

THE ROLE OF SCHOOL LEADERS TRAINING PROGRAM IN IMPROVING SCHOOLS' DEVELOPMENT IN RWANDA

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Abstract: The purpose of this paper was to examine the role of school leaders training program in improving schools' development in Rwanda, specifically this paper analyzed the independent variables' indicators as the main source of information that are attending continuous professional development, attending capacity building, attending peer learning, participate in school leaders' induction training, participate in seminars and workshop. This study will be helpful to the multiple stakeholders involved in the education sector, including public institutions, decision-makers, district and provincial authorities, non-governmental organizations, policy-makers, education planners, head teachers, educators, parents, and learners. Education officials and school leaders themselves will understand their roles in planning and attending school leaders training as the one way of improving schools development. The research methodology for this study consists of a descriptive research design using both qualitative and quantitative approaches. Using Yamane's formula, a sample size of 121 school leaders and 260 teachers, or 381 respondents overall, was calculated. Both purposive sampling and simple random sampling were used. Results were analyzed in line with a specified objective. The study felt that 90.9% of school leaders strongly agreed that they participate and benefit from various skills in continuous professional development led by School Based Mentor (SBM) and sometimes they help SBM to train teachers. On this point 70.3% of teachers strongly agreed that their school leaders attend continuous professional development and sometimes help SBM to provide training to teachers, 94.2% of school leaders strongly agreed that they follow every training that takes place in their schools because they are sure that the training is useful for the teachers, and 63.8% of teachers strongly agreed on this point, 81.8% of school leaders strongly agreed that during seminars, workshops, they share ideas with other school leaders and gain strength, skills, knowledge and experience in leading a school that achieves development, 71% of school leaders strongly agreed that onboarding training is better than offboarding training, 82.6% of school leaders strongly agreed that training helps them to know how they can help teachers to improve their level of teaching, and 71.5% of teachers strongly agreed on that, 98.7% of school leaders strongly agreed that they believed that school development is based on good leadership, good governance and teamwork leading to success and 75.7% of teachers were strongly agreed. Therefore, it was shown that there is a relationship between school leaders training program in improving school's development since the r^2 correlation coefficient is 0.913×0.913 , which is 0.8335×100 or 83.35%. We would like to present a few

recommendations to education planners, policy makers, non-governmental organizations, partners and donors in education and others who work hand in hand with education in Rwanda to prepare a permanent way for school leaders to attend training if necessary, onboarding training can be used. Due to the fact that during the onboarding training, the trainees are able to focus on what they are learning and have time to discuss their opinions with others later in the day. Secondly, when training is being prepared, they first prepare the trainers in depth so that they can provide content that they themselves understand because it has been found that there are often trainers who do not understand what they are teaching. Thirdly, as it is evident that technology is accelerating human development, it is also evident that even in schools where it has arrived, school leaders would like to have special training related to technology in order to avoid being left behind and leaving their work at a low level. Finally, the government should be aware that fulfilling your commitments will take a lot of effort. As a result, there should be a way for educational institutions to get support for implementation to go effectively, as well as staff who are always on hand to check on implementation progress or to ensure that materials are used as requested.

***Keywords:* School leaders induction training, Continuous professional development, Peer learning, School development, Capacity building.**

1. INTRODUCTION

One of the most common reasons why children fail or school perform ineffectively is that the school leaders often do not have enough knowledge and skills of what the children are learning, and sometimes you find that there are school leaders who are not aware of what teachers are doing in their classrooms because of many responsibilities or not knowing how to use their time properly to plan their daily schedule. Considering an investigator's opinion in education, Macrata, (1999) said that a good leader is knowing that those he leads know what they are doing and are doing it well, and producing results that are visible to everyone. It follows that as long as the school leaders has sufficient knowledge of what his subordinates are doing without hindering his school, it produces better and better results.

School management is one of the most important factors that make a school work well and achieve sustainable development (Odura, 2006, Hohepa,2009). It implies that when you have a good planning and a good leadership in your school you constantly create a direction that leads to the development of your school. According to Neynam (2001), he said that good management is a process that leads to a continuous process and a process that is able to deal with small changes. This shows that the changes that are taking place in education these days should also focus more on the development of the school leaders than it was before. In spite of the fact that some school leaders have not been in the field of education for at least ten years, they are frequently the ones who deal with management problems because of the changes in education today. And others who have been in the field of education for a longer period of time but have not undergone extensive training to help them increase their management skills and improve their knowledge also face issues.

As stated by (Maurice 2012), he asserted that the more years a person spends at work, the more he sharpens his wisdom to work well. To mean that the years a person has been working gives him the experience to do his job well. Although, we believe that the knowledge we get in school but

the experience and training added to the knowledge you have, helps you achieve your success. In this century, as the years go by, the world is changing, so people don't value it properly, and that is what should help them deal with the changes that are happening now, we can say nothing because we don't stop the speed the world is moving but constant training. Due to the lack of research conducted to investigate the role of school leaders training program in improving schools' development in Rwanda and the lack of studies examining how school leaders gain knowledge and skills in school management, this study concentrated on the role of school leaders training program in improving schools' development in Rwanda.

1.1 Research Objectives

i. To find out the role of school leaders training program in improving schools' development in Rwanda.

2. LITERATURE REVIEW

2.1 Review of Empirical Studies

Training is defined as “a planned process for the purpose of changing attitudes, knowledge, skills or behaviors through learning experiences in order to achieve performance in an activity or a series of activities. Its objective, in the work context, is to develop the competencies of individuals and to meet the present and future needs of the organization” (Human Services Commission, 1981, p. 62 in Wilson, 1999, Page 4). In order to accomplish performance in an activity or a predetermined series of activities, Beardwell and Holden (2001) said that training is a structured process of changing attitudes, knowledge, skills, and behaviors via learning experiences. Its goal in a professional setting is to help people grow as people and to satisfy the organization's immediate and long-term needs. This definition says that training is an activity that is planned to change the employee's knowledge in addition to the experience and education the employee has.

Training is a long-term planned and continuous process to help the employee achieve the desired benefits. Many researchers have talked about training, according to Garry Dessler (1999) he said that training is the process of teaching new employees the basic skills they need to perform their job. Jack Halloran (2000) argued that training is the process of transmitting and receiving information related to problem solving. Based on the explanation provided by the researchers, we find that training helps employees improve their professionalism and this was confirmed by Edwin B. Flippo (2007) where he said that training is an activity that increases the knowledge and ability of employees to do their particular job. In order to achieve stable and sustainable results in your work, you must first know that your employees have the ability to do what you want, and know that they need more and better training that will help them improve their level in their daily work. An effective and successful leader is one who knows that his employees need to increase their knowledge in what they do and provides them with the means to receive additional knowledge that will help them in their continuous work (Anety,2013).

According to Johntan's (2018) study, it is advantageous that employees have the necessary training to be able to generate outcomes. He went on to explain that training is one thing, but implementation is another, and he advised trainers to focus on what the trainees needed rather than on their own benefits. He also advised trainers to be fully prepared to give the effective content to the trainees. In short, training is a very important thing in the daily life of an employee because it helps him/her to achieve the goals we want in a short time and the leaders are required to facilitate the employees by giving them what they need to improve their daily work if we really need good and fast development.

2.2. Theoretical Framework

This research adopted the theories that support the study which are System Theory and Social Learning Theory.

2.2.1 System Theory by Ludwig Von Bertalanffy 1940

Since the institutions (schools) are systems, the training process as well as supervision are understood as a throughput (process) that transforms inputs (employees) into outputs (products). This study is thus informed by the System Theory. This person said that if you want to be successful you must first think about two things which are the quality of the input and the output. It's common in the industry that we take the resources(input) and use them to produce the desired product(output), so if you hire a competent worker, he can give you the results you want. Let's see how we can connect this theory with school development.

As a school leader, the first thing you need to know is the ability of your staff before planning to produce them. You will know that your teachers are committed to doing what they do well by the time you visit them in their classrooms while they are teaching and observe how they teach and give them feedback; you can also find ways for them to receive regular training over a period of time when you find something they still need to know. There are some who think that paying an employee a good salary or even giving them a bonus is what makes them work well, no, this would be a big mistake, but the way the employee is treated can make him do his job well and produce satisfactory results. when an employee sees that he is not cared for by his employer whenever he is unhappy at work, he always thinks of all the possible ways he can use to change his job, so here school leaders are encouraged to take care of their teachers so that they will give you the results you want to achieve.

2.2.2 Social Learning Theory by Albert Bandura 1977

This theory highlights the role of social interactions in the learning process. school leaders and teachers with competencies rooted in social learning theory create supportive and collaborative learning environments where students can learn from each other and the teacher through modeling and observation (Bandura A.1977).

This theory has implications for the development of school leaders and teachers' competencies, as it highlights the role of modeling, feedback, and social reinforcement in shaping school leaders and teachers' behaviors, attitudes, and instructional practices. By applying the principles of Social Learning Theory, school leaders and teachers can continuously improve their competencies and

create a positive and effective learning environment for their students. Promoting social interactions, modeling, attending training and collaborative learning experiences can foster a strong professional community that facilitates the development of school leaders and teachers' competencies throughout their careers. This theory shows us that when there is interaction with others you can learn a lot, for example if school leaders go to a training in a certain place and meet another school leader at that time they will share ideas then there is mutual exchange.

2.3 Conceptual Framework

This study investigates how training for school leaders might enhance school development. This shows the interrelationship between two variables that are independent variables (School leaders training program) and dependent variables (Schools development). Therefore, this shows how independent variables indicators impact positively dependent variables indicators.

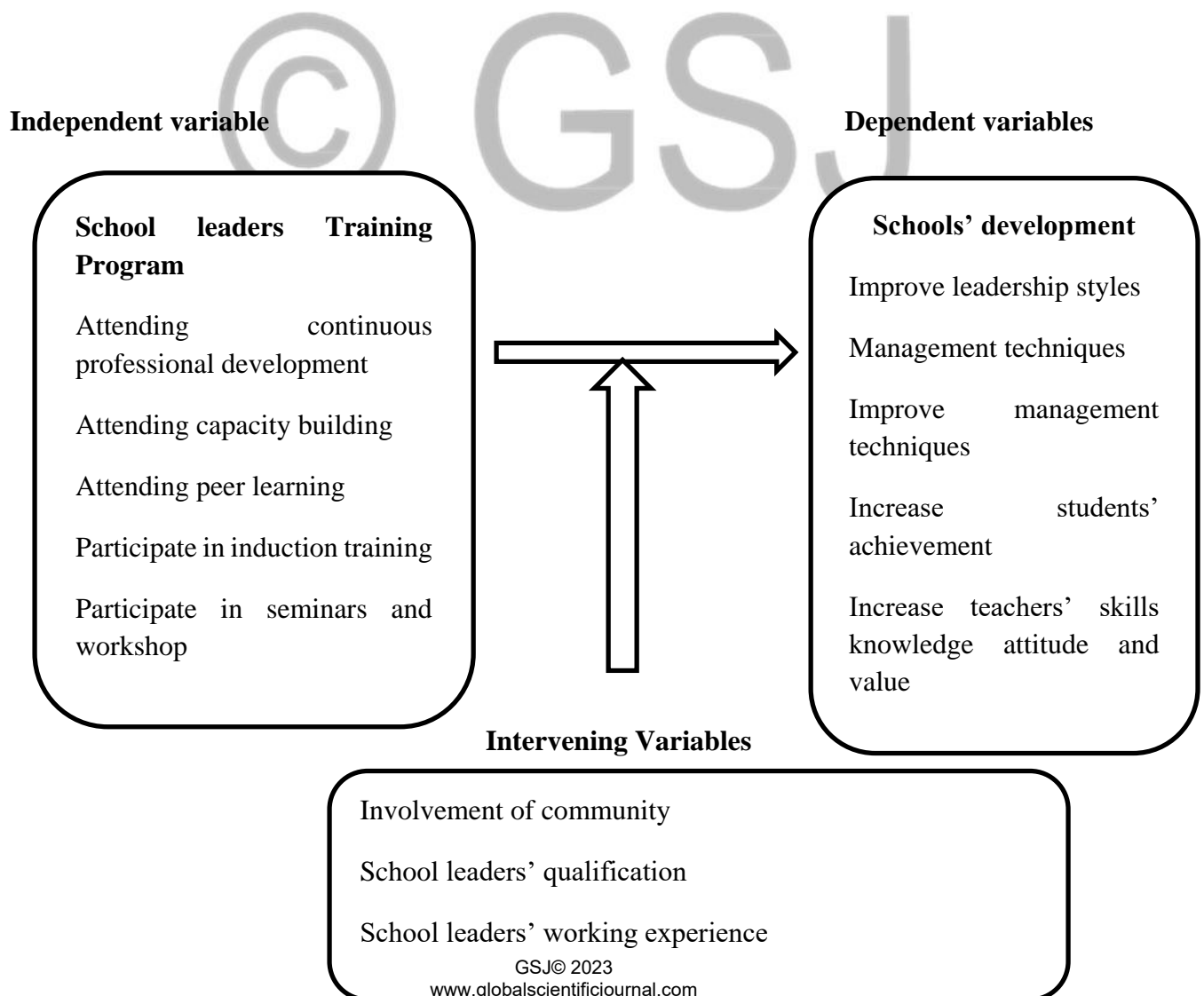


Figure 2.1 displays the relationship between the independent variable indicators and how they influence the dependent variable indicators. Here the school leaders training program as independent variables, the researcher investigates how the training program for school leaders influence the school development like improving leadership styles, management techniques, increase students' achievement, increase teachers' skills, knowledge, attitude and value.

3. RESEARCH METHODOLOGY

In this research, researcher make use of the original data collected from a sample of 121 school leaders and 260 teachers from several districts around the country, including Rutsiro, Rubavu, Ngororero, Nyabihu, Rulindo and Musanze. These school leaders are in two categories, the head teachers and the Deputy of studies, where we reached out to 91 head teachers and 30 deputy of studies who work in the area mentioned above. This means that our sample size is 381 respondents in total. By keeping the identity of the respondents as private as possible, the study met with the moral and ethical requirements of research. Instead of include people's names on the questionnaires, anonymity was preserved by coding them. Verbal agreement was obtained from subjects before to their involvement in the study, and subject participation was voluntary. Participants received information regarding what it meant to participate in the study, what was required of them, the objectives of the research, and their freedom to reject participation.

The study applied a descriptive research design to obtain the required data. Questionnaires and key informant interviews were used in data collection. The validity of the research tools was confirmed by testing. By enabling cross-referencing and addressing inconsistencies in the tools, combining the two methodologies using secondary sources also solved validity issues.

Three stages of data analysis were completed. First, a descriptive research design was conducted to examine the traits of school leaders across a wide range of socioeconomic and demographic backgrounds, including districts, sex, qualification, years of experience, and age. Second, binary logistic regression was used to construct predictors of the training program for school leaders. Third, using a Likert scale with 5 criteria that are Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree were used to see how school leaders receive training that helps them to improve their school development.

4. RESULTS AND DISCUSSION

4.1 The role of school leaders training program in improving schools' development

The role of training program for school leaders in improving schools' development were measured under attending continuous professional development, attending capacity building, attending peer learning, participate in school leaders' induction training. The respondents were asked questions that require them to respond by rating their opinions on a five scale namely: Strong Agree (SA) Agree(A), Neutral(N), Disagree(D) Strongly Disagree (SA). This coding was used through the remaining session in this report for clear presentation of tables.

Table 4.1 Perception of teachers on the role of school leaders training program in improving schools' development.

Statements	SD		D		N		A		SA		N	Total	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%		Mean	Sd
My school leader allow me to participate in continuous Professional development (CPD) every Wednesday and facilitate me to have all materials needed.	0	0	0	0	6	2.3	71	27.3	183	70.3	260	1.0121	.4032
My school leaders make a follow up to every training activity that takes place at my school.	0	0	2	0.7	1	0.3	91	35	166	63.8	260	1.121	.4231
My school leaders are involved in students' success.	1	0.3	0	0	6	2.3	83	31.9	170	65.3	260	1.292	.4231
I believe that training helps our school leaders knowing how to help us improve our level of teaching.	0	0	5	1.9	2	0.7	67	25.7	186	71.5	260	1.0001	.3321
I believe that school development is based on good leadership, good governance and teamwork leading to success.	0	0	0	0	0	0	63	24.2	197	75.7	260	1.0061	.4013
It is good that my school leaders are provided with regular training opportunities to gain knowledge in school management.	0	0	2	0.7	0	0	58	29.3	200	76.9	260	1.011	.3892

Source: Primary Data (2023)

Table 4.1 shows that the researcher based on the results from the respondents, it shows that 70.3% of teachers strongly agreed that their school leaders allow them to participate in Continuous professional development leading by SBM or school leader every Wednesday, and facilitate them to have all materials needed in continuous professional development, 63.8% of teachers strongly agreed that their school leaders make a follow up to every training activity that takes place in their schools, 65.3% of teachers strongly agreed that their school leaders involved in students success, 71.5% of teachers strongly agreed that they believed that training helps their school leaders in knowing how to help them improve their level of teaching, 75.7% of teachers strongly agreed that they believed that school development is based on good leadership, good governance and

teamwork leading to success while 76.9% of teachers strongly agreed that it is better that their school leaders are provided with regular training opportunities to gain knowledge in school management.

Table 4.2 Perception of school leaders on the role of school leaders training program in improving schools' development.

Statements	SD		D		N		A		SA		N	Total	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%		Mean	Sd
I participate and benefit from various skills in continuous professional development led by SBM and sometimes they help SBM to train teachers.	0	0	0	0	0	0	11	9.1	110	90.9	121	1.3978	.60763
that they follow every training that takes place in their schools because they are sure that the training is useful for the teachers	0	0	0	0	0	0	7	5.7	114	94.2	121	1.3971	.5721
During seminars, workshops, they share ideas with other school leaders and gain strength, skills, knowledge and experience in leading a school that achieves development.	0	0	0	0	2	1.6	20	16.5	99	81.8	121	1.3739	.5792
On boarding training is better than offboarding training.	0	0	7	5.7	1	0.8	31	25.6	86	71	121	1.4011	.60774
Training helps them to know how they can help teachers to improve their level of teaching.	0	0	1	0.8	6	4.9	14	11.5	100	82.6	121	1.3981	.5937
I believe that school development is based on good leadership, good governance And teamwork leading to success.	0	0	0	0	4	3.3	31	25.6	86	71	121	1.4016	.5995

Source: Primary Data (2023)

Researcher rely on the results from the respondents He find that 90.9% of school leaders strongly agreed that they participate and benefit from various skills in continuous professional development led by SBM and sometimes they help SBM to train teachers, 94.2% of school leaders strongly agreed that they follow every training that takes place in their schools because they are sure that the training is useful for the teachers, 81.8% of school leaders strongly agreed that during seminars, workshops, they share ideas with other school leaders and gain strength, skills, knowledge and

experience in leading a school that achieves development, 71% of school leaders strongly agreed that onboarding training is better than offboarding training, 96.6% of school leaders strongly agreed that training help them to know how they can help teachers to improve their level of teaching while 98,7% of school leaders strongly agreed that they believed that school development is based on good leadership, good governance and teamwork leading to success,

Table 4.3 Correlation between school leaders training program and schools’ development
School leaders’training program

		Schools’ Development
School leaders Training Program	Pearson Correlation	.898**
	Sig. (2-tailed)	000
	N	121

** 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 4.3. The association between school leaders training program and schools’ development 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 r2 correlation coefficient is 0.913×0.913 , which is 0.8335×100 or 83.35%. Final result is 83.35%, a moderate coefficient of determination. This indicates a moderate link between school leaders training program and schools’ development and the association is moderate since other factors also affect how school development become.

In order to make this clear, let's use the opinions of experts, for example, Thomson (2001) stated that something changes because of what it is, and that the changer is more powerful than the thing being changed. This idea of Thomson was also supported by Maulan (2016) where he said that the change has indicators that can be changed and the indicators are changed so that the change is being stable. This means that if you want to change or change something, you must first find all possible forces that will help you change what you want to change. Combining this with school development, Resercher find that school development needs many things to increase, so more efforts must be made to achieve school development.

If the indicators in the independent variables (attending continuous professional development, attending capacity building, attending peer learning, participate in school leaders’ induction training and participate in seminars and workshop) are used in a real way and also be given positive support they would cause changes in the indicators that are in the dependent variables (increase students achievement, increase teachers’ skills and knowledge, improving management and improving leadership styles). According to Stlolyn (1999) he said that there is a strong relationship between the converter and the target and he continued saying that the converter must have all the potential to change something to the level you want to achieve. Thus indicating that the independent variables have a significant role in changing the dependent variables, which is where we find the relationship mentioned by Stlolyn.

Let's see in an example how the independent variables' indicators would change the dependent variables' indicators, a school leader who has gone through continuous professional development will gain knowledge that will help him improve student achievement, when he also goes to capacity building and peer learning and he will learn from others what they do to improve the competence of their teachers, while also going to school leaders induction training and seminars and

workshops, he will share with other school leaders the life of their schools and explain to him how to improve leadership styles and management techniques.

5. CONCLUSION

It is readily apparent by the analysis and discussion of the information that the study objective has been achieved. In this study, school leaders think that training should be for everyone and focus on their daily work because nowadays training is an important factor that helps organizations/schools achieve their goals. Most of the organizations/schools have effective training methods that help them achieve their goals. The key objective of training is to improve teachers' (employees') competencies, which will ultimately make the organization (school) successful. The findings reveal that school leaders training program is based on attending continuous professional development, attending capacity building, attending peer learning, participate in school leaders' induction training and participate in seminars and workshops that have a great role in improving the development of the school where you will find children succeeding in school, teachers doing their job well, leadership styles adjust as well as management techniques vary.

6. RECOMMENDATIONS

This research aims to provide recommendations on how training for school leaders can be done to produce results in school development, and what school leaders would like to receive to improve their work.

We would like to give some suggestions to education planners, policy makers, non-governmental organizations, partners and donors in education and others who work hand in hand with education in Rwanda to prepare a permanent way for school leaders to attend training if necessary, onboarding training can be used. Due to the fact that during the onboarding training, the trainees are able to focus on what they are learning and have time to discuss their opinions with others later in the day.

Secondly, when training is being prepared, they first prepare the trainers in depth so that they can provide content that they themselves understand because it has been found that there are often trainers who do not understand what they are teaching the trainees.

Thirdly, as it is evident that technology is accelerating human development, it is also evident that even in schools where it has arrived, school leaders would like to have special training related to technology in order to avoid being left behind and leaving their work at a low level.

Finally, the government should be aware that fulfilling your commitments will take a lot of effort. As a result, there should be a way for educational institutions to get support for implementation to go effectively, as well as staff who are always on hand to check on implementation progress or to ensure that materials are used as requested.

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give it to us regardless of the many duties they have. I will always remember the kindness you have shown us. I want to express my thanks to the government of Rwanda for its efforts to support education at all levels and to mould us into accountable, self-sufficient, and successful people. I also take this opportunity to thank everyone who will read this paper and share this good news with others, which will lead to changes being made based on this topic. God Almighty bless you all in the name of the Jesus and the Holy Spirit.

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