



UNIVERSITY of
RWANDA

**EXPLORING INFLUENCE OF HEAD-TEACHERS' INSTRUCTIONAL SUPERVISION ON
DEVELOPMENT OF COMPETENCES IN LESSON PREPARATION FOR SCIENCE AND
ELEMENTARY TECHNOLOGY TEACHERS IN PUBLIC PRIMARY SCHOOLS IN
GASABO DISTRICT**

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DECLARATION

I declare that this dissertation is the result of my own work and has not been submitted for any other degree at the University of Rwanda or any other institution.

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Signature:

Date:

I confirm that the work reported in this research project was carried out by the candidate under my supervision

Supervisor: Dr Dan IMANIRIHO

Signature:

Date:

DEDICATION

I dedicate this research project to my beloved wife UMUHOZA Marie Grace and my daughters ISANGE QUINTA Bonnette, INEZA BRENDA Eunice and my son IGANZE BARAKA Gavin for their love, inspiration, encouragement, and support which made an extensive contribution to this undertaking. In addition, this dissertation is humbly dedicated to The Lord God, who granted me strength and health life to persevere.

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May God bless you all!

ABSTRACT

This study aimed to investigate the influence of instructional supervision practices, on the development of competences of science and elementary technology teachers, in public primary schools within Gasabo district. The specific objectives for the study were to examine how primary school head teachers in Gasabo District conduct instructional supervision to improve lesson preparations for teachers, evaluate the influence of instructional supervision practices on development of competences in lesson preparation among science and elementary technology teachers, and elaborate the suggestions for improvement of school head teacher's instructional supervision practices. Employing, qualitative design, the study surveyed a population of teachers and head teachers from 40 public primary schools in Gasabo district. Purposive sampling techniques were utilized, resulting in a sample of 5 head teachers and 24 teachers who were selected by the mean of snow boy sampling technique. Data collection involved qualitative methods, including interviews and document review, with thematic analysis applied to analyze research data. Findings indicated that a significant majority of teachers (83.3%) acknowledged that their head teachers do not prioritize pre-observation conferences for lesson planning prior to classroom observations, highlighting a lack of preparatory dialogue between teachers and head teachers. Despite this, all surveyed teachers (100%) reported that they were observed teaching. During these observations, head teachers normally came to class, assessed pedagogical documents, and evaluated teaching aids and instructional strategies. However, a significant number of teachers (83.3%) indicated that constructive feedback from head teachers during post-observation was rare, reflecting a gap in reflective dialogue regarding the observed lessons. The study concluded that low levels of head teachers' involvement in instructional supervision practices had a direct negative influence on the development of competences in lesson planning among science and elementary technology teachers, which in return affected their ability to effectively plan and implement their lessons. The study's recommendations include encouraging head teachers to enhance the quality of classroom observations, to effectively structure post-observation feedback and to regularly organize the professional development workshops at school level. In addition, the head teachers were recommended to encourage peer observations and support at school level, because observing and providing feedback to each other, teachers can share successful strategies and collaboratively address challenges, enhancing their overall competences. Furthermore, the study also recommended that Sector Education Inspectors (SEIs) conduct regular inspections in their designated areas to evaluate the effectiveness of instructional supervision in schools.

KEY WORDS

- (i) Lesson preparation
- (ii) Pre-observation
- (iii) Classroom observation
- (iv) Post-observation
- (v) Constructive Feedback
- (vi) Teachers' competences

TABLE OF CONTENTS

DECLARATION	i
DEDICATION	ii
ACKNOWLEDGEMENTS	iii
ABSTRACT.....	iv
KEY WORDS.....	v
TABLE OF CONTENTS.....	vi
LIST OF TABLES	ix
LIST OF FIGURES	x
LIST OF ABBREVIATIONS	xi
CHAPTER ONE: INTRODUCTION AND BACKGROUND OF THE STUDY	1
1.1. Introduction.....	1
1.2. Background to the study	1
1.3. Statement of the problem	3
1.4. Purpose of the study.....	4
1.5. Objectives of the study.....	4
1.6. Research questions.....	4
1.7. Significance of the study.....	4
1.8. Limitations and delimitation	5
1.8.1. Limitations	5
1.8.2. Delimitation	5
1.9. Theoretical framework.....	6
1.10. Definition of key terms	7
CHAPTER TWO: LITERATURE REVIEW	9
2.1. Introduction.....	9
2.2. Theoretical literature review	9
2.2.1. Pre-lesson observation	9
2.2.2. Classroom observation.....	10
2.2.3. Effective feedback.....	10
2.3. Theories of teacher competences	12
2.3.1. Teacher competences standards	13
2.3.2. Lesson planning	13

2.3.3. Selection of the Resources	16
2.3.4. Selection of the teaching aids.....	16
2.3.5. Assessment procedures	17
2.4. Empirical review	18
2.4.1. Practices related to instructional supervision.....	18
2.4.2. Practices related to teachers' competences	19
2.5. Conceptual Framework.....	21
CHAPTER THREE: RESEARCH METHODOLOGY	22
3.1 Introduction.....	22
3.2 Research design	22
3.3. Location of the study	22
3.4. Target Population.....	22
3.5. Sampling techniques and sample size.....	23
3.5.1 Sampling techniques	23
3.5.2 Sample size	23
3.6. Research instruments	24
3.6.1. Document Analysis.....	24
3.6.2. Interview guide	24
3.7. Validity	24
3.8. Reliability.....	25
3.9. Data collection techniques	25
3.10. Data analysis.....	25
3.11. Ethical consideration.....	25
CHAPTER FOUR: PRESENTATION OF DATA, ANALYSIS, INTERPRETATION AND DISCUSSION .	27
4.0 Introduction.....	27
4.1. Profile for respondents.....	27
4.1.1. Gender.....	27
4.1.2. Education level of respondents	27
4.1.3. Teaching experience of Respondents.....	28
4.2. Instructional supervision practices.....	29
4.2.1. Practices related to pre-classroom observation	29
4.2.2. Practices during classroom observation	31
4.2.3. Practices related to post classroom observation.....	33

4.2.4. The overall head teachers’ instructional supervision practice	36
4.2.5 Overall view of teachers’ transformation after a series of instructional supervision practice	40
CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATION	46
5.0 Introduction.....	46
5.1 Summary of Findings.....	46
5.1.1. The instructional supervision practices in public primary schools of Gasabo District.	46
5.1.2: Influence of instructional supervision practices on development of competences for science and elementary technology teachers in public primary schools of Gasabo District	49
5.1.3. Suggestions for improvement of school head teacher’s instructional supervision practices in primary schools of Gasabo Ditriect	50
5.2. Conclusion	51
5.3. Recommendation	51
5.4. Suggestions for Further Studies	52
References:.....	53
APPENDICES:	57
APPENDIX I: Research Ethical Clearance	i
Appendix II: Research Permit.....	ii
APPENDIX III: Interview questions	iii
.....	iv
APPENDIX IV: Turn tin Report.....	iv
APPENDIX V: School Head teachers’ general comments on teachers’ lesson plans	v

LIST OF TABLES

Table 1: Target population of the study	23
Table 2: Sample size of the study	24
Table 3: Gender of respondents	27
Table 4: Education Level of Respondents	28
Table 5: Education Level of Respondents	28

LIST OF FIGURES

Figure 1:Key Components of Lesson Plan Design (L. Dee Fink, 2005)	14
Figure 2: Conceptual framework	21
Figure 3:Overall primary head teachers instructional supervision practices,	36
Figure 4: Overall view of teachers' transformation	40

LIST OF ABBREVIATIONS

BLF: Building Learning Foundation

CBC: Competence Based Curriculum

COP: Community of Practice

CPD: Continuous Professional Development

CWT: Class Walk Trough

FY: Fiscal Year

NESA: National Examination and School Inspection Authority

REB: Rwanda Basic Education Board

SET: Science and Elementary Technology.

TCDP: Teachers Competence Development Programs

CHAPTER ONE: INTRODUCTION AND BACKGROUND OF THE STUDY

1.1. Introduction

This chapter covers the background to the study, statement of the problem, purpose and objectives of the study. It also contains research questions, significance of the study, limitations and delimitation, assumptions, theoretical framework, conceptual framework, as well as the definition of key terms.

1.2. Background to the study

The right to education is not only the right to access education but also the right to receive an education of good quality (UNICEF, 2000). However, for any education system to be successful, the teacher's competences play a foundational role. Generally, the formal education plays an important role in the development of an individual and society at large. Education is taken as an investment because it increases private and social returns to people (Asafu-Adjaye, 2012). Jimerson, McGhee & Stark (as cited in, George, Martin & Samuel (2019) say that for formal education to achieve its goals, key players such as school head teachers and teachers must fully accomplish their roles and responsibilities. Thus, one key concern for achievement of educational organizations is to ensure that teachers are well supervised. Undoubtedly, the most important supervision and guidance in the school setting is that given by the head teacher at the school (Mofareh, 2011).

According to Ekyaw (2014), instructional supervision is regarded as the cycle of activities between a supervisor and a teacher targeted at improving classroom performance. In other words, the instructional supervision's purpose is to provide constructive feedback to teachers, identifying, and solving teaching problems and helping teachers develop the teaching skills. This means that instructional supervision is considered as a teaching and learning improvement strategy which has to be a continuous assessment tool for teachers that allows them to continually expand their capacity to learn and to help others.

In its practices in different countries of the world, it is common that the instructional supervision is the primary key task of head teacher in a school setting. He/she is taken as an immediate supervisor of teaching and learning activities in school setting. And when it is done effectively, the instructional supervision aims at improving quality teaching and development of teaching competences.

In China, the concept of instructional supervision in at school level shows that, the head teacher supervision is taken as the first step in the process of school improvement and quality enhancement. For them, the school instructional supervision is a moral activity in which teachers are empowered and

schools function as communities of learners and moral agents (Daoyong, 2008). The instructional supervision is taken as a primary key task of head teachers in their daily routine and as the best way to manage the classroom teaching and learning activities in order to make certain of quality of teaching.

The World Bank (2013) report presents Sultanate of Oman, as one of the countries which has the remarkable development in its education. Among their duties in this country, the head teachers have to practice of instructional supervision by checking, approving the use of lesson plans and schemes of work prepared by the teachers, ensuring the marking, correction as well as checking the learners' notebooks. In addition, the head teachers are involved in the instructional supervisory practices. They make classroom visits to observe teachers teaching and hold periodic academic staff meetings on educational standards (Waheed, 2020).

For the concept of instructional supervision in Singapore, the head teachers are supposed to provide instructional leadership to staff (Bolman & Deal, 1992). They are key to shaping and strengthening the traditions and culture of their schools. They have to lead and inspire teachers. They work with parents and the community to provide the students with opportunities to pursue their passions and discover their strengths.

In West African countries like Nigeria, instructional supervision is used as a tool to monitor and guide teachers, to ensure that the curriculum is properly implemented towards the attainment of stated goals and objectives of education. Instructional supervision exists in every institution as it is taken as a key instrument for ensuring that teachers adhere to the teaching principles required for effective instructional delivery (Uwaleke, 2021). So, the main role of every school head teacher as an instructional supervisor, is to assist teachers to become more productive, efficient, and effective in performing their assigned responsibilities.

Similarly, in East African countries such as Tanzania, the school head teachers are responsible for supervising the teaching program. They have to make sure that high quality teaching and learning is taking place, effective use of time for the entire school day, and there is a conducive teaching and learning environment (Aaron, 2016). The research conducted in Tanzania to study the role of the school head teachers in managing the instructional program so as to enhance teachers' classroom teaching as well as students' learning, the findings reveal that instructional supervision promote teachers' competences and students' learning (Manaseh, 2016).

Likewise, in Rwandan context, the head teacher carries out the instructional supervision. The teacher is supposed to be observed by the head teacher at school level. This is important because it provides teachers with active professional learning, that emphasizes on feedback on practice to improve learning and develops teachers' self-awareness about their own teaching practice and its impact (Ntahomvukiye et al.2021). The good instructional supervision of teachers helps to produce brilliant citizens that contribute successfully towards national development. (Sikubwabo, 2022).

1.3. Statement of the problem

Research show that instructional supervision is the foundation to improve the quality and standard of teaching and learning process (Uwaleke, 2021). An instructional supervision is very important for the teacher's competences (Ikegbusi, 2014). When conducted effectively, instructional supervision practices help teachers to get committed to their work and helps the inexperienced teachers to improve their teaching practices in lesson preparation. The Rwanda Basic Education Board School Leadership Assessment Toolkit recommends the school head teachers to regularly observe lessons, record their findings, and provide oral and written feedback to teachers (REB, 2021).

However, MINEDUC (2017) shows insufficient teacher competences in lesson preparation as one among the challenges that endanger the curriculum delivery and inclusion, which ultimately impact negatively on student learning outcomes mainly in the subject of science and elementary technology (SET). In National exams, in the subject of elementary science and technology, the majority of P6 students in Public primary schools of Gasabo, fail with the marks ranging between 0%- 19% or score fairly with the marks between 20% to 39%. For example, in academic year 2021-2022, 3 sectors were sampled and the findings showed that, for the sampled schools in Bumbogo Sector, 60% of the P6 students scored fairly, in Ndera Sector, for the sampled schools, 66% of the P6 students scored fairly while in Kacyiru Sector, for the sampled schools, 57.8% of P6 candidates scored fairly.

Although this problem was dealt to some extent with the implementation of Community of practices (COP) introduced in schools, but still, there is need of reinforcing the instructional supervision in schools to formally enhance the teachers' competences in lesson preparation of SET. Otherwise, the problem will continue to affect the curriculum delivery especially the overall objective of learning science and elementary technology at primary level.

1.4. Purpose of the study

The purpose of this research is to examine how instructional supervision practices influence the development of competences in lesson planning among science and elementary technology teachers in public primary schools in the Gasabo district.

1.5. Objectives of the study

- To examine how primary school head teachers in Gasabo District conduct instructional supervision to improve lesson preparations for teachers.
- To evaluate the influence of instructional supervision practices on development of competences in lesson preparation among science and elementary technology teachers in public primary schools in Gasabo District.
- To elaborate the suggestions for improvement of school head teacher's instructional supervision practices.

1.6. Research questions

- How do head teachers conduct the instructional supervision in public primary schools of Gasabo District to enhance lesson preparations for teachers?
- How do instructional supervision practices influence the development of lesson preparation competences among science and elementary technology teachers in public primary schools in Gasabo District?
- What are the suggestions for improvement of school head teacher's instructional supervision practices in primary schools of Gasabo District?

1.7. Significance of the study

The findings from this study are significant because they provide information on the influence of the head teachers instructional supervision for science and elementary technology teacher's competences in public primary schools of Gasabo.

Firstly, educational planners and stakeholders may benefit from the results of this study, in that, after revealing the strong or weak influence the school-based instructional supervision has on SET teacher's competences in public primary schools of Gasabo, they become aware of which support they have to provide to the school head teachers as the school based instructional supervisors and teachers in order to make sure this supervision is effectively done.

Secondly the results from this study may help the National Examination and School Inspection Authority (NESA), to reinforce the school head teacher's instructional supervision practices in order to provide constructive feedback to teachers, identify and solve teaching problems, as well as helping teachers develop the teaching skills and competences, as they continually expand their capacity to learn and to help others.

Thirdly, the results from this study may be of direct benefit to the school head teachers and teachers. This means that, after revealing how the school leader's instructional supervision helps in development of SET teachers' competences, they can then decide how best they have to improve on its practices in their respective schools.

Finally, since this study provided information on the influence of school head-teachers' instructional supervision on SET teachers' competences, its results may be of huge benefit to future researchers. They can use the results from this study as reference for their future studies in relation to educational supervision or just use it as a basis for their future research.

1.8. Limitations and delimitation

1.8.1. Limitations

This study was carried out only in public primary schools located in Gasabo district. Some sectors have only one public primary school. The study was constrained by a small sample size, which may possibly impact the generalizability of the results to a larger population. To moderate this limitation, the researcher prioritized collecting rich and detailed data through in-depth interviews, so as to enhance the depth and quality of the research findings.

1.8.2. Delimitation

This study mainly focused on instructional supervision process done by the school head teachers in public primary schools of Gasabo district. Considering only public schools is a guarantee to assess how the school head teachers organize the instructional supervision with the aim of helping teachers to become more knowledgeable, skillful, resourceful, flexible, creative, and sensitive to the needs of students they teach. The focus was mainly put on competences of lesson planning especially writing lesson plan, choosing the resources, choosing the teaching aids, choosing content and evaluation procedures, because these are taken as the main skills that lead to the success of both teachers and students.

1.9. Theoretical framework

This study was directed by the theory of Teacher Professional Growth by Clarke and Hollingsworth (2002). The theory emphasizes on a non-linear and recursive process in which teacher professional development happens. According to this theory, education supervision aims at enhancing teacher professional growth (Chan, 2019). Fullan (2020) as cited by Tracey et al. (2021) suggests that professional growth in general is more likely to be successful if it takes place as close to the teacher's working environment as possible and provides opportunities for reflection and feedback. Normally after supervision, the supervised teacher demonstrates change in his/ her teaching practices which result from the processes of reflection and enactment whereby performing involves putting into practice a new idea, a new belief, or a newly encountered practice.

This theory counts four domains of change in teachers' professional development. The first domain is called personal domain which consist of the teacher's knowledge, his/her beliefs, as well as attitude, the second domain is the domain of practice which comprises the teacher's classroom practices where he/she applies newly learnt classroom practices and avoids unproductive classroom practices so as to improve students' achievement. The third domain is called the domain of consequence which is all about the silent outcomes after supervision, which are seen in terms of the teacher's ability to adjust after supervision. The fourth domain is the external domain which is in relation with external sources of information or stimulus.

The external domain encompasses sources of information or stimuli that lie outside the teacher's personal sphere. These external influences provide new insights and challenges that shape a teacher's approach but are distinct from their internal professional experiences. In contrast, the domain of practice, the personal domain, and the domain of consequence collectively form the teacher's professional world. The domain of practice involves the teacher's professional actions and decisions. The personal domain includes the knowledge, beliefs, and personal experiences that inform these actions. The domain of consequence relates to the outcomes and indirect effects of the teacher's actions within their professional environment. Together, these three domains capture the full scope of a teacher's professional experience. They illustrate how external influences interact with personal beliefs and practices to produce specific educational outcomes. This comprehensive view helps understand the intricate dynamics of teaching and the continuous interplay between external and internal factors in a teacher's professional journey.

This theory matches appropriately with this study because there is a strong connection between teacher professional growth through school based instructional supervision and the four domains identified by the theory. It highlights the connection between the supervision and the development of competences in a way that, for the teachers to develop competences, there should be a stimulus or outside information such as teaching strategies demonstrated during the in-service training sessions at school level, sample of a good lesson plan presented to him/her, assessment techniques discussed during feedback sessions just to encourage teachers to change their teaching practices (External domain).

Inspired by the external stimulus and as per Professional experimentation, the teacher has to practice more times the new competence (the domain of practice). This practice will be guided by the transformation in teacher beliefs and understanding. This will increase the importance that the teacher attached to the newly learnt teaching strategies, new way of lesson planning, new way of assessing students, etc, which lead to the development of the newly learnt pedagogical knowledge for that teacher (Teacher knowledge, beliefs, and attitudes: the personal domain). Then the silent outcomes of developed knowledge and competences will be for example excellent use of teaching strategies, excellence in lesson planning, excellent assessment techniques and so on (the domain of consequence).

Clarke & Hollingsworth (2002) as cited Tracey et al (2021) emphasize that professional learning that helps teachers to develop their knowledge and skills results in changed practices if teachers adopt these approaches into their day-to-day activities and are supported to do so. If the changes in effective teaching approaches results in salient outcomes which are perceived as favorable by teachers, then it is likely that the changed effective approaches will be maintained to improve outcomes for students as the ultimate goal of teacher professional development in a school setting. The same, the instructional supervision is a tool for professional learning that helps to develop teachers' knowledge and skills. It requires changes in teaching practices leading to improved students' outcomes as a main goal for professional development.

1.10. Definition of key terms

Instruction: Gagné (1985) defined instruction as the teaching and learning of knowledge, skills, and attitudes.

Supervision: Sergiovanni & Starratt (2007) define supervision as the daily guidance of all education operations, by coordinating the detailed work and cultivating the good working relationship among all the people involved in the teaching-learning activities.

Instructional supervision: Zepeda (2017) defined instructional supervision as a set of activities done in a school setting with the purpose of making the teaching and learning process better for the learner. In other words, instructional supervision is regarded as a collaborative process between supervisors and teachers, emphasizing the improvement of instructional practices through observation, feedback, and reflective dialogue (Acheson & Gall, 2010).

Competence: Mulder (2014) defined competence is the capacity to use the proper combination of knowledge, skills, attitudes and values so as to successfully accomplish a specific task.

CHAPTER TWO: LITERATURE REVIEW

2.1. Introduction

This chapter analyses the current literature in relation to the variables for the study. It definitely reviews different opinions of varied scholars and researchers on the influence between instructional supervision done by the school head teachers and the teachers' competences development. It finally ends with the summary indicating the gap in the existing literature on the topic under investigation.

2.2. Theoretical literature review

2.2.1. Pre-lesson observation

School leaders play an important function of facilitating the curriculum development work at the school level. According to the World Bank (2018), as cited in module 4: Leading learning & leading teaching, for Continuous Professional Development Diploma in Effective School Leadership, VVOB, Education for development Rwanda, (Ntahomvukiye, C., Ndayambaje, I., Nizeyimana, G., Ntawiha, P., Tuyishime, D., Dusabe, C. K., & Vande Walle, S., 2021), At times children arrive in school unprepared to learn and their teachers sometimes lack the skills or motivation to be effective in teaching, yet they are the most important factors affecting students learning in schools.

In order to be successful, the school head teacher has to support the teachers in organizing and planning before the lesson observation starts. Ntahomvukiye et al., (2021) suggest that before the lesson observation, the teacher and the observer should sit together to prepare for the lesson observation. They need to have a common understanding on the purpose of the lesson observation, discuss how the lesson fits within the Competence Based Curriculum, which is under implementation in Rwanda, discuss the focus of the lesson observation, and plan a lesson together and determine anticipated outcomes. During this time, they also agree upon instruction materials and strategies of teaching as well as processes of learning and evaluation to be used.

With similar ideas, Chan et al. (2022) asserted that school head teachers strongly support their teachers in curriculum implementation. They hold their teachers accountable for their instructional approaches while giving them the flexibility to achieve their teaching and learning goals. Gaustad (1995), George (2001), Mayfield (2018), Sowell (2018), and Thessin (2019) (as cited in Chan et al., 2022) affirm that the result of this collaboration reflects a joint effort between the school head teacher and teachers for successful curriculum implementation.

2.2.2. Classroom observation

The lesson observation, also known as classroom observation, is a practice to assess the quality of teaching in order to ensure students are receiving the most effective teaching and learning experience. A number of researchers took interest in learning about classroom observation, and the study of Sule, Ameh & Egbai, 2015; Usman, 2015; Veloo, Komujji & Khalid, 2013, as cited in (Malunda, 2016) revealed that classroom observations positively contributed to teacher performance in a school. This means that formal observations expressively contributed to improved teacher's ways of lesson preparation, lesson delivery, assessment of learning as well as classroom control. Ntahomvukiye et al. (2021), highlight that during the lesson observation, the head teacher or any other observer has to take as many notes as he/she can or, even better, record (parts of) the lesson for him/her to be able to carry accurate feedback afterwards. However, with the intention of developing teacher's competences, other several literatures such as those of Tesfaw & Hofman (2014); Campbell (2013); Milanowski (2011); Marshall, 2009 & Holland (2004) as cited in (Malunda, 2016) supports more frequent, short, unannounced, informal classroom observations by school head teachers to motivate teachers to adopt effective pedagogical practices.

2.2.3. Effective feedback

“We all need people who will give us feedback. That's how we improve.” – Bill Gates. In education context, effective use of the feedback after classroom observation promotes the development of teaching competences. Generally, effective instructional feedback aims at improving instruction. In other words, instead of making evaluative statements, it is important to work in collaboration with teachers to talk about lessons to teach, the choice of instructional strategies for teaching and learning, and the impact of the lesson on students (Barbara & Ronald, 2021). Giving feedback is more than sharing a list of suggestions for change. By giving feedback, you want the teacher to change his/ her practice. Teachers gain a lot from receiving feedback given to them. Feedback helps them to progress. When teachers are observed and given meaningful and beneficial feedback on their teaching, they become aware of what corrections to make in order to change. (Lia, 2016)

The word feedback is used to define all kinds of observations, advice, praise, and evaluation made after an activity. In the module 4: Leading learning & leading teaching, for Continuous Professional Development Diploma in Effective School Leadership, VVOB, Education for development Rwanda, feedback is information about how we are doing in our efforts to reach a goal (Ntahomvukiye, C., Ndayambaje, I., Nizeyimana, G., Ntawiha, P., Tuyishime, D., Dusabe, C. K., & Vande Walle, S., 2021).

Not only that, but also they emphasize that feedback is communication about what one thinks went well and not so well during the lesson. In addition to that (Harms & Roebuck, 2010) argue as cited in Kerbelyte (2018) (Kerbelyte, 2018) that the process of feedback should involve a summary of strengths and weaknesses, with guidance how to improve on the latter.

During the teaching and learning activities, gathering of evidence is one of the most essential parts of effective feedback. The gathering of evidence determines the kind of feedback that will be given and show whether it will lead to teacher development of competences or fail to achieve such a goal (Kerbelyte, 2018). That is why, whenever an observer enters a classroom, he or she has a number of tools to use to gather evidence. In a general way, the most common tools would consist those for recording things that happen in a classroom. These might include various tools such as checklists or schedules of competencies, rating scales, open ended forms, inference notes and narrative logs (Kerbelyte, 2018). The other common classroom observation tools which are more mechanical include recording a video or audio of the class as well as taking pictures. In Rwandan context, the instructional supervisor, uses the competence based curriculum lesson observation form and the lesson plan as observation tools which help him/her to record the important evidence at every step of teaching and learning activities.

So, when lesson observation and the process of gathering evidence are done, an instructional supervisor or an observer finds place and time to give constructive feedback to a teacher. It is advisable to carry out the feedback session in a place without any distractions and where the teacher does not feel nervous. It is also important to know when to give feedback. Many sources recommend timely feedback and Brennan (2017) as cited in Kerbelyte (2018, p34) states that, “oral feedback and discussion must always be provided before the teacher leaves for the day.

There are many ways to offer feedback. The feedback can be written, oral, or a combination of the two. What is important is that it should have ample of information Kerbelyte (2018, p36). Leverage Leadership, Paul Bambrick-Santoyo (2012) as cited in Kerbelyte (2018), presents a procedure for the post-observation feedback , which is rather detailed and involves a 6 steps as follow: 1) praising (for the things done well, based on evidence); then 2) probing (talk about specific area of focus, asking how the teacher tried to address it during the lesson); then 3) identifying problem and action step (looking into the focus area what happened during the observation and planning steps for future lesson next week together);then 4) practicing (practicing/role-playing technique together); then 5) planning ahead

(designing next lesson with the technique in mind);and 6) setting timeline for follow-up (agreeing on time when the action step will be implemented) (Kerbelyte, 2018, pp. 36-37).

Other researchers who wrote about ways of offering feedback include James (2021) and Barbara & Ronald (2021). On one hand, James (2021) suggests two most popular ways to give teachers immediate feedback, which including using a language that motivates. For James (2021), for the feedback to be more constructive, it needs to be structured in a language and form that makes clear needs for improvement and encourages teachers to make that improvement. In addition to that, James (2021) highlights that feedback should be given immediately after the class. According to him, it is important to understand that teachers have to receive direct feedback. If the head teacher as instructional supervisor waits for so long the lesson will be less fresh in the teacher's mind, making it more difficult for them to remember which aspects of instruction the feedback is commenting on.

On the other hand, their opinion, Barbara & Ronald (2021) suggest that for the feedback to be useful to teachers, it should be non-judgmental, respectful, reflective, and providing of teacher ownership, timely and specific. In their module 4: Leading learning & leading teaching, for Continuous Professional Development Diploma in Effective School Leadership, VVOB, Education for development Rwanda, Ntahomvukiye et al. (2021) adds on the above and highlight the processes of giving effective feedback to teachers through setting clear goals and engage with teachers during feedback, providing actionable and transparent feedback, encouraging motivation and positive self-esteem, encouraging dialogue around practice and making the feedback descriptive.

According to the ideas of the above authors, the common aspect among them is that generally, the instructional supervision should end up with the feedback session which is given in different ways. Most importantly, James 2021, Barbara & Ronald. (2021) and Ntahomvukiye et al., (2021) recommend that the sooner you give feedback after the lesson, the better. Teachers don't want to wait for days to find out how the observer perceived the lesson or teacher's performance and what could be improved.

2.3. Theories of teacher competences

According to the Competence Based Curriculum Teacher Manual of 2013, a competence is regarded as the ability of using appropriate combination of knowledge, skills, attitudes, and values in order to successfully accomplish a specific task.

2.3.1. Teacher competences standards

According to the national teacher CPD Framework of 2019, Teacher Competences describe the features of teachers' classroom practice and behavior at school that enable students' participation and learning (REB, 2019). The national teacher Continuous Professional Development (CPD) Framework of 2019, highlights Teacher Competences which contain 6 standards of which four relate to Teacher classroom practices and two relate to teacher's behavior at School. (REB, 2019, P. 8-9). Firstly, the four standards relating to classroom practices include: creating and sustaining an inclusive, child-friendly learning environment, planning, and assessing for learning, communicating effectively to enable learning, and facilitating activities and using resources for learning. Secondly, the two standards relating to teacher's behavior at school include: engaging in professional development and supporting students learning at school and in the community. Teachers' competences help them to know what aspects of classroom practice and school behavior have the most impact on students learning. Teachers can use the competences to assess their current level of performance, identify strengths and weaknesses and plan, do and review improvements (REB, 2019).

2.3.2. Lesson planning

It is very important to have a plan for what will happen in the classroom. Teachers have to make lesson plans, set realistic objectives of the lesson, decide how to use different required materials like course textbooks, and other materials in order to help students learn. A lesson plan is taken as the teacher's plan of what students need to learn, and how it will be done effectively during the class time. Before a teacher plans the lesson, he/she has to identify the learning objectives for the class. Then, he/she designs appropriate learning activities and develops strategies to use in teaching and learning in order to obtain feedback on student learning (Milkov, 2021).

According to Milkov (2021), a well-crafted lesson plan effectively incorporates three essential components: learning objectives, teaching and learning activities, and strategies for assessing student understanding. Establishing clear learning objectives allows the teacher to identify the appropriate teaching and learning activities to implement in the classroom. These activities, in turn, guide the methods for evaluating whether the students have achieved the set objectives. By clearly defining what students should learn, teachers select and organize the most suitable activities to facilitate this learning. The chosen activities not only engage students but also provide a framework for assessing their progress. This approach ensures that the objectives are met and that student understanding is systematically checked throughout the lesson (see Fig. 1).

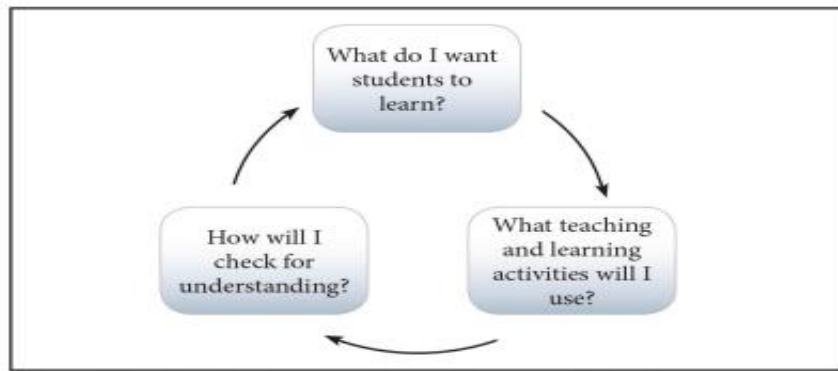


Figure 1:Key Components of Lesson Plan Design (L. Dee Fink, 2005)

In writing a lesson plan, Milkov (2021), identified the following steps:

Outlining learning objectives. The initial stage of lesson planning entails identifying the learning objectives and outcomes for students by the end of the class. In this process, the teacher should consider questions like, what is the lesson topic? What should students learn? What should students understand and be able to accomplish by the end of the class? What key points should students retain from this lesson?

Developing the introduction. The beginning of a lesson should captivate students' interest and promote thoughtful engagement. Teachers can employ various strategies to engage their students, such as sharing a personal anecdote, discussing a historical event, presenting a thought-provoking dilemma, using a real-world example, showing a short video clip, demonstrating a practical application, or posing a probing question. When crafting the introduction, teachers might consider questions like: How will I assess whether students have any prior knowledge of the topic? What common beliefs or misconceptions about this topic might the students already hold? What methods will I use to introduce the topic effectively? These considerations can help ensure that the introduction is both engaging and informative.

Planning the specific learning activities (the main body of the lesson). In this approach, the teacher designs multiple methods to convey the material, incorporating real-life examples, analogies, and visual aids to capture students' interest and address various learning preferences. It's essential for the teacher to allocate time for detailed explanations or discussions while remaining flexible enough to shift to different applications or problems as needed. Additionally, the teacher should implement strategies to assess students' comprehension effectively. Key questions to consider in this process include: How will I present the topic? In what alternative ways can I illustrate it? What strategies can I use to engage students? What relevant real-world examples can help clarify the topic for the students? In this strategy,

the educator prepares diverse methods for teaching the content, such as using practical examples, analogies, and visual tools, to attract the attention of a broader range of students and accommodate various learning styles. It's important to include time for thorough explanation and discussion but also to be ready to transition quickly to different problems or applications. Effective strategies for gauging students' understanding should also be employed. Questions that may help in this process include: How will I convey the topic? What alternative explanations can I offer? How can I engage students in the lesson? What real-life situations can illustrate the topic effectively?

The teacher employs a variety of instructional techniques, including real-life examples, analogies, and visuals, to engage a diverse student audience and cater to different learning styles. Adequate time should be set aside for extended explanations or discussions, while also being prepared to transition swiftly to different applications or problems. Additionally, it is important to use strategies that monitor student understanding. Consideration should be given to questions such as: What methods will I use to explain the material? How can I present the topic in different ways? What approaches can I use to involve students? What practical examples can enhance their comprehension? In this model, the teacher prepares multiple approaches for presenting the material, such as using real-world examples, analogies, and visual aids to capture the interest of various students and address different learning styles. The teacher should ensure there is enough time for comprehensive explanations and discussions, while also being ready to quickly switch to new applications or problems. Furthermore, strategies for assessing student understanding should be put in place. Guiding questions might include: How will I explain this topic? What alternative methods can I use to illustrate it? How can I actively involve students? What real-life examples will help make the topic clearer?

Planning to check for understanding. Once the teacher has explained the topic and illustrated it with different examples, he/she needs to check for student understanding. To know if students know what they are learning, the teacher can use the questions such as: what questions will I ask students to check for understanding? what will I have students do to demonstrate that they are following? going back to my list of learning objectives, what activity can I have students do, to check whether each of those has been accomplished?

Developing a conclusion and a preview. This takes place when teachers summarize the main points of the lesson. It is done in different ways for instance by stating the main points him/herself (“Today we talked about...”), or by asking a student to help summarize them. A teacher may even ask all students to write down on a piece of paper what they think were the main points of the lesson.

Create a realistic timeline. Teachers already know how easy it is to run out of time and not cover all the many points they had planned to cover. It is advisable to narrow the list of learning objectives to two or three key concepts, ideas, or skills you want to students to cover. That is why in preparation a teacher must estimate how much time each of the activities will take, then plan some extra time for each.

2.3.3. Selection of the Resources

Educational resources are regarded as a learning environment to help and assist with students' development and learning. Educational resources are designed to reinforce learning. They are brilliant for teachers and educators to help them deliver the best quality lessons. According to Hornby (2010:1257), as cited in (Msimanga, 2019), resources are materials (especially books and equipment) that can be used to help achieve a particular aim and provide teachers and students with information. Likewise, Jordaan (2006:39) asserts that "resources are the materials that learning groups have to use in the teaching and learning process."

Resources play an important role in teaching and learning. In a study conducted in South African rural schools Joubert (2010:60) asserts that the instructional resources and physical environment facilitate students learning, independence, and interdependence. Newby et al. (1998) in Msimanga (2019) state that educational resources, when used effectively, have the potential to present content in a manner that is more readily understood. For instance, charts displayed in the classroom, help learners to better understand and conceptualize content being taught. In development of teachers' competences, the school head teachers have to help teachers make good choices of resources to be used in teaching and learning activities.

Newby et al. (1998) in Msimanga (2019) state that the use of different kinds of teaching resources provides learners with varied exposure to the subject matter, thereby enabling learners to construct meaning in their own unique ways. Additionally, the use of effective resources enables teachers to capture and maintain the learners' attention more readily and the more they make good choice of resources, they more they get more organized in their teaching and learning.

2.3.4. Selection of the teaching aids

According to Joseph (2015, as cited in Ordu, 2021), "teachers are great facilitators of knowledge and skills in the 21st century and they use teaching aids in teaching and learning profession.". Teachers use teaching aids to enhance classroom instruction, extract learners' attention and create a motivation to learn. These teaching aids include devices (computer, DVD), instructional aids (book, chalk board,

picture), or objects (specimen, map, globe) that help the teacher to easily carry out the teaching-learning activities. A lot depends on the creative abilities of the teacher. The use of teaching aids makes teaching and learning interesting and less time consuming. The use of teaching aids enables learners to use their hearing or seeing abilities and actively perform something while learning.

According to the research done on the impact of instructional materials on students' performance in Physics in Sokoto- Nigeria, Abubakar (2020) states that the teaching aids are mainly aimed at exploring the full potentials of the students in terms of learning thereby easing the transfer of knowledge from the teachers to the students. In his study, Abubakar (2020) asserts that students taught with instructional materials were found to be of improvement compared to those taught without instructional materials.

2.3.5. Assessment procedures

According to Cambridge International Education, assessment for learning is an approach to teaching and learning that creates feedback which is then used to improve students' performance. Students become more involved in the learning process and from this gain confidence in what they are expected to learn and to what standard. Assessment aims to 'close the gap' between a learner's current situation and where they want to be in their learning and achievement. Skilled teachers plan tasks which help learners to do this. Assessment involves students becoming more active in their learning and starting to 'think like a teacher'. They think more actively about where they are now, where they are going and how to get there. In the same way, Sneider & Wojnowsk (2013) in (Peter & Jean, 2023) assessment is an integral part of the teaching and learning process and after assessment, teachers decide how to deliver a lesson so that students may understand better what has to be taught.

According to McDowell (2013 as cited in Peter & Jean, 2023), formative assessment strategies which focus on three key aspects namely: where the learner is now, where the learner is going to be and how the learner can get there. The instructional supervision well conducted will help teachers to reflect on techniques such as effective questioning which assist teachers in determining what individuals and groups have learned during a lesson, then share a lesson's objectives and success criteria to allow students see what they are aiming for and what they need to do to achieve the lesson objectives, and then make decisions about what to do next with the class or individual students.

The study conducted by Peter & Jean (2023), on Effect of Formative Assessment on Students' Conceptual Understanding of Physics Concepts among Secondary Schools in Ngoma District, Rwanda, concluded that assessment strategies have a significant positive effect on students' conceptual

understanding of learned materials. This conclusion is based on the fact that the group of students taught through formative assessment outperformed the group of students taught through conventional methods. Therefore, the highlight that formative assessment is a powerful strategy in enhancing the conceptual understanding of modern physics.

2.4. Empirical review

The empirical review of the evidence from previous studies regarding instructional supervision practices and the gap identified are summarized below:

2.4.1. Practices related to instructional supervision

Supervision in school is a global phenomenon and each country has its own policy on how supervision should be conducted. Generally, supervision is a positive action aimed at not only improvement of classroom instruction but also creating a harmonious environment through continued growth of all concerned such as learners, the teacher, the supervisor, the parent and even administration, (Nzabonimpa: 2011) as cited in Evans at al. (2021).

Similarly, Malunda at al. (2016) conducted the study on the effect of instructional supervision by school authorities on the pedagogical practices of teachers in public secondary schools in Uganda, using descriptive cross-sectional survey design, and both quantitative and qualitative methods of data collection and analysis were applied. The study involved teachers, head teachers and Directorate of Education Standards of the Ministry of Education and Sports.

Although their study focused more on the procedures of supervision rather than on how the teachers have been responding to it, the study revealed that teachers' pedagogical practices dependent on the manner in which they are supervised.

Malunda at al (2016) found out that instructional supervision through classroom observations and portfolio supervision is a critical factor in enhancing pedagogical. Their study concluded that effective instructional supervision can be enhanced through planned classroom observations that are collaboratively planned by both the supervisors and teachers followed by feedback which is communicated in a collegial and supportive manner. They added that keen supervision of schemes of work and lesson plan preparation and continuous checking of students' notebooks for relatedness and syllabus coverage will ensure that teachers adhere to standards set.

Rahabav (2016) conducted a study on the effectiveness of academic supervision for teachers, in SMU Maria Mediatrix Ambon, Maluku province, Indonesia. He used the principal and teachers as the target

population for the study, and used observation, interviews, and documentation study as data collection tools. By means of descriptive and analytical analysis techniques, the study showed that instructional supervision has not been done effectively mainly due to the time constraints (many administrative tasks that must be completed), lack of understanding of the practice of supervision for the supervisors, and the fact that the supervision has not been programmed in a participatory manner. In addition to that, the teachers show low commitment to low quality, and they are not motivated for the pursuit of prosperity.

2.4.2. Practices related to teachers' competences

The goal of all schools is to enable their students to excel. However, the school cannot achieve this if the teachers are not competent enough to impart the required knowledge and skills to succeed in life. Scholars were interested in examining the role of planning for improved service delivery for teachers. For instance, Ukaigwe & Igbozuruike (2019) conducted study on the role of planning in the administration of Teachers Competence Development Programmes (TCDPs) for improved service delivery in secondary schools in Rivers State, Nigeria. The research used the descriptive research design.

Although the researchers stuck on school principals only as the research population, but the findings of the study showed that TCDPs helped to increase the competencies of teachers in the areas of teaching skills, communication, and classroom management skills as well as lesson planning skills. On this note, the research, concluded that TCDPs helped to increase the competencies of teachers in the areas of teaching skills, communication skills and classroom management skills. This study further concluded that adequate planning of TCDPs strengthen the competencies of teachers and students' achievements.

Similarly, Japemar, Rusdinal& Fauzan (2020) conducted action research on improving teacher's pedagogic competence in preparing lesson plans, through academic supervision. Their aims were to reveal and determine the improvement of teacher pedagogical competences, in preparing lesson plans through academic supervision in Sekolah Menengah Pertama (SMP) Kota Pariaman, Indonesia. The study targeted the teachers only and the data were collected through observation, interviews, and documentation. The results of the study revealed that academic supervision activities improve teachers' pedagogical ability in preparing lesson plans.

In addition, several scholars have taken interest in analyzing the relationship between supervision and teacher pedagogical practices. For instance, the study conducted by Theodimir, M., & Claire, M., M. (2022) on Influence of Head Teacher' Instructional Supervision Practices on Teachers' Classroom Performance in Rwanda used correlation research design. The purpose of their study was to examine the influence of head teachers' instructional supervision practices on teachers' performance in public primary schools in Gasabo District-Rwanda. Although their study was limited only to primary school only and the interview guide as well as questionnaire as data collection instruments, the findings revealed that there is a significance high degree of positive correlation between head teachers' instructional supervision and teachers' performance. As conclusion, the study highlights that checking teaching methods, checking the availability and use of pedagogical documents, and providing pedagogical guidance can improve teachers' classroom performance hence teachers' competences.

2.5. Conceptual Framework.

INDEPENDENT VARIABLE

DEPENDENT VARIABLE

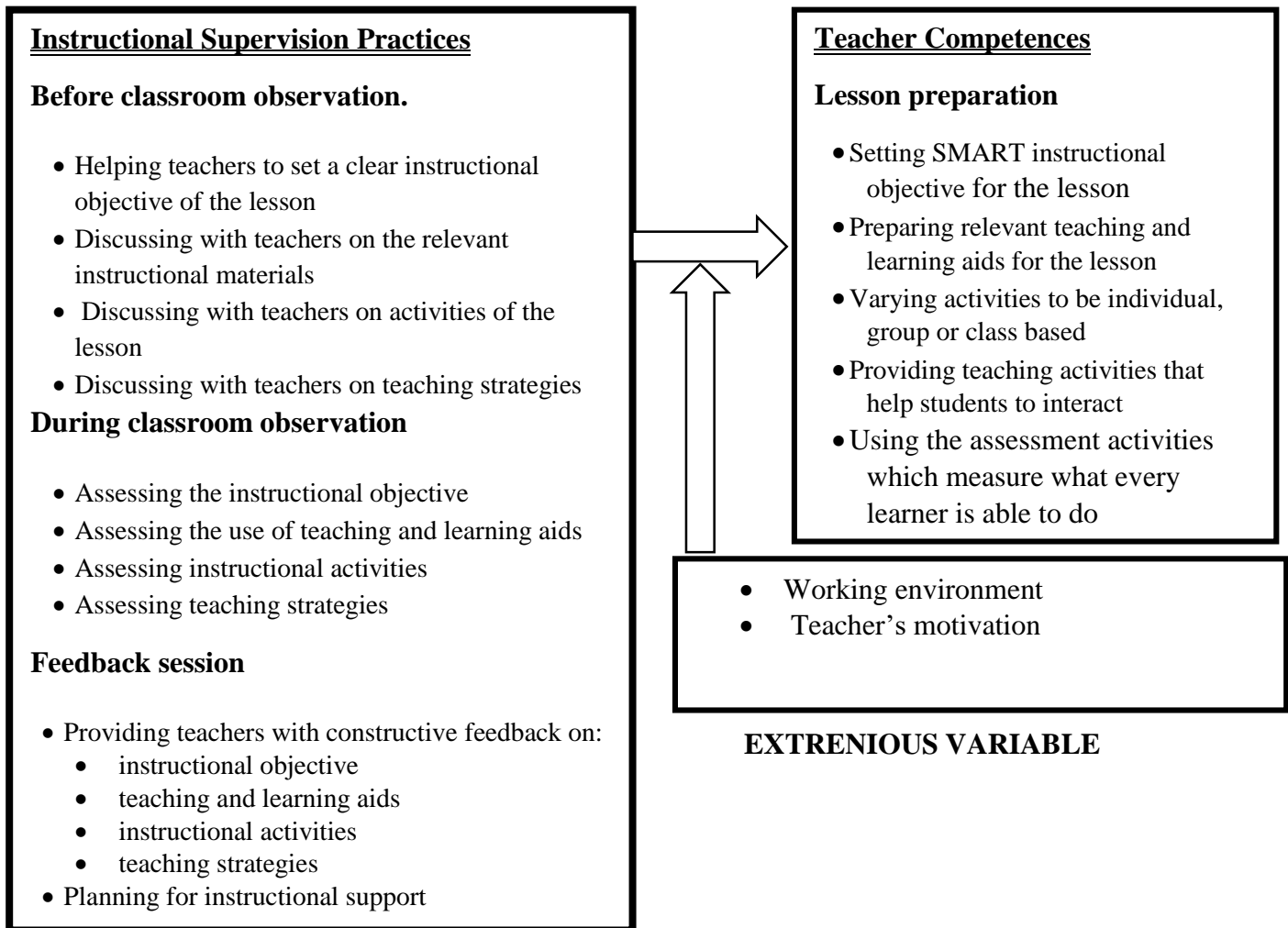


Figure 2: Conceptual Framework

In developing the conceptual framework for this study, it was assumed that in the education sector of Rwanda, the instructional supervision is done by the school head teachers. As indicated in figure, on one hand, during the school based instructional supervision, the school head teachers do the classroom observations and then provide teachers with constructive feedback. On the other hand, when this school-based supervision is well done with the school head teacher gathering the evidence during lesson observation and then after he/ she organizes and carries out the feedback session well, it develops the teachers' competences of organization and planning such as writing lesson plans especially setting activities that develop competences into learners. However, with the idea of developing teachers' competences, there are other factors that can be considered such as work environment, motivation of teacher and teacher qualification.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes research design and methodology. Specifically, it highlights the research design, variables, location of the study, target population, sampling techniques and sample size, research instruments, data collection techniques, data analysis, logistical and ethical issues.

3.2 Research design

This study employed the qualitative research design with narrative inquiry perspective. It consists of a systematic approach of collecting and analyzing non-numerical data, in order to understand people's experiences, attitudes, and behaviors. This design was used to help the researcher to collect and analyze qualitative data on instructional supervision practices in order to understand how instructional supervision practices help in development of teachers' competences in lesson preparation.

3.3. Location of the study

This study was carried out in the district of Gasabo, in Kigali city, in Rwanda. This district has been chosen for this study due to its uniqueness of having a number of sectors which are located in urban area of Kigali city while others are located in the rural area, which can make these areas perform differently.

3.4. Target Population

The target population for this study was all primary head teachers and science and elementary technology teachers in public primary schools located in Gasabo district. Head teachers as instructional supervisors were targeted in this study because they are responsible for conducting instructional supervision. Therefore, they are the right people to provide information on how instructional supervision help teachers to develop competences especially in lesson preparation.

Teachers were targeted because they are responsible to teach science and elementary technology. They are also supervised by the school head teachers. Due to this, they can provide the influence of instructional supervision on their competences in teaching science and elementary technology.

Therefore, the study targeted 132 people including the teachers and the school head teachers.

Table 1: Target population of the study

	Male	Female	Total
Head teachers	22	18	40
Teachers	53	39	92
Total	75	57	132

The table 1 shows that, for the target population of 132 people, where 75 are males and 57 are females. And generally, it is made of 40 school head teachers and 92 teachers who teach elementary science and technology.

3.5. Sampling techniques and sample size

Sampling is the process of selecting elements from a population in such a way that the sample elements selected represent the population. And, according to Oxford Dictionary, 2005, a sample is a group of people who are used for getting information about a larger group or about the whole population.

3.5.1 Sampling techniques

In order to get the sample for this study, the schools were stratified into two categories namely: schools located in urban area and other schools located in rural area. The grouping of schools helped to ensure that all the categories of schools are represented. To give each school equal chances of being selected, simple random sampling technique was used to select a school from each group. Head teachers of the selected school were purposively included in this study. To select the teachers, snowball or networking sampling was used. This sampling technique helped the researcher to get into contact with the science and elementary technology teachers easily through the school head teachers.

3.5.2 Sample size

The sample size for this study consists of 5 head teachers and 24 science and technology teachers selected from five schools. The head teachers were purposively included in the study and teachers of science and elementary technology were selected by the mean of snowball sampling technique. Although the sample size may appear small, it allows for the for in depth exploration of the experiences and perspectives of the key educational stakeholders in this context. In addition to that, the qualitative insight gathered will provide the valuable information for this research.

Table 2: Sample size of the study

	Male	Female	Total
Head Teachers	4	1	5
Teachers	10	14	24
Total	14	15	29

According to the data in the table 2, for the sample of 29 respondents, there are 15 females and 14 males, of which there are 5 head teachers and 24 primary teachers of science and elementary technology.

3.6. Research instruments

The research instruments for this study were documentary review and interviews for head teachers.

3.6.1. Document Analysis

Documentation review involves getting information by carefully studying written documents, or visual information from sources. In this study, the research reviewed the lesson observation reports of the school head teachers in order to get the information on the comments they provide to teachers in lesson preparation. He also reviewed the lesson plans made by the teachers. These documents were reviewed in order for researcher to get useful information on the study.

3.6.2. Interview guide

The researcher used the unstructured interview to collect data from the teachers. Unstructured interview was used because it allowed the research to ask questions to the teachers without necessarily following the same questions or following their order from one teacher to another. This interview was made of the open-ended questions with the purpose of collecting data relating to how instructional supervision is conducted to support teachers' development of competences in lesson planning.

3.7. Validity

Validity regarded as the quality of a data-gathering instrument. In other words, it is the procedure that enables it to measure what is supposed to measure (Best and Kahan, 2006). In order to ascertain validity, the interview guide was analyzed by the researcher and the supervisor and it was also handed to the panel of expert in education for analysis and feedback. Then, it was revised according to their inputs and comments. This was done with intention that it gives the answers that founded a real base for

exploring influence of head-teachers' instructional supervision on development of competences in lesson preparation for science and elementary technology teachers in public primary schools.

3.8. Reliability

The reliability of instruments is regarded as the degree to which the instruments consistently measure whatever they are measuring. To ensure the reliability of the study, the instrument the pilot study was conducted in two schools from two different sectors two test the data collection tools. This pilot study allowed the researcher to identify the ambiguities or problems that might rise and then made adjustment before the main study.

3.9. Data collection techniques

For the document review, the researcher asked the school head teachers to present the lesson evaluation forms for teachers who teach Science and Elementary technology, in order to get the information on how teachers were evaluated on lesson preparation and how they were advised on the areas that need improvement that area. The same teachers were equally asked to present their lesson plans and then the researcher assessed how they used to plan before the instruction supervision practices and how they currently do it after a series of instructional supervision practices.

3.10. Data analysis

During the data analysis process, the researcher dealt with the information gathered from the respondents. The researcher used the thematic analysis approach to analyze the qualitative data that were collected through the document analysis and unstructured interviews.

3.11. Ethical consideration

In order for this work to be successful, before collecting data from the respondents for this study, the researcher ensured that all the necessary instruments for the study were available, legal, and reliable. Firstly, the researcher got the clearance from UR- College of Education. After getting this clearance, the researcher requested for the permission from Kigali city to allow him to collect data in public primary schools in Gasabo District.

During the data collection process, the researcher ensured the confidentiality by protecting the privacy of information provided by the respondents. In addition, the respondents were also informed that the information they provided has to be treated as confidential and only used for the purposes of the study. For ethical issues related to anonymity, the researcher informed the respondents that they should not write their names or any other identification on the research instrument.

Not only that but also, before data collection, the researcher communicated to the respondents that participating in the study was voluntary and it was made clear that they may leave any time without any consequences. Again, the researcher submitted the informed consent form to the participants and each of them signed it as an indicator that they accept to participate in the research.

CHAPTER FOUR: PRESENTATION OF DATA, ANALYSIS, INTERPRETATION AND DISCUSSION

4.0 Introduction

This chapter presents and analyses the findings of the study about “Influence of instructional supervision on teacher’s competences in public primary schools”. A case of Primary Science and Elementary Technology teachers in Gasabo district”. This chapter provides the results of the data collected using the interview guide and document review.

4.1. Profile for respondents.

Demographic characteristics reflected in this study included: gender, age, educational level, and teaching experience of the respondents. Those characteristics are important because they helped to understand which category of people were interested in the study.

4.1.1. Gender

The gender of the respondents is a parameter to consider when conducting any research on different categories of people, both men and women.

Table 3: Gender of respondents

Gender	Head teachers	Teachers
Male	4	10
Female	1	14
Total	5	24

Source: Primary data

As it is shown in table 3, among the Head-teachers surveyed, a significant majority (4 head teachers) are male, with only one female head teacher. This showed that this gender difference suggests a dominant trend of male leadership within the educational sector at the head teacher level. In contrast, the gender distribution among teachers shows a more balanced representation. The majority of 14 teachers are female compared to 10 male teachers.

4.1.2. Education level of respondents

Education refers to learning while accumulating knowledge, ability, and skills. It is normally a determinant variable which allows respondents to make appropriate decisions.

Table 4: Education Level of Respondents

Level	Head teachers	Teachers
Secondary	0	22
Bachelor	4	2
Masters	1	0
Total	5	24

Source: Primary Data

As shown in table, 4 the data on the education levels of head teachers and teachers revealed significant distinctions into their qualifications. The educational qualifications of the head-teachers differ with four out of five head teachers holding a Bachelor's degree and one head teacher has attained a Master's degree. For teachers, the majority (22 out of 24) possess only a secondary education, with only two teachers holding Bachelor's degrees.

4.1.3. Teaching experience of Respondents

The study inquired on the respondents teaching experience in number of years.

Table 5: Education Level of Respondents

Teaching experiences		Head-teachers	Teachers
	1-3	0	4
	4-6	0	12
	7 and above	5	8
	Total	5	24

Source: Primary Data

The table 5 shows that all five head teachers possess teaching experience of seven years or more. The absence of head teachers with teaching experience in the lower ranges of 1-3 years and 4-6 years, suggests that positions of leadership in this context are reserved for individuals who have demonstrated considerable tenure in their teaching careers. In contrast, the teaching experience of the majority of teachers (24 in total) reflects a diverse range of experience levels, with 4 teachers having 1-3 years of experience and 12 teachers falling into the 4-6 years' category and 8 teachers falling into the category of 7 years and above.

The table 5 above shows that the teaching experience of school head teachers in sampled schools. A big number of them, 50% have teaching experience varying between 4-6 years teaching, 25% have taught between 7 years and above, and of them made of 25 % taught between 1-3 years. This information shows that all the school head teachers were experienced in teaching. Likewise, a big number of teachers have 50 % have taught between 4 years and above.

4.2. Instructional supervision practices

The first question that guided this study was about how the head teachers conduct the instructional supervision in public primary schools of Gasabo District to enhance lesson preparations for teachers.

The instructional supervision practice has three stages including the pre-observation conference, classroom observation and post observation conference or feedback session. To respond to this question, the researcher used the documents review, whereby he reviewed the comments the head teachers gave to the teachers in a series of lesson observations done in the second term at every school. After that, he checked the lesson plans made by the teachers, and noted the state of the lesson plans. Then, the researcher went ahead and asked teachers questions relating to how instructional supervision practices is conducted in schools, in the form of interview.

4.2.1. Practices related to pre-classroom observation

The head teacher's instructional supervision practices in schools include a number of activities to be carried out before the classroom observation. The school headteacher has sit with the teacher and plan for the lesson together. It is their good time to discuss on the relevant instructional materials to provide, the relevant lesson activities to prepare as well as relevant instructional strategies to use during teaching and learning.

The results from the interview conducted in order to be aware of how the school headteacher supports teachers to prepare the lessons before classroom observation shows that, 83.3% of teachers confirmed that, their school head teachers do not see the necessity of carrying out the pre-observation conference and discussing on lesson planning before teaching starts. During the interview process, when asked how the school head teacher guides and supports them in teaching activities before lesson observation, some teachers answered as follow:

One teacher at school one said: *“Before observation, my head teacher, just informs me when he will come for observation. He doesn't ask me about the lesson I have to teach. He doesn't organize any other activity with me”*.

Another teacher at school two said: *“Before coming to observe in class, the head teacher doesn’t carry any other activity with me. He only informs me when he will come for observation. When time comes, I see him coming in my class”*.

A teacher at school three also answered: *“Before observation, my head teacher and I don’t do any preparations together. The school headteacher simply informs me the time for lesson observation and then I prepare myself”*.

While at school four, when asked how the school head teacher guides and supports them in teaching activities before lesson observation, one teacher answered: *“Before observation, my head teacher simply informs me the time for lesson observation and then I prepare myself”*.

The data collected from teachers across five schools showed a remarkable difference in the level of how the school head teachers support teachers in lesson preparation before classroom observation. In most schools, teachers said that they receive little to no support in lesson preparation before classroom observation. More specifically, at school two, the head teacher actively engages in the lesson preparation process. Here all the teachers who were interviewed confirmed that they receive support from the head teacher. In contrast, in school 1, school 2, school 3 and school 4, none of the interviewed teachers reported any support from his/her headteacher. Generally, the quantitative figures showed that only 16.6% of teachers receive support from their school head teachers before classroom observation.

When a small number of teachers receive valuable guidance and in lesson preparation, the majority are unsupported, limiting the effectiveness of classroom observations. This shows a serious need for schools to re-examine their supervision practices and prioritize structured, supportive pre-observation conferences as part of school head teachers’ responsibilities.

On this note, the school head teachers can improve their instructional supervision practices before classroom observation by helping teachers to understand the purpose for instructional supervision, helping teachers to set the instructional objective for the lesson, discussing together the relevant instructional materials, activities, strategies as well as assessment activities.

Referring to what teachers responded during the interview, the researcher realized that the instructional supervision practices before classroom observation are rarely done by the school head teachers. This is opposite to what Ntahomvukiye, C., Ndayambaje, I., Nizeyimana, G., Ntawiha, P., Tuyishime, D., Dusabe, C. K., & Vande Walle, S. (2021) suggest in their Module 4 Leading learning & leading

teaching, for Continuous Professional Development Diploma in Effective School Leadership, VVOB, Education for development Rwanda, that before the lesson observation, the teacher and the observer should sit together to prepare for the lesson observation. They need to have a common understanding on the purpose of the lesson observation, discuss how the lesson fits within the competence-based curriculum, discuss the focus of the lesson observation, and plan a lesson together and determine anticipated outcomes.

In this study, the results from the pre-observation conference stand in contrast to what previous studies have shown. Chan et al. (2022) asserted that school head teachers have strongly support their teachers. Gaustad (1995), George (2001), Mayfield (2018), Sowell (2018), and Thessin (2019) (as cited in Chan et al., 2022) affirm that the result of the collaboration between the school headteacher and teachers during pre-observation conference reflects a joint effort between the school head teacher and teachers for successful curriculum implementation.

4.2.2. Practices during classroom observation

The school head teacher instructional supervision practices also include a number of activities to be carried out during the lesson observation. The lesson observation supports the development of a common understanding of effective teaching practices that have impact and provides opportunities to discuss challenges and concerns with colleagues (Ntahomvukiye, C., Ndayambaje, I., Nizeyimana, G., Ntawiha, P., Tuyishime, D., Dusabe, C. K., & Vande Walle, S., 2021).

The results from the interview conducted to be aware of how the school head teachers conduct the classroom observation revealed that the majority of teachers (100%) confirmed that their head teachers visit them in class for classroom observation. During the interview, when asked how the classroom observation is done in their schools, the teachers answered as follow:

At School one a teacher answered: *” During the observation session, the school head teacher comes in class on time, I present him pedagogical documents, he checks them and then he observes me teaching. He also records the classroom events”*.

At school two, another teacher answered: *“During classroom observation, the school head teacher comes in class on agreed time, and asks me to present the pedagogical documents, he checks them, he checks the availability of teaching and learning aids, instructional and assessment strategies, he observes me teaching and then records the classroom events”*.

At school 3 one of the teachers answered: *“The school head teacher comes in class on time, asks me to present the pedagogical documents, he checks the availability of teaching and learning aids, instructional and assessment strategies, he observes me teaching and then records the classroom events”*.

At school 4 one of the teachers answered: *“The school head teacher respects time to come in class on time, asks me to present the pedagogical documents, he checks the availability of teaching and learning aids, instructional and assessment strategies, he observes me teaching and then records the classroom events”*.

Generally, the interview conducted with teachers in all five schools revealed that all teachers were consistently observed by their respective head teachers during the process of lesson observation. In each school, every teacher confirmed that the school head teacher takes role in observing them when teaching. This consistency in lesson observation was reported in all schools which were involved in this study. Particularly, the engagement of the school head-teachers in lesson observation was universal, with teachers from school 1 to school 5, affirming that all teachers were observed

During the classroom observation, the school head teachers come in class on time, greet teachers and students, they assess the availability of pedagogical documents, they assess the availability of teaching and learning aids and how they are used as well as instructional and assessment strategies for the lesson. In addition to that, they also record the classroom events and comments on my lesson plan.

This shows that, the instructional supervision practices related to classroom observation are done to all the teachers, in all schools.

Findings from the review of documents also reveal that that the head teachers visit teachers in class for classroom observation. The head teachers were found with lesson evaluation forms which show the strong areas for teachers in lesson preparation and other areas where teachers need to improve in lesson preparation. The common strong areas identified include, setting a SMART instructional objective for the lesson with five elements and action verbs. While the areas which need improvement in lesson preparation include choosing relevant teaching and learning materials, planning relevant activities for the lessons, using the teaching, and learning strategies which are in line with learning objectives and the effective assessment strategies to check learners understanding.

Referring to teachers' responses during the interviews, as well as what the researcher observed during the document review, he realized that the instructional supervision practices during the lesson observation are done. The school head teachers observe teachers in classroom. They arrive in class on time, greets students, take the pedagogical documents and check them, they check the availability of teaching and learning aids, assesses instructional activities and assessment strategies. In addition to that they record the classroom events.

This is in line with what is highlighted by Claudien Ntahomvukiye et al. (2021), who highlight that during the lesson observation, the head teacher or any other observer has to take as many notes as possible he/ she can or, even better, record (parts of) the lesson. This then help during feedback afterwards.

The results from this study do not show the school head teachers in Gasabo district carrying out the impromptu, frequent and short classroom observation. However, with the intention of developing teacher's competences, other several literatures such as those of Tesfaw & Hofman (2014); Campbell (2013); Milanowski (2011); Marshall, 2009 & Holland (2004) as cited in (Malunda, 2016) supports more frequent, short, unannounced, informal classroom observations by school head teachers to motivate teachers to adopt effective pedagogical practices.

4.2.3. Practices related to post classroom observation

After classroom observation, the head teachers are expected to involve teachers into constructive feedback. Giving feedback is more than sharing a list of suggestions for change. By giving feedback, the school headteacher wants the teacher to change his/ her practice. Normally, if the feedback is well given, it results in better teaching and learning practices. When not given well, teachers may become defensive, demotivated or dismissive of the feedback. In fact, the goal of feedback is to improve practice one step at a time, not to show how much one knows about teaching.

The results from the interview conducted with the purpose of being aware of how the school head teachers conduct the feedback session after lesson observation, the majority of teachers (83.3%) confirmed that their head teachers do not conduct the feedback session effectively. They do not engage with them during feedback, they do not encourage motivation and positive self-esteem for teachers. In addition to that, the school head teachers do not use discussions after lesson observations to discuss aspects of lesson planning. During the interview, when asked how their head teachers conduct the feedback session after lesson observation, some the teachers answered the following:

The teacher on school one answered: *“After lesson observation, the head teacher immediately tells me what I did not do well in lesson planning as well as in teaching students. Normally we don’t sit and share how the lesson went. We rarely sit and plan how to improve on the points that identified to have the gap in general”*.

The teacher on school two answered: *“After lesson observation, the head teacher calls me out side and then he shares with me the areas I have to improve, either in lesson planning or teaching and learning practices. We rarely sit and plan how to improve on the points that identified to have the gap in general”*.

The teacher on school three answered, during the interview, one the teacher answered: *“After lesson observation, the head teacher calls me out side for the debriefing session, then he tells me the areas I have to improve, either in lesson planning or teaching and learning practices. We never sit and plan how to improve on the points that need improvement in general”*.

The teacher on school four answered, *“After lesson observation, the head teacher shares with me how he saw my lesson. He tells me some of the points to improve in the lesson plan and in teaching and learning process. Normally we don’t sit and share how the lesson went. We rarely sit and plan how to improve on the points that identified to have the gap in general”*.

The data on the post classroom observation feedback sessions showed that the majority of teachers did not receive any form of constructive feedback from their school head teachers after observing them. In school 1, school 2, school 3 and school 4, none of the observed teachers said that he/she received the constructive feedback from their head teachers. This suggests a serious gap in instructional supervision practices within those schools. Generally, only four out of twenty-four teachers (16.6%) received feedback form their head teachers. This showed a general issue reflecting that many school head teachers are not leveraging classroom observation to provide teachers with guidance and professional support, especially in lesson planning.

The finding from the review of the documents, showed that the school head teachers record the comments on lesson planning. However, the comments recorded are incomplete or unclear. When the school head teachers ask teachers to go and read those comments, they do not understand what specifically they should do differently next time.

When asked how they understand the feedback given to them relation with lesson planning, the teachers answered the following:

At school one, when asked, a teacher answered: *“Most of the time, I don’t understand all what the head teacher asks me to read as comments. Due to short period of time he always has, we don’t sit and discuss on what went well and what I have to improve in lesson planning or teaching practices. The he asks me to read the comments which sometimes I don’t understand”*.

At school two, when asked, a teacher answered: *“I did not understand the head teacher’s feedback well because, sometimes he just tells me to go and read what he has written and sometimes I fail to understand very well. For example, when he writes: “Your instructional objective was not clear”. I did not understand what to do about it”*.

Referring to what teachers answered during the interviews, as well as what the researcher found during the document review, he realized that the instructional practices after lesson observation are rarely done. After observing teachers, the head teachers do not use the recorded information to give feedback to teachers. They don’t get time to sit with teachers and discuss on the strategies to use to fill in the gap identified in lesson preparation and delivery or discuss with teachers how they will help them to improve.

This is generally opposite to what Barbara & Ronald (2021) say that effective instructional feedback should be a collaboration between the teachers and head teachers to talk about lessons, the choice of instructional strategies, and the impact on students. Lia (2016) confirms that when teachers are observed and given meaningful and constructive feedback on their teaching, they become aware of what adjustments to make to change. In other words, they develop competences. But when teachers are not supported and provided with constructive feedback, they couldn’t develop competences effectively. However according to the results from the study, teachers are only observed, but not effectively provided with constructive feedback, which affects their competences in lesson preparation.

The findings from this study also contradict those of other scholars who found opposite trends such as James (2021) and Barbara & Ronald (2021). For James (2021), there are two most popular ways to give teachers immediate feedback, which including using a language that motivates. And for the feedback to be more constructive, it needs to be structured in a language and form that makes clear needs for improvement and encourages teachers to make that improvement. However, the findings show that some school head teachers do not give the immediate feedback to the teachers. For Barbara

& Ronald (2021), for the feedback to be useful to teachers, it should be non-judgmental, respectful, reflective, and providing of teacher ownership, timely and specific. However, the results from the study do not provide the teacher with ownership.

4.2.4. The overall head teachers’ instructional supervision practice

The statistics in the tables above show how primary school head teachers in Gasabo District do instructional supervision. An attempt was made to identify the areas where primary school head teachers play their role as instructional supervisors. Teachers were interviewed, and it has been realized that the instructional supervision practice before classroom observation, during classroom observation and after classroom observation are practiced in different ways. A big number of teachers (100%) confirmed that their school head teachers observed them in teaching and learning activities. However, few them (16.6%) they are supported by their school headteacher before classroom observation. In addition to that, again few of the teachers interviewed (16.6%) confirmed that they are provided with constructive feedback by their head teachers after instructional supervision. The summary is provided as follow:

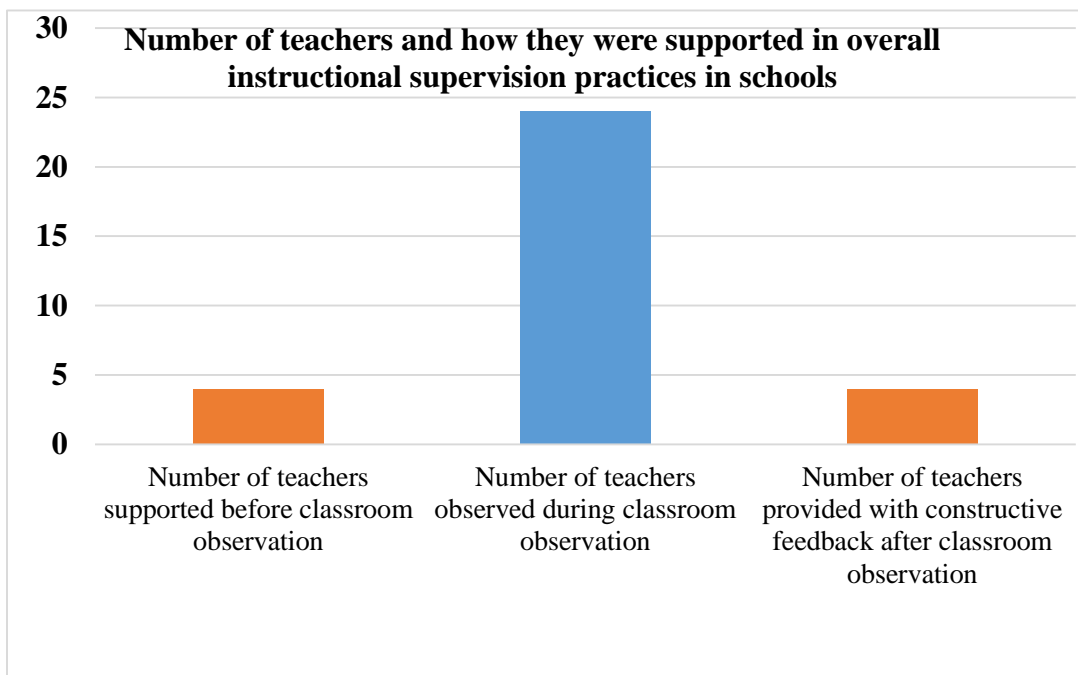


Figure 3: Overall primary head teachers instructional supervision practices, Source: Field data

As indicated in figure 3, it is clear the school head teachers in Gasabo district do the instructional supervision in their schools, but get more involved in some areas than the others. They are more

involved in classroom observation as mentioned by all the teachers (100%) who participated in the research. However, they are less involved in supporting teachers before classroom observation as mentioned by the teachers (16.6%) and in providing them with constructive feedback (16.6%).

The purpose of the second question that guided this study was to evaluate the influence of instructional supervision practices on development of science and elementary technology teachers' competences in public primary schools of Gasabo District. The teachers' competences include mainly preparation of lessons, lesson delivery and assessment practices. This research focused on competences of lesson preparation as the basis for effective teaching and learning.

In order to answer to this question, the researcher used the documents review, whereby he reviewed lessons plans prepared by each individual teachers in each school, and analyzed the comments the head teachers gave them on those lesson plans, noted the transformation made after a series of instructional supervision practices. The five areas of transformation focused on include, setting a SMART instructional objective of the lesson with five elements and action verbs, providing the stimulating teaching and learning aids for the lesson to make learning more meaningful for all learners' abilities, setting activities for the lesson to help students explore the lesson through interaction among themselves, using teaching and learning strategies to facilitate students' interaction and setting assessment activities to effectively assess the learning throughout the lesson. After the researcher went ahead and identified the number of teachers who made an improvement, analyze the how they were supported and why others did not do an improvement at all.

Looking at the areas of development in lesson planning schools, the data revealed that, there was a varied levels of improvement across different areas of lesson planning after a series of instructional supervision practices. Some schools have demonstrated a significant progress in setting a SMART instructional objective of the lesson with five elements and action verbs, others were still struggling with implanting the providing the stimulating teaching and learning aids for the lesson to make learning more meaningful for all learners' abilities, setting activities for the lesson to help students explore the lesson through interaction among themselves, using teaching and learning strategies to facilitate students' interaction and setting assessment activities to effectively assess the learning throughout the lesson.

Setting a SMART instructional objective of the lesson, is an area where most of teachers across five schools showed an evident improvement. This was particularly in school 2, where all the teachers adopted this practices (100%). Alike, 80% of the teachers in school 3 and school 4 showed a good progress. Only 60% of the teachers in school 5 and 40% in school 1 improved in this area.

Providing the stimulating teaching and learning aids for the lesson to make learning more meaningful for all learners' abilities was also another area of focus. However, the improvement in this area was not the same across all the schools. School 2 showed a significant improvement with all the teachers (100%) showing improvement. In contrast, other schools showed variable levels of progress. 60% in school 3, 40% in school 4 and school 5, and only 20% in school 1.

setting activities for the lesson to help students explore the lesson through interaction is another area for development in lesson planning with relatively low adoption across all the schools. On one hand, school 2 again stands out slightly with 40% of teachers improving. This shows that teachers in this school have not yet mastered this practice. On the other hand, school 1,3,4 and 5 showed a very limited improvement with 20% of teachers implementing this practice.

setting activities for the lesson to help students explore the lesson through interaction was equally considered as an area for development in lesson preparation, whereby the data also showed the limited progress for teachers. In school 2, only 40% of teachers have incorporated group interaction activities into their lesson plans, while in other schools namely school 1,3,4 and 5, only 20% of the teachers showed improvement.

Another area for lesson preparation which was considered is setting assessment activities to effectively assess the learning. In this area, school 2 also showed a significant progress with 80% of teachers improving in this area. However, in other schools, fewer teachers adopted these practice. For instance, in school 4, there were 40% of teachers practicing setting effective assessment activities, school 5, school 3 and school 1, only 20% of teachers adopted this practices.

Many scholars have explored the various improvements in lesson planning in schools. For instance, according to Milkov (2021), a well-crafted lesson plan effectively incorporates three essential components: learning objectives, teaching and learning activities, and strategies for assessing student understanding. Establishing clear learning objectives allows the teacher to identify the appropriate teaching and learning activities to implement in the classroom. And these activities, in turn, guide the methods for evaluating whether the students have achieved the set objectives. In contrast to the above,

the results from the study show that teachers in most schools can set the instructional objective of the lesson, but fail to practice the setting of teaching and learning activities, and strategies for assessment. When instructional supervision practices prioritize the establishment of clear learning objectives, they help teachers identify the appropriate teaching and learning activities that align with those objectives. Effective instructional supervision practices also involve collaborative planning sessions where supervisors can provide feedback on lesson objectives, suggest suitable activities, and ensure that assessment strategies are explicitly tied to the learning goals. This collaborative approach can bridge the gap identified in the study: while teachers can formulate instructional objectives, many struggle with the subsequent components of lesson planning.

Moreover, instructional supervision supports ongoing professional development by providing teachers with the tools and knowledge to develop engaging and relevant teaching and learning activities, as well as effective methods for assessing student understanding. Instructional supervision practices empower teachers to move beyond simply stating objectives to creating comprehensive lesson plans that foster deeper student engagement and mastery of content.

Other scholars also, agree that effective lesson preparation includes setting appropriate assessment activities that align with the lesson's objectives and these assessments provide critical feedback on student learning and progress. For instance, Brookhart (2022), highlights that formative assessments integrated into lesson activities help teachers measure understanding throughout the lesson, allowing for timely adjustments in instruction. Sneider and Wojnowski (2013), as cited in Peter and Jean (2023), argue that assessment is a crucial component of the teaching and learning process. Following an assessment, teachers can make informed decisions about lesson delivery, enabling students to better grasp the material being taught. However, the results from the study show that most of teachers have not yet mastered this practice. Normally, the integration of assessment activities into lesson planning is a key aspect of effective teaching, and instructional supervision plays a vital role in ensuring teachers develop and refine these practices. Supervisors can help bridge the gap identified in the study by offering targeted support, resources, and professional development that underscores the importance of assessment in the learning process.

Abubakar (2020) states that the teaching aids are mainly aimed at exploring the full potentials of the students in terms of learning so as to make easy the transfer of knowledge from the teachers to the students. In a similar manner, Abubakar (2020) asserts that students taught with instructional materials

were found to be of improvement compared to those taught without instructional materials. Conversely, the results from this study show that schools have variable levels of progress in using them. As suggested by Abubakar (2020), the effective integration of instructional materials, requires strong instructional supervision practices that promote training, monitoring, and collaborative efforts among teachers. By focusing on these areas, supervisors can significantly enhance the learning environment, leading to improved student performance.

4.2.5 Overall view of teachers’ transformation after a series of instructional supervision practice

An attempt was made to identify the areas where primary school teachers perform well as a result of instructional supervision. The researcher has identified the number of teachers performing well in each area of lesson preparation and the percentages were calculated. The summary is provided below:

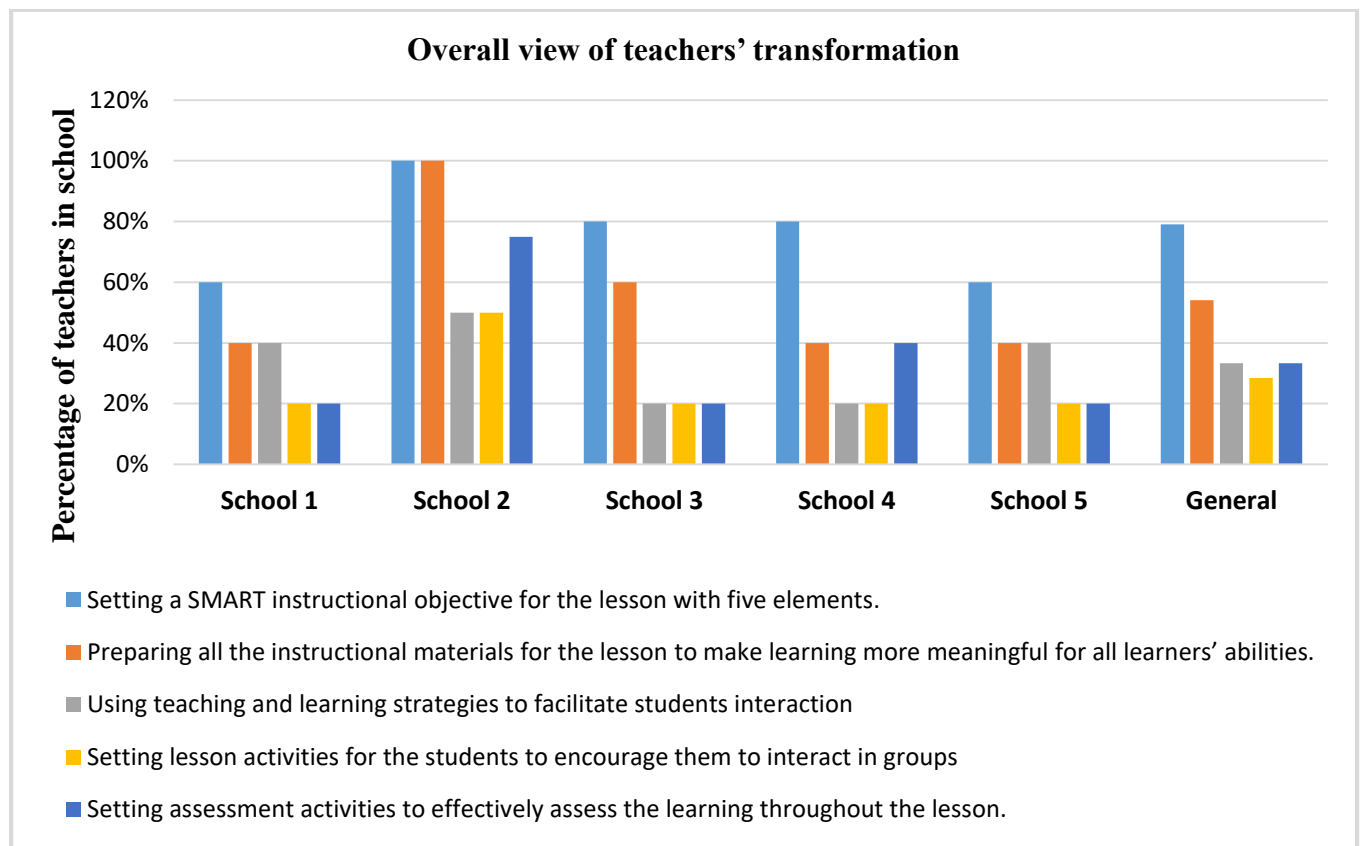


Figure 4: Overall view of teachers’ transformation

As it is indicated in figure 3, the extent to which, the school head teachers get involved in practicing instructional supervision has influenced the development of science and elementary technology teachers’ competences in lesson planning in primary schools of Gasabo District.

For instance, in school 1, the headteacher didn't respect the procedures of instructional supervision practices. He didn't support teachers in some activities to be carried out before classroom observation such as clarifying the purpose of instructional supervision, discussing with teachers the strategies to be used during instruction, discussing on the teaching and learning aids to be used as well as assessment activities. He only informed teachers the time for observation. He used to come in class for lesson observation, observed teachers teaching, but failed to take time to provide teachers with constructive feedback. They couldn't discuss what should be improved in lesson planning.

Consequently, the percentage of the science and elementary technology teachers who perform effectively all the areas of lesson planning is low. For instance, there are only 60% of teachers who formulate the SMART instructional objective for the lesson, 20% prepare relevant instructional materials for the lesson, 20% use relevant teaching and learning strategies to facilitate students' interaction, 20% set lesson activities which encourage students to interact in groups and 20% set of assessment activities to effectively assess the learning throughout the lesson.

Contrarily to school 2, the headteacher tried to respect the procedures of instructional supervision practices. She supported teachers in the activities to be carried out before classroom observation such as clarifying the purpose of instructional supervision, discussing with teachers the strategies to be used during instruction, discussing on the teaching and learning aids to be used as well as assessment activities. He only informed teachers the time for observation. During the lesson observation, she used to come in class on time and observed teachers teaching. After lesson observation oAfter lesson observation, she chose an appropriate place for feedback and immediately discussed with the teacher the strong points of the lesson and the areas which needed improvement. After that, they planned for instructional support together for improvement.

Consequently, the percentage of the science and elementary technology teachers who perform effectively all the areas of lesson planning is high compared to other schools. For instance, there are 100% of science and elementary technology teachers who formulate the SMART instructional objective for the lesson, 100% of science and elementary technology teachers prepare relevant instructional materials for the lesson, 50% of science and elementary technology use relevant teaching and learning strategies to facilitate students' interaction, 50% of science and elementary technology teachers set lesson activities which encourage students to interact in groups and 75% of science and elementary technology teachers set of assessment activities to effectively assess the learning throughout

the lesson. In her school, the effort is mostly needed teaching teachers how to choose the relevant teaching strategies for the lesson and setting the lesson activities to allow students interaction.

In school 3, the headteacher didn't respect the procedures of instructional supervision practices as well. He didn't support teachers in some activities to be carried out before classroom observation such as clarifying the purpose of instructional supervision, discussing with teachers the strategies to be used during instruction, discussing on the teaching and learning aids be used as well as assessment activities. He only informed teachers the time for observation. He used to come in class for lesson observation, observed teachers teaching, but failed to take time to provide teachers with constructive feedback. They couldn't discuss what should be improved in lesson planning and never sat to plan how to fill in the gap identified.

Therefore, the percentage of the science and elementary technology teachers who perform effectively all the areas of lesson planning is low. For instance, there are 80% of science and elementary technology teachers formulate the SMART instructional objective for the lesson, 60% of science and elementary technology teachers prepare relevant instructional materials for the lesson, while 20% of science and elementary technology use relevant teaching and learning strategies to facilitate students' interaction, and 20% of science and elementary technology teachers set lesson activities which encourage students to interact in groups and 20% of science and elementary technology teachers set of assessment activities to effectively assess the learning throughout the lesson. In this school, the school headteacher the effort is mostly needed teaching teachers how to choose the relevant teaching strategies for the lesson and setting the lesson activities to allow students interaction.

In school 4, the headteacher didn't respect the procedures of instructional supervision practices as well. He didn't support teachers in some activities to be carried out before classroom observation such as clarifying the purpose of instructional supervision, discussing with teachers the strategies to be used during instruction, discussing on the teaching and learning aids be used as well as assessment activities. He only informed teachers the time for observation. He used to come in class for lesson observation, observed teachers teaching, but failed to take time to provide teachers with constructive feedback. They couldn't discuss what should be improved in lesson planning and never sat to plan how to fill in the gap identified.

Thus, the percentage of the science and elementary technology teachers who perform effectively all the areas of lesson planning is low. For instance, there are 80% of science and elementary technology

teachers formulate the SMART instructional objective for the lesson, 40% of science and elementary technology teachers prepare relevant instructional materials for the lesson, while 20% of science and elementary technology use relevant teaching and learning strategies to facilitate students' interaction, and 40% of science and elementary technology teachers set lesson activities which encourage students to interact in groups and 20% of science and elementary technology teachers set of assessment activities to effectively assess the learning throughout the lesson. In this school, the school headteacher the effort is mostly needed teaching teachers how to choose the relevant teaching strategies for the lesson and setting the lesson activities to allow students interaction.

In school 5, the headteacher didn't respect the procedures of instructional supervision practices as well. He didn't support teachers in some activities to be carried out before classroom observation such as clarifying the purpose of instructional supervision, discussing with teachers the strategies to be used during instruction, discussing on the teaching and learning aids be used as well as assessment activities. He only informed teachers the time for observation. He used to come in class for lesson observation, observed teachers teaching, but failed to take time to provide teachers with constructive feedback. They couldn't discuss what should be improved in lesson planning and never sat to plan how to fill in the gap identified.

Thus, the percentage of the science and elementary technology teachers who perform effectively all the areas of lesson planning is low. For instance, there are 60% of science and elementary technology teachers formulate the SMART instructional objective for the lesson, 40% of science and elementary technology teachers prepare relevant instructional materials for the lesson, while 40% of science and elementary technology use relevant teaching and learning strategies to facilitate students' interaction, and 20% of science and elementary technology teachers set lesson activities which encourage students to interact in groups and 20% of science and elementary technology teachers set of assessment activities to effectively assess the learning throughout the lesson. In this school, the school headteacher the effort is mostly needed teaching teachers how to choose the relevant teaching strategies for the lesson and setting the lesson activities to allow students interaction.

The third objective that guided this study was to elaborate the suggestions for improvement of school head teacher's instructional supervision practices in Gasabo District. After finding out how the primary school head teachers carry out the instructional supervision practices in schools, and evaluating the influence of instructional supervision practices on science and elementary technology teachers' competences in public primary schools of Gasabo District, the next step was to draw the suggestions for the successful implementation of instructional supervision practices.

In order to draw the recommendations, the researcher used the module 4: Leading learning & leading teaching, for Continuous Professional Development Diploma in Effective School Leadership, VVOB, Education for development Rwanda, (Ntahomvukiye, C., Ndayambaje, I., Nizeyimana, G., Ntawihwa, P., Tuyishime, D., Dusabe, C. K., & Vande Walle, S., 2021), where they highlight that most supervision of teaching is done by lesson observations. They then suggest four steps in conducting a successful instructional supervision:

Planning the lesson observation together. For the success of instructional supervision practices, the school head teacher has to support teachers in organizing and planning before the lesson observation starts. Claudien Ntahomvukiye et al. (2021), said that, before the lesson observation, the teacher and the observer should sit together to prepare for the lesson observation. They need to have a common understanding on the purpose of the lesson observation, discuss how the lesson fits within the Competence Based Curriculum, which is under implementation in Rwanda, discuss the focus of the lesson observation, and plan a lesson together and determine anticipated outcomes. During this time, they also agree upon instruction materials and strategies of teaching, as well as processes of learning and evaluation to be used.

This step is very important because it help both the teachers and the observer to discuss on what students have to learn, what is fundamental and less important in the lesson, how to know if students have learned the content of the lesson, and how to provide more learning opportunities for learners who will master the content and for those who still struggle with understanding it.

In addition, the school headteacher who is the observer, indicates what he/she will focus on during the lesson observation, using the lesson observation form. When planning for the observation together also, the observer and the teacher determine anticipated lesson outcomes, share the problems of instruction, materials and strategies of teaching. Not only those, but also the processes of learning and evaluation are agreed upon.

Conducting the lesson observation. This is also an important step in instructional supervision practices. During the lesson observation process, the school headteacher has to take notes of everything that takes place in class. According to the module 4: Leading learning & leading teaching, for Continuous Professional Development Diploma in Effective School Leadership, VVOB, Education for development Rwanda, Claudien Ntahomvukiye et al. (2021), highlighted that during the lesson observation, the head teacher or any other observer has to take as many notes as he/ she can. This then helps during feedback afterwards.

Giving feedback on the lesson. The term feedback is used to describe all kinds of comments, advice, praise, and evaluation made after an activity. Feedback and reflection on the lesson afterwards is crucial for learning and development of teachers' competences. Claudien Ntahomvukiye et al. (2021), suggest that feedback is given as soon as possible after the lesson observation. So, the school headteacher and the teacher sit down in a quiet place, for the feedback discussion and foresee plenty of time. By giving feedback, you want the teacher to change his/ her practice. Teachers benefit from receiving feedback. Feedback helps them to progress. When teachers are observed and given meaningful and constructive feedback on their teaching, they become aware of what adjustments to make to change. (Lia, 2016) When giving feedback, it is advised to focus your feedback on a few aspects to improve upon, rather than overwhelming the teacher with lots of negative elements. In addition to the above, the evaluation ends with the observer and teacher agreeing on changes in the teacher's strategy and a follow up observation.

Reflection on how the lesson can be improved. For the instructional supervision to achieve its objective, after lesson observation and feedback, the teacher has to make a step and reflect on how the lesson can be improved. Hattie & Timperley, (2007) emphasized this by saying that: "We don't learn from practice, but from reflecting on our practice". On this note, the teacher can use other information as well, such as student work and assessment results to reflect on the lesson taught for improvement. This can be done individually, with the observer, or with other teachers in a Community of Practice organized at school level.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATION

5.0 Introduction

This chapter presents the summary of findings, discussion, conclusion drawn from the findings and the recommendations made for policy and practice. The conclusions and recommendations drawn focus on the purpose of the study.

5.1 Summary of Findings

This section relates and interprets the findings of the study. It is in the light of literature reviewed about the influence of instructional supervision on teacher's competences in public primary schools. The study came up with a number of significant findings based on the research objectives.

5.1.1. The instructional supervision practices in public primary schools of Gasabo District.

The first objective of the study was to find out how primary school head teachers in Gasabo District conduct instructional supervision to enhance lesson preparation. This has been assessed through the documents review, whereby the researcher reviewed the comments the head teachers gave to the teachers in a series of lesson observations done at every school. After that, he checked the lesson plans made by the teachers, and noted the state of the lesson plans. Then, the researcher went ahead and asked teachers questions relating to how the school head teachers support them before lesson observation, what happens during lesson observation and even how they carry out the feedback session with teachers after observing them.

Before lesson Observation

Generally, the findings revealed the school the primary head teachers rarely get involved in the instructional supervision practices that take place before classroom observation. The results from the interview conducted in order to be aware of how the school headteacher supports teachers to prepare the lessons before classroom observation shows that, 83.3% of teachers confirmed that, their school head teachers do not support them in lesson preparation before observation takes place. They do not support them in activities like first understanding the purpose for instructional supervision, setting the instructional objective for the lesson, discussing together the relevant instructional materials, instructional activities, instructional strategies as well as assessment activities and procedure. For instance, one teacher said: *Before observation, my head teacher, just informs me when he will come for observation. He doesn't ask me about the lesson I have teach. He doesn't organize any other activity with me*".

So, it can be concluded that the instructional supervision practices before classroom observation are rarely done by the school head teachers, which is opposite to what suggested that before the lesson observation, the teacher and the observer should sit together to prepare for the lesson observation, in order to have a common understanding on the purpose of the lesson observation, discuss how the lesson fits within the competence-based curriculum, discuss the focus of the lesson observation, and plan a lesson together and determine anticipated outcomes.

During lesson observation

The results from the interview conducted to be aware of how the school head teachers conduct the classroom observation revealed that, the majority of teachers (100%) confirmed that their head teachers visit them in class for classroom observation. All the teachers confirmed that the school head teachers come in class on time, greet teachers and students, they assess the availability of pedagogical documents, they assess the availability of teaching and learning aids and how they are used as well as instructional and assessment strategies for the lesson. In addition to that, they also record the classroom events and comments on my lesson plan. For instance, during the interview guide, when asked how the classroom observation is done in the school, one teacher answered: *“During classroom observation, the school head teacher comes in class on agreed time, and asks me to present the pedagogical documents, he checks them, he checks the availability of teaching and learning aids, instructional and assessment strategies, he observes me teaching and then records the classroom events”*.

Findings from the review of documents also reveals that that the head teachers visit teachers in class for classroom observation. The head teachers were found with lesson evaluation forms which show the strong areas for teachers in lesson preparation and other areas where teachers need to improve in lesson preparation.

According to what the teachers said during the interviews, as well as what the researcher observed in the documents during the document review, it can be concluded that the instructional supervision practices during the lesson observation are done. The primary school head teachers conduct the classroom observation with their teachers.

After lesson observation:

The results from the interview conducted with the purpose of being aware of how the school head teachers conduct the feedback session after lesson observation, the majority of teachers (83.3%) confirmed that their head teachers do not conduct the feedback session effectively. The primary school

head teachers do not engage with teachers during feedback, they do not encourage motivation and positive self-esteem for teachers. In addition to that, the school head teachers do not use discussions after lesson observations to discuss aspects of lesson planning. For instance, during the interview, when asked how their head teachers conduct the feedback session after lesson observation, one teacher confirmed that: *“After lesson observation, the head teacher calls me out side and then he shares with me the areas I have to improve, either in lesson planning or teaching and learning practices. We rarely sit and plan how to improve on the points that identified to have the gap in general”*.

The finding from the review of the documents, showed that the school head teachers record the comments on lesson planning. However, the comments recorded are incomplete or unclear. When the school head teachers ask teachers to go and read those comments, they do not understand what specifically they should do differently next time. This means that during the lesson observation, the head teachers record the classroom events, but the recorded information were not used for the purpose of constructive feedback. When asked how they understand the feedback relating to lesson planning given to them, the teachers confirmed that sometimes they don't understand the comments given to them. During the interviews, one teacher answered that *“Most of the time, I don't understand all of what the head teacher asks me to read as comments. Due to short period of time he always has, we don't sit and discuss on what went well and what I have to improve in lesson planning or teaching practices. Then he asks me to read the comments which sometimes I don't understand”*.

In addition to that, during the review of the documents, the school head teachers did not have any plan showing how they have been supporting teachers after lesson observation.

Referring to what teachers answered during the interviews, as well as what the researcher found during the document review, it can be concluded that the instructional practices after lesson observation are rarely done. After observing teachers, the head teachers do not use the recorded information to give feedback to teachers. They don't get time to sit with teachers and discuss on the strategies to use to fill in the gap identified in lesson preparation and delivery or discuss with teachers how they will help them to improve.

Overall the instructional supervision practices in public primary schools of Gasabo District

Generally, the results from the interview questions and documents review revealed that the school head teachers in public primary schools in Gasabo district, carried out the lesson observation for science and elementary technology teachers, however they were rarely involved in pre-observation conferences and

feedback sessions with teachers. On this note, it can be concluded that the instructional supervision practices were not effectively done in primary schools of Gasabo District.

5.1.2: Influence of instructional supervision practices on development of competences for science and elementary technology teachers in public primary schools of Gasabo District

The purpose of the second question that guided this study was to evaluate the influence of instructional supervision practices on science and elementary technology teachers' competences in public primary schools of Gasabo District. The teachers' competences include mainly preparation of lessons, lesson delivery and assessment practices. This research focused on competences of lesson preparation as the basis for effective teaching and learning.

In order to answer to this question, the researcher used the documents review, whereby he reviewed lessons plans prepared by each individual teachers in each school, and analyzed the comments the head teachers gave them on those lesson plans, noted the transformation made after a series of instructional supervision practices. The five areas of transformation focused on include, setting a SMART instructional objective of the lesson with five elements and action verbs, providing the stimulating teaching and learning aids for the lesson to make learning more meaningful for all learners' abilities, setting activities for the lesson to help students explore the lesson through interaction among themselves, using teaching and learning strategies to facilitate students' interaction and setting assessment activities to effectively assess the learning throughout the lesson.

After the researcher went ahead and identified the number of teachers who made an improvement, analyze the how they were supported and why others did not do an improvement at all.

The findings revealed that, the areas of lesson planning are not performed by all the teachers at the same level in all schools.

The school where the headteacher tried to respect the procedures of instructional supervision practices by supporting teachers in the activities to be carried out before classroom observation such as clarifying the purpose of instructional supervision, discussing with teachers the strategies to be used during instruction, discussing on the teaching and learning aids be used as well as assessment activities. And in addition to that, he used to come in class on time and observed teachers teaching, then after lesson observation, he chose an appropriate place for feedback and then after that, they planned for instructional support together for improvement, teachers develop the competences. However, the

school where the headteacher didn't respect the procedures of instructional supervision practices by not supporting teachers in some activities to be carried out before classroom observation, and in addition to that, only used to come in class for lesson observation, but failed to take time to provide teachers with constructive feedback, the teachers could not develop all the competences in lesson planning.

The study concluded that low levels of head teachers' involvement in instructional supervision practices had a direct negative influence on the development of competences in lesson planning among science and elementary technology teachers, which in return affected their ability to effectively plan and implement their lessons.

In schools where head teachers actively supported and provided constructive feedback to teachers, there was a noticeable improvement in their lesson preparation skills. This was particularly evident in School 2, where all teachers (100%) adopted the good practice in lesson preparation. Conversely, in schools where head teachers were less supportive and failed to engage in effective instructional supervision, teachers struggled to enhance their competences. This was particularly evident where fewer teachers adopted these practices. This suggests that an increase in the head teachers' engagement in instructional supervision correlates with greater competency development among teachers, while a decrease in such engagement leads to a decline in teachers' professional growth.

5.1.3. Suggestions for improvement of school head teacher's instructional supervision practices in primary schools of Gasabo District

After finding out how the primary school head teachers carry out the instructional supervision practices in schools, and evaluating the influence of instructional supervision practices on science and elementary technology teachers' competences in public primary schools of Gasabo District, the next step was to draw the suggestions for the successful implementation of instructional supervision practices.

As it is highlighted in the module 4: Leading learning & leading teaching, for Continuous Professional Development Diploma in Effective School Leadership, VVOB, Education for development Rwanda, (Ntahomvukiye, C., Ndayambaje, I., Nizeyimana, G., Ntawiha, P., Tuyishime, D., Dusabe, C. K., & Vande Walle, S., 2021), the researcher suggests that the school head teachers should follow the four steps in conducting a successful instructional supervision namely: planning the lesson observation together with teachers, conducting the lesson observation, giving feedback on the lesson and reflecting on how the lesson can be improved together with the teachers.

5.2. Conclusion

The main goal of this research study was, to study the influence of instructional supervision on development of competences, for primary teachers of science and elementary technology in Gasabo District in terms of lesson preparation.

It was realized that the instructional supervision practices that happen before classroom observation such as clarifying the purpose of instructional supervision, discussing with teachers on the instructional activities and assessment strategies are rarely done by the school head teachers. However, they get involved in classroom observation practices such as assessing the use of teaching and learning aids, checking the availability of pedagogical documents, assessing instructional activities and assessment strategies during teaching and learning, nevertheless rarely intervene in instructional feedback sessions with teachers.

This made teachers fail to effectively plan all lessons before teaching, prepare relevant teaching and learning materials for the lesson, plan for assessment activities appropriately for the level of the students. However, it was abundantly evident that instructional supervision practices have high positive influence with teachers' competences in public primary schools in Gasabo District. Similarly, many researchers and authors in the literature, believe that the instructional supervision practices before lesson observation, during lesson observation and the post-observation conference influence the teacher's competences.

5.3. Recommendation

Based on the findings, in order to improve the quality of instructional supervision practices with the aim of developing teachers' competences in lesson preparation, the study recommends the following practices:

Implement Consistent Pre-Observation Conferences: Head teachers should regularly conduct pre-observation conferences to discuss lesson objectives, instructional strategies, and assessment methods with teachers. This collaborative approach will ensure that teachers are well-prepared and aligned with the goals of instructional supervision.

Enhance the Quality of Classroom Observations: Training programs for head teachers should focus on effective observation techniques and the importance of providing detailed, constructive feedback. This will help standardize the quality of observations and ensure that teachers receive meaningful insights into their teaching practices.

Structured Post-Observation Feedback: Post-observation sessions should be mandatory and structured to include reflective discussions. Head teachers should provide specific, actionable feedback that addresses both strengths and areas for improvement, fostering a culture of continuous professional development.

Regular Professional Development Workshops: Organize workshops and training sessions for head teachers and teachers to share best practices in instructional supervision and lesson preparation. These sessions can serve as platforms for ongoing learning and professional growth.

Monitoring and Evaluation: Establish a system to monitor and evaluate the effectiveness of instructional supervision practices. Regular assessments will help identify areas for improvement and ensure that supervision practices are continuously refined to meet the needs of teachers and students.

Encourage Peer Observations and Support: Promote a culture of peer observation and support among teachers. By observing and providing feedback to each other, teachers can share successful strategies and collaboratively address challenges, enhancing their overall competences.

We recommend that Sector Education Inspectors (SEIs) conduct regular inspections in their designated areas to evaluate the effectiveness of instructional supervision in schools. This will encourage primary school head teachers to actively engage in their own instructional supervision practices. By addressing these recommendations, schools in the Gasabo District can improve the effectiveness of instructional supervision, thereby enhancing the professional growth of teachers and ultimately leading to better student learning outcomes.

5.4. Suggestions for Further Studies

Further studies should be done:

- To assess the effect of instructional supervision practices on teacher's competences in private primary schools since private schools seem to perform better than public schools
- To assess the effect of instructional supervision practices on other subjects taught at primary level rather than Science and Elementary Technology.

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APPENDICES:

APPENDIX I: Research Ethical Clearance



UNIVERSITY of
RWANDA

COLLEGE OF EDUCATION

RESEARCH AND INNOVATION OFFICE

Rukara, 14th March, 2023

Ref: 03/DRI-CE/047(a)/ EN/gi/2023

Mr Emmanuel NSENGUMUREMYI
Master Student
Master of Education in Educational Leadership and Management
School of Education
UR-CE

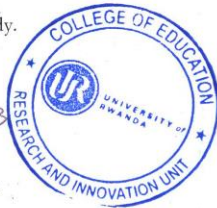
Dear Mr Nsengumuremyi,

RE: RESEARCH ETHICAL CLEARANCE FOR YOUR STUDY

Following your application for research clearance for your study entitled: **“Effect of instructional supervision on teacher’s competences in public primary schools.” A case of Primary SET teachers in Gasabo district.”**

Having reviewed your application and being satisfied with your protocol (your research topic, interview schedule, and informed consent): your study is ethically acceptable. This ethical clearance shall last for 6 months and is renewable upon your request and presentation of the progress report to the UR-CE Research Screening and Ethics Clearance Committee (RSEC-C) through the Research and Innovation Unit. Please note that you will have to apply for ethical clearance before making changes in the protocol during the implementation phase. The Research and Innovation Unit shall receive a final copy of your study report at the end of your study.

We wish you success in your study.



Assoc. Prof. Eugene Ndabaga
Chairperson, UR-CE RSEC-C
Director of Research and Innovation Unit
Tel.: 250788308862
Email: ndabagav@yahoo.ic
UR-College of Education
Cc:

- The Principal, CE
- Director, ACEITLMS-CE
- Dr Dan Imaniraho (Supervisor)

Appendix II: Research Permit



Republic of Rwanda
City of Kigali



Ref. n° ... 89.27 /07.01.16/23

Kigali, on... 23 MARS 2023

Mr. NSENGUMUREMYI Emmanuel
Tel: 0783792755
Email: nsengumuremyimm@gmail.com

Dear Sir,

Re: Your request for permission of data collection

Reference is made to your letter dated on 14th March 2023 requesting for permission of data collection in Gasabo District/ City of Kigali on “*Effect of instructional supervision on teacher’s competences in public primary schools.*” A case of primary SET teachers in Gasabo District;

We would like to inform you that your request is hereby granted. However, before starting your research, you must first introduce you to the **Administration of Gasabo District**, and clarifying your need.

Sincerely,



Joseph NIYONGABO
Director General of Corporate Services

Cc:

- City Manager of the City of Kigali
- District Executive Administrator/ Gasabo

KIGALI

APPENDIX III: Interview questions

The purpose of using this interview is to collect data on influence of instructional supervision done by the Head teacher on the development of science and elementary technology teachers' competences in lesson planning in public primary schools of Gasabo district in Rwanda. Before we begin, I would like to let you know that your name and the name of your school will remain anonymous and that information you will provide will be kept confidential and be used only for the purpose of the research. Please feel free to stop me at any point and ask questions that may arise.

SECTION A: General information

Gender..... Working years as teacher: ...

SECTION B: Interview questions

Instructional supervision practices.

1. What activities do you carry out with your school headteacher to prepare for the classroom observation?
2. How does the school headteacher organize for the classroom observation in your class?
3. How does the school headteacher conducts the feedback session after lesson observation?
4. How do you understand the comments given to you during the feedback session after lesson observation?
5. How useful do you think instructional supervision practices is, in terms of improving your lesson planning competences?

Thank you for your participation!

APPENDIX IV: Turn tin Report

Influence of head-teachers' instructional supervision on science and elementary technology teachers' competences in lesson preparation in public primary schools in Gasabo district

ORIGINALITY REPORT



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APPENDIX V: School Head teachers' general comments on teachers' lesson plans

SCHOOL 1									
OBSERVATION GUIDE FOR THE HEAD TEACHERS									
School Code: EPTAB		Sector: KINYINYA		District: GASABO		School Head Code: TABHT			
#	Code of SET teacher	Class	Dates of lesson observations	Subject	Overall head teacher's comment on lesson plans		After a series of lesson observations, the teacher is able to.....	After a series of lesson observations, still he teacher struggles with	Results from Interview
					Strong points	Areas for improvement			
1	TAB1	P2	<input type="checkbox"/> Jan. 2023 <input type="checkbox"/> Feb.2023 <input type="checkbox"/> Mar.2023	SET	<p>-The lesson steps are well timed</p> <p>-Good introduction of the lesson.</p> <p>-Evaluation activities are well provided.</p>	<p>-Instructional objectives were not clear</p> <p>-Teaching and learning materials used were not enough</p> <p>-Activities of the lesson were not learners focused</p> <p>-Teaching and learning strategies do not facilitate students interaction</p>	<ul style="list-style-type: none"> • set assessment activities to effectively assess the learning throughout the lesson. • Preparing all the instructional materials for the lesson (materials, audio visual equipment, etc.) to make learning more meaningful for all learners' abilities. 	<ul style="list-style-type: none"> • Setting a SMART instructional objective for the lesson with five elements. • Setting lesson activities for the students to encourage them to interact in groups • Using teaching and learning strategies to facilitate students interaction 	<ul style="list-style-type: none"> ➤ Before lesson observation, the School headteacher doesn't help the teacher in lesson preparation ➤ During lesson observation, the school headteacher comes in class on time, observes the teacher teaching and records the classroom events ➤ After lesson observation, the school headteacher doesn't sit with the teacher to discuss how the lesson went. ➤ All the comments given to the teacher are not understandable. ➤ The school doesn't help the teacher to fill in the gap identified.
2	TAB2	P3	<input type="checkbox"/> Jan. 2023 <input type="checkbox"/> Feb.2023 <input type="checkbox"/> Mar.2023	SET	<p>-Activities set for the students to encourage them to interact in groups</p>	<p>-There is a need to set a clear and meaningful instructional objective of the lesson</p> <p>-Stimulating resources are not provided in the lesson plan.</p>	<ul style="list-style-type: none"> • set students activities which encourage them to interact in groups. 	<ul style="list-style-type: none"> • Setting a SMART instructional objective of the lesson with five elements. • Providing the stimulating teaching and learning materials for the lesson to make learning more meaningful for all learners' abilities. • Setting assessment activities to effectively assess the learning throughout the lesson. 	<ul style="list-style-type: none"> ➤ Before lesson observation, the head teacher doesn't organize any activity with the teacher. He only informs her when to come in her class for classroom observation. ➤ During the lesson observation, the head teacher comes on time, check pedagogical docs and records the classroom events.

						<p>-Following the steps for SET lesson plan -Assessment activities do not facilitate to measure what every learner is able to do.</p>		<ul style="list-style-type: none"> • Using teaching and learning strategies which facilitate students interaction in teaching and learning 	<ul style="list-style-type: none"> ➤ After lesson observation, the headteacher doesn't get enough time to discuss with the teacher how the lesson went. ➤ Some comments from the headteacher are not well understood because there are times he tells her to read the comments which is sometimes understandable on her side. ➤ The school headteacher does not help to fill the gap identified during the instruction supervision.
3	TAB 3	P1	<input type="checkbox"/> Jan. 2023 <input type="checkbox"/> Feb.2023 <input type="checkbox"/> Mar.2023	SET	<p>-Effective teaching and learning strategies</p>	<p>-Instructional objectives don't have five components -Lack of stimulating teaching and learning aids -Teaching and learning activities - Evaluation exercises are not enough</p>	<ul style="list-style-type: none"> • Using effective teaching strategies like group work and pair works 	<ul style="list-style-type: none"> • Setting a SMART instructional objective of the lesson with five elements • Providing the stimulating teaching and learning aids for the lesson to make learning more meaningful for all learners' abilities. • Setting assessment activities to effectively assess the learning throughout the lesson. • Setting activities for the lesson which help students to explore the lesson through interaction among themselves 	<ul style="list-style-type: none"> ➤ Before lesson observation starts, the head teacher doesn't organize any other activity with the teacher. He only informs him when to come for lesson observation and the teacher prepares himself for observation. ➤ During lesson observation, the head teacher only comes in class, greets students and checks the availability of the pedagogical documents and takes notes of everything. ➤ After lesson observation, the Head teacher tells the teacher what he did well. They don't sit for the debriefing. ➤ The teacher doesn't understand very well the comments from the lesson observation. He rushes and doesn't take time with the teacher. ➤ The school headteacher doesn't help to implement the feedback from instructional supervision.

4	TAB4	P4	<input type="checkbox"/> Jan. 2023 <input type="checkbox"/> Feb.2023 <input type="checkbox"/> Mar.2023	SET	<p>-Well stated instruction objective containing 5 elements</p>	<p>-Organizing students' activities for the lesson</p> <p>-Using effective teaching strategies such as group work and pair work</p> <p>-Preparation of evaluation activities</p>	<ul style="list-style-type: none"> • Stating a SMART instructional objective catering for five elements 	<ul style="list-style-type: none"> • Organizing students' activities varying them to be individual, group or class based • Providing the relevant teaching and learning aids to make learning more meaningful for all learners' abilities. • Encourage learner centered strategies: games, brainstorming, role play or group discussion to make learning more meaningful for all learners' abilities. • Setting assessment activities to effectively assess the learning throughout the lesson. 	<ul style="list-style-type: none"> ➤ Before teaching starts, the headteacher doesn't prepare with the teacher. He just informs him when to have the lesson observation. ➤ During the lesson observation, the school headteacher comes in class and asks for pedagogical documents. He records the classroom events. ➤ After lesson observation, the headteacher calls the teacher outside and they stand and he tells him what to improve. ➤ Sometimes the feedback given to the teacher is not clear, because the he tells the teacher to go and read the comments alone. ➤ The school headteacher doesn't help to implement the feedback, because there is no clear plan to follow up on how teachers improve.
5	TAB5	P5	<input type="checkbox"/> Jan. 2023 <input type="checkbox"/> Feb.2023 <input type="checkbox"/> Mar.2023	SET	<p>-Setting instructional objective effectively using the action verbs and containing five elements</p>	<p>-Choosing of relevant teaching and learning aids</p> <p>-Organizing activities for the students.</p> <p>-Encourage learner-centered strategies for the lesson</p>	<ul style="list-style-type: none"> • Stating a SMART instructional objective catering for five elements 	<ul style="list-style-type: none"> • Choosing relevant teaching and learning aids to make the learning more meaningful for all learners' abilities. • Organizing activities for the students to help students interact among themselves. • Encourage learner-centered strategies for the lesson using games, role play and group discussion • Setting assessment activities to effectively assess the learning throughout the lesson. 	<ul style="list-style-type: none"> ➤ Before teaching starts, the headteacher only informs the teacher when to have the lesson observation with him. He doesn't get involved into other activities with him. ➤ During the lesson observation, the school headteacher respects time for observation, checks the pedagogical documents. ➤ After lesson observation, the school headteacher gets little time to tell the teacher what he has to improve. They never sit to plan how to fill in the gap identified.

										<ul style="list-style-type: none"> ➤ Most of the time, the teacher doesn't understand very well the feedback provided to him because the school headteacher doesn't take enough time with him to discuss on the lesson. ➤ The school head teacher doesn't help to fill in the gap identified. After lesson observation he doesn't come back to check whether is progressing.
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Conclusion on School 1:

➤ **Instructional supervision procedures**

Practices related to before classroom observation:

In school 1, the headteacher doesn't respect the procedures instructional supervision. He doesn't support teachers in some activities to be carried out before classroom observation. He only informs them on the time for observation, but he doesn't get time to teachers to help teachers to set a clear instructional objective of the lesson, discussing with teachers on the relevant instructional materials to use or organizing together the instructional activities. In their words one said: *“Before observation, my head teacher, just informs me when he will come for observation. He doesn't ask me about the lesson I have teach. He doesn't organize any other activity with me”*.

Practices related to classroom observation:

In this school, the school headteacher respects the procedures for classroom observation. He comes to observe teachers on time. He greets students, asks the teachers to present the pedagogical documents, observes the teachers teaching and records the classroom events. In his words, one teacher said: *“During classroom observation, the school head teacher comes in class, asks me to present the pedagogical documents, he checks the availability of teaching and learning aids, instructional and assessment strategies, he observes me teaching and then records the classroom events”*.

Practices related to after classroom observation:

After lesson observation, teachers should be involved in constructive feedback. Normally, if the feedback is well given, it results in better teaching and learning practices. It helps teachers improve their practice by identifying strengths (practices that they should continue) and areas for improvement (changes to their practice that they should prioritize). At this school, the school head teacher doesn't take time to provide teachers with feedback on what should be improved, especially in lesson planning. In the interviews, one teacher said: *“After lesson observation, the head teacher immediately tells me what I did not do well in lesson planning as well as in teaching students. Normally we don't sit and share how the lesson went. We rarely sit and plan how to improve on the points that identified to have the gap in general”*. So, the school head teachers can improve these practices by choosing an appropriate place for feedback after lesson observations, giving teachers immediate feedback, taking enough time to discuss on the feedback, and planning for support to teachers for them to improve their practices.

➤ **Teachers’ understanding of the comments given to them**

The comments from instructional supervision should be clear, precise, and cite specific examples from the observation. They should directly support the teacher to improve his/her practice. At this school, the comments provided to the teachers were not clearly stated to help the teacher know what to improve. Again the headteacher doesn’t sit with them for debriefing session, where he should explain to the teachers what to improve next time. When they were asked about how they understand the feedback given to them on lesson preparation, one teacher said: *“I did not understand the head teacher’s feedback well because, sometimes he just tells me to go and read what he has written and sometimes I fail to understand very well. For example, when he writes: “Your instructional objective was not clear”. I did not understand what to do about it.*

➤ **Transformation:**

#	Area of development in lesson planning	Number of teachers who changed their performing.	Percentage
1.	Setting a SMART instructional objective for the lesson with five elements.	2/5	40%
2.	Preparing all the instructional materials for the lesson to make learning more meaningful for all learners’ abilities.	1/5	20%
3.	Using teaching and learning strategies to facilitate students interaction	1/5	20%
4.	Setting lesson activities for the students to encourage them to interact in groups	1/5	20%
5.	Setting assessment activities to effectively assess the learning throughout the lesson.	1/5	20%

Generally, the transformation is at low level whereby, the only two in five teachers can easily formulate the SMART instructional objective of the SET lesson, one can easily prepare relevant instructional materials, using teaching and learning strategies to facilitate students’ interaction, setting lesson activities for the students to encourage them to interact in groups and setting assessment activities to effectively assess the learning throughout the lesson.

➤ **Influence of instructional supervision practices on teacher development of competences**

Looking at the results of the transformation state in this school, one can conclude that the transformation is at low level (20% -40% of teachers changed the way they lesson plan their lessons). This is due to the fact that, the school headteacher doesn’t respect the procedure of instructional supervision whereby he has to support teachers before classroom observation. He only comes in class to observe them but fail to provide teachers with constructive feedback. Another reason for low influence is that, in this school head teachers provide teachers with unclear or incomplete comments on teacher lesson planning. Which makes it hard to understand what to do next. Not only that, but also, teachers do not ask for clarification on the feedback provided to them.

SCHOOL 2 OBSERVATION GUIDE FOR THE HEAD TEACHERS									
School Code: EPKIB			Sector: KIMIRONKO		District: GASABO		School Head teacher Code: KIBAHT		
#	Code of SET teacher	Class	Dates of lesson observations	Subject	Overall head teacher's comment on lesson plans		After a series of lesson observations, the teacher is able to.....	After a series of lesson observations, still he teacher struggles with	Results from Interview
					Strong points	Areas for improvement			
1	EPKIB 1	P2	<input type="checkbox"/> Jan. 2023 <input type="checkbox"/> Feb.2023 <input type="checkbox"/> Mar.2023	SET	<p>-The instructional objective is well set with five components.</p> <p>-The instructional materials prepared are effective and allow students to fully interact.</p> <p>-The assessment activities measure what students have already studied</p>	<p>-Activities of the lesson should encourage students to interact</p> <p>-Teaching and learning strategies do not facilitate students interaction</p>	<ul style="list-style-type: none"> • Set a SMART instructional objective for the lesson with five elements. • Prepare all the instructional materials for the lesson (materials, audio visual equipment, etc.) to make learning more meaningful for all learners' abilities. • set assessment activities to effectively assess the learning throughout the lesson. • Using learner centered strategies: group work, pair work, brainstorming and presentations and learning strategies to facilitate students interaction 	<ul style="list-style-type: none"> • Setting lesson activities for the students to encourage them to interact in groups 	<ul style="list-style-type: none"> ○ Before lesson observation, the headteacher, clarifies for the teacher the purpose of instructional supervision, discusses with me the strategies to be used during instruction, the teaching and learning aids be used as well as assessment activities. They agree on the time for lesson observation. ○ During lesson observation, the school headteacher comes on time, asks for pedagogical documents, observes the teacher teaching and records the classroom events. ○ After lesson observation, the head teacher chooses an appropriate place for feedback and immediately discusses with the teacher the strong points of the lesson and the areas which need improvement. They plan for instructional support together for the teacher to improve. ○ The teacher understands the feedback from the head teacher. This is because they always sit together and discuss the classroom events and how I have to improve lesson planning. ○ The headteacher helps the teacher to implement the feedback given through the organization of CPD at school.

2	EPKIB 2	P4	<input type="checkbox"/> Jan. 2023 <input type="checkbox"/> Feb.2023 <input type="checkbox"/> Mar.2023	SET	<p>-The instructional objective is well set with action verb and five components.</p> <p>-Teaching and learning materials for the lesson are effective</p> <p>- The assessment activities are effectively used to help assess the learning throughout the lesson.</p>	<p>-Teaching and learning activities do not encourage students to interact</p> <p>-Teaching strategies she uses do not facilitate students to acquire knowledge, develop skills</p>	<ul style="list-style-type: none"> • Set the instructional objective of the lessons effectively • Effectively prepare the instructional materials for the lesson (materials, audio visual equipment, etc.) • Use the assessment activities to help to effectively assess the learning throughout the lesson 	<ul style="list-style-type: none"> • Organizing activities for the students to help students interact among themselves. • Encouraging learner-centered strategies for the lesson, using games, role play and group discussion 	<ul style="list-style-type: none"> ○ Before lesson observation, the headteacher, clarifies for the teacher the purpose of instructional supervision, discusses with him the strategies to be used during instruction, the teaching and learning aids be used as well as assessment activities. They agree on the time for lesson observation. ○ During lesson observation, the school headteacher comes on time, asks for pedagogical documents, observes the teacher teaching and records the classroom events. ○ After lesson observation, the head teacher chooses an appropriate place for feedback and immediately discusses with the teacher the strong points of the lesson and the areas which need improvement. They plan for instructional support together for improvement ○ The teacher always understands the feedback from the head teacher. This is because they always sit together and discuss the classroom events and how to improve lesson planning. ○ The headteacher helps the teacher to implement the feedback given through the organization of CPD at school.
3	EPKIB 3	P5	<input type="checkbox"/> Jan. 2023 <input type="checkbox"/> Feb.2023 <input type="checkbox"/> Mar.2023	SET	<p>-Instructional objective is well set</p> <p>-Use of teaching and learning aids</p>	<p>- Evaluation exercises are not enough for the students to measure the</p>	<ul style="list-style-type: none"> • Set a SMART instructional objective of the lesson with five elements and action verb. 	<ul style="list-style-type: none"> • Setting assessment activities to effectively assess the learning throughout the lesson 	<ul style="list-style-type: none"> ➤ Before lesson observation, the headteacher, clarifies for the teacher the purpose of instructional supervision, discusses with him the strategies to be used during

					<p>-Teaching strategies were effective - Students activities were well set.</p>	<p>attainment of the instructional objective</p>	<ul style="list-style-type: none"> • Provide the stimulating teaching and learning aids for the lesson to make learning more meaningful for all learners' abilities. • Use teaching and learning strategies to facilitate students' interaction. • Set activities for the lesson which help students to explore the lesson through interaction among themselves. 		<p>instruction, the teaching and learning aids be used as well as assessment activities. They agree on the time for lesson observation together.</p> <ul style="list-style-type: none"> ➤ During lesson observation, the head teacher only comes in class, greets students. The teacher presents the pedagogical documents and takes notes of the classroom events for further feedback. ➤ After lesson observation, the head teacher organizes the debriefing session in an appropriate place for feedback and immediately discusses with the teacher the strong points of the lesson and the areas which need improvement. They plan for instructional support together. ➤ The teacher generally understands the feedback from the head teacher. This is because they always sit together and discuss the classroom events and how to improve lesson planning. ○ The headteacher helps the teacher to organize the CPDs at school level and sometimes comes to evaluate the progress the teacher makes after feedback.
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4	EPKIB 4	P4	<input type="checkbox"/> Jan. 2023 <input type="checkbox"/> Feb.2023 <input type="checkbox"/> Mar.2023	SET	<p>-The instructional objective is well set with five components.</p> <p>-The instructional materials prepared are effective and allow students to fully interact.</p> <p>-The assessment activities measure what students have already studied</p>	<p>- Students' activities for the lesson have to encourage students' interaction</p> <p>-The choice of teaching and learning strategies do not facilitate students to interact</p> <p>-</p>	<ul style="list-style-type: none"> • Set a SMART instructional objective of the lesson with five elements and action verb. • Provide the stimulating teaching and learning aids for the lesson to make learning more meaningful for all learners' abilities. • Use assessment activities to effectively assess the learning throughout the lesson 	<ul style="list-style-type: none"> • Organizing students' activities varying them to be individual, group or class based • Encourage learner centered strategies: games, brainstorming, role play or group discussion to make learning more meaningful for all learners' abilities. 	<ul style="list-style-type: none"> ➤ Before lesson observation, the headteacher, organizes some activities with the teacher. He clarifies for the teacher the purpose of instructional supervision, discusses with him the strategies to be used during instruction, the teaching and learning aids be used as well as assessment activities. They discuss and agree on the time for lesson observation together. ➤ During lesson observation, the head teacher enters in class on time, greets students. The teacher presents the pedagogical documents and the headteacher takes notes of the classroom events for further feedback. ➤ After lesson observation, the head teacher organizes the debriefing session in an appropriate place. He discusses with the teacher the strong points of the lesson and the areas which need improvement. They plan for instructional support together. ➤ During the feedback session, the teacher generally understands the feedback from the head teacher. This is because they always sit together and discuss the classroom events and how to improve lesson planning. ➤ The headteacher helps the teacher to organize the CPDs at school level and sometimes comes to evaluate the progress the teacher makes after feedback.
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Conclusion on School 2:

➤ Instructional supervision procedures

Practices related to before classroom observation:

In school 2, the headteacher respects the procedures instructional supervision. She supports her teachers in some activities to be carried out before classroom observation such as clarifying for the teacher the purpose of instructional supervision, discussing with the teacher the strategies to be used during instruction, the teaching and learning aids be used as well as assessment activities. In their words one teacher said: *“Before observation starts, my head teacher, helps me to understand the purpose of instructional supervision, discussing with me the strategies to be used during instruction, the teaching and learning aids be used as well as assessment strategies”*.

Practices related to classroom observation:

In this school, the school headteacher respects the procedures for classroom observation. She comes to observe teachers on time. She greets students, asks the teachers to present the pedagogical documents, observes the teachers teaching and records the classroom events. In his words, one teacher said: *“The classroom observation starts when the headteacher comes in class. She arrives on time, and greets students, takes the pedagogical documents, she checks the availability of teaching and learning aids, assesses instructional activities and assessment strategies. She observes me teaching and then records the classroom events”*.

Practices related to after classroom observation:

After lesson observation, teachers should be involved in constructive feedback. Normally, if the feedback is well given, it results in better teaching and learning practices. It helps teachers improve their practice by identifying strengths (practices that they should continue) and areas for improvement (changes to their practice that they should prioritize). At this school, the school head teacher takes time to provide teachers with feedback on what should be improved, especially in lesson planning. In the interviews, one teacher said: *“After lesson observation, my head teacher chooses an appropriate place for feedback and immediately discusses with me the strong points of my lesson and the areas which need improvement. We plan for instructional support together for improvement”*.

➤ Teachers’ understanding of the comments given to them

The comments from instructional supervision should be clear, precise, and cite specific examples from the observation. They should directly support the teacher to improve his/her practice. At this school, the comments provided to the teachers were clearly stated to help the teacher know what to improve. What make it better is that the headteacher sits with teachers for debriefing session, where she explains to the teachers what to improve next time. When they were asked about how they understand the feedback given to them on lesson preparation, one teacher said: *“I always understand the feedback from my head teacher. We always sit together and discuss the classroom events and how I have to improve in lesson planning.*

➤ Transformation:

#	Area of development in lesson planning school 2	Number of teachers who changed their performance	Percentage
1.	Setting a SMART instructional objective for the lesson with five elements.	5/5	100%
2.	Preparing all the instructional materials for the lesson to make learning more meaningful for all learners’ abilities.	5/5	100%
3.	Using teaching and learning strategies to facilitate students interaction	2/5	40%
4.	Setting lesson activities which encourage students to interact in groups	2/5	40%
5.	Setting assessment activities to effectively assess the learning throughout the lesson.	4/5	80%

Generally, at this school, the transformation is at a moderate level whereby, the five teachers (100%) who participated in this research were found to be able to formulate the SMART instructional objective of the SET lesson and can easily prepare relevant instructional materials, while four among them (80%) can set assessment activities to effectively assess the learning throughout the lesson. However only two teachers (40%) use effective teaching and learning strategies to facilitate students' interaction and two teachers (40%) again can effectively set lesson activities for the students to encourage them to interact in groups and setting.

➤ **Influence of instructional supervision practices on teacher development of competences**

Looking at the results of the transformation state in this school, one can conclude that there are some areas of lesson planning which are at high level. These are some areas of lesson planning where teachers are performing well such as formulating the SMART instructional objective of the SET lesson (100%), preparing relevant instructional materials for the lesson (100%), and setting assessment activities to effectively assess the learning throughout the lesson (80%). This is due to the fact that, the school headteacher tries to respect the procedure of instructional supervision whereby she supports teachers before classroom observation. She helps teachers to understand the purpose of instructional supervision, discusses with them the strategies to be used during instruction, the teaching and learning aids to be used as well as assessment strategies. Then during classroom observation, she observes teachers and records the classroom events. After lesson observation, this school headteacher provided teachers with constructive feedback.

In addition to this, the influence of instructional supervision practices is at a moderate level because the school headteacher provides teachers with clear and complete comments on teachers' lesson plans.

However, other areas such as using effective teaching and learning strategies to facilitate students' interaction (40%) and effectively setting lesson activities for the students to encourage them interact in groups and setting are at low level (40%), are at low level. The school headteacher can improve these areas by organizing some CPD activities where SET teachers will be guided on how to set learner centered activities using effective teaching and learning strategies that cater for students' interactions.

Generally, the influence of instructional supervision practices in this school is at a moderate level, because there are some areas of lesson planning which are not well performed by teachers. It is then the responsibility of the school headteacher to increase the support in those areas for effective lesson planning.

SCHOOL 3 **OBSERVATION GUIDE FOR THE HEAD TEACHERS**
School Code: EPNGAR **Sector: BUMBOGO** **District: GASABO** **School Head Code: NGARHT**

#	Code of SET teacher	Class	Dates of lesson observations	Subject	Overall head teacher's comment on lesson plans		After a series of lesson observations, the teacher is able to.....	After a series of lesson observations, still he teacher struggles with	Results from Interview
					Strong points	Areas for improvement			
1	NGAR1	P4	<input type="checkbox"/> Jan. 2023 <input type="checkbox"/> Feb.2023 <input type="checkbox"/> Mar.2023	SET	<p>- Instructional objective is clearly set and shows the competences students develop after studying.</p> <p>-Use of teaching and learning aids including photos, and photographs.</p>	<p>-Activities of the lesson were not learner focused.</p> <p>-Teaching and learning strategies do not facilitate students' interaction.</p> <p>-Assessment activities are not linked to the instructional objective set</p>	<ul style="list-style-type: none"> • set a SMART instructional objective for the lesson with five elements and action verbs • prepare all the instructional materials for the lesson (materials, audio visual equipment, etc.) to make learning more meaningful for all learners' abilities. 	<ul style="list-style-type: none"> • Setting lesson activities for the students to encourage them to interact in groups • Using teaching and learning strategies to facilitate students' interaction • Setting assessment activities to effectively assess the learning throughout the lesson. 	<ul style="list-style-type: none"> ➤ Before lesson observation, the school headteacher doesn't help the teacher to prepare for classroom observation. He only informs him the time for lesson observation. ➤ During lesson observation, the school headteacher doesn't come in class on time. When he comes, he observes the teacher teaching and records the classroom events. ➤ After lesson observation, the school headteacher doesn't sit with the teacher to discuss how the lesson went. He calls him outside shortly and tells the teacher what he did wrong and tells him to ready the comments for further information. ➤ All the comments given to the teacher are not understandable. This is because, mostly, the school head teacher informs him to read the comments. ➤ The school headteacher doesn't help the teacher to fill in the gap identified. The organized CPDs do not help to overcome the challenges.

2	NGAR2	P3	<input type="checkbox"/> Jan. 2023 <input type="checkbox"/> Feb.2023 <input type="checkbox"/> Mar.2023	SET	<p>- Instructional objective is clearly set and shows the competences students develop after studying.</p> <p>-Use of teaching and learning aids including photos, and photographs.</p>	<p>-Activities of the lesson were not learner focused.</p> <p>-Teaching and learning strategies do not facilitate students' interaction.</p> <p>-Assessment activities are not linked to the instructional objective set</p>	<ul style="list-style-type: none"> • set a SMART instructional objective for the lesson with five elements and action verbs • prepare all the instructional materials for the lesson (materials, audio visual equipment, etc.) to make learning more meaningful for all learners' abilities. 	<ul style="list-style-type: none"> • Setting lesson activities for the students to encourage them to interact in groups, individually or whole classroom activities • Using teaching and learning strategies that facilitate students' interaction. • Setting assessment activities to effectively assess the learning throughout the lesson. • 	<ul style="list-style-type: none"> ➤ Before lesson observation, the head teacher doesn't organize any activity with the teacher. He only informs her when to come in her class for classroom observation. ➤ During the lesson observation, the head teacher doesn't come on time. Sometimes he finds teacher teaching. He checks pedagogical documents and records the classroom events. ➤ After lesson observation, the headteacher doesn't get enough time to discuss with the teacher how the lesson went. He calls him and they stand in the school compound for discussion on how the lesson went. ➤ Some comments from the headteacher are not well understood because there are times he tells her to read the comments which is sometimes understandable to the teacher. ➤ The school headteacher does not help to fill the gap identified during the instruction supervision.
3	NGAR 3	P5	<input type="checkbox"/> Jan. 2023 <input type="checkbox"/> Feb.2023 <input type="checkbox"/> Mar.2023	SET	<p>- Instructional objective is clearly set and shows the competences students develop after studying.</p>	<p>-Activities of the lesson were not learner focused.</p> <p>-Teaching and learning strategies do not facilitate students' interaction.</p>	<ul style="list-style-type: none"> • set a SMART instructional objective for the lesson with five elements and action verbs • prepare all the instructional materials for the 	<ul style="list-style-type: none"> • Setting lesson activities for the students to encourage them to interact in groups, individually or whole classroom activities 	<ul style="list-style-type: none"> ➤ Before lesson observation starts, the head teacher doesn't organize any other activity with the teacher. He only informs him when to come for lesson observation and the teacher prepares himself for observation.

					-Use of teaching and learning aids including photos, and photographs.	-Assessment activities are not linked to the instructional objective set	lesson (materials, audio visual equipment, etc.) to make learning more meaningful for all learners' abilities.	<ul style="list-style-type: none"> • Using teaching and learning strategies that facilitate students' interaction. • Setting assessment activities to effectively assess the learning throughout the lesson 	<ul style="list-style-type: none"> ➤ During lesson observation, the head teacher only comes in class, greets students and checks the availability of the pedagogical documents and takes notes of the classroom events. ➤ After lesson observation, the head teacher tells the teacher to meet outside in the compound and he tells him what he did well. They don't sit for serious debriefing. ➤ The headteacher doesn't always provide enough time for the debriefing session. This makes the teacher not to understand very well the comments from the lesson observation. He always gives him the written comments for further information. ➤ The school headteacher doesn't help to implement the feedback from instructional supervision, by filling in the gap identified in lesson planning.
4	NGAR 4	P2	<input type="checkbox"/> Jan. 2023 <input type="checkbox"/> Feb.2023 <input type="checkbox"/> Mar.2023	SET	<p>-Effective use of teaching and learning aids including in class</p> <p>- Activities of the lesson were learner focused.</p> <p>-Teaching and learning strategies used facilitate</p>	<p>- Instructional objective is clearly set and shows the competences students develop after studying.</p> <p>-Assessment activities are not linked to the instructional objective set</p>	<ul style="list-style-type: none"> • set lesson activities for the students that encourage them to interact in groups, individually or as a whole classroom. • use teaching and learning strategies: games, brainstorming, role play or group discussion that 	<ul style="list-style-type: none"> • setting a SMART instructional objective for the lesson with five elements and action verbs. • setting assessment activities to effectively assess the learning 	<ul style="list-style-type: none"> ➤ Before teaching starts, the headteacher doesn't prepare with the teacher. He just informs him when to have the lesson observation. ➤ During the lesson observation, the school headteacher comes in class for lesson observation and asks for pedagogical documents. He checks them and records the classroom events.

					students' interaction		facilitate students' interaction.	throughout the lesson. <ul style="list-style-type: none"> • preparing all the instructional materials for the lesson to make learning more meaningful for all learners' abilities. 	<ul style="list-style-type: none"> ➤ After lesson observation, the headteacher calls the teacher outside and they share how they lesson went. He really sits with the teacher for feedback. ➤ Sometimes the feedback given to the teacher is not clear, because the he doesn't sit with the teacher to help him understand comments. ➤ The school headteacher doesn't help to implement the feedback, because there is no clear plan to follow up on how teachers improve on the areas identified as having the gaps in instructional supervision.
5	NGAR5	P1	<input type="checkbox"/> Jan. 2023 <input type="checkbox"/> Feb.2023 <input type="checkbox"/> Mar.2023	SET	<p>-Setting instructional objective effectively using the action verbs and containing five elements</p> <p>-Choosing of relevant teaching and learning aids for the lesson</p> <p>-Assessment activities to effectively assess learning.</p>	<p>-The activities set for the students are not learner focused.</p> <p>-Using the learner-centered strategies for the lesson such as group work, presentation, pair work games and songs</p>	<ul style="list-style-type: none"> • State a SMART instructional objective for the lesson catering for five elements. • Choosing relevant teaching and learning aids to make the learning more meaningful for all learners' abilities. • Setting assessment activities to effectively assess the learning throughout the lesson 	<ul style="list-style-type: none"> • Organizing activities for the students to help students interact among themselves. • Encourage learner-centered strategies for the lesson using games, role play and group discussion 	<ul style="list-style-type: none"> ➤ Before teaching starts, the headteacher only informs the teacher when to have the lesson observation with him. He doesn't get involved into other activities with him. The teacher starts preparing for the lesson observation. ➤ During the lesson observation, the school headteacher comes on time for observation, he checks the pedagogical documents and records the classroom events. ➤ After lesson observation, the school headteacher gets little time to tell the teacher what he has to improve. They never sit to plan how to fill in the gap identified. ➤ Most of the time, the teacher doesn't understand very well

									<p>the feedback provided to him because the school headteacher doesn't take enough time with him to discuss on the lesson.</p> <p>➤ The school head teacher doesn't help to fill in the gap identified. After lesson observation he doesn't come back to check whether is progressing.</p>
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Conclusion on School 3:

➤ **Instructional supervision procedures**

Practices related to before classroom observation:

1. In school 3, the headteacher doesn't respect the procedures instructional supervision. He doesn't support teachers in some activities to be carried out before classroom observation. He only informs teachers on the time for observation, but he doesn't get time to help teachers set a clear instructional objective of the lesson, discuss with them on the relevant instructional materials to use or organize together the instructional activities for the lesson. During the interview, one teacher said: *"Before coming to observe in class, the head teacher doesn't carry any other activity with me. He only informs me when he will come for observation. When time comes, I see him coming in my class"*.

Practices related to classroom observation:

In school 3, the school headteacher comes in class for lesson observation. Sometimes he doesn't respect time, and teachers have to wait for him. When he enters the class, he greets students, asks the teachers to present the pedagogical documents, observes the teachers teaching and records the classroom events. During the interview one teacher mentioned: *"During classroom observation, sometimes the school head teacher doesn't respect time to come in class. When he arrives, he greets the whole class and, asks me to present the pedagogical documents. He checks the availability and quality of teaching and learning aids prepared, instructional and assessment strategies, he observes me teaching and then records all the classroom events"*.

Practices related to after classroom observation:

After lesson observation, teachers should be involved in constructive feedback. Normally, if the feedback is well given, it results in better teaching and learning practices. It helps teachers improve their practice by identifying strengths (practices that they should continue) and areas for improvement (changes to their practice that they should prioritize). At school 3, the school head teacher doesn't take time to provide teachers with constructive feedback on what should be improved, in lesson planning. He calls teachers outside in the compound, and then tells them what to improve. In the interviews, one teacher said: *"After lesson observation, the head teacher immediately calls me out, we stand somewhere in the school compound, and he tells me what I have to improve, both in lesson planning and in teaching in general"*.

So, in order to improve on this, the school head teachers can choose an appropriate place for feedback after lesson observations, giving teachers immediate feedback, taking enough time to discuss on the feedback, and planning for support to teachers for them to improve their practices.

➤ **Teachers’ understanding of the comments given to them**

The comments from instructional supervision should be clear, precise, and cite specific examples from the observation. They should directly support the teacher to improve his/her practice. At school 3, the comments provided to the teachers were not accompanied by explanations of the feedback, to help the teacher know what to improve. Again the headteacher doesn’t have enough time for debriefing session, where he should explain to the teachers what to improve next time. When they were asked about how they understand the feedback given to them on lesson preparation, one teacher said: *“Most of the time, I don’t understand all what he asks me to read as comments. Due to short period of time he always has, we don’t sit and discuss on what went well and what I have to improve in lesson planning or teaching practices”*.

➤ **Transformation:**

#	Area of development in lesson planning school 3	Number of teachers who changed their performing.	Percentage
1.	Setting a SMART instructional objective for the lesson with five elements.	4/5	80%
2.	Preparing all the instructional materials for the lesson to make learning more meaningful for all learners’ abilities.	3/5	60%
3.	Using teaching and learning strategies to facilitate students interaction	1/5	20%
4.	Setting lesson activities for the students to encourage them to interact in groups	1/5	20%
5.	Setting assessment activities to effectively assess the learning throughout the lesson.	1/5	20%

Generally, the transformation is at low level whereby, the only four teachers among five teachers (**80%**) who participated in this research can easily formulate the SMART instructional objective of the SET lesson, three (**60%**) of them prepare relevant instructional materials, while only one (**20%**) among them use teaching and learning strategies to facilitate students’ interaction. Not only that but also, one (**20%**) among them set lesson activities for the students to encourage them to interact in groups and one (**20%**) among them set assessment activities to effectively assess the learning throughout the lesson.

➤ **Influence of instructional supervision practices on teacher development of competences**

Looking at the results of the transformation state in this school, one can conclude that there are some areas of lesson planning which are at high level. These are some areas of lesson planning where most teachers perform well. These areas include formulating the SMART instructional objective of the SET lesson (80%) and preparing relevant instructional materials for the lesson (60%). However, there are other areas such as using effective teaching and learning strategies to facilitate students’ interaction (20%) and effectively setting lesson activities for the students to encourage them interact in groups and setting are at low level (20%) and setting assessment activities to effectively assess the learning throughout the lesson (20%) which are at low level.

This variation is due to the fact that, the school headteacher did not respect the procedure of instructional supervision practices. Before classroom observation, the school headteacher doesn’t help teachers to understand the purpose of instructional supervision, discusses with them the strategies to be used during instruction, the teaching and learning aids be used in the lesson as well as assessment strategies for that very lesson. Then during classroom observation, he observes teachers and records the classroom events. After lesson observation, this school headteacher doesn’t provided teachers with constructive feedback. He simply calls teachers outside in the school compound, and shortly tells them what to improve upon, both in lesson planning and teaching in general. They don’t sit and do a deep analysis of what went well and what to improve in lesson planning. They don’t even plan on how the gap identified during instructional supervision can be filled.

In addition, teachers at school 3, just keep quiet, and they don't ask for clarification on the feedback provided to them.

The school headteacher can improve this, by creating time to support teachers before classroom observation, during observation, and then organize for constructive feedback for the lesson. Not only that, but also, he can improve these areas by organizing some CPD activities where SET teachers will be guided on how to set learner centered activities, using effective teaching and learning strategies that cater for students' interactions and setting assessment activities that effectively assess the learning throughout the lesson.

Generally, the influence of instructional supervision practices in this school is at a low level, because there are some areas of lesson planning which are not well performed by teachers. It is then the responsibility of the school headteacher to increase the support in those areas for effective lesson planning.

									<p>comments given to him alone.</p> <p>➤ The school headteacher doesn't help the teacher to fill in the gap identified. The CPDs organized do not help to overcome the challenges identified during instructional supervision.</p>
2	NYAG 2	P3	<input type="checkbox"/> Jan. 2023 <input type="checkbox"/> Feb.2023 <input type="checkbox"/> Mar.2023	SET	<p>-Instructional objective is clearly set.</p> <p>-Use of teaching and learning aids including, photos and charts.</p> <p>- The assessment strategies help to effectively assess the learning.</p>	<p>- Instructional activities provided are not learner focused, using games, group/individual, brainstorming, role play, group</p> <p>-Teaching and learning strategies are teachers centered with low involvement of students.</p>	<ul style="list-style-type: none"> • set a SMART instructional objective for the lesson with five elements and action verbs • prepare all the instructional materials for the lesson (materials, audio visual equipment, etc.) to make learning more meaningful for all learners' abilities. • Setting assessment activities to effectively assess the learning throughout the lesson 	<ul style="list-style-type: none"> • Setting lesson activities for the students to encourage them to interact in groups, individually or whole classroom activities • Using teaching and learning strategies that facilitate students' interaction. 	<p>➤ Before lesson observation, the head teacher doesn't organize any activity with the teacher. He only informs her when to come in her class for classroom observation.</p> <p>➤ During the lesson observation, the head teacher comes on time. Sometimes he finds teacher teaching. He checks pedagogical documents, observed him teaching and records the classroom events.</p> <p>➤ After lesson observation, the headteacher calls the teacher to stand shortly in the school compound and tells him how he did in lesson planning and teaching g in general</p> <p>➤ Some comments from the headteacher are not well understood because there sometimes the headteacher tells the teacher to read the comments which are</p>

									<p>sometimes understandable to the teacher.</p> <p>➤ The school headteacher does not help to fill the gap identified during the instruction supervision.</p>
3	NYAG 3	P5	<input type="checkbox"/> Jan. 2023 <input type="checkbox"/> Feb.2023 <input type="checkbox"/> Mar.2023	SET	<p>-Instructional objective is clearly set.</p> <p>-Use of teaching and learning aids including photos and charts, chicken</p>	<p>- Lesson activities for the students do not allow collaboration.</p> <p>-Teaching and learning strategies are teacher centered with low involvement of students' discussion</p> <p>- Students evaluation is not complete</p>	<ul style="list-style-type: none"> • set a SMART instructional objective for the lesson with five elements and action verbs • Setting lesson activities for the students to encourage them to interact in groups, individually or whole classroom activities 	<ul style="list-style-type: none"> • Using teaching and learning strategies that facilitate students' interaction. • Setting assessment activities to effectively assess the learning throughout the lesson • prepare all the instructional materials for the lesson (materials, audio visual equipment, etc.) to make learning more meaningful for all learners' abilities. 	<p>➤ Before lesson observation starts, the head teacher doesn't organize any other activity with the teacher. He only informs her when to come for lesson observation and the teacher prepares herself for observation.</p> <p>➤ During classroom observation, the school head teacher comes in class and asks teacher to present the pedagogical documents, he checks them, he checks the availability of teaching and learning aids, instructional and assessment strategies, and then records the classroom events.</p> <p>➤ After lesson observation, the headteacher meets the teacher outside, and tells her what she did not do well in lesson planning and what she did not do well in teaching. They don't sit together to plan how to improve on the points identified to be ineffective.</p> <p>➤ The headteacher doesn't always provide enough time for the debriefing session.</p>

									<p>Which makes all the comments not to be clear.</p> <p>➤ The school headteacher doesn't help to implement the feedback from instructional supervision or helping filling in the gap identified in lesson planning.</p>
4	NYAG 4	P4	<input type="checkbox"/> Jan. 2023 <input type="checkbox"/> Feb.2023 <input type="checkbox"/> Mar.2023	SET	<p>-Teaching and learning strategies are learner centered with students collaborating</p>	<p>Instructional objective is incomplete</p> <ul style="list-style-type: none"> - Lesson activities for the students do not allow collaboration and presentation of the students. -Use of teaching and learning aids including photos and charts, - Students evaluation activities do not clearly show how to measure the acquisition of learning. 	<ul style="list-style-type: none"> • use teaching and learning strategies: games, brainstorming, role play or group discussion that facilitate students' interaction. 	<ul style="list-style-type: none"> • setting a SMART instructional objective for the lesson with five elements and action verbs. • preparing all the instructional materials for the lesson to make learning more meaningful for all learners' abilities. • set lesson activities for the students that encourage them to interact in groups, individually or as a whole classroom. • setting assessment activities to effectively assess the learning throughout the lesson. 	<p>➤ Before lesson observation, the headteacher doesn't prepare with the teacher. He just informs him when to have the lesson observation together.</p> <p>➤ During the lesson observation, the school headteacher comes in class for lesson observation and asks for pedagogical documents. He checks them, observes the teacher teaching and records the classroom events.</p> <p>➤ After lesson observation, the headteacher calls the teacher outside and they share how they lesson went. He really sits with the teacher for feedback and planning for the improvement of what has been identified to be ineffective.</p> <p>➤ Sometimes the feedback given to the teacher is not clear, because the he doesn't sit with the teacher</p>

									to help him understand comments. ➤ The school headteacher doesn't help to implement the feedback, because there is no clear plan to follow up on how teachers improve on the areas identified as having the gaps in instructional supervision.
5	NYAG 5	P5	<input type="checkbox"/> Jan. 2023 <input type="checkbox"/> Feb.2023 <input type="checkbox"/> Mar.2023	SET	<p>-Setting instructional objective effectively using the action verbs and containing five elements</p> <p>-Assessment activities to effectively assess learning.</p>	<p>-The activities set for the students are not learner focused.</p> <p>-Using the learner-centered strategies for the lesson such as group work, presentation, pair work games and songs</p> <p>-Use of teaching and learning aids including photos and charts,</p>	<ul style="list-style-type: none"> • State a SMART instructional objective for the lesson catering for five elements. • Set assessment activities to effectively assess the learning throughout the lesson 	<ul style="list-style-type: none"> • Organizing activities for the students to help students interact among themselves. • Encourage learner-centered strategies for the lesson using games, role play and group discussion • Choosing relevant teaching and learning aids to make the learning more meaningful for all learners' abilities. 	<p>➤ Before teaching starts, the headteacher only informs the teacher when to have the lesson observation with him. He doesn't get involved into other activities with him. The teacher starts preparing for the lesson observation.</p> <p>➤ During the lesson observation, the school headteacher comes for observation on time, he checks for the pedagogical documents, observes the teacher teaching and records the classroom events.</p> <p>➤ After lesson observation, the school headteacher gets little time to tell the teacher what he has to improve. They never sit to plan how to fill in the gap identified.</p> <p>➤ Most of the time, the teacher doesn't understand very well the feedback provided to him because the school headteacher</p>

										<p>doesn't take enough time with him to discuss on the lesson.</p> <p>➤ The school head teacher doesn't help to fill in the gap identified. After lesson observation he doesn't come back to check whether the teacher is improving on the areas identified to be ineffective</p>
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Conclusion on School 4:

➤ **Instructional supervision procedures**

Practices related to before classroom observation:

In school 4, the headteacher doesn't respect the procedures instructional supervision. He doesn't support teachers in some activities to be carried out before classroom observation. He only informs teachers on the time for observation, but he doesn't get time to help teachers set a clear instructional objective of the lesson, discuss with them on the relevant instructional materials to use or organize together the instructional activities for the lesson. During the interview, one teacher said: "Before observation, my head teacher and I don't do any preparations together. The school headteacher simply informs me the time for lesson observation and the I prepare myself".

Practices related to classroom observation:

In school 4, the school headteacher comes in class for lesson observation. He comes on time. When he enters the class, he greets students, asks the teachers to present the pedagogical documents, observes the teachers teaching and records the classroom events. During the interview one at this school teacher said: "During the classroom observation, the school head teacher mostly entered my class on time, greets us and I present him the pedagogical documents, he assesses the availability of teaching and learning aids, instructional and assessment strategies I use in teaching. He also records the classroom events and comments on my lesson plan".

Practices related to after classroom observation:

Normally, after lesson observation, the school headteacher should involve teachers in constructive feedback. If the feedback is well given, it results in better teaching and learning practices. It helps teachers improve their practice by identifying strengths (practices that they should continue) and areas for improvement (changes to their practice that they should prioritize). At school 4, the school head teacher doesn't take time to provide teachers with constructive feedback on what should be improved, in lesson planning. After lesson observation, he calls teachers outside in the compound, and then tells them what to improve. The school headteacher doesn't choose an appropriate place for feedback to give the teachers the immediate feedback by taking enough time to discuss on how the lesson has been prepared. During the interview, one teacher said: "After lesson observation, I meet the head teacher outside, and shares with me what I did not do well in lesson planning and what I did not teach well. We don't sit together to share about the lesson and plan, and how to improve on the points identified to be ineffective".

So, in order to improve on this, the school head teachers can choose an appropriate place for feedback after lesson observations, giving teachers immediate feedback, taking enough time to discuss on the feedback, and planning for support to teachers for them to improve their practices.

➤ **Teachers’ understanding of the comments given to them**

The comments from instructional supervision should be clear, precise, and cite specific examples from the observation. They should directly support the teacher to improve his/her practice. At school 4, like at other schools, the comments provided to the teachers were not accompanied by explanations of the feedback, to help the teacher know what to improve. Again the headteacher doesn’t have enough time for debriefing session, where he should explain to the teachers what to improve next time. When they were asked about how they understand the feedback given to them on lesson preparation, one teacher at school 4 said: “Sometimes the feedback provided by the school head teacher is not clear. Due to short time he has, he wants me to read what he has written, which sometimes I fail to understand very well. For example: WHEN HE WRITES: Using the instructional strategies to allow students interactions”.

➤ **Transformation:**

#	Area of development in lesson planning school 4	Number of teachers who changed their performing.	Percentage
1.	Setting a SMART instructional objective for the lesson with five elements.	4/5	80%
2.	Preparing all the instructional materials for the lesson to make learning more meaningful for all learners’ abilities.	2/5	40%
3.	Using teaching and learning strategies to facilitate students interaction	1/5	20%
4.	Setting lesson activities for the students to encourage them to interact in groups	1/5	20%
5.	Setting assessment activities to effectively assess the learning throughout the lesson.	2/5	40%

According to the table above, only four teachers among five teachers (**80%**) who participated in this research can formulate the SMART instructional objective of the SET lesson, two (**40%**) of them prepare relevant instructional materials, two (**40%**) among them also, set assessment activities to effectively assess the learning throughout the lesson, one (20%) use teaching and learning strategies to facilitate students’ interaction and again one (**20%**) among them set lesson activities for the students to encourage them to interact in groups.

➤ **Influence of instructional supervision practices on teacher development of competences**

Looking at the results of the transformation state in this school, one can conclude that there is only one area of lesson planning which is at high level. That is the one which a big number of teachers perform well. In school 4, a big number of teachers (**80%**) formulate the SMART instructional objective of the SET lesson. However, there are other area of lesson planning, which are performed by few teachers. These include preparing relevant instructional materials for the lesson to make learning more meaningful for all learners’ abilities (**40%**), setting assessment activities to effectively assess the learning throughout the lesson (40%). In addition to these other areas very few teachers perform them. They include using effective teaching and learning strategies to facilitate students’ interaction (20%) and effectively setting lesson activities for the students to encourage them interact in groups and setting (20%).

This variation in number of teachers who perform well in lesson planning is due to the fact that, the school headteacher did not respect the procedure of instructional supervision practices. Before classroom observation, he doesn’t help teachers to understand the purpose of instructional supervision, discusses with them the strategies to be used during instruction, the teaching and learning aids be used in the lesson as well as assessment strategies for that very lesson. Then during classroom observation, he observes teachers and records the classroom events. After lesson observation, this school headteacher doesn’t provided teachers with constructive feedback. He simply calls teachers outside in the school compound, and shortly tells them what to improve upon, both in lesson planning and teaching in

general. They don't sit and do a deep analysis of what went well and what to improve in lesson planning. They don't even plan on how the gap identified during instructional supervision can be filled.

In addition, teachers at school 4, just keep quiet, and they don't ask for clarification on the feedback provided to them.

The school headteacher can improve this, by creating time to support teachers before classroom observation, during observation, and then organize for constructive feedback for the lesson. Not only that, but also, he can improve these areas by organizing some CPD activities where SET teachers will be guided on how to set learner centered activities, using effective teaching and learning strategies that cater for students' interactions and setting assessment activities that effectively assess the learning throughout the lesson.

Generally, the influence of instructional supervision practices in this school is at a low level, because there are some areas of lesson planning which are not well performed by teachers. It is then the responsibility of the school headteacher to increase the support in those areas for effective lesson planning.

SCHOOL 5

OBSERVATION GUIDE FOR THE HEAD TEACHERS

School Code: **EPCYAR**

Sector: **NDERA**

District: **GASABO**

School Head Code: **CYARUHT**

#	Code of SET teacher	Class	Dates of lesson observations	Subject	Overall head teacher’s comment on lesson plans		After a series of lesson observations, the teacher is able to.....	After a series of lesson observations, still he teacher struggles with	Results from Interview
					Strong points	Areas for improvement			
1	CYAR 1	P3	<input type="checkbox"/> Jan. 2023 <input type="checkbox"/> Feb.2023 <input type="checkbox"/> Mar.2023	SET	-Instructional objective is clearly set with five elements. -Use of teaching and learning aids including real objects, photos and charts to clarify the content	- Instructional activities provided are not based on: games, group/individual, brainstorming, role play, group discussion etc. -Teaching and learning strategies are teachers centered with low involvement of students. - The assessment activities do not match with the objective set.	<ul style="list-style-type: none"> • set a SMART instructional objective for the lesson with five elements and action verbs • prepare all the instructional materials for the lesson (materials, audio visual equipment, etc.) to make learning more meaningful for all learners’ abilities. 	<ul style="list-style-type: none"> • Setting lesson activities for the students to encourage them to interact in groups • Using teaching and learning strategies to facilitate students’ interaction • Setting assessment activities to effectively assess the learning throughout the lesson. 	<ul style="list-style-type: none"> ➤ Before lesson observation, the school headteacher doesn’t help the teacher to in any other activity to prepare for classroom observation. He only informs him the time for lesson observation. ➤ During lesson observation, the school headteacher comes in class on time. When he comes, he observes the teacher teaching and records the classroom events. ➤ After lesson observation, the school headteacher doesn’t sit with the teacher to discuss how the lesson went. He calls him outside shortly and tells the teacher what he did wrong and tells him to ready the comments for further information. They never sit to plan how to improve for the areas identified. ➤ All the comments given to the teacher are not clear. This is because, mostly, the school head teacher tells him to go and read the

									<p>comments given to him alone.</p> <p>➤ The school headteacher doesn't help the teacher to fill in the gap identified. The CPDs organized do not help to overcome the challenges identified during instructional supervision.</p>
2	CYAR 2	P2	<input type="checkbox"/> Jan. 2023 <input type="checkbox"/> Feb. 2023 <input type="checkbox"/> Mar. 2023	SET	<p>-Instructional objective is clearly set.</p> <p>-The assessment strategies help to effectively assess the learning.</p>	<p>- Instructional activities provided are not learner focused, using games, group/individual, brainstorming, role play, group</p> <p>-Teaching and learning strategies are teachers centered with low involvement of students.</p> <p>-Use of teaching and learning aids including, photos and charts.</p>	<ul style="list-style-type: none"> • set a SMART instructional objective for the lesson with five elements and action verbs • Set assessment activities to effectively assess the learning throughout the lesson 	<ul style="list-style-type: none"> • Setting lesson activities for the students to encourage them to interact in groups, individually or whole classroom activities • Using teaching and learning strategies that facilitate students' interaction. • prepare all the instructional materials for the lesson (materials, audio visual equipment, etc.) to make learning more meaningful for all learners' abilities 	<p>➤ Before lesson observation, the head teacher doesn't organize any activity with the teacher. He only informs her when to come in her class for classroom observation.</p> <p>➤ During the lesson observation, the head teacher comes on time. Sometimes he finds teacher teaching. He checks pedagogical documents, observed him teaching and records the classroom events.</p> <p>➤ After lesson observation, the headteacher calls the teacher to stand shortly in the school compound and tells him how he did in lesson planning and teaching g in general</p> <p>➤ Some comments from the headteacher are not well understood because there sometimes the headteacher tells the teacher to read the comments which are</p>

									<p>sometimes understandable to the teacher.</p> <p>➤ The school headteacher does not help to fill the gap identified during the instruction supervision.</p>
3	CYAR 3	P5	<input type="checkbox"/> Jan. 2023 <input type="checkbox"/> Feb.2023 <input type="checkbox"/> Mar.2023	SET	<p>- Lesson activities for the students allow collaboration among students.</p> <p>-Teaching and learning strategies are learner centered with involvement of students in discussion</p>	<p>- Instructional objective is not clearly set.</p> <p>-Use of teaching and learning aids to clarify what you teach</p> <p>- Students evaluation is not complete.</p>	<ul style="list-style-type: none"> • Set lesson activities for the students to encourage them to interact in groups, individually or whole classroom activities • Use teaching and learning strategies that facilitate students’ interaction. 	<ul style="list-style-type: none"> • setting a SMART instructional objective for the lesson with five elements and action verbs • Setting assessment activities to effectively assess the learning throughout the lesson • preparing all the instructional materials for the lesson (materials, audio visual equipment, etc.) to make learning more meaningful for all learners’ abilities. 	<p>➤ Before lesson observation starts, the head teacher doesn’t organize any other activity with the teacher. He only informs her when to come for lesson observation and the teacher prepares herself for observation.</p> <p>➤ During classroom observation, the school head teacher comes in class and asks teacher to present the pedagogical documents, he checks them, he checks the availability of teaching and learning aids, instructional and assessment strategies, and then records the classroom events.</p> <p>➤ After lesson observation, the headteacher meets the teacher outside, and tells her what she did not do well in lesson planning and what she did not do well in teaching. They don’t sit together to plan how to improve on the points identified to be ineffective.</p> <p>➤ The headteacher doesn’t always provide enough time</p>

									<p>for the debriefing session. Which makes all the comments not to be clear.</p> <p>➤ The school headteacher doesn't help to implement the feedback from instructional supervision or helping filling in the gap identified in lesson planning.</p>
4	CYAR 4	P4	<input type="checkbox"/> Jan. 2023 <input type="checkbox"/> Feb. 2023 <input type="checkbox"/> Mar. 2023	SET	<p>-Teaching and learning strategies are learner centered with students collaborating</p>	<p>-Instructional objective is incomplete</p> <p>- Lesson activities for the students do not allow collaboration and presentation of the students.</p> <p>-Use of teaching and learning aids including photos and charts,</p> <p>- Students evaluation activities do not clearly show how to measure the acquisition of learning.</p>	<ul style="list-style-type: none"> • use teaching and learning strategies: games, brainstorming, role play or group discussion that facilitate students' interaction. 	<ul style="list-style-type: none"> • setting a SMART instructional objective for the lesson with five elements and action verbs. • preparing all the instructional materials for the lesson to make learning more meaningful for all learners' abilities. • set lesson activities for the students that encourage them to interact in groups, individually or as a whole classroom. • setting assessment activities to effectively assess the learning throughout the lesson. 	<p>➤ Before lesson observation, the headteacher doesn't prepare with the teacher. He just informs him when to have the lesson observation together.</p> <p>➤ During the lesson observation, the school headteacher comes in class for lesson observation and asks for pedagogical documents. He checks them, observes the teacher teaching and records the classroom events.</p> <p>➤ After lesson observation, the headteacher calls the teacher outside and they share how they lesson went. He really sits with the teacher for feedback and planning for the improvement of what has been identified to be ineffective.</p> <p>➤ Sometimes the feedback given to the teacher is not clear, because the he doesn't sit with the teacher</p>

									to help him understand comments. ➤ The school headteacher doesn't help to implement the feedback, because there is no clear plan to follow up on how teachers improve on the areas identified as having the gaps in instructional supervision.
5	CYAR 5	P1	<input type="checkbox"/> Jan. 2023 <input type="checkbox"/> Feb.2023 <input type="checkbox"/> Mar.2023	SET	-Setting instructional objective effectively using the action verbs and containing five elements -Use of teaching and learning aids including photos and charts,	-The activities set for the students are not learner focused. -Using the learner-centered strategies for the lesson such as group work, presentation, pair work games and songs -Use of effective assessment activities to effectively assess learning.	<ul style="list-style-type: none"> • State a SMART instructional objective for the lesson catering for five elements. • Choosing relevant teaching and learning aids to make the learning more meaningful for all learners' abilities 	<ul style="list-style-type: none"> • Organizing activities for the students to help students interact among themselves. • Encourage learner-centered strategies for the lesson using games, role play and group discussion • Set assessment activities to effectively assess the learning throughout the lesson 	➤ Before teaching starts, the headteacher only informs the teacher when to have the lesson observation with him. He doesn't get involved into other activities with him. The teacher starts preparing for the lesson observation. ➤ During the lesson observation, the school headteacher comes for observation on time, he checks for the pedagogical documents, observes the teacher teaching and records the classroom events. ➤ After lesson observation, the school headteacher gets little time to tell the teacher what he has to improve. They never sit to plan how to fill in the gap identified. ➤ Most of the time, the teacher doesn't understand very well the feedback provided to him because the school headteacher

										<p>doesn't take enough time with him to discuss on the lesson.</p> <p>➤ The school head teacher doesn't help to fill in the gap identified. After lesson observation he doesn't come back to check whether the teacher is improving on the areas identified to be ineffective</p>
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Conclusion on School 5:

➤ **Instructional supervision procedures**

Practices related to before classroom observation:

In school 5, the headteacher doesn't respect the procedures instructional supervision. He doesn't support teachers in some activities to be carried out before classroom observation. He only informs teachers on the time for observation, but he doesn't get time to help teachers set a clear instructional objective of the lesson, discuss with them on the relevant instructional materials to use or organize together the instructional activities for the lesson. During the interview, one teacher said: *"Before observation, my head teacher simply informs me the time for lesson observation and the I prepare myself"*.

Practices related to classroom observation:

In school 5, the school headteacher comes in class for lesson observation. He comes on time. When he enters the class, he greets students, asks the teachers to present the pedagogical documents, observes the teachers teaching and records the classroom events. During the interview one at this school teacher said: *"During the classroom observation, the school head teacher comes in my class on time, greets us and I present him the pedagogical documents, he assesses the availability of teaching and learning aids, instructional and assessment strategies I use in teaching. He then records the classroom events and comments on my lesson plan"*.

Practices related to after classroom observation:

Normally, after lesson observation, the school headteacher should involve teachers in constructive feedback. If the feedback is well given, it results in better teaching and learning practices. It helps teachers improve their practice by identifying strengths (practices that they should continue) and areas for improvement (changes to their practice that they should prioritize). At school 5, the school head teacher doesn't take time to provide teachers with constructive feedback on what should be improved, in lesson planning. After lesson observation, he calls teachers outside in the compound, and then tells them what to improve. The school headteacher doesn't choose an appropriate place for feedback to give the teachers the immediate feedback by taking enough time to discuss on how the lesson has been prepared. During the interview, one teacher said: *"After lesson observation, the head teacher calls me and we meet outside, and shares with me what I did not do well in lesson planning and what I did not teach well. We don't sit together to share about the lesson and plan, and how to improve on the points identified to be ineffective"*.

So, in order to improve on this, the school head teachers can choose an appropriate place for feedback after lesson observations, giving teachers immediate feedback, taking enough time to discuss on the feedback, and planning for support to teachers for them to improve their practices.

➤ **Teachers’ understanding of the comments given to them**

The comments from instructional supervision should be clear, precise, and cite specific examples from the observation. They should directly support the teacher to improve his/her practice. At school 5, like at other schools, the comments provided to the teachers were not accompanied by explanations of the feedback, to help the teacher know what to improve. Again the headteacher doesn’t have enough time for debriefing session, where he should explain to the teachers what to improve next time. When they were asked about how they understand the feedback given to them on lesson preparation, one teacher at school 5 said: *“Most of the time, the feedback provided by the school head teacher is not clear. Due to short time he has for instructional supervision, he asks me to read what he has written, which sometimes I fail to understand very well”*.

➤ **Transformation:**

#	Area of development in lesson planning school 5	Number of teachers who changed their performing.	Percentage
1.	Setting a SMART instructional objective for the lesson with five elements.	3/5	60%
2.	Preparing all the instructional materials for the lesson to make learning more meaningful for all learners’ abilities.	2/5	40%
3.	Using teaching and learning strategies to facilitate students interaction	2/5	40%
4.	Setting lesson activities for the students to encourage them to interact in groups	1/5	20%
5.	Setting assessment activities to effectively assess the learning throughout the lesson.	1/5	20%

According to the table above, only three teachers among five teachers (**60%**) who participated in this research can formulate the SMART instructional objective of the SET lessons, two (**40%**) of them prepare relevant instructional materials, two (**40%**) among them also, use teaching and learning strategies to facilitate students’ interaction. On the other hand, one teacher (20%), set lesson activities for the students to encourage them to interact in groups and again one (**20%**) among them set assessment activities to effectively assess the learning throughout the lesson.

➤ **Influence of instructional supervision practices on teacher development of competences**

Looking at the results of the transformation state in this school, one can conclude that there is only one area of lesson planning which is at high level. That is the one which a big number of teachers perform well. In school 5, a big number of teachers (60%) formulate the SMART instructional objective of the SET lesson. However, there are other area of lesson planning, which are performed by few teachers. These include preparing relevant instructional materials for the lesson to make learning more meaningful for all learners’ abilities (40%) and using effective teaching and learning strategies to facilitate students’ interaction (40%). Other areas, very few teachers perform them. They include effectively setting lesson activities for the students to encourage them interact in groups and setting (20%) and setting assessment activities to effectively assess the learning throughout the lesson (40%).

This variation in number of teachers who perform well in lesson planning is due to the fact that, the school headteacher does not respect the procedure of instructional supervision practices. Before classroom observation, he doesn’t help teachers to understand the purpose of instructional supervision, discusses with them the strategies to be used during instruction, the teaching and learning aids be used in the lesson as well as assessment strategies for that very lesson. Then during classroom observation, he observes teachers and records the classroom events. After lesson observation, this school headteacher doesn’t provided teachers with constructive feedback. He simply calls teachers outside in the school compound, and shortly tells them what to improve upon, both in lesson planning and teaching in

general. They don't sit and do a deep analysis of what went well and what to improve in lesson planning. They don't even plan on how the gap identified during instructional supervision can be filled.

In addition, teachers at school 5, don't ask for clarification on the feedback provided to them.

The school headteacher can improve this, by creating time to support teachers before classroom observation, during observation, and then organize for constructive feedback for the lesson. Not only that, but also, he can improve these areas by organizing some CPD activities where SET teachers will be guided on how to set learner centered activities, using effective teaching and learning strategies that cater for students' interactions and setting assessment activities that effectively assess the learning throughout the lesson.

Generally, the influence of instructional supervision practices in this school is at a low level, because there are some areas of lesson planning which are not well performed by teachers. It is then the responsibility of the school headteacher to increase the support in those areas for effective lesson planning.