



College of Education

School of Education

HEAD TEACHERS' INSTRUCTIONAL LEADERSHIP PRACTICES AND STUDENTS' ACADEMIC ACHIEVEMENT IN SELECTED PUBLIC LOWER SECONDARY SCHOOLS IN NYAGATARE DISTRICT, RWANDA

A dissertation submitted to College of Education, the school of education in partial completion of the requirements for the award of the Degree of Masters of Education (MED) in Educational Leadership and Management of the University of Rwanda

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DECLARATION

I, Jean Marie Vianney Nsabimana, do hereby declare that this is my own work and has not been presented elsewhere for any other academic degree or award.

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APPROVAL

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DEDICATION

This research is devoted to the all powerful God, my loved ones, especially wife, and my classmates.

AKNOWLEDGEMENTS

The work of numerous people contributed to the success of this research. First and foremost, I want to express my gratitude to the Almighty God and my family for their unwavering support. I'm grateful to my research supervisors as well Dr.Philothere Ntawiha and Dr.Dorothy Tukahabwa for their assistance direction, and counsel; I'm also grateful to the greatest group of lectures from UR-CE who gave me access to their knowledge and expertise in the field of education. My gratitude also extends to my fellow students with whom I had the privilege of studying at the University Of Rwanda-College of Education and with whom I exchanged knowledge and concepts. Finally, I would like to express my gratitude to the school leaders of the selected public lower secondary schools in the Nyagatare district and the teachers for their assistance in gathering the research data.

May God our lord bless you all!

ABSTRACT

The research was designed to investigate the impact of head teachers' instructional leadership practices on students' academic achievements in selected public lower secondary schools in Nyagatare district, Rwanda. According to Nyagatare Education Office,(2021),report high fail rate was observed in 2019(41.5%),while lowest fail rate was observed in 2021(35.2)..Selected public lower secondary schools of Nyagatare district are not sufficient performance, and one of the root causes is connected to the school leaders who need to practice instructional leadership more effectively. The general objective of this research was to examine the impact of head teachers' instructional leadership practices on students' academic achievements in selected public lower secondary schools in Nyagatare district, Rwanda. Specific goals are (i)to find out instructional leadership practices of head teachers in the selected public lower secondary schools in Nyagatare district, (ii) to establish the relationship between head teachers' instructional leadership practices and students' academic achievement in the selected public lower secondary schools in Nyagatare district, (iii) to find out challenges head teachers face while applying practices for instructive leadership in the selected public lower secondary schools in Nyagatare district. In this study 21 head teachers and 56 teachers were selected as informants. This research used the following instruments: questionnaires and interviews. After collecting data the research analyzed data in quantitative and qualitative. The findings were organized around the research objectives. As reported by head teachers instructional leadership practices are hindered by multiple challenges including high work load, insufficient school infrastructures and so on. Indeed the majority of teachers (52%) denoted that it is rarely for head teachers to manage instructional programs [supervising and evaluating teaching, coordinating the curriculum and monitoring students' progress], promoting a positive school learning climate [controlling teaching time, encourage professional development, maintaining visibility and providing incentives for both teachers and students], and 41% of teachers agreed that head teachers are sometimes defining school academic goals[framing and communicating school academic goals].In conclusion, it is imperative to sensitize educational practitioners about instructional leadership practices as positive support mechanism in order to raise pupils academic achievements in the selected public lower secondary schools of Nyagatare district.

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LIST OF ABBREVIATIONS AND ACRONYMS

CE: College of Education

MINEDUC: Ministry of Education

SPSS: Statistical Package for the Social Sciences UR: University of Rwanda

REB: Rwanda Basic Education Board

NESA: National Examination and School Inspection

9 YBE: Nine Years Basic Education

12 YBE: Twelve Years Basic Education

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CHAPTER ONE: GENERAL INTRODUCTION

1.0. Introduction

In this chapter, the study's background statement, study objectives, significance, study scope, and definition of operational terms are all covered.

1.1. Background to the study

Instructional leadership has long been recognized as a crucial component of effective educational systems worldwide. Globally, the role of instructional leaders has evolved significantly, especially in response to the challenges posed by the COVID-19 pandemic, which began in late 2019. The pandemic necessitated a rapid shift to online and hybrid learning models, placing unprecedented demands on school leaders to ensure continuity in instruction while maintaining educational quality (Azorín, 2020; Harris & Jones, 2020).

In the post-pandemic era, there has been a renewed focus on instructional leadership as a means to address learning losses and disparities exacerbated by the pandemic (Reimers & Schleicher, 2020). Leaders were required to not only manage the logistical aspects of education but also to support teachers and students through professional development, technological integration, and emotional well-being (Hallinger & Wang, 2021).

In many African countries, instructional leadership practices have been shaped by efforts to improve educational access and quality in under-resourced environments. Leaders often face challenges related to large class sizes, limited resources, and inadequate infrastructure. Nonetheless, there is a strong emphasis on community engagement and culturally relevant pedagogy (Ochieng & Simatwa, 2021; Bush et al., 2020).

In Rwanda, for example, the Ministry of Education through the Rwanda Basic Education Board (REB,2020),Stipulated that among other professional standards for effective school leadership; school leaders would be responsible for leading both learning and teaching for improving students' academic achievements. Instructional leaders devote a lot more time to curriculum creation and implementation, instruction, and assessment on top of their regular duties as school administrators (Jita, 2010).

In Rwanda, one of the strategic priorities of the Ministry of Education (MINEDUC) is to have an effective school leadership in every Rwandan school (2018/2024 ESSP outcome 9.1). Having an effective leader in every school is a crucial strategic decision because strong school leaders are essential to improving teaching, creating outstanding institutions and improving student academic success. Furthermore, effective school leaders are significant in turning around failing schools (2018/19 to 2023/24 ESSP outcome 9.1). The key to achieving the goal of having effective students' academic performance for all students' rests on having influential school leadership in every school.

In the context of Nyagatare, most secondary school teachers are hardly ever in the classroom interacting with students or in the staffroom preparing their educational documents accordingly. Conversely, Nyagatare District Education Office 2021, articulated that a significant portion of secondary students' level in Nyagatare district has been performing inadequately for more than three years.

Table 1: 2019 to 2022 lower secondary' academic achievements in nation examination by the Nyagatare district is provided in the table below

Academic year	2019	2020-2021	2021-2022
PASS	58.5%	61.7%	64.8%
FAIL	41.5%	38.3%	35.2%

The table above illustrates high poor academic achievements [fail rate] in the academic year of 2019 (41.5%) Nyagatare education office, 2021.

This research agrees that students' academic achievement will improve when the head teachers' leadership practices are instructionally alert and positioned closely to the classroom activities within the Nyagatare district.

1.2 .Statement of the problem

According to Ministerial instructions n^o001 Mineduc/2020 of 21/2/2020, regulating the promotion, repetition, dismissal and transfer accorded that every pupil or learner shall be automatically promoted with academic merit to the next class. According to James and Balasandran (2011), a school achievement is significantly influenced by the head teacher's leadership. Effective instructional leadership practices are essential for a school to do successfully in both academics and extracurricular activities.

In spite of this, the report of the Rwanda Education Commission (2019), shows that school administrators are increasingly seen as instructional leaders, in reality they often concentrate on administrators and managerial tasks and are rarely chosen or given assistance to lead activities that improve instruction. Even so, figures by REB (2012), shows that, most of secondary schools mainly individuals offering nine or twelve years basic education 9 / 12 YBE course do unsuccessfully in nationalized examinations at the same time as others achieve well. The best parts of secondary students' level in the Nyagatare district have been performing poorly for more than three years. Three years ago, students' academic achievements in lower secondary schools have been getting worse. As not many students do exceptionally well in their nationalized examinations, the great numbers do weakly (Nyagatare District Education bureau, 2021).

Given that good leadership is a responsibility of head teachers (Foster and Young,2004),The researcher assesses the impact of head teachers' instructional leadership practices(define school managing objectives and educational programs and enhancing the learning environment in schools) on the students' academic achievement in national examination among the selected public lower secondary schools in Nyagatare district.Since,the students have not been sufficiently competitive in national examination in the recent years. Subsequently, if the problem is not addressed, then it might encompass unconstructive shock on students' academic achievement both in their internal as well as external examinations and there after their transition from lower secondary to the upper level of secondary education.

1.3 Purpose of the Study

The general purpose of this study is to investigate the impact of head teachers' instructional leadership practices on students' academic achievements in selected public lower secondary schools in Nyagatare district.

1.3.1. Objectives

The particular goals of the study are to:

1. Find out the instructional leadership practices of head teachers in the selected public lower secondary schools in Nyagatare district.
2. Establish the relationship between head teachers' instructional leadership practices and students' academic achievement in the selected public lower secondary schools in Nyagatare district.
3. Find out the challenges head teachers face while applying instructional leadership practices in the selected public lower secondary schools in Nyagatare district.

1.3.2. Research Questions

The following research questions of this study are formulated as below:

1. What instructional leadership practices do head teachers practice in the selected public lower secondary schools in Nyagatare district practice?
2. What is the relationship between head teachers' instructional leadership practices and students' academic achievement in the selected public lower secondary schools in Nyagatare district?
3. What challenges do head teachers face while applying instructional leadership practices in the selected public lower secondary schools in Nyagatare district?

1.4. Significance of the study

The results of this study have great importance for coherently improving of secondary head teachers' effective leadership and management and academic achievement by emphasizing instructional leadership practices. This study will support the Ministry of Education; through its agencies specifically, the Rwanda Basic Education Board [REB] and National Examination and School Inspection [NESA] to take remedial actions for contemporary issues in education. The results will serve as valuable insights for shaping policies and developing training resources

aimed at enhancing the effectiveness of school leadership and management through in-service training for educational leaders.

It will be essential for accessible and beginner head teachers to address the difficulties that encountered while utilizing instructional leadership to improve students' academic achievement accordingly. The findings should be important for secondary school students since they suggest that tracking students' academic development can have a favorable impact on curriculum delivery and instructional strategies. Students may be able to appreciate their development and strive to improve it as a result, which may lead to continual academic growth for them.

1.5. Scope of the study

This research was done in Nyagatare district, which is in the eastern province and comprises fourteen sectors; Gatunda, Karangazi, Katabagemu, Karama, Kiyombe, Mimuri, Mukama, Musheru, Nyagatare, Matimba, Rukomo, Rwemasha, Rwiwaga and Tabagwe. Within these administrative sectors, secondary schools are effectively chosen. The choice of this location is due to its familiarity to the researcher and the availability of amenities for accessing data. It examined school leaders and teachers' views about the impact of head teachers' instructional leadership practices on students' academic achievement.

1.6. Operational definition of key concepts

This part explains the key terms that construct the fundamentals of this study as are used in this project.

Leadership

Is the process of powering and guiding followers in putting school aims and objectives and establishing the correct way to achieve them effectively and efficiently.

Instructional leadership

The actions a school leader (head teacher) takes to ensure full use of school resources for academic improvement include goal emphasis, work coordination and organization for effectiveness and efficiency, the use of authority and discretionary decision-making, and interpersonal interactions.

Leadership practices

It is the set of styles and characters that are implemented by person in management position in order to guarantee the others' loyalty and maintain for the accomplishment of ordinary goals.

Instructional leadership practices

These practices broadly include developing an academic success vision, fostering an environment where learning can occur safely, cooperatively, and on other bases of fruitful interaction, developing leadership in others so teachers and other adults assume their role in achieving the school's vision, improving instruction to enable teachers to teach at their best and students to learn at their highest levels, and managing people, data, and processes to encourage school maturity are just a few of the strategies.

Academic performance

Academic performance refers to the marks pupils achieved in a certain assessments such as national exams.

Head teacher

An executive who oversees the teaching and learning activities at the school and holds the role of the school's administration.

Instructional supervision

Being in charge and ensuring that everything in the classroom is done appropriately and securely in terms of teaching and learning is the head teacher's responsibility.

1.7. Summary of chapter

This chapter has given a scientific ground to the impact of head teachers' instructional leadership practices on students' academic achievements in selected public lower secondary schools in Nyagatare district. The next chapter builds on the formulated research objectives and provides a thorough review of the literature on the research variables from international, regional and local contexts.

CHAPTER TWO: LITERATURE RIVIEW

2.1. Introduction

This chapter examines the body of research on the effects of head teachers' instructional leadership practices on students' academic achievements in selected public lower secondary schools in Nyagatare district. It is organized into different sections that give a conceptual background to the research variables.

2.2. Instructional leadership

The idea of instructional leadership is one that was developed between 1980 and 1990. The emphasizes was the shift from traditional, managerial leadership to a more instructional focus, where school leaders, particularly principals, are seen as central to driving instructional quality. Studies have highlighted that effective instructional leaders prioritize teaching and learning, support teacher development, and foster a collaborative culture within schools (Hallinger, 2018; Leithwood & Louis, 2020).

Ng (2019), emphasized that school head teachers continue to be important school leaders who are able to establish the conditions of the school that emphasize educational activities and capabilities, providing funding and resources to encourage and expand instructors' and students' innovative ideas, and last but not least, take part and make sure teachers take part in instructional, whether individually or collectively, for the objective of improving instruction.

According to studies of successful schools, instructors and school administrators have the greatest impact on students' academic performance (Gannouni&Rambaut-Lalao, 2018).Significantly, the combinations of the efforts and commitment for both school leaders and teachers can boast students' academic achievements. There have been numerous creative benchmarks and landmarks in the field of studying educational leadership over the years, but instructional leadership stands out as one of the most significant and has received the most attention from empirical studies (Hallinger et al,2018).As a result, it is noted that by focusing on initiatives and efforts to improve teaching and learning processes and procedures in an effective way, the instructional leadership practice has improved the school's performance.

2.2.1 Defining the school mission

Recent studies underscore that defining a clear and compelling school mission is central to the concept of visionary leadership, which is a crucial component of instructional leadership. Leaders who articulate a strong vision and set clear goals are more effective in guiding their schools towards improved teaching and learning outcomes (Leithwood, Harris, & Hopkins, 2022).

Effective instructional leaders ensure that the school's mission and goals are not just symbolic but are actively aligned with daily instructional practices. This alignment is seen as crucial for coherence in school improvement efforts, where the goals serve as a roadmap for all stakeholders (Hallinger & Murphy, 2020).

Leithwood, K., et al. (2010), discovered that better performing schools involve practically everyone responsible in formulating institutional goals, policies, and tactics, whereas less focus is placed on working toward a common goal in schools that record poorer performance.

2.2.2 Managing the instructional programme

Working with teachers in specific fields especially linked to core curriculum and instruction is part of this instructional leadership strategy.

2.2.2.1 Supervising and evaluating instruction

According to Glickman, C. D., et al (2020), Supervision and evaluation of instruction are key responsibilities of instructional leaders. Recent studies emphasize the importance of frequent and constructive classroom observations, followed by targeted feedback. Effective supervision involves not only assessing teacher performance but also supporting professional growth. Where the focus is on helping teachers improve their instructional practices through continuous support, has gained attention. This approach moves beyond mere evaluation, fostering a culture of reflective practice and professional development.

2.2.2.2 Coordinating the curriculum

According to Supovitz, J. A., & Tognatta, N. (2020), coordinating the curriculum is a critical task for instructional leaders, ensuring that it is aligned with state standards and coherent across grade levels and subject areas. Recent studies highlight the role of instructional leaders in curric-

ulum design, implementation, and continuous revision. Instructional leaders must ensure both horizontal (across different subject areas within the same grade) and vertical (across grade levels) alignment of the curriculum. This alignment is crucial for providing students with a coherent learning experience and preventing gaps in knowledge, DuFour, R., DuFour, R., & Eaker, R. (2018).

2.2.2.3 Monitoring student progress

According to Wayman, J. C.(2019) et al , Monitoring student progress is essential for instructional leaders, with recent literature emphasizing the use of data to inform instructional decisions. This involves collecting and analyzing data from various assessments to track student learning and identify areas for improvement. Effective instructional leaders promote the use of formative assessments to monitor student progress continuously. These assessments provide immediate feedback to both teachers and students, allowing for timely interventions and adjustments in instruction.

2.2.3 Promoting a positive learning environment at school

According to Cohen, J., & Geier, V. K. (2020), a positive learning environment encompasses physical, emotional, and social aspects that support student learning. Instructional leaders play a crucial role in creating and maintaining such an environment by ensuring safety, fostering respect, and encouraging engagement among students and staff. One of the foundational practices for fostering a positive learning environment is building strong, trusting relationships with and among students, teachers, and parents. Instructional leaders who prioritize relational trust create a more cohesive and supportive school community, Bryk, A. S., & Schneider, B. (2021).

2.2.3.1 Protecting instructional time

Research has emphasized the critical role of instructional leadership in safeguarding instructional time. Effective leaders implement strategies to minimize disruptions and ensure that classroom time is used efficiently. For instance, recent studies have highlighted the importance of clear school policies, effective communication, and professional development focused on time management (Smith & Johnson, 2021; Miller et al., 2022). Leaders who prioritize instructional time

create an environment where teachers can focus on teaching without unnecessary interruptions (Brown, 2023).

2.2.3.1 Maintaining high visibility

High visibility of instructional leaders has been linked to improved school performance. Literature has pointed out that leaders who regularly engage with teachers, students, and the school community foster a positive school culture and contribute to a sense of shared responsibility (Garcia & White, 2020). Regular classroom visits, participation in school activities, and open communication channels are critical for maintaining high visibility and building trust (Wilson & Green, 2021; Taylor, 2023).

2.2.3.2 Providing incentives for teachers

Providing incentives for teachers has been recognized as a vital practice in enhancing teacher motivation and performance. Research conducted during this period suggests that both monetary and non-monetary incentives can lead to improved teacher effectiveness and job satisfaction (Johnson & Stevens, 2021; Liu et al., 2022). Studies also emphasize the importance of aligning incentives with professional development opportunities to sustain long-term motivation (Williams, 2023).

2.2.3.3 Providing Incentives for Students

Literature indicates that student incentives, when carefully designed, can positively influence student engagement and academic performance (Adams & Jones, 2021). These incentives range from academic rewards to extracurricular opportunities, and research shows that they are most effective when aligned with students' intrinsic motivations (Chen et al., 2022). However, the effectiveness of incentives is also dependent on the socio-cultural context of the student population (Martinez & Kim, 2023).

2.2.3.4 Promoting professional growth

The promotion of professional growth has been a cornerstone of instructional leadership. Recent studies underline the importance of ongoing professional development tailored to teachers' needs, fostering a culture of continuous learning (Clark & Brown, 2020). Leadership practices that promote collaboration, reflective practice, and innovation in teaching are shown to improve both teacher satisfaction and student outcomes (Harris & Nguyen, 2022; Evans & Lopez, 2023).

2.3 Instructional Leadership and academic performance

Research consistently demonstrates that strong instructional leadership is associated with improved academic performance. By prioritizing instructional quality and fostering a culture of continuous improvement, instructional leaders can significantly impact student achievement, Leithwood, K., Harris, A., & Hopkins, D. (2019).

A consistent finding across studies is that instructional leadership has both direct and indirect effects on student achievement. Direct effects include leaders' involvement in curriculum planning and teacher evaluation, while indirect effects are mediated through teacher efficacy and professional development (Liu et al., 2018; Robinson, Lloyd, & Rowe, 2019). Therefore, it is clear that head teachers' leadership behaviors directly influence instructors' conduct and, in turn, pupils' academic achievements. In addition to that, the role of instructional leaders in establishing and nurturing professional learning communities has been emphasized as a crucial strategy for improving teaching practices and, subsequently, student outcomes (Vangrieken et al., 2020).

In summary, instructional leadership is closely tied to academic performance. Effective instructional leaders create a conducive environment for teaching and learning, support and develop teachers, and make data informed decisions that can lead to improved academic outcomes for students.

2.4 .Challenges head teachers face while applying instructional leadership practices in the schools

Positively speaking, when head teachers are assuming their responsibilities as instructional leaders they tended to face several difficulties, hurdles, and impediments that limped their improvements in education in their schools effectively and efficiently. According to Scott (2017), head teachers had to deal with issues such a not have of financing and resources, a high teacher turnover rate, and a lack of educational resources while exercising instructional leadership. Prior to now, Glickman, C. D., Gordon, S. P., & Ross-Gordon, J. M. (2020), Instructional leaders must also focus on building the capacity of teachers to deliver high-quality instruction. This includes providing ongoing professional development, fostering collaboration, and encouraging reflective

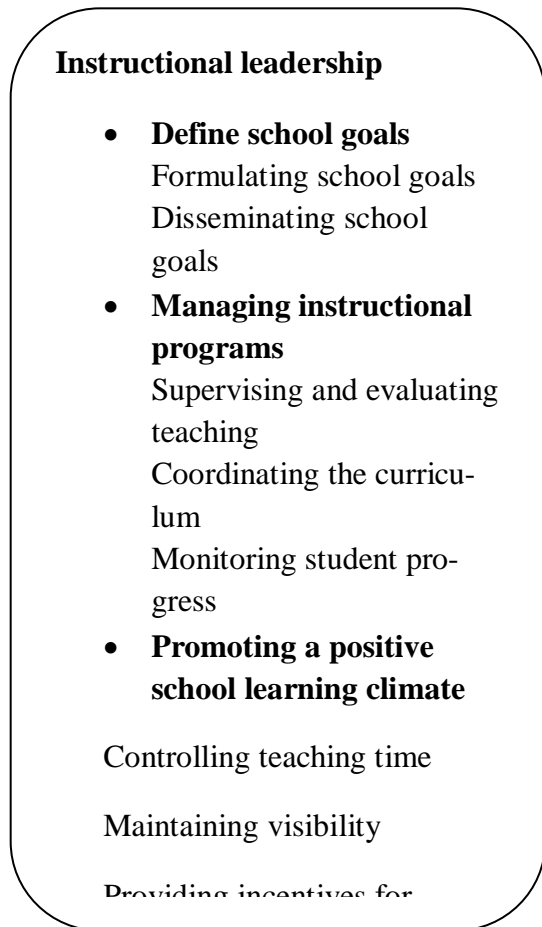
practice. However, challenges such as limited resources and resistance to change can impede these efforts.

The effectiveness of instructional leadership is influenced by various contextual factors, including school size, location, and socioeconomic status. For instance, leaders in low-income or rural schools may face additional challenges that affect their ability to implement instructional leadership practices effectively (Day et al., 2020).

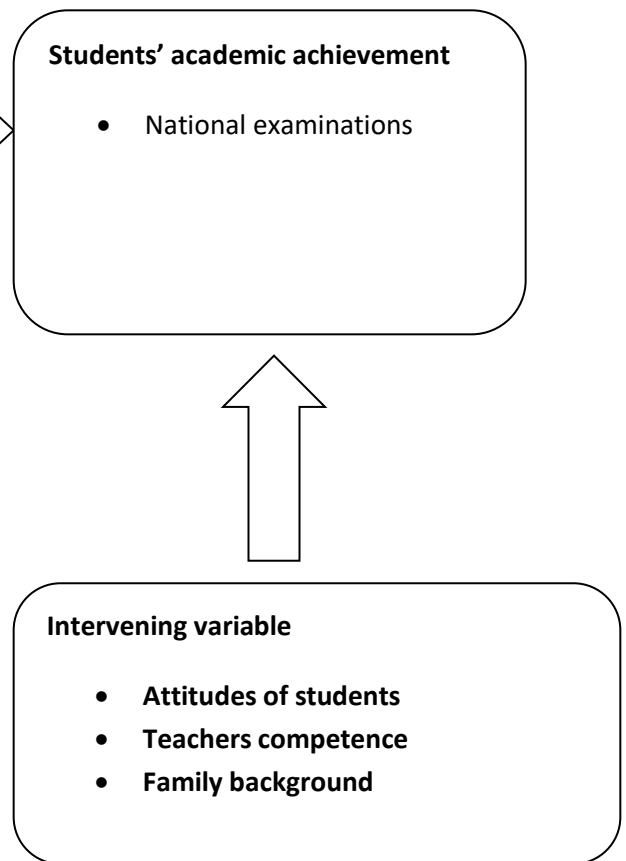
2.5 Conceptual framework

According to Mutai (2000), the link connecting variables in a study can be represented visually and diagrammatically by the conceptual framework. The goal is for the reader to understand concepts (Orodho, 2004). This study's conceptual framework is about the impact of head teachers' instructional leadership practices on students' academic performance. The main variables impacting students' academic performance include head teachers' instructional leadership practices, family background, teachers' competence and working environment and students' behavior.

Independent variable



Dependent variable



Base on the information provided, the table representing the relationship between the independent variable (head teachers' instructional leadership practices) and the dependent variable students' academic achievement. This table outlines the three specific instructional leadership practices (define school goals, managing instructional programs and promoting a positive school learning climate) considered as independent variables and their relationship with academic performance through national examination, which serves as the dependent variable.

2.6 Theoretical Framework

2.6.1 Transformational Leadership Theory

Transformational leadership is a model where leaders inspire and motivate their subordinates to exceed their own expectations and capabilities. This leadership style involves four key components: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Leithwood, K&Jantzi, D 2000). Head teachers who embody transformational leadership positively influence the school culture, teacher motivation, and instructional practices, which can lead to improved student outcomes.

2.6.2 Instructional Leadership Model

Instructional leadership focuses on the principal's role in guiding and enhancing teaching and learning. This model involves defining the school's mission, managing the instructional program, and promoting a positive school learning climate (Hallinger, P 2005). Head teachers who are effective instructional leaders directly impact the quality of teaching and learning by setting clear goals, monitoring progress, and fostering an environment focused on student achievement.

2.6.3 Distributed Leadership Theory

Distributed leadership emphasizes the collaborative aspect of leadership where responsibilities are shared among different members of the school community rather than centralized in a single leader (Spillane, J.P et al 2001). By distributing leadership, head teachers can empower teachers, promote collective responsibility, and enhance the instructional quality, which positively impacts student academic achievement.

2.6.4 Social Cognitive Theory

Social cognitive theory emphasizes the role of self-efficacy and observational learning in influencing behavior. In an educational context, a head teacher's leadership practices can enhance teachers' self-efficacy, thereby improving their instructional effectiveness (Bandura, A 1997). Teachers who believe in their ability to teach effectively are more likely to implement instructional practices that lead to higher student achievement.

2.6.5 School Effectiveness Theory

School effectiveness theory identifies the key characteristics of effective schools, such as strong leadership, high expectations, a focus on academic achievement, and an orderly and safe environment (Teddlie, C & Reynolds, D 2000). Instructional leadership practices that align with the principles of effective schools contribute to creating an environment where students can achieve academic success.

2.6.6 Human Capital Theory

Human capital theory posits that investment in people, such as through education and professional development, increases their productivity and effectiveness (Becker, G.S 1993). Head teachers who invest in teacher development improve instructional quality, which has a direct effect on student achievement.

2.6.7 Organizational Learning Theory

Organizational learning theory highlights the importance of a school being a learning organization that continuously improves through reflection and adaptation (Senge, P.M 2006). Instructional leadership that fosters a culture of continuous learning and improvement contributes to sustained academic achievement for students.

2.6.8 Integration of Theories into the Framework

Head teachers who practice **transformational leadership** can inspire and motivate teachers, leading to improved instructional practices. Through **instructional leadership**, they directly influence the quality of teaching, and by embracing **distributed leadership**, they promote a collaborative environment that maximizes instructional efficacy. **Social cognitive theory** explains

how this leadership fosters teachers' self-efficacy, which is critical for effective teaching. **School effectiveness theory** and **human capital theory** provide a foundation for understanding how leadership practices translate into improved academic outcomes, while **organizational learning theory** ensures that these improvements are sustained over time, leading to consistent student achievement.

By applying this integrated theoretical framework, research on the instructional leadership practices of head teachers can be grounded in well-established theories that collectively explain their impact on students' academic achievement.

2.6. Summary of the chapter

This chapter reviewed the existing literature on the impact of head teachers' instructional leadership practices on students' academic achievements, the impact of instructional leadership strategies used by head teachers in the chosen public lower secondary schools in the Nyagatare district on students' academic progress and the difficulties head teachers have when using these practices.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

The research's methodology is described that chapter accordingly. The research design, demographic, research instruments, validity and reliability, data analysis and methods were the crucial elements.

3.2 Research design

In this study a mixed research design was employed to explain the variables accordingly. According to Creswell (2012), a mixed research design is a process for gathering, examining, and mixing quantitative and qualitative research and methods in one study to examine the research problem well. In convergent parallel, quantitative and qualitative data are gathered and analyzed clearly. In this investigation, convergent mixed research assisted me in finding out the practices of instructional leadership of head teacher from selected public lower secondary schools. A correlational research design was employed to examine the connection between the instructional leadership practices of head teachers and the academic performance of students in specific public lower secondary schools. A correlation design allows the researcher to determine scores and explain the relationship among variables.

3.3 Population

According to Stenbacka (2001), defined the research population as any group of people that share both or any important characteristics to the investigator, the entire population or the universal subjects on which the research will be conducted.

The study's intended participants were chosen from lower heads of secondary schools, directors of studies and teachers because they are the individuals legally required to manage and lead schools. Specifically, all selected public lower secondary schools in Nyagatare district, were chosen by cluster sampling, representing urban areas and the remaining schools respectively represent rural areas.

The population for this study is made up of one (DDE), twenty one (21) lower secondary school head teachers and two hundred and sixteen (216) teachers from schools in different lower public secondary schools in Nyagatare District.

Table 2: Target Population

Total number of sectors	Total number of schools	Total number of teachers	Total number of head teachers	Total number of teachers	District director of education
6	21	21	216		1

The table 2 indicates that the target population of the study composed of 6 sectors, 21 schools with 21 head teachers, 216 teachers from selected public lower secondary schools and 1 district director of education.

3.3.1. Sample size and sampling methods

A sample is a subset of a population that is selected to represent the larger group or population from which it is drawn. According to Creswell and Plano Clark (2018), in mixed-method research, a sample is strategically chosen to provide comprehensive insights into both quantitative and qualitative aspects of a study." In this study, to ensure that each school has same possibilities of being selected, the researcher exercised simple random sampling to select schools. All targeted head teachers were purposively included in this study. Regarding the selection of teachers, teachers from the selected schools were put in strata based on their gender in order to ensure that all genders are symbolized in the sample of the study. Lastly, simple random sampling was applied to choose the required number of teachers from each stratum. This formula of Yamane was used to determine the sample size of teachers.

$$n = \frac{N}{1 + N(e)^2}$$

Where N: stands for population, n: stands sample size and e: stands sampling error

Table 3: The sample size against the intended audience

Total number of sectors	Total number of schools	Total number of head teachers	Total number of Teachers
6	21	21	57

The table 3 shows that sample size of the study consists 6 sectors within 21 schools, 21 head teachers and 57 teachers.

3.4. Data collection methods

3.4.1. Research instruments

Typically, information from respondents is gathered through the use of a questionnaire and interview. These instruments are explained below

3.4.1.1. Questionnaire

The structured questionnaire was used to collect data from respondents. The researcher preferred to use structured questionnaires for seeking standardized, quantifiable data from a large number of respondents efficiently and objectively. The questionnaire was made of closed ended questions. Teachers from selected schools in the Nyagatare district filled out a questionnaire for this study that included both open and closed questions. To comprehend open-ended questions allow respondents are given the chance to formally articulate their ideas in their own words. The questionnaire served as the primary research tool in this study for data collection.

3.4.1.2. Interview guide

The researcher used a semi structured interview where guided questions were designed to collect data from respondents. To conduct interviews with all of the head teachers, the researcher was scheduling for interviews in the selected public lower secondary schools in Nyagatare district. Since the majority- of people prefer verbal communication over written communication, the researcher's decision to use interview plan as one of the research instrument was also impacted by this fact accordingly (Kothari,2004).This supports the study's use of interview guide.

3.5. Pilot study

The investigator accomplished the piloting study before doing the main study. The piloting study was carried out in three schools from selected public lower secondary schools which were chosen purposively. The researcher conducted the pilot study with three head teachers and ten teachers. The schools which contributed to the pilot study were not engaged again in the main study. The main purpose of carrying out the pilot study was to eradicate uncertain things such as errors from the research instruments. Most importantly, the pilot study helped to me to revise wisely the instruments by including other things that were thought to be important.

3.6. Reliability and validity

3.6.1. Validity

The validity of a tool for research relates to the suitability of the questions in the questionnaire to provide the desired information. As far as validity is concerned, the researcher managed the content validity to ensure that the research instruments enabled to realize the objectives of this study. To adequately control the content validity, the expert-judgment technique was used. This means that the researcher asked for judgments and opinions from three educational leadership and management experts. These three experts were given the instruments, research objectives and questions to judge how well the questions were related to the intended objectives and research questions. The researcher ensured integration of judgments and opinions before undertaking data collection process.

3.6.2. Reliability

A reliable instrument is can be used many times to measure a similar object, and give same the data (Sugiyono, 2012). In this study, the test retest technique was utilized to test the reliability. For this, the instruments were given twice to nine respondents (eight teachers and one head teacher). These respondents were selected purposively from the schools that had not contributed to the main study. Firstly, the questionnaires were given to the respondents and their responses were kept. Secondly, after one week the same respondents were given a similar questionnaire and their responses were also kept. Afterwards, the Spearman rank order correlation coefficient was used to calculate the correlation between the results obtained during the two phases of administrations questionnaires. After calculation, the researcher got the correlation coefficient equal to 0.71 which means there is a very strong correlation between these two results.

3.7. Data analysis technique

To deal with the study's goals in terms of qualitative and quantitative techniques, the researcher conducted a number of analyses. Quantitative data evaluated using the descriptive statistics through a statistical package for social science software (SPSS Version 20), which applies statistical procedures involving percentages and frequencies in the form of tables as well as measure of correlation. Using content analysis, qualitative data that were gleaned from head teachers' interviews were evaluated.

3.8. Data collection techniques

In fact, personal administration with collection after time interval technique was used to accumulate information from teachers. For this, the researcher administered himself the questionnaires to the teachers and return back to take them at least after two weeks for the better completion. I preferred to use this technique because it gives the respondent sufficient time to answer the questionnaire items accordingly.

3.9. Ethical consideration

The guidelines and agreement between the researcher and the respondents were directed by informed consent and confidentiality. The researcher upheld confidentiality by honoring respondents' right to privacy and psychological well-being and provided justification for the necessity of data gathering. Without mentioning participants' names, the researcher made it very evident to the participants that the data would be used for academic purposes and would be handled scientifically. The atmosphere between the researcher and participants was cordial, which made the respondent feel at ease during the interview. The researcher assumed responsibility for safeguarding the respondents' health, values, and dignity, thereby ensuring that there was no threat of physical or psychological harm to them. In order to avoid offending respondents, consideration was given to cultural sensitivity and factors like gender, age, and background. Both accountability requirements and independence were upheld. Ultimately, the respondents were guaranteed an explanation of the results.

3.10. A summary of the chapter

This chapter was concerned about the methods, the procedures, the instruments, the population and sample used for collecting information. It explained how every stage was undertaken. Data analysis utilized Statistical Package for Social Science (SPSS) software for quantitative data analysis, and content analysis was employed for qualitative data analysis. The next chapter, which is fourth, concentrated on presenting and analyzing the results and trying to relate them to the research problem and objectives.

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0. Introduction

The display, analysis and interpretation of data are the topics covered in this chapter. It presents details about various answers given on the research topic “impact of head teachers’ instructional leadership practices on students’ academic achievements in selected public lower secondary schools in Nyagatare district. In this chapter, data were analyzed, presented and interpreted based on the goals of the study and study questions. This research targeted head teachers and teachers of selected public lower secondary schools. After collecting data the researcher analyzed them together in qualitative and quantitative.

4.1 Profile of respondents for head teachers

To present quantitative data statistical tables and percentages were used. Lastly, findings were interpreted as regards the research-specific goals of the study. The study sample comprises 21 head teachers and 54 teachers of respondents. All teachers of participants filled in the administered questionnaires with a response rate of 100 percent while the 21 head teachers were interviewed accordingly. The sample includes 21 lower public secondary schools.

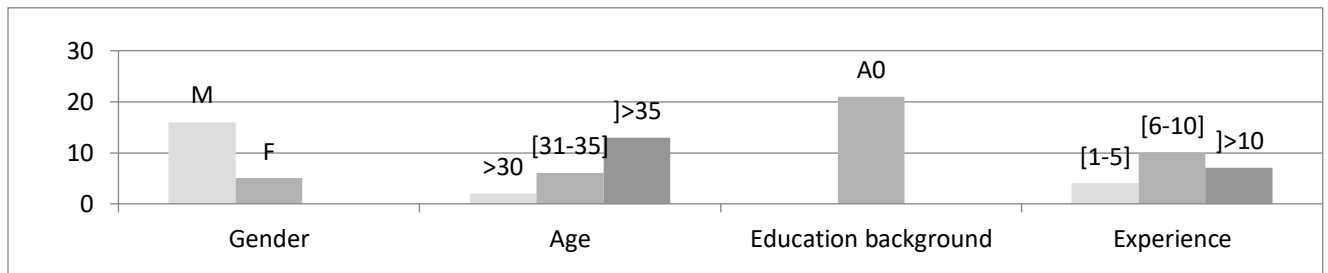
4.1.2 Profile of respondents for head teachers and teachers

This subchapter showed the profile of respondents. In fact it intended to let know the people who responded to the questions regarding the impact of head teachers’ instructional leadership practices on the students’ academic achievements in selected public lower secondary schools in Nyagatare district. All respondents of the study were identified by gender, age group, educational level and experience.

Table 2: Profile of respondents for head teachers and teachers

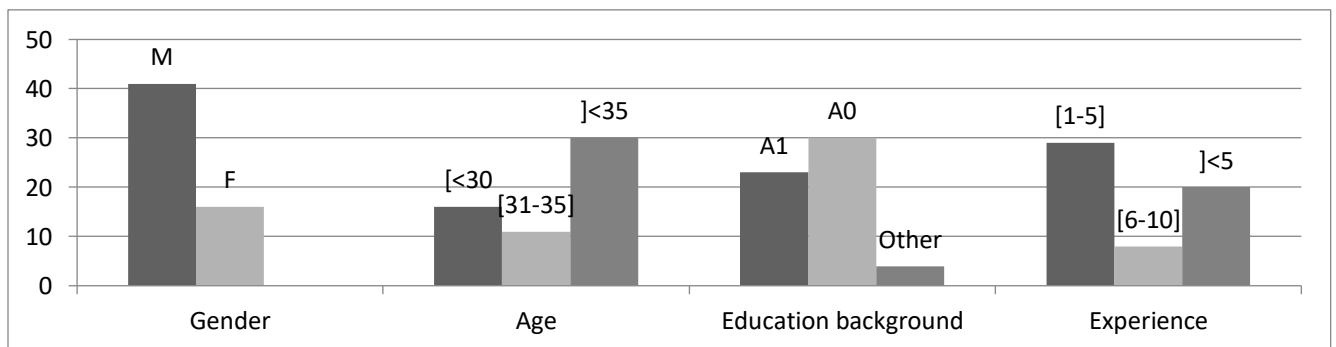
Table 2 shows the profile of respondents for head teachers and teachers from selected public lower secondary schools in Nyagatare district.

Table 2:1: Profile for head teachers



The table 2:1 indicates that the profile of respondents of head teachers where 21 head teachers where 16 among of them were male and 5 were female, 2 among of them aged less than 30years,6 aged between 31 to 35years and 13 aged above 35 years, all 21 head teachers had bachelor degree and 4 among of them had experience of between 1 to 5 years of working,10 had experience of between 6 to 10 years of working and 7 had experience of above 10 years of working.

Table 2:2 Profiles of teachers



The table 2:2 indicates the profile of respondents of 57 teachers where 41 among of them were male and 16 were female,16 among of them aged less than 30 years,11 aged between 31 to 35 years and 30 aged above 35 years,23 among of them had educational background of diploma,30

had bachelors degree and 4 had other educational background and 29 among of them were had experience of between 1 to 5 years of working,8 had experience of between 6 to 10 years of working and 20 had experience of above 10 years of working.

4.2 Instructional leadership practices of head teachers in the selected public lower secondary schools in Nyagatare district

4.2.1 Define school goals

Establishing school objectives is constructed by two main instructional leadership practices which are framing and communicating school goals. Particularly, on defining schools head teacher needs to practice instructional leadership on three items as indicated on the teachers' questionnaire and teachers were asked to indicate the level of head teachers are practicing each practice item accordingly.

4.2.1.1. Framing school goals

Framing school goals to be well prepared; it asks head teachers to prepare school goals which are framed clearly and correct data of past and current students' academic performance as well as making a strong collaboration with all educational stakeholders accordingly.

Table 4: Frequency and percentage of practices related to framing school goals

	Always F %	Sometimes F %	Rarely F %	Never F %	Total F %
Preparing and reviewing school goals with staff regularly.	0 0	24 42	21 36	12 21	57 100
Making a strong collaboration with other stakeholders.	0 0	21 36	22 38	14 24	57 100
Correcting and making a coherent analysis of students 'academic performance.	1 1	12 21	27 47	17 29	57 100

Primary data (2023)

Table 4 indicates that the frequency and percentage of practices to framing school goals are at different degree. Regarding the frequency and percentage between practices related to framing school goals; the results expressed that the majority of responses with agreed that head teacher prepares school goals which are framed clearly as they are routinely examined and addressed with staff sometimes. The majority of respondents accepted also that head teacher sometimes makes a strong collaboration and gives other school personnel such as teachers and or parents equal opportunities' while setting academic goals and corrects and makes a coherent analysis of data on past and current students' academic performance while developing the school academic goals. All these testify that head teachers are not used to engage all staff regularly while preparing school academic goals as well as giving equal opportunities among teachers or parents while setting academic goals. Therefore, this is a demonstration that framing school goals needs to be done at all schools by giving equal opportunities all stakeholders and it is very important to be discussed and reviewed with staff regularly.

Through the interview, the most of head teachers said that they are used to frame school goals however they didn't have required both knowledge and skills for creating coherent school goals based on educational statistics. Additional to that due to the heavy work of administration, they did not get enough time reviewing school goals with staff regularly.

4.2.1.2. Communicating school goals

For effective communication of school goals, it is very important to use different communication channels, use understandable language and post academic goals on different displays.

Table 5: Frequency and percentage of practices related to communicating school goals

	Always		Sometimes		Rarely		Never		Total
	F	%	F	%	F	%	F	%	F %
Communicating the school's goals to staff members and all stakeholders through formal channels.	2	3	23	40	20	35	12	21	57 100
Using understandable language during developing academic goals.	3	5	10	17	28	49	16	28	57 100
Posting academic goals on different displays within the school.	2	3	19	33	26	49	10	17	57 100
Explaining academic goals to students and teachers clearly.	2	3	19	33	26	45	10	17	57 100

Source: Primary data (2023)

The table 5 indicates that the frequency and percentage between the practices related to communicating school goals, Regarding the frequency and percentage table results shows that 40% agreed that school goals are communicated sometime to teachers, students and parents while 35% agreed that school goals are communicated rarely. For 49% agreed that head teachers are rarely to post academic goals on different displays and 28% agreed that head teachers are never post the academic goals not at all. Alternatively, 45% agreed that head teachers explain rarely academic goals to students and teachers.

Findings from the above table shows that the most of the respondents find that it is rarely to communicate post and explain school academic goals to students and teachers accordingly. In a word, both teachers and students need these head teachers as an instructional leader to effectively communicating school academic goals through formal communication channel as well as posting them on different displays to gather with clearly explanation.

Through the interview, the most of head teachers said that they found hardly to communicate school goals to students because they prepared in English language yet most of our students did not understand it effectively as well as their parents. We knew that they were many formal channels of disseminating school goals but those of required financial funds we did not have access because schools got few financial funds.

A well-defined school mission and clear goals are directly linked to higher student achievement. When instructional leaders set goals that prioritize academic excellence and equity, and when these goals are consistently communicated and pursued, there is a notable improvement in student performance across various metrics (Grissom, Egalite, & Lindsay, 2021).

4.2.2. Managing instructional programs

Managing instructional programs is one of instructional leadership practice which is constructed by three practices which are supervising and evaluating teaching, curriculum coordination and student progress tracking. There are different items as indicated on the teachers' questionnaire and teachers were asked to indicate the level of head teachers is practicing each practice item accordingly. Results of this sub instruction leadership practices are summarised in table below.

4.2.2.1. Supervise and evaluate teaching

For constructive supervision and evaluation of teaching, it asks head teachers to give constructive and useful feedback, provide conducive school environment, check on the regular basis pedagogical documents and apply different instructional supervision and evaluation skills as well as techniques.

Table 6: Frequency and percentage of practices related to supervising and evaluating teaching

	Always	Sometimes	Rarely	Never	Total
	F %	F %	F %	F %	F %
Giving constructive and useful feedback to the teachers.	2 3	23 40	24 42	8 14	57 100
Creating learning environment.	1 1	21 36	21 36	14 24	57 100
Checking regularly pedagogical documents.	2 3	19 33	25 43	11 19	57 100
Pointing out specific strengths and weaknesses, teachers are meeting during instructional.	0 0	15 26	32 56	10 17	57 100
Visiting the teachers' classroom.	1 1	11 19	37 64	8 14	57 100
Conducting informal classroom supervision and evaluation.	1 1	3 5	32 56	21 36	57 100
Using and applying different instructional supervision and evaluation skills.	1 1	7 12	30 52	19 33	57 100

Source: Primary data (2023)

The overhead table 6 shows frequency and percentage between the practices related to supervising and evaluating teaching. For 42% of the respondents agreed that it is rarely for head teachers give constructive and useful feedback while 56%, 64% and 52% respondents agreed also that it is rarely for head teachers to point out specific strengths and weaknesses while supervising and evaluating teaching profession, visit the teachers in the classroom to ensure that they have cov-

ered curriculum and apply different instructional supervision and evaluation skills and techniques.

All in all, the above findings are that the most of teachers’ response that it is rarely to the head teachers to effectively and efficiently managing instructional programs specifically constructive and conducive supervision and evaluation of teaching as the one of instructional leadership practice of head teachers.

Through the interview, the most of head teachers said that they found their head teachers work in office and out of office walking around school and give them rules and checking financial documents effectively because they had deputy head teachers in charge of studies and they had main responsibility is to supervise and evaluate teaching activities and sent a report.

4.2.2.2. Coordinate the curriculum

For essential coordination of curriculum, head teacher needs to ensure clearly who is in charge of organizing the curriculum and adequate and effective use of instructional and learning resources, as well as check whether teachers had covered school’s curricular objectives respectively.

Table 7: Frequency and percentage of practices related to coordinating the curriculum

	Always		Sometimes		Rarely		Never		Total	
	F	%	F	%	F	%	F	%	F	%
Ensuring clearly who is responsible for coordinating the curriculum.	1	1	7	12	36	63	13	22	57	100
Ensuring that learning materials are used effectively.	0	0	2	3	37	64	18	31	57	100
Checking that the curriculum goals are covered accordingly.	0	0	10	17	30	52	17	29	57	100

Source: Primary data (2023)

The table 7 illustrates that the frequency and percentage between the practices related to coordinating the curriculum are at different. As indicate in the table the results shows that 63% agreed that it is rarely that to know clearly who is responsible for coordinating the curriculum in a few selected public lower secondary schools in the district of Nyagatare.

Where 64% of the respondents said that head teachers are seldom that consumption is enough and effective of teaching and learning resources while 31% of the respondents said that head teachers do not ensure that there is adequate and effective utilization of learning materials in a few district of Nyagatare public lower secondary schools.

The same table's findings show that 52% of respondents find it difficult to supervise the class-room curriculum to ensure that it meets the school's curricular objectives, while 29% never do so.

In a word, findings from the above shows that the most of the respondents find that it is rarely for the head teachers to coordinate the curriculum specifically by ensuring clearly who is in charge of organizing the curriculum, making proper and efficient use of the teaching and learning resources, and overseeing the classroom curriculum to ensure that the learning objectives of the school are adequately covered.

Through the interview, smaller number of head teachers said that they ensured that educational materials were used effectively and efficiently in the schools and verifying that the curriculum goals were covered by teachers accordingly.

4.2.2.3. Monitor students' progress

Monitoring student progress, it requires head teacher to meet individual teacher to discuss students' progress, encourage teachers to plan and administer for remedial lessons or courses and check strictly teacher's different made examinations to ensure its quality.

Table 8: Frequency and percentage of practices related to monitoring students' progress

	Always	Sometimes	Rarely	Never	Total
	F%	F%	F%	F%	F%
Meeting individual teacher to discuss students' progress.	1 1	10 17	29 50	17 29	57 100
Checking wisely teacher's different made examinations.	1 1	3 5	35 61	18 31	57 100
Ensuring that all pupils arrive at school on time and are present.	2 3	8 14	38 66	9 15	57 100
Giving assignments to students as well as mark and do correction for them accordingly.	3 5	5 8	34 59	15 26	57 100
Planning and administering for remedial lessons or courses.	2 3	9 15	34 59	12 21	57 100
Inspecting student's class work and individual studies.	1 1	5 8	36 63	15 26	57 100
Evaluating students' progress through examinations results.	3 5	18 31	22 38	14 24	57 100

Source: Primary data (2023)

The table 8 illustrates that the frequency and percentage between the practices related to monitoring students' progress are at different level. As shown in the above table the results expresses that 50% articulated that it is seldom for the head teachers to meets individual teacher to discuss students' progress in the select public lower secondary schools in Nyagatare district, while 29%

of the respondents articulated that head teachers do not meet individual teacher to discuss students' progress in the select public lower secondary schools in Nyagatare district.

Where 61% of the respondents said that it is rarely for head teachers to check strictly teacher's different made examinations to make sure positively which are of a high standard, valid and reliable enough, while 31% among the participants said also that head teachers do not verify strictly teacher's different completed examinations to ensure positively which are of a high standard, valid and reliable enough in the select public lower secondary schools in Nyagatare district.

Wherever 66% of the respondents agreed that it is rarely for head teachers to monitor students' maintain order by making sure that all students are there in the school and punctual accordingly, while 15% of respondents said that head teachers do not maintain order by making sure that all students are there in the school and on time accordingly in the select public lower secondary schools in Nyagatare district.

In the same table, the result shown that 59% of the respondents said that it is rarely for head teachers ensure that teachers give both formal and informal class assignments to students as well as mark and do correction for them accordingly, while 26 % of respondents articulated that head teachers do not ensure that teachers give both formal and informal class assignments to students as well as mark and do correction for them in the select public lower secondary schools in Nyagatare district.

Alternatively, the result also shown that 59% of the respondents agreed that it is not often for head teachers to evaluate progress, use tests and other performance indicators of the students to ward school academic goals, while 21% of respondents expressed that head teachers do not evaluate progress using tests or other performance measures of the students to ward school academic goals in the select public lower secondary schools in Nyagatare district.

Lastly, 63% of the respondents agreed that it is not often for the head teacher inspect student's class work and individual studies, while 26% of respondents expressed that head teachers do not inspect student's class work and individual studies in the select public lower secondary schools in Nyagatare district.

In a word, findings from the above shows that the most of the respondents find that it is rarely for head teachers to monitor student progress specifically, by meeting individual teacher to discuss students' progress, checking strictly teacher's different made examinations to ensure positively that are of high quality, maintain order by making sure that all students are there in the school and on time accordingly, using tests and other performance measure to assess progress of students to ward school academic goals as well as inspecting student's class work and individual studies in the select public lower secondary schools in Nyagatare district.

Through the interview, the most of head teachers said that monitoring of students' progress was the practice of an instructional leader however due to both administrative and financial duties which are heavy to us, they found difficult to give and inspect assignments and other learning activities to students and check wisely teacher's different made examinations.

The analysis of managing instructional program; according to Hallinger and Heck (2010), effective management of instructional programs by head teachers involves providing support, resource, and professional development opportunities for teachers. Instructional leaders who prioritize curriculum alignment, pedagogical innovation, and assessment practices contribute to improved student learning outcomes.

4.2.4. Promoting a positive school learning climate

Promoting a positive school learning climate is one of instructional leadership practice which is constructed by four practices which are controlling classroom period, encouraging professional development, maintaining visibility and providing incentives for teachers and students. There are different items as indicated on the teachers' questionnaire and teachers were asked to indicate the level of head teachers is practicing each practice item accordingly. Results of this sub instruction leadership practices are summarised in table below.

4.2.4.1. Controlling teaching time

Controlling teaching time, it requires head teacher to prevent and limit the distractions of during class time, make sure that the pupils are not out of the classroom during the school day as well as to encourage and influence professors should teach at class time effectively and efficiently. In addition to that it is very important for head teacher to ensure that teachers have well planned and completed timetable to follow.

Table 9: Frequency and percentage of practices related to controlling teaching time

	Always	Sometimes	Rarely	Never	Total
	F %	F %	F %	F %	F %
Preventing the distractions of instructional time.	19 33	33 57	4 7	1 1	57 100
Ensuring that students are not out of the classroom during instructional time.	21 36	31 54	4 7	1 1	57 100
Encouraging teachers to use instructional time effectively and efficiently.	5 8	28 49	18 31	6 10	57 100
Ensuring that different co-curricular activities, do not consumer time for instructions.	2 3	6 10	28 49	21 36	57 100
Ensuring that teachers have well planned and completed timetable to follow.	1 1	2 3	31 54	23 40	57 100
Ensuring that trainings attended by teachers are consistent with the school's goals.	1 1	2 3	29 50	25 43	57 100

Source: Primary data (2023)

The table 9 illustrates the views from the teachers on fostering a supportive learning environment in schools with the focus of controlling teaching time as the practice of the instructional leader, as indicate in the above table the results expresses that 33% of the respondents said that head teachers at all time prevent and limit the distractions of instructional time, while 57% of the respondents agreed that it is occasionally for head teachers to prevent and limit the distractions of instructional time in the select public lower secondary schools in Nyagatare district.

Where 21% of the respondents said the head teachers ensure at all time that students are not out of the classroom during instructional time, while 54% of the respondents agreed that head teach-

ers occasionally ensure at all time that students are not out of the classroom during instructional time in the select public lower secondary schools in Nyagatare district.

Another way, 49% of the respondents agreed that head teachers encourages and influence from time to time teachers to use instructional time for teaching effectively and efficiently, while 31% of the respondents said that it is hardly for head teachers to encourages and influence from time to time teachers to use instructional time for teaching effectively and efficiently in the select public lower secondary schools in Nyagatare district.

In the same table, the results illustrate that 36% of the respondents said that head teachers do not ensure that different co curricular activities do not consumer time for instructions, while 49% of the respondents agreed that that it is seldom for head teacher to ensure that different co curricular activities do not consumer time for instructions in the select public lower secondary schools in Nyagatare district.

And also, 40% of the respondents said again that head teachers do not ensures that teachers have well planned and completed timetable to follow, while 54% of respondents agreed again that head teachers it is hardly ever for head teachers to ensures that teachers have well planned and completed timetable to follow in the select public lower secondary schools in Nyagatare district.

Lastly, 43% of the respondents said that head teachers do not ensure that in-service activities attended by teachers are consistent with the school academic goals, while 50% of respondents agreed that it is seldom for head teachers to ensure that in-service activities attended by teachers are consistent with the school academic goals in the select public lower secondary schools in Nyagatare district.

Findings from the above table shows that moderate of the respondents agreed that head teachers control teaching time as the one of instructional leadership practice though preventing and limiting the distractions of instructional time, ensuring that students are not out of the classroom during instructional time and effectively and efficiently encouraging and influencing teachers to use instructional time, however it is hardly ever for head teachers to ensure that different co-curricular activities do not consumer time for instructions, ensure again that teachers have well planned and completed timetable to follow and ensure that in service activities attended by

teachers are consistent with the school academic goals in the select public lower secondary schools in Nyagatare district.

Through the interview, smaller number of head teachers said that they ensured that students were not out of the classroom during instructional time and encouraged teachers to use instructional time effectively. They practiced these by buying electrical bell and putting out exist cards to students.

Research consistently shows that a positive school climate is associated with better student outcomes, including higher academic achievement, improved attendance, and reduced behavioral issues. Instructional leaders must therefore prioritize the development of a school climate that supports learning for all students, Thapa, A., Cohen, J., Guffey, S., & Higgins-D'Alessandro, A. (2018),

4.2.4.2. Encourage professional development

Encouraging professional development, it requires head teacher to give the equal chance to all staff members to inform and recover their understanding and skills, supports teachers to implements staff professional development programmes and plan different continuous professional development activities and internal training to meet teaching problems of teachers positively.

Table 10: Frequency and percentage of practices related to encouraging professional development

	Always	Sometimes	Rarely	Never	Total
	F %	F %	F %	F %	F %
Giving an equal opportunity- to teachers for developing skills.	3 5	5 8	28 49	21 36	57 100
Assisting teachers to conduct professional devel-	1 1	2 3	33 57	21 36	57 100

opment programs.

Planning various ongoing professional development initiatives. 2 3 6 10 30 52 19 33 57 100

Ensuring that the goals of the school are being met through the in-service events that teachers attend. 2 3 2 3 32 56 21 36 57 100

Source: Primary data (2023)

4.2.4.3. Maintain visibility

In order to communicate and discuss school concerns with teachers and students on a regular basis, head teachers must make time to speak casually with students and instructors, cover classes when a teacher is running late, and play a classroom visit.

Table 11: Frequency and percentage of practices related to maintaining visibility

	Always	Sometimes	Rarely	Never	Total
	F %	F %	F %	F %	F %
Providing time for casual conversations.	18 31	33 57	5 8	1 1	57 100
Taking part in extracurricular activities.	1 1	4 7	37 64	15 26	57 100
Covering students when teacher is late or absent.	2 3	6 10	27 47	22 38	57 100
Sharing school issues with staff members on regular basis.	1 1	4 7	28 49	24 42	57 100

Source: Primary data (2023)

The table 11 illustrates the views from teachers on the head teacher's instructional leadership practices particularly on maintaining visibility in schools, as indicate in this table the results shows that 31% of the respondents said the head teachers during breaks, do not spend time engaging in casual conversation with kids and teachers., while 57% of the respondents conformed that it is hardly ever for head teachers, during breaks teachers should have informal conversations with both students and other teachers. In the select public lower secondary schools in Nyagatare district.

Where 26% of the respondents said the head teacher do not attend or take part in extracurricular and extracurricular activities, while 64% of the respondents confirmed that it is rarely for head teachers to attend or take part in extra and co-curricular activities in the select public lower secondary schools in Nyagatare district.

Whenever 38% of the respondents said the head teachers do not covers students when teacher is late until he/she arrives or substitutes him/her when is absent, while 47% of the respondents agreed that it is seldom for head teachers to covers students when teacher is late until he/she arrives or substitutes him/her when is absent in the select public lower secondary schools in Nyagatare district.

In the same table, the result illustrates that 42% of the respondents said the head teachers do not play a classroom visit in order to share and discuss school issues with both teachers and students on regular basis, while 49% of the respondents agreed that it is rarely for head teachers to play a classroom visit in order to share and discuss school issues with both teachers and students on regular basis in the select public lower secondary schools in Nyagatare district.

Findings from the above table shows that the most of the respondents confirmed that it is seldom for head teachers to maintain visibility effectively and efficiently as the important practice of instructional leaders during breaks, take the opportunity to chat casually with both students and teachers, attending or participating extracurricular, covering students when teacher is late until he/she arrives or substitutes him/her is absent and playing a classroom visit in order to share and discuss school issues with both teachers on regular basis in the select public lower secondary schools in Nyagatare district.

Through the interview, the most of head teachers said that they covered sometimes students when teacher is late or absent, took part in extracurricular activities and provided time for casual conversations. Additional to that they had very limited time because they had a lot of reports to prepare and check.

4.2.4.4. Provide incentives for teacher

Providing incentives for teacher, it requires head teacher to create professional growth opportunities for teachers as a reward for special contributions made to the school, be used to reinforce the best performers and personally congratulate teachers on their special efforts accordingly.

Table 12: Frequency and percentage of practices related to providing incentives for teachers

	Always	Sometimes	Rarely	Never	Total
	F %	F %	F %	F %	F %
Giving compensation to the teachers for their unique contributions to the school.	23	915	2543	2136	57100
Reinforcing the best performers.	23	814	3052	1729	57100
Complimenting teachers privately for their special efforts or performance.	35	35	2950	2238	57100

Source: Primary data (2023)

The table 12 illustrates the views from teachers on the head teacher’s instructional leadership practices particularly on providing incentive for teachers in schools, as indicate in this table the results shows that 36% of the respondents said that head teachers do not provide reward for exceptional accomplishments, provide teachers with opportunities for professional development made to the school in the select public lower secondary schools in Nyagatare district, while 43%

of the respondents confirmed that it is seldom for head teachers to give teachers the chance to advance their careers as a reward for their exceptional service in the district's chosen public lower secondary schools..

Where 29% of the respondents said that head teachers are not used to reinforce the best performers among teachers in the staff meeting or elsewhere, while 52% of the respondents confirmed that it is hardly ever for head teachers to be used to reinforce the best performers among teachers in the staff meeting or elsewhere in the select public lower secondary schools in Nyagatare district.

While 50% of respondents said that head teachers rarely compliment teachers privately for their special efforts or performance in the select public lower secondary schools in the Nyagatare district, 38% of respondents agreed that head teachers do not do so for their special efforts or performance.

Results from the above table indicate that the majority of respondents agreed that it is uncommon for head teachers to implement effectively and efficiently the action of providing incentives for teachers as an essential practice of instructional leaders through providing opportunities for professional growth for teachers as a reward for unique contributions made to the school, being used to praise the top teachers in the staff meeting or elsewhere.

Through the interview, the most of head teachers said that they agreed that to provide incentives for teachers was the best practice of effective instructional leader to boost students' academic achievement. They wished to give compensation to teachers however our schools had limited financial funds due to funds received are being used in other urgent school activities.

4.2.4.5. Provide incentives to students

In order to provide incentives to pupils, the head teacher must plan several assemblies that praise students for their academic achievements and recognize students with formal rewards like providing them scholastic supplies.

Table 13: Frequency and percentage of practices related to providing incentives for students

	Always	Sometimes	Rarely	Never	Total
	F %	F %	F %	F %	F %
Ensuring that instructors participate in training that is in line with the objectives of the school.	3 5	1 1	33 57	20 35	57 100
Preparing different assemblies to honors students for academic accomplishments.	4 7	22 38	26 45	5 8	57 100
Recognizing students who do superior work with formal rewards.	1 1	8 14	33 57	15 26	57 100

Primary data (2023)

As indicated in this table 13, the results show that 35% of respondents confirmed that head teachers do not ensure that in-service activities attended by teachers are consistent with the school's goals, while 57% of respondents said that it is rarely for head teachers to ensure that in-service activities a head teacher to ensure that in-service activities are consistent with the school's goals.

Where 45% of the respondents said that it is rarely for head teacher to prepare different assemblies to respect or honors students for academic accomplishments, while 38% of the respondents said that head teachers sometime prepare different assemblies to respect or honors students for academic accomplishments in the select public lower secondary schools in Nyagatare district.

While 57% of the respondents said that head teachers hardly ever recognize students who do superior work with formal rewards like giving them scholastic materials in the select public lower secondary schools in Nyagatare district, 26% of the respondents agreed that head teachers do not

recognize students who do superior work with formal rewards like giving them scholastic materials.

Findings from the above table shows that the most of the respondents confirmed that it is seldom for head teachers to practice effectively and efficiently the action of providing incentives to students as the important practice of instructional leaders through preparing different assemblies to respect or honor students for academic accomplishments, ensuring that in-service activities attended by teachers are consistent with the school's goals, and rewarding students who do exceptional work with formal actions like giving them school supplies in the select public lower secondary schools in the Nyagatare district.

Through the interview, the most of teachers said that they knew that this practice of giving incentives for students however they practiced rarely practically recognizing students who do superior work with formal rewards because they asked us to use financial funds.

The analysis of promoting a positive school learning climate;Fullan (2014) suggests that fostering a positive school culture requires building trust, promoting collaboration, and recognizing the achievements of both students and staff. Head teachers who cultivate a positive learning environment characterized by high expectations, mutual respect, and supportive relationships create conditions conducive to academic success.

4.3. Relationship between head teacher's instructional leadership practices and students' academic achievement in selected public secondary schools in Nyagatare district

The second research objective that guided this study was about to establish the relationship between of head teacher's instructional leadership practices on students' academic achievement. After finding out instructional leadership practices performed by school leaders in selected public secondary schools in Nyagatare district. The next step is to establish the relationship between two these variables. Also, P-values were considered to determine the significance of correlation coefficient calculated and alpha of 0.05 was chosen. To mean that the coefficient which had p-values equals to 0.05 or less was taken to be statistically significant. Distinctively, each item aspect of instructional leadership practice was correlated with students' academic achievements.

Table 14: Correlation between practices related to forming school goals

Forming school goals practices	Students' academic achievements	
	Correlation Coefficient	P-Values
Preparing and reviewing school goals with staff regularly.	.720	.000
Making a strong collaboration with other stakeholders.	.723	.000
Correcting and making a coherent analysis of students' academic performance.	.542	.002

Source: Primary data.

The table 14 indicates that the correlation between practices related to forming school goals practices and students' academic achievements are at different level. The practices that have strong positive correlation with students' academic achievement are making a strong collaboration with other stakeholders($r=0.723$) and preparing and reviewing school goals with staff regularly($r=0.720$). This implies that head teachers who perform these practices improve students' academic achievements. On the other side, correcting and making a coherent analysis of students' academic performance($r=0.542$) has moderate positive correlation with students' academic achievement.

Table 15: Correlation between practices related to communicating school goals and students' academic achievements

Communicating school goals practices	Students' academic achievement	
	Correlation Coefficient	P-value
Communicating the school's goals to staff members and all stakeholders through formal channels.	.702	.000

Using understandable language during developing academic goals.	.723	.000
Posting academic goals on different displays within the school.	.774	.001
Explaining academic goals to students and teachers clearly.	.512	.001

Source: Primary data

Table 15 indicates that the correlation between the practices related to communicating school goals practices and students' academic achievement are at different level. The practices that have very strong positive correlation with students' academic achievement are posting academic goals on different displays within the school (0.774), using understandable language during developing academic goals (0.723) and communicating the school's goals to staff members and all stakeholders through formal channels (0.702). Implication for this is that head teachers who perform these practices improve students' academic performance than those who don't perform these practices. On the side of explaining academic goals to students and teachers clearly (0.512) has moderate positive correlation with students' academic achievement. This explains that when head teachers enact this practice, students' academic achievement improve mode.

According to Day, C., & Sammons, P. (2019), Instructional leaders who set clear and measurable educational goals provide direction for teachers and students. This clarity helps align teaching practices with desired academic outcomes, leading to improved performance.

Table 16: Correlation between practices related to supervising and evaluating teaching and students' academic achievement

Supervising and evaluating teaching	Students' academic achievement	
	Correlation Coefficient	P-value
Giving constructive and useful feedback to the teachers.	.815	.002
Creating safe learning environment.	.784	.000
Checking regularly pedagogical documents.	.566	.000
Pointing out specific strengths and weaknesses, teachers are	.546	.000

meeting during instructional.

Visiting the teachers' classroom.	.432	.000
Conducting informal classroom supervision and evaluation.	.579	.000
Using and applying different instructional supervision and evaluation skills.	.607	.000

Source: Primary data

Table 16 shows the influence between practices related to supervising and evaluating teaching and students' academic achievement are at different level. The practices that have very strong positive correlation with students' academic achievement are giving constructive and useful feedback to the teachers ($r=0.815$) and creating a safe learning environment ($r=0.784$). Implication for this is that head teachers who execute these practices improve positively students' academic achievement than those who don't execute these practices. On the other hand, using and applying different instructional supervision and evaluation skills ($r=0.607$), conducting informal classroom supervision and evaluation ($r=0.579$), checking on the regular pedagogical documents ($r=0.566$) and pointing out specific strengths and weaknesses in the teacher's instructional supervision and evaluation ($r=0.546$) have moderate positive correlation with students' academic achievement. The connotation for this is that head teachers who enact these practices improve students' academic achievement moderately. Regarding to visiting the teachers' classroom practice ($r=0.432$) has low positive correlation with students' academic achievement. This implies that this practice doesn't significantly correlate to students' academic achievement.

Table 17: Correlation between practices to coordinating the curriculum and students' academic achievement

Coordinating the curriculum	Students' academic achievement	
	Correlation Coefficient	p-value
Ensuring clearly who is responsible for coordinating the curriculum.	.601	.001

Ensuring that learning materials are used effectively.	.821	.000
Checking that the curriculum goals are covered accordingly.	.815	.000

Source: Primary data

Table 17 shows that the correlation between the practices related to coordinating the curriculum and students' academic achievement are at different level. The practices that have strong positive correlation with students' academic achievement are ensuring that learning materials are used effectively ($r=0.821$) and checking that the curriculum goals are covered accordingly ($r=0.815$). The connotation of this is that head teachers who perform these practices improve significantly students' academic achievement than those who don't perform these practices. On the other side, ensuring clearly who is responsible for coordinating the curriculum ($r=0.601$) has moderate positive correlation with students' academic achievement. This implies that head teachers who enact this practice improve students' academic achievement moderately.

According to Supovitz, J. A., & Tognatta, N. (2020), Effective curriculum management is a critical component of instructional leadership. Leaders who ensure curriculum alignment with standards and adapt it to meet student needs can positively influence academic performance.

Table 18: Correlation between practices related to monitoring students' progress and students' academic achievement

Monitoring students' progress	Students' academic achievement	
	Correlation Coefficient	p-value
Meeting individual teacher to discuss students' progress.	.556	.001
Checking wisely teacher's different made examinations.	.512	.000
Ensuring that all pupils arrive at school on time and are present.	.577	.001
Giving assignments to students as well as mark and do correction for them accordingly.	.703	.002
Planning and administering for remedial lessons.	.714	.000
Inspecting student's class work and individual studies.	.774	.001

Evaluating students' progress through examinations results.	.723	.000
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Source: Primary data

The table 18 indicates that the correlation between practices related to monitoring students' progress and students' academic achievement are at different level. The practices that have strong positive correlation with students' academic achievement are inspecting student's class work and individual studies ($r=0.774$), evaluating students' progress through examinations results ($r=0.723$), planning and administering for remedial lessons ($r=0.714$) and giving assignments to students as well as mark and do correction for them accordingly ($r=0.703$). This means that head teachers who perform these practices improve strongly students' academic achievement than whose head teachers who don't perform these practices. On the other hand, ensuring that all pupils arrive at school on time and are present ($r=0.577$), meeting individual teacher to discuss students' progress ($r=0.556$) and checking wisely teacher's different made examinations ($r=0.512$). This implication for this is that head teachers who perform these practices improve students' academic achievement moderately.

Table 19: Correlation between practices related to controlling teaching time and students' academic achievement

Controlling teaching time	students' academic achievement	
	Correlation coefficient	p-value
Preventing the distractions of instructional time.	.802	.000
Ensuring that students are not out of the classroom during instructional time.	.702	.001
Encouraging teachers to use instructional time effectively and efficiently.	.774	.000
Ensuring that different co-curricular activities, do not consumer time for instructions.	.602	.001

Ensuring that teachers have well planned and completed timetable to follow.	.784	.002
Ensuring that trainings attended by teachers are consistent with the school's goals.	.744	.000

Source: primary data (2023)

Table 19 illustrates that the correlation between the practices related to controlling teaching time and students' academic achievement are at different level. The practices that have strong positive correlation with students' academic achievement are preventing the distractions of instructional time ($r=0.802$), ensuring that teachers have well planned and completed timetable to follow ($r=0.784$), encouraging teachers to use instructional time for teaching effectively and efficiently ($r=0.774$), ensuring that trainings attended by teachers are consistent with the school's goals ($r=0.744$) and ensuring that students are not out of the classroom during instructional time ($r=0.702$). This implies that head teachers who perform these practices improve strongly students' academic achievement that those who don't perform these practices. Regarding to ensuring that different co-curricular activities do not consumer time for instructions ($r=0.602$) has moderate positive correlation with students' academic achievement. The implication for this is that head teachers who perform this practice is moderately improving students' academic achievement.

Table 20: Correlation between practices related to encouraging professional development and students' academic achievement

Encouraging professional development	students' academic achievement	
	Correlation coefficient	p-value
Giving an equal opportunity to teachers for developing skills.	.577	.000
Assisting teachers to conduct professional development programs.	.465	.000
Planning various ongoing professional development initiatives.	.812	.000
Ensuring that the goals of the school are being met through the	.712	.001

in-service events that teachers attend.

Source: Primary data (2023)

The table 20 illustrates that the correlation between the practices related to encouraging professional development and students’ academic achievement are at different level. The practices that have very strong positive correlation with students’ academic achievement are planning various ongoing professional development initiatives ($r=0.812$) and ensuring that the goals of the school are being met through the in-service events that teachers attend ($r=0.712$). Implication for this is that head teachers who perform these practices improve strongly students’ academic achievement than those who don’t perform these practices. On other side, giving an equal opportunity to teachers for developing skills ($r=0.577$) has moderate positive correlation with students’ academic achievement. Assisting teachers to conduct professional development programs has low positive correlation with practices related to encouraging professional development. This means that this practice doesn’t significantly correlate with students’ academic achievement.

Table 21: Correlation between practices related to maintaining visibility and students’ academic achievement

Maintaining visibility	students’ academic achievement	
	Correlation Coefficient	p-value
Providing time for casual conversations.	.602	.000
Taking part in extracurricular activities.	.379	.001
Covering students when teacher is late or absent.	.577	.000
Sharing school issues with staff members on regular basis.	.487	.001

Source: Primary data (2023)

The table 21 indicates that the correlation between practices related to maintaining visibility and students’ academic achievement are at different level. The practices that have moderate correlation with students’ academic achievement are providing time for casual conversations ($r=0.602$)

and covering students when teacher is late or absent ($r=0.577$).The implication for this is that head teachers who perform these practices improve students' academic achievement moderately than those who don't perform these practices. On the other side, taking part in extracurricular activities (0.379) and sharing school issues with staff members on regular basis (0.487) have low positive correlation with the practices to maintaining visibility. This implies that these practices don't significantly correlate with students' academic achievement.

Table 22: Correlation between practices related to providing incentives for teachers and students' academic achievement

Providing incentives for teachers	Students' academic achievement	
	Correlation coefficient	p-value
Giving compensation to the teachers for their unique contributions to the school.	.802	.002
Reinforcing the best performers.	.784	.001
Complimenting teachers privately for their special efforts or performance.	.774	.001

Source: Primary data (2023)

Table 22 illustrates that the correlation between the practices related to providing incentives for teachers and students' academic achievement are at different level. The practices that have very strong positive correlation with students' academic achievement are giving compensation to the teachers for their unique contributions to the school (0.802), reinforcing the best performers (0.784) and complimenting teachers privately for their special efforts or performance (0.774).Implication for this is that head teachers who perform these practices improve strongly students' academic achievement than those who don't perform these practices.

Table 23: Correlation between practices related to providing incentives for students and students' academic achievement

Providing incentives for student	students' academic achievement	
	Correlation coefficient	p-value
Ensuring that instructors participate in training that is in line with the objectives of the school.	.677	.001
Preparing different assemblies to honors students for academic accomplishments.	.662	.000
Recognizing students who do superior work with formal rewards	.577	.002

Source: Primary data (2023)

The table 23 indicates that the correlation between practices related to providing incentives for students and students' academic achievement are at different level. The practices that have moderate positive correlation with students' academic achievement are ensuring that instructors participate in training that is in line with the objectives of the school (0.677), preparing different assemblies to honors students for academic accomplishments (0.662) and recognizing students who do superior work with formal rewards (0.577). This implication for this is that head teachers who perform these practices improve moderately students' academic achievement than those who don't perform these practices.

4.4. Challenges head teachers face while applying instructional leadership practices in the selected public lower secondary schools in Nyagatare district

The third research objective that guided this study was about to find out challenges head teachers face while applying instructional leadership. After assessing the relationship between of head teachers' instructional leadership practices and students' academic achievement. Through the interview, the most of head teachers said that they were short of required both knowledge and skills about instructional leadership practices, due to high workload, insufficient school infrastructures, resistance from teachers on their changes and improvement on instructional practices

and competencies as well as professional development and some parents are used to ignore their duties and responsibilities in educating their children.

According to Grissom, J. A., Egalite, A. J., & Lindsay, C. A. (2021), One of the significant challenges instructional leaders face is balancing administrative duties with their instructional leadership responsibilities. Overemphasis on administrative tasks can detract from their ability to focus on improving teaching and learning, thereby affecting academic performance.

4.5. Summary of the chapter

This chapter focused on how data are presented, the process of data analysis, and subsequently, data interpretation. It involved utilizing statistics and presenting data in tables for clarity in presentation.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0. Introduction

This chapter concentrates on the study's summary, conclusions and recommendations.

5.2. Overview of the research

This research aimed to examine the impact of head teachers' instructional leadership practices on students' academic achievements in selected public lower secondary schools in Nyagatare district. It targeted head teachers and teachers in the selected public lower secondary schools of Nyagatare district. Collected data were analyzed quantitatively and were presented in frequency and percentages distribution tables. In conducting this research, the instruments used: questionnaires, observation records and interviews in order to collect data. The target population was (21) selected public lower secondary head teachers and (216) teachers of lower secondary schools in Nyagatare district.

The results responding the objectives:

5.3. Head teachers' instructional leadership practices

In this study, the participants were asked to find out the instructional leadership practices of head teachers in the selected public lower secondary schools in Nyagatare district. The findings revealed; firstly, the practice of framing and communicating school goals, the results revealed on the side of framing school goal 42% of respondents said the head teachers prepare sometimes school goals which are framed clearly as they are routinely examined and addressed with staff.

On the side of communicating school goals, the outcomes showed that 40% among the participants conformed that head teachers communicate sometimes the academic goals to parents, staff, and students of the school through normal channels of communication like assemblies and the school handbook or informal ones like parent-teacher conferences.

Secondly, the practice of managing instructional programs, the results revealed on the practice of supervising and evaluating teaching, coordinating the curriculum and monitoring student progress, the results revealed on the side of supervising and evaluating teaching 42% of the respondents said that it is rarely for head teachers to give constructive and useful feedback after supervising and evaluating teachers' teaching in the classroom. For monitoring students' pro-

gress, the outcomes showed that 50% among the participants said that head teachers meet hardly ever individual teacher to discuss students' progress.

Lastly, the practice of promoting a positive school learning climate, the findings shown on the practice of controlling teaching time, promoting professional growth, maintaining awareness and giving prizes for teachers and learners, the outcome revealed on the side of controlling teaching time 57% of the respondents said that head teachers prevent and limit sometimes the distractions of instructional time, On the practice of encouraging professional development, the outcomes showed that 49% of the Participants concurred that it is seldom for head teachers to give the equal chance to all staff members to keep their knowledge and abilities up to date and improve in order to be a good teacher, .

5.4.The relationship between of head teachers' instructional leadership practices and students' academic achievement

The findings presented in different tables, had shown that head teachers who perform instructional leadership practices improve students' academic achievement because most of practices are positively correlated with students' academic. Therefore, head teachers who perform the practices of framing and communicating school goals, supervising and evaluating teaching, coordinating the curriculum, monitoring students' progress, controlling teaching time, encouraging professional development, maintaining visibility and providing incentives for teachers and students all of these influence students' academic achievement significantly. The p-values are less than alpha ($p < 0.05$), this means that the relationship between all practices of instructional leadership and students' academic achievement.

5.5. Challenges head teachers face while applying instructional leadership practices

In interviews with head teachers from specific public lower secondary schools in Nyagatare district, we identified recurring challenges they encounter. These include a lack of necessary knowledge and skills regarding instructional leadership practices, exacerbated by heavy workloads, inadequate school infrastructure, resistance from teachers to adapt and improve instructional practices, insufficient professional development opportunities, and some parents neglecting their roles and responsibilities in their children's education.

5.3. Conclusion

The study investigated the impact of head teachers' instructional leadership practices on students' educational achievements in selected public lower secondary schools in Nyagatare district, Rwanda. In this research the respondents were 21 head teachers and 54 teachers in the selected public lower secondary schools of Nyagatare district, head teachers were interviewed and teachers answered questionnaire. In conclusion, head teachers are asked to implement instructional leadership practices through defining school academic goals, managing instructional programs and promoting a positive school learning climate effectively and efficiently for the improvement of students' academic achievement, even though they are same challenges head teachers face while applying instructional leadership practices. It is imperative to sensitize educational practitioners about instructional leadership practices a positive support mechanism to improve students' academic achievement however ,it was realized that instructional leadership is rarely practiced by the most head teachers in the selected public lower secondary schools of Nyagatare district.

5.4. Recommendations of the study

The researcher recommended the following as a result of the investigation:

- Lower secondary school head teachers should apply instructional leadership practices in their dairy duties and responsibilities in an effort to raise students' academic performance.
- Lower secondary education head teachers also should be well trained to comprehend the significance of instructional leadership practices for the effectiveness of leading both teaching and learning, which should help teachers to improve teaching career and boost students' success.
- Teachers should understand the impact instructional leadership as the practice used by head teachers to advance the students' academic achievement, performance of their teaching and greater competences of their teaching career.

5.5. Suggestions for further study

This research may be replicated in other districts of Rwanda or other level of education. Further study may also be done:

- to ascertain exactly how much head teacher's instructional leadership practice impact teachers' competences in selected lower secondary schools
- Relationship between the instructional leadership model and teachers' continuous professional development.

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APPENDICE

APPENDICE I

LETTER OF INTRODUCTION

Jean Marie Vianney NSABIMANA

Reg. number: 216125995

Tel: (+250) 784132430

Email: nsabimanajeanmairevianney@gmail.com

Dear Sir/Madam,

RE: APPLICATION FOR DATA COLLECTION

At the University of Rwanda-College Of Education, Graduate student completing a Master of Education Degree in the Department of Educational leadership and management. I am conducting a research on the **headteachers' instructional leadership practices and students' academic achievements in selected public lower secondary schools in Nyagatare district**. Therefore, I ask that you assist me in obtaining a letter for data collection so that I can perform fieldwork. I sincerely appreciate your cooperation in advance.

Sincere regards,

Jean Marie Vianney NSABIMANA

APPENDICE II

QUESTIONNAIRE FOR TEACHER’S QUESTIONNAIRE

The reason of using this questionnaire is to gather data on **investigating the impact of headteachers’ instructional leadership practices on students’ academic achievements in selected public lower secondary schools in Nyagatare district, Rwanda**. Delight read the arguments provide carefully and produce the answer that most closely matches your perspective of view. For reasons of privacy, do not include your name on the questionnaire..Simply check the corresponding box to respond. Please make use of the space provided in the area where you will formulate your own response.

PART A: BIBIOGAPHY DATA

a. Your sexual category

Male { } Female { }

b. Age range in years

under 20 years { } 21-25 years { } 26-30 years { }
31-35 years { } above 35 years { }

C.How long have you been working as a teacher?

0-5 years { } 6-10 years { }
11-15 years { } 16-20 years { }
Over20 years { }

d.Please list your educational background..

Diploma { }

B.ED. { }

Others specify.....

PART B. detailed informational of the study

The use of the letters A, S, R, and N in this section of the question is as follows.

Where:

A is for always. **S** is for sometimes

R is for rarely **N is for never**

Please tick the box next to the one that most accurately describes your response to the prompts.

1) Headteacher’s instructional leadership practices.

Statement	Always	Sometimes	Rarely	Never
A. Define school goals				
Framing school goals				
My head teacher prepares school goals which are framed clearly as They are routinely discussed and reviewed with the personnel.				
My head teacher makes a strong collaboration and gives other those who work at the school, such as teachers and parents equal opportunities’ while setting academic goals.				
My head teacher corrects and makes a coherent analysis of data on past and current academic goals of the school while taking into account the performance of the students.				
Communicating school goals				
My head teacher uses both formal and informal channels to share the				

school's objectives with teachers, students, and parents. Formal channels include the school handbook, assemblies, and parent-teacher conferences.				
My head teacher uses language which is easily understood by teachers and students as well as other students and faculty at the institution when is developing academic goals.				
My head teacher posts academic goals on highly visible different displays within the school such as bulletin.				
My head teacher explains academic goals to students and teachers clearly.				
B. Managing instructional programs				
supervise and evaluate teaching				
My head teacher gives constructive and useful feedback after supervising and evaluating teachers' teaching in the classroom.				
My head teacher creates a learning environment where teachers can use the school's resources in innovative ways to improve instruction in the classroom.				
My head teacher checks on the				

regular basis pedagogical documents for teachers such as scheme of works, lesson plans and class dairy.				
My head teacher critiques the teacher's instructional supervision and evaluation, highlighting specific strengths and faults.				
My head teacher visits the teachers' classroom teaching to ensure that they cover curriculum or syllabi in the given timeframe effectively and efficiently.				
My head teacher conducts informal classroom supervision and evaluation on the regular basis teaching and learning process.				
My head teacher uses and applies different instructional supervision and evaluation skills and techniques accordingly.				
Coordinate the curriculum				
My head teacher makes certain to specify who is in charge of coordinating the curriculum such as head teachers, deputy head teachers in charge of studies, or class teachers				
My head teacher makes sure that instructional resources are used				

appropriately and productively.				
My head teacher keeps an eye on the curriculum in my class to make sure it adheres to the learning goals established by the school.				
Monitor student progress				
My head teacher meets individual teacher to discuss students' progress.				
My head teacher checks strictly teacher's different made examinations to ensure positively that are of high quality, valid and reliable enough.				
My head teacher keeps an eye on pupils' behavior by making sure they are all present in class and arriving on time.				
My head teacher makes sure that teachers provide both formal and informal class work to pupils, grade it appropriately, and provide feedback.				
My head teacher monitors student achievement by using tests and other performance indicators.				
My head teacher encourages teachers to plan and administer for remedial lessons or courses.				

My head teacher inspects student's class work and individual studies.				
C. Promoting a positive school learning climate				
Controlling teaching time				
My head teacher prevents and limits the distractions of instructional time.				
My head teacher makes sure that pupils are in the classroom for the entirety of class time.				
My head teacher motivates and influences instructors to make effective and efficient use of class time for instruction.				
My head teacher ensures that different co-curricular activities, do not consumer time for instructions.				
My head teacher ensures that teachers have well planned and completed timetable to follow.				
My headteacher makes sure that teachers' attendance at in-service training sessions aligns with the institution's objectives.				
Encourage continuous professional development				
My headteacher gives the equal chance to all staff members				

should keep their knowledge and skills up to date and improve in order to be a good teacher.				
My headteacher supports teachers to implements staff professional development programmes in the school to improve classroom practices.				
My headteacher plans different continuous professional development activities and internal training to meet teaching problems of teachers.				
My head teacher makes sure that instructors' attendance at in-service training sessions aligns with the institution's objectives.				
Maintain visibility				
My head teacher has informal conversations with both teachers and students during breaks,				
My head teacher goes to or engages in extracurricular and extracurricular activities				
My headteacher covers students when teacher is late until he/she arrives or substitutes him/her when is absent.				
My headteacher plays a classroom visit in order to share and discuss school issues with both teachers				

and students on regular basis.				
Provide incentives for teachers				
My head teacher arranges opportunities for professional development to teachers who have made particularly valuable contributions to the school.				
My headteacher is used to reinforce the best performers among teachers in the staff meeting or elsewhere.				
My head teacher gives individual praise to instructors for their noteworthy efforts or performances.				
Provide incentives to students				
My head teacher makes sure that instructors' attendance at in-service training sessions aligns with the institution's objectives.				
My headteacher prepares different assemblies to respect or honors students for academic accomplishments.				
My head teacher gives formal rewards to pupils who produce excellent work, such as academic materials.				

D. How could head teachers strengthen their instructional leadership in the following areas, in your opinion?

Framing and disseminating goals for school.....
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Managing educational programs.....
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.....

Fostering supportive learning environments
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.....

2) How can you as a teacher tie these particular instructional leadership techniques to your students' academic success?

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3) As the teacher, what are the challenges the headteachers face while applying instructional leadership practices?

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- 4) Given your background as a teacher, to have headteachers who practices instructional leadership can effectively impact students' academic achievement or not. Please share your ideas.

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I appreciate your participation. Make sure you've completed the questionnaire as completely and effectively as you can.

APPENDIX III

GUIDED QUESTIONS FOR INTERVIEW OF THE HEAD TEACHER

The reason of using this questionnaire is to gather data on **investigating the impact of head teachers’ instructional leadership practices on students’ academic achievements in selected public lower secondary schools in Nyagatare district, Rwanda**. Delight read the arguments provide carefully and produce the answer that most closely matches your perspective of view. For reasons of privacy, do not include your name on the questionnaire. Simply check the corresponding box to respond. Please make use of the space provided in the area where you will formulate your own response.

PART A: BIBIOGPHY DATA

a. Your sexual category

Male { } Female { }

b. Age range in years

Under 20 years { } 21-25 years { } 26-30 years { }

31-35 years { } above 35 years { }

C. How long have you been a leading professional?

0-5 years { } 6-10 years { }

11-15 years { } 16-20 years { }

Over20 years { }

d. Indicate your level of education.

Diploma { }

B.ED. { }

Others specify.....

SECTION B: detailed study informational

1. As head teacher, how do define school academic goals effectively in your school?
 - a) How do you formulate school’s academic goals for the advancement of students’ academic performance in your institution or school?
 - b) How do you disseminate or communicate school’s academic goals in your school?
2. As head teacher, how do you operate the instructional program in your school?
 - a) How do you oversee and assess teaching process in your school?
 - b) How do you coordinate the curriculum in your school?
 - c) How do you examine student progress in your school?
3. As head teacher, how do you promote positive learning climate in your school?
 - a) How do you control teaching time for the effectiveness of the learning for students?
 - b) How do you encourage for staff professional developments in your school?
 - c) How do you reward both teachers and pupils at your school??
4. What is the relationship head teachers’ instructional leadership practices and students’ academic achievements?

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5. As head teacher, what challenges do you face when applying instructional leadership practices in your school?

.....

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.....

Thank you for your participation!!!!



RESEARCH AND INNOVATION OFFICE

Rukara, 31st January, 2023

Ref: 03/DRI-CE/016(a)/ EN/gi/2023

Mr. Jean Marie Vianney NSABIMANA
Master Student
Master of Education in Educational Leadership & Management
School of Education
UR-CE

Dear Mr Nsabimana,

RE: RESEARCH ETHICAL CLEARANCE FOR YOUR STUDY

Following your application for research clearance for your study entitled: **“Impact of headteachers’ instructional leadership practices on students’ academic achievements in selected public lower secondary schools in Nyagatare 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 12 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.ie
UR-College of Education



Cc:

- The Principal, CE
- Postgraduate Program Coordinator, School of Education
- Dr Philothere Ntawiha (Supervisor)

REPUBLIC OF RWANDA

Nyagatare, 13/02/2023
REF...../07/05/02.B.E



EASTERN PROVINCE
NYAGATARE DISTRICT
P.O.BOX: 20 NYAGATARE
E-mail:info@nyagatare.gov.rw



TO: Jean Marie vianney NSABIMANA

RE: **RESPONSE TO YOUR LETTER**

Reference is made to your letter dated 2nd February 2023, requesting a permission to collect data from Lower Secondary schools in Nyagatare District,

Nyagatare District is pleased to inform you that you are allowed to collect data in Nyagatare District public lower secondary schools. You are requested to give us a copy of the findings of your research before the publication.

Sincerely!



GASANA Stephen
Mayor of Nyagatare District

CC:

- Chairperson of Nyagatare District Council
- Vice Mayors (all)
- URCE- Principal
- District Executive Secretary