



EFFECT OF HEAD TEACHERS' INSTRUCTIONAL SUPERVISION PRACTICES ON TEACHERS' COMPETENCES IN UPPER SECONDARY SCHOOLS. A CASE OF NYABIHU DISTRICT, RWANDA.

¹Charles Nkurunziza, ²Dr. Andala, Hesbon Opiyo, PhD,

¹, School of Education, Mount Kenya University
Kigali, Rwanda

²School of Education, Mount Kenya University
Kigali, Rwanda

Abstract: The general purpose of the study was to find out the effect of head teachers' instructional supervision practices on teachers' competences in upper public secondary schools in Nyabihu district. To this end, the study sought To identify head teachers instructional supervision practices in upper public secondary school in Nyabihu district, To analyze teachers' competences in upper public secondary schools that are due to instructional supervision practices in Nyabihu district. and to establish the relationship between instructional supervision practices and teachers' competences. The study used mixed research design where convergent parallel mixed research design was adopted. The target population was 130 including 120 teachers and 10 head teachers. A sample of 92 teachers was selected using simple random sampling and head teachers were included in the study purposively. Questionnaire was used to collect data from teachers and semi structured interview was used to collect data from head teachers. Descriptive statistics such as mean and standard deviation were used to describe the practices of instructional and teachers' professional practices and coefficient correlation was used to establish the relationship between instructional supervision practices and teachers' competences. Thematic analysis was used for qualitative data. The findings were presented in tables and texts. The findings from data analysis revealed that there were less practices of instructional supervision, the overall mean scores of pre- observation conference (M=2.27,SD= 1.08) revealed that practices related to pre-observation conference were done rarely by head teachers, the overall mean scores of classroom observation(M=2.19,SD=1.15) revealed that practices related to classroom observation were done rarely by head teachers, and the overall mean scores(M=2.52,SD= 1.13) revealed that practices related to post-observation conference were done sometimes by head teachers. The findings from data analysis were also revealed that teachers' competences were less done by teachers. It was revealed that there was positive significant relationship between instructional supervision practices and teachers' competences. Considering the objectives and research questions of the study, the discussion of findings, it is evident that some practices related to supervision of instruction and professional practices were done adequately while others were not done adequately in upper public secondary schools in Nyabihu district . Also, the correlation coefficient revealed that practices related to instructional supervision significantly explain the teachers' competences. It is recommended that policy makers should enhance the capacity of school leaders in order to improve instructional supervision practices. It is also recommended that educational officials should ensure the practices of instructional supervision at school level. Future researchers to carry out a similar research in other districts beyond Nyabihu district or even in private secondary schools to find out the effect of head teachers' instructional supervision on teachers' competences.

Key words: head teacher's instructional supervision practices: teacher's competences.

CHAPTER ONE: INTRODUCTION

1. O: Introduction

Instructional supervision plays a crucial role in enhancing the quality of education by supporting teachers' instructional competences. Tesfaw and Hofman (2014) define instructional supervision as observation conducted by school principals and appointed supervisors to assist and mentor teachers. Effective instructional supervision supports teachers in delivering high-quality instruction, enhancing their instructional competences (Aaronson et al., 2007; Servet, 2011; UNESCO, 2012). Ginsberg (2003) and Card (2006) identify indicators of effective instructional supervision, including supervisory practices, human relations, and the utilization of supervisors' reports and recommendations by stakeholders. Zepeda (2010) describes instructional supervision as continuous assessment aimed at promoting professional practices and growth in a collaborative environment. This includes two basic types: portfolio supervision and formal/informal classroom observations. Formal observations involve pre- and

post-observation conferences, while informal observations provide insight into teaching strategies. Portfolio supervision entails examining teachers' materials to enhance instruction (Zepeda, 2010). Instructional supervision serves to encourage teachers to improve their instruction and accelerate the teaching and learning process (Modebelu, 2008; Rosa & Amaral, 2014). In Nigeria, head teachers assist teachers by selecting teaching strategies, motivating them, checking lesson plans, observing classroom instruction, and monitoring student progress (Afolabi & Loto, 2008). Closer, regular supervision is essential, as evidenced by findings in Kenya (Kirui, 2012). It was found that in Kenya, a school head's professional background significantly affects supervisory instruction since it raises teacher effectiveness (Kirui, 2012). Mwiria (2014) found that head teachers with less than five years of administrative experience are more likely to have trouble handling the issues in their schools. People acquire the knowledge and skills needed to perform satisfactorily in the workplace through long-term employment and education, but Simbano (2013) discovered that teachers in Arusha Municipality, Tanzania, were afraid of supervision because it might lead to disciplinary action if they did not meet performance standards. In Rwanda, peer review at the province level and instructional monitoring at the school level are both handled by the head teacher (Ntirandekura, 2019). In order to achieve lively results that will effectively contribute to the development of the nation, this necessitates an efficient instructional supervision of teachers. Such results will lead to high academic accomplishment levels, which call for the instillation of the proper types of skills, attitudes, knowledge, and ideals in the pupils to enable them to effectively and efficiently serve their society. However, some teachers fear supervision due to potential disciplinary action, hindering creativity (Simbano, 2013). Teachers' views on instructional supervision can impact students' education positively or negatively (Ntirandekura, 2019). To achieve desired educational outcomes, efficient instructional supervision is essential, fostering high academic achievement levels and instilling necessary skills, attitudes, and knowledge in students (MINEDUC, 2013).

1.1. Specific objectives:

The following are specific objectives guided the study:

- (i) To identify head teachers instructional supervision practices in upper public secondary school in Nyabihu district.
- (ii) To analyse teachers' competences in upper public secondary schools that are due to instructional supervision practices in Nyabihu district.
- (iii) To establish the relationship between instructional supervision practices and teachers' competences in upper public secondary schools in Nyabihu district.

2.0 Review of related Literature

2.1 Empirical Review

This section discusses the findings of relevant studies

2.2.1. Instructional Supervision and teacher's competence.

The study conducted at the University of Calabar by Sule et al. (2015) focused on instructional supervision's impact on teachers' performance, involving four head teachers and 235 respondents. Findings revealed a positive correlation between instructional supervision approaches and teachers' performance, emphasizing the significance of consistent and effective supervision. It was suggested that immediate action be taken to implement structured instructional oversight, with workshops and training sessions for head teachers recommended to enhance their understanding and execution of effective supervision practices. In a study by Robina David Madriaga (2014) at Saint Theresa International College in Thailand, 118 Thai teachers participated to examine the effects of instructional supervision on teachers' competencies. Results indicated a notable impact on teachers' commitment, particularly in the areas of "Assistance and Support" and "Leadership Skills." However, other components of instructional supervision showed less significance in influencing teachers' organizational commitment to their professional competences. Musungu and Nasongo (2008) conducted research in Kenya's Vihiga sub-County to explore how school administrators' oversight affected students' attainment of secondary education credentials. Findings highlighted the emphasis placed by school leaders on reviewing pedagogical documents, yet challenges such as prioritizing paperwork over practical teaching hindered effective supervision. Further insights from Ntirandekura' research in Rwanda (2019) indicated that head teachers face obstacles in carrying out instructional oversight, including teachers' unfavorable attitudes and inadequate comprehension of its importance. Educating teachers about the benefits of instructional management emerged as a crucial strategy to enhance classroom practices. In summary, these studies underscore the importance of structured and consistent instructional supervision in improving teachers' performance and enhancing classroom practices, while also highlighting the challenges and suggested strategies for effective implementation in diverse educational contexts.

2.2.2. Relationship between Instructional Supervision and teachers' competences

The research conducted by Beaver (2002) highlighted the lack of effective supervision in schools, with participants skewing the supervision process. Okumbe (2007) emphasized the importance of monitoring as a tool in school administration to support licensed, experienced teachers and enhance student learning. Similarly, Esudu (2010) found a lack of instructional oversight in Tanzanian schools, suggesting a need for ongoing training and supervision. Bentley's studies (2005) underscored the necessity of instructional supervisors being well-informed about the subject matter they oversee, supported by Okumbe's (2007) research. Zepeda (2013) argued for supervisors to be accessible and foster supportive relationships among staff members, encouraging collaboration and knowledge-sharing. Supervisors play a crucial role in motivating teachers and promoting professional growth by adapting their approach based on teachers' age, experience, and learning environment. However, the impact of supervision on teachers' job performance was not explicitly examined in the studies mentioned. In conclusion, effective supervision by school administrators can significantly influence teachers' work performance by providing support, encouragement, and opportunities for professional development. While various studies highlight the importance of supervision, further research is needed to explore its direct impact on teachers' job performance.

2.2 Theoretical literature

2.1.2. Models of instructional supervision

Jerry G Gebhand (2014) describes five models of instructional supervision. These are: directive model, alternative model, collaborative model, non-directive model and creative model.

Directive model of instructional supervision: In this model the educators were demonstrated the best teaching approach that should be used in the classroom and then after supervisor come to evaluated if the implementation is done when delivering curriculum content to students. The problem behind this model is that there is no evidence that shows that demonstrated approach is the best than others. This can hinder the creativity and innovation for teachers during instructional process.

Alternative instructional supervision model: Within this model the supervisor has the role of suggesting various alternatives regarding to what teacher has done in the classroom during instruction. Freeman (2012) stated that alternative model for instructional supervision help the teachers to improve their teaching practices because supervisor don't have favoritism and judgment by knowing that the teaching approach used by educator is one possibility. No pressure that can be put over teachers to use one method which is considered to be the best, instead they are encouraged to consider another possibility. When teachers are given alternative of understanding the effects of what they do in classroom, they can gradually become good at their teaching profession.

Collaborative instructional supervision model: In this model supervisor and teacher work collaboratively by sharing information about any decisions regarding professional practice in the classroom. Cogan (2013) said that teaching is like solving a problem which obliges the supervisor and teacher to share ideas. The supervisor and the educator collaborate so as to find solutions of the problems occurred during teaching and learning process. Through the collaboration, supervisor can set hypothesis, make experiment, and ensure implementation of the strategies they consider as appropriate to solve identified problem.

Non- directive instructional supervision model: In this model the supervisor let the teacher express his or her own problem in classroom setting and come up with the solutions to teaching problems. The role of supervisor is to explain ideas for the teacher and seek reasonable justification from the teacher.

Creative instructional supervision model: In this model the teacher and the supervisor become creative in searching the solutions to the problems arisen in the classroom during instruction. The creativity can be combination of models,

2.1.3. Practices of instructional supervision

According to Charlotte Danielson (2013) the instructional supervision comprises of three conferences: the pre-observation, the post-observation, and the classroom observation. These steps were emphasized also by Glickman and Ross-Gordon (2014).

Pre-observation conference: At this dimension the supervisor and the teacher collaborate and set the goal and the method of observation to be used. It creates a ground for both the instructor and the supervisor in establishing relationship based on shared expectation and esteem. The instructor and the supervisor gain the chance to interact freely as individuals who shared professional task.(Glickman et.al, 1998). In this regard, teacher and supervisor have much chance in discussing and establishing guidelines before undertaking lesson observation

Classroom observation: The main target of classroom observation is to get realities about the objectivity of the lesson in order supervisor and the teachers adjust the lesson as good as possible (Goldhammer&Anderson, 1993). The aim of classroom observation for the teacher is to teach the lesson with good methodology and the supervisor make documentation about the lesson as precisely as possible. Researchers stressed that classroom observation is very important which enabled to recognize realities of the classroom and attain high standards of adequate teaching methodologies. Murphy (2013) highlights different classroom aspects that can be explored during lesson observation. For example, it provides an occasion for administrator to evaluate teaching methodology, abilities of classroom arrangement and other different features of instruction that are not easy to find by using other evaluation procedures. It is the best way of helping teachers to reflect on pedagogical practices by discovering their strengths and weaknesses. According to Mackey& Gass, 2005), the instructional supervisor must avoid sitting where he /she can interrupt classroom movement. The instructional supervisor should write down events observed in the classroom when instruction is taking place. It is also good to note how teachers deal with disruptive behaviors and record how they reinforce desired behaviors occurred.

Post- observation conference: Post- observation conference takes place in order to share the observation results and analysis, interpret the meaning of results, and provide a plan for instructional enhancement (Glickman et al., 2014). Supervisor meets the teacher armed with well completed form used during observation. The teacher is allowed to talk about and reflect on what was captured in classroom. It provides ground for the supervisor to have deep understanding of the lesson and ask questions in order to have clarification of what have been observed. It also gives teachers opportunities to ask for suggestions and clarification about the lesson taught. During this stage teacher gets time for reflection, review, constructive feedback, and reinforcement. It deals with the reality of the teacher when he /she were in the classroom. According to Murphy (2013) post- observation conference creates an opportunity where teacher and supervisor sit and discuss the classroom observation cases, with intention of discovering areas for enhancement, and developing working strategies for future improvement. Various studies revealed that instructors are likely to adjust their instructional practices discussing with supervisor.

2.3. Conceptual framework

This conceptual framework illustrates how independent and dependent variables are related to one another. The independent variable is instructional supervision while dependent variable is teachers' competence.

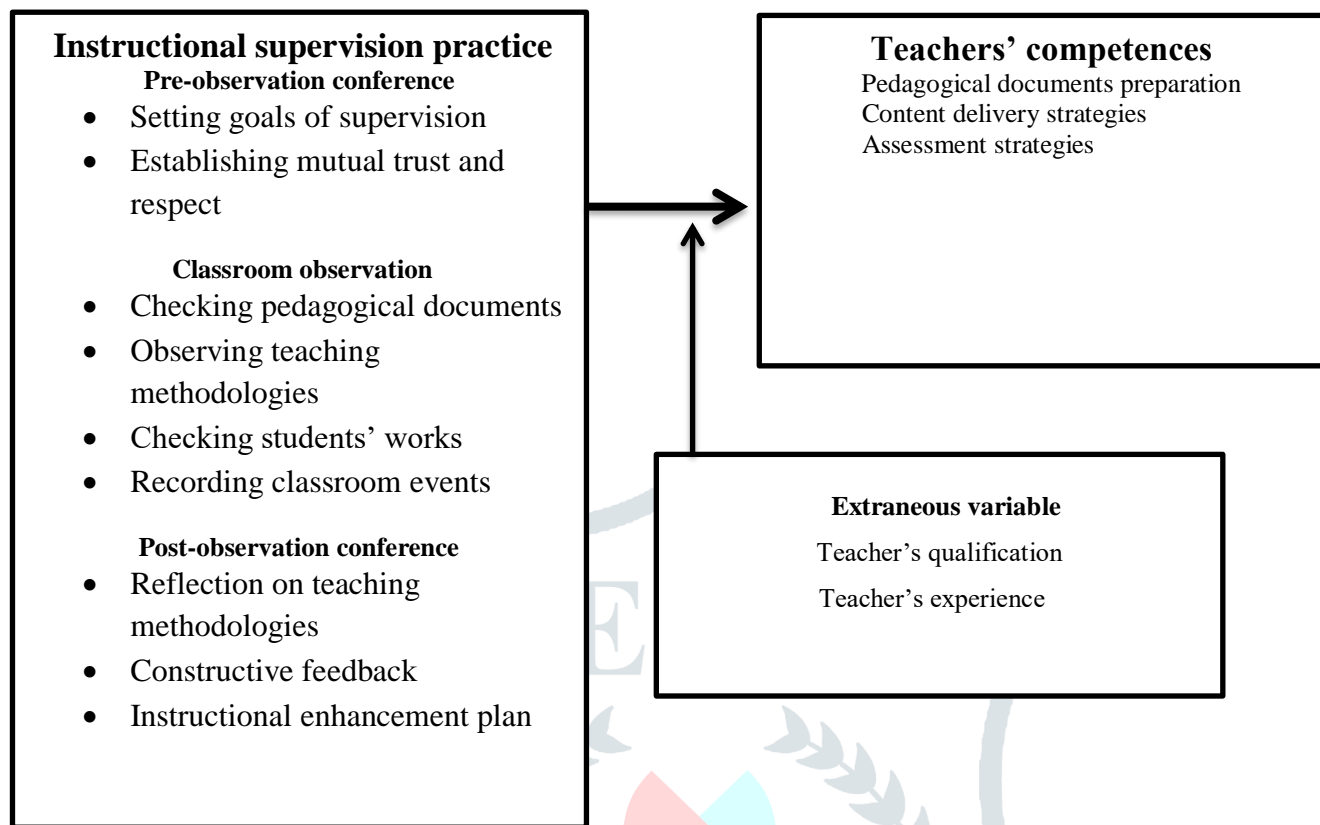


Figure 2. 1: The Conceptual Framework

3.0: Research methodology

The study employed mixed research design where convergent parallel mixed research design was used. According to Creswell, J. (2012), a mixed research design is a process for gathering, examining, and mixing both quantitative and qualitative research and methods in one study in order to examine well the research problem. In convergent parallel, quantitative and qualitative data are gathered concurrently and analyzed distinctly. In this study, the use of convergent mixed research helped the researcher to find out how head teachers' instructional supervision influence teachers' competences in upper public secondary schools of Nyabihu district .

3.1. Target Population

A resident is a grouping of items, occurrences or people with some shared characteristics that researchers are interested in perusing. It can also be defined as a group of categories of human being, animals and other things that have one or more traits in common (Bathacharjee,2012). The target population for this study was all head teachers of upper public secondary schools and all teachers in upper public secondary schools in Nyabihu district. The head teachers were targeted because they are responsible for conducting instructional supervision. So, they were right persons to provide information related to practice of instructional supervision. Teachers were targeted because they were responsible for performing competences and also provide information related to instructional supervision practice. There are ten (10) head teachers and one hundred twenty (120) teachers in upper public secondary schools in Nyabihu district. The Yamane simplified formula will be used to determine the sample size:

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

Wherever:

- Number of observations is n
- N is the census- taking
- e is the level of accuracy (0.05)
- Sample calculation for teachers using Yamane simplified formula is as below:

$$\begin{aligned} \text{sample size} &= \frac{120}{1 + 120 \times (0.05)^2} \\ &= \frac{120}{1 + (120 \times 0.0025)} \end{aligned}$$

$$= 92 \text{ teachers}$$

Simple random sampling techniques will be used to select 92teachers from a total population of 120 teachers; Census will be applied to determine the 10 head teachers from the total population in the 30 secondary schools in Nyabihu district, Rwanda. A sample size for the head teachers will be not calculated since the total number of head teachers was considered minimal.

3.3 Data collection Methods and Analysis [procedures]

The research employed a structured questionnaire comprising closed-ended questions aligned with the study's objectives to gather data from teachers on instructional supervision practices. Additionally, a semi-structured interview was conducted with open-ended questions aimed at exploring the same topic in depth. The interview process involved scheduling appointments with head teachers for smooth conduct. Probing techniques were utilized during interviews to elicit comprehensive responses. Data collection utilized personal administration with a collection after a time interval approach, ensuring completeness. Collected data underwent cleaning, coding, and recording procedures. Quantitative data were analyzed using descriptive statistics such as means, standard deviations, and correlation coefficients to discern relationships between instructional supervision practices and teachers' competences. Presentation of findings employed tables, bar charts, and graphs for clarity. Qualitative data underwent thematic analysis and were integrated into the textual presentation. SPSS Version 21 facilitated relevant statistical analyses, with inferential statistics applied to test research hypotheses. Results were comprehensively addressed vis-à-vis the study's objectives and questions, enhancing understanding through visual representations and statistical analysis.

4.0 Research Findings and discussion

4.1. Instructional supervision practices in upper public secondary schools in Nyabihu district

According to Charlotte Danielson (2013) the instructional supervision comprises of three conferences: the pre-observation, the post-observation, and the classroom observation. These steps were emphasized also by Glickman and Ross-Gordon (2014).

Table 4. 1: Mean and standard deviation of pre-observation conference practices

Items	N	Min	Max	Mean	SD
Informing the time of supervision	92	1	5	1.56	0.60
Creating positive environment	92	1	5	2.66	1.65
Clarifying the purpose of supervision	92	1	5	2.77	1.32
Discussing the teaching methodology to be used	92	1	5	2.22	0.89
Planning how classroom events will be recorded	92	1	5	2.40	0.97
Planning how we will discuss classroom events	92	1	5	2.82	1.34
Informing the procedures of getting feedback	92	1	5	1.52	0.80
Overall mean scores				2.27	1.08

Source: Survey Data (2024)

Table 4.2 indicates that practices related to pre- observation conference were done differently. Referring to their mean, practices which were done sometimes include creating positive environment (M= 2.66, SD=1.65), clarifying the purpose of supervision (M=2.77, SD=1.32), and planning how classroom events will be discussed (M=2.82, SD= 1.34).The standard deviations imply that that there is high variability in teachers' responses when they were rating head teachers' instructional supervision practices. On the other hand, practices which were rarely done are informing the procedures of getting feedback from supervision (M=1.52, SD=0.80), discussing the teaching methodology to be used (M=2.22, SD= 0.89), and planning how classroom events will be recorded (M=2.40, SD= 0.97). The standard deviations imply that there was homogeneity in teachers' responses when they were rating head teachers' practices in instructional supervision. In addition to this, the overall mean scores (M=2.27, SD=1.08) indicates that the practices related to pre-observation conference were done rarely and the standard deviation means that there was heterogeneity in teachers' responses when they were rating head teachers' practices in instructional supervision. During the interview the majority of head teachers confirmed these findings by reporting that they rarely conducted pre-observation conference. For example one highlighted that: "It is not very easy for me to conduct conference before classroom observation due to many administrative tasks I am supposed to perform in my school. I only communicate the teachers the time of being supervised. Despite my tasks assigned to me, I try my best to supervise teachers" Generally, we can observe that practices related to pre-observation conference were less done by school leaders. These findings are too different from those of study conducted by Ross-Gordon (2014) which revealed that the school leaders' practices during pre-observation conference are of great importance for the smooth running of instructional supervision because it is the right time to teacher and supervisor to set the objective, methods of observation to be used, and meet to establish a relationship of mutual trust and respect.

Table 4. 2: Mean and standard deviation of class room observation practices

Items	N	Min	Max	Mean	SD
Checking all pedagogical documents	92	1	5	2.84	1.69
Putting attention on teaching methodology	92	1	5	2.22	1.12
Checking the students' works	92	1	5	2.59	1.47
Recording classroom events when I am teaching	92	1	5	1.82	0.68
Taking enough time for classroom observation	92	1	5	1.50	0.79
Overall mean scores				2.19	1.15

Source: Survey Data (2024)

Table 4.3 indicates that practices related to classroom observation were done differently. Referring to their mean, the practices which were sometimes are checking all pedagogical documents (M=2.84, SD= 1.69), and Checking the students' works (M= 2.59, SD=1.47). The standard deviations indicate that there was heterogeneity in teachers' responses when they were rating head teachers' practices in instructional supervision. On the other hand, putting attention on teaching methodology (M=2.22, SD=1.12), and taking enough time for classroom observation (M=1.50, SD=0.79). The standard deviations imply that there was high variability and low variability respectively in teachers' responses when they were rating head teachers' practices in

instructional supervision. Furthermore, the overall mean scores ($M=2.29$, $SD= 1.15$) indicates that the practices related to classroom observation were rarely done by head teachers. The great number of head teachers interviewed reported that they conducted classroom observation as a part of instructional supervision but they did not go in many details due to different circumstances. For instance, one head teacher reported that:“ During supervision period I attend the classroom of the teacher who must be supervised but I don't put my attention on all aspects of teaching and learning process. I prefer to focus on teaching methodology, classroom management and checking students' works. I do this because of shortage of time compared to number of teachers whom I must supervised” These findings are contradicted with those of the study conducted by Murphy (2013) where classroom observation was revealed to be valuable tool used to gather all realities of the classroom. For example, he claimed that well conducted classroom observation helps school leader to assess teachers' teaching methodology, classroom management strategies, and features that cannot be discovered. In the same vein, the findings of study by Farrel's (2011) revealed that classroom observation is the best way of getting information which helps school leaders to give time of reflecting on their own practices.

Table 4. 3: Mean and standard deviation of post-observation conference practices

Items	N	Min	Max	Mean	SD
Searching for good place to discuss classroom events	92	1	5	1.85	0.70
Giving feedback immediately after supervision	92	1	5	1.56	0.92
Starting on the strong area	92	1	5	2.84	1.47
Highlighting areas that need improvement	92	1	5	4.57	1.69
Taking enough time discussing classroom events	92	1	5	1.81	0.88
Overall mean scores				2.52	1.13

Source: Survey Data (2024)

Table 4.4 indicates that the practices related to post- observation conference were performed differently. Considering their mean, highlighting areas that need improvement ($M=4.57$, $SD= 1.69$) was done always by head teachers. Starting on the strong area while giving feedback ($M=2.84$, $SD=1.47$) was done sometimes by head teachers. On the other side, the practices which were rarely done by head teachers include searching for good place to discuss classroom events ($M= 1.85$, $SD=0.70$), giving feedback immediately after supervision ($M=1.56$, $SD=0.92$), taking enough time discussing classroom events ($M= 1.81$, $SD=0.88$). The standard deviations imply that there was homogeneity in teachers' responses when rating head teachers' practices in instructional supervision. Additionally, the overall mean scores ($M= 2.52$, $SD= 1.13$) indicates that practices related to post-observation conference were sometimes done. These findings were also confirmed by the interviewed head teachers. For example, one of the head teachers reported that:“After supervising teachers in the classroom, sometimes i organize the meeting in order to discuss the key events observed in the classroom during supervision. We discuss various classroom events such as the use methodology, techniques in classroom management, use of assessment strategies and then after teachers are given time to reflect on their teaching and learning process. These findings contradicted with those of study conducted by Reece (2014) which revealed that post observation conference provides ground where teacher and supervisor discuss classroom events by targeting areas for improvement and developing plan for instructional support. Similarly, the study conducted by Mette et al. (2015) revealed that post observation conference helps teachers to get constructive feedback that make them professional teachers.

Table 4. 4: Teachers' competences

Items	N	Min	Max	Mean	SD
Preparing all pedagogical documents	92	1	5	2.50	1.19
Planning all lessons before teaching	92	1	5	3.48	1.50
Setting relevant instructional objective of each lesson	92	1	5	1.73	0.82
Preparing relevant teaching and learning materials	92	1	5	2.26	1.22
Planning effective teaching strategies	92	1	5	2.50	1.04
Using variety of assessment strategies	92	1	5	2.97	1.09
Ensuring positive management of student behavior	92	1	5	2.27	0.90
Creating conducive learning environment	92	1	5	2.12	0.71
Participating in professional development and growth	92	1	5	1.76	0.92
Communicating with families	92	1	5	2.01	0.84
Overall mean scores				2.36	1.02

Source: Survey Data (2024)

Table 4.5 indicates that teachers' competences were performed differently. Referring to their mean, the competences which were sometimes include preparing all pedagogical documents ($M=2.50$, $SD= 1.19$), planning all lessons before teaching ($M=3.48$, $SD=1.50$), planning effective teaching strategies ($M=2.50$, $SD=1.09$). The standard deviations imply that there was high variability in teachers' responses when rating their competences. On the other side, setting relevant instructional objective of each lesson ($M=1.73$, $SD= 0.82$), participating in professional development and growth ($M=1.76$, $SD=0.92$), preparing relevant teaching and learning materials ($M=2.26$, $SD= 1.22$), creating conducive learning environment ($M=2.12$, $SD= 0.71$), and communicating with families ($M=2.01$, $SD=0.84$). The standard deviations indicate that there was low variability in teachers' responses when rating their competences. These findings were also confirmed by head teachers who were interviewed where many of them reported that teachers don't perform all expected competences effectively. For example one head teacher highlighted that: “Especially during classroom visits, I get opportunity to explore all aspects which affect teaching and learning process including teachers who are able to perform well their competences. Some teachers perform effectively their competences

while others do not perform their competences effectively. I continue to advise them to perform well their competences effectively in order to affect student learning.”

Table 4. 5:Correlation between practices related to pre-observation conference and teachers’ competences

Pre-observation practices	Teachers’ competences	
	Correlation Coefficient	P-values
Informing the time of supervision	0.781	0.001
Creating positive environment	0.674	0.002
Clarifying the purpose of supervision	0.811	0.000
Discussing the teaching methodology to be used	0.657	0.002
Planning how classroom events will be recorded	0.722	0.000
Planning how classroom events will be discussed	0.891	0.000
Informing the procedures of getting feedback	0.769	0.001

Source: Survey Data (2024)

The table 4.6 indicates that the correlation between practices related to pre-observation conference and teachers’ competences are at different level. The practices that have strong positive correlation with teachers’ competences are informing the time if supervision($r=0.781$), clarifying the purpose of supervision($r=0.811$), planning how classroom events will be recorded($r=0.722$), planning how classroom events will be discussed($r = 0.891$), and informing the procedures of getting feedback($r= 0.769$). This implies that teachers, whose head teachers performed these practices, improve their competences than teachers whose head teachers do not perform these practices. On the other side, creating positive environment($r = 0.674$) and discussing the teaching methodology to be used($r = 0.657$) have positive moderate correlation with teachers’ competences. This means that the teachers whose head teachers perform these practices improve their competences moderately than those whose head teachers do not perform these practices.

Table 4.6: Correlation between practices related to class room observation and teachers’ competences

Classroom observation practices	Teachers’ competences	
	Correlation coefficient	P-values
Checking all pedagogical documents	0.723	0.001
Putting attention on teaching methodology	0.812	0.000
Checking students’ works	0.613	0.002
Recording classroom events when I am teaching	0.891	0.000
Taking enough time for classroom observation	0.779	0.003

Source: Survey Data (2024)

The table 4.7 indicates that the correlation between practices related to classroom observation and teachers’ competences are at different level. Checking all pedagogical documents($r =0.723$), putting attention on teaching methodology($r =0.812$), recording classroom events when teaching($r =0.891$), and taking enough time for classroom observation($r =0.779$) have strong positive correlation with teachers’ competences. This means that the teachers whose head teachers perform these practices are likely to improve their competences than those whose head teachers do not perform these practices. On the other side, checking students’ works ($r =0.613$) has moderate positive correlation with teachers’ competences.

Table 4.7: Correlation between practices related to post-observation conference and teachers’ competences

Pre-observation practices	Teachers’ competences	
	Correlation coefficient	P-values
Searching for good place to discuss classroom events	0.714	0.002
Giving feedback immediately after supervision	0.891	0.000
Starting on strong areas when giving feedback	0.734	0.002
Highlighting areas that need improvement	0.821	0.001
Taking enough time discussing classroom events	0.599	0.000

Source: Survey Data (2024)

The table 4.8 indicates that the correlation between practices related to post-observation conference and teachers’ competences are at different level. Searching for good place to discuss classroom events($r =0.714$), giving feedback immediately after supervision($r=0.891$), starting on strong areas when giving feedback($r=0.743$), and highlighting areas that need improvement($r=0.821$) have strong positive correlation with teachers’ competences. The implication for this is that the head teachers who perform these practices help the teachers improve their competences than the head teachers who do not perform these practices

5.0 Discussion

5.1. Instructional supervision practices

The findings of the instructional supervision practices were in accordance of practices related to pre-observation conference, practices related to classroom observation and practices related to post-observation conferences. During the pre-observation conference, the findings revealed that some practices were done sometimes by head teachers like creating positive environment

($M=2.66$, $SD=1.65$), clarifying the purpose of supervision ($M=2.77$, $SD=1.32$), and planning how the classroom events will be discussed ($M=2.82$, $SD=1.34$).

Regarding the practices related to classroom observation, the findings revealed that some practices were done by head teachers sometimes. Those practices are like checking all pedagogical documents ($M=2.84$, $SD=1.69$), and checking the students ($M=2.59$, $SD=1.47$). The findings revealed that during post-observation conference, the practices such as searching for good place to discuss classroom events ($M=1.85$, $SD=0.70$), giving feedback immediately after supervision ($M=1.56$, $SD=0.92$), taking enough time discussing classroom events ($M=1.81$, $SD=0.88$) were rarely done by head teachers while starting on the strong areas when giving feedback ($M=2.84$, $SD=1.47$) was done sometimes by head teachers.

5.2. Teachers' competences

The findings about teachers' competences revealed that preparing all pedagogical documents ($M=2.50$, $SD=1.19$), planning all lessons before teaching ($M=3.48$, $SD=1.50$), and planning effective teaching strategies ($M=2.50$, $SD=1.09$). Setting relevant instructional objective of each lesson ($M=1.73$, $SD=0.82$), participating in professional development and growth ($M=1.76$, $SD=0.92$), preparing relevant teaching and learning materials ($M=2.26$, $SD=1.22$), creating conducive learning environment ($M=2.12$, $SD=0.71$), and communicating with families ($M=2.01$, $SD=0.84$).

5.3. Relationship between instructional supervision practices and teachers' competences

The findings revealed that the practices related to pre-observation conference, classroom observation, and post-observation conference have positive correlation with teachers' competences. This means that the more head teachers perform these practices related to instructional supervision the more teachers improve their competences.

6.0. Conclusions and Recommendations

Considering the objectives and research questions of the study, the discussion of findings, it is evident that some practices related to supervision of instruction and professional practices were done adequately while others were not done adequately in upper public secondary schools in Nyabihu district. Also, the correlation coefficient revealed that practices related to instructional supervision significantly explain the teachers' competences. Also the findings of the study revealed that teachers perform various competences at different level. It was revealed that teachers perform competences such preparing all pedagogical documents, planning all lessons before teaching, setting relevant instructional objective of each lesson, preparing relevant teaching and learning materials, planning effective teaching strategies, and communicating with families. Finally the findings of the study, it is logical to conclude that there is positive correlation between instructional supervision practices and teachers' competences in upper secondary schools in Nyabihu district.

The following are recommendations regarding the results of the study: The Ministry of education should enhance the capacity of head teachers by equipping them the skills needed in conducting instructional supervision. This should be made through trainings, workshops, and seminars. The government through Rwanda Basic Education Board and National Examination and School Inspection Authority should monitor the quality of supervision of instruction done by head teachers at the school level. The educational officials like Sector Inspector Education, District Education Officers should visit schools regularly in order to get an insight into how instructional supervision is conducted at schools levels. Head teachers should make sure that the main objective of conducting instructional supervision is to help teachers' competences.

This study was conducted in public secondary schools to find out how instructional supervision affects teachers' competences. Similar studies should be conducted in primary schools in order to find out if the effects can be the same.

This study was conducted in public secondary schools. Therefore, similar study should be conducted in private schools to find out if the instructional supervision practices have the same influence on the professional practices of teachers.

This study is limited in Nyabihu district only. The same study can be carried out in the other districts or in the countrywide to determine if the effects of head teachers' instructional supervision practices on teachers' competences can provide similar results.

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