



UNIVERSITY OF RWANDA

College of Education

School of Education

**The effect of head teachers' instructional supervision practices on
teacher's competences in primary schools of Kicukiro district, Rwanda**

*A Thesis submitted to College of Education, the School of Education in
partial fulfillment of the requirements for the award of the Degree of
Masters of Education (MED) in Educational Leadership and
Management of the University of Rwanda*

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DECLARATION

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

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APPROVAL

I, Dr. Ndayambaje Irénée, acknowledge that this work has been done under my supervision and hereby submitted upon my approval.

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Signature:.....Date:...../...../.....

DEDICATION

This research is dedicated to Almighty God, my family member including my beloved wife and my twin daughters and my supervisor Dr. NDAYAMBAJE Irénée.

AKNOWLEDGEMENTS

This accomplishment of this research is a result of efforts from different people.

I first and foremost delighted to thank the almighty God, my family members for their continuous support. I also appreciate my research supervisor Dr. NDAYAMBAJE Irénéefor his support guidance and advice; I also thankful to the largest team of all lecturers from UR-CE who provided to me the knowledge and skills of education studies.

My thanks are also directed towards classmates whom we shared knowledge and ideas during academic life we spent in University of Rwanda College of Education.

Finally I thank primary school head teachers, teachers and learners from Kicukiro district for their contribution in data collection of this research.

May God our lord bless you all!

NtirandekuraAdrien

ABSTRACT

There is an evident relationship between instructional supervision and teacher's competences. Hence, due to the number of repetition rate in Kicukiro district primary schools, instructional supervision practices have affected curriculum delivery leading to not enough performing among primary schools in Kicukiro District. According to MINEDUC, (2018), report a high repetition rate was observed in 2015 (18.3%), while the lowest repetition rate was observed in 2017 (12.5%). Kicukiro primary schools are not performing adequately, and one of the leading causes is associated with head teachers who do not provide enough time for their teachers to enhance their academic instruction by checking teacher's documents and lesson to be delivered. The general objective of this study was to investigate the effects of head teachers' instructional supervision practices on teacher's competences in the primary schools of Kicukiro district. Specific objectives of the study are (i) to find out the frequency of head teachers instructional supervision and its effect on primary school teacher's competence in Kicukiro District, (ii) to find out the teachers' attitudes vis-à-vis instructional supervision in Kicukiro District and (iii) suggest mechanisms that would boost head teachers' instructional supervision practices and thereafter improve primary school teachers' competence in Kicukiro District. In this study 10 head teachers and 30 teachers were related as informants. This research used the following instruments: questionnaires, observation checklist, and interviews. After collecting data the, researcher analyzed data in quantitative and qualitative. The findings were organized around the research objectives and informed that most of the head teachers conduct an instructional supervision practices at least every two weeks. As reported by head teachers instructional supervision practices are hindered by multiple responsibilities. Indeed the majority of head teachers (60.7%) denoted that instructional supervision is hindered by teacher's negative attitudes and limited understanding of the importance of this education practice. As conclusion, there is imperative to sensitize educational practitioners about instructional supervision as direct assistance mechanism to improve classroom practices.

TABLE OF CONTENTS

DECLARATION.....	i
APPROVAL	ii
DEDICATION.....	iii
AKNOWLEDGEMENTS	iv
ABSTRACT.....	v
TABLE OF CONTENTS	vi
LIST OF ABBREVIATIONS AND ACRONYMS.....	viii
LIST OF TABLES	ix
LIST OF FIGURES	x
LIST OF APPENDICES	xi
CHAPTER ONE: INTRODUCTION AND BACKGROUND TO THE STUDY	1
1.0. Introduction	1
1.1 Background of the study	1
1.2 Statement of the Problem.....	3
1.3 Objectives of the study.....	4
1.4. Research Questions	4
1.5. Significance of the Study	4
1.6. Scope and limitations of the study	5
1.7. Operational Definition of Key terms	5
1.9. Summary of chapter	6
CHAPTER TWO: LITERATURE REVIEW.....	7
2.1 Introduction.....	7
2.2Theoretical Framework.....	7
2.2.1 Theories of instructional supervision.....	7
2.2.1. 1. Classroom visits and checking teacher’s documents.....	7
2.2.1.2. Provision of teacher’s assistance, feedback and using different instructional supervision skills and techniques.....	8
2.2.2. Theories of teacher’s competences	10
2.2.2.1. Personality traits, attitudes and beliefs.....	11
2.2.2.2. Pedagogical skills and knowledge	11
2.3. Conceptual framework.....	12
2.4. Instructional supervision and teacher’s competences	13
2.5. Summary of the chapter	14

CHAPTER THREE: RESEARCH METHODOLOGY	15
3.1 Introduction.....	15
3.2 Research Design.....	15
3.3 Population	15
3.2.2 Sampling techniques and sample size.....	16
3.4. Research instruments	16
3.5 Data collection techniques	16
3.6 Data analysis procedures.....	17
3.7 Validity and reliability	17
3.7.1 Validity	17
3.7.2 Reliability.....	17
3.7.3 Ethical issues.....	17
3.7.4 Summary of the chapter	18
CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION	19
4.1 Introduction.....	19
4.1. Profile of respondents for head teachers	19
4.1.1. Identification of Respondents	19
4.2. The frequency of Head teachers instructional supervision and its effect on primary school teacher’s competence in Kicukiro District	21
4.3. The teachers’ attitudes vis-à-vis instructional supervision and their effect on primary school teachers’ competence in Kicukiro District.	27
4.4 Mechanisms to boost Head teachers’ instructional supervision	31
CHAPTER FIVE : SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	33
5.1 Introduction.....	33
5.2 Summary of the study	33
5.3 Conclusion	34
5.4 Recommendations of the study.....	35
5.5. Suggestions for further study	35
REFERENCES.....	36
APPENDICES.....	39

LIST OF ABBREVIATIONS AND ACRONYMS

CE : College of Education

MINEDUC : Ministry of Education

SPSS : Statistical Package for Social Sciences

UR : University of Rwanda

LIST OF TABLES

Table 1: 2015 to 2018 Primary Promotion, Repetition by district is provided in table below.....	3
Table 2: Target population.....	16
Table 3: Profile of respondents for head teachers and teachers.....	20
Table 4: Head teachers' frequencies on instructional supervision.....	21
Table 5: The effectiveness of how instructional supervision practices are done in school as showed by the head teachers	23
Table 6: The effectiveness of how instructional supervision is done in school as reported by the teachers.....	25
Table 7: Teachers' attitudes towards Head teachers' instructional supervision as perceived by the head teachers.	27
Table 8: Teachers' attitudes towards head teachers' instructional supervision as perceived by the teachers.....	28
Table 9: The influences of head teachers' duties have on their instructional supervision practices	29
Table 10: Interrelationship between instructional supervision practices and teachers' competence.	30

LIST OF FIGURE

Figure 1: Interrelationship between instructional supervision practices and teachers' competence.	12
Figure 2: Teachers' competence from 2015 to 2018.....	31

LIST OF APPENDICES

Appendix I: Letter of introduction

Appendix II: Questionnaire for head teachers

Appendix III: Recommendation Letters

Appendix IV: Interview guide for students

CHAPTER ONE: INTRODUCTION AND BACKGROUND TO THE STUDY

1.0.Introduction

This chapter deals with the background of the study, statement of the problem, objectives of the study, significance of study, delimitation of the study, limitation of study and definition of operational terms.

1.1 Background of the study

Teachers ' competences are at the cornerstone of any successful education system.

According to (Oyedeji, 2012), Modebelu (2008) conceives instructional supervision as a process of assisting, directing, stimulating and motivating teachers to enhance teaching and learning process in educational institution and help teachers to improve their teaching. In the view of Rosa, M. J. & Amaral, A. (Eds.) (2014), instructional supervisor guides and assists the teachers to meet the set targets. Supervision of instruction is a process of assisting the teacher to improve himself and his instructional abilities so as to enhance effective teaching and learning. It is a service rendered to teachers, which is directed towards controlling the quality of their classroom instruction. Supervision of instruction aims at identifying areas of work that need to be improved upon.

The concept of instructional supervision in American systems in a school setting, the overall supervisor is the head teacher. According to Okumbe (1998), the head teacher is regarded as a chief of supervision on behalf of inspectorate at the school level. He or She is involved in the translation of educational policies and objectives into the programme and is expected to possess a superior knowledge on curriculum and instruction and to provide expert leadership for all areas of the school program. In South Asian countries, head teachers like their colleagues in the West, were found to attach great value to instructional leadership. In Singapore, head teacher are expected to provide instructional leadership to staff (Bolman& Deal, 1992). They are key of shaping and strengthening the traditions and culture of their schools. They should lead and inspire teachers and work with parents and community to provide the students with opportunities to pursue their passions and discover their strengths.

In China, instructional supervision is considered as a primary key task of head teachers in their daily routine. It is considered as the best way to manage what occurs in the classroom to ensure quality of teaching. To improve teachers' instructional performance,

the instructional supervisors should work with teachers in fixable and collaborative style. Thus, in order to bring effective education through the improved teaching-learning process, instructional supervisors should be democratic and cooperative and should get serious attention in the school. Instructional supervision is mainly concerned with improving schools by helping teachers to reflect their practices; to learn more about what they do and why; and to develop professionally (Sergiovanni and Starratt, 2004).

In Nigeria, the head teacher should assist teachers in determining the right methods, teaching facilities, physical setting, motivating teachers, providing adequate time table for teaching, routine check of lesson notes and subjects dairies, observation of classroom instruction, continuously monitor student progress and provision of feedback on student performance. The result also revealed that, there was a significant positive relationship between instructional supervision of checking of teachers' lesson notes and teachers' role effectiveness. It was concluded that a closer, regular and continuous instructional supervision practice rather than snappy, unscheduled and partial supervision is what is urgently needed. (Afolabi&Loto, 2008).

In Kenya, head teachers' work experience is a critical factor in supervision of instruction as it improves teacher's performance (Kirui, 2012). According to Mwiria (1995), limited teaching and administrative experience contribute to management deficiencies in those with less than five years of administrative experience. Academic qualifications and long term working experience provide people with knowledge and skills to be able to perform satisfactorily in establishment.

According to MINEDUC (2013), teachers play an important role in the implementation and the attainment of the desired educational results. This requires an effective instructional supervision of teachers in order to produce vibrant outputs that will contribute effectively towards national development. Such outcomes will result in high level of academic achievements that entails the inculcation of the right type of knowledge, skills, values and attitudes to the learners enabling them serve efficiently and effectively their society.

In Rwanda the head teacher does the instructional supervision at the school level where the teacher is supposed to be supervised by the school head teacher and peer evaluation at provincial level.

1.2 Statement of the Problem

There is an evident relationship between instructional supervision and teacher's competences. Teachers perform well their duties when they are assisted and facilitated in their duties of teaching. An instructional supervision is very important for the teacher's competences (Ikegbusi, 2014). According to Oyedeji (2012), the functions of instructional supervisors include: making classroom visits and supervising teachers by checking the documents they are supposed to have, checking absenteeism and the process of lesson delivery.

Eya and Leonard (2012), postulate that instructional supervision is more conversant, their reasons being that it helps teachers to be dedicated to their duties and helps the less effective and inexperienced teachers to improve their teaching.

Hence, due to the number of repetition rate in Kicukiro district primary schools, instructional supervision practices have affected curriculum delivery leading to not enough performing among primary schools in Kicukiro District.

Table 1: 2015 to 2018 Primary Promotion, Repetition by district is provided in table below.

	2015	2016	2017	2018
Promotion rate	67.6%	76.4%	76.4%	75.6%
Repetition rate	18.3%	12.7%	12.5%	13.0%

Table above illustrates a high repetition rate in 2015(18.3%), while the lowest repetition rate is observed in 2017 (12.5%).(MINEDUC annual report 2018)

Kicukiro primary schools are not performing adequately caused by head teachers do not provide enough time for their teachers to enhance their academic instruction, insufficient time of checking teacher's documents and lesson to be delivered and when these are not done there is no feedback after teaching observation and using different instructional supervision skills and techniques. This issue deserves a research attention because instructional supervision is at the cornerstone of an effective teaching and learning.

1.3 Objectives of the study

The general objective of this study is to investigate the effects of head teachers' instructional supervision practices on teacher's competences in the primary schools of Kicukiro district. The specific objectives of the study are to:

1. Find out the frequency of Head teachers instructional supervision and its effect on primary school teacher's competence in Kicukiro District.
2. To find out the teachers' attitudes vis-à-vis instructional supervision in Kicukiro District.
3. Suggest mechanisms that would boost headteachers' instructional supervision practices and thereafter improve primary school teachers' competence in Kicukiro District.

1.4. Research Questions

The following research questions of this study will be formulated as these below:

1. What is the frequency of Head teacher's instructional supervision and its effect on primary school teacher's competence in Kicukiro District
2. What is the teachers' attitudes vis-à-vis instructional supervision?
3. What are the main factors that influence head teachers' instructional supervision?

1.5. Significance of the Study

The results of this study have a great importance for the improvement of primary teachers' performance and achievement by emphasizing internal and external performance in the study areas. This study will be an eye opener to the policy makers about most especially instructional supervisors to understand that the way they supervise has a great influence on teachers' competences.

It will be used to assist those involved in instructional supervision to assess the conception of supervision to improve the teaching learning process and could facilitate the educational supervisors of different levels, school leaders and community as a whole to have an overall knowledge of the practices and problems of instructional supervision on improvement instruction, teaching and learning process and staff development. It

should be used as the reference where it may invite for advance researchers on the area focused particularly the head teachers' instructional supervision practices in primary schools of Rwanda. It should also assist all school head teachers and teachers to identify the strengths and weaknesses on the instructional supervision to take corrective procedures for the provision of the highest learners' achievement.

1.6. Scope and limitations of the study

The research was conducted in Kigali City, Kicukiro district and the researcher worked with different education stakeholders in Kicukiro district. These include primary schools Head teachers, teachers and students from the selected schools. These primary schools selected are GS Gahanga I in Gahanga sector, GS Kicukiro in Niboye sector, Ecole Jésus Eucharistique Kicukiro in Niboye sector, Gs Gatenga I in Gatenga sector and High hill academy in Gatenga sector in Kicukiro district.

1.7. Operational Definition of Key terms

In this study the terms such as supervision, instructional supervision which developed teacher's competence.

Supervision: In this study supervision is considered as any service for teachers that finally provides positive effects on the improvement of instruction, learning, and the curriculum.

Instruction: It is the organized interaction between teacher and learner in order to transmit the knowledge to the learner within the classroom. It should be also the act, process or profession of teaching.

Instructional Supervision: The process by which the teacher is supervised in an instructional setting by involving direct assistance for improving the strategies of classroom practices through observation and assessment of teacher performance and working with the head teacher, and pupils to bring about improvement in instruction. It is also the processes by which school head teachers attempt to achieve acceptable standards of performance and results.

Competences: competences are the knowledge, skills and attitudes values that enable a person to act effectively in a job or situation.

1.9. Summary of chapter

This chapter has given a scientific ground to the effects of Head teachers' instructional supervision practices on teacher's competences in primary schools of Kicukiro District. The next chapter is built from the formulated research objectives and provides a thorough review of literature around the research variables from international, regional and local context.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter examines literature on the topic the effects of head teachers' instructional supervision practices on teacher's competences. It is organized into different sections that give a theoretical and conceptual background to the research variables.

2.2 Theoretical Framework

The theoretical framework is the theories for instructional supervision and teacher's competences and their relationship with the conceptualization on instructional supervision and teacher's competences by which lead to explain first each concept and understanding in improving academic performance.

2.2.1 Theories of instructional supervision

The learner-centered approach of teaching is the most used to improve the quality of education; instruction supervision is the one to enhance methods, classroom management and conducive environment for teaching and learning process. Likewise, competency would strengthen the dynamic implementation of classroom observation, feedback mechanisms, instructional professional assistance as well as in collaborating with other professional disciplines.

2.2.1. 1. Classroom visits and checking teacher's documents

According Oyedeji, N.(2012), the functions of school supervisors are to carry out effective supervision include making classroom visits, supervising teachers by checking their scheme of work and lesson notes, teacher's classroom attendance, checking absenteeism, and rewarding hardworking teachers and punishing lazy ones, assigning administrative duties to them as means of encouraging to do the right things at the right time. According to Nwogbo and Okeke (2010), to be a disciplined and committed teacher can be achieved through insuring that teachers are highly disciplined and their high productivity attained. In education sector, this apart from staff development includes strengthening school's instructional supervision to ensure that teacher achieves the high productivity and work commitment is guaranteed and enhanced.

2.2.1.2. Provision of teacher's assistance, feedback and using different instructional supervision skills and techniques

According to Olorunfemi (2008) and Okobia (2015) instructional supervision is a helping relationship by which the supervisor guides and assists the teacher to meet the set goals. Likewise, Gordon and Gordon, S. P. & Ross-Gordon (2001), describe supervision as a service activity that exists to support teachers performing their job successfully.

Major Skills of Supervision

Sergiovanni and Starratt (2007) indicates three interrelated basic skills of supervision. These skills are technical, human and conceptual skills. The details of these skills presented briefly as follows.

Technical Skills

According to Katz, R. L. (1955), technical skill involves "an understanding of and proficiency in a specific kind of activity particularly one involving methods, processes, procedures or techniques". Technical skill includes proficiency and clear understanding specific activities involving a process, procedures and techniques.

Sergiovanni and Starratt (1998) explained that in education; technical skill assumes an understanding of and proficiency in the method process, procedures and techniques of teaching and learning activities. Therefore, in order to manage the teaching learning activities properly and improve the teaching learning process, the supervisor must have adequate technical skill than other skills.

Human Relation Skills

According to Sergiovanni, and Starratt, (1998), human relation skill, could be verified as the executives, as a group member and build cooperative effort within the team he/she heads. Human skill includes the ability to work with others, to win cooperation's, being able to communicate idea and beliefs to others, and what ideas others are trying to convey to their group members. Jenson (1967) suggested that benefits of supervision in smooth and good interpersonal relationships with the employees are: i) know and respect the individual characters, talent and potentials, ii) Help to avoid teachers frustration and institute on approach in which teachers feel free to express problems of concern to them, iii) recognize good work and make use of every opportunity to complement teachers for

work well done and for improvement noted, iv) assist teachers in devising technique for creating and maintaining good classroom discipline, and v) encourage giving constructive in a friendly, firm and positive manner.

By conclusion, a supervisor who engages with human skill should have the skill for creating a friendly and conducive climate that may bring a well-being satisfaction of all teachers s/he is expected to be available and accessible in such a way that teachers can freely express problems of concern to him or her. S/he should provide constructive criticism in a positive and friendly way.

Conceptual Skills

Conceptual skills relates to the ability of integrating and coordinating the organizations activity (Ayalew, 1991). In a sense, it concerns the ability, to see the "total picture", how parts of the school as an organization fit together and depend on each other. This skill includes the effective mapping of interdependence for each of the components of the school, the educational program as an instructional system, and the functioning of the human organization in general (Sergiovanni&Starratt, 1980). Hence, the development of conceptual skill relies heavily on a balanced emphasis of administrative theory, organizational, and human behavior.

➤ Techniques of supervision

School supervisors to activate the teaching and learning process use different systems of supervision. Sergiovanni (1995) divided these into five. These are: i) clinical, ii) collegial, iii) individual and collaborative, iv) directive and v) non- directive supervision. He states that teachers have various needs and personalities. These should be recognized.

Clinical supervision

This is a type of supervision, which is used in classroom and strengthens the teaching. for Cogan (1997) aimed to motivate the teacher's classroom performance. It takes its fundamental data from the events of the classroom. The investigation of these data and the relationship between teachers are used to provide feedback and teachers use feedback fro teacher for improvement.

Collegial Supervision

Collegial supervision also referred to as cooperative professional development, which

may take various forms. Some schools, teachers may be prearranged into teams of three, in creating such team, teachers would have an occasion of interacting whom which they may work together. The head teacher selects often at least one member of the team, with simple rules for selecting teams. When the team formed, may choose to work together in a number of ways.(Sergiovanni, 1995).

Collaborative supervision

In this technique the role of supervisor is working with teacher but without directing them. The supervisor actively participates with teachers in any taken decisions and attempts to establish a sharing relationship. Cogan (1973) believes that teaching is mostly a problem-solving process that requires a sharing of ideas between the teacher and the supervisor. The teacher and supervisor work together in addressing a problem in the teacher's classroom teaching.

Directive supervision

This type of supervision is the one, which most teachers express as their idea of what supervision is. In directive supervision the role of the supervisor is to direct and inform the teacher, model teaching behaviors, and evaluate the teacher's mastery of defined behaviors. Blatchford and Jarvis (1976) have both suggested that this keeps the responsibility for decision making with the teacher. It does not allow the teachers to become their own experts and to rely upon themselves.

Non-directive model

While collaborative supervision places the teacher and supervisor in a sharing relationship, non-directive supervision does not. Nor does a non-directive supervisor prescribe or suggest non-prescriptive alternatives. In this supervision a supervisor listens patiently to what the teacher says, and consistently gives the teacher his/her understanding of what teacher has just said." Where in this type of supervision a supervisor repeats back to the teacher own ideas. Misaim (2002) concurs, when he observes that the word inspection has just been replaced by supervision.

2.2.2.Theories of teacher's competences

A competence is defined as the ability of using appropriate combination of knowledge, skills, attitudes and values in order to accomplish a particular task successfully (CBC

teacher manual 2013).

Kimeu (2010) asserts that overall high performance would be realized in schools if head teachers carry out their instructional supervision role. Among this should be included checking of learners' books to ascertain that lesson notes are taken and checking is done by subject teachers', assignment given are marked and corrected, and class attendance by the teacher is evident. The head teacher should regularly and randomly interact with pupils and call for their exercise books to ascertain that they are regularly given tasks by their subject teachers and their books are checked, marked and corrected. He concluded that many schools are brought down by poor management. Modern studies have revealed that the union of his personality traits determines the way in which a teacher performs the teaching and acquires experience. A "good teacher" would have a wide range of qualities that should, schematically, be classified as follows:

2.2.2.1. Personality traits, attitudes and beliefs

Personality traits related to the professional role of a teacher, which may be promoted and developed through basic education and continuous trainings (Whitty 1996:). A sense of humor, a sense of fairness, patience, enthusiasm, creativity, care, motivation and interest in the teachers, all contribute to the competences of teachers (Malikow 2005, Harslett et al. 2000).

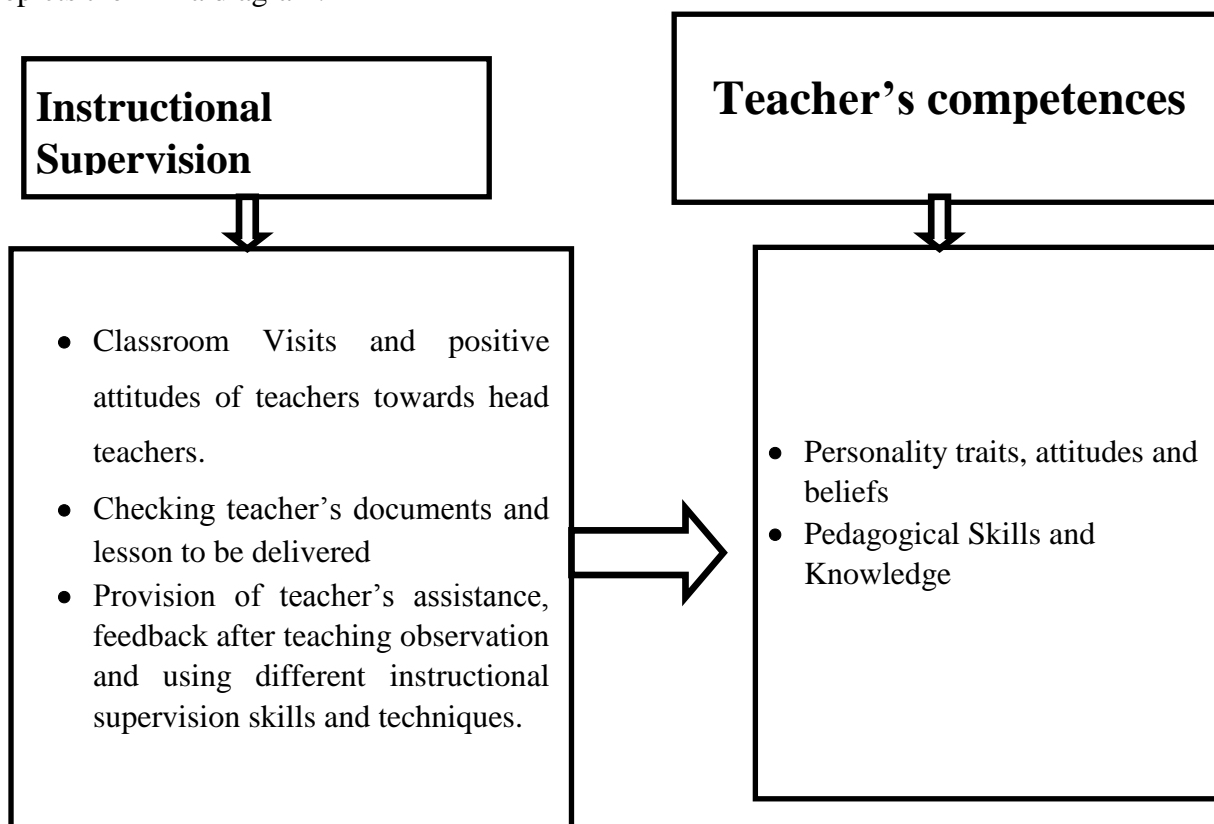
2.2.2.2. Pedagogical skills and knowledge

Pedagogical skills and knowledge indicate a set of theoretical principles and research data that lead to the different techniques and strategies where a teacher chooses and shapes, depending on the situations (for the discussion on teacher skills as an element of professional competency, (Beyer 2002; Conczi et al. 1990; Oser et al. 2006). With regard to the teaching approach, it seems that more effective teachers (McBer 2000, Jasman 2002, Anderson 2004) set accurate objectives, using different teaching methods, selection of participative forms of teaching, test and create didactic material, present information in a clear manner, combine words with pictures, use diverse teaching aids, maximize teaching time through systematic measures (e.g. planning, reduced disturbances in the classroom), assign work that will motivate the interests of the students, monitor and evaluate the progress of students, set evaluation criteria for students and inform the students about them, and provide feedback to the students.

Another decisive factor in effectiveness is a teacher’s ability to identify each student’s background, to choose the best method possible for each student, and to create incentives for students (Harslett et al.2000). Attributes related to pedagogical skills and knowledge include (i) Commitment, confidence, trustworthiness, and respect; (ii) Thinking: analytic and conceptual thinking; (iii) Expectations: disposal of achievement of high objectives, disposal for permanent comprehension of reality (e.g. the students, the order), and undertaking of initiatives; (iv) Leadership: flexibility, accountability, passion for learning; and (v) Relations with other: fertile interaction with involved in the educational process. And all of these are more improved by regularly instructional supervision is done properly.

2.3. Conceptual framework

According to Orodho (2005), a conceptual framework is a form of representation whereby a researcher represents the relationship between variables in the study and depicts them in a diagram.



Source: Researcher’s own from literature (2018)

Figure 1: Interrelationship between instructional supervision practices and teachers’ competence.

The study was conceptualized based on the variables used in the study. It was conceptualized that head teachers' instructional supervision practices were influenced by various factors. An instructional supervision practice is independent variable while teachers' competence is the dependent variables. According to the above conceptual framework instructional supervision as implemented through 1) the classroom visits 2) checking teacher's documents, content of the lesson to be delivered provision of teachers' assistance, 3) feedback after teaching observation and all practices needed in instructional supervision practices increase the competences of teachers.

2.4. Instructional supervision and teacher's competences

In a study made by Sule et al (2015) in University of Calabar in Nigeria a total of six 6 Head teachers and four hundred and thirty-three 433 answered to a well-structured questionnaire tagged "Instructional Supervision Questionnaire (ISPQ). The results of the analysis revealed that there was a significant positive relationship between instructional supervision and teachers' competences. The result also revealed that, there was a significant positive relationship between instructional supervision of checking of teachers' lesson notes and teachers' role effectiveness. It was concluded that a closer, regular and continuous instructional supervision practice rather than snappy, unscheduled and partial supervision is what is urgently needed. It was recommended among others that Government through the Ministry of Education should organize training programmes for head teachers on the need for effective instructional supervision. The study made by Robina David Madriaga Saint Theresa International College, Thailand (2014) on the effects of Instructional Supervision on Thai Teachers competences is a descriptive research. The respondents consisted of 118 primary and secondary Thai teachers teaching in the three-selected private and public schools located in Mueang District, Prachinburi, Thailand. Results showed that the commitment of teachers was at expected in high level. It was also found that among the six factors of instructional supervision namely, inspection, assistance and support, oversight responsibilities, leadership skills, professional development and collaboration, only two of them, namely "Assistance and Support", and "Leadership Skills", significantly affect the organizational commitment of Thai teachers especially their competences in teaching professional. An instructional supervision is very important for the teacher's competences (Ikegbusi. (2014). as explained by Ogba and Igu (2014) supervision of instruction practices has been identified as one of the approaches to teacher

effectiveness.

2.5. Summary of the chapter

This chapter reviewed the existing literature on the effects of Head teachers' instructional supervision on teacher's competences and shows various techniques and skills of instructional supervision, the impact of instructional supervision, and relationship between instructional supervision and teachers' competences that enhance effectiveness of teaching.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the research methods and techniques applied to gather information, which identified and analyzed the effects of head teachers' instructional supervision on teacher's competences in primary schools of Kicukiro District in Rwanda. This part of the research also deals with the research design, the study setting, population, sample strategies and sample size, research instruments data collection techniques, data analysis procedures, validity and reliability and ethical considerations in the present research.

3.2 Research Design

According to Creswell (2012), Research design is a set of advance decisions that make up the master plan specifying the methods and procedures for collecting and analyzing the needed information. A descriptive research design were used to explain the variables, a research methodology based on an in-depth investigation and it provided for a systematic way of looking at events, collecting data, analyzing information, and reporting the results. Quantitative use the results to understand a research problem.

3.3 Population

According to Stenbacka (2001), study population is considered as any group of individuals that have one or more characteristics in common that are of interest to the researcher, the entire population or universal objects over which research is to be carried out. The population for this study is made up of ten (10) primary school head teachers and one hundred and twenty (120) teachers of primary schools from different primaryschools of Kicukiro District as shown in table below.

Table 2: Target population

Names of the sectors	Total number of schools	Total number of teachers
1) Niboye	10 schools	120 teachers
2) Gatenga		
3) Gahanga		

3.2.2 Sampling techniques and sample size

A sample is a group of people who are used for getting information about a larger group or about the whole population (Oxford Dictionary, 2005). In this study, universal sampling, purposive and stratified sampling techniques were used. Purposive sampling helped to arrive at individuals who are supposed to possess the information about the research.

The sample size against the target population

Names of the sectors	Total number of schools	Total number of teachers
1) Niboye	10 schools	30 teachers
2) Gahanga		
3) Gatenga		

3.4. Research instruments

Any scientific research has to be carried out by using adequate methods and techniques when collecting the data. This study used instructional supervision questionnaires (written in English) for head teachers and selected teachers.

3.5 Data collection techniques

Prior to data collection, the researcher planned a detailed letter to head teachers at the four schools where the study was conducted, outlining the need, purpose and the nature of the research. Data collection activity started after receiving the permission of Head teachers at the three schools of conduct study.

3.6 Data analysis procedures

During the data analysis procedures, I dealt with information gathered from participants. Quantitative data provided by questionnaire was entered in the Statistical Package for Social Sciences (SPSS) and analyzed using descriptive statistics (mean and standard deviation) as well as inferential statistics (Pearson Correlation). The data from interview (face to face) were written down using manuscript and following the completion of the interviews the researcher translated the data for the purposes of interpretation. After collection the information from questionnaires and interviews the researcher organized and improve them, showing from which participant the information collected and report writing was followed by data interpretation.

3.7 Validity and reliability

3.7.1 Validity

According to Frank (2004), the concept validity refers to the appropriateness, meaningfulness, correctness and usefulness of any inference that the researcher may conclude from the data acquired from the use of an instrument. On the other hand validity refers to the characteristic of an instrument to measure what it is supposed to measure. As far as validity is concerned, in the present study, questionnaires was administered to people who have a profound knowledge in education leadership and curriculum studies so that their expertise help to ensure the suitability of the research instruments.

3.7.2 Reliability

Reliability of research design requires a replication of the study by different researchers. It means reliability, re usability to obtain comparable results (Barbour, 1998). So, I carried out a pretest and a pilot study on a group of 30 teachers, and 10 head teachers from three primary schools who later were included in my study sample. The exercise was expected that items are simple, relevant and clear if respondents will leave no item unanswered or highlighted as ambiguous.

3.7.3 Ethical issues

Confidentiality and informed consent guided the instructions and agreement between the researcher and the respondents. The researcher justified the need for data collection; maintained the confidentiality by respecting privacy and the respondents' psychological wellbeing. The researcher clearly explained to participants that the information needed

will be for academic purpose and it will be treated scientifically without mentioning participants' names. There was friendly climate between researcher and participants and this facilitated respondent to feel relaxed during interviews. The researcher ensured there was no physical or psychological harm or threat on subjects by taking the responsibility to protect respondents' health, values, and dignity. Attention was put on cultural sensitivity and issues such as gender, age, background to prevent respondents from being offended. Independence was assured and accountability standards were maintained. Finally it was promised to respondents to explain to them the findings.

3.7.4 Summary of the chapter

This chapter was concerned about the ways the methods, the procedures, the instruments, the population and the sample that were used for collecting information. It explained how every stage was undertaken. The chapter also the SPSS software was used in the analysis and interpretation of findings while the qualitative were not used in analysis. The next chapter, which is fourth, focused on the presentation and analysis of the findings trying to relate them to the research problem and objectives.

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter deals with the presentation, analysis and interpretation of data. It presents details about various answers given on the research topic “Effects of Head teachers’ instructional supervision on teachers’ competences in primary schools of Kicukiro district. In this chapter, data were analyzed, presented and interpreted based on the research objectives and research questions such as the frequency of Head teachers instructional supervision, the teachers’ attitudes vis-à-vis instructional supervision the main factors that influence head teachers’ instructional supervision. Effects of instructional supervision practices have to the teacher’s competences. This study targeted head teachers, teachers and learners in primary schools. After collecting data the researcher analyzed them together in qualitative and quantitative. Where was presented in tables below.

4.1. Profile of respondents for head teachers

To present quantitative data statistical tables and percentages were used. Lastly, findings were interpreted as regards the research specific objectives of the study. The study sample comprises 10 head teachers and 30 teachers of respondents. All respondents filled in the administered questionnaires with a response rate of 100 percent. The sample includes 10 primary schoolteachers.

4.1.1. Identification of Respondents

This section allowed to be informed about the profile our respondents i.e. to know the people who responded to the questions regarding the effects of Head teachers’ instructional supervision practices on teachers’ competences in primary schools of Kicukiro district. All respondents of the study were identified by gender, age group, educational level and experience.

Table 3: Profile of respondents for head teachers and teachers

		Profile of respondents											
		Gender		Age			Education background			Experience			Total (%)
		M	F	<30	31-40	>40	A2	Bachelors. Degree	PGDE	1-5 years	6-10 years	>10	
Head teachers	F	6	4	-	4	6	-	7	3	2	7	1	10
	%	60.0	40.0	-	40.0	60.0	-	70.0	30.0	20.0	70.0	10.0	100
Teachers	F	10	20	8	15	7	20	9	1	10	9	11	30
	%	33.3	66.7	26.7	50.0	23.3	66.7	30.0	3.3	33.3	30.0	36.7	100

Source: Primary data (2019)

According to table 3, the results obtained from respondents, 4 respondents were aged between 31– 40 years represented by 40.0% and 6 respondents have 40 years and above equivalent to 60.0%. These findings left the researcher with the knowledge about the competence of his research outcomes since the study involved mature respondents who are mostly respected as far as providing the trusted information is concerned hence confirming their ability to provide unbiased findings. While, many teachers are between 31– 40 years old are 50.0% and 26.7% of respondents are below 30 years. Working with the table above is based on duration of working and experience, which allow them to perform their effective teaching. Age, experience and education background are the tools which can help the head teachers to perform their instruction supervision effectively.

Table 3 shows that male head teachers were dominant since they have a great percentage of 60.0% of all respondents while the female represents the percentage of 40.0% of all respondents. As teachers reported table above, 33.3% of respondents are male while 66.7% are female; The effectiveness of instructional supervision has the main impact on both male and female.

Table 3 also indicate that the most of head teachers (70.0%) obtained Bachelor degree as their highest academic qualification and (30.0%) are PGDE. This shows that all head teachers were in the capacity to carry out their role in school. Hence, the most of teachers (66.7%) had accomplished A2. (30.0%) has Bachelor degree as their highest academic qualification and (3.3%) has PGDE. The majority of primary teachers (66.7) are qualified with Advanced level in Education, which is required at primary school level. This shows that all the teachers and head teachers were in the capacity to carry out their role in school while they were all well trained in teaching. According to Grauwe (2001) argue that it would be suitable for supervisors to have higher qualifications and more experience of teaching than the teachers who they carried out on supervision.

The gathered information in table 3 shows that most of head teachers spent more than 5 years in this position means that they were in a position to give required level of authorship and guidance to teachers. As it was argued by Mwiria's (1995), limited teaching and administrative experience contribute to management deficiencies in those with less than five years of administrative experience. Academic qualifications and long term working experience provide people with knowledge and skills to be able to perform satisfactorily in establishment.

4.2. The frequency of Head teachers instructional supervision and its effect on primary school teacher's competence in Kicukiro District

Instructional supervision to be well conducted; it requires to be done many times to achieve the set goals of the school and improve the competence of teacher. Therefore the frequency of head teachers instructional supervision is a must for researcher to work on it as shown in the table below.

Table 4: Headteachers' frequencies on instructional supervision

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Weekly	1	10.0	10.0	10.0
	By two weeks	3	30.0	30.0	40.0
	Monthly	4	40.0	40.0	80.0
	Trimly	2	20.0	20.0	100.0
	Total	10	100.0	100.0	

Source: *Primary data (2019)*

As shown in the above table 4, the respondents were asked to indicate how often they carry out the instructional supervision. The results revealed that 40% conduct the instructional supervision monthly, 30% of the respondents carry out the instructional supervision once in two weeks, where as 20 % conduct their instructional supervision once in a term. Through the interview, most of the students confirmed that they find head teachers in their classrooms few times he or she can come in their classroom one time or not per month. Others said that it is rarely to see their head teacher in their classroom.

By Olembo, Wanga, and Karugo, (1992), where they stated that the teachers are expected to possess superior knowledge, skills and attitudes acquired through training and experiences to enable them conduct their instructional duties effectively and increase the teacher's competence.

Table 5: The effectiveness of how instructional supervision practices are done in school as showed by the head teachers

	Strongly agree		Agree		Neutral		Disagree		Strongly Disagree		Total		Mean	S D
	F	%	F	%	F	%	F	%	F	%	F	%		
Head teacher make classroom visits regularly to check the absenteeism and the process of lesson delivery	6	60.0	4	40.0	0	0.0	0	0.0	0	0.0	1	100.0	4.6	.516
Head teachers provide positives attitudes of teachers on instruction supervision through supervision skills	8	80.0	2	20.0	0	0.0	0	0.0	0	0.0	1	100.0	4.8	.422
Head teachers check the teachers documents and lesson to be delivered	3	30.0	7	70.0	0	0.0	0	0.0	0	0.0	1	100.0	4.3	.483
Head teachers provide teachers' assistance, feedback after teaching observation	7	70.0	3	30.0	0	0.0	0	0.0	0	0.0	1	100.0	4.7	.483
Instructional supervision is done effectively in all classes of your school	8	80.0	2	20.0	0	0.0	0	0.0	0	0.0	1	100.0	4.8	.422

Source: Primary data (2019)

The results indicated that most of the respondents with agreed that head teacher make classroom visits regularly to check the absenteeism and the process of lesson delivery. The majority of respondents accepted also that Head teachers provide positive feedback of teachers on instructional supervision through supervision skills. Respondents agreed as well that Head teachers check the teachers' documents and lesson to be delivered. All these testify that Head teachers provide teachers assistance, feedback after teaching

observation. Hence, this is a demonstration that instructional supervision is being utilized at all for desired change in classes. Findings from table 5 shows that the most of the respondents teachers find the effectiveness in checking lesson plan and subject content to be taught, An instructional supervision, as well as the giving instructional guidance is very important as they help teachers to improve their methodologies of teaching. Teacher declared that they need teacher' skills in order to perform their duty effectively.

When effectiveness of instructional supervision on teacher's competence is getting on its achievement the competence of teachers improved and ensure that teacher achieves the high productivity and work commitment is guaranteed and enhanced.

Table 6: The effectiveness of how instructional supervision is done in school as reported by the teachers.

	Very Effective		Effective		Fairly effective		Ineffective		Very ineffective		Total		Mean	SD
	F	%	F	%	F	%	F	%	F	%	F	%		
	Setting goals and organize different ways of achieving them	15	50.0	7	23.3	0	0.0	8	26.7	0	0.0	3		
Giving instructional guidance to teachers in school	19	63.3	6	20.0	0	0.0	5	16.7	0	0.0	3	100.0	1.70	1.11
Observing teachers in class and Giving feedback to teachers after lesson observation	11	36.7	5	16.7	0	0.0	1	4.7	0	0.0	3	100.0	2.57	1.40
Using supervision skills and practices during instructional supervision	25	83.3	5	16.7	0	0.0	0	0.0	0	0.0	3	100.0	4.17	.379
Checking lesson plan and subject content to be taught	18	60.0	3	10.0	0	0.0	6	20.0	3	10.0	3	100.0	3.30	1.36
Checking schemes of work at the beginning of each term	23	76.7	2	6.7	0	0.0	5	16.7	0	0.0	3	100.0	4.37	.809

Source: Primary data (2019)

The table 6 illustrates the views from the teachers on the effectiveness of instructional supervision in school, as indicate in this table the results shows that 73.3% agreed that setting goals, and organizing different ways to achieve them is one of the major practice to reach on the effectiveness of instructional supervision in primary schools of Kicukirodistrict, while 26.7% of the respondents disagreed that the instructional supervision is not done in effective way through setting goals and organizing the ways to achieve them in primary schools of KicukiroDistrict,

Where 53.4% of the respondents said the head teachers to check how the lesson is done in the class, and give them some remarks of how they can improve their ways of teaching, while 46.7% of the respondents disagreed the mentioned statement visited them,

Wherever 100.0% of the respondents agreed that the use of supervision skills during instructional supervision is one of the effectiveness of instructional supervision in primary schools of Kicukiro district. In this table also the results show that verifying lesson plan and the subject contents to be taught is done in a way of effectiveness of head teachers 'instructional supervisions on teachers' competences in primary schools of Kicukiro district, where 70.0% of the respondents agreed up on that, where 30.0% disagreed on that.

In the same table, the results illustrate that the checking of the schemes of work at the beginning of each term, in this regard 83.3% agreed, and 16.7% disagreed.

83.3% of the respondents from the results in above table agreed that the giving instructional guidance to the teachers has been well done in Kicukiro district, and 16.7% of the respondents disagreed upon that.

Findings from the above table shows that the most of the respondents find the effectiveness in checking lesson plan and subject content to be taught, An instructional supervision, as well as the giving instructional guidance is very important as they help teachers to improve their methodologies of teaching. The teacher needs these head teacher' skills in order to perform their duty effectively.

The above analysis is revealed with the report of UNESCO, (2005), where the head teachers proficiency as also supervisors in their schools, which double their workload to teaching and school administration.

4.3. The teachers' attitudes vis-à-vis instructional supervision and their effect on primary school teachers' competence in Kicukiro District.

Table 7: Teachers' attitudes towards Head teachers' instructional supervision as perceived by the head teachers.

	Strongly agree		Agree		Neutral		Disagree		Strongly Disagree		Total	Mean	SD	
	F	%	F	%	F	%	F	%	F	%				
Head teacher instructional supervision is viewed as a faultfinding purpose	3	30.	5	50.	0	0.	2	20.	0	0.	10	100.	3.90	1.101
		0		0		0		0		0		0		
The head teacher instructional supervision practice is fair	0	0.0	6	60.	0	0.	4	40.	0	0.	10	100.	2.80	1.033
				0		0		0		0		0		
Head teacher come to help teachers understanding effectiveness of instructional supervision	5	50.	4	40.	0	0.	1	10.	0	0.	10	100.	4.30	.949
		0		0		0		0		0		0		

Source: Primary data (2019)

The overhead table shows teachers' attitudes towards head teachers' instructional supervision as perceived by the head teachers. Head teacher instructional supervision is deemed, as a faultfinding purpose by 80.0% agreed while 20.0% of respondents did not accept that statement. Most of the respondents agreed that head teacher instructional supervision practice is fairly done 60.0%. As for the effectiveness of instructional supervision with 90.0% of respondents agreed. According Blumberg (1980) the negative

relationship between supervisors and teachers, affect outcomes of instruction supervision this resentment continue to be a major barrier in achieving benefit from the instructional supervision practices.

Table 8: Teachers’ attitudes towards head teachers’ instructional supervision as perceived by the teachers.

	Strongly agree		Agree		Neutral		Disagree		Strongly Disagree		Total		Mean	SD
	F	%	F	%	F	%	F	%	F	%	F	%		
	Head teacher come to help teachers and explain the effective process of teaching and learning	24	80.0	6	20.0	0	0.0	0	0.0	0	0.0	30		
Head teacher supervision are viewed as a faultfinding purpose	13	43.3	10	33.3	0	0.0	7	23.3	0	0.0	30	100.0	3.97	1.189

Source: *Primary data (2019)*

The table 8 expresses that the most of teachers 76% indicated instructional supervision as faultfinding purpose. Head teacher come to help teachers and explain the effective process of teaching and learning done 100.0% agreed. As findings shows it there is a negative attitudes of teachers towards instructional supervision therefore head teachers primaryschools should change the way they supervise assist teachers using different techniques and skills of supervision. Teachers should adapt the positive attitudes on instructional supervision done by head teacher to their schools. That it is not to prove but improve.

Through the interview, students confirmed that when head teacher come to visit their classroom there are a lot of change even in teaching and classroom environment where the behavior of their teacher changes and theirs. And when head teacher leave the classroom, the things go on as usual.

Table 9: The influences of head teachers’ duties have on their instructional supervision practices

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	The highest	19	63.3	63.3	63.3
	Higher	11	36.7	36.7	100.0
	Total	30	100.0	100.0	

Source: *Primary data (2019)*

The respondents were also asked about the influences of head teachers’ duties on their instructional supervision practices, the table 9 presents the perceptions of the respondents, where showed that the most of the head teachers’ duties Are highly influences on their instructional supervision practices with (100%) of the respondents.

Through the interview, the most of students said that they found their head teachers work in office and out of office walking around school and give them rules including punish them while making faults.

The study findings are in agreement with what said by Abdille (2012), where he revealed that workload affected head teachers’ instructional supervision practices. Many head teachers indicated that their multiple responsibilities influence their instructional supervision, while they have other many works are expected to perform at their schools, Abdille, (2012).

Table 10: Interrelationship between instructional supervision practices and teachers' competence.

		Instructional Supervision	Teacher's competences
Instructional Supervision	Pearson Correlation	1.000	.846**
	Sig. (2-tailed)	.	.000
	N	30	30
Teacher's competences	Pearson Correlation	.846**	1.000
	Sig. (2-tailed)	.000	.
	N	30	30

Source: Primary data (2019)

Legend:

[-1.00 - 0.00[: Negative correlation;

[0.00 - 0.25 [: Positive and very low correlation;

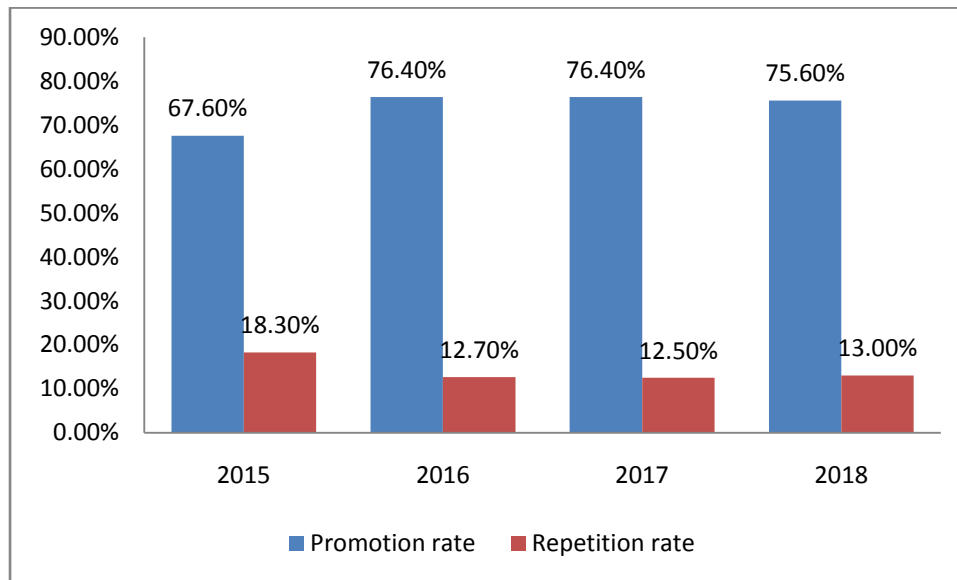
[0.25 - 0.50 [: Positive and low correlation;

[0.50 - 0.75 [: Positive and high correlation and

[0.75 - 1.00] : Positive and very high correlation.

From table 10, Pearson Correlation test indicates that P value is less than alpha ($.000 \leq 0.05$). Therefore; there is a relationship between instructional supervision practices and teachers' competence. Table also indicated the extent to which 2 variables are correlated. It realized that instructional supervision practices and teachers' competence were very high correlated as indicated by a degree of relationship of 0.846.

Figure 2: Teachers' competence from 2015 to 2018



Source: MINEDUC annual report 2018

Figure 2 shows the promotion and repetition rate in primary school in Kicukiro District for the last four years that indicate the reason of instruction supervision which is not provided adequately due to the higher repetition rate as shown in table above. The head teacher should assist teachers in determining the right methods, teaching facilities, physical setting, motivating teachers, provide adequate time-table for teaching, routine check of lesson notes and subject dairies, observation of classroom instruction, continuously monitor student progress and provide feedback on student performance.

4.4 Mechanisms to boost Head teachers' instructional supervision

By using interview with different teachers in Kicukiro district by asking them what can be done in order to boost head teachers instruction supervision most of them said that head teachers need trainings on instructional supervision, making reports and following up them, reducing high responsibilities of head teachers educate them (teachers) about instruction supervision, and working with them to get better achievement and I used some findings in order to get some information about influences that influence head teachers instructional supervision which must be also solved for boosting instructional supervision. As reported in table 7 and table 8, teachers' attitudes towards instructional supervision and Head teachers' duties have the significant influence on head teachers' instructional supervision, and some mechanisms should be taken in order to boost head teachers' instructional supervision. According to Bubb and Wood (2014), the use of

performance information within the head teacher performance, engaging stakeholders, ongoing monitoring and provision of advice to the head teacher are better ways to improve instructional supervision. Hence, the signing the contract of performance (*Imihigo*) at the beginning of academic year should be also the way of improving head teachers instructional supervision. Head teachers of primary schools are advised change the way they supervise or assist teachers using different techniques

Summary of the chapter

This chapter was concerned about the ways data are presented the procedure of data are analyzed, and therefore the interpretation of data. Using statistics and put data in tables for presentation.

CHAPTER FIVE : SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter focuses on findings, conclusions and recommendations from the study.

5.2 Summary of the study

This research aimed to examine the *effects of Head teachers' instructional supervision on teachers' competences in primary schools of Kicukiro District*. It targeted head teachers and teachers in primary schools of Kicukiro. Collected data were analyzed quantitatively and were presented in frequency and percentages distribution tables. In conducting this research, the instruments used include: questionnaires, observation records, and interviews in order to collect data. The target population was (10) Primary schools head teachers and (120) teachers of primary schools in Kicukiro district.

The findings responding the objectives:

➤ Head teachers' frequencies on instructional supervision

In this study, the respondents were asked to indicate how often they carry out the instructional supervision. The results revealed that 40% conduct the instructional supervision monthly, 30% of the respondents carry out the instructional supervision once in two weeks, where as 20 % conduct their instructional supervision once in a term. Through the interview, most of the students confirmed that they find head teachers in their classrooms few times he or she can come in their classroom one time or not per month. Others said that it is rarely to see their head teacher in their classroom.

Effectiveness of how instructional supervision is done at school as reported by head teachers and teachers.

The results indicated that most of the respondents with agreed that head teacher make classroom visits regularly to check the absenteeism and the process of lesson delivery. The majority of respondents accepted also that Head teachers provide positive feedback of teachers on instructional supervision through supervision skills. Respondents agreed as well that Head teachers check the teachers' documents and lesson to be delivered. All these testify that Head teachers provide teachers assistance, feedback after teaching observation. Hence, this is a demonstration that instructional supervision is being utilized at all for desired change in classes. Findings from table 5 shows that the most of the

respondents teachers find the effectiveness in checking lesson plan and subject content to be taught, An instructional supervision, as well as the giving instructional guidance is very important as they help teachers to improve their methodologies of teaching. Teacher declared that they need teacher' skills in order to perform their duty effectively.

➤ **The teachers' attitudes vis-à-vis instructional supervision in Kicukiro District**

Though teachers agree on the importance of instructional supervision Head teacher instructional supervision is still viewed, as a faultfinding of respondents which creates negative attitudes for some teachers. Therefore head teachers primary schools should change the way they supervise assist teachers using different techniques and skills of supervision. Teachers should also adopt the positive attitudes on instructional supervision done by head teacher to their schools. They need to understand that this practice is not meant to prove but to improve.

Through the interview, students confirmed that when head teacher come to visit their classroom there are a lot of change even in teaching and classroom environment where the behavior of their teacher changes and theirs as well. And when head teacher leave the classroom, the things go on as usual. This is a demonstration that there are still efforts to be made so that the impact desired be long lasting and ever the classroom be transformed into a habit not an informed or influenced practice.

➤ **The main factors that influence head teachers' instructional supervision and mechanisms that would boost head teacher instructional supervision.**

According to Bubband Wood(2014), the use of performance information within the head teacher performance, engaging stakeholders, ongoing monitoring and provision of advice to the head teacher are better ways to improve instructional supervision. Hence, the signing the contract of performance (*Imihigo*) at the beginning of academic year should be also the way of improving head teachers instructional supervision. Head teachers of primary schools are advised change the way they supervise or assist teachers using different techniques

5.3 Conclusion

The study was done for finding out the effects of Head teachers' instructional supervision on teachers' competences in primary schools of Kicukiro District. In this study the respondents were 10 head teachers and 30 teachers in primary schools of Kicukiro District where each

category answered questionnaire and interview for same students. As conclusion, head teachers have to fulfill their instructional supervision role and teachers should not consider instructional supervision as a faultfinding activity. There is imperative to sensitize educational practitioners about instructional supervision as direct assistance mechanism to improve classroom practices while it realized that instructional supervision practices and teachers' competence were very high correlated as indicated by a degree of relationship of 0.846.

5.4 Recommendations of the study

After the study the researcher drew the following recommendations:

- Primary school head teachers should use different skills and techniques of supervision in carrying out their instructional supervision to improve teachers' competence.
- Because of many classrooms to be supervised some schools especially twelve basic education Rwanda Education Board (REB) should introduce two head teachers one for primary and the other for secondary schools.
- The teachers also should be well trained to understand the significance of instructional supervision for their professional development, which should help teachers for their career of teaching.
- Teachers should find instructional supervision in positive ways as the tool used by head teacher to improve the performance of their teaching and greater competences of their work

5.5. Suggestions for further study

This research may be replicated in other districts of Rwanda. Further study may also be done to ascertain the extent to which instructional supervision affects academic performances.

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APPENDICES

APPENDIX I

LETTER OF INTRODUCTION

Adrien NTIRANDEKURA

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Tel: (+250) 785748702

Email: adrienntirandekura@yahoo.fr

Dear Sir/Madam,

RE: REQUEST TO COLLECT DATA

I am a graduate student at the University of Rwanda College of Education doing a Master of Education Degree in the Department of Educational leadership and management. I am conducting a research on **the effects of Head teachers' instructional supervision practices on teachers' competences in primary schools of Kicukiro, Rwanda.**

Therefore I request you to help me getting a letter for data collection as to help me to conduct field visits.

Thank you in advance for your collaboration.

Yours sincerely,

APPENDIX II

QUESTIONNAIRE FOR HEAD TEACHERS

The purpose of using this questionnaire is to collect data on establishing *the effects of head teachers' instructional supervision practices on teachers' competences in primary schools in Kicukiro district*. Please read the arguments provided carefully and give an answer that best represents your opinion. For confidentiality, do not write your name on the questionnaire. To answer, it is enough to tick in the corresponding box or corresponding rating scales. Where you are going to formulate the answer in your own words, please use the space provided.

Levels of agreement or disagreement

Weights scale is:

1. Strongly agree
2. Agree
3. Not Sure
4. Disagree
5. Strongly disagree

1. SECTION A BIOGRAPHICAL QUESTIONNAIRE

1. Age? (Tick appropriately)
 - a. 10 -12 []
 - b. 21- 30 []
 - c. 31- 40 []
 - d. 41- 50 []
 - e. 51 and above []
2. Gender
 - a. Male []
 - b. Female []
3. Educational Background (tick in the highest level)
 - a. Primary []
 - b. Secondary []
 - c. Bachelor []
 - d. Post graduate []

Other specify

4. Experience?
- a. 1 - 2 years []
 - b. 2 – 3 years []
 - c. 3 – 4 years []
 - d. 5 years and above []

Section B: Instructional supervision practices.

5. When instructional supervision practices done? Everyday [] every week [] each month [] or any others (Specify).....

6. The effectiveness of how instructional supervision practices are done in school as showed by the head teachers.

Scale: (Strongly agree=5, Agree=4, Neutral=3, Disagree=2, Strongly disagree=1

Head teacher's function	1.	2.	3.	4.	5.
Head teacher make classroom visits regularly to check the absenteeism and the process of lesson delivery					
Head teachers provide positives attitudes of teachers on instruction supervision through supervision skills					
Head teachers check the teachers documents and lesson to be delivered					
Head teachers provide teachers' assistance, feedback after teaching observation					

7. Teachers' attitudes towards Head teachers' instructional supervision as perceived by the head teachers

	5	4	3	2	1
Head teacher instructional supervision is viewed as a faultfinding purpose					
The head teacher practices instructional supervision fairly					
Head teacher come to help teachers and explain the effectiveness of instructional supervision					

8. At which level can you rate the influence head teachers duties have on their instructional supervisory practices?

- a) Higher level []
- b) average level []
- c) at lower level []

9. What do you think that should be done to boost Head teachers' instructional supervision

.....

.....

.....

.....

THANK YOU!!!!

APPENDIX III: QUESTIONNAIRE FOR TEACHERS

The purpose of using this questionnaire is to collect data on establishing **the effects of head teachers' instructional supervision practices on teachers' competences in primary schools in Kicukiro district, Rwanda.** Please read the arguments provided carefully and give an answer that best represents your opinion. For confidentiality, do not write your name on the questionnaire. To answer, it is enough to tick in the corresponding box or corresponding rating scales. Where you are going to formulate the answer in your own words, please use the space provided.

Levels of agreement or disagreement

Weights scale is:

- 1.Strongly agree
- 2.Agree
- 3.Not Sure
- 4.Disagree
- 5.Strongly disagree

SECTION A BIOGRAPHICAL QUESTIONNAIRE

1. Age? (Tick appropriately)
 - a) 10 -12 []
 - b) 21- 30 []
 - c) 31- 40 []
 - d) 41- 50 []
 - e) 51 and above []
2. **Gender**
 - a. Male []
 - b. Female []
3. **Educational Background (tick the highest level)**
 - a) Primary []
 - b) Secondary []
 - c) Bachelor []
 - d) Master's degree []

e) Other specify

4. **Experience?**

- a) 1 - 2 years []
- b) 2 – 3 years []
- c) 3 – 4 years []
- d) 5 years and above []

Section B: profile of teachers

5. The effectiveness of how instructional supervision is done in school as showed by the teachers. Use the following choices: **1.** Very Effective [] **2.** Effective [] **3.** Fairly effective [] **4.** Ineffective [] **5.** Very ineffective []

	5	4	3	2	1
Setting goals and organize different ways of achieving them					
Giving instructional guidance to teachers in school					
Observing teachers in class and giving feedback to teachers after lesson observation					
Using supervision skills and practices during instructional supervision					
Checking lesson plan and subject content to be taught					
Checking schemes of work at the beginning of each term					

6. Teachers’ attitudes towards Head teachers’ instructional supervision as perceived by the teachers. Use the following choices: (**Strongly agree=5, Agree=4, Neutral=3, Disagree=2, Strongly disagree=1**)

	5	4	3	2	1
Head teacher come to help teachers and explain the effective process of teaching and learning					
Head teacher supervision are viewed as a faultfinding purpose					

7. The importance of head teachers' instructional supervision

- a) Strongly agree
- b) Agree
- c) Neutral
- d) Disagree
- e) Strongly disagree

Thank you.

APPENDIX IV: INTERVIEW GUIDE FOR STUDENTS

1. What is the frequency of Head teacher's instructional supervision and its effect on primary school teacher's competence in Kicukiro District?

-Umuyoboziw'ishuriryanyuabasurank'inshurozingaheugereranyije?

-Ni ikibimariraishuriryanyuiyoumuyoboziw'ishuriabasuye?

2. What is the teachers' attitudes vis-à-vis instructional supervision?

- Ni gutemwarimuwanyuyakiraumuyoboziw'ishuriiyoabasuye?

3. What are the main factors that influence head teachers' instructional supervision?

- Ni iyihemirimoy'ingenziikorwan'umuyoboziw'ishuriryanyu?

APPENDIX III

Recommendation Letters

Kigali, 5 July 2018

TO WHOM IT MAY CONCERN

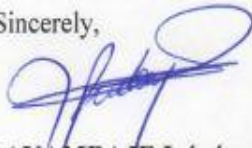
Dear Sir/Madam,

RE: Request for support to Mr. Adrien NTIRANDEKURA in graduate research studies

This is to certify that Mr. Adrien NTIRANDEKURA (re. N° 215033327), a graduate student at University of Rwanda – College of Education (UR-CE), is undertaking research entitled “**The Effects of Head Teacher’s Instructional Supervision Practices on Teachers’ Competences in Primary Schools of Kicukiro District, Rwanda.**” This is in partial fulfillment of the requirements for the award of Masters of Education (MEd) in Educational Leadership and Management. He has developed research instruments and, as his Supervisor in this research, I hereby request relevant authorities to facilitate him to get a letter for data collection as to help him in the field data collection process.

Any assistance rendered to him will be highly appreciated.

Yours Sincerely,



Dr. NDAYAMBAJE Irénée
Supervisor

Tel: (+250) 788609810

Adrien NTIRANDEKURA

Kigali, 5 July 2018

Reg. Number: 215033327

Tel: (+250) 785748702

Email: adrienntirandekura@yahoo.fr

Dear Sir/Madam,

RE: Request to collect data

I am a graduate student at the University of Rwanda College of Education (UR-CE) doing a Master of Education Degree in Educational leadership and management. I am undertaking research entitled “ **the effects of Head teachers’ instructional supervision practices on teachers’ competences in primary schools of Kicukiro, Rwanda**”.

I hereby request relevant authorities to facilitate me to get a letter for data collection as to help me in the field data collection process.

Thank you in advance for your collaboration.

Yours sincerely,

Adrien NTIRANDEKURA

A handwritten signature in black ink, appearing to be 'Adrien NTIRANDEKURA', written over a horizontal line.

**OFFICE OF THE DEAN
TO WHOM IT MAY CONCERN**

Dear Sir/Madam,

Re: Mr. Adrein NTIRANDEKURA (Reg.No.215033327)

The School of Education offers a Masters Degree in Educational Leadership and Management. As part of the academic requirements students must write their dissertation on the topics of their choice.

In order to facilitate them to complete their studies we seek for your cooperation in allowing the above named student conducting his/her research on the topic: "*The Effects of Head Teacher's Instructional Supervision Practices on Teachers' Competences in Primary Schools of Kicukiro District, Rwanda*" in order to collect data in your Institution /Organization.

In case you may require any other information regarding this exercise you are welcome to contact the School of Education.

Thank you for your cooperation

Sincerely yours

Done at UR-CE on *06.10.2018*

Signed.....

Prof.Cyprien Niyomugabo (PhD)

Dean, School of Education

Email:school_education.ce@ur.ac.rw

Tel :(+250)788430759

