



## **INFLUENCE OF HEAD TEACHERS' INSTRUCTIONAL SUPERVISION PRACTICES ON TEACHERS' COMPETENCES IN PUBLIC PRIMARY SCHOOLS IN KICUKIRO DISTRICT**

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**Abstract:** This study aimed to determine how the instructional supervision practices of head teachers affected teachers' competences in Kicukiro district primary schools. The specific objectives of this study were (i) to identify the head teachers instructional supervision practice in primary school in Kicukiro District, (ii) to assess primary schools teachers' competence through head teacher's instructional supervision, and (iii) to determine the relationship between teacher competence in public primary schools in the Kicukiro district and the instructional supervision practice of the head teachers. System theory was served as the researcher's guides. 253 people from three selected Kicukiro District sectors 241 teachers and 12 head teachers were the target population. For the study, a descriptive survey design was employed. The Yamane formula was used to select 155 samples. During the research, the population was selected as the sample size using simple random sampling and purposeful selection. The researcher has handed out each and every questionnaire. The specific qualitative and qualitative approach used as well as the data's format influence the analysis's format. Data was gathered via teacher questionnaires and head teacher interview guides. The researcher has examined and interpreted the results after going to the field. Various educational stakeholders was offered recommendations and proposals in accordance. Using IBM/SPSS, quantitative data from a questionnaire was collected, examined, and tested. The information obtained through interviews was examined in light of the questionnaires. As results, for instructional supervision done by head teachers the results showed that 69.5% agreed that the principale provides code of conduct to teachers, 56% of respondents agreed that the principal creates and implements policies, and 54.6% said the rules they set aren't ever questioned, 72.9% agree that principal supervises teacher's work regularly, 62.7% agreed that their principal sets a good example of hardwork and 91% agreed that the principal helps teachers in their personal problems and about the primary teachers' competence the results showed that 71.5% agreed that they demonstrate to the students successful use of the the knowledge and skills through modelling, 73.5% agreed that they always evaluate students acquisition, 53,3% agreed that they provide remedial opportunities for acquiring the knowledge and skills, 86.4% agreed that they provide closure at the end of lesson, whereas 89% of respondents acknowledged that they always set success criteria, a

relationship between head teachers' instructional supervision and teachers' skills existed, with a coefficient of determination of 0.913, indicating a moderate correlation between teachers' competencies and the instructional supervision used by head teachers. As the recommendations firstly the Ministry of education would provide enough materials to the schools that tutors will use in teaching and learning activities and also design the ways of improving the competence of teachers through planned training. Second, The education planners should plan how education officers and inspectors involved in the monitoring of teachers competence in public primary schools through periodical ways. Lastly, the school leaders and charge of education at sectors and district levels should involve in supervision through classroom observation to ensure that teaching and learning activities done effectively to promote teachers performance and students achievement.

**Keywords:** instructional supervision, Teacher competences, Continuous Assessment, Pedagogical documents.

## 1. INTRODUCTION

From 1997, Rwandan educators have been the target of the most of the criticism for their inadequate work duties. National examines show students' weak academic performance. Fortunately a teacher's methods for ensuring that students comprehend the material being covered in class, assigning homework, summarizing lessons, keeping student behaviour, providing feedback, acting professionally, collaborating with parents, and developing lesson materials are just a few examples of aspects that can be utilized to evaluate a teacher's competence. According to Weller (2019), it is obvious that principals need policies for evaluating teachers and conducting classroom observations if they want to see the greatest performance from their staff. The perspective of instructional supervision has been used by several education specialists to explore this topic. In addition, Weller (2019) argues that when principals visit classrooms and assess teachers' competency as educators, competence of teachers' increases. According to Beyd (2014), instructional supervision enables supervisors to assess classroom procedures and provide suggestions to instructors regarding instructional measures. Weldy (2019), in a related manner, believes that if instructors provide their best efforts, success can always be assigned to the administrator.

However, there is still a lack of sufficient instructional oversight in the public primary schools in the Kicukiro region, where the head teachers can only visit a small number of classes each week as opposed to all of them where the school leader visits 49% of teachers per week (MinedUC's 2021 annual report). Many teachers complained that their bosses didn't have enough time to attend the classes and provide comments that would assist the context of improving their skills. Others claimed that head teachers did not have much time to give them feedback when they visited the classrooms due to these many teachers fail to fulfil their daily duties because they do not have enough skills and knowledge about how to complete their duties. Our research examined how head teacher instructional supervision practices, specifically in Kicukiro District, affected the competence of public primary teachers in order to address this problem.

### 1.1 Research Objectives

- i. To identify the head teachers instructional supervisory practices in primary school in Kicukiro District.

- ii. To assess primary schools teachers' competence through head teacher's instructional supervision.
- iii. To determine how the head teacher's instructional supervision practice and teacher competences in public primary schools of Kicukiro district relate to one another.

## **2. LITERATURE REVIEW**

### **2.1 Review of Empirical Studies**

In order to modify, enhance, or discover their teaching practices, educators must increase their knowledge and proficiency. Studies on teachers' competences typically place a greater focus on the duties that teachers have in the classroom than on their actual skills. According to research on school reform, improvements in teacher training, findings from educational science, and other fields, teachers' competencies have been increasing (Molgar 2016). As a result, there are more options available to teachers when working with kids. When managers and trainers get along well, teachers learn how to identify problems and solve them, and managers become more aware of what's happening in different courses. As a consequence, supervisors have more chances to reflect on their behaviour and emotions and may actively strive to enhance the learning settings.

Competence is defined as the capacity to utilize the appropriate set of knowledge, abilities, attitudes, and values to successfully execute a certain activity, according to the CBC teacher manual from 2013. Kimeu (2013) asserts that schools will perform well overall if head teachers carry out their obligation to oversee instruction. This should include looking through student books to make sure that lesson notes are written down, reviewed by subject teachers, assignments are noted and corrected, and the teacher is obviously present in class. The head teacher should regularly and irregularly connect with students and request their exercise books in order to make sure that students are frequently given work by their subject instructors and that their books are checked, marked, and corrected. He came to the conclusion that bad management was the downfall of many schools. Modern research has shown that a teacher's personality attributes work together to determine how he teaches and gains experience. a "excellent teacher" would possess a variety of traits that, schematically, can be categorized as follows: Personality traits, attitudes and beliefs, Pedagogical skills and knowledge.

Schools must have enough textbooks, workbooks, teaching aids, and qualified teachers in order to completely implement the curriculum as it has been officially prepared. A school's head teacher is responsible for overseeing the budgeting and resource allocation processes. The aim of the continuing process of management is to give educators feedback on their instruction to help them perform better (Beach & Reinhartz, 2014). The difficult job of supervising teachers contains a range of duties and responsibilities in order to accomplish the desired progress (Glickman, 2020). Here the head teachers try to accomplish the incomes well then provide the missing ones for the increasing of the teacher's competence even the students' performance.

The Head teacher is the most important role in the school, according to Kimeu (2019). He oversees the staff members responsible for the processes of teaching and learning and plays a vital role in the management of the institution. The head teacher is responsible for organizing all aspects of the school, such as the facilities, the staff, the curriculum, the teaching methods, extracurricular activities, etc. The efficacy of the school and the instructors' competences are both impacted by the Headmaster's abilities, skills, personality, and professional competence.

## **2.2. Theoretical Framework**

The theoretical framework consists of theories for instructional supervision and teacher competences and their connections with conceptualizations on instructional supervision and teacher competences, allowing us to first define each concept and understanding in order to enhance academic performance.

### **2.2.1 System Theory Ludwig Von Bertalanffy 1940**

Since schools are systems, the teaching and learning process as well as instructional supervision are understood as a throughput (process) that transforms inputs (students and teachers) into outputs (grandchildren with a variety of talents and attitudes). This study is thus informed by the System Theory. In order to have performing instructors, supervision of the teachers is also necessary, and it is considered a throughput. In schools, we also notice a connection between successful teachers and instructional monitoring, which is a sine plus non requirement for learning and teaching process. Realistically, every school has goals it wants to reach, and in order to do that, it must take into account all the factors involved in the process (throughput: instructional methods, instructional supervision, and outputs; inputs: students, instructors, and resources). Grandmothers (who have various abilities and attitudes) as interdependent.

## **3. RESEARCH METHODOLOGY**

In this investigation, we use the original data gathered from a sample of 148 teachers and 7 head teachers from Kicukiro district. This indicates that there are 155 total respondents in our sample. The study complied with the moral and ethical criteria of research by maintaining the respondents' identities in the strictest of confidence. Privacy was maintained by coding the surveys rather than writing the respondents' names on them. Before participating in the study, individuals were asked to verbally consent, and subject participation was completely voluntary. Information on what it meant to participate in the study, what was expected of them, the goals of the research, and their right to decline participation was provided to participants.

To gather the needed data, the study used a descriptive research approach. Data collecting methods included key informant interviews and questionnaires. Testing proved the reliability of the research instruments. Combining the two techniques utilizing secondary sources also resolved validity concerns by enabling cross-referencing and correcting contradictions in the tools. The data analysis was finished in three steps. First, a descriptive study approach was used to evaluate the characteristics of school leaders from a variety of socioeconomic and demographic backgrounds. These characteristics included districts, sex, education, years of experience, and age. Second, predictors of the training program for school leaders were created using binary logistic regression. Third, a Likert scale with five categories—Strongly Disagree, Disagree, Neutral, Agree, and Strongly Agree—was used to assess how much training school administrators receive to advance the growth of their institutions.

## **4. RESULTS AND DISCUSSION**

**Table 4.1 Perception of Teachers on Head Teachers' Instructional Supervisory Practices**

Statements	Strongly Disagree				Neutral		Agree		Strongly Agree	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
The principle provides code of conduct to teachers	19	12.8	25	16.8	1	0.6	78	52.7	25	16.8
The rules set by the principal are never questioned.	7	4.7	51	34.4	9	6	62	41.8	19	12.8
The Principal develops and implements policies	12	8.1	49	33.1	4	2.7	71	47.9	12	8.1
The Principal supervises teacher's work regularly.	9	6	31	20.9	0	0	60	40.5	48	32.4
The Principal sets a good example of hard work	19	12.8	32	21.6	4	2.7	58	39.1	35	23.6
The Principal helps teachers in their personal problems	8	5.4	4	2.7	1	0.6	78	52.7	57	38.5

**Source: Primary data (2023)**

Based on the information provided on table 4.4 as it specifies the ideas of teachers on the head teachers' instructional supervision practices where 69.5% agreed that the principal provides code of conduct to teachers, 56% of respondents agreed that the principal establishes and implements policies, and 54.6% said the regulations they set are never questioned, 72.9%, agree that principal supervises teacher's work regularly, 62.7% agreed that their principal sets a good example of hardwork and 91% of respondents said that the principal assists teachers with their personal issues. According to the findings, which support Oyekan's claim that head teachers' practices play a significant role in developing teachers, the main objective is to monitor the implementation of the curriculum and ensure the desired increase in teachers' capabilities, improve their conceptual knowledge and teaching skills, and provide them with support in their work to facilitate better performance in teachers' pedagogical practices and students' learning outcomes in the classroom. (2017). This statement highlighted the main function of school leaders in developing the competence of teachers where the school leader are the one to know how the curricular is implementing, increase the the capability of teachers through training like continuous professional development or other trainings. The schools leaders responses through interview showed that their

instructional practice contribute a big part in developing teachers' competences where some leaders said that teachers need many supports in order to fulfill his activities effectively.

#### 4.2 Head teachers' perception on instructional supervision practice and teachers' competences

6 (85.7%) head teachers said that they make instructional supervision everyday while 1(14.2%) said that he make instructional supervision every week. 3(50%) head teachers rated instructional supervision on average level, 2(28.5%) of head teachers rated instructional supervision on low level, while 2(28.5%) said that instructional supervision in on high level. On the question about how to improve head teachers' supervision of instruction, 4(57%) head teachers said that supervision should focus on the teachers who have low performance and new hired teachers, head teachers also said that supervision should be planned and communicated to teachers be applied. 2(43%) said that instructional supervision must be everyday to teachers so that they can get enough time to implement feedback. On assisting teachers to become more professional and enhancing their classroom instruction, 7(100%) head teachers said that teachers perform well while they have enough material and any other supporting materials that help them in their daily activity. And 7(100%) said that they supervise teachers frequently to see if they are teaching the correct lesson and if they are focussing on the pupils' needs.

**Table 4. 2 Relationship Between Head Teachers' Instructional Supervision Practices and Teachers' Practices**

		Teachers' competences
Head teachers' instructional supervision practices	Pearson Correlation	.898**
	Sig. (2-tailed)	.000
	N	155

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

#### Source: Primary Data (2023)

Results calculated using a statistical software and the Pearson Correlation Coefficient are shown in Table 4.7. The association between head teachers' instructional supervision practices and teachers' competences is shown by the Pearson Correlation Coefficient of 0.898 in SPSS. At the 2-tailed significance level of 0.01, this association is significant. The  $r^2$  correlation coefficient is  $0.913 \times 0.913$ , which is  $0.8335 \times 100$  or 83.35%. Final result: 83.35%, a moderate coefficient of determination. This indicates a moderate link between head teachers' practices of instructional supervision and teachers' competences and the association is moderate since other factors also affect how competent teachers become.

According to research by Gerumi (2014), there was a statistically very low correlation between head teachers' instructional supervision practices and teachers' competences, but there was a slight inverse relationship between teacher competences and student performance. According to research by Gerumi (2014), there was only a very small inverse association between teachers competence and student performance, however there was a statistically very low correlation between head

teachers' instructional supervision practices and instructors' competences. This means that always teachers need support and guidence to perform well their duties and develop their competences. According to Nambassa (2013), insufficient supervision and supervision result in poor teaching and learning in primary schools. In conclusion, the head teachers' instructional supervision practices have a major effect on the development of teachers' competences since effective performance comes from instructors who are well-directed in their activities.

## **5. CONCLUSION**

The study was done in order to find the the relationship between head teacher instructional practice and head teachers competences in public primary schools in Kicukiro district. There were 155 responders in all, divided into two categories: teachers (148) and head teachers (7). Regarding the study of the findings in chapter four, a conclusion was made. The first research question of the study was “ what are the instructional supervision practices used by the head teacher at Kicukiro District's primary schools? For respondant this research question the finding from the respondents highlighted that their head teachers used different practices where head teachers provide codes of conduct to teachers, develop and implement policies, supervises teachers’ work regularly, set a good example of hard work and to help teachers in their personal problems, all these practices used in the purpose of helping teacher develop their competences.

The statement was also strained basing on the second research question which was how the primary school teachers of Kicukiro assess their competences through head teachers’ instructional supervision?, the respondents gave their ideas on this question where most of them said that they evaluate students acquisition, provide remedial opportunities for acquiring the knowledge and skills, provide closure at the end of lesson, set criteria for success, demonstrate to the students successful use of the knowledge and skills through modelling.

Considering the relationship between teachers' competence and the head teacher's instructional supervision, which was the third question of this study. It was determined that head teachers' instructional supervision practices assist teachers in improving their conduct and behavior in the classroom and at school, help teachers advance their careers as teachers by helping them learn new classroom management techniques, assist teachers in finding motivation for and enjoyment of their work, and help teachers develop their teaching methods. Simply, the development of teachers' competence in Kicukiro district's public primary schools is greatly aided by head teachers' instructional supervision.

## **6. RECOMMENDATIONS**

The MINEDUC, educational planners, and other stakeholders are provided with the following recommendations in light of the discussion and conclusion. The Ministry of Education should develop strategies to increase teachers' competence through deliberate training as well as supply schools with an adequate amount of materials that will be used by teachers in teaching and learning activities.

The education planners should plan how education officers and inspectors involved in the monitoring of teachers competence in public primary schools through periodical ways. The school leaders and charge of education at sectors and district levels should involve in supervision through classroom observation to ensure that teaching and learning activities done effectively to promote teachers performance and students achievement.

The school leaders and teachers should know that instructional supervision is a good way that helps teachers to develop their competence and they have to plan and improve the way it has been done.

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