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Mbonyumugenzi Theodomir & Dr. Mukamazimpaka Marie Claire

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Influence of Head teachers' Instructional Supervision Practices on Teachers' Classroom Performance in Rwanda

¹*Mbonyumugenzi Theodomir & ²Dr. Mukamazimpaka Marie Claire

¹*Post graduate student, Mount Kenya University, Rwanda

²Lecturer, Adventist University of Central Africa, Rwanda

*Email of the corresponding author: mbonyeth@gmail.com

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Abstract

The school head teachers are responsible to make effective instructional supervision for the purpose of enhancing performance of both teachers and school in general. The purpose of this study was therefore to examine the influence of head teachers' instructional supervision practices on teachers' performance in public primary schools in Gasabo district-Rwanda. The target population was 289 respondents. A sample size of 168 obtained using Yamane formula was used in the study. Interview guide and questionnaire were used as data collection instruments. Correlation research design was employed. The findings revealed there is a significance high degree of positive correlation between head teachers' instructional supervision and teachers' performance where Pearson coefficient (r) was 0.913 with the p -value= $0.000 < 0.01$. The study concluded that checking teaching methods, checking the availability and use of pedagogical documents and providing pedagogical guidance can improve teachers' classroom performance. The study recommended the ministry of education should provide head teachers with instructional supervision training in public primary schools in Rwanda to improve teachers' performance. Educational planners should make an effective setup to enhance teachers' performance to make up for effective instructional supervision implementation in Rwanda's public primary schools. School head teachers should carry out regular supervision to improve teachers' performance and ensure that teachers effectively use instructional materials.

Keywords: *Head teacher, instruction supervision, classroom performance, teacher performance*

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1.0 Introduction

Globally like in China, instructional supervision of instruction is seen as the head teachers' basic key task in everyday activities. It is taken as the best way of managing what happens in the class to ensure teaching quality. To improve teachers' instructional performance, the supervisors of instruction must work with teachers in a collaborative and flexible manner. Therefore, if effective education is to be brought through the improved process of teaching and learning, supervision of instruction must be given more serious attention in the schools. Supervision has been primarily to improve the school by assisting every teacher on reflecting on his or her tasks, learning more about what she or he does and why as well as in professional development (Sergiovanni & Starrat, 2004). Another research by Kazi *et al.* (2020), was conducted in Malasia and found that the supervisor uses directive approaches in supervising new teacher, collaborative method for those who have the ability of suggesting solutions for solving problems and nondirective method for those who can independently solve problems. The same research, showed further that there is no significant impact of head teachers' supervision on performance of teachers (Kazi *et al.*, 2020)

In Ghana, research of Kweku and Stella (2018) revealed that instructional supervision by head teachers and performance of teachers have a weak significant correlation. Additionally, the findings show new teachers' orientation and performance of teachers are not correlated and that checking record of work of teachers and motivation of teachers are weakly by significantly and positively correlated. The findings also show in-service training provision and motivation of teachers are statistically, significantly and positively correlated ($r = .278$, $p = .02$, 2 tailed). The statistical findings further revealed a correlation which is weak, significant and positive between observing the lesson and performance of the teachers' work with $r = .263$, $p = .03$, 2 tailed; and that regularity and punctuality monitoring and performance of teachers are significantly and positively correlated with $r = .352$, $p = .00$, 2 tailed. Kweku and Stella (2018) indicates that supervisory practices of the school heads are important in improving performance of teachers, and that apart from new teachers' orientation all the other practices involved in the supervision by the head teachers are vital in improving motivation teachers in the Anomabo education circuit (Kweku & Stella, 2018)

Regionally like in EAC countries, it was revealed that in Kenya, the experience of school heads' work is very important factor affecting the supervision instruction since it develops performance of teacher (Kirui, 2012). Mwiria (1995) says that little experience in administrative and teaching have a contribution on the deficiency management in the head teachers with less than five years of experience in administration. Long term experience at work and educational qualification give people skills and knowledge for being able to satisfactorily perform in establishments while Simbano (2013), conducted a research in Arusha Municipality-Tanzania and revealed that teachers was afraid of supervision due to the fact that supervision may cause disciplinary action because of failing to show their required performance, teachers again answered that supervision limit them to use their creativity during the process of teaching; perhaps teacher will assure responsibility which are routine like are followed, furthermore, it was reported by teachers that lesson plans are tiresome because of being regularly supervised by head teachers. Teachers reported that during their work they are intimidated by supervision and their heads. These suggest that opinion of teachers on supervision of instruction may either have negative or positive effects

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on education which implies that some teacher have negative perception on instructional supervision and that may be teachers' plans for lessons, notes and schemes of work when they have a supervision (Simbano, 2013).

Locally as Rwanda, the head teacher does the instructional supervision at the school level where teachers are supervised by school heads and peer evaluation at provincial level (Ntirandekura, 2019). According to MINEDUC (2013), teachers have a critical role in the implementation and the attainment of the desired educational results. This requires an effective instructional supervision of teachers so that vibrant results which will have an effective contribution on the development of the country is produced. Such outcomes will result in high level of academic achievements which necessitates the inculcation of the accurate type of skills, attitudes knowledge and values within the learners enabling them serve efficiently and effectively their society. Ntirandekura (2019) also revealed a correlation between instruction supervision practices and performance of teachers and instructional supervision practices and teachers' performance were very high correlated as indicated by a degree of relationship of 0. 846.

1.1 Statement of the Problem

There is an evident relationship between instructional supervision and teacher's performance (Ntirandekura 2019). 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). Since the government of Rwanda aims at providing quality education for all, different education leaders particularly school head teachers are expected to provide teachers with continuous professional development (CPDs) through regular, supportive and cooperative instructional supervision (MINEDUC, 2017). According to Education Sector Strategic Plan 2018/2019 to 2023/2024, schools head teachers are tasked to provide Teachers with continuous Professional development through supportive and cooperative instructional supervision for teachers' pedagogical development. However, in addition to being invited in various meeting, primary head teachers have only secondary certificate in education which might limit their skills in pedagogy thus instructional supervision is affected. MINEDUC (2017) also showed insufficient teachers' competencies in subject content, pedagogy and languages of instruction (English) as a challenge to jeopardize curriculum delivery and inclusion which ultimately have negative impact on student learning outcomes.

Save the Children (2017), also reports that lack of proper and regular supervision by school head teachers have led to a problem of teachers' classroom poor performance in public primary schools as most of the primary school teachers enter class unprepared and use outdated teaching methods due to being overloaded. Apart from being acknowledged by Save the Children (2017) that teachers do not plan before entering class, UNICEF, (2020) also Indicated that almost 17 % of teachers frequently arrive at school late or leave the school early, 9 % of teachers are absent at least once a week while 7.6 percent miss class while at school and that 12% of teachers use less time than the time planned for teaching. UNICEF, (2020) showed the perception of students where teachers in lower primary are more absent than in other levels with 49.1% in P1, 42.7% in P2 and 37.0% in P3. Another factor showing there is a problem is teachers' poor performance evidenced by learners' academic poor performance and repetition rate whereby in Gasabo district there is a

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high repetition rate in public primary school of 18.3% in 2015, 12.7% in 2016, 12.5% in 2017 and 13% in 2018. Therefore, this paper sought, to examine the influence of head teachers' instructional supervision practices on teachers' performance in public primary schools in Gasabo district-Rwanda.

1.2 Research Objective

The objective of the study was to examine the influence of head teachers' instructional supervision on teachers' classroom performance in public primary schools in Gasabo district-Rwanda.

2.0 Literature Review

2.1 Instructional Supervision

Different terms are used by different scholars to refer to supervision: supervisions options (Sergiovani& Starrat, 2012), supervision mechanisms (Beath& Rinartz, 2000) as well as behavior of supervision (Glickman, 2009). According to (Rino, 2009) supervising refers to a channel that shows organizational vow to workers. It refers to monitoring activities and overseeing staff in the school and notes the beneficial as well as techniques which are not beneficial in teaching practices. Igwe (2001), says that supervising mean directing, overseeing, guiding or ensuring that standard which is expected is met. According to Adikinyi (2007), supervision refers to the collaboration of two individuals for improving action. Kimeu (2010), referred to supervision as mainly teachers' performance evaluation practice, supervision in the school is then an important combination of activities or process that is concerned with improving the teaching process. Therefore, supervision is a major action in making sure both learning and teaching quality within all schools.

Instructional supervision is a set of activities done to improve teaching. Thus, instructional supervision is seen as every activity or route in learning institution which assists in instructional improvement. Supervision is accountable for heads of schools or head teachers of school, departments' heads or teachers with more experience who works as new teachers' mentors. Features such as review and rewriting the curriculum, instructional tools, the process growth, preparation elements and parental descriptive tools and thus the school director have a concern on the educational program evaluation (Okumbe, 2007). Another concern of instructional supervision is students or learners who are in the classroom studying. Planning strategies can be designed by the supervision, the roles and duties of the supervisors in improving better institutional needs and goals for full importance of the teachers. Amalgamation of every requirement of teachers with organizational aims and ideas in a cause other than personal is showed to approve instructional supervision which is authoritative and improving learning and teaching if the students (Glickman *et al.*, 2009).

2.2 The purpose of Supervision

In a study carried out by Rob & Webbinks (2007) in Netherlands on the impact of supervision in primary school on the scores in the tests, the findings showed that improved performance is the result of supervision used in Birech (2015) indicated a link which is close between supervision of instruction and performance of the students. This study indicated that instructional supervisors on areas such as to keep records, lessons plan and to plan for schemes of work caused performance

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improvement. In the research conducted in Ghana precisely in Peru Urban schools, it was revealed that schools which are private are performing better than schools which are public due to operative work of supervision in schools which are private. A study conducted by Chetalam (2010) on reasons which influence performance in the division of Kabarnet in PCPE, the researcher mentioned some factor in which insufficient supervision was amongst them. Supervision was acknowledged to have effect which are good on performance of learners in KCPE. Nasongo & Musungu (2008), also did research in Vihig supervision, part of that school head teacher, the results exposed that instructional supervision conduction regularity by supervisor added a lot to the improved KCSE learners' performance. Those schools which were supervised regularly and repeatedly showed better marks in comparison to schools that do supervision of instructional. The research further revealed that head teachers in schools with good performance do the checking of schemes of work, learner work, lesson books and the pupil's work.

According to Gordon (2015) cited in Musungu and Nasongo (2008), the major purpose of supervision of instruction is to implement teaching by which there is the promossion of learning and in such suppositions are that if a teacher is assisted in developing the practices in class it is revealed in education of learners. Kariuki (2013), postulates that instructors must be helped by the supervision to deliver with reference to the latest study findings in line with education, relevant to the teaching process. Major objective of supervisor, as cited by Kariuki (2013), is to realize a progress learning quality. Teachers are then helped by instructional supervision to be acquainted with their challenges and find the best approach to solve them, encouraging the school in making the effort which is systematic for helping learners' self-understanding, understanding of their feeling and get the capacity of monitoring their behavior.

that a supervision which is clinical improves growth in profession and attitudes and skill towards teaching development. Teachers are made of work on timelines set as well as of maximally utilizing records of progress, lesson plan, schemes of work as well as other professional pedagogical documents, Leina (2013), postulates. These render a teacher a much more competent and independent professional. Fisher (2005), also insists that supervisors give support in organizing and implementing the program of curriculum for the students. Supervisions supports to explain policies of the government of government policies and interpret them. Supervision was also explained by Oluremi (2013) as a solution to educational quality since it supports instructors to manage classroom by changing instructors with little competence into confident ones and brings about the best teaching practices.

2.3 Choosing Supervision Model

Different models to use during supervisory practices have been identified by some researchers and instructional supervision experts like head teachers of public primary schools. It is mandatory that in choosing a supervisory model, a supervisor takes into consideration teacher's experience, level of development and general context supervisory work is executed. Glickman (2012). Such models include but are not limited to Peer supervision which is the first model, the second one which is clinical supervision, the third one which is developmental supervision and finally differential supervision.

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Sergiovanni & Starrat (2007), advocate that during supervision with peers, instructors manifest compliance spirit to cooperate and collaborate as a team for the sake of their professional development and growth. Thus, teachers take part in the exercises of supervision by visit and observing everyone's class for learning and providing feedback, discuss about planning of everyone, jointly scrutinize students' work, and evaluate both the teaching and learning quality delivered to students in general. (Sergiovanni & Starratt, 2007) also postulate that Clinical supervision is all about intentional face-to-face contact with teachers in order to ensure improved instruction and professional growth. This implies that with this model, supervisors and teachers work collaboratively, with two ways communication, objectivity all being done in non-judgmental manner whereby teachers are provided expert support and feedback about their teaching and learning for the sake of quality instruction. Thomas (2011), says that supervision which is clinical is conducted in five steps: the first one which is pre-observation conference, the second one which is classroom observation, the third one which is analyzing and interpreting data from the observation, the fourth one which is preparation of conference after observation and finally, the analysis of conference after observation by the supervisor. Hence, it is debated by Sullivan and Glanz (2009) that supervision which said to be clinical has strong emphasis on aiding instructions amelioration by systematic planning sequences of observation and diligent real teaching analysis which is intellectual aiming at sensible change.

In regard to the development model, it is argued that teachers progress is captured in various levels or steps for developing many skills that also necessitate supervision to apply various style as well as techniques. With this regard, it was put forward by Glickman *et al.*, (2000) that four methodologies to the models of development including controls which are naturally the first one, second one which is directive informational, the third one which is collaborative, and fourth one which is non-directive style may be applied for best meet teacher's needs.

Sergiovani (2009) states that a differentiated supervision technique that concerns further about levels of growth, character traits, preferences, interests, as well as teachers' incentives which are professional are very much envisioned. It is further argued by Glathorne (2000) that a differentiated supervision is just an approach to supervision which provides facilitators with opportunity to choose the kind of supervisory method they may like. This model is of the assumption that, despite their competence and experience, every educator must get involved in their assessment, growth and supervision that is informal so as instructions will be improved. It is then self-axiomatic that this is not just a particular model, but the utilization of method based on several models of supervision taking into account who the supervisees are and the model's relevance in itself. In this same context, Glenthorne (2010), postulates that it is such a model which integrates, firstly supervision which is clinical, secondly development which is cooperative and thirdly development which is self-directed all targeting teachers' professional growth.

Due to the diversity of teaching staff, that renders a "one-size-fit-all" supervision methodology irrelevant, another supervision model which is differentiated was thought of for the study. The teachers different working conditions, experience, personality traits, academic background make it necessary that teachers are given chance to select among numerous approaches which would be effective in their unique situation. All supervision models are pertinent in particular contexts and as a result, supervisors should be informed about each model so that they could be adopted

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whenever need be, however, most heads of schools, as put by Ntirandekura (2019) use clinical supervision model which was also revealed in the current study.

It was established by Gaziel (2007) that a big number of head teachers do not visit class for observing teachers' lessons and do not provide them with professional guidance and/or feedback after observations. It was found out by Musungu&Nasongo (2008) that the instructional supervision practices of school heads included but was not merely limited to checking notebooks of students, Teacher's scheme of works, records of marks as well as attendances. It also has been found out that many head teachers observe scheme of works, instructors' records of marks and attendance books. Additionally, it was also revealed that school heads put much emphasis on teachers' records of work than on their real work. Kramer *et al.* (2005), realized that, in-service training in a workshop, conference, seminar form all make the practices of school heads as supervisors and provide them with instructional skills in line with professional growth and development. Regarding newly recruited staff orientation, it was argued by Samoei (2014) that sixty six percent of head teachers constantly ensure induction of new teachers in their esteemed schools. It was also observed, in another study by Muoka (2007), that head teachers induct new staff and organize school program orientation in general.

2.4 Influence of head teachers' supervision practices on teachers' classroom performance

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 questionnaire with "Instructional Supervision Questionnaire (ISPQ)". The results of analysis indicated that there was a significant positive relationship between instructional supervision practices and teacher's performance. The results also indicated that, there was a significant positive relationship between instructional supervision of checking teachers' lesson notes and teachers' role. The conclusion was that a face to face, ongoing instructional supervision practice is what is urgently needed, avoiding snappy, unscheduled and partial supervision. It was then recommended, among other recommendations, that Government through the Ministry of education should organize training, workshops for head teachers on the need for effective and productive instructional supervision.

In Saint Theresa International College, the study of Robina David Madriaga (2014), Thailand, on the effects of Instructional Supervision on Teachers Competences, the respondents consisted of 118 Thai teachers teaching in the three selected primaries, both private and public schools located in Mueang District, Prachinburi, Thailand. Results showed that the teacher's commitment was, to a higher level, expected. It was also found out that, out of the six factors of instructional supervision namely: first one inspection, secondly assistance and support, thirdly oversight fourthly responsibilities, then fifth which is leadership skills and lastly development and collaboration, only two, which are "Assistance and Support", and "Leadership Skills", significantly influence the organizational commitment of Thai teachers regarding their professional skills and competences.

It was revealed, according to the study of Aseka (2016), that in Lang'ata sub county, Nairobi-Kenya, 67.6% of teachers 'job performance was in line with independent factors that are closely linked to head teachers' instructional supervision practices (classroom observation, provision of instructional resources, checking of teachers 'professional records, teacher's professional

development and reward and /or motivation. Further findings showed there was a one percent (1%) change in classroom observation practice will lead to 0.488% variation in teachers 'job performance; also, a one percent (1%) change in checking teachers 'professional records will lead to 0.384% variation in teachers 'job performance and lastly a one percent (1%) change in provision of instructional resources will lead to 0.221% variation in teachers 'job performance. It was concluded by the study that school head teachers who, in a consistent manner, carried out lesson observation and implement model teaching programs, effectively impacted on performance of teacher thus performance of students.

According to Musungu and Nasongo (2008), research was conducted in Vihiga sub- County in Kenya exploring use of instructions supervision of school heads in educational attainment in Kenyan secondary education diploma. Results indicate that, many school heads within high performing schools regularly verified main teachers' pedagogical documents including but not limited to lesson plans, schemes of work, attendance of teacher and class registers. According to Hunsaker & Hunsaker (2009), during observation, the head teacher must remain objective, confidential and provide immediate feedback to the teacher. Many studies revealed that most head teachers laid much emphasis on records of pedagogical documents records than the real, practical or actual work done by teachers. It then remains an effort in vain. a teacher interviewed in their study commented that impending visit disrupts our peace in school. We are forced to prepare so many pedagogical documents like lesson plans, notes, schemes of work and more teaching aids, which we normally do teach without. Mwinyipembe & Orodho (2014) found out.

In Rwanda, the findings of Ntirandekura (2019), showed that most of the head teachers conduct an instructional supervision practice at least every two weeks. As reported, 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. Therefore, Ntirandekura (2019), concluded that there is imperative to sensitize educational practitioners about instructional supervision as direct assistance mechanism to improve classroom practices. These are major indicators under empirical literature review teacher's performance:

2.4.1 Classroom Management

According to Arif and Sevilay (2006), Due to the significant effects impacted on facilitators, pupils and procedures of classroom, management of classroom became an inseparable part of teaching. (Arif & Sevilay, 2006), also argued that classroom management's definition could be a means of organizing the classroom physical settings, students, all resources and the equipment in general so as to render teaching and learning effective and successful. Classroom management is very much closely related to improved instructions. Conclusion of the research was that teachers who ensure effective classroom management are more likely to be successful than teachers who place much emphasis on their roles as semi god authority figures and masters of discipline. Findings of the study conducted by Nzabonimpa (2019) in Ugandan secondary schools, revealed that teachers' classroom management and instruction are ameliorated through regular instructional supervision conducted by the school heads as shown by 96.9% of the respondents from teaching staff, deputy school heads and school heads all at the mean of 3.84.

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2.4.2 Time management by teachers

Globally, time is of paramount importance, according to Hafiz (2016), learning about its effective management is a necessary skill everyone will need to acquire for realizing success in life. To him, time is precious, thus, it is passed, kept, bought, killed, wasted, given, taken and made. hence, according to (Mohanty, 2003) time management is defined as one's art skills to arrange, schedule and budget one's time so as to meet preset objectives. It is acknowledged by Green and Skinner (2005), that in the universe, time management of time on side of teachers is much more important than any other professionals since they are masters of future generation's fate. It was reported by Horng, (2010) and Master, (2013), that time management is a crucial element effectiveness of the teachers and results of schools. It was also added by Ritchie (2002), that school improvement requires head teachers to put much emphasis on time management. study conducted by Hafiz (2016), on relationship between time management of teachers and performance of the teachers revealed that there is a meaningful relationship between time management techniques of teachers and their performance at secondary level. However, Hafiz (2016), did not find significant relationship between tasks prioritization and teachers' performance and no significant relationship between goal of teachers setting techniques and teachers' performance. Both formal classroom and informal classroom visits, According to (Weber, 1989), they motivate teachers to attend both in schools and in classroom on regular basis, help teachers to manage their time in accordance with its allocation in the school time table, It was also revealed by Simbano (2013) that head teachers at 66.7% agreed that supervision of the teachers conducted on regular basis leads to proper and effective time management as regular supervision leads to reduction of absence of the teachers and lateness rate in classroom and consequently, teachers eventually cover the syllabi on time.

2.4.3 Planning pedagogical documents

It was shown by Hafiz (2016), that there is a meaningful relationship between lesson planning techniques of teachers and students' performance. (Weber, 1989) postulates that both formal and informal classroom visits help teachers in preparation of pedagogical documents like schemes of work, notes of students, lesson planning and other main documents. According to Simbano (2013), because of head teachers' supervision, 23.7% of teachers in Arusha-Tanzania do plan much more documents like lesson plans, schemes of work, lessons notes which render their work tiresome and deduced that it is possible that Tanzanian teachers do only prepare notes, schemes of work and make lesson plans often when they are to be supervised.

3.0 Research Methodology

The study employed correlation research design in order to examine the influence of head teachers' instructional supervision on teachers' classroom performance in public primary schools in Gasabo district-Rwanda. The target population was 168 respondents and Yamane formula was used to get sample size of 11 school head teachers and 157 teachers. Questionnaire and guided interview were used as data collection instruments. Purposive sampling and simple random sampling were used as sampling techniques. The validity of the research instrument was maintained by distributing the research instruments to the expert respondents in the area of the study. The IBM SPSS software version 21 was used in data management.

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4.0 Research Findings

The study presented the discussion of the findings based on the study's objective. The study sought to examine the influence of head teachers' instructional supervision on teachers' classroom performance in public primary schools in Gasabo district-Rwanda.

4.1 Level at which public primary schools head teachers conduct instructional supervision

To answer this research question, the questionnaires were distributed to get the findings from teachers and guided interview which was given to school head teachers of public primary schools in Gasabo district. This was for the purpose the extent to which head teachers check teaching methods.

Table 1: The level at which public primary head teachers check teaching methods

Statement	SA		A		N		D		SD		Mean	Std. Deviation
	F	%	F	%	F	%	F	%	F	%		
My head teacher always visit class to check teaching method used by teachers	16	10.2	31	19.7	16	10.2	62	39.5	2	20.4	3.40	1.29
My head teacher instructs teachers the methodology and techniques they should use after supervision	32	20.4	16	10.2	8	5.1	69	43.9	32	20.4	3.33	
My head teacher discusses with teachers about the used teaching methods after class visit	32	20.4	16	10.2	8	5.1	85	54.1	16	10.2	3.23	1.34
My head teacher never visit class to check teaching method used by teachers	32	20.3	32	20.4	8	5.1	69	43.9	16	10.2	3.03	1.37
My head teacher sometimes visit class to check teaching method used by teachers	16	10.2	77	49	16	10.2	32	20.4	16	10.2	2.71	1.18

Table 1 indicated that 29.9 % of the respondents agreed that their head teachers always visit class to check teaching method used by teachers at 3.4 of the mean, 30.6 % agreed that their head teachers instruct teachers the methodology and techniques they should use after supervision at 3.33 of the mean, 30.6 % of the teachers with the mean of 3.23 agreed that their head teacher discuss with teachers about the used teaching methodologies after class visit. The findings in the table 4.5 also revealed that 40.7 % of the teachers with the mean of 3.03 agreed that their head teachers never visit class to check teaching method used by teachers. Lastly the finding in the table 4.5 revealed that 59.2% of the respondents from the teachers with the mean of 2.71 agreed that their head teacher sometimes visit class to check teaching methodologies used.

The researcher also intended to investigate on the perception of teachers on the level at which public primary head teachers check teaching methodologies. *Therefore, the researcher interviewed public primary school head teachers and the findings showed that the majority interviewed head teachers said that they conduct instructional supervision sometimes and when asked about what they check during instructional supervision, one answered that “they check lesson pedagogical documents and teaching methodologies for improving teachers’ performance”.*

The findings concur with Obanya (2005) who indicated that during supervision, the supervisor should take into consideration major professional skills such as: teaching techniques like course delivery, improvisation, presentation of content and subject matter mastery and this shall accordingly affect the teachers as they shall develop tendency to see the supervisor of instructions as someone with enough expertise, valuable skills and knowledge. The findings concur also with Afolabi & Loto (2018) who said that during presentation of the lesson, the instructional supervisor is supposed to carefully stay conscious about the teacher’s delivery of the lesson introductory part and the teacher’s capacity to prolong the pupils’ attention during the entire lesson, teacher’s subject matter knowledge and understanding generally about voice speech of the teacher, sequence, structure expression precision and appropriateness of learning materials.

Table 2: The level at which public primary head teachers check teaching pedagogical documents

Statement	SA		A		N		D		SD		Mean	Sd
	F	%	F	%	F	%	F	%	F	%		
My head teacher never visit class and check pedagogical document of teachers	32	20.4	8	5.1	8	5.1	16	10.2	77	49	3.57	1.63
My head teacher always visit class and check pedagogical document of teachers	16	10.2	24	15.3	16	10.2	85	54.1	16	10.2	3.38	1.16
My head teacher checks exercise books, note books, and homework books of teachers to ensure they are regularly prepared	16	10.2	48	30.6	0	0	47	29.9	46	29.3	3.38	1.43
My head teacher always checks lesson plans of teachers	48	30.6	16	10.2	0	0	62	39.7	31	19.7	3.07	1.59
My head teacher asks teachers to take pedagogical documents and sign in them	31	19.7	62	39.5	16	10.2	16	10.2	32	20.4	2.71	1.42
My head check class dairy of teachers	16	10.2	93	59.2	0	0	32	20.4	16	10.2	2.61	1.21
My head teacher check schemes of work of teachers	31	19.7	78	49.7	0	0	32	20.4	16	10.2	2.51	1.29
My head teacher sometimes visit class and check pedagogical document of teachers	77	49	24	15.3	8	5.1	16	10.2	32	20.4	2.42	1.63
My head teacher check student's attendance list to ensure attendance is monitored	63	40.1	54	34.4	0	0	8	5.1	32	20.4	2.41	1.58
My head teacher checks marks records of all teachers to ensure students results are regularly recorded	78	49.7	15	9.6	6	10.2	32	20.4	16	10.2	2.32	1.50

The findings in the Table 2 revealed that 25.5 % of the respondents from the teachers with the mean of 3.57 agreed that their head teacher visit class and check pedagogical document of teachers, the findings further revealed that 25.5% of the respondents from the teachers with the mean of 3.38 agreed that their head teacher always visit class and check pedagogical document of teachers, 40.8% of the respondents from the teachers with the mean of 3.38 agreed that their head teacher checks exercise books, note books, and homework books of teachers to ensure they are regularly prepared, 40.8% of the teachers with the mean of 3.07 agreed that their head teacher always check lesson plans of teachers, 59.2% of the respondents from the teachers with the mean of 2.71 agreed that their head teachers ask teachers to take pedagogical documents and sign in them, 69.4% of

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respondents from teachers with the mean of 2.51 agreed that their head teacher check schemes of work of teachers, 64.3% of respondents from teachers with the mean of 2.42 agreed that head teacher sometimes visit class and check pedagogical document of teachers, 74.5% of the respondents from the teachers with the mean of 2.41 agreed that their head teachers check students attendance list to ensure attendance is monitored and lastly, 59.3% of the respondents with the mean of 2.32 agreed that their head teacher checks marks records of all teachers to ensure students results are regularly recorded.

This paper also sought to investigate the perception of public primary head teachers on perception of head teachers on the level at which public primary head teachers check teaching pedagogical documents and therefore interviewed public primary head teachers in Gasabo district and revealed that the majority of the interviewed head teachers included lesson plans, schemes of work, records of marks, notebooks and exercise books among the major elements they check when they visit classroom. The findings also concur with the findings of it is suggested by Oyedeji (2012), that effectively done supervision is the school head teacher’s task or supervisor’s and thus, for effective supervision to take place the supervisor is tasked a set of activities involving the checking of lesson notes and schemes of work, classroom attendance of the teacher, checking lesson plan, checking truancy, punishing and encouraging lazy teachers so that they become punctual.

Table 3: Level at which public primary head teachers provide pedagogical guidance

Statement	SA		A		N		D		SD		Mean	Sd
	F	%	F	%	F	%	F	%	F	%		
My head teacher assists teachers to prepare good lesson plans	32	20.4	16	10.2	8	5.1	40	25.5	61	38.9	3.17	1.72
My head teacher advises teachers on the right methodology to be used in order to finish the curriculum	62	39.5	47	29.9	8	5.1	8	5.1	32	20.4	2.83	1.67
My head teacher discusses with teachers on the use of teaching aids	16	10.2	77	49	0	0	48	30.6	16	10.2	2.82	1.26
My head teacher advises teachers on time management	47	29.9	78	49.7	0	0	16	10.2	16	10.2	2.52	1.29
My head teacher advises teachers on good teaching methodologies in different situations	31	19.7	78	49.7	0	0	32	20.4	16	10.2	2.51	1.29

The findings in the Table 3 indicated that 30.6 % of the teachers with the mean of 3.17 agreed that their head teacher assists teachers to prepare good lesson plans, 69.4% of the teachers with the mean of 2.83 agreed that their head teacher advises teachers on the right methodology to be used in order to finish the curriculum, 59.2% of the teachers with the mean of 2.82 disagreed that their head teacher discuss with teachers on the use of teaching aids, 79.6% of the teachers with the mean of 2.52 agreed that head teacher advises teachers on time management and lastly the findings in the table 4.7 showed that 69.4% of the teachers with the mean of 2.51 agreed that their head teacher advises teachers on good teaching methodologies in different situations. This paper also sought to investigate the perception of public primary head teachers on the perception of head teachers on level at which public primary head teachers provide pedagogical guidance and therefore

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interviewed public primary head teachers in Gasabo district and revealed that the majority of the interviewed head teachers answered no we asked if they give pedagogical guidance to their teachers after instructional supervision and that they only write critics in teachers documents after instructional supervision.

The findings also concur with the findings of (Onen, 2016) which indicated that that in Ugandan secondary schools, 41.7% of the teachers received feedback after the lesson observations from subject department heads, plus 43.3% from head teachers and 21.6% from officials from education Ministry. All these mean that below 50% of the teachers whose lessons were observed were given feedback from their supervisors instantly after supervision. The supervisor gives feedback to the teachers in form of pedagogical support. Ntirandekura (2019) showed in Kicukiro district, that 53.4% of the teachers agreed during instructional supervision head teachers check how lessons are taught in the classroom and some guidance on how teachers can improve their methodologies of teaching.

4.2 Level of teachers' performance in public primary schools

To answer this research question, the questionnaires and interview guides were developed and distributed to the respondents to ask their perception on the level of teachers' performance in Gasabo district, Rwanda. Questionnaires were distributed to teachers while interview was conducted among school head teachers. The collected data was analyzed in form of tables and in thematic way for interviews.

Table 4: Level at which public primary teachers prepare pedagogical documents

Statement	SA		A		N		D		SD		Mean	Sd
	N	%	N	%	N	%	N	%	N	%		
Some teachers in this school may go in classroom without filling in class diary	8	5.1	32	20.4	8	5.1	78	49.7	31	19.7	3.59	1.17
Teachers in this school prepare one or two lesson plans a day	16	10.2	31	19.7	8	5.1	24	15.3	78	49.7	3.40	1.50
Some teachers in this school do not call students to fill attendance of the students	54	35.1	32	20.4	8	5.1	31	19.7	31	19.7	3.18	1.25
Teachers in this school always prepare lesson plan for every lesson before entering class	8	5.1	32	20.4	5	9.6	70	44.6	32	20.4	3.10	1.23
Teachers in this school record all assessments given to students	8	5.1	31	19.7	8	5.1	79	50.3	31	19.7	3.09	1.26
Teachers in this school have notebooks for all lessons they teach	71	45.2	32	20.4	2	3.4	39	24.8	13	6.2	2.79	1.47
Teachers in this school have schemes of work of all lessons they teach	78	49.7	31	19.7	1	1.5	15	8.7	32	20.4	2.32	1.62
Sometimes teachers in this school may not prepare any lesson plan day	78	49.7	47	29.9	8	5.1	16	10.2	8	5.1	2.21	1.53
Teachers in this school record all exercises and homework given to students	31	19.7	95	60.5	15	9.6	3	4.1	13	6.1	2.20	1.10

The findings in the Table 4 revealed that 25.5% of the respondents from the teachers with the mean of 3.59 agreed that some teachers in their schools may go in classroom without filling in class diary, 29.9% of the respondents from teachers with the mean of 3.4 agreed that teachers in their schools prepare one or two lesson plans a day, 55.5% of the teachers with the mean of 3.18 agreed that some teachers in their schools do not call students to fill attendance of the students, 24.8% of the teachers with the mean of 3.1 agreed that teachers in their schools always prepare lesson plan for every lesson before entering class, 65.6% of the teachers with the mean of 3.09 agreed that teachers in their schools record all assessments given to students, 69.4% of the respondents from teachers with the mean of 2.79 agreed that teachers in their schools have notebooks for all lessons they teach, 69.4% of the teachers with the mean of 2.32 agreed that teachers in their schools have schemes of work of all lessons they teach, 79.6% of the teachers with the mean of 2.21 agreed that sometimes teachers in their schools may not prepare any lesson plan day and lastly, the findings

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in the table 4,8 showed that 80.2% of the teachers with the mean of 2.2 agreed that teachers in their schools record all exercises and homework given to students.

The researcher also interviewed public primary school head teachers in Gasabo district to see their perception on the level at which Gasabo public primary school teacher prepare pedagogical documents. *The findings from interviews revealed also that the majority of interviewed head teachers 8 among 11 who were interviewed answered no when asked if all teachers in their schools have all the required pedagogical documents and when asked pedagogical documents most of all teachers have, they said lesson plans, schemes of work, marks record book, note books and exercise books.*

The findings concur with Simbano (2013), who argued that 23.7% of teachers in Arusha-Tanzania do plan much more documents like lesson plans, schemes of work, lessons note which render their work tiresome and deduced that it is possible that Tanzanian teachers do only prepare notes, schemes of work and make lesson plans often when they are to be supervised. Weber (1989) postulates that both formal and informal classroom visits help teachers in preparation of pedagogical documents like schemes of work, notes of students, lesson planning and other main documents. Weber (1989) postulates that both formal and informal classroom visits help teachers in preparation of pedagogical documents like schemes of work, notes of students, lesson planning and other main documents.

Table 5: Level at which public primary teachers manage time

Statement	SA		A		N		D		SD		Mean	Sd
	F	%	F	%	F	%	F	%	F	%		
In this school there are teachers who may not teach a period being in the school	30	19.1	32	20.4	7	4.5	64	40.8	24	15.3	3.03	1.34
In this school there are teachers who leave the school earlier without the permission of the head teacher	30	19.1	79	50.3	3	4.2	29	20.4	15	5.4	2.61	1.64
In this school there are teachers who sometimes go classroom later than expected	47	29.9	84	53.5	2	2.8	14	7.4	10	6.4	2.52	1.30
In this school there are teachers who may be absent without the permission of the head teacher	31	19.7	95	60.5	1	1.5	14	8.1	16	10.2	2.52	1.30
In this school there are teachers who come school late with informing the head teacher	24	15.3	31	19.7	12	10.2	63	40.1	23	14.7	2.32	1.62
In this school there are teachers who sometimes leave classroom earlier than expected	78	49.7	31	19.7	1	1.5	15	8.7	32	20.4	2.32	1.63

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The findings in the Table 5 revealed that the majority of the respondents from the teachers at 39.5 % of the teachers with the mean of 3.03 agreed that in their schools there are teachers who may not teach a period being in the school, 69.4% of the respondents from teachers agreed that in their schools there are teachers who leave the school earlier without the permission of the head teachers, 83.4% of the teachers with the mean of 2.52 agreed that in their schools there are teachers who sometimes go classroom later than expected, 80.2% of the teachers with the mean of 2.52 agreed that in their schools there are teachers who may be absent without the permission of the head teacher, 35% of the respondents from teachers with the mean of 2.32 agreed that in their schools there are teachers who come school late with informing the head teacher, finally, the findings in the table5 indicated that 69.4% of the teachers with the mean of 2.32 agreed that in their schools there are teachers who sometimes leave classroom earlier than expected. This research also interviewed public primary school head teachers to investigate about the perception the public primary school head teachers. The findings from the interview indicated that among 11 interviewed public primary schools in Gasabo district responded by saying when asked if teachers in their schools respect time.

The findings also concur with the findings of UNICEF, (2020) indicating that almost 17 % of teachers frequently arrive at school late or leave the school early, 9 % of teachers are absent at least once a week while 7.6 percent miss class while at school and that 12% of teachers use less time than the time planned for teaching. UNICEF, (2020) showed the perception of students where teachers in lower primary are more absent than in other levels with 49.1% in P1, 42.7% in P2 and 37.0% in P3.

Table 6: Level at which public primary teachers manage students' behavior in classroom

Statement	SA		A		N		D		SD		Mean	Sd
	F	%	F	%	F	%	F	%	F	%		
In this school, both weak and strong students are given different tasks to do when the teachers is in the classroom	32	20.4	15	9.6	16	10.2	62	39.5	32	20.4	3.30	1.43
In this school all students follow the rules and instruction given by teachers during teaching time	16	10.2	93	59.2	3	4.1	13	6.1	32	24.4	2.71	1.36
In this school there are students who do unnecessary movement during teaching time	79	50.3	16	10.2	2	3.3	44	26	16	10.2	2.69	1.56
In this school there are some students who shout when the teacher is teaching	31	19.7	78	49.7	1	1.5	15	8.7	32	20.4	2.62	1.44
In this school all students do the tasks given by teachers including classwork and homework	32	20.4	77	49	1	1.5	31	18.9	16	10.2	2.51	1.30

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Basing on the findings in the Table 6, it was revealed that 30% of the respondents from the teachers with the mean of 3.30 agreed that in their schools, both weak and strong students are given different tasks to do when the teachers is in the classroom, 69.4% of the respondents from the teachers with the mean of 2.71 agreed that in their schools all students follow the rules and instruction given by teachers during teaching time, 60.5% of the respondents from the teachers with the mean of 2.69 agreed that in their schools there are students who do unnecessary movement during teaching time, 69.4% of the respondents from the teachers with the mean of 2.62 agreed that in their schools there are some students who shout when the teacher is teaching and lastly the findings in the table6 indicated that 69.4 with the mean of 2.51 agreed that in their schools all students do the tasks given by teachers including classwork and homework.

The researcher also wanted to investigate about the perception of public primary school head teachers in Gasabo district on behavior management by teachers. Therefore, the researcher interviewed public primary school head teachers in Gasabo district and the findings indicated that among 11 interviewed head teachers most of them (9) answered “no” when asked in classroom behavior management is effective in their school and when asked the reason if both weak and strong students are given different tasks to do during the process of teaching and learning again 11 of them answer no and when asked the reason they answered that teachers use old methodologies when all learners were given the same task regardless of the ability.

These findings concur according to Arif and Sevilay (2006), Due to the significant effects impacted on facilitators, pupils and procedures of classroom, management of classroom became an inseparable part of teaching. Arif and Sevilay (2006) also argued that classroom management’s definition could be a means of organizing the classroom physical settings, students, all resources and the equipment in general so as to render teaching and learning effective and successful Findings of the study conducted by Nzabonimpa (2019) in Ugandan secondary schools, revealed that teachers’ classroom management is not effective enough due to overclouding of the student mostly in public schools, but that it can be ameliorated through regular instructional supervision conducted by the school heads as shown by 96.9% of the respondents from teaching staff, deputy school heads and school heads all at the mean of 3.84.

4.3 The influence of head teachers’ instructional supervision on teachers’ performance

This paper examined the influence of head teachers’ instructional supervision on teachers’ performance in public primary schools in Gasabo district-Rwanda. Thus, the findings related to teachers’ performance, head teachers’ instructional supervision can influence teachers’ performance like providing pedagogical guidance to teachers and regular attendance of teachers in primary schools located in Gasabo district. Correlation analysis was also established to find out the relationship between variables.

Table 7: Correlation between head teachers’ instructional supervision and teachers’ classroom performance

		Teachers’ performance	Head teachers’ instructional supervision practices
Teachers’ performance	Pearson Correlation	1.000	.913**
	Sig. (2-tailed)		.000
	N	157	157
Head teachers’ instructional supervision practices	Pearson Correlation	.913**	1.000
	Sig. (2-tailed)	.000	
	N	157	157

** . Correlation is significant at the 0.01 level (2-tailed).

The study investigated the relationship between head teachers’ instructional supervision and teachers’ performance basing on independent variable. The results in the table7, reveal that there is a significance high degree of positive correlation between head teachers’ instructional supervision and teachers’ performance where Pearson coefficient of correlation states the correlation (r) of 0.913 with the p-value=0.000<0.01. This means that head teachers’ instructional supervision provides enough evidence that promote the teachers’ performance. As stated in interview, it was shown that the effective head teachers’ instructional supervision leads to better teachers’ performance. These findings are in line with the study of Broh (2012), which shows that head teachers’ instructional supervision in general is associated with an improved teachers’ performance, which leads to higher education aspiration increased attendance and reduced absenteeism. Adeyemo (2010) established that instructional supervision has proven to be beneficial in building and strengthening school performance.

Table 8: The R square of head teachers’ instructional supervision practices and teachers’ performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.917 ^a	.841	.839	.59292	.841	408.268	2	154	.000

Source: Field data (2021), a. Predictors: (Constant), Providing pedagogical guide to teachers lead to a high performance of teachers, checking teachers’ documents motivates teachers to have all pedagogical documents.

The Table 8 indicates the influence of head teachers’ instructional supervision practices on teachers’ classroom performance. Where the findings presented that there is a high degree of correlation (r) of 0.917 and R square of 0.841. It means that head teachers’ instructional supervision practices influence teachers’ classroom performance at 84.1 percent.

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5.0 Summary of findings and Conclusion

The objective of the study was to examine the influence of head teachers' instructional supervision on teachers' classroom performance in public primary schools in Gasabo district-Rwanda. The study revealed that head teachers' instructional supervision practices influence teachers' classroom performance at 84.1 percent and the remaining 15.9% can be influenced by other variables. It was found there is a significant high degree of positive correlation between head teachers' instructional supervision and teachers' performance where Pearson coefficient (r) was 0.913 with the p -value=0.000<0.01. This means that head teachers' instructional supervision provides enough evidence that promotes the teachers' performance. Based on the study's findings, it is concluded that preparing the pedagogical document, time management and classroom management are the indicators of teachers' performance. The teachers' instructional supervision affects teachers' performance when implemented effectively. Further, it is concluded that effective implementation of instructional supervision practices influences teachers' performance by between 37.6 percent and 72.5 percent.

6.0 Recommendations

Based on the study findings, the following recommendations are addressed to the ministry of education, educational planners, headteachers and future scholars

1. Ministry of Education should provide head teachers' instructional supervision trainings in public primary schools in Rwanda in order to improve teachers' performance.
2. Educational planners should make effective set up that should enhance teachers' performance so as to make up effective implementation of instructional supervision in public primary schools in Rwanda.
3. School head teachers should carry out regular instructional supervision so as to improve teachers' performance and make sure that teachers use instructional materials effectively.
4. The researcher suggests that the further study can be done to examine the influence of head teachers' instructional supervision on academic performance in public primary schools so as to come up with comparative analysis.

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