can affect teachers' motivation depending on the way it is carried out. Instructional supervisory practices form independent variables in this study. These practices includes Classroom visitation, lesson observation, mentoring and assessing instruction, checking teachers 'professional documents, provide assistance to teachers and encourage mutual conducive supervisory atmosphere, provide and share constructive instructional feedback on teachers 'practices and praising and recognition of classroom performance. These practices help to enhance teachers 'motivation as their relation if they are practiced effectively and efficiently.

CHAPTER THREE

3.0. RESEARCH DESIGN AND METHODOLOGY

3.1. Introduction

This chapter presents the research design to be used. Also, it will describe the following elements: location of the study, the target population, sample size and sampling procedures, research instruments, instruments' liabilities and validity, and data collection procedure. Lastly, the chapter highlights data analysis techniques which were used.

3.2. Research Design

The research design refers to a plan, structure or course of actions that help in answering the research questions credibly and legitimately (Braakman & Gerhad, 2008). This study employed a descriptive correlational design.

Descriptive correlational research design was carefully chosen to enable the researcher to describe instructional supervisory practices, the factors leading to teachers' motivation, and correlate the two constructs. The intention of using descriptive correlational research design was to provide statistical information related to educational aspects and create attention to educators and policies makers (Borg & Gall, 2006).

3.3. The study site

The site selection was chosen basing on the criteria related to the research problems and the purpose of the study (McMillan and Schumacher, 2006). This study was conducted in Nyamagabe public secondary schools. Firstly, the choice of this region was based on the fact that to the best of our knowledge and research, no research about instructional supervision and teachers' motivation has been conducted in Nyamagabe secondary schools.

Nyamagabe district is one of eight districts of the Southern Province. The area of this district is 1007 square kilometers with the population of 341,491. The district is bordered by the Districts of Karongi and Ruhango in the North, Nyanza and Huye on the East, Nyaruguru in the South, Rusizi and Nyamasheke on the West. Nyamagabe District is subdivided into 17 administrative Sectors which are Buruhukiro, Cyanika, Gatare, Kaduha, Kamegeli, Kibirizi, Kibumbwe, Kitabi, Mbazi,

Mugano, Musange, Musebeya, Mushubi, Nkomane, Gasaka, Tare and Uwinkingi. It has 58 public secondary schools.

3.4. Target population

Population in research refers to all people or items who share characteristics related to researcher's interest (Babbie, 2014). In other words, the population is a group of interest to the researcher. Gall (2007) argues that target the population is all numbers of people, objects or events to which the results of the study is generated from. The target population of this study were 58 head teachers and 1508 teachers of public secondary schools in Nyamagabe district.

3.5. Sample size and sampling process

Sample is a portion of the population whose results can be generalized to the entire target population (Mugenda & Mugenda 1999). Sampling is the process of extracting or selecting element from target population in such way that the sampled elements represents the population (Bhattacharjee, 2012). Orodho and Kombo (2002) concur that sampling is the process of extracting elements such as individuals, objects from the target population such that the selected group contained individuals and objects with characteristics representing those of the entire group.

In the present study, in order for the researcher to determine suitable sample size, the researcher used the current updated list of secondary schools available in Nyamagabe district. Usually, a sample size varies between 10% and 30% of the target population, and the reason of the variation in sample size percentage depends on the size of the target population (Gay, Mills & Airasian, 2009). In this study, the researcher used stratified sampling and simple random sampling for the schools and simple random sampling technique for teachers. All head teachers in selected schools were taken due to their small number. In this regard, a total of 15 head teachers and 201 teachers were taken as sample from 58 head teachers and 1508 teachers.

3.5. 1. For the schools

Nyamagabe district has 58 public secondary schools across seventeen administrative sectors. Some of these schools are boarding others are day schools. Schools are located in different regions, working in different environments, with different available resources. It is in this regard that the researcher used stratified random sampling in selecting the schools that represented the whole

schools located in Nyamagabe district. The researcher divided the population into sub populations in such way that the elements in each sub population have almost similar characteristics. The schools which were in that sub group were given equal chance to be selected for the sample, which means that after stratified sampling, simple random sampling followed. For the head teacher, since this study concerns itself with instructional supervisory practices and factors leading to teachers motivation, all head teachers in the selected schools were included in the study. In fact, the number of head teachers was too small to be sampled means the number of selected schools gives the number of head teacher.

3.5.3. For the teachers

The researcher used simple random' sampling where each teacher was given equal chance of being selected to represent other teachers in the selected schools. Because of a big number of teachers in the selected schools, the researcher took a total of 201 teachers as an appropriate sample size of teachers in the schools that were selected the sample was obtained after calculating 30% of the in the selected secondary school.

3.6. Data collection instruments

3.6.1. Questionnaires

The researcher collected data using questionnaires. A questionnaires is very paramount in collecting relevant information in short time from large number of sampled people (Orodho, 2006). Because this study has multiple number of respondents, one set of questionnaires was for head teachers, and the other was meant for teachers. This study used closed ended questions for better accumulating all the necessary information from respondents. For both categories (head teachers and teachers), the questionnaire had two sections: section A for respondents' social demographic information and section B for closed ended questions. The questionnaire for head teachers was related to instructional supervision practices exhibited by head teachers, and questionnaires for teachers were focusing on factors leading to teacher's motivation.

3.8. Data collection procedures

The researcher got the introduction letter from University of Rwanda College of Education. By using that introduction letter, the researcher applied for research permission from Nyamagabe district to conduct a research in this district. After receiving permission, the researcher contacted the Sector Education Inspectors (SEIs) for awareness of the research which was to be conducted

in their respective sectors. The researcher used permission from the district to request permission from head teachers of schools that were sampled. He made an appointment with head teachers of the school which were sampled for data collection. The time for collecting data, the researcher administered questionnaires to different respondents such as head teachers and teachers. He requested respondents to immediately answer the asked questions and then after, he collected them back instantly to avoid loss of some questionnaires and sharing information among respondents. In other words, the on-spot data collection technique was used.

3.9. Data analysis procedures

In this research, quantitative data were available to be analyzed. The analysis of such data based on the research questions. Descriptive statistics were applied to analyze quantitative data. The researcher edited, coded, and entered into the computer data from questionnaires to be analyzed. The analysis was done using the Statistical Package for Social Science (SPSS) Version 22. The researcher produced frequencies and percentages, mean, standard deviation, maximum, minimum and tables in analyzing quantitative data

3.10. Ethical considerations

This study followed ethical principles especially when it comes to collect data. The researcher informed participants about the study objectives before collecting the information and introduced himself. These principles included anonymity, consent, security of data, and confidentiality. Ethics are inevitable in all research especially when the research has to deal with human beings (Berg, 2009). The absence of clear cooperation between respondents and researcher can cause respondents to give back incomplete questionnaires with wrong information (Orodho, 2009). For confidentiality the researcher, the information given by respondent was not used by any other purpose apart from the intent of this study, consent of respondents was observed before administering questionnaires. The researcher gave to respondents from the school which were sampled full freedom to participate in the study. Because respondents deserve all right to participate or withdraw from this study, in the course of data collection, the researcher allowed them to ask questions for more clarifications about questionnaire items. For confidentiality and anonymity purposes, respondents did not request to disclose their identities like their names on questionnaires.

CHAPTER FOUR

DATA PRESENTATION

4.0. Introduction

This chapter presents the findings related to the head teachers' instructional supervisory practices and about teachers' motivation in public secondary schools in Nyamagabe district. As a reminder, the general objective of this study was to find out the instructional supervisory practices and their effect on motivation of teachers in their professional development. This study was guided by three research questions derived from research objectives: (i) what instructional supervisory practices do head teachers of selected public secondary schools in Nyamagabe district exhibit? (ii) What is the level of motivation of teachers in selected public secondary schools in Nyamagabe; and (iii) What is the relationship between head teachers' instructional supervisory practices and teachers' motivation? Firstly, the present chapter provides relevant information about the response rate, and social demographic characteristics of respondents. Secondly, it gives data analysis on head teachers' instructional supervisory practices and teacher's motivation alongside their correlation. Finally, the chapter provides a discussion where findings from this study are compared to findings from other studies.

4.1. Response rate

In this study, a total of 235 questionnaires were disseminated and 201 were collected back, which corresponds to 92% response rate. This response rate was considered excellent considering that the acceptable response rate is 70% and above (Amin, 2005).

4.2. Categories of respondents

This study employed two categories of respondents as follows: head teachers and teachers.

Table 4.1. Categories of respondents

Categories of respondent	Frequency	Valid Percent
head teacher	15	6.9
Teacher	201	93.1
Total	216	100.0

Source: primary data 2022

As Table 4.1 shows the study dealt with 216 respondents (15 head teachers and 201 teachers).

4.2. Demographic information and characteristics of respondents

The main purpose of this subsection is to reveal the social demographic information and characteristics of respondents such as gender, age, working experience and qualification

4.2. Demographic information of head teachers

Respondent profile	Frequency	Percentages	
Age	36-40	4	26.7
	40-45	7	46.7
	50 and above	4	26.7
	Total	15	100.0
Area of study	Mathematics and sciences	1	6.7
	Languages	7	46.7
	social Sciences	7	46.7
	Total	15	100.0
Gender	Male	13	86.7
	female	2	13.3
	Total	15	100.0
Educational level	bachelor degree	15	100.0
School type	boarding school	3	20
	day school	12	80
	Total	15	100

Source: Primary data 2022

The results from Table 4.2 indicate that in terms of age category, most of head teachers were in the range category of 40-45 which correspond to 46.7%, followed by the range of 36-40 (26.7%), and 50 above which correspond to 26.7%. These results indicate that the majority of head teachers in secondary schools are aged between 40-45 years.

In terms of gender, the results indicate that majority of head teachers are male (13 in total) while there were 2 female head teachers only, which correspond to 86.7% and 13.3% respectively. These findings suggests that head teachers in Nyamagabe district are predominantly male.

In relation to levels of education, the findings showed that all head teachers had a bachelor's degree. This finding shows that all head teachers who participated in this study had the required qualification.

In terms of area of study, the results show that 7 (46.3%) studied social sciences, and 7(46.3%) studied languages. Only one head teacher studied mathematics which correspond to 6.7%. This is an indication that head teachers who did sciences rarely occupy the function of a head teacher.

Also, the study shows that the majority of head teacher are heading day schools (12) which correspond to 80%. This is because in Nyamagabe district day schools are more than boarding schools (9 only). The sample comprised 3 boarding schools headed by three head teacher which corresponds to 20%.

4.3. Demographic information of teachers

TEACHER PROFILE		FREQUENCY	PERCENTAGE
Gender	Male	131	65.2
	Female	70	34.8
	Total	201	100.0
Age	21 and below	1	.5
	21-25	5	2.5
	26-30	54	26.9
	36-40	65	32.3
	40-45	42	20.9
	46-50	22	10.9
	50 and above	12	6.0
	Total	201	100.0
	boarding school	50	24.9
	day school	151	75.1
	Total	201	100.0
Educational level	diploma	50	24.9
	bachelor degree	146	72.6
	senior six certificate	5	2.5
	Total	201	100.0

Area of study	Mathematics and sciences	49	24.4
	Languages	77	38.3
	social Sciences	71	35.3
	others	4	2.0
	Total	201	100.0

Source: Primary data 2022

The results from Table 4.3. Indicate that most of the respondents as teachers were in the age range of 36-40 which correspond to 32.3%. They are followed by teachers who were in the range 40-45, 46-5-, 50 and above and 21-25 which corresponds to 20.9%, 10.9%, 6% and 2.5%, respectively. The last range was below 21 which represented by 0.5%. Therefore, the results indicated that the majority of teachers in secondary schools are in the age range of 36-40 years and one teacher was below 21 years. In terms of gender, the results indicate that 132 teachers were male and 70 were female which corresponds to 65.2% and 34.8%, respectively. We see here again the prevalence of males in the teaching profession.

The results show that the majority of teachers had a bachelor's degree (146) which correspond to 72.6%, followed by teachers with diploma (50) which correspond to 24.9%. There were other teachers with senior six certificate (5) which correspond to 2.5%. This implies that in secondary schools there are still some teachers who do not have the required qualification.

With regard to the area of study of teachers, the findings indicate that majority of respondent did languages (77) which correspond to 38.3%, followed by teachers who did social sciences (71) which correspond to 35.3% Other teachers did mathematics and sciences (49) which means 24.4%, the remaining 4 teachers which correspond to 2% are classified in other area of studies.

4.3. Instructional supervisory practices of head teachers

The first objective of the present study was to show the instructional supervisory practices exhibited by head teachers in Nyamagabe district. In this section, findings about this objective are presented.

Table 4.3. **Instructional supervisory practices of head teachers**

	Mean	Std. Deviation	Minimum	Maximum
Head teachers ‘instructional supervisory practices				
I check teaching approaches use in lesson delivery	3.27	1.335	2	5
I look over how teacher master the content of the lesson	3.87	.743	3	5
I inspect classroom management	4.40	.737	3	5
I look over the relevancy and use of teaching materials	3.93	.704	3	5
I inspect how teacher responds to the students’ misunderstanding and understanding.	4.27	.594	3	5
I inspect how teacher manage students ‘differences	3.60	.632	3	5
I inspect teachers’ scheme of work	4.13	.743	3	5
I check teachers ‘work completion and coverage of syllabus.	4.13	.743	3	5
I check lesson plan, class diary and lesson notes.	4.27	.799	3	5
I Scrutinize students’ classwork and portfolios	3.73	.594	3	5
I inspect the availability of teachers’ documents and their filing	4.20	.561	3	5
I plan and guide execution of in- service training for teachers like CPD	4.13	.640	3	5
I induct new teachers for quick adaptation in new society	4.07	.594	3	5
I provide support in selecting appropriate teaching material and methods	3.60	.507	3	4
I encourage teachers to attend workshops, seminars to share experience with others	4.33	.488	4	5
I encourage teachers to work in their respective department for individual collaboration.	3.73	.704	3	5
Supervisor reserve time for instructional feedback	4.33	.724	3	5
Supervisor provide feedback on weak and strong areas	4.60	.632	3	5
Teacher given time to express their opinion during post discussion about supervision.	4.40	.632	3	5
Supervisor organize different activities base on the image captured during supervision to boost teaching practice.	4.20	.775	3	5
Overall average mean of ISP	4.05	0.69405	3	5

Source: Primary data, 2022

The results show that some instructional practices are well enacted while others are problematic. In this study, since a five-point Likert type scale is used, a benchmark mean is calculated as follows: $1+2+3+4+5/5 = 15/5 = 3$. This suggests that all items whose mean score is below 3 are considered as problematic, those slightly above 3 are less problematic, and those with a mean score of 4 and above are considered good.

With this framework in mind, results show that the following instructional supervisory practices are not faring well and hence needs to be addressed with great care: checking teaching approaches use in lesson delivery with a mean of 3.27 (SD =1.33); looking over how teacher master the content of the lesson with a mean of 3.87 (SD =.743); inspecting how a teacher manage students' differences with a mean of 3.60 (SD =.632)scrutinizing students' classwork and portfolios with a mean of 3.73 (SD =.594); providing support in selecting appropriate teaching material and methods with a mean of 3.60 (SD =.507); and encouraging teachers to work in their respective department for individual collaboration with a mean of 3.73 (SD =.705). This means that the above instructional practices exhibited by head teachers are problematic and they are likely to lead the teacher to be demotivated.

However, the results indicate that some practices are moderately practiced which means they are not problematic. This is the case for instance of the practice of looking over the relevancy and use of teaching materials which has a mean of 3.93 (SD =.704). This practices need to be reinforced to be good in order to motivate teachers.

The results indicate that there are some instructional supervisory practices which are well practiced because their benchmark mean is 4 and above. These practices include: inspecting classroom management (M = 4.40; SD =.737), inspecting how teacher responds to the students' misunderstanding and understanding (M=4.27; SD =.594) , inspecting teachers' scheme of work (M=4.13; SD =.743), inspecting the availability of teachers' documents and their filing (M=4.2; SD =.561), planning and guiding execution of in- service training for teachers like CPD (M =4.13; SD = .640), inducting new teachers for quick adaptation in new society (M=4.7; SD =.595) , encouraging teachers to attend workshops (M=4.33; SD =.488), organizing seminars to share experience with others (M=4.60; SD=.488) , reserving time for instructional feedback, providing

feedback on weak and strong areas (M=4.50; SD =.632), giving time to teachers to express their opinion during post discussion about supervision (M=4.40; SD =.632), organizing different activities based on the image captured during supervision to boost teaching practice (M=4.2; SD =.775). Therefore, head teachers in Nyamagabe district perform well those instructional suspensory practices which can motivate teachers in their professional development.

In this study, the analysis went further to show how each cluster of instructional supervisory practice is being conducted.

Table 4.5. Classroom visitation, lesson observation and assessment of instructional delivery (construct 1)

Instructional supervisory practices	Mean	Std. Deviation	Minimum	Maximum
I check teaching approaches use in lesson delivery	3.27	1.335	2	5
I look over how teacher master the content of the lesson	3.87	0.743	3	5
I inspect classroom management	4.4	0.737	3	5
I look over the relevancy and use of teaching materials	3.93	0.704	3	5
I inspect how teacher responds to the students' misunderstanding and understanding.	4.27	0.594	3	5
I inspect how teacher manage students 'differences	3.6	0.632	3	5
Overall class room visitation, lesson observation and assessment of instructional delivery	3.88	.44840	3.0000	4.50

Source: Primary data, 2022

The results indicate that in this construct most of instructional practices are in problematic cases because majority of them are slightly above the benchmark mean of 3. Even the overall mean of class room visitation, lesson observation and assessment of instructional delivery is 3.88. And yet it should be the pillar when it comes to post supervision discussion. There are only two items that are faring well: inspecting classroom management (M = 4.4; SD = .73), and inspecting how the teacher responds to the students' misunderstanding and understanding (M = 4.27; SD = 0.59).

Table 4.6. Overall checking professional document for teachers (construct 2)

Overall checking professional document for teachers				
Instructional supervisory practices	Mean	Std. Deviation	Minimum	Maximum
I inspect teachers' scheme of work.	4.13	0.743	3	5
I check teachers' work completion and coverage of syllabus.	4.13	0.743	3	5
I check lesson plan, class diary and lesson notes.	4.27	0.799	3	5
I scrutinize students' classwork and portfolios.	3.73	0.594	3	5
I inspect the availability of teachers' documents and their filing.	4.2	0.561	3	5
Overall checking professional document for teachers.	4.0933	.41998	3.20	4.60

Source: Primary data, 2022.

As it can be seen from Table 4.6, the results indicate that, items in this construct are faring well except the practice of scrutinizing students' classwork and portfolios. This means that head teachers in Nyamagabe district do check professional documents for teachers.

Table 4.7. Assisting teachers in their professional development (Construct 3).

Instructional supervisory practices	Mean	Std. Deviation	Minimum	Maximum
I plan and guide execution of in- service training for teachers like CPD.	4.13	0.64	3	5
I induct new teachers for quick adaptation in new society.	4.07	0.594	3	5
I provide support in selecting appropriate teaching materials and methods.	3.6	0.507	3	4
I encourage teachers to attend workshops, seminars to share experience with others.	4.33	0.488	4	5
I encourage teachers to work in their respective department for individual collaboration.	3.73	0.704	3	5
Overall assisting teachers in their professional development.	3.9733	.32834	3.60	4.60

Source: Primary data, 2022.

Table 4.7 shows that in terms of assisting teachers in their professional development, some practices are performed better. These include, for instance, encouraging teachers to attend

workshops, seminars to share experiences with others ($M = 4.33$; $SD = .48$); planning and guiding execution of in-service training teachers like CPD ($M = 4.13$; $SD = .64$); and inducting new teachers for quick adaptation in new society ($M = 4.07$; $SD = .59$). However, two practices are not sufficiently enacted and they deserve special attention because the obtained mean score is slightly above the benchmark mean, i.e., 3. These practices include selecting appropriate teaching materials and methods; and encouraging teachers to work in their respective department for individual collaboration. The implication is that there is need to do some work in this area. It is worth noting that overall mean score of assisting teachers in their professional development is also a mean score slight above the benchmark mean ($M = 3.97$; $SD = .32$).

Table 4.8. Providing and sharing instruction feedback (Construct 4)

Instructional practices	Mean	Std. Deviation	Minimum	Maximum
Supervisor reserve time for instructional feedback.	4.33	0.724	3	5
Supervisor provide feedback on weak and strong areas.	4.6	0.632	3	5
Teachers are given time to express their opinion during post discussion about supervision.	4.4	0.632	3	5
Supervisor organizes different activities based on the image captured during supervision to boost teaching practice.	4.2	0.775	3	5
Over all providing and sharing instruction feed back	4.3833	.42117	3.50	5.00

As it can be seen from Table 4.8, providing and sharing instructional feedback is well enacted because items in this practice have got a mean score far superior to the benchmark mean of 3. The implication is that head teachers in Nyamagabe district should keep the momentum in terms of reserving time for instructional feedback, providing feedback on weak and strong areas, giving time to teachers to express their opinion during post discussion about supervision, and organizing different activities based on the image captured during supervision to boost the teaching practice.

Table 4.9. Summary of broad constructs of head teachers’ instructional supervisory practices

Constructs of head teachers’ instructional supervisory practices	Mean	SD	Min.	Max
Overall class room visitation, lesson observation and assessment of instructional delivery	3.8889	.44840	3.0000	4.50
Overall checking professional document for teachers	4.0933	.41998	3.20	4.60
Overall assisting teachers in their professional development.	3.9733	.32834	3.60	4.60
Overall providing and sharing instruction feed back	4.3833	.42117	3.50	5.00
Overall Head teachers instructional supervisory practice	4.084	.2098	3.63	4.40

Source: Primary data

As it is shown in Table 4.9, among the four investigated instructional supervisory practices, head teachers in Nyamagabe districts are faring better in two constructs. These are: providing and sharing instructional feedback ($M = 4.38$; $SD = .42$); and checking professional documents for teachers ($M = 4.09$; $SD = .41$). There are some problems in terms of class room visitation, lesson observation and assessment of instructional delivery ($M = 3.88$; $SD = .44$); and assisting teachers in their professional development ($M = 3.97$; $SD = .33$). The implication of this finding is that some work has to be done in relation to these two practices. The present study shows that overall, head teachers in Nyamagabe district conduct the instructional supervisory practice with a mean of 4.08 ($SD = .21$; $Min. = 3.63$; $Max. = 4.40$) which is a good level of supervision.

4.4. Teachers’ motivation

The second objective of the present study was to establish the motivation of teachers in Nyamagabe district with a focus on schools whose head teachers had expressed their instructional supervisory practices.

Table 4:10. Factors leading to teachers ‘motivation

	Minimum	Maximum	Mean	Std. Deviation
I get opportunities for professional development	1	5	3.96	1.153
I am assigned with manageable responsibilities	1	5	3.09	1.558
My work is recognized	1	4	2.5	1.425
I get opportunity to involve in school decision making	1	4	2.44	1.459
My work safety is ensured	1	5	3.12	1.51
I teach in conducive environment	1	4	2.37	1.454
I get a help when I meet with special issues	1	4	2.62	1.458
I feel comfortable when I am supervised	1	4	2.51	1.453
I have opportunity to share experiences with my colleagues	1	4	2.55	1.473
I am informed about instruction supervision time	1	4	2.46	1.449
I’m supervised in respectful way	1	4	2.45	1.49
I get feedback about work performed	1	4	2.34	1.465
My supervisor use appropriate supervision approaches	1	4	2.37	1.468
I get opportunity to have after supervision discussion	1	4	2.63	1.45
My supervisor advise me the way forward	1	5	3.98	1.12
I get reward when I meet instructional objectives.	1	5	3.11	1.389
Overall mean for teachers’ motivation	1	4.3125	2.78	1.423

Source: Primary data, 2022

As it can be seen from Table 4.10, there are serious problems with the factors leading to teachers ‘motivation in selected schools in Nyamagabe district. In fact, the vast majority of these factors items have a mean score below the benchmark mean, i.e. 3. Results show that only four items out of 16 items have a mean score slightly above the benchmark mean. These items indicating the relative factors leading to motivation of teachers are about getting opportunities for professional development (M = 3.96; SD = 1.15); being assigned with manageable responsibilities (M = 3.09;

SD = 1.55), feeling safe at work (M = 3.12; SD = 1.51); and being advised by the supervisor about the way forward (M = 3.98; SD = 1.12). The implication for this finding is that teachers in Nyamagabe districts cannot be motivated. There is no surprise therefore that the overall mean of factors leading to teachers' motivation is also low (M = 2.78; SD = .35; Min. = 1.76; Max. = 3.76).

Table.4.11. Summary of overall factors leading to teachers' motivation

Overall factors leading to teachers' motivation	Mean	SD	Min.	Max.
	2.797	.359	1.76	3.76

This overall factors leading to teachers' motivation shows that, teachers are poorly motivated as shown by mean of teachers' motivation.

4.5 Relationship between head teachers' instructional supervisory practices and factors leading to teachers' motivation

The third objective of the present study was to establish the relationship between head teachers' instructional supervisory practices and factors leading to teachers' motivation. The idea is to establish whether the supervisory instructional practices enacted by head teachers lead to teachers' motivation.

Table 4.12. Correlation between head teachers' instructional supervisory practices and factors leading to teachers' motivation

Instructional supervisory practice (ISP) constructs		Factors leading to Teachers' motivation
ISP1_6 Overall class room visitation, lesson observation and assessment of instructional delivery	Pearson Correlation	-.893**
	Sig. (2-tailed)	.000
	N	216
ISP7_11 Overall checking professional document for teachers	Pearson Correlation	-.895**
	Sig. (2-tailed)	.000
	N	216
ISP12-16 Overall assisting teachers in their professional development.	Pearson Correlation	-.896**
	Sig. (2-tailed)	.000

	N	216
ISP17_20 Overall provide and share instruction feed back	Pearson Correlation	-.895**
	Sig. (2-tailed)	.000
	N	216
	N	216
	N	216

Relationship between class room visitation, lesson observation and assessment of instructional delivery (construct 1) and the overall factors leading to teachers’ motivation

As it can be seen in the correlation Table 4.12, there is a negative strong correlation ($r = -.893$, $p = .000$) between overall class room visitation, lesson observation and assessment of instructional delivery, and the factors leading to teachers’ motivation. In other words, more the head teacher effects class room visitation, lesson observation and assessment of instructional delivery, less teachers become motivated.

Relationship between checking professional document for teachers (construct 2) and overall factors leading to teachers’ motivation

Results shows that there is a negative strong correlation ($r = -.895$, $p = .000$) between Overall checking professional documents for teachers, and factors leading to teachers’ motivation. In other words, as the head teacher conducts the checking of professional documents for teachers, this demotivates teachers.

Relationship between assisting teachers in their professional development (construct 3) and factors leading to teachers’ motivation

The results indicate that there is a negative strong correlation ($r = -.896$, $p = .000$) between the head teacher instructional practice of assisting teachers in their professional development, and the factors leading to teachers’ motivation. In other words, the fact that the head teacher designs and supports teachers in professional development does not uplift their motivation.

Relationship between providing and sharing instruction feedback (construct 4) and factors leading to teachers’ motivation

The results show that there is a negative strong correlation ($r = -.895$, $p = .000$) between the head teacher’s instructional practice of providing and sharing instruction feedback, and the teachers’

motivation. In other words, the fact that the head teacher provides and shares instruction feedback does not raise the motivation of teachers.

In the sum, it is noticeable that according to these results, no head teacher’s instructional supervisory practice raises and lead to motivation of teachers. The implication is that head teachers in Nyamagabe district should rethink the way they conduct instructional supervisory practice. Probably they need some coaching or training in this area.

Table 4.13. Correlation between overall instructional supervisory practices and the overall factors leading to teachers’ motivation.

		FLTM_ ALL
OVERALL_ ISP	Pearson Correlation	-.898**
	Sig. (2-tailed)	.000
	N	216

As it can be seen from Table 10.13, when the overall instructional supervisory practice score is correlated with the overall factors leading to teachers’ motivation, it is shown again that instead of motivating teachers, the head teacher instructional practices demotivate them. This is explained by a negative strong correlation ($r = -.899, p = .000$) between the overall instructional practice and the overall teacher’s motivation.

4.6. Conclusion

Three key findings emerged from this chapter. Firstly, among the four investigated instructional supervisory practices, head teachers in Nyamagabe districts are faring better in two constructs. These are: providing and sharing instructional feedback ($M = 4.38; SD = .42$); and checking professional documents for teachers ($M = 4.09; SD = .41$). There are some problems in terms of class room visitation, lesson observation and assessment of instructional delivery ($M = 3.88; SD = .44$); and assisting teachers in their professional development ($M = 3.97; SD = .32$). The implication of this finding is that some work has to be done in relation to these two practices. The present study shows that overall, head teachers in Nyamagabe district conduct the instructional

supervisory practice with a mean of 4.08 (SD = .20; Min. = 3.63; Max. = 4.40) which is a good level of supervision.

Secondly, there are serious problems with the motivation of teachers in selected schools in Nyamagabe district. In fact, the vast majority of factors leading to teachers' motivation items have a mean score below the benchmark mean, i.e. 3. Results show that only four items out of 16 items have a mean score slightly above the benchmark mean. These items indicating the relative factors that motivating teachers are about getting opportunities for professional development (M = 3.96; SD = 1.15); being assigned with manageable responsibilities (M = 3.09; SD = 1.55), feeling safe at work (M = 3.12; SD = 1.51); and being advised by the supervisor about the way forward (M = 3.98; SD = 1.12). The implication for this finding is that teachers in Nyamagabe districts are not motivated. There is no surprise therefore that the overall mean of factors leading teachers 'motivation is also low (M = 2.78; SD = .35; Min. = 1.76; Max. = 3.76).

Third, no head teacher's instructional supervisory practice raises the motivation of teachers. The implication is that head teachers in Nyamagabe district should rethink the way they conduct instructional supervisory practice. Probably they need some coaching or training in this area.

CHAPTER FIVE

DISCUSSION OF THE RESULTS, CONCLUSION AND RECOMMENDATION

5.0. Introduction

This chapter presents discusses the findings of the study, gives a conclusion and provides recommendation, and advises for further research about the identified gap.

5.1. Discussion of the results

This study was intended to investigate the instructional supervisory practices and teachers' motivation in secondary schools in Nyamagabe district. This study was guided by the specific objectives which is to find out the instructional supervisory practices and their effect on motivation of teachers in their professional development in selected public secondary school in Nyamagabe district in Rwanda.

5.1.1. Head teachers 'instructional supervisory practices

Referring on the first objectives of the study which was to find out head teachers instructional supervisory practices exhibited by head teacher in Nyamagabe district. The result showed that among the four investigated instructional supervisory practices, head teachers in Nyamagabe districts are faring better in two constructs. These are: providing and sharing instructional feedback ($M = 4.38$; $SD = .42$); and checking professional documents for teachers ($M = 4.09$; $SD = .41$). There are some problems in terms of class room visitation, lesson observation and assessment of instructional delivery ($M = 3.88$; $SD = .44$); and assisting teachers in their professional development ($M = 3.97$; $SD = .32$). The implication of this finding is that some work has to be done in relation to these two practices. The present study shows that overall, head teachers in Nyamagabe district conduct the instructional supervisory practice with a mean of 4.08 ($SD = .20$; $Min. = 3.63$; $Max. = 4.40$) which is a good level of supervision.

The findings of this study endorse the findings of the study conducted by Banzubaze (2014) in Rwamagana on head teachers' instructional practices, where the findings showed that there were some practices needed to be enforced like monitoring students 'progress and improving in teachers 'monitoring and evaluation and helping teachers in their professional development. This study also shows that some instructional practices need to be improved like assisting teachers in their

professional development, of class room visitation, lesson observation and assessment of instructional.

The study conducted by Kambanda (2013) in Huye the results indicated that few secondary head teachers promote culture of collaboration with teachers especially in teaching process which limit teacher 'professional development which means that the results of the study of Kambanda are not in line with the results of this study. In this regard construct like assisting teacher in their professional development were at the scale of sometimes practiced as mean average of all items in this construct. Further the results indicated that some instructional practices are excellently practiced such as are inspecting classroom management, inspect how teacher responds to the students' misunderstanding and understanding. Inspect teachers' scheme of work, inspect the availability of teachers' documents and their filing, plan and guide execution of in- service training for teachers like CPD, induct new teachers for quick adaptation in new society, encourage teachers to attend workshops, seminars to share experience with others. , Supervisor reserve time for instructional feedback, Supervisor provide feedback on weak and strong areas, Teacher given time to express their opinion during post discussion about supervision, and Supervisor organize different activities base on the image captured during supervision to boost teaching practice. In fact all items consisting the construct of providing shared instructional supervision feedback. The study conducted by Kweku & Stella (2021) in Kicukiro district noted that head teachers performed their instructional practices above the average, their school performance are better than those ignore instructional supervisory responsibilities. Further the author added that, when effective instructional supervisory practices is done in the school it increases the rate of teacher's professional development.

This study contradict with the study conducted by Ntirandekura(2019) in Kicukiro district on instructional supervisory practices and teachers performance, where the study indicated that all instructional supervisory practices were performed at higher level, however the findings of this study shows that instructional supervisory practices were at good level but not at the same level.

5.1.2. Factors leading to teachers' motivation

Regarding to the second objectives which was to explore the factors leading to teachers' motivation in selected public secondary schools in Nyamagabe district. Results show that there are serious problems with the motivation of teachers in selected schools in Nyamagabe district. In fact, the vast majority of factors leading to teachers' motivation items have a mean score below the benchmark mean, i.e. 3. Results show that only four items out of 16 items have a mean score slightly above the benchmark mean. These items indicating the relative factors leading to teachers' motivation are about getting opportunities for professional development ($M = 3.96$; $SD = 1.15$); being assigned with manageable responsibilities ($M = 3.09$; $SD = 1.55$), feeling safe at work ($M = 3.12$; $SD = 1.51$); and being advised by the supervisor about the way forward ($M = 3.98$; $SD = 1.12$). The implication for this finding is that teachers in Nyamagabe districts are not led to motivation. There is no surprise therefore that the overall factors leading to teachers' motivation is also low ($M = 2.78$; $SD = .35$; $Min. = 1.76$; $Max. = 3.76$).

The findings of this study indicate that teachers are not motivated and it is in line with the study conducted by Mugenzi (2011) in Huye district on teachers 'motivations attrition in secondary schools, the results indicated that teachers were not motivated by non-financial factors. The results of this study do not indorse with the result of the study conducted by Kweku (2022) on instructional supervisory practices and teachers 'motivation where its results indicated that teachers were highly motivated even though not caused by instructional supervision practices. Garudzo-Kusereka (2009) noted that teachers were not motivated due being frustrated by head teacher's behavior. The results of the study conducted by Dorgi (2014) was in line with this study showed that teachers were moderately motivated which impeded their professional development. However, teachers should be motivated by their head teacher in one way or an others to meet the set instructional objectives.

5. 1.3. Relationship between head teachers' instructional supervisory practices and factors leading to teachers' motivation.

The last objectives was to find out the relationship between instructional supervisory practices and factors leading to teachers' motivation. To find the relationship, the overall correlation had done using SPSS, the findings indicated that, There was a negative strong correlation ($r = -.893$, $p = .000$)

between overall class room visitation, lesson observation and assessment of instructional delivery, and the factors leading to teachers' motivation. In other words, more the head teacher effects class room visitation, lesson observation and assessment of instructional delivery, less teachers become motivated. Further the findings showed that There is a negative strong correlation ($r = -.895, p = .000$) between Overall checking professional documents for teachers, and the factors leading to teachers' motivation. In other words, as the head teacher conducts the checking of professional documents for teachers, this demotivates teachers. Furthermore. The results indicated There was a negative strong correlation ($r = -.896, p = .000$) between the head teacher instructional practice of assisting teachers in their professional development, and factors leading to teachers' motivation . In other words, the fact that the head teacher designs and supports teachers in professional development does not uplift their motivation. Last there was the results indicated that there was a negative strong correlation ($r = -.895, p = .000$) between the head teacher's instructional practice of providing and sharing instruction feedback, and the teachers' motivation.

This study reveals that there was negative strong correlation between head teachers 'instructional supervisory practices and factors leading to teachers' motivation conversely to the study conducted by Kabanda (2011) in Rubavu on management of practices and teachers performance. The results indicated that there was significant relationship between head teachers 'instructional supervisory practices and teacher's performance which led their motivation improve. Other findings from the study conducted by Gatsinzi (2014) in Gasabo on work and school related variable in teacher motivation. The findings indicated that instructional supervision and teacher's motivation were significantly correlated which contrary with the findings of this study.

Nasreen and Shah (2019) pointed that during instructional supervisory practices teachers were treated well with cares and in respectful way and helped to find solution of the problems encountered in their professional development which increase their motivation. The results of this study endorse with the study conducted by Kweku (2022) which indicated that there was no relationship between head supervisory practices and teachers' motivation. Mustapim (2021) conducted study on effect of principal's supervision on teacher's satisfaction in the religion of ministry schools of Semanang, Indonesia. The results showed that, there was a strong relationship between the principals' supervisory practices and teachers' satisfaction which led to better practices of teachers.

Therefore, this study shows that there was no relationship between instructional supervisory practices and teachers' motivation, in other words, the fact that the head teacher provides and shares instruction feedback and do other instructional supervisory practices do not raise the motivation of teachers. Hence, the results indicated that head teacher's instructional supervisory practices demotivate teachers instead of motivating them yet they should be interrelated.

5.4. Conclusion

Based on the findings of this study instructional supervisory practices were practiced but not in the way of motivating teachers. Some of the instructional supervisory practices were not performed at the required level. This implies that head teachers' instructional supervisory practices should be uplifted.

The findings from teachers' motivation shows that teachers were poorly motivated. Regarding the finding on relationship between head teachers' instructional supervisory practices and teachers' motivation the results indicated that there was a strong negative relation between instructional supervisory practices and teachers' motivation yet it must be there. Head teachers' instructional supervisory practices were in place and teachers were poorly motivated, meaning that there were other factors that motivated teachers a part from head teachers' instructional supervisory practices. This means that instructional supervisory practices exhibited by head teacher in Nyamagabe district were practices in the way that do not motivate teachers.

5.6. Recommendations

The present study makes the following recommendations:

- Head teachers should enact instructional supervisory practices in the way that motivate teachers.
- Head teacher should to prepare and create good relationship among them and teachers.
- Ministry of Education and other education stakeholders to prepare more training opportunities for head teachers especially in relation to instructional supervision. This could take the form of Continuous Professional Development (CPD) in instructional supervision.

References

- Acheson, K., & Gall, M. D. (2003). *Clinical supervision and teacher development: Preserve and in service applications* (5th, ed.). New York: John Wiley & Sons, Inc.
- Amin, M. (2005). "Social science research: Conception, methodology and analysis." Kampala: Makerere University.
- Ahmed, K. A. (2016). Instructional leadership practices in secondary schools of Assosa Zone, Ethiopia. *International Journal of Advanced Multidisciplinary Research and review*, 4(7), 191-211.
- Andrews, H. A. (2011). Supporting Quality Teaching with Recognition. *Australian Journal of Teacher education*, 36(12).
- Andrews, H.A. (2006). *Awards and recognition for exceptional teachers; K-12 and Community College; USA, Canada and other countries*. Ottawa, IL: Matilda Press.
- Archibong, F. I. (2012). Instructional supervision in the administration of secondary education: Panacea for quality assurance. *European Scientific Journal*, 8(13), 61-70.
- Beach, D. M., & Reinhartz, J. (2000). *Supervisory leadership: Focus on instruction*. London: Allyn and Bac.
- Besterfield, D., Besterfield-Michna, C., Besterfield, G., Besterfield-Sacre, M., urdhwareshe, H., & Urdhwareshe, R. (2011). *Total Quality Management*. New delhi: Dorling Kindersley.
- Blanton, M. L., Berenson, S. B., & Norwood, K. S. (2001). Exploring Pedagogy for the (3), 177 supervision of Prospective Mathematics Teachers. *Journal of Mathematics Teacher*.
- Campbell, M. M. (2007). Motivational systems theory and the academic performance of college students. *Journal of College Teaching & Learning*, 4(7), 11-24.
- Chapman, C. (2001). Unlocking the potential: inspection as a mechanism for school Improvement. *Improving Schools*, 4(3), 41-50.
- Cook, S. (2008). *Customer care excellence: how to create an effective customer service focus* (5th ed.). London: Kogan.
- Dickson, A. (2011). The state of supervision of teaching and learning in public junior high schools in Ghana: A case study of selected junior high schools in Sekyere East District of ashanti Region (Master's thesis, Kwame Nkrumah University of Science and Technology. Retrieved from <http://ir.knust.edu.gh/bitstream/123456789/4048/1/Final.pdf>

- Ebmeier, H. (2003). How Supervision Influences Teacher Efficacy and Commitment: An Investigation of the Path Model. *Journal of Curriculum and Supervision*, 18 (2), 110-141.
- Gawel, J. (1997). Herzberg theory of motivation and Maslow's hierarchy of needs: Practical assessment, *Research and Evaluation*, 5(11): 1 – 6.
- Gawlik, M. (2018). Instructional leadership and the charter school principal. *School Leadership and Management*, 38(5), 539-565. Retrieved from on 17/3/2022 https://wikieducator.org/Professional_Documents.
- Glickman, C. D., Gordon, P. S., & Ross-Gordon, J. M. (2007). *Supervision and instructional Leadership: A developmental approach* (4th ed.). Boston: Pearson.
- Glickman, C.D., Gordon, S.P and Ross-Gordon, J.M. 2001. Supervision and Leaders of supervision, *Theory and Practice: International Journal of Leadership in Education*, 10.2:115-135
- Gordon, s.p. (2005). *Standard for instructional supervision: Enhancing teaching and learning* texas:Eye on education.
- Grote, R. (2002). *The performance appraisal question and answer book: A survival guide for managers*. New York, NY: AMACOM.
- Hallinger, P. (2003). Leading educational change: Reflections on the practice of instructional and transformational leadership. *Cambridge Journal of Education*, 33(3), 329-351.
- Kambanda, S. (2013). *The role of high school principals in leading and managing their schools: A case study of Huye District in Rwanda* (doctoral thesis, the University of Witwatersrand, Johannesburg, South Africa) retrieved from <http://hdl.handle.net>.
- Kparou.M. & Bush, T. (2016). Instructional leadership in Greek and England outstanding schools. *International Journal of Education of Management*, 30(6), 1-30.
- Kutsyuruba, B. (2003). *Instructional Supervision: Perceptions of Canadian and Ukrainian beginning High-School Teachers* (Master's thesis). Saskatoon: University of Saskatchewan. Retrieved on November 21, 2021, from: <http://library2.usask.ca/theses/available/etd-09052003-134303/>
- Leithwood, k. Harris, a. & Hopkins, D. (2008). Seven claims about successful school leadership. *School Leadership and Management*, 28(1) 27-42.
- Lydia, L., & Nasongo, J.W. (2009). Role of the head teachers in academic achievement in

- secondary school in Vihiga District, Kenya. *Research journal on social sciences*, 1(3) 84-92.
- Maichibi, N.A. (2005). *Education: the Iron curtain. Managing and revitalizing the role of education for African development*. Kampala. Net media publishes Ltd.
- Mnaseh, A.M. (2016). Instructional leadership: The role of heads in managing the instructional programme. *International Journal of Educational Leadership and Management*, 4(1), 30-37.
- Nabukeera, M. (2021). Instructional supervision practices and effective teaching in Ugandan secondary schools. *International journal of Education and Research*.
- Nsengiyumva, T., Ozawa, H., & Chikamori, K. (2014). The implementation of the new lower secondary sciences curriculum in three schools in Mathematics, Sciences and technology Education, 18(1) 75-86.
- Ogunsaju, J. N. (2006). *School management and supervision*. Ile: Clean nut publishers.
- Oyediyi, N. (2012). *Supervision and standard of education in Nigeria secondary school*. Retrieved From: <http://www.ijern.com>.
- Pawlas, G. E., & Oliva, P. F. (2008). *Supervision for today's school* (8th ed.). Hoboken, NJ: John Wiley & Sons Inc.
- Pinder, C.C., 2014. *Work motivation in organizational behavior*. 2nd Edn., New York: Taylor & Francis.
- Retting, P. A. (2008). *Supervision of Instruction*. Retrieved from <http://Education.stateuniversity.com/supervision-instruction.html>. (Accessed may 20, 2022).
- Robertson, B. (2010). *The language of teaching*. London: Heinemann publishers.
- Sergiovanni, T., & Starratt, H. R.J. (1998). *Supervision: A redefinition* (6th edition.) New York: McGrawhill.
- Sibomana, I. (2019). *The influence of instructional leadership behaviors of principals on teachers' instructional practices in Rwanda. A case study of selected secondary schools in Nyamagabe district* (doctoral thesis, the University of Witwatersrand, Johannesburg: South Africa).
- Southworth, G. (2002). Instructional leadership in schools: Reflections and empirical evidence *school Leadership and Management*, 22(1), 73-91.
- Sule, M. A., Eyiene, A., & Egbai, M. E. (2015). *Instructional Supervisory Practices and Teachers' role Effectiveness in Public Secondary Schools in Calabar South Local government. Area of Cross river State, Nigeria*. *Journal of Education and Practice*, 6(23), 43-47
- Tyagi, T.S. (2010). *School based supervision an effective professional development of teachers*

- compare: *A Journal of Comparative and International Education*, 40(1), 111-125.
- Uchendu.C.C. and Ukpong.N.N. 2012. Motivational strategies and possible influence of secondary school teachers' teaching performance. Retrieved on 20/01/2022 <http://dx.doi.org/10.4314/gjedr.v11i2.9> 137-142. .
- UNESCO (2014). *Reforming school supervision for quality improvement*. New York: UNESCO
- UR-CE (2019). *Continuous Professional Development Diploma in effective school leadership, student's manual, volume 4, 2nd edition*: Kigali.
- Zame, M.y., Hope,W.C and Repress.(2008).education reform in Ghana,Africa: The leadership challenges, *journal of educational management*, 22(2)115-128.
- Zepeda, S.J. (2010). *Instructional supervision: applying tools and concepts (3rd, ed.)*. New York: Eye on Education.

APPANDICES

APPANDIX I: RESEARCH INSTRUMENTS

QUESTIONNAIRES FOR HEAD TEACHERS

Dear participant,

My name is Jean d'Amour Musanabandi and I am master's students at the University Of Rwanda College Of Education (UR CE). I'm curious to learn more about the **influence of head teachers' instruction supervisory practices on teacher's motivation in selected public secondary schools in Nyamagabe district, Rwanda**. This research is conducted as part of the academic requirements to be awarded a masters' degree in educational leadership and management.

This school has been selected as one of sampled school to help in this study. It is in this regards that as head teacher of this school you become participant in this research. The information you will provide will be confidential and used for the purpose of this study only. School name and head teachers' name will not be revealed in any report relating to this study. Please try to fill the questionnaire orderly.

Thank you very much for your cooperation.

Section A: head teacher's demographic information

Use tick(√) in the provided space of square bracket []

1. Gender

- a. Male []
- b. Female []

2. Age group

Between 21-25 [], 26-30 [], 31- 35 [], 36- 40 [], 41-46 [], 50 and above []

3. School type

Boarding school [], day school [], boarding and day school []

4. Educational level of study

A2 (senior six certificate) [], A0 (bachelor's degree), [], masters' degree [], other []

5. Working experience (years)

Less or equal 2[], 3-5[], 6-8[] 9 and above

Area of study: Maths and sciences [], Languages [], Social Sciences [], and others []

Have you received any training on instructional supervision practice? Yes, No

If yes, who was the organizer of these training? -----Write

Section B: instructional supervisory practices exhibited by head teachers

Please use tick(√) to rate the following supervisory practices based of how are put into practices the scale will be, **always, often, some time, rarely and never** and rated **5,4,3,2, and 1** respectively .

N ^o	Instructional supervisory practices(IP)	Never	rarely	Some time	often	always
Classroom visitation, lesson observation and assessment of instruction delivery.						
1	I check teaching approaches use in lesson delivery					
2	I look over how teacher master the content of the lesson					
3	I inspect classroom management					
4	I look over the relevancy and use of teaching materials					
5	I inspect how teacher responds to the students' misunderstanding and understanding.					
6	I inspect how teacher manage students 'differences					
Checking professional documents for teacher						
7	I inspect teachers' scheme of work					
8	I check teachers 'work completion and coverage of syllabus.					
9	I check lesson plan, class diary and lesson notes.					
10	I Scrutinize students' classwork and portfolios					
11	I inspect the availability of teachers' documents and their filing					
Assisting teachers in their professional development.						
12	I plan and guide execution of in- service training for teachers like CPD					
13	I induct new teachers for quick adaptation in new society					
14	I provide support in selecting appropriate teaching material and methods					

15	I encourage teachers to attend workshops, seminars to share experience with others					
16	I encourage teachers to work in their respective department for individual collaboration.					
Provide and share instruction feed back						
17	Supervisor reserve time for instructional feedback					
18	Supervisor provide feedback on weak and strong areas					
19	Teacher given time to express their opinion during post discussion about supervision.					
20	Supervisor organize different activities base on the image captured during supervision to boost teaching practice.					

18. Do you think that instructional supervision is important to both teacher and supervisor?

.....

.....

.....

19. If there are any other practices left, this is a time for you to write it down here and write down how it can be practiced

.....

.....

.....

END

Thank you for your cooperation

QUESTIONNAIRES FOR TEACHERS

Dear participants,

My name is Jean d'Amour Musanabandi and I am a master's students at the University Of Rwanda College Of Education (UR CE). I' m curious to learn more about the **influence of head teachers' instruction supervisory practices on teachers 'motivation in selected public secondary schools in Nyamagabe district, Rwanda**. This research is conducted as one of the academic requirements to be awarded a masters' degree in educational leadership and management.

This school has been selected as one of sampled schools to help in this study. It is in this regards that as teacher in this school, your contribution is needed in answering this questionnaire to help me complete successfully this study. The information you will provide will be confidential and used for the purpose of this study only. School name and head teachers' name will not be revealed in any report relating to this study. Please try to fill the questionnaire orderly.

Thank you very much for your cooperation

Section A: Responds' demographic information

Use tick(√) in the provided space of square bracket []

1. Gender

- a. Male []
- b. Female []

2. Age group

Between 21-25 [], 26-30 [], 31- 35 [], 36- 40 [], 41-46 [], 50 and above []

3. School type

Boarding school [], day school [], boarding and day school []

4. Educational level of study

A2 (senior six certificate) [], A0 (bachelor's degree), [], masters' degree [], other []

5. Working experience (years)

Less or equal 2[], 3-5[], 6-8[] 9 and above

6. Subjects you teach: Maths, Sciences [], Social Sciences [] and Languages []

Section B: factors leading to teacher's motivation

Please use tick(√) to rate the extent you are motivated level of teacher's motivation based of how you are motivated during instructional supervision. The level of motivation are described verbally as follow: strongly disagree(1), disagree(2), moderately agree(3), agree(4) and strongly agree(5) which have the equivalent levels of motivation: very low(1), low(2), moderate(3), high(4) and very high(5).

N ^o	Factors	Strongly disagree(1)	Disagree (2)	Moderately agree(3)	Agree (4)	Strongly agree(5)
1	getting opportunities for professional development					
2	Equipped with teaching materials					
3	Assigned with manageable responsibilities					
4	My work is recognized					
5	Getting opportunity to involve in school decision making					
6	work safety is ensured					
7	teaching in conducive environment					
8	Getting a help when with special issues					
9	feel comfortable when supervised					
10	I having opportunity to share experiences with my colleagues					
11	Being formed about instruction supervision time					
12	supervised in respectful way					
13	Getting feedback about work performed					
14	Supervisor use appropriate supervision approaches					
15	Opportunity to have after supervision discussion					
16	Supervisor advise me the way forward					
17	Getting reward when I meet instructional objectives.					

18. Do you think that instructional supervision is important? If yes, that are them?

.....

 ...

19. If you have comments about what can rise level of teacher's motivation especially during instructional supervisory practice, below there is reserve place for you

.....

END

Thank you for your highly cooperation and sacrificing your time.

APPENDIX II: TURNITUNE REPORT

final thesis

ORIGINALITY REPORT

2%

SIMILARITY INDEX

3%

INTERNET SOURCES

2%

PUBLICATIONS

0%

STUDENT PAPERS

PRIMARY SOURCES

1

www.sciencegate.app

Internet Source

1%

2

etheses.whiterose.ac.uk

Internet Source

1%

Exclude quotes Off

Exclude matches < 1%

Exclude bibliography On