



**COLLEGE OF EDUCATION  
SCHOOL OF EDUCATION  
POSTGRADUATE STUDIES**

**HEAD TEACHERS' SELF PERCEPTION OF THEIR ROLE IN MANAGEMENT OF  
SCHOOL BASED CHANGE IN GASABO DISTRICT  
RWANDA**

**DISSERTATION SUBMITTED IN FULLFILLMENT OF REQUIREMENTS FOR THE  
AWARD OF MASTER'S DEGREE IN EDUCATIONAL LEADERSHIP AND  
MANAGEMENT**

**By**

**MUKANTARINDWA SPECIOSE**

**REGISTRATION NUMBER: 216360617**

**JUNE, 2019**

**DECLARATION**

This dissertation is my original work and has not been presented for a degree in any other University.

MUKANTARINDWA Spéciose .....

DATE

**SUPERVISOR’S DECLARATION**

I approve that the work appeared in this dissertation was conducted by the mentioned candidate under my supervision at University of Rwanda-College of Education.

Dr NTAWIHA Philothère.....

DATE

## **DEDICATION**

This work is devoted to my beloved husband and our children.

## **ACKNOWLEDGEMENTS**

First of all, I pass many thanks to Almighty God for his grace during my course of course of studies. I really acknowledge the vital help from my supervisor Dr NTAWIHA Philothère, Lecturer at University of Rwanda-College of Education.

I wish to thank all head teachers whom I worked with during the data collection the good welcoming and help provided in their respective schools. Special thanks to my beloved husband who always encouraged me and gave me financial support. It is so difficult to thank everybody who has contributed during my course of studies. However, I do thank the support provided. God Continue to bless you all.

# Contents

<b>DECLARATION</b> .....	i
<b>DEDICATION</b> .....	ii
<b>ACKNOWLEDGEMENTS</b> .....	iii
<b>ABBREVIATIONS AND ACRONYMS</b> .....	vi
<b>LIST OF TABLES AND FIGURES</b> .....	viii
<b>ABSTRACT</b> .....	ix
<b>CHAPTER ONE: INTRODUCTION</b> .....	1
1.1. Background to the problem .....	1
1.2. Statement of the problem .....	5
1.3. Purpose of the study.....	5
1.4. Objectives of the study .....	6
1.5. Research Questions .....	6
1.6. Significance of the study .....	6
1.7. Scope of the study .....	7
1.8. Theoretical framework .....	7
1.9. Conceptual framework .....	10
1.10. Operational meanings of Terms .....	11
1.11. Organization of the study .....	12
<b>CHAPTER TWO: LITERATURE REVIEW</b> .....	13
2.1. Introduction .....	13
2.2. Role of head teacher in managing finance and income generating activities.....	13
2.3. Role head teacher in managing curriculum and instruction.....	14
2.3.1. Critical evaluation of the role played by head teacher in the provision of quality education ...	16
2.3.1.1. Planning.....	16
2.3.1.2. Organizing .....	17
2.3.1.3. Facilitating.....	17
2.3.1.4. Monitoring and evaluation learning activities .....	17
2.4. Role of head teacher in managing school physical resources .....	18
2.5. Role of head teacher in managing human resource .....	19
2.6. Research gap in literature .....	20
<b>CHAPTER THREE: RESEARCH METHODOLOGY</b> .....	21
3.1. Research design .....	21

3.2. Study locale .....	21
3.3. Target population .....	21
3.4. Sample size and sampling techniques .....	22
3.5. Research instruments .....	22
3.6. Piloting study .....	23
3.7. Instrument validity .....	23
3.8. Reliability of the instrument .....	24
3.9. Data collection methods .....	24
3.10. Methods of data analysis and presentation .....	25
<b>CHAPTER FOUR: PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS .....</b>	<b>26</b>
4.1. Introduction .....	26
4.2. Distribution of head teacher by their gender .....	26
4.2. Distribution of head teachers and their administrative experience .....	27
4.3. Head teachers and their academic qualification .....	28
4.4. Head teachers' perception on their role in managing school-based change .....	28
4.5. Head teachers' perception on their role in management tasks .....	30
4.5.1. Head teachers' perception on their role in managing school finance .....	30
4.5.2. Perception of head teachers in managing curriculum and instruction .....	31
4.5.3. Perception of head teachers in management of school physical resources .....	32
4.5.4. Perception of head teachers in management of human resource .....	33
4.6. Challenges head teachers face in management of school based change .....	34
4.7. Strategies used by head teachers to overcome challenges .....	35
<b>CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS .....</b>	<b>37</b>
<b>5.1. Summary .....</b>	<b>37</b>
<b>5.2. Conclusions .....</b>	<b>38</b>
5.3. Recommendations .....	38
<b>5.3.1. Recommendations for educational policy makers .....</b>	<b>38</b>
<b>5.3.2. Recommendations for further research .....</b>	<b>39</b>
<b>REFERENCES .....</b>	<b>40</b>
<b>APPENDICES .....</b>	<b>43</b>

## **ABBREVIATIONS AND ACRONYMS**

DEO : District Education Officer

EDPRS : Economic Development Poverty Reduction Strategies

ESSP : Education Sector Strategic Plan

G.S : Groupe Scolaire

PBE : Post Basic Education

PGDE: Post Graduate Diploma in Education

Ps : Primary School

REB : Rwanda Education Board

SEO : Sector Education Officer

SGA : School General Assembly

SGAC : School General Assembly Committee

TVET : Technical and Vocational Education and Training

WDA : Workforce Development Authority

## LIST OF TABLES AND FIGURES

<b>Table 1: Target population and the sample size.....</b>	<b>22</b>
<b>Table 2. Distribution of head teacher by their gender.....</b>	<b>27</b>
<b>Table 3. Distribution of head teachers and their administrative experience.....</b>	<b>27</b>
<b>Table 4. Head teachers and their academic qualification.....</b>	<b>28</b>
<b>Table 5. Head teachers’ perception on their role in managing of school based change.....</b>	<b>29</b>
<b>Table 6. Head teachers’ perception in managing school finance and income generating activities.....</b>	<b>30</b>
<b>Table 7. Head teachers’ perception in management of curriculum and instruction.....</b>	<b>31</b>
<b>Table 8. Head teachers’ perception in managing school physical resources .....</b>	<b>32</b>
<b>Table 9. Head teachers’ perception in human resources management.....</b>	<b>33</b>
<b>Table 10. Challenges head teachers face.....</b>	<b>34</b>
<b>Table 11. Strategies used by head teachers to overcome challenges.....</b>	<b>35</b>
<b>Figure: Conceptual Framework.....</b>	<b>11</b>

## ABSTRACT

The main purpose of this study was to find out how head teachers perceive their role in management of school based change in Gasabo District. The study sought to fulfil the objectives such as to find out how head teachers perceive their role in management of school based change, to establish the perception of head teachers on their role in management of financial resources, to determine how head teachers perceive their role in management of curriculum and instruction, to find out how head teachers perceive their role in management of school physical facilities as well as to find out how head teachers perceive their role in management of human resource. The study locale was Gasabo District. The researcher chose the study locale due to the fact that Gasabo District has many public schools and the financial consideration where researcher move at the low cost since she lives in Gasabo District. The limitation of the study was the financial constraints hinder the researcher to conduct this study in the whole country, lack of enough literature on school-based change specifically in Rwanda. The study was guided by social system theory. A descriptive survey design was adopted to guide this study. The data for the study was collected using questionnaires. The researcher ensured the instrument validity and reliability. The researcher conducted piloting study before conducting main study. Piloting study was conducted in four schools. A sample size was 38 head teachers drawn from 56 head teachers of public schools in Gasabo District. The sample was selected by using stratified random sampling technique. The sample size was made up of 22 male head teachers and 16 female head teachers. The four management tasks areas used by the researcher to find out the perception of head teachers on their role in management of school-based change were: management of school financial resources, management of school physical facilities, management of curriculum and instruction and management of human resource. Both qualitative and quantitative methodologies were used. Descriptive statistics were used in analysis of data. The data was presented in frequencies and percentages. The results of this study revealed that some head teachers had positive perception on their role in management of school-based change in Gasabo District while others do not. This was evidenced by the percentages of the answers of head teachers to various items like 86.8% where head teachers agreed that they had commitment in generating new income in the task of managing school finance. The 60.5% was attributed to the item of ensuring professional development for teachers in the management task of curriculum and instruction. The 55.2% was attributed to the item of ensuring longevity of school physical facilities. On the other side some head teachers had negative perception on their role, 13.1% was attributed the item of not interested in generating new income. The 13.1% was attributed to the item where head teachers agreed that they did not ensure teachers' motivation and promotion. The study found that head teachers face many challenges when managing school-based change. Some challenges were including lack of financial and material support (18.4%), multiple role of head teachers (15.7%), unmotivated stakeholders (23.6) and negative attitudes of teachers towards the new curriculum (10.5%). The study also found that head teachers use different strategies to overcome challenges occurred when managing school-based change. Some strategies used were including motivation of stakeholders (26.3%), regular supervision (18.4%), regular monitoring and evaluation of teachers' activities (13.1%) and delegation of duties (21%).

In this study, the researcher recommended the educational policy makers and the further researchers in various ways how to profit the findings of the study to improve the educational management.

## **CHAPTER ONE: INTRODUCTION**

### **1.1. Background to the problem**

Globally, the school systems of nowadays are not correct replicas of their counterparts of a century or even a half a century ago. Knezivich (1984) compellingly argues that “schools neither look, act, nor feel like their historical counterparts.”

Due to social, political, economic and technological change circumstances decades ahead are even expected to witness more extreme challenges in the field of educational management. Illuminating the worldwide trend, Roth and Smith (1999) rhetorically ask, “Look ahead twenty or thirty years. Does anyone expect the next twenty years to be less characterized by unrest and disorders than the past twenty years? By considering the changes expected in technology, demography, biology, medicine, social values, the environment and international relations, what kind of world might humankind face? No one can say for sure, but one reasonable thing is that continuing challenges will tax our shared abilities to deal with them.”

Educational institutions are progressively facing long-lasting problems especially in the context of social and organization, which make them to be so difficult to new organization (Devos, 2003). (Morrish, 1976) might not have been far from the truth when he spoke up that change look like everlasting and there are no longer any steady standards from which to work.

In Rwanda, the main goal of the Government since getting independence in 1962 was to develop an effective education system and providing educational training in order to enhance the provision of quality of education (UNICEF, 2013). After the Genocide of 1994, the focus was on the reconstructing a national curriculum in order to have an effective education and training program (Pamela, 2015). The main objective was to have more literate children and to increase the access to education especially in the rural regions. The old national curriculum was revised and the double shifting was adopted in 1996. After genocide, the Government focused on the idea of promoting and rebuilding human capital with the great interest of increasing the children attending school. This mission is founded on the principle that viewing education as a powerful investment that brings the new possibilities, equips skills that help both men and women to improve their potential in order to get skilled labor force needed for the development of the country (Alfred&Mupenzi, 2015).

Muganza (1991) states that “the innovation made in education sector aimed at promoting and ameliorating the life standard of the people”; it helps learners to identify and set personal goals and objectives by relating to the political, social and economic principles of the country.

According to the constitution of Rwanda (2003) “every person entitled to the right of education”. It states also that “education for everyone is compulsory, and it is free in public educational institutions”. This stimulated process of educational change in the country.

When the education sector policy was set in 2003, its core mission is explained as follows, “the global goal of the government of Rwanda is to reduce poverty and in turn to improve the well-being of its population. Within this context, the aim of education is to combat ignorance and illiteracy and to provide human resources useful for the socio-economic development of Rwanda through the education system.” Rwanda as follows:

- To provide education in order to have good people who have any sign of discrimination and favoritism in all their forms.
- Assisting in promoting culture of peace and emphasizing on worldwide human values where everyone tolerates, respect human dignity, struggling for equal representation of both men and women in different national institutions and achieving the principles of democracy;
- To put more effort in promoting personal potentials needed for the national rebuilding and reaching the national development in the sustained way.
- Encouraging all individuals to give science and technology the first place by focusing of integrating ICT in education.
- Inculcating in all people the culture of patriotism, hardworking;
- Equipping the people with skills needed in order to have successful human capital leading to national development.

Abolishing all factors that can be the causes of

In the realization of this mission as explained in the education sector. According to MINEDUC (2012), the number of objectives were identified to achieve educational change in

- any form of discrimination in educational sector.

In addition, EDPRS emphasized that education should be changed as it is evidenced by its set objectives for education that were aiming to uphold and upturn(MINEDUC, 2014). The emphasis was on the following:

1. Increasing the number of children who are accessing education in the manner that it should be provided for all people without any kind of limitation
2. Ensuring and striving for quality education at different levels of education system;
3. Ensuring and advocating equity education at all stages;
4. Operative and well-organized educational system;
5. Promoting and supporting Science and technology and even information communication technology in educational system.
6. Upgrading of optimistic value, critical thinking, Rwandan ethos, harmony, unity and understanding.

To realize the above mentioned objectives, key primacies for the Education Sector strategic plan 2010-2015 are listed below. Important development has been prepared with respect to admission to education, mainly at the elementary level, through fee-free nine years Basic Education. The foremost contests for this ESSP era will be safeguarding quality and equity in education and training through the system from early childhood development to advanced education and guaranteeing that teachers and students will become fully capable in English. Consequently, the key primacies were taken as ways to change education in Rwanda (MINEDUC, 2007). These key primacies are the following:

1. ensuring the enrolled students complete their studies by reducing those who repeat the class and even those who dropout out of the school;
2. Ensuring the educational quality continues to improve;
3. Developing a skilled and motivated teaching, training and lecturing workforce;
4. Ensuring that the post-basic education(PBE) system is better tailored to meet labor market needs;
5. Ensuring equity within all fields and throughout all levels of education and training.
6. Strengthening education in science and technology.
7. Strengthening the institutional framework and management capacity for effective delivery of education service at all levels.

Since 2008, several new authorities were created to look into ways of improving education in the country; these authorities strived for educational change. The Government established Workforce Development Authority (WDA) as a way of addressing the need for well and more demand-driven technical and vocational training. The WDA advocates for educational change by focusing on TVET.

Due to the need of educational change and improvement, the Rwanda Education Board (REB) was created in 2011 and started as agency for general education in Rwanda that helped to provide inputs needed in formulation of education policy, to ensure coordination of education activities, to ensure effective implementation of educational programs, to manage curriculum development, as well as education values and national examinations.

As far as education change is concerned, the focus was put on increasing access to enrollment that lead to the extension of nine years' basic education to the establishment of twelve years' basic education (UNICEF, 2013).

In Rwanda, especially secondary schools can be distinguished as high performing and mismanaged schools not on the basis of the central curriculum they offer but on the basis of how they are managed at the school level. In whole process of school-based management, head teachers are lead players in setting discrepancy marks between one school and the other. In different ways, the school head is the greatest person who influence other individuals in the school setting.

Head teacher is accountable for all activities conducted in the school environment such as to achieve the mission and values that lead the school, ensure that the school is the positive and conducive environment for learning and teaching process and ensure positive. The role of change managers and practical experience with the dynamics of educational change at the institutional level, this can be understood by evaluating how the head teacher manages school-based changes.

## **1.2. Statement of the problem**

The main objective of providing quality education is to ensure that parents, learners and other people who interested in education are more satisfied. The realization of changes advocated by the Government and other educational authorities at national level in Rwanda has often been a miserable expectation. Recommendations of Government and other educational authorities that have national implications but not implemented as expected to, they have been discounted totally or implemented partially. At the advanced school level, head educators' initiatives in addressing the insufficiencies of a Centre periphery method to running of education by way of advocated in administration policies to a large level been directed by some combination of personal experience and unclear individual philosophical deliberations. Inconsistencies that have been appeared between public secondary schools of similar catchment areas in fundamental management task areas explicitly; management of school curriculum and instruction, services provided to the student personally, staff workers services, school physical resources, general school administration, economics and income producing activities, school community relations and the whole school culture is an indicator to the varied individual attitudes to the management of school-based changes. The head teachers' perception role related to the management changes happened in the school should be well defined in order to fill the gap in identified management task areas. In Gasabo District, some head teachers did not play their role adequately to ensure management of changes in schools and this was evidenced by report of school supervision conducted by educational leaders as the way of evaluating and monitoring head teachers. The reason why the researcher was motivated to conduct a study to discover how head teachers perceive their role in management of school based change in Gasabo District.

## **1.3. Purpose of the study**

The study intended to assess how head teachers perceive their role in management of school based-change, the challenges head teachers face and strategies used to overcome challenges occurred when management of school based change.

#### **1.4. Objectives of the study**

The following were the objectives of this study:

- i. To establish the perception of head teachers on their role in management of school finance.
- ii. To determine how head teachers perceive their role in management of curriculum and instruction.
- iii. To find out how head teachers perceive their role in management of school physical resources.
- iv. To find out how head teachers perceive their role in management of human resources.
- v. To find out the challenges face head teachers in management of school based change.

#### **1.5. Research Questions**

These research questions asked in order to realize the objectives of the study:

- i. What are the perception of head teachers on their role in management of financial resources?
- ii. What are the head teachers' perception on their role in management of curriculum and instruction?
- iii. What head teachers' perception on their role in management of physical resources?
- iv. What are the head teachers' perception on their role in management of human resources?
- v. What are the challenges head teachers face in management of school based change?

#### **1.6. Significance of the study**

This study will be important to Gasabo District educational leaders, policy makers within Ministry of education, educational stakeholders and others researchers.

The educational leaders within Gasabo District will benefit more from this study as they will gain more information about how the head teachers perceive their role in managing of school based change. The results of this study will make foundations of the information needed by educational leaders in monitoring and evaluating the roles played by head teachers in managing school based change in Gasabo District.

The Ministry of Education will benefit more from this study because the policy makers will be aware to what extent the head teachers implement educational policies at the school level.

The Ministry of Education will put in place strategies to assist head teachers to accomplish their role in managing school-based change when the challenge occurred during implementing changes in the schools. The assistance will be the provision of training to help them to acquire more skills in managing school based change and even to provide the capitation grants on time to assist them in financial matter.

Educational stakeholders will benefit from this research, as they will know how head teachers play their role and how they can help them to accomplish their daily duties in management of school based change. The findings from this study will inspire other researchers who may need to complement this study in various ways.

### **1.7. Scope of the study**

Clark (2009) states that delimitations are those characteristics that describe the scope or borders of the study.

The study intends to discover how head teacher perceive their role in managing school-based change in public schools in Gasabo District in period from 2016-2018.

The limitations of this study include:

- i. There is a shortage of literature on evaluation of role played by head teachers in educational change in Rwanda and more specifically, on school-based changes. The researcher therefore, undertook a global perspective in reviewing literature and collected through available relevant studies.
- ii. The financial constraints hinder this study not to be conducted in the whole country.
- iii. The research questionnaire for this study was developed by the researcher on the foundation of reviewed literature. It therefore, may not have been complete.

### **1.8. Theoretical framework**

The crucial aim of theory according to Hoy and Miskel (1992), is “to provide general explanations for phenomena, guide research by providing conceptual foundations for the development of research, provide an integrating framework for the further development of knowledge and finally guide action”. Considering the views of these famous scholars on the

importance of theory in research, this section is devoted to clarifying the theory that guided the study.

Afterwards, this section also establishes the researcher's conceptual charter. This study was based on the Social Systems Theory of educational change.

Association for Educational Communication and Technology (AECT 2004) defines a system as a collection of parts that interact with each other to function as whole.

According to Banathy (2008), a social system theory can be useful in "any educational setting, including public and private schools, corporate and government human resources centers and higher education".

Hanson (1991), a supporter of the Social Systems Theory of educational change claims that education organizations are made up of several social systems that should be brought into a collaborative effort if change is to be successful.

The task of formal leadership in the education system is therefore to co-ordinate and control the various subcategories so that they can forge a shared front for guiding change. In the same vein, Orlosky et al. (1984) states that, the social system approach to organizational studies goes beyond concern for the formal structure. The social system includes all individuals who interact regularly to influence organizational life. The limits of a school social system are not limited to the faculty, support staff and administrators.

The social system can include students, overseers, parents, volunteers, central office staff and others. Viewed in the context of the social systems theory, the school becomes a supra system within which other subsystems interrelate. As the prime mover of change at the school level, the principal has the duty of building connections with several players throughout the system.

After gathering through several discussions on the applicability of the Social System Theory to educational arrangements, Hoy and Miskel (1982) record eight basic assumptions of social system models that perfectly fit educational institutions.

The basic assumptions of social system models are:

- i. Social systems comprise of inter-reliant parts, features, and activities that add to and obtain from the whole;
- ii. Social systems are objective oriented, and really they can take a variety of objectives;
- iii. Social systems are populated. Persons act in the place of officers, teachers, learners, guardians, and onward;
- iv. Social systems are structured. Diverse constituents are needed to carry out definite tasks and distribute means;
- v. Social systems are normative. Every individual among them is likely to act in a specific way;
- vi. Social systems are agreement bearing. The standards for conduct are imposed with incentive and penalty;
- vii. Social systems are generally open systems. The atmosphere naturally deliveries inputs to the system; there exist interactions among the system and its atmosphere;
- viii. Social systems are conceptual and virtual. The notion of social system is an overall one that relates to social establishments nonetheless of scope or drive.

According to Banathy (2008) educational restoration will only be possible if the educational community will develop a systems view of education, if it embraces the systems view and if it applies the systems view in its approach to reform. In addition, Banathy argues that the applicability of the systems theory to education supports us to realize and define among the subsequent issues such as:

- i. Affairs, connections, and shared interdependency of systems functioning at various stages;
- ii. System processes including behavior and change of systems and the environments over time;
- iii. Dynamics of interactions, relationships and patterns of connectedness among components of a system;
- iv. Possessions of completeness and the features that occur at various system stages as a result of systemic collaboration and fusion.

Paulson (1976) defended the view that change in schools must take knowledge of the diverse subsystems by stating that: “the only method to influence changes in the education system is for all stakeholders to collaborate and make link with community persons, children, various cultural

clusters and union members; these contributing in decision making process and become active managers of fundamental change in the educational system”

Having positive respect for persons and for individual images are a source of changes when the future is unknown and the environment is changing in unpredictable ways. According to Fullan (1993), the most productive schools value individualism and collectivism simultaneously. This perspective will give prominence to secondary school head teachers and other stakeholders within the school.

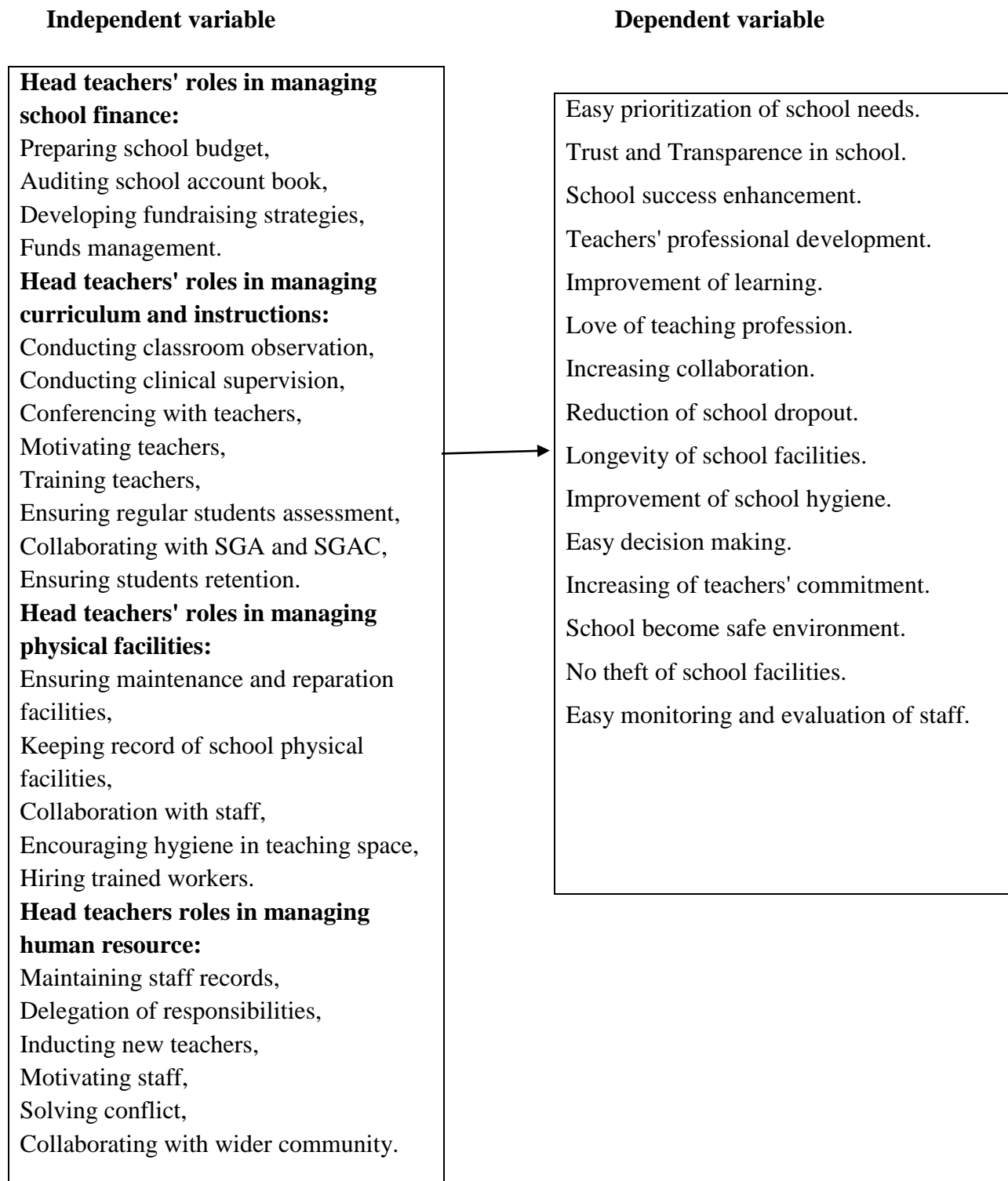
Within the social system arrangement, Hoyle and McCormick (1976) are clear that the head teacher is the major determinant of events. The head teacher is the component around which change thrives or is totally blanked.

In Rwandan context social system theory is so important because the provision of education is not in the hands of the one person rather it in the hands of various people. Parents are responsible for the education of their children, teachers provide education to learners, head teachers ensure the whole management of teaching and learning process, Sector Education Officers ensure the process and quality education provided at the sector level, District Education officer ensures the quality of education at the district level and at the top there is Ministry of education and other affiliated board which oversee the quality and provision of education. social system theory is linked to my research topic since you cannot evaluate the role of head teachers without looking on the other people who support him or her in daily duties. Social system theory also fit education context because when head teachers executes their role they need others for better execution.

### **1.9. Conceptual framework**

When analyzing this conceptual framework, it is clear that there are two variables that is to say independent variable and dependent variable. The independent variable is made up of the roles perceived and played by head teachers in four management tasks which are: management of school finance; management of curriculum and instruction; management of school physical facilities and management of human resource. The dependent variable is made up of all changes that occur in school settings as result of roles perceived and played by head teachers in four management tasks.

**Figure: Conceptual Framework**



**1.10. Operational meanings of Terms**

**Change Agent** – Refers to the head teacher or any other member of the school community who initiates new ideas within the school. A change agent may also be an external stakeholder. A

change agent is a person from inside or outside the organization who helps an organization transform itself by focusing on initiation of activities (Megha, 2016)

**Education Policy-** means rule that helps how to take decision about educational activities.

**Head teacher-** A person who heads all teacher at the school level. He is also a school head or principal. Head teacher is the staff member of a school with the greatest responsibility for the management of the school.

**Management:** means the course of instigating, executing and assessing change. It is also a process that is used to accomplish organizational goals; that is a process that is used to achieve what an organization wants to achieve(Golla,2017).

**Management tasks areas:** means the core areas in which the school head exercised his or her duties and responsibilities in the school compound.

**School- based change** refers to any original creativities or actions inside the school in any of the organization task areas.

### **1.11. Organization of the study**

This study is systematized in five chapters. The first chapter contains the background to the problem, the statement of the problem, purpose and objectives, research questions, significance of the study, and limitations, theoretical framework, conceptual framework and definitions of operant key terms. The second chapter dealt with literature review and has these following sections; head teacher's management task areas, related researches on this study and gap in literature review. The third chapter outlines methodology used in the study. It covers; research design, description of the study area, sampling procedures and sample size, research instrumentation, validity and reliability of the research instrument, and data analysis procedures.

The fourth chapter focuses on data presentation, analysis and discussion of findings. The subsections of this chapter include description of the study area, background characteristics of respondents, school heads' self-evaluation of their duties, school-based changes introduced for each respective management task areas, source of resistance to implementation of change, and strategies used in dealing with resistance to educational change. Chapter five sum up the study and present recommendations.

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.1. Introduction**

There are number of management task areas formed the foundation for evaluating how head teachers reflect their role in managing the school based changes. This section is organized to discuss empirical literature review where each of management task areas is discussed in detail and research gap in literature.

### **2.2. Role of head teacher in managing finance and income generating activities**

Mamba (1992) has defined management of finances as “the operation whereby an organization ensures that the available funds are used adequately for the achievement of its objectives.” In term of managing school finance is the operation in which the school administration ensures that the funds that are available in the school setting are used appropriately to realize the objectives of the school where its main objective is learning.

The head teacher role in financial management has two dimensions: sourcing the funds and utilization of the funds. Sourcing the funds means that the head teacher must stick on all parameters in which funds can be generated from.

The commonwealth secretariat (1997) claims that for careful management of school finances head teacher need adequate knowledge of the coming next:

- i. Identification of the different sources of funds and mobilizing skills;
- ii. Being able to prepare school budget;
- iii. Having skills in expending and accounting for school finances;
- iv. Being able for auditing school account books.

On the other side, Gole(1999) identifies a number of concerns for the head teachers in the management of finances. These are:

- i. Preparation of school budget.
- ii. Fund raising strategies.
- iii. Policy for cost sharing
- iv. Funds management

- v. Having a transparent system through which school finance is evaluated

### **2.3. Role head teacher in managing curriculum and instruction**

According to Oluoch (1992), curriculum refers to all that is organized and scheduled to help learner gain and improve intended knowledge, abilities, values and attitudes as well. This means that curriculum is an intentional undertaking with set objectives and outcomes. The Gok(1999) defined curriculum as all courses taught and actions delivered by the school and may consist of time spent to each action.

West (1992) distinguished three forms of curriculum. The first is curriculum in action which is the curriculum experienced by the learners. Secondly, is the intended curriculum which is rooted from the country's educational goals. Third is the offered curriculum, which is a representation of the teacher's version of the intended curriculum. This curriculum is the one that is covered by instructors in their outline of work and lesson plans.

According to Hatchet (1965) instruction is the education process planned to primarily help learners gain a mastery of subject matter. The main role of head teacher in this task area is to provide instructional leadership. According to Dipaola and Tschannen-moran (2003) good and effective head teachers are those who ensure proper instruction, organize instructional courses and struggle for great educational standards and learners 'prospects.

The head teacher at the school level has a crucial role in providing a positive climate for change and provision of support material for the effective implementation of curriculum and instruction.

Mbamba (1992) highlighted a number of strategies that ahead teacher can adopt to ensure effective implementation of curriculum and instruction.

- i. Conducting classroom supervision;
- ii. Conducting meeting with teachers;
- iii. Conferencing with general staff;
- iv. Encouraging inter- teacher observation in the school;
- v. Maintaining clinical supervision

West (1992) highlighted other approaches that can be used by school head to ensure monitoring of curriculum and instruction

- i. Agreeing on aspect of teaching and learning and after conducting mutual observation.
- ii. Observation conducted by school leader or assistant head teacher responsible for studies or and other identified staff member.
- iii. Whole staff observation conducted during teaching sessions.
- iv. Interviewing students so as to know their perceptions of teaching and learning sequences.
- v. Regular meetings between head teacher and individual teacher.
- vi. Promoting group discussion in the school to evaluate planned work.
- vii. Giving a class teacher a time an opportunity on how the students are learning curriculum and their performance.

The Commonwealth Secretariat (1997) identified the role played by school heads in managing the program and teaching.

- i. Developing and adopting the school curriculum.
- ii. Allocating resources in term of human, financial and material in order to support curriculum provision.
- iii. Motivating teachers to respect school timetable.
- iv. Establishing and maintaining libraries and other teaching aids used to support curriculum.
- v. Regular students' assessment.
- vi. Careful selection and utilization of textbooks
- vii. When Kevisi (2002) commented on the role of the head teacher in organizing and managing the curriculum, he argued that the head teachers' duties include:
- viii. Guiding the school staff on how to disseminate curriculum in the line of the guidelines approved by the ministry of education and other supporting organizations.
- ix. Encouraging teacher consistently to prepare pedagogical documents.
- x. Regular checking of students' notebooks
- xi. Encouraging teachers to teach lessons appeared on the school time table so as to know what is happening and progressing in the classroom.
- xii. Organizing and conducting regular staff meeting at least twice per school term.
- xiii. Taking part in school extra-curricular activities.
- xiv. Sharing valuable information from chaired meetings with staff members and even students.

- xv. Conducting school supervision and recording information about learning sessions.
- xvi. Safeguarding that students are appropriately organized, registered, and attended the internal assessment and even national examination.

It is enough to say that the part of the head teacher in the management of change in curriculum and instruction involve articulating the school curriculum, aims and objectives, delegating and coordinating curriculum implementation and finally monitoring and evaluation.

### **2.3.1. Critical evaluation of the role played by head teacher in the provision of quality education**

Head teacher carry out a number of tasks including being responsible and accountable to the Ministry of education and its affiliated agents on the role interpretation of educational policies and objectives as well as curriculum implementation. Head teacher provide instructional leadership, supervision and inspection, the model for his staff and pupils to emulate, the community as public relations officer, human resource management and welfare, school finance and facilities and discipline. In respect of these role of head teacher can be evaluated from two perspectives, namely leadership and management. The head teacher is expected to have superior knowledge about school management in all areas of the school programme. Specifically, planning, organizing, facilitating and evaluation as discussed below.

#### **2.3.1.1. Planning**

It is the head teacher who determines the vision and mission of the school and defines how to achieve the vision ,Parker(2011);Lunenburg(2010). Here therefore consults with the stakeholders, rows plan to guide implementation of the goals. Mission and vision of the school, its sub-units and personnel. In planning the head teacher in consultations with stakeholders determine the goals which the school has to achieve these goals must be in line with the national goals of education. planning provides a sense of purpose and direction for the entire school fraternity, outlining the tasks and activities to be performed in order to achieve the overall goals and objectives of the school Osterlynck(2011). Planning assists the teachers, students and other staff to utilize their time and energies more efficiently and productively.

Goodstein 2011 and McDonnel (2011) agree that planning is a basic function of leadership and provides vital information to guide monitoring and evaluation of actual performance.

### **2.3.1.2. Organizing**

Organizing involves coordinating school activities with the aim of achieving the objectives of the school efficiently and effectively. The head teacher does the function of organizing by ensuring that the teachers, students and other staff are allocated in accordance with both their expertise and abilities as well as available material resources. It is incumbent upon the head teacher to understand the potentials of human resources at his or her disposal so as to acquire and develop their potential and establish patterns and networks Argyris(2011) to achieve the goals and objectives of the school. Head teacher must help people understand their job and make arrangements to reduce the effects of teacher absenteeism.

### **2.3.1.3. Facilitating**

Having put the plans in place and organized the activities, the head teacher's work to facilitate and stimulate staff members to achieve the school goals. Facilitating involves influencing and stimulating other people. The head teachers provide articulate leadership skills which gears the schools and its personnel towards a deliberate integration of both the school and personal goals.

In stimulating the head teacher strives to release maximum potentials from the staff and the students through proper motivation, communication and management of group dynamics.

The head teacher should recognize that individuals are endowed with abundant potentials which should be deliberately and carefully released to ensure maximum utilization of the resources at disposal of the school. The head teacher must communicate the goals to staff (English,2008) and motivate the entire school community towards the attainment of the school goals.

### **2.3.1.4. Monitoring and evaluation learning activities**

Monitoring and evaluation is a key responsibility of head teachers. Evaluation helps the school to determine whether it is achieving its planned goals and objectives. It provides the head teacher with the necessary feedback for improvement, redesign of programme or for better results. The head teacher must utilize both formative and summative evaluation techniques. While evaluating the head teacher may walk around the school and make observation, talk to students and teacher or visit the classroom and observe lessons(Lunenbug,2010).

In some cases, the head teacher may employ the use of advanced monitoring and evaluation techniques to check on the school performance.

The paramount goal of a school is the student learning Blankstein(2010). To achieve this goal, the head teacher must work with all stakeholders to create an environment of professional learning development DuFour,Eaker, &Karhanek(2010).

#### **2.4. Role of head teacher in managing school physical resources**

A school needs to provide enough physical resources and facilities to realize its mission, goals and instructional objectives.

Head teacher must ensure that the available resources are integrated and utilized at the best so as to realize the vision and mission of the school. The head teacher has to identify what resources are needed and taking strategies how these needed resources can be obtained.

Management of school physical resources involve preparation, establishing and monitoring the movement of materials from their initial procurement through interior use in the school.

Mantep (1995) classifies physical resources into four types:

- i. Land: it is the ground owned as property by the school. Availability of the land help the school to extend, plan for new facilities, and even improve the school environment. school leader must safeguard that there is fencing or planted trees to delimit school land. Title deeds should be secured and kept safely because they can be needed any time.
- ii. Buildings: are those that have been constructed for the aims of improving teaching and learning. They include: classroom, libraries, laboratories, workshops, teachers' houses, stores, toilets and kitchen. Head teacher must bear in mind that buildings require regular preparation and periodic reparation.
- iii. Machinery and equipment; refer to those items that are used to produce teaching and learning materials, transportation of students and staff, cleaning the school compound, and carrying out economic activities such as farming.  
Machinery and equipment should be used carefully to avoid damage. Proper repair and maintenance should be undertaken to ensure longevity.
- iv. Furniture and teaching materials: these are necessary in facilitating teaching and learning.

Teaching materials include books, science kits, chalkboard and charts. Head teacher should know that there is a need of quick repair and immediate replacement for lost items.

Okumbe (2001) highlights the responsibilities of the school head in the management of physical facilities as:

- i. Diligent location of the school plant and amenities.
- ii. Upkeep and mending of facilities.
- iii. Improving hygiene and sanitation in teaching space, student house, halls, eating areas inside neighboring location.
- iv. Providing of upkeep and renovation resources.
- v. Improving well-being and safety concerns through suitable school plant design, upkeep and repair.

## **2.5. Role of head teacher in managing human resource**

The head teacher is responsible for both the teaching and support staff. When the staff is well-supported lead to the school success.

Mantep(1995) has identified nine areas of concern to the head teacher under the human resources management tasks namely: selecting and recruiting of human resources, structuring the rate of wage and salary for supporting staff and increasing the motivation ,setting guidelines and mentioning time and effort required to accomplish the work successfully, the kind of technical or proficient knowledge, skills and experience needed to perform the job and the need to cope with economic challenges, advancements, health and well-being, in-service tutoring and training, overall personnel safety issues, finishing of service, release and regiment predominantly of support workforce and self-control.

According to the common wealth secretariat(1997) there are seven concerns considered to be important for head teacher in management of human resources namely: Staff selection chiefly non-teaching staff ,staff development through highlighting of training and seminars needed, scheduling and executing in house training programme and the assessing of the results of such trainings ,staff inspiration through the identification and suitable use of means that promote levels of motivation, carrying out appraisals and making follow up, implementing effective techniques of staff supervision and discipline, maintaining of staff records, running of meetings to effectively plan for school events, solve problems, and construct team work.

Kavisi(2002) identified roles of head teachers for effective management of human resources as: delegating of responsibilities to the deputy head teacher, head of departments, senior teachers and teachers, welcoming and inducting new teachers and non- teaching staff, overseeing, assessing and formulating staff assessment reports, ensuring that self-discipline is inculcated, nurtured and maintained among staff and students in general, creating an environment for staff training and improvement through initiation, orientation, affection and delegation of tasks, inspiring staff, boosting staff involvement in proficient organizations, dealing with issues such as shortage of teachers, shortage of staff houses, staff motivation and staff appraisal.

## **2.6. Research gap in literature**

As noted in the discussion above, most studies about the evaluation of head teachers' role in management of school based change have been done outside of Rwanda. Little or no research has been conducted on this topic in Rwanda. This research fills this knowledge gap and evaluate the role of head teachers in managing school based change in public school in Gasabo District.

The findings of this study are therefore thoughts of head teachers on their role in management of school based change. The results are also a bridge to the evident dearth of knowledge on management of school based change in Rwanda especially in Gasabo District.

## **CHAPTER THREE: RESEARCH METHODOLOGY**

### **3.1. Research design**

The study employed the descriptive survey design which was useful in the description of head teachers' reflection about their role in managing school based change in public school in Gasabo District. The purpose of the survey was to gather detailed information to evaluate the role of head teachers in managing school based change. According to Orodho(2005), descriptive survey can be used to describe some aspects of population like opinions, attitudes and beliefs. Hence this survey was the most appropriate because the data to be collected aimed at revealing the reflection of head teachers on their role in managing school based change. Descriptive survey is a method of collecting information by interviewing or administering a questionnaire to a sample of individual (Orodho,2003). This was motivated the researcher to use this kind of survey since the questionnaires were used to collect data from the respondents.

### **3.2. Study locale**

The study was conducted in Gasabo District. Gasabo District is among thirty districts of Rwanda and it is also one of three Districts of the city of Kigali. Only public schools were concerned with the study. The reasons for selecting Gasabo District is that it has many both primary and secondary schools and the researcher lives in Gasabo district and this fact facilitated to complete research in a time bound manner and in a most cost effective manner.

### **3.3. Target population**

Target population According to Fraenkel and wallen (1993) target population is the large group to which one a researcher is wanting to relate results.

This study was directed in primary and secondary public schools within Gasabo District. The respondents of the study were 28 head teachers of public secondary schools and 28 head teachers of public primary schools hence the total number of respondents is 56 head teachers.

The table below shows the target population and the sample size used in the study

**Table 1: target population and the sample size**

Respondents	Gender	Population	Sample size
Head teachers	Male	31	22
	Female	25	16
	Total	56	38

### **3.4. Sample size and sampling techniques**

Sampling is a process of choosing amount of entities or objects from a large population such that the chosen group contains elements representative of the all characteristics found in the entire group (Orodho&Kombo,2006). Sampling is also a process of removing percentage of the people from which generality can be prepared.

In this study, the respondents were obtained by using stratified random sampling. The entire population of head teachers in Gasabo District is 56 and the researcher divided the entire population into two groups based on the gender. The sample is thirty-eight head teachers who representing all head teachers of public school found in Gasabo district in Rwanda. The sample size was obtained by selecting randomly head teachers from the stratum.

### **3.5. Research instruments**

Research instruments are all techniques or methods of data collection. In this study, the investigator used only questionnaire to gather data from the respondents. The questionnaire had both open ended and closed ended items or questions. On the questionnaire the open ended questions or items gave the respondents (head teachers) freedom of expressing their opinions and ideas while others types of questions or items facilitated to gain the consistent of certain data across respondents. The researcher prepared the questionnaire that covered all the items that helped in the answering the research questions of the study.

It covered all questions on how school leaders perceive their duties in managing the changes happened in the schools the questionnaire included the items on; managing of finance and revenue producing activities, controlling of curriculum and instruction, management of physical resources, directing of general administration, controlling of human resources and even kind of resistances and challenges they faced and effective ways of dealing with them.

The researcher preferred to use questionnaire for the following reasons:

- i. the use of questionnaire was cheap compared to other methods
- ii. the use of questionnaire helped the researcher to save time
- iii. the questionnaires covered a wide geographical area
- iv. the questionnaire offered greater assurance of anonymity
- v. it was easy to administer the questionnaire to the respondents
- vi. The respondents had adequate time to answer all items.

The use of questionnaire in this study was preferred because the population targeted was literate and they were able to describe their information in writing form.

### **3.6. Piloting study**

A researcher carried out piloting study before conducting effective and main study. A pilot study was conducted in 4 schools which were G.S Gatunga, G.S Bumbogo, G.S Kimironko II and G.S Kagugu Catholic. The aim of conducting piloting study remained to remove any kind of ambiguous items on the instrument(questionnaire). The piloting study also helped the researcher to review the instrument by making the inclusion of many other items that were necessary.

### **3.7. Instrument validity**

According to Mugenda (2003) validity is the extent to which results got from the analysis of the data actually characterizes the phenomena under study. Validity of instrument represents the extent to which the instrument measures what it supposed to measure (Borg and Gall,1989). Orodho (2009) defines validity as the correctness and significance of implication, which are grounded on the research outcomes. In other way it is the extent to which the results obtained from the analysis of the data actually represent the phenomenon under examination.

In the context of this study the investigator arrived at the instrument validity by considering the results and remarks of the pilot study concluded in 4 public schools where the items that failed to measure the variable anticipated to measure were changed to some extent and others were omitted totally.

### **3.8. Reliability of the instrument**

Reliability is a measure of the extent to which a research tool produces constant outcomes on data after frequent trials Orodho(2002).

To determine instruments reliability, a test-retest pilot study was conducted in four public schools. The test-retest involves administering the same instrument twice to the same group of subjects. There was a one week time lapse between the first test and the second. The same questionnaires were applied to the four head teachers and the completed questionnaires were coded and scored again.

Pearson's product moment correlation coefficient was used. It is a measure of the linear correlation (dependence) between two variables X and Y giving a value between +1 and -1 inclusive. After test-retest of the two sets of instruments a co-efficient of 0.9 was realized, implying a high correlation. It thus confirmed the internal reliability of the instruments.

### **3.9. Data collection methods**

During stage of distributing the tools, the researcher reminded the respondents that there was a great assurance of privacy of their answers as it was indicated before in the forms. The respondents promised the researcher that they would fill the questionnaire in five days, the reason why the researcher let them with the questionnaires. After five days as agreed on, the researcher herself went to collect the questionnaire from the respondents in order to determine completion and the degree of accuracy.

The distribution of data collection tools (questionnaires) was made by the investigator both piloting and the effective study. This process took place after the researcher got clearance from the supervisor and even from the Dean of school of education, University of Rwanda-college of education. The researcher conducted a visit to the experimented schools to make a kind of schedules together with the head teachers (respondents) and after the researcher administers the questionnaires to them.

### **3.10. Methods of data analysis and presentation**

After the questionnaires had been collected, they were checked so as to ascertain they were complete and accurate. Both quantitative and qualitative data was analyzed. The data gathered from questionnaires was examined by the use of descriptive statistics where frequencies and percentages were used. The processed frequencies and percentages were used to discuss the findings of the study. Tables were used to present data of the study. The researcher preferred to use descriptive analysis in this study since it is intended to describe, analyze and interpreting of the perception of head teachers about their role in managing school based change. Descriptive statistical techniques were used to analyze many items of questionnaire. In this study frequencies and percentages were used because they ensure the communication of the research findings to a big number of readers in the easiest manner(Gay,1992).

## **CHAPTER FOUR:PRESENTATION, ANALYSIS AND INTEPRTATION OF FINDINGS**

### **4.1. Introduction**

The main goal of this study was to discover how head teachers perceive their role in management of school based-change, challenges they face and strategies used to overcome challenges in public schools in Gasabo District.

The following objectives were developed:

- To find out how head teachers perceive their role in managing school -based change;
- To establish the perception on their role in management of financial resources;
- To determine how head teachers, perceive their role in managing curriculum and instruction;
- To find out how head teachers, perceive their role in managing school physical resources;
- To determine how head teachers, perceive their role in managing human resources.

This section presents the major discoveries of the study as they relate to each research question.

Those research questions were:

- i. What are the head teachers' perception on their role in the management of school-based change?
- ii. What are the perception of head teachers on their role in management of financial resources?
- iii. What are the head teachers' perception on their role in management of curriculum and instruction?
- iv. What head teachers' perception on their role in management of physical resources?
- v. What are the head teachers' perception on their role in management of human resources?

### **4.2. Distribution of head teacher by their gender**

In this study, the respondents were required to mention their gender. This table shows head teachers' gender.

**Table 2. Distribution of head teacher by their gender**

<b>Gender</b>	<b>Frequency</b>	<b>Percentage</b>
Male	22	58
Female	16	42
Total	38	100

This above table explains that there were more male head teachers 22(57%) as compared to their female counterparts, at 16(42%).

#### **4.2. Distribution of head teachers and their administrative experience**

Thirty nine percent of respondents had 5 years experience and below (table 2).

**Table 3. Distribution of head teachers and their administrative experience**

<b>Duration in years</b>	<b>Frequency</b>	<b>%</b>
5 years and below	15	39
6-10 years	13	34
11-15 years	6	16
16 and above	4	11
Total	38	100

This table shows that 15(39%) of head teachers have the educational administrative experience of five years and even below, 13(34%) of head teachers have the educational administrative ranging between six and ten years, 6(16) of head teachers have the educational administrative experience ranging between eleven and fifteen years, 4(11%) of head teachers have the educational administrative experience of sixteen and above. This means that many head teachers used in this study have five years and below of the educational administrative experience.

### 4.3. Head teachers and their academic qualification

The head teachers have different qualifications, and the following table shows that a great number of them have bachelor degree.

**Table 4. Head teachers and their academic qualification**

Qualifications	Frequency	%
A2	11	29
Diploma	3	8
Bachelor degree	20	53
BA, Bsc. with PGDE	4	10
Total	38	100

This table shows the academic qualification of head teachers who participated in the study as follows: 11(29%) of head teachers had A2 in education, 3(8%) of head teachers had diploma in education, 20(53%) of head teachers had bachelor degree in the education, 4(10%) of head teachers had bachelor degree with Postgraduate Diploma in Education. This means that many head teachers who participated in this study had bachelor degree in Education.

### 4.4. Head teachers' perception on their role in managing school-based change

The head teachers perceive their role in managing school- based changes in different ways. The head teacher is, for example the key important person in management, leadership, development, implementation, monitoring and evaluation of all school activities (waweru,2003). The researcher wished to discovery from the head teachers how they perceive their role in managing school-based changes. The table 4.3 shows their role in management of school-based change.

**Table 5. Head teachers' perception on their role in managing of school based change**

	Strongly agree		agree		disagree		strongly disagree	
	n	%	n	%	n	%	n	%
Welcoming new ideas in school	24	63.1	14	36.8	0	0	0	0
Learn from failure	15	39.4	17	44.7	5	13.1	0	0
Staff discuss and challenge new ideas	27	71	9	23.6	2	5.2	0	0
Conflicting ideas are valuable	10	26.3	16	42.1	8	21	4	10.5
Trying pilot study then implement	12	31.5	18	47.3	4	10.5	4	10.5
Staff evaluate process and results	15	39.4	16	42.1	6	15.7	1	2.6
Staff is informed about activities	22	57.8	11	29.9	5	13.1	0	0
Sticking on existing structures	12	31.5	11	29.9	9	23.6	6	15.7
Collaboration with other leaders	22	57.8	11	29.9	4	10.5	0	0
Budget respects priorities	22	57.8	14	36.8	0	0	0	0
Respecting inspection advice	20	52.6	15	39.4	2	5.2	0	0
Evaluating quality of education	19	50	14	36.8	5	13.1	0	0
Vision and mission are supported	23	60.5	14	36.8	0	0	0	0
Delegation of responsibilities	17	44.7	20	52.6	0	0	0	0
Job specification and task defining	18	47.36	14	36.8	5	13.1	0	0
Synergistic outcome in school	14	36.8	17	44.7	6	15.7	0	0

A great number of school leader had a positive perception about their duties in managing of school based change. This is evidenced by the percentage of head teachers who answered strongly agree and agree about the various items which intended to gauge their self-perception.

The main items answered by head teachers that show they have initiative and self-perception about their role were: welcoming new ideas, learn from failure, trying pilot study before effective implantation of new idea, informing staff about new activities, collaborating with other leaders, supporting school vision and mission and delegation.

#### **4.5. Head teachers’ perception on their role in management tasks**

The investigator wished to find out the perception of head teachers about management tasks. The perception of head teachers can be found by considering the management tasks which are: management of school finance, management of curriculum and instruction, management of physical resources and management of human resources.

##### **4.5.1. Head teachers’ perception on their role in managing school finance**

In this study, the researcher wished to find out the perception of head teacher in management of school finance.

**Table 6. Head teachers’ perception in managing school finance and income generating activities.**

	Yes		No	
	n	%	n	%
Initiation to generate new income in school	33	86.8	5	13.1
Staff is engaged in preparation of budget	31	81.5	7	18.4
Effective system to manage finance	31	81.5	7	18.4
School finance is in hands of all staff	26	68.4	12	31.57
Asking advice related to financial management	29	76.3	9	23.6
Keeping of records, accounts and financial statements	31	81.5	7	18.4
Inventory of all school property	31	81.5	7	18.4
Transmitting required reports	33	86.8	5	13.1

33(86.8) of head teachers say yes when they were asked if they initiated in generating new income in school and they say also yes when they were asked if they transmitted all relevant and required report related to financial. 11(28.9%) of head teacher agreed that the school finance is in hands of all staff in their respective institutions. On the other side,5(13.1%)of head of schools disagreed that they initiated in generating new income in school and transmitting all required financial reports. Each percentage above explain to what extent did the head teacher agreed and introduced a change in this management task area.

#### **4.5.2.Perception of head teachers in managing curriculum and instruction**

Researcher wished to find out the perception of head teachers in the area of curriculum and instruction. The main duties of head teachers in the area of curriculum and instruction is to provide leadership related to instruction. According to Dipaola and Tschannen-moran (2003) good and effective head teachers are those who control instruction, organize instructional courses and struggle for great educational standards and learners' prospects.

The main role of head teachers is to help teachers to use new instructional techniques and implementing effectively the new curriculum (Burchfield&Chapman,1994).By considering those views, the researcher developed a number of items so as to find out the perception in managing the area of curriculum and instruction. Table 4.5 shows their role in managing curriculum and instruction.

**Table 7. Head teachers' perception in management of curriculum and instruction**

	Strongly agree		agree		disagree		strongly disagree	
	n	%	n	%	n	%	n	%
Equip teachers with teaching materials	15	39.4	20	52.6	3	7.80	0	0
Motivating teachers in instruction	19	50	17	44.7	2	5.2	0	0
Regular class supervision	20	52.6	16	42.1	2	5.2	0	0
Professional training for teachers	23	60.5	13	34.1	2	5.2	0	0
Teachers are encouraged to be accountable	17	44.7	17	44.7	4	10.5	0	0
Learners are taught study skills	16	42.1	19	50	3	7.8	0	0
Collaboration between school and community	13	34.2	18	47.3	7	18.4	0	0
Checking learners 'progress	16	42.1	15	39.4	7	18.4	0	0
All stakeholders are inspired	13	34.2	18	47.3	7	18.4	0	0

The extent to which head teachers perceive their role in management of curriculum and instruction is found in terms of percentages of each item asked to them. Accordingly, head teachers perceive their role of ensuring professional training for teachers at 60.5%, (52.6%) head teachers perceive their role in conducting regular school supervision at 52.6% and (50%) motivating teachers in instruction.

#### **4.5.3. Perception of head teachers in management of school physical resources**

A school needs physical resources and facilities in order to realize its mission, goals and instructional objectives. A good head teacher ensure that the available resources are well integrated and utilized at the best in order to realize the mission and vision of the school. Effective management of school physical resources involve developing, establishing and monitoring the movement of materials from their original acquisition through internal use in school.

In this study, the researcher wished to find out the perception of head teachers in managing of school physical resources, reason why the researcher developed a number of items to achieve that.

The following table demonstrates how head teachers perceive their role in managing of school physical resources.

**Table 8. Head teachers' perception in managing school physical resources**

	Strongly agree		agree		disagree		strongly disagree	
	n	%	n	%	n	%	n	%
Well utilization of available resources	17	44.7	21	55.2	0	0	0	0
Control flow of materials	13	34.2	22	57.8	3	7.8	0	0
Regular maintenance and reparation	17	44.7	17	44.7	4	10.5	0	0
Proper care to ensure longevity	21	55.2	12	31.5	5	13.1	0	0
Quick repair and replacement for lost items	11	28.9	18	47.3	8	21	1	2.6
Recording total of physical resources	15	39.4	17	44.7	5	13.1	1	2.6
Collaboration in managing physical resources	18	47.3	15	39.4	5	13.1	0	0
Encouraging caring of school building	20	52.6	18	47.3	0	0	0	0

The perception of head teachers in management of school physical resources is proper care to ensure longevity (55.2%), caring of school building (52.6%), and collaboration managing physical resources (47.3 %), regular maintenance and reparation (44.7%).

#### **4.5.4. Perception of head teachers in management of human resource**

The head teacher must be responsible for both the teaching staff and supporting staff(non-teaching). When these two staffs are well equipped and supported the school reaches the success. According to Kavisi (2002), the role of school leader in human management can be analyzed and understood through delegating responsibilities to the deputy head teacher, head of departments, senior teachers and other teachers, welcoming and inducting new teachers and non-teaching staff, supervising, delegation and motivating staff. The researcher wished to find out the perception of head teachers in managing of human personnel. Consequently, the researcher prepared a number of items for better analysis.

**Table 9. Head teachers' perception in human resources management**

	Strongly agree		agree		disagree		strongly disagree	
	n	%	n	%	n	%	n	%
Evaluating teachers' activities	25	65.7	13	34.2	0	0	0	0
Provision of conducive environment	15	39.4	22	57.8	1	2.6	0	0
Teacher development through trainings	18	47.3	19	50	1	2.6	0	0
Teacher motivation and promotion	13	34.2	20	52.6	5	13.1	0	0
Influencing teachers to achieve goals	21	55.2	17	44.7	0	0	0	0
Teaching and non-teaching support	17	44.7	21	55.2	0	0	0	0
Trusting atmosphere in school	19	50	19	50	0	0	0	0

n= 38

The extent to which the head teachers perceive their role in management of human resources is found like that: monitoring and evaluating teachers (65.7%), influencing teachers to achieve goals (55.2%), promoting trusting atmosphere in school (50%).

#### **4.6. Challenges head teachers face in management of school based change**

This section is going to emphasis on the challenges head teachers face in management of school-based change. When head teachers ensure the management of school based change they face many challenges. These challenges are examined by considering five management tasks areas which are: management of school finance, management of curriculum and instruction, management of school physical resources and management of human resource. The challenges head teachers face in management of school based change are presented in the following table .

**Table 10. Challenges head teachers face**

Challenges	Frequencies	percentage
Lack of financial and material support	7	18.4
Negative attitudes of teachers towards the new curriculum	4	10.5
Less effective training	3	7.8
Frequent change in policy	2	5.2
Multiple role of head teachers	6	15.7
Delay of capitation grants	3	7.8
Unmotivated stakeholders	9	23.6
Theft of school facilities	2	5.2
Culpable absenteeism	2	5.2

As it noted in the table above head teachers face many challenges in management of school based change. The major challenges faced by head teachers are unmotivated stakeholders (23.6%), lack of financial and material support (18.4%), multiple role assigned to head teachers (15.7%) and the negative attitudes of teachers towards the new curriculum (10.5%). The other challenges are minor as they are ranked by the head teachers.

#### 4.7. Strategies used by head teachers to overcome challenges

This section is going to emphasis on the strategies used by head teachers to overcome challenges occurred when they are managing school based change. The strategies used by head teachers to overcome challenges are presented in the table below.

**Table 11. Strategies used by head teachers to overcome challenges**

Strategies	Frequencies	percentage
Motivation of stakeholders	10	26.3
Training provision	3	7.8
Regular monitoring and evaluation of teachers' activities	5	13.1
Fencing	3	7.8
Delegation of duties	8	21
Regular supervision	7	18.4
Convening meeting	2	5.2

As it is noted above the head teachers used different strategies to overcome challenges when managing school based change. The major strategies used are follow as they are ranked by many head teachers: motivation of stakeholders (26.3%), delegation of duties (21%), regular supervision (18.4%) and regular monitoring and evaluation of teachers' activities (13.1%). The other challenges are minor because they are ranked by few head teachers.

## **CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

### **5.1. Summary**

The study is made up of five chapters including introduction; literature review; methodology; presentation, analysis and interpretation of findings and summary, conclusion and recommendations. Chapter one covers background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitation, theoretical framework, conceptual framework and definitions of terms. Chapter two covers literature review. Chapter three presents the methodology which were used to collect data, research design, study locale, target population, sample size, sampling technique, research instruments, piloting study, validity and reliability, data collection methods and methods of data analysis and presentation. Chapter four indicated how findings were presented, analyzed and interpreted and the chapter five presents the summary, conclusions and recommendations of the study.

After analyzing the findings of the study, it was found that some head teachers had positive perception on their role in management of school based change. The findings did not only find the perception of head teachers but also the challenges that head teachers face when managing school based change. These challenges were: lack of financial and material support, negative attitudes of teachers towards the new curriculum, less effective training, frequent changes in policy, multiple role of head teachers, delay of capitations grants, unmotivated stakeholders, theft of school facilities and culpable absenteeism but the major challenges were unmotivated stakeholders, lack of financial and materials support, multiple role of head teachers and negative attitudes of teachers towards the new curriculum. The findings also indicated that there were strategies used by head teachers to overcome challenges when managing school based change and those strategies were motivation of stakeholders, training provision, regular monitoring and evaluation of teachers' activities, fencing, delegation of duties, regular supervision and convening meeting but the strategies used by many head teachers were motivation of stakeholders, regular supervision and regular monitoring and evaluation of teachers' activities.

## **5.2. Conclusions**

In view of the results of this research, it appears that some head teachers perceive well their role in management of school based change, especially in four management tasks concerned by this study but it was found that other head teachers did not perceive well their role when managing schools.

The finding of the study indicated that head teachers face challenges when managing schools and the major challenges including lack of financial and material support, multiple role of head teachers, unmotivated stakeholders, and negative attitudes of teachers towards the new curriculum. The head teachers are called to search and use different strategies to overcome challenges faced during the school management. The major strategies used by head teachers to overcome challenges are motivation of stakeholders, regular supervision, regular monitoring and evaluation of teachers' activities and delegation of duties. The researcher found that head teachers lack some skills required to manage well the school hence there is need to for head teacher training in order to help them to fulfill their duties at the best expectation.

## **5.3. Recommendations**

Apart from summary and conclusions, in this study the researcher established a number of recommendations that can be used by various stakeholders that have interested in management of school- based change. In the section below, the researcher established the recommendations for educational policy makers and even recommendations for further research.

### **5.3.1. Recommendations for educational policy makers**

Based on the perception of head teachers on their role in management of school based change, challenges faced and the strategies used by head teachers to overcome challenges. The following are recommendations for educational policy makers:

- Ministry of education should organize and conduct regular professional courses, seminars, and in-service training to help head teachers to develop skills needed to perform their roles at the best. An assessment should be carried out in the school to find out how head teachers perceive their role and work at the school level.
- Educational policy makers should consider school based management as the main component of the educational policy because through it the educational leaders can understand the role of

head teachers in improving schools, challenges faced and the strategies used to overcome the challenges.

- Head teachers should be assisted to get necessary materials since many challenges were linked to the lack of enough materials at school level.
- The duties and role of head teachers should be monitored and evaluated regularly since they are responsible for providing instructional leadership that has a great effect on the quality of education provided at the school level.

### **5.3.2. Recommendations for further research**

This study draws opportunities for further research. Different recommendations for further research are mentioned below:

- The study was focused only on head teachers of public schools but other researchers can conduct such study in private school as a means of informing and recommending the owners of private schools how to improve their leadership in managing their schools.
- This research was conducted in one district of Rwanda. Similar studies should be done in other districts of Rwanda so as to ascertain the findings of this study to enable generalization of the same.
- Due to the numerous challenges facing head teachers in the school management, it is necessary to further examine specifically the challenges hindering head teachers to perform their duties at their best.

## REFERENCES

- Adan.I.H.&Orodho A.J. (2014). *Strategies applied by the Board of Management to enhance American cities*. The Elementary School Journal.Center for collaborative Education.
- Anderson,G.(1988) *Basics of Educational Research*.Montreal;Solar Publishing.
- Anderson,J. (1998). *Principals 'role and public primary schools: Effectiveness in four Latin*.
- Arnett,S.(2010). *Human relation for educators: meeting the challenges for today and tomorrow*.
- Baldrige.VJ&Deal,E.T(1975).*Managing change in Educational organizations:Sociologicalperspectives,Strategies and case studies*.Barkely;McCutchen.
- Blankstein.A.M.Houston,P.D& Cole, R.M(2010).*Data enhance leadership*. Thousand Oaks.
- Brunne.(2009). The kids can't read! Principal leadership,36(5):18-21. C.A:Corwin Press.
- Bugamoyo; Mantep.
- Campbell,R.F. Corbally,J.E&Nystrand,R(1983) *Introduction to Educational administration*,6<sup>th</sup> ed., Massachusetts.Allyn and Bacon.
- Cawelt,G(1983)*Training for Effective School Administration*in Educational leadership30(5).Commonwealth Secretariat(1997a): Educational Management Module 4:Managing the curriculum,Nairobi;Jomo Kenyatta Foundation.
- EACT (2004) "Systematic Change in Education"Retrieved from ide.de.Psu.edu/change website.
- Edited by Beatriz pont,Deborah Nusche,David Hopkins.OECD Publishing,Paris.
- Educational Administration*, 43(4),338-356.
- Emerson,C (1993). *Managing staff in school*. Paris:Athenaun press Ltd.
- English,F.W.(2008). *The art of leadership: Balancing performance and accountability*. Thousand Forum, 69(1),16-26.
- Fullan M. (2007). *The new meaning of educational change*. 4<sup>th</sup> ed. Teacher college press.
- Fullan, M(1993a) *Change Forces:Probing the Depth of Educational Reform*.LondonFalmer press.
- Gardiner.P.(2011). *Project Management: A strategic planning approach*. New York,NY:Palgrave

Hughes, J. (2002) *Education Management*, New York, the free Press.

Knezevich, S.J. (1984) *Administration of Public Education: A source Book of leadership and Management of Educational institutions* (4<sup>th</sup> ed.) New York: Harper and Row.

Leithwood, K. (2005). *Understanding successful principal leadership: progress on a broken*

Leithwood, K.; & Jantzi, D. (2000). *The effects of transformational leadership on organizational*

Liphan, J and Hoer, J. (1974) *Principalship: Foundation and Functions*. New York; Harper and Row

Locke, E. (2010). *Principles of organizational behavior: Indispensable Knowledge for evidence*

Lunenburg, F.C., & Ornstein, A.O. (2008). *Educational Administration: Concepts and practices*

Lunenburg, F.C., (2010). *The Principal and the School: What do principals do?* National Forum  
 Macmillan. Manderacounty, Kenya. Journal of Education and Practice. Vol.5. No.2

Mantep (1995) *Educational Management Handbook for primary school Head teachers*.  
 Bugamoyo; Mantep

Mbamba, A.M. (1992) *Book for readings in Education Management*. Harare, UNESCO.

McNeil, P. (1990) *Research Methods 2<sup>nd</sup> ed.*. London; Richard Clay Ltd.

MoEst (2003) *Report of the National Conference on Education and Training*. Nairobi; MoEst

Mullen, C., & Hutinger, J. (2008). *The principal 's role in fostering collaborative learning*  
 NY: Eye on Education. Oaks, CA: Sage.

OECD (2008) *Improving school Leadership Volume 2: Case studies on System Leadership*  
 of Educational administration and Supervision Journal Volume 27, Number 2010.

Okech J.G & Asiachi A. (1992) *Curriculum Development for schools*. Nairobi. ERAP.

Okumbe, J.A. (2000) *Human Resource Management: An Educational perspective*. Nairobi: EDRB.

Okumbe; J.A. (1998). *Educational Management theory and practice*. Nairobi: University press

Olembo, J.O., Wang, P.E., Karagu, N.M. (1992). *Management in Education*. Nairobi: Educational

- Oosterlynck, S. (2011). *Bridging the gap between planning and implementation Turning option*. Thousand Oaks, CA: Corwin Press.
- Orodho J.A. (2009). *Elements of Education & Social Sciences Research Methods*, Maseno: Kanezja
- Owens, G. (1998). *Organizational Behavior in Education* (6<sup>th</sup> ed.) Allyn and Bacon publisher
- Robson, C. (1996) *Real World Research*. Oxford; Blackwell
- Segiovanni, J.T & Carver, F.D. (1980). *The school executive: A theory of Administration*. New York; Harper and Row.
- Shaeffer, S. (1990) *Educational change in Indonesia: A case of three Innovations*. Paris: IDRC.
- Sparks, D. (2004). *Principals as staff developmental leaders*. Transformational learning, student performance in national examinations in secondary schools in *transformative visions into strategic projects*. London, UK: Taylor & Francis.
- Verma, G.K & Beard, R.M. (1981) *What is Educational research?* Aldershot; Gower.
- Vrazel J. (2013). *Managing world and Leading change through transitions: A guide for Whatever it takes*. Bloomington, IN: Solution Tree .
- Zepeda, S., (2007). *The principal as instructional Leader: A handbook for supervisors* (2<sup>nd</sup> ed.) New York: Harper and Row

## APPENDICES

### Appendix one: Questionnaire used to collect data

Dear Respondent;

I am undertaking research on “**Head teachers’ self-perception of their role in the management of school based change in Gasabo District**” as a main requirement and component of getting a Master’s Degree in Education. I believe that the head teachers’ opinion will lay a solid foundation for the future educational change in Rwanda education system. For this reason, I believe that your views and opinion will be of great importance to improve our education system. You are kindly requested to spend a few minutes to complete honestly this questionnaire. Your responses will be treated with a total confidentiality and will be used only for the purpose of this research. Do not write your name on any page of this questionnaire.

#### SECTION ONE: Background information

Please tick (v) appropriately in the box

1. Gender

Male  Female

Number of years in teaching career.....

2. Administrative experience;

a. As a Deputy head teacher..... years

b. As head teacher .....years

3. Academic qualification

A2

A1 diploma)

B.Ed

BA, BSc, with PGDE

other qualifications, please specify.....

## SECTION TWO:

This section is made up of five statements regarding management of school based changes. Please indicate by putting a tick (v) in appropriate space to show the response that reflects the way you manage your school.

### KEY

Strongly Agree (S A)

Agree (A)

Disagree (D)

Strongly Disagree (S D)

No	CHANGE MANAGEMENT STATEMENT	SA	A	D	SD
1	I willingly welcome new ideas and practices in the school				
2	I sometimes learn from my failure				
3	Staff are given time and opportunities to discuss and challenge new ideas				
4	Head teacher welcomes conflicting ideas and regard them as valuable sources of information that can enhance the change effort.				
5	I try out pilot projects before effective implementation in the school setting				
6	There is a willingness of the staff to evaluate our processes or results				
7	All staff is informed about school activities and their running				
8	I stick on existing structures and practices in the school				
9	There is motivation to collaborate with other school leaders in order to try new ideas.				
10	School head manages the school budget according to priorities set before				
11	I really implement all policies and practices as informed by policy makers and inspection advice				
12	School has a system of monitoring and evaluating the quality of				

	teaching and learning and standards of achievement of all learners.				
13	The management ,finance, organization and administration of the school support the vision and aims of the school				
14	There is a delegation of responsibilities as appropriate				
15	There is a system of job specification and task defining in the school				
16	The individual differences are used effectively and result in synergistic outcomes				

### SECTION THREE: Management of Finance

This section is made up of eight statements regarding management of finance and income generating activities. Please indicate by putting a tick (v) in appropriate space to show the response that reflects the way you manage your school.

No	STATEMENT ABOUT MANAGEMENT OF FINANCE AND INCOME GENERATING ACTIVITIES	Yes	No
1	There is initiative to generate new income in the school		
2	All staff is engaged in the preparation of a school budget		
3	School has effective and constant system to manage finance		
4	Management of school finance is in the hands of all staff		
5	School leader always asks advice from others about how to generate and manage well school finance		
6	School head ensures efficient and accurate budgeting procedures and the keeping of records, accounts and financial statements.		
7	Head teacher organizes inventory of all school property		
8	Head teacher promptly transmits required reports		

What challenges do you face in management of finance?

.....  
 .....

What strategies do you use to overcome the challenges?

.....

.....

**SECTION FOUR: Management of curriculum and instruction**

In this section please indicate by putting a tick (v) to show the response that reflects the reality in your school.

**Key**

Strongly agree (SA)

Agree (A)

Disagree (D)

Strongly Disagree (SD)

No	STATEMENT ABOUT MANAGEMENT OF CURRICULUM AND INSTRUCTION	SA	A	D	SD
1	All teachers are equipped with teaching and learning materials				
2	Teachers are always motivated for the implementation of curriculum and improve instruction				
3	Teaching and learning activities are regularly supervised				
4	The main function of supervision is to ensure continuous professional development for teachers				
5	Resistance sometimes occurs in the management of curriculum and instruction				
6	Every teacher is accountable for implementation of curriculum and instruction				
7	All learners develop study skills in order to learn more effectively and with increasing independence				
8	School develops effective links with the community to implement curriculum and enhance teaching and learning				
9	There is a regular pattern of monitoring, assessment, recording and				

	reporting of learners' progress.				
10	Educationally staff, learners, parents and other in the wider community are inspired and motivated for the curriculum implementation				

What challenge do you face in management of curriculum and instruction?

.....  
 .....

What strategies do you use to overcome the challenges?

.....  
 .....

**SECTION FIVE: Management of physical resources**

In this section please indicate by putting a tick (v) to show the response that reflects the reality in your school.

**Key**

Strongly agree (SA)

Agree (A)

Disagree (D)

Strongly Disagree (SD)

No	STATEMENT ABOUT MANAGEMENT OF PHYSICAL RESOURCES	SA	A	D	SD
1	I ensure that the available resources are utilized optimally to help school realize its vision and mission				
2	School plans, organizes and controls the flow of materials from their initial purchase through internal operations to the service point through distribution				

3	There is a regular maintenance, reparation and renovations of school building				
4	We undertake proper maintenance of school equipment to ensure longevity				
5	We undertake a quick repair and immediate replacement for lost items				
6	School properly keeps a record of the total physical resources.				
7	There is a strong collaboration with all the school staff and students to manage physical resources				
8	The school is a safe and secure environment place for all learners and their educators.				
9	I positively encourage care of the school buildings and environment				

What challenges do you face in management of school physical facilities?

.....  
.....

What strategies do you use to overcome the challenges?

.....  
.....

**SECTION SEVEN: Management of human resources**

In this section please indicate by putting a tick (v) to show the response that reflects the reality in your school.

**Key**

Strongly agree (SA)

Agree (A)

Disagree (D)

Strongly Disagree (SD)

No	HUMAN RESOURCES MANAGEMENT ROLES	SA	A	D	SD
1	Head teacher is actively involved in monitoring and evaluation of teachers.				
2	Head teacher is responsible for provision of conducive working environment				
3	Head teacher is keen on teacher development through training				
4	Head teacher engages in teacher motivation and promotions				
5	Head teacher influences teachers to achieve the goals and objectives of the school.				
6	Head teacher manages the teaching and non-teaching staff; students and members of school community in general				
7	Head teacher considers that trust between him and teachers is an essential ingredients in a school change process.				

What challenge do you face in management of human resource?

.....  
.....

What strategies do you use to overcome the challenges?

.....  
.....