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Instructional Supervision and Student Academic Performance in History Subject in Public Schools in Rwanda

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Abstract

Effective provision teaching instruction enhances teaching and learning activities as is also leads to the improvement of students' academic performance. The purpose of this study therefore, sought to assess the impact of instructional supervision on students' academic performance in selected public schools in Muhanga district in Rwanda. The study employed correlation research design. The target population was 158 people corresponding to the sample size of 108 respondents by using Solvin's formula. Questionnaire and document analysis were used as data collection instruments. The findings revealed that instructional controlling approach, instructor's attitudes towards supervisory practices, appropriate instructing and learning aids, skills and professionalism of teachers and head teachers and workload of the school principals can improve students' academic performance. The results showed there is a 63.7 percent correlation between the implementation of instructional supervision techniques and students' academic performance. It was discovered that there is a significant high degree of positive correlation between instructional supervision and students' academic performance, with a Pearson coefficient of correlation of 0.529 and a p-value of 0.0000.01. The study concludes that the performance rates in history subject's exams, attendance rates and graduation rates are the indicators of students' academic performance. Poor implementation of instructional supervision techniques leads to poor academic performance as indicated by respondents. The study recommends Ministry of Education to supply educational facilities to these schools, as this is crucial for fostering an environment that supports learning and academic achievement. The planners are advised to establish effective systems to enhance students' academic performance, emphasizing the need for effective implementation of instructional supervision. The school head teachers should reinforce the implementation of instructional supervision and ensure adherence to the recommended strategies, thereby contributing to the improvement of students' academic performance.

Keywords: *Academic performance, Instructional supervision, Public schools, Rwanda.*

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1.0 Introduction

Globally, education is frequently viewed as a requirement for the growth of skilled labor and the generation of money, a surefire route to successful life and charitable act. Education is the consciously made effort to observe, educate, and study in order to prepare pupils for their role next season. Regarding this, education is conceptualized and instilled in many ways by individuals with various backgrounds, ages, requirements, and aspirations for sustainable growth. The power of education is most demonstrated in its tendencies toward globalization laced with practical principles of fostering productive people, sustainable development, and democracy. The process of influencing information, skills, and attitudes in learners is known as education. To ensure the children's complete development, this might occur in a variety of schools (Adedeji al., 2008). The finest tool for national transformations in any nation's socioeconomic and political spheres has been argued to be education (Machingambi, 2014). The governments of many nations work continuously to fund schools so that they have the necessary resources, including teaching staff and instructional materials a setting that is helpful to both teachers and learners (Glickman, 2010). Many nations have used subsidies to guarantee a high percentage of school enrollment (Asyango, 2005). Even though the expenditures and high percentage of enrollments in education, quality instruction must also be provided (Elacqua, 2016). When expectations of stakeholders about student achievement and student educational performances are not reached, concerns are always raised.

In India, Tyagi (2010) argues that academic monitoring has enhanced both the teaching and learning process and the growth of the teachers as professionals. In India, both the government and the educational institutions place a high priority on offering teachers instructional supervision. The government of the United States of America (USA) created guidelines for instructional supervision with the goal of improving learning (Gordon, 2005). The institution administration is required to succumb periodic performance report on how they supervise instruction. This indicates how seriously the US takes this practice. Byabagambi (2007) places particular emphasis on how instructional supervision affects teachers' professional practices and student learning results in Uganda. The government of Uganda has invested in this project. Kenya is not the only country where instructional supervision is important; Alberta, Botswana, Zimbabwe, and Ethiopia, are all examples (Kamindo, 2008; Kassahun, 2014; Tshabalala, 2007; Tunison, 2001). This illustrates how widespread use of instructional supervision is. In Africa the idea of educational monitoring is “the process of improving the professional progress of the teachers, the syllabus and enlightening the techniques of teaching in the classroom through democratic interfaces between the teacher and the supervisor” (Okendu, 2012).

The improvement of the teaching-learning environment to help both students and teachers is the main objective of instructional monitoring in the modern day. Additionally, it assists in identifying the teachers' areas of strength and weakness as well as the necessary follow-up exercises to improve the identified weak areas (Nakpodia, 2006). It is imperative to give instructional supervision the significant attention it merits because of the special place it holds in the educational system. There is a chronic shortage of quality teaching resources in the majority of African nations, particularly in rural areas. According to a study by Gogo (2002) on the impact of cost sharing on secondary education access, equity, and quality in Kenya's Rachuonyo district, the standard of education had not changed significantly for a number of years as a result of inadequate

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instructional resources and infrastructure. Additionally, research from other regions of Africa reveals the same issue.

The quality of the education system depends on its educators. Exposing their potential is crucial to enhance academic performance of students. Proof that student academic performance improves when teachers are supported but it deteriorates if they are not. Teachers cannot shoulder the responsibility alone. Teachers can only perform well in the right context, with well-designed curricula and assessments strategies to improve student academic performance. Indirect assistance for the learning process is provided by instructional monitoring for both teachers and students (UNESCO, 2014). With participatory engagement between instructors and supervisors, instructional supervision is viewed as a process that improves the curriculum, the professional development of teachers, and the teaching methods used in the classroom. (Okendu, 2012).

According to Nakpodia (2006), instructional supervision in the current era is focused on enhancing the teaching-learning environment to the benefit of both educators and students. It assists in identifying the areas of teachers' strengths and weaknesses and recommends follow-up activities that ought to be aimed at improving those areas. It also recognizes teachers to foster a friendly working environment based on positive human interactions. Student academic performance is the principal actions determining the level of education in every nation. To be effective and efficient the above must be well controlled and managed. School personal remain one of primordial resources in learning institution. Supervising school personal is central to the completion of the goals and objective of the school. The goal of instructional supervision, which is to ensure high - quality control through routine inspection and ongoing supervision of education and other educational services, has been explicitly stated in the Rwandan education policy.

In Rwanda education remain the government endures to make sure that funds, school amenities, instructional resources, teaching staffs, and a conducive learning climate are made accessible for the sector in Muhanga district as education is the hugest tool for academic progress, social mobilization, political survival, and effective and efficient national development of any country. In general, it is believed that the foundation for any factual development must begin with human resource. Formal education remains the vehicle for social – economic advance and social mobilization in any society (World Bank group, 2009). Regional inspectors, district instructional officers, and sector educational officers are some of the educational inspectors that Rwanda has put in place; these authorities work alongside head teachers (HT) and deputy head teachers in responsibility of studies (DHS) as school staff. The system of school monitoring is decentralized. However, students from some schools in the Muhanga district fare poorly on the National Examination in the topic of history. In that vein, this study examines the relationship between classroom management and students' academic achievement in Rwandan public schools' history classes. Instructional supervision guides and supports the teachers to meet the targets. Supervision of instruction is a process of assisting teacher to improve himself and his instructional abilities so as to enhance effective Teaching and learning.

1.1 Statement of the problem

In Rwanda, a student's academic performance in an examination was used to assess their ability and determine their eligibility for advancing their education and enhancing their job opportunities. Across various tiers of the educational system, disparities in student academic achievement have

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been observed over time, with certain learners attaining satisfactory results while others exhibit poor performance. The report from MINEDUC 2019 demonstrates a significant decline in the S3 national exam results across the six selected community secondary schools. In 2018, there were 310 candidates who took the S3 examination for Secondary Education in the history subject. Out of these candidates, 24% achieved division one to three scores, while 61% achieved division four scores, and 15% achieved division U scores. In 2019, a total of 1913 candidates took examinations. Out of all the students this year, only 11% achieved division I-III scores, while 45% achieved division IV scores. The majority of students (44%) failed to score any points and received a division zero. Moreover, the data indicated that in 2019, a grand total of 1013 students took the examinations in the public senior schools that were surveyed. Only 8% of the students achieved division I-III, while 47% obtained division IV, and the remaining 45% obtained division U. Consequently, a total of 42% of students did not pass. The student excelled in their academic pursuits, particularly in the field of history, when they received adequate supervision and guidance in their learning process.

Eya and Leonard (2012) proposed that supervision is more familiar, as it enables educators to be devoted to their responsibilities and assists less effective and incompetent teachers in improving their teaching skills. Consequently, teachers and the general public have frequently expressed concerns regarding the factors that influence students' performance on exams. Consequently, it is anticipated that head teachers in public secondary schools will effectively oversee their institutions to ensure that their students achieve success in examinations. According to the REB results (2021), the academic performance of students in public secondary schools in Muhanga district has consistently been unsatisfactory. This study aimed to evaluate the influence of instructional supervision on the academic achievement of students in specific public schools located in Muhanga district, Rwanda.

1.2 Objective of the Study

The objective of this study was to assess the impact of instructional supervision on students' academic performance in selected public schools in Muhanga district in Rwanda.

2.0 Literature Review

2.1 Students' Academic Performance

Academic achievement takes into account the following factors: the capacity to learn and recall information and examples related to what students have learned, the capacity to learn sufficiently and consider how course materials fit together to form larger trends of skills and knowledge, the capacity to think critically about the information they are presented with, and the capacity to share and disseminate newly acquired knowledge (Alabi, 2011). Academic achievement, according to Asiabaka (2008), is the level of accomplishment attained by pupils using a variety of resources, from discipline to motivational elements. Furthermore, Adediwura and Tayo (2007) argued that academic performance refers to students' fulfillment of their goals and studies, but is also influenced by several factors that determine how well they do academically. However, according to Cohen (2006), recent research on the improvement of educational achievement proves the presence of three environmental factors that have an impact on the link between academic success and the settings under which students learn. According to the information, these factors include having good parents and guardians, providing for the children appropriately, and receiving the

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highest grade possible in the classroom. Dunn (2005) defined academic performance as a student's capacity to achieve the highest grade and average test results in secondary school courses that are integrated into the curriculum.

2.1.1 How to assess scholastic performance

The foundation of motivating student learning is evaluation. When students are aware that their education was assessed and that their work and accomplishments are being acknowledged, they are motivated to take their education more seriously. According to Elsevier (2010), evaluation is more fundamentally concerned with determining the worth or value of a process of learning as well as the efficiency through which it has been carried out. The pupils' performance in relation to the educational philosophy and goals they are getting comes first. The second factor is how successfully the curricular objectives are met given the student's educational level. So, in secondary schools, evaluation is the process of assessing how pupils have met the objectives of education. In order to identify specific or classify kids, test results and teachers' opinions are employed. Decisions are made that cannot be changed regarding a student's value and potential in the school process. Some students are made feel inadequate, awful, and unattractive by this categorization system, while others are made feel capable, decent, and desirable (UNESCO, 2011).

According to Wafula (2010), evaluation is the process of gathering and using data to make informed decisions about courses that need to be changed, terminated, or enhanced depending on the situation. To ensuring that resources are utilized to their fullest, it serves as a quality control exercise. The teaching-learning process and the results connected to it, however, may be evaluated using a variety of evaluation or measurement instruments and procedures. Tests, observations, projects, questionnaires, interviews, checklists, and sociometric techniques were among the tools listed by Fafunwa (2010) as useful for assessing the teaching-learning process. According to Fielding (2010), assessments and exams are essential instruments for assessing students' academic progress. The process of evaluating students' progress when they encounter various issues, difficulties, challenges, and blockages with the intention of learning skills, how they are able to use, or how much of the experience and knowledge they have obtained, is sufficient (Liu and Zumbo, 2006). He claimed that many stages are used for various reasons to evaluate how well preset educational objectives have been met. Louis (2012) argued that it is possible to assess students' performance through the administration of achievement tests, the analysis of test data, the use of informal surveys to gauge academic achievement, and the review of grade reports.

2.2 The idea of supervision

The idea of surveillance can be found in the early days of public education, when nascent states employed it to create a unified beliefs and lingo (De Grauwe, 2007). By the time, monitoring steadily developed into an exercise that is unique in relation to the institutional, dynamic, academic, cultural, and professional that have long driven the schedule for education. A large portion of the history of school control is described as a succession of distinct and disparate incidents (Glanz, 1994). When the supervision idea was first established, it was intended to help instructors and educators advance their careers while also enhancing the learning environment for students (Glanz, 1994). The goal of supervision is to increase productivity at work in any situation. It should be used to improve efficient teaching strategies and support the teachers' continued

professional development (Blumberg & Weimer, 2008). Different academics have defined the idea of supervision in different ways (Olembo *et al.*, 1992). From the perspective of education, Zepeda (2007) views supervision as an ongoing activity that aims to enhance professional development and instruction. "The chance to work with as well as through individuals in a more compassionate comprehension to attain to the maximum extent feasible a decent education for all pupils," according to Waweru (2004), is what supervision is. In contrast, Olembo *et al.* (1992) defined supervision as the aspect of educational administration that is linked to increasing instructional efficacy. The primary commonality across the numerous definitions and perspectives on supervising is that it strives to improve educational quality. (Glickman, 2010) asserts that supervision "the school function that progresses instruction through curriculum development, in-service training, group development, direct aid to teachers, and action research".

The idea of supervision has two parts: on the one hand, it helps teachers develop professionally, and on the other, it also has something to do with raising student achievement. Therefore, it can be assumed that the supervising function is an example of educational leadership (Okumbe, 2006). Student academic performance is improved with the help of instructional supervision and process. This is predicated on the idea that via effective planning and direction, instructional supervision improves teaching and learning. Besides that, Okendu (2012) affirms that through guidance services, new methods are developed with the goal of enhancing teachers' professionalism, assisting them in achieving their full creative potential, and ultimately ensuring that the instructional process is well-articulated and enhanced.

2.2.1 Instructional supervision

In order to offer supervision, sustenance, and continuous assessment for educators' technical improvement and development of the teaching practice, instructional supervision is built on school-based oversight from relevant employees (headmasters, officials, instructors, and inspectors) in schools (Philips 2010). According to Mielcarek, (2013). By supervising, supporting, and enabling teachers to give students meaningful learning experiences, instructional leadership works to ensure that a school's educational mission is carried out. By Conningham & Cordero, (2009). Instructional supervision is by design a developmental process with the main target of enlightening the instructional program, in general and teaching, in particular. Only when this process is wisely scheduled and implemented can success for sure.

2.2.2 Approaches to Supervision

Scholars have noted that head teachers use a variety of ways in their supervisory roles, with the most prevalent being the collaborative approach, directive approach, and non-directive method (Glickman, 2010).

Collaboration: In a cooperative method, managers position instruction as problem-solving scenario. Here, two or more persons pose a task and try to employ the instructional strategies they think are applicable (Glickman, 2010). This strategy keeps educators focused on their common problems while the supervisor supports problem-solving. The authorities and the teachers have mutually enforceable agreements with regard to the standards, practices, and structures for future instructional progress. The design of action has been approved by both the supervisor and the instructor. The supervisor's and the instructor's viewpoints are taken into consideration in the final

plan of action for improving instruction. If any of the parties are unsatisfied with the course of action, they are free to disagree with it and continue talking until a solution is found. Participants to a collaborative method must, however, be willing to accept idea changes and refrain from taking firm stances (Glickman, 2010).

Directive Approach: In this approach, supervisors (controllers) are of the view that the practice of teaching is a composition of technical skills that are consistent and known competencies which educators must have to be effective in their instructional practices (Glickman, 2010). In this approach, the roles of a supervisor are to evaluate, model and direct competencies. Supervisors using directive approach have their own information needs and know how it will be gathered. Such supervisors direct the educators on the appropriate action plans to be considered as well as the paramount teaching methods. The baseline information gathered from classroom observation among others is used for setting improvement standards by directive supervisor.

Non-Directive Approach: This strategy is predicated on the idea that teachers are capable of deciphering and resolving their own educational problems (Glickman, 2010). The nondirective approach's proponents contend that when a single teacher foresees a need for a reform and assumes responsibility for it, instructional progress is more likely to be significant. In such a scenario, the supervisor is only seen as a helper in giving the plan direction. However, the supervisor's conduct should not be viewed as inactive when the educator is given total self-sufficiency (Glickman, 2010). In this method, the controller enables the instructor to achieve self-discovery and self-actualization. Inquisitive remarks are used in the non-directive model method to elicit ideas and encourage the trainer to offer suggestions (Copeland, 1982). Non-directive method "depends primarily on mirroring the educator's thoughts and informing as the educator wants it," claims Copeland (1982). The purpose of this strategy is to motivate the instructor to take charge of formulating and reviewing instructional decisions. The non-directive approach, in contrast to the directive one, is based on the assumption that studying is a solitary familiarity and that instructors can engage in self-evaluation and self-reflection to identify problems and potential solutions.

2.2.3 Relevance of instructional supervision

Supervision is viewed as a hurting experience that should be evaded if possible (Acheson & Gall, 2003; Garuba & Rothstein, 1998). For a long time, supervision was professed as a mechanism to control the instructional behavior of educators (Glickman, Gordon & Ross-Gordon, 2010; Garuba & Rothstein, 1998). Providing assistance to enhance learning through collaborative, collegial instructional supervision (Olivia & Pawlas, 2004). Additionally, one of the main goals of instructional supervision is to raise student achievement and quality of instruction. It should make an effort to enhance student learning and instructor instruction (Brooks, 2007). As a result, clinical supervision should be used by instructional leaders as it may be more successful and well-received than traditional supervision (Acheson & Gall, 2003). Engaging leaders in monitoring that improves teaching abilities and, as a result, student achievement is what instructional supervision implies (Cunningham & Cordeiro, 2009; Glanz, 2006; Smith & Andrews, 1989 as quoted by Lyons, 2010). It is important to take the time to ascertain the specific support each teacher needs to succeed in the classroom. This may entail modeling courses for newly hired teachers, matching ineffective teachers with more experienced ones, and ensure that teachers attend pertinent teaching workshops (Lyons, 2010). Being visible all across the school, complimenting and counseling teachers about

their performance in the classroom or their behavior, and assuring uninterrupted class time are some examples of possible principal actions.

Monitoring the teaching and learning process is done by instructional leaders for the benefit of the teachers' and administrators' professional development, not for assessment (Glickman, Gordon & Ross-Gordon, 2001). The main focus of instructional leaders is finding strategies to advance the school's common objectives. A good instructional supervisor helps instructors, develops the curriculum, grows the staff, fosters group growth, and conducts action research. Therefore, it is crucial to align organizational objectives with the needs of the teachers in order to improve teaching and, in turn, student accomplishment (Lyons, 2010; Cayetano, 2011). Formative assessment is a practice in which the supervisors give teachers unbiased feedback on the state of their guidance, identify and address instructional issues, assist teachers in adopting a professional development mindset, and enhance teaching and learning across instructional dialogue (Acheson & Gall, 2003; Cayetano, 2011). (Glanz, 2006; Kelear, 2008). When there are open channels of communication between instructors and the principal, quality teaching can be accomplished. The principal is responsible for giving objective, constructive criticism with the goal of enhancing the caliber of instruction. Clinical supervision is one method the principal might use to do this.

2.2.4 Instructional Supervision Practices

The responsibility of overseeing the instructors in their individual schools and ensuring that they properly carry out their duties has been given to the head teachers (Fitzgerald, 2011). Head instructors can engage in a plethora of supervisory techniques in an effort to enhance teaching-learning and, in turn, have a positive impact on pupils. In order to ascertain instructional professionalism by promoting educators' professional and academic progress, school performance should be focused on a number of areas, including the planning of teaching and learning process, compliance to educational curriculum and the expertise of instruction staff, provision of teaching-learning resources and equipment, and the conceptualization of rules and principles that govern students' and teachers' behavior (Dipaola& Hoy, 2013).

According to Sule, Eyiene and Egbai (2015), headteachers have a responsibility to preserve and develop their subordinates' capability. According to Sule *et al.* (2015), administrative and supervisory techniques such as modifying marking guides, mediational exams studys, segments and sub, trainings, demonstration, conferencing, peer observation, and checking teachers' orderliness in class, teachers' punctuality, teachers' students' notes, teachers' schemes of work, and students' lesson notes are just a few examples of how to develop and maintain competence. It is important to note that in order to carry out these duties, school principals must have sufficient supervisory authority. They should also inspire their teachers to use their abilities where appropriate in order to improve teaching practices. As opposed to this, Chris, Charles and Kosgei (2012) recognize managerial practices that they must carry out, so as to ensure rigorous instructor compliance to the curriculum, good instructor relationships, proper teacher use of learning materials and backups, summarizing the key facts at the completion of a lesson, using varied voice, revising prior knowledge, well-structured instructions, timely lesson planning, and that they are frequently detected. Several instructional supervision techniques are discussed below.

Visitations to the classroom are a fundamental aspect of instructional supervision. The inspector evaluates how the teachers organize their lessons to be delivered to the students when they are in the classroom. The supervisor must create a supervision plan that details how the instructor upholds class decorum, accommodates learner variations, presents lessons, demonstrates topic knowledge, involves learners, and employs various teaching approaches (Sule *et al.*, 2015). In order to sit down together with the supervisee later and analyze the merits and flaws of the lesson of the supervisee in an effort to mend the teacher's excellence in the instructional process, the supervisor can videotape the lesson without disturbing the class.

Head teachers are unable to attend classes or conduct meaningful classroom visits, which prevents them from understanding what's really being done in the class (Wellington, 2001). They're also out of touch with the approaches being employed, the students' attitudes and behaviors of the students, and further elements that have an impact on how their schools educate and how their students learn. This entails poor teaching and learning, which could ultimately harm the academic success of the students. By participating in former-observation meetings, the live observation, and post-observation conventions with the institute managers, the teachers can build a connection at work and receive mentoring (Heyneman, 2009). This makes it easier to upgrade the effectiveness of teaching methods and is a major factor in making it easier for students to gain from teachers' increased abilities. In a research conducted in Nigeria, Chapman (2001) suggests that head masters hold post-supervision sessions to discuss matters related to supervision. These meetings give teachers the chance to talk with the supervisor about challenging topics. This motivates educators to take pride in their work, and oversights found during supervision are fixed. The creation of professional documents and teacher certification is essential for all currently employed instructors in the federations in the U.S of America (Wilson & Floden, 2003). Before certifying teachers to teach, the government organizations in the relevant states continuously communicate with the institutions and make sure they have provided all the necessary documentation anticipated of them since the school time.

In Kenya, this is performed by the school principals looking over the lesson plans, schemes of work, and records of work completed. They also make sure that instructors are on duty and that pupils are in class by keeping track of attendance in their individual registers. Examining students' notepads, it was discovered that internal notebook evaluation by school principals in public schools in Naivasha Central was a factor correlated with performance of students in nationwide exams (Kabui, 2013). The investigator found that when it came to notebook of assessments, the headmasters were severely handicapped. The overwhelming quantity of children at their classrooms left them speechless. Due to this, they were unable to adequately review the student notebooks and neglected their important supervisory duties. Putting Together Staff Development Programs Effective staff professional development should be planned and delivered by the instructional supervisor (Acheson & Gall, 2001). For teachers, this means setting up workshops and courses. The courses ought to address topics that the director and the particular teacher felt needed improvement. This would promote professional development and 30 guarantee better academic tasks (Fischer, 2011). Some Italian schools suspend regular classes to perform in-service teacher development programs (Fischer, 2011). Lifelong learning is prioritized in Sri Lanka and Italy, where possibilities for training courses are frequently offered (Fischer, 2011).

2.3 Impact of Instructional Supervision Practices on Student's academic Performance

The main goals of instructional supervision are to enhance educator performance, foster professionalism development for teachers, and eventually enhance student outcomes. This suggests that in order for instructional supervisory techniques carried out by the headteacher to be significant, they must have an impact on student outcomes. A school's instructional capacity must be increased in a way that enhances both the teaching - learning process and student performance (Sergiovanni & Starratt, 2007). Instructional oversight and teacher professional growth are related (Tesfaw & Hofman, 2014). The effectiveness of the student outcome is indirectly influenced by the instructional supervising role of the head teacher. The improvement in student performance is a result of the professional development and growth of the instructors through educational monitoring. Alimi and Akinfolarin (2012) investigated how particular instructional supervision approaches affected students' academic performance in Nigeria. Moderating marking schemes and test questions, verifying instructors' timeliness and students' presence in class, visiting or observing classrooms, and reviewing student notebooks are some of the techniques that were studied. The results of the study showed a strong correlation between these practices and students' academic achievement. This suggests that poor teacher supervision would lead to inadequate education and have a negative impact on students' academic performance.

Subsequent research conducted in different countries revealed a substantial correlation between educational supervision and student achievements (Aina, Comfort, & Idowu, 2017; Bourne & Heaven, 2016; Okendu, 2012; Tyagi, 2010; Veloo, Komuji, & Khalid, 2013). When considering additional factors, such as appropriate staffing levels, one can argue that this finding is indeed accurate. It is essential to determine how these attributes could influence the assessment of teaching methods on students' academic performance in the Kenyan context, particularly in public schools where there is a prevalence of ineffective educators. Hence, this study aimed to ascertain the impact of instructional supervision on students' academic performance, considering the challenges schools encounter with their teaching staff.

2.4 Difficulties faced by Head masters in Instructional Supervision

Head instructors have a number of difficulties in their practice of instructional monitoring. The first difficulty is linked to the everyday workload that head teachers experience (Ndung'u, 2015). Head masters are regarded as school leaders, managers, bureaucrats, supervisors, and assessors. Therefore, in the school's action plan, they serve as "teachers of teachers" and the forefront mirror (Dipaola & Hoy, 2013). According to studies, the head teachers' daily management and organizational tasks, including supervising instruction, are made more difficult by these obligations. Numerous researchers have discovered that having too many administrative responsibilities presents a hurdle (Kamindo, 2008; Mavindu, 2013; Mzee, 2011). The head teachers' strategies for dealing with the workload problem and striking a balance for instructional monitoring are not revealed in this research.

The professional credentials of the head teachers are too crucial in evaluating the way in which effective instructional supervision will be (De Grauwe, 2007). Their certified credentials must at the very least be on pace with that of the other teachers, if not greater than that of the other educators. This would make it difficult for instructional supervision if they lacked the necessary professional credentials. In a study of four African countries, De Grauwe (2007) discovered that

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even if some of the directors possess insufficient professional training, they had a lot of know-how. This was linked to the fact that they began their careers as teachers when there were fewer educational requirements. Despite the supervisors' extensive teaching experience, De Grauwe (2007) linked the subpar instructional supervision techniques in these nations to their lack of professional credentials.

3.0 Research Methodology

The study employed a correlation research design to find out the association between instructional supervision and students' academic performance in selected public schools in Muhanga district in Rwanda. The target population was 148 people comprising 10 head teachers and 138 teachers. The sample size was 108 respondents got by using solvin's formula such as 10 head teachers and 98 teachers. Simple random sampling techniques were used during data collection where questionnaire and document analysis were used. SPSS version 21 was used to analyse quantitative data

4.0 Findings

This study was established to assess the impact of instructional supervision on students' academic performance in selected public schools in Muhanga district in Rwanda. SPSS version 21 was used in data management and presented in form of tables.

4.1 The status of instructional supervision in History subject

Table 1 present the study results on instructional supervision techniques used by history instructors

Table 1: Instructional supervision techniques used by history instructors

Statements	SD		D		N		A		SA		Mean	Std
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	%	
Visits to the teaching space as the lesson develops	14	13.3	13	12.7	12	11.3	39	41.6	20	21.1	4.72	0.81
Holding lessons with a model	6	5.5	19	18.1	10	9.7	24	26.5	38	40.2	4.49	0.91
Providing in service training.	8	7.1	21	20.3	5	3.7	36	39.6	28	29.3	4.4	0.84
Observing how well students are attending	6	5.5	14	13.3	10	9.7	41	39	37	32.5	4.34	0.86
Ensuring the timely creation of work plans	9	8.3	17	19.1	7	8.4	40	39.7	23	24.5	4.32	1.09
Examining the homework and exercise books of students	3	5.5	9	8.5	5	7.6	46	44.3	35	34.1	4.24	0.96
Coordinating the delivery of instructional support materials	8	7.1	14	13.3	6	5.5	23	25.6	47	48.5	4.2	0.89
Examining the creation and implementation of lesson plans	3	2.6	12	11.3	7	8.4	44	44.4	32	34.3	3.84	0.97

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The table 1 indicates the perception provided by teachers in selected secondary schools related to the instructional supervision techniques used by history instructors in public high schools, where 78.7 percent of teachers agreed that they Examine the creation and implementation of lesson plans at 3.84 of mean ,78.4 percent of teachers agreed that they examine the homework and exercise books of students at 4.24 of mean ,74.1 percent of teachers agreed that coordination of the delivery of instructional support materials takes place in their schools at 4.2 of mean , 71.5 percent of teachers agreed that they observe how well students are attending at 4.34 of mean, 68.9 percent of teachers agreed that are provided in service training at 4.4 of mean, 66.6 percent of teachers agreed that holding lessons with a model takes place in their school at 4.49 of mean, 64.2 percent of teachers agreed that ensuring the timely creation of work plans experienced in their school at 4.34 of mean while 62.7 percent of teachers agreed that visits to the teaching space as the lesson develops is experienced in secondary schools at 4.72 of mean.

According to the results indicated in the table 1, it is clear that examining the creation and implementation of lesson plans in secondary schools practiced at 3.84 of mean. However, head teachers of secondary schools found in Muhanga district were given guided interview about the instructional supervision techniques used by history instructors in public high schools indicated that Instructional controlling approach, instructor's attitudes towards supervisory practices, appropriate instructing and learning aids, skills and professionalism of teachers and head teachers and workload of the school principals are instructional supervision techniques. They also added that, such instructional supervision techniques are not practiced effectively due to insufficient time to perform such activities. Basing on the perceptions of different respondents related to the instructional supervision techniques used by history instructors in public high schools, the researcher made comparative interpretation where it was shown that respondents have the same perception on the implementation of instructional supervision techniques but different magnitude.

4.2 Students' academic performance

Table 2 presents the results regarding the status of students 'academic performance

Table 2: The status of Students' Academic Performance

Statements	SD		D		N		A		SA		Mean	Std
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%		
Performance rate in history	3	2.6	14	17.1	3	2.6	36	39.2	41	38.5	4.72	0.81
Discipline referrals	14	17.1	12	11.3	15	19.1	33	30.8	24	21.7	4.49	0.91
Attendance rates.	12	11.3	14	17.1	10	11.3	23	22.6	38	37.7	4.4	0.84
Hefty task for the head teacher	6	5.5	24	23	14	17.1	31	29.7	23	24.7	4.34	0.86
Inadequate teaching staff	1	1.6	21	20.6	14	17.1	25	22.3	37	38.4	4.32	1.09
Performing oversight	6	5.5	14	17.1	7	6.3	25	24.8	46	46.3	4.24	0.96

The table 2 ,indicates the perception provided by teachers teaching in secondary schools related to the students' academic performance of in selected public secondary schools, such that 77.7 percent

of teachers agreed that there is high performance rate in history at 4.72 of mean ,71.1 percent of teachers agreed the performing oversight of students at 4.24 of mean , 60.7 percent of teachers agreed there is inadequate teaching staff in their schools at 4.32of mean , 60.3 percent of teachers agreed that there is high attendance rate.at 4.4 of mean as well as 54.4 percent of teachers agreed that hefty task for the head teacher at 4.34 of meanwhile 52.5 percent of teachers agreed that their schools are discipline referrals at the mean of 4.49. Basing on the results indicated in table 2, it is clear that students' academic performance keeps on changing due to the mean of 4.72. Head teachers were also interviewed on the of students' academic performance in secondary schools and emphasized that there is low students' academic performance. By making comparative interpretation basing on views from different respondents related to students' academic performance, it was shown that students' academic performance is low in secondary schools due to poor implementation of instructional supervision techniques and indicate that once instructional supervision techniques are implemented effectively students' academic performance can be improved significantly. According to Nikki (2019), instructional supervision techniques often are not implemented well in secondary schools which leads to poor students' academic performance. Despite, Nikki (2009), also added that effective implementation of instructional supervision strategies promotes both students' academic performance and discipline in secondary schools.

4.3 Relationship between instructional supervision and students' academic performance

This study needed to identify the relationship between instructional supervision practices applied by history subject's teachers and students' academic performance of in selected public schools in Muhanga. Thus, table 3 shows the findings on how instructional supervision is correlated to students' performance in selected public schools in Muhanga.

Table 3 : Correlations

		Students 'performance	Instructional supervision
Students 'performance	Pearson	1.000	
	Correlation		
	Sig. (2-tailed)		
Instructional supervision	N	98	
	Pearson	.529**	1.000
	Correlation		
	Sig. (2-tailed)	.000	
	N	98	98

The study investigated the impact of instructional supervision on Students' academic performance in Rwandan community secondary schools. The results in the table 3, revealed that there is a significance high degree of positive correlation between instructional supervision and students' academic performance where Pearson coefficient of correlation states the correlation (r) of 0.529 with the p-value=0.000<0.01. This means that the participation of academic staff provides enough evidence that promote the students' academic performance. As stated in interview, it was shown that the more students supervised in school activities the more their academic performance. These findings are in line with the study of Broh (2022), which shows that instructional supervision in

general is associated with an improved students' academic performance, which leads to higher education aspiration increased attendance and reduced absenteeism. Adeyemo (2020), established that instructional supervision has proven to be beneficial in building and strengthening students' academic performance, even if this activity is not obviously performed in school setting. Note only does instructional supervision enhances students' performance but also students 'discipline (Darling *et al.*, 2015).

4.4 The impact of instructional supervision on students' academic performance

This study also needed to identify the impact of instructional supervision on Students' academic performance in Rwandan community secondary schools. Thus, the findings related to students' academic performance, instructional supervision can influence students' academic performance like observing how well students are attending, coordinating the delivery of instructional support materials and effective performance in secondary schools located in Muhanga district.

Table 4 : The R square of instructional supervision and students' academic 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	.708 ^a	.501	.485	.85670	.501	31.570	5	98	.000

a. Predictors:(Constant), Meet with the teachers to go over the lesson you witnessed., Educating instructors on effective teaching methods

The table 4, indicates the influence of instructional supervision on effective students' academic performance. Where the findings presented that there is a high degree of correlation (r) of 0.708 and R square of 0. 501.It means that instructional supervision influences students' academic performance at 50.1 percent. This implies that instructional supervision plays a crucial role in enhancing academic outcomes. It suggests that when educators focus on providing structured and effective supervision, it can lead to a substantial improvement in students' learning and achievement. These results highlight the need for educational institutions to prioritize and invest in quality instructional supervision as a means to boost academic performance. The findings also open avenues for further research to explore specific aspects of instructional supervision that are most effective in improving student outcomes."

5.0 Summary of findings

The objective of this study focused on assessing the impact of instructional supervision on students' academic performance in selected public schools in Muhanga district in Rwanda. It was noted that there is a significance high degree of positive correlation between effective instructional supervision techniques and students' academic performance where Pearson coefficient of correlation shows the correlation (r) of 0.529 with p-value=0.000<0.01. The findings underscore the significant role of instructional supervision in shaping students' academic performance. This suggests that the presence and quality of instructional supervision are key factors in determining how well students perform academically. It implies that when educators are actively involved in

supervising and guiding students, it can lead to noticeable improvements in learning outcomes. This insight is crucial for educational institutions, as it highlights the importance of investing in and prioritizing effective instructional supervision strategies. Moreover, these results encourage further exploration into how different methods of supervision can specifically influence student achievement, potentially leading to more targeted and effective educational practices."

6.0 Conclusion

The study concludes that the performance rates in history subject's exams, attendance rates and graduation rates are the indicators of students' academic performance. Poor implementation of instructional supervision techniques leads to poor academic performance as indicated by respondents. The findings highlight a critical link between instructional supervision and student success, implying that the role of educators extends beyond traditional teaching. Effective supervision, as suggested by these results, is a key component in fostering an environment conducive to learning. This insight stresses the importance of developing comprehensive supervision strategies that not only monitor academic progress but also address diverse learning needs and styles. It implies a shift towards more personalized and adaptive educational approaches, where supervision is tailored to individual student requirements. Consequently, this could lead to a more inclusive and supportive educational system, where every student receives the attention and guidance needed to achieve their full potential.

7.0 Recommendations

The study recommends that to improve students' academic performance in Rwanda's secondary schools, several strategic actions should be undertaken. First, the Ministry of Education is encouraged to supply educational facilities to these schools, as this is crucial for fostering an environment that supports learning and academic achievement. Second, educational planners are advised to establish effective systems to enhance students' academic performance, emphasizing the need for effective implementation of instructional supervision. Lastly, the role of school head teachers is highlighted. They should reinforce the implementation of instructional supervision and ensure adherence to the recommended strategies, thereby contributing to the improvement of students' academic performance. The researcher suggests that further research can be done to examine the instructional supervision on students' academic performance in selected secondary schools in Rwanda so as to come up with comparative analysis.

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