

KIBOGORA POLYTECHNIC

FACULTY OF EDUCATION

DEPARTMENT OF HUMANITIES

**THE IMPACT OF INSTRUCTIONAL SUPERVISION ON
TEACHER'S PROFESSIONAL DEVELOPMENT IN NGORORERO
DISTRICT FROM 2018-2021.**

A Case of Kabaya sector in Ngororero district

Undergraduate thesis submitted in partial fulfillment of the requirements for the award of Bachelor's degree with honor in Geography and History with Education.

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Kibogora, August 2022

DECLARATION

DECLARATION BY THE CANDIDATE

We, UWIRINGIYIMANA Gaudence and NYIRARUGENDO Victoire, hereby declare that this is our own original work and not a duplication of any similar academic work. It has therefore not been previously or concurrently submitted for any other degree, diploma or other qualification to Kibogora Polytechnic or any other institution. All materials cited in this paper which are not our own have been duly acknowledged.

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Declaration by the supervisor

We declare that this work has been submitted for examination with my approval as KP Supervisor

Supervisor's name: Mr. BIHIMANA Donat (MBA)

Signed.....

Date...../...../.....

ABSTRACT

This study sought to investigate the impact of instructional supervision on teacher's professional development in Ngororero district. The main objective of our study was focused (1) To investigate the level of instructional supervision in Kabaya sector. (2) To examine approaches and techniques of instructional supervision of teachers used in Kabaya sector. (3) To evaluate the impact of instructional supervision on teacher's professional development in Ngororero district. In order to achieve these objectives, a sample size of 153 respondents was selected from 247 Kabaya sector teachers, leaders and cell leaders. Simple random sampling and purposive sampling techniques were adapted. Questionnaire and interview were used to collect information. Quantitative data from questionnaire was analysed using computer software called SPSS and Microsoft excel. The findings obtained related to the extent of instructional supervision of teachers per term represented by the rate of 58.8% are confirmed that between 1-4 times a term, between 5-8 times a term got 39.2%, while between 9-10 times a term got 1.9% therefore. This explains effective instructional supervision of teacher's which also positively influences teacher's alternative of development which resulted high performance in Kabaya sector. Other findings were related to the impact of instructional supervision on teacher's alternative of development in Kabaya sector from these school leaders' respondents you see that 72.2% confirm that instructional supervision of teachers improve academic performance while increase quality of education got 88.8% , help students and teacher to reduce school dropout got 61.1%, help teacher and students during teaching and learning process claimed 50% while helps in students and teacher's motivation got 38.8%, helps to solve teacher's problems got 55.5% and 100% of respondent confirmed that instructional supervision of teachers increase level of pedagogical preparation. this one according to our investigation we had found that those impact of instructional supervision of teachers will teacher's alternative of development in kabaya sector. We Recommend the Ministry of Education to the ministry of education should improve on the inspection and instructional of teacher's supervision program by employing more supervisors and inspectors into the system. The Sector leaders involve teachers in the teacher's supervision program and also give them feedback after inspection and supervision.

DEDICATION

This book is dedicated to:

Our husbands

Our class mates

ACKNOWLEDGEMENT

Firstly, we extend our appreciation to Kibogora polytechnic (KP) in providing us with knowledge on different aspects of surveying and also for the completion of our research project. We would like to extend a personal word of appreciation to all lecturers who gave us knowledge and skills to be who we are.

This dissertation has been the product of many efforts from different individuals. Although it is not easy to mention them all, we wish to express our sincere gratitude to a few. First, and foremost, we wish to register our particular gratitude to the Almighty God our sustainer and protection to enable me accomplish this research report. To Him be all the glory and honor.

We deeply own a special word of thanks to our supervisor Mr. BIHIMANA Donat (MBA), for his tirelessly support, devotion of her time and enthusiasm to read our work again and again.

Our sincere appreciation goes to faculty of education and all lecturers who gave us knowledge and skills to be who we are. ways in bringing this work into fruition, especially the heard master we spoke to, those that helped in collecting information in questionnaires particularly people of Kabaya sector we implore the blessing of the Almighty, to all those who offered various support in bringing this work into reality

Special thanks also go to our friends and dear our husbands who have economically, spiritually, socially, and morally contributed towards my course.

To the respondents who were involved in the study and those who were involved in the interview guide.

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LIST OF ABBREVIATIONS AND ACRONYMS

%:	Percentage
CS:	Centre Scolaire
G.S:	Groupe Scholaire
K. P:	Kibogora Polytechnic
MBA:	Master of Business Administration
MINEDUC:	Ministry of education
MOE:	Ministry of Education
REB:	Rwanda Basic Education Board
REG. NO:	Registration number
TSC:	Teachers Service Commission

CHAPTER ONE: GENERAL INTRODUCTION

1.0 INTRODUCTION

This chapter is all about the background of the study, statement of the problem, purpose of the study, research objectives, research questions, significance of the study, limitations of the study and the scope of the study as well.

1.1 BACKGROUND OF THE STUDY

External evaluation in education through school inspection by national governments is not new in the world education system. It is stated that the first school inspection/supervision originated from France under Napoleon's regime at the end of 18th century (Farrell, 2011). Later, the idea spread to other European countries in the 19th century (AlKutich, 2016). In the United Kingdom (UK), the first inspection services were carried out by Her Majesty's Inspectorate (HMI) in 1839 (AlKutich, 2016). School inspection, was conceived as one of the forms of accountability in education (Neave, 1987). Other forms of accountability in education include the market choice as practiced in United States, UK, Australia and New Zealand. Also, the school voucher system in America, Chile, Colombia, and in England (Goh, & Wong, 2014).

Many teachers' dislike supervision or inspection. They feel threatened and see it as a 'witch hunt' while few others see it as a source of assistance and support (Obiweluozor, & Ogbonnaya 2013). The head teacher as an agent of the Teachers Service Commission (TSC) does supervision from within the school. He ensures all goes well within the school. Sporadic external supervision is done by the QASO who visits schools announced. Hossain, (2017). believes that every school has its own set traditions and culture which have been built over a long period of time and therefore, head teachers greatly determine effectiveness of supervision in any given school. assets that "A good Head teacher can be known by their supervisory ability, high intelligence level and decisiveness (Copland, 2010).

School inspection is used by most European education systems as a major instrument for controlling and promoting the quality of schools. Supervision, there is little research knowledge about how school inspections drive the improvement of schools and which types of approaches are most effective and cause the least unintended consequences. The study presented in this paper uses interviews with inspection officials and a document analysis to reconstruct the

“program theories” (i.e. the assumptions on causal mechanisms, linking school inspections to their intended outcomes of improved teaching and learning) of Inspectorates of Education in six European countries (Blankstein, 2010).

According to Adewunmi,(2000) Supervision of instruction was the first attempt by the colonial administration to establish any form of control over the development and growth of schools. The ordinance provided for the establishment of a general board of education which was to appoint an inspector of schools in Africa. This appointment marked the beginning of the recognition of the need for a form of supervisory service in the educational system. The governments in some Africa countries like Ghana, Togo, Mali and Senegal identified management of curriculum and instruction, supervision of classroom instruction, monitoring and evaluating students’ progress and achievement, promoting and enhancing learning environment, establishing and supporting continuous staff development and procuring instructional materials for teaching and learning as major supervisory functions of secondary school principals. The educational policy also makes it clear that one of the cardinal objectives of administration in education is to ensure quality control through regular and continuous supervision of instruction and other educational services.

In many sub Saharan African countries establishment of school inspection services accompanied the introduction of formal public education (Wilson, & Floden, 2003). Many of the developing countries expanded the inspection services after independence. Also, the increased number of schools accompanied with a relatively slower growth in number of supervisor/inspection officers (Wilson, & Floden, 2003).

The origin of instructional supervision in Kenya dates back to the colonial era when British colonial government used it to implement their school policies, at times run on racial lines. Later, the inspectorate body was then formed within the Ministry of Education (MOE) to look into the teaching methods and quality of Education in schools. This body was charged with, among others, the duty of examining and criticizing the suitability of the curriculum. This was reported by the Kenya colony and protectorate report of cornmlittee on grant for education. Unfortunately, the patterns of this supervision bordering on ambiguity since majority of the inspectors were not well trained on their terms of reference. After independence, the nascent government applied a 'copy and paste' approach, where the entire system was inherited, its inadequacies notwithstanding (Hardman, & Elliott, 2014).

In Rwanda, Rwanda Education Board (REB, 2016) has put forward as measures to scaffold, respectively, the supervision and teaching performance by teachers. These include planning conference, classroom observation/data collection, analysis/strategy, post observation conference, and post conference analysis. The last four measures are considered in this study in order to determine the impact of instructional supervision on teacher's alternative of development.

1.2 STATEMENT OF THE PROBLEM

The productivity of teachers in Rwanda secondary schools depends greatly on supervision levels. This affects interaction patterns among students, teachers and administrators. The head teacher is expected to be effective in influencing teachers' perception of work and this was enhanced achievement of goals and supervisions from the Ministry. Head teachers need to build cordial relationships with teachers for optimum results. To be effective, they need to make the exercise friendly and mentor-oriented, devoid of intimidation and harassment. Equally, inspectors should be out to motivate teachers rather than fault finding. Doing so was influenced teacher productivity positively. Due to their high-handedness during supervision, some have made teachers develop butterflies in their stomachs, when they sport them, even if they are on non-official duties. Many teachers' feel that inspection I supervision should be avoided by all means because of inspection phobia. Therefore, the problem is, whether supervision I inspection does good or harm to the teachers. And our study was deeply investigate the challenges faced school inspection in order to suggest possible measures to overcame those challenges which resulted on teacher's alternative of development in Ngororero district in Kabaya sector.

The ultimate goal of secondary education is to develop the individual's mental capacity and character for higher education and useful living within the society (Gürkan and Deveci, 2013). In spite of the societal demand for teacher performance in education and the need for thorough supervision in schools, there is a growing concern about the realization of secondary education objectives due to doubt that many principals give little attention to supervision of instructional activities in secondary schools. The recent poor instructional competence and performance of teachers which results in students' poor academic performance has been a subject of concern to stakeholders of education (Gürkan, & Deveci 2013).

According to Mpungose and Ngwenya, (2017). in a comprehensive report on how school principals acquire and deploy their fiscal and human resources wrote that principals report

spending a great deal of time managing facilities, supervising staff, dealing with discipline, security and student learning thereby devoting less time to instructional supervision. The arguments for the use of classroom observation, analysis/strategy, post-observation conference and post-analysis conference appears to be strong and laudable, the efficacy of these variables in improving the instructional performance of teachers have not been actually subjected to empirical proof within our secondary school system considering the fact that they are guidance oriented and clinical in practice.

1.3 PURPOSE OF THE STUDY

1.3.1 General objective of the study

The main purpose of the study was to examine The impact of instructional supervision on teacher's alternative of development in Ngororero district in Kabaya sector.

1.3.2 Specific objectives of Study

The specific objectives of this research were:

- i. To investigate the level of instructional supervision of teachers in Kabaya sector.
- ii. To examine approaches and techniques of instructional supervision used in Kabaya sector.
- iii. To evaluate the impact of instructional supervision on teacher's professional development in Kabaya sector.

1.4 Research questions

This research was answer the following questions:

- i. What is the level of instructional supervision of teachers in Kabaya sector?
- ii. What are the approaches and techniques of instructional supervision used in Kabaya sector?
- iii. What is the impact of instructional supervision on teacher's alternative of development in Kabaya sector?

1.5 Significance of the study

1.5.1. To the personal interest.

First and foremost, this research project intends to lead to the Partial Fulfillment for the Bachelor's Degree in department of humanities in option of History and Geography with Education.

1.5.2. To the Government

The study was enable the researcher to make recommendations to Ministry of education (MINEDUC) policy makers more especially Rwanda Education Board (REB) on what policies and strategies can be employed to improve teachers' an alternative development in secondary schools. The findings also were help the Ministry of education to review its policies on education structure and systems so as to benefit even economically disadvantaged students. The report was also being a source of reference for other researchers intending to study the alternative development of teachers in secondary schools in the country.

1.5.3. For further researches

The results from this study was constituted the academic reference as the literature review for the future researchers on the same or related topics because the final report about this research was be available in Kibogora Polytechnic library.

1.5.4. To the teachers of Kabaya sector

This action research would be important for the teachers of Kabaya sector in order to empower and improve awareness about the benefits of instructional supervision on teacher's alternative of development.

1.5.4. To the school head teachers and Kabaya sector leaders

It is anticipated that the findings and recommendations of this study went a long way in generating the much needed information that would be used by various stakeholders in education to improve on the quality of education.

1.6 Limitations of the study

The pertinent limitation this study may face was that some respondents may restrain from providing accurate information to researchers. To overcome this limitation, researchers was guaranteed ethical consideration by attaching research clearance letter from Kibogora Polytechnic and the information to be provided was served for only this purpose.

1.7 Scope of the study

1.7.1 Geographical scope

This study was cover the school communities of Ngororero district. The research was only being done in Kabaya sector to represent other schools in the district.

1.7.2 Time scope

The study period would be from 2019 to 2021 school years in order to get required information so that researchers can make generalizability of the findings.

1.7.3 Content scope

This study would be investigated The impact of instructional supervision on teacher's of development in Ngororero district.

CHAPTER TWO: LITERATURE REVIEW

2.0 INTRODUCTION

This second chapter was all about the definitions of key terms especially family income, socio-economic status and academic performance. It also reflected the concepts, theories and ideas from experts about the role of family economic status in promoting the academic performance.

2.1 Definitions of key concepts

2.1.1 Instructional supervision

According to Molina, & Wilichowski, (2018) In the context of this research, instructional supervision refers to all efforts of designated school officials towards providing leadership to teachers and other educational workers in the improvement of instruction; involving the stimulation of professional growth and development of teachers, the selection and revision of educational objectives, material of instructions and methods of teaching; and the evaluation of instruction.

2.1.2. Teacher

According to Heikka, & Waniganayake, (2011). The term 'teacher refers to individuals registered and recognized as teacher in educational institutions like colleges and universities for the purpose of transmission and transfer of knowledge and skills to the students that could enhance personal developments to prepare them for the world of work.

2.1.3 Development

As Mitgang, (2010) Development the execution of an action, something accomplished, deed, feat. fulfillment of a claim, promise, or request implementation. the action of representing a character in a play. a public presentation or exhibition an alternative development.

2.1.2 Teachers' development.

According to AlKutich, & Abukari, (2018). Although education is not the only road to success in the working world, much effort is made to identify, evaluate, track and encourage the progress of students in schools. Teacher alternative development is the outcome of students' effort in examinations. teacher' performance is determined by a number of factors.

2.1.3 The level of instructional supervision of teachers

According to Kogan and Maden (1999) describe how schools use school inspections, and the feedback provided during inspections, to implement improvements such as rules of conduct for students, strategies for raising examination results, changes in monitoring and assessment of students and changes in management styles and structures. However, the overall results of inspection research are, at present, far from conclusive. Klerks' review shows small (positive and negative) causal effects of school inspections on student achievement results. Luginbuhl et al. (2009) found that test scores of Dutch primary students improved by 2 to 3 % of a standard deviation in the 2 years following an inspection visit. In contrast, Rosenthal (2004) reports a decrease in examination results in English secondary schools in the year of the inspection visit. He explains this result by arguing that the extensive preparation by schools for the visit may take time and energy away from the teaching and learning process.

Van Bruggen (2010) for example distinguishes 51 characteristics to summarize the features of Inspectorates in 18 European countries. He describes the characteristics of inspection processes, the characteristics of the inspection report and the follow-up, the characteristics of the observation of teaching and learning as one element of the inspection. He analyses the characteristics of the system of inspection in a more general way, including specific types of inspections and inspection products such as the regime for failing schools or the publication of good practices.

In 2000, the Rwandan Government has issued a medium and long-term national plan, the Vision 2020. The Vision 2020 sets its goal as for Rwanda to become a middle-income country by 2020 by increasing the GDP per capita of 220 US\$ in 2000 to 900 US\$ in 2020. The Rwandan Government has demonstrated a strong ownership and high administrative capability for promoting education for all and improve quality of education by making school inspection, and has reached and maintained a high quality of education around 7% in the recent years. Rwanda is making a remarkable progress in recovering and rebuilding its nation after the civil war in 1990s (MOFA, 2012). The Human Development Index (HDI) of Rwanda has plummeted after the civil war and especially around the genocide in 1994. However, by 2000, the index has recovered to the level of pre-civil war period, and rose steadily to becoming close to the average of Sub-Saharan African region (UNDP, 2012).

2.2 THE APPROACHES AND TECHNIQUES OF INSTRUCTIONAL SUPERVISION

Based on research conducted by Fusarelli, and Johnson. (2004) the results of their findings are that the success in the implementation of supervision is influenced by several alternative approaches that can improve teacher professionalism such as mentoring, peer coaching, peer assessment, portfolios, and action research. (Hall, & Buckley,2017). said that the application of a different approach to supervision has a very important role, not only providing a choice to the teacher but also providing options for administrators and schools. Categories of approach that are often used in supervision are clinical supervision, collaborative supervision (peer coaching, cognitive coaching, and mentoring), self-reflection (self-directed development), professional growth plans, and portfolios (Spaulding 2001).

2.2.1 Clinical Supervision

According to Smylie (2010). clinical supervision is conducted to help teachers improve their professionalism face-to-face. Clinical supervision is a process of supervision that is structured and systematically conducted face to face directly between teachers and supervisors with the purpose of improving the ability of teachers to teach in the classroom (Murphy, 2013).

According to Sergiovanni & Starratt, (2006) suggested nine characteristics of clinical supervision as follows: Became one with technology in improving teaching, A deliberate intervention in the learning process, focus on the goal, which is to combine the objectives of the school with teachers' personal needs ,the working relationship between the teacher and supervisor ,trusting, understanding, supporting and commitment to progress together ,flexible systematic effort and changing methodologies continuously ,creating a creative condition to sustain the discrepancy between the real and ideal situation ,the supervisor must be competent ,the supervisor needs training.

According to Smylie, (2010). clinical supervision can be considered effective if it includes several themes, including: (a) in order to develop a good cooperative relationship between the teacher and the supervisor it should be based on trust, respect, and mutuality; (b) controlling the teacher is the result of supervision; (c) supervisor control over the selection of supervision that shows teachers' teaching practices; (d) the process of supervision continues developing from time to time; (e) the supervisor gives instruction, information, nonjudgmental observations to the teacher; (f) both teachers and supervisors take part in reflective practice.

2.2.2 Collaborative Supervision

In modern schools in this period, collaborative and collegial work has become very important. Based on (Maforah, & Schulze, 2012), a collaborative approach with teachers is the main focus in the supervision process. In the process of supervision, a collaborative approach is created to help new teachers to know a new environment, both the school environment and teaching environment, assisted by teachers who are experienced. So, experienced teachers have the responsibility ethically and professionally in providing any kind supervision which is needed by beginning teachers. In addition, (Garman,1986). said that a collaborative culture that builds the teacher at school can increase and improve the professional growth.

According (Farrell, 2011). the guidance created by the collaboration between supervisors and teachers can significantly obtain changes in increasing skills in managing the class. This collaboration can be utilized by teachers to provide input or support to each other through the feedback given which purposes to repair (Fullan, 2007). The main function of supervision using a collaborative approach is specifically to help beginning teachers through peer coaching, cognitive coaching and mentoring (Bulach & Potter, 2008).

2.2.3 Peer Coaching

According to Chamberlin, (2000). peer coaching is the process of collaboration supervision given for the purpose of improving instruction by way of pairs or small groups through the alternating observation of the teachers who were teaching. Meanwhile, (Beach, & Reinhartz, 1989), argued that the process of cooperation among fellow teachers to improve the ways in teaching and gain new skills in teaching can be generated through acquisition and curriculum development. For beginner teachers, the peer coaching supervision process has a very important role. The findings that were presented by (Bernstein, 2008). show that assessment by a senior teacher or experienced teacher having competence is needed in the supervision of new teachers. Thus, peer coaching is an opportunity for beginning teachers through a collaborative process, taking part in decision making, and providing feedback directly to improve and repair teaching skills. (Aubusson & Brady,2007).

As explained by Bailey, (2006), the purpose of the process of training is to develop community learning through collaboration and respect for each other, studying together, and learning diligently. So when the teacher studies diligently the service for students is more effective. In the implementation of developing professionalism, the teacher should be ready for the

implementation of peer coaching and for selecting the appropriate team to support each other (Ahanabousi, & Idris, 2010).

2.2.4 Cognitive Coaching

According to Ngware, and Ezeh, (2011) cognitive development is a process that is built in a non-judgmental way through conference planning, observation, and a conference that reflects. The goal of cognitive development is improving existing practices, while the purpose of peer coaching is more focused on innovation in the implementation of the curriculum (Mitgang, L. 2010). stated that in the implementation of cognitive coaching, there are some techniques in pairing partners, such as a teacher paired with teachers, the teacher with the supervisor, or a supervisor with a supervisor. However, it can be said to be peer supervision if supervisors are paired with a supervisor. Experts in supervision divide three stages in cognitive development three stages: planning, supervision of the lesson and reflections.

The basic objective of cognitive coaching according to (Smylie, 2010) as follow; (1) developing and maintaining a trusting relationship; (2) fostering growth toward both autonomous and independent behavior; and (3) promoting learning. (Wilson & Floden, 2003) stated that the process of cognitive coaching of learning can be carried out between the teachers with each other through trusting each other, achieving the high degree of autonomy, ability to self-monitor and self-analysis.

2.2.5 Mentoring

According to Chamberlin, (2000). a supervision process performed by an experienced teacher (mentor) to the beginning teachers aims to facilitate and enhance collaborative learning without judgement, so teacher's performance in the classroom can be improved. Through the mentoring process in order to help beginning teachers to know the school environment, school culture and the real process of learning in the classroom, this is a major focus in supervision undertaken collaboratively (Bulach, & Potter, 2008).

Meanwhile, according to Farrell, (2011) in the process of mentoring, senior teachers in the same school are designated as mentors for beginning teachers. Thus, it is a collaboration between a beginning teacher with an experienced teacher (Bulach, & Potter, 2008).

2.2.6 Self-Reflection

The occurrence of a change in the educational context is often the case that creates the responsibility of teachers to improve behavior and professionalism, which aims to reflect all the changes that have occurred and the changes experienced during these contexts (Peretomode, 2001). Self-development is one of the efforts made by teachers systematically in improving the professionalism of teaching. This approach is more suitable for teachers who prefer to work alone or even because of schedule and other difficulties, which mean the teacher cannot work together with other teachers (Bulach, & Potter, 2008). The process of self-reflection has become one of the alternative uses of time which is more efficient, less expensive, has the absence of excessive demands and does not depend on the same people (Wilson, & Floden, 2003).

2.3 THE TECHNIQUES OF INSTRUCTIONAL SUPERVISION.

According to AlKutich, (2016) A supervisor should understand, know and implement the techniques in the implementation of instructional supervision. This is because supervision has a role and is a very important concept in learning problems. In the context of assisting teachers and improve learning and so that the implementation operates effectively, the supervisor should have the technical skills in the implementation of supervision, the skills such as the ability to apply the techniques of supervision properly. Thus, supervisors should master the right techniques in the implementation of the supervision order to be able to formulate the purposes of supervision.

2.3.1 Individual Supervision

According to Peretomode, (2001) this technique is implemented by the supervisor personally or individually with the aim of improving the quality of teaching in schools, when there is a problem faced by teachers which are personal or specific and secret. This technique can be implemented by classroom visits, classroom observations, individual meetings, visits between classes and self judgement.

2.3.2. Classroom Visitation

According to Wilson, & Floden, (2003) Classroom visitations are carried out at any time in the classroom by the supervisor (the principal, inspector or supervisor) with the aim to see or observe the implementation of the learning process in order to collect data; the data will be used to carry out follow-up and coaching process effectively. The purpose of classroom visitation is to observe the process of learning in the classroom and help teachers to solve problems faced.

Optimizing the way teaching and learning is completed by teachers and assisting them in fostering optimal work profession is a function of class visitation (AlKutich, 2016).

2.3.3 Classroom Observation

Observation techniques implemented to follow the course of the visit the classroom during a lesson is conducted by the supervisor actively, and the purpose of the observation techniques is that in the learning process effective data will be obtained regarding aspects of the situation observed, watched and studied in the practices of learning of every educator, finding properties that stand out and excell in each educator, finding the needs of educators in teaching, obtaining materials and supervision programs and providing information to strengthen and foster the integrity of the school (Peretomode, 2001).

In practice, there are some aspects that are observed, including; activities and efforts undertaken by teachers and students in the learning process, learning how to use media, mental reactions of the learners, state of media used, social and physical environment of the school both inside and outside the school as well as supporting factors. The supervisors typically use a checklist as an observation tool for collecting data in collecting the necessary information more objectively about the situation in the classroom (Sergiovanni, & Starratt, (2006).

2.3.4 Individual Conference

This technique is implemented by teachers and supervisors through personal conversations on ways to solve the problems faced by an educator. The aim is to increase and develop better learning and to repair the weaknesses and faults the teacher faced. There are three types of individual meetings, the classroom conference, office conference and casual conference (Bulach, et al 2008).

2.3.5 Inter-visitation

The advantage of this technique is that teachers have the opportunity to observe other colleagues who are teaching, get new experiences both in techniques and teaching methods in the classroom, providing motivation for teaching activities and creating an atmosphere of fairness in an informal discussion about the problems encountered. Visits between classes can be done internally, namely the visit is carried out in the same school, and externally i.e. visits to other schools (Blasé, & Phillips, 2010).

2.3.6 Self-Evaluation

One of the actions or the most difficult duty conducted by the leaders, especially for a teacher, is to carry out an assessment of himself by looking at his own ability in presenting the lesson material. To measure the ability in teaching, we can examine the ability of the learners and also self-assessment is a technique that can help teachers in maximizing teaching (Beach & Reinhartz, (2000).

2.3.7 Group Supervision

According to Blase, (2004). this supervision technique is conducted jointly in order to develop teachers by supervisors with a number of teachers in a group, such as meetings with teachers, study groups of teachers, discussions, workshops and the exchange of experiences between teachers. Group technique supervision is carried out by the supervisor together with a number of teachers in one group. This grouping is based on problems experienced by teachers so that they are given appropriate supervision service. Some forms of supervision techniques that are used in the group, include teacher meetings, discussions, seminars, workshops, symposiums, and others.

2.4. THE IMPACTS OF INSTRUCTIONAL SUPERVISION ON TEACHER'S OF DEVELOPMENT.

2.4.1. It improves academic performance.

According to Blase, (2004). Inspectorates of Education generally publish inspection reports in which the functioning of the school with respect to the inspection standards is described and areas of improvement are identified. Public reporting by Inspectorates of Education may also include lists of failing schools or tables of schools summarizing their performance in relation to inspection standards. These lists, tables and reports are published to inform stakeholders about the quality of the school. Public reporting is expected to promote a 'market mechanism' where improvement of schools is motivated through informed school choice and the voice of parents (Aubusson, et al 2007).

2.4.2. It improves teacher's motivation.

According to Bernstein, (2008) argues that, effective supervision can motivate teachers who in turn can enjoy their work. He further argues that, teachers should be treated as individual's human and not objects and this will encourage co-operation from them. They need to be given timely feedback i.e. after the appraisal. Leslie also asset is that people put in more effort when

rewards are offered (motivated and this leads as higher productivity). Herzberg suggests that, a job rotation plan can lead to performance of a more meaningful work. The Head teachers should be innovative to enrich each teacher by rewarding every effort. Taylor's theory of motivation was based on the assumption that, money is a primary motivator of the people and that, financial rewards are directly related to good performance. (Goldhammer, et al 1993) argue that, promotion of teachers who have shown excellence in their work should be a motivator and encourages them to work even further.

2.4.3. It enhances discipline of teachers and head teachers.

According to Ikpe & Jonathan, (2015) asserts that, inspectors enjoy demonstrating their authority rather than acting as counselor and mentor. Every school they visit, there is a crisis. To avoid this, they should regard themselves as colleagues who are useful or helpful to teachers, (Murphy, 2013) states that inspectors should not interfere with one's religion, disciplines or management of schools. They should only collect facts and information and report the results of their inspection of Education Officers. They should not make a ruling on anything, but they can advise. The head teachers and inspectors need to monitor, supervise and control their teachers in order to improve performance. Teachers need to be guided on their roles i.e. where they need to improve. The inspector also will need an induction course where they can be refreshed on better approaches to their work. The head teachers of schools also need to avail the needed resources so that teachers can do their work without excuses (Wilson & Floden, 2003).

2.4.4. It improves quality of education.

According to Wilson & Floden, (2003) for example found in their case study that all schools use the feedback received from the school inspectors to improve their functioning, and after 6 months, all schools were still carrying out improvement plans. Theories on schools as learning organizations and school improvement support the role of performance feedback in effecting change. However, not all types of feedback may be useful for schools (Smylie, 2010). Research on the use of feedback on student performance shows that many schools have difficulties in taking appropriate action in response to feedback data (Beach, & Reinhartz, 2000). Only feedback that is relevant, understandable, clear, constructive, specific, accurate and useful will lead to actual improvement (Andrews & Jacoby, 1986).

2.4.5. RESEARCH GAP

Having discussed these meta-analyses, the school inspection showed a positive effect of instructional supervision on teacher's alternative of development. Though these studies have contributed to the literature on school inspection however, there is a discernible gap informed by these studies. The gap is: How do the moderators such as school inspection affect the teacher's alternative development. The current will fill this gap.

2.5. THEORITICAL FRAMEWORK

2.5.1 Scientific Management Theory

School inspection as external evaluation in education has a long history in the world and it can be traced back to the 18th century in European countries (Grauwe, 2007). However, School inspection as an organ of quality assurance in education, gained its strengths in connection to the introduction of Classical Management Theories. These include; the Scientific Management in 1880s by Fredrick Winston Taylor, Administrative Management in 1940s by Henri Fayol and Bureaucratic Management in 1920s by Max Weber (Wertheim, 2007; Sergiovanni & Starratt, 2007). All of these management thoughts were concerned on how to manage work and organisations more efficiently⁴. Of the importance of Scientific Management theory in school inspection will be given more details.

2.5.2 Human Relations Theory

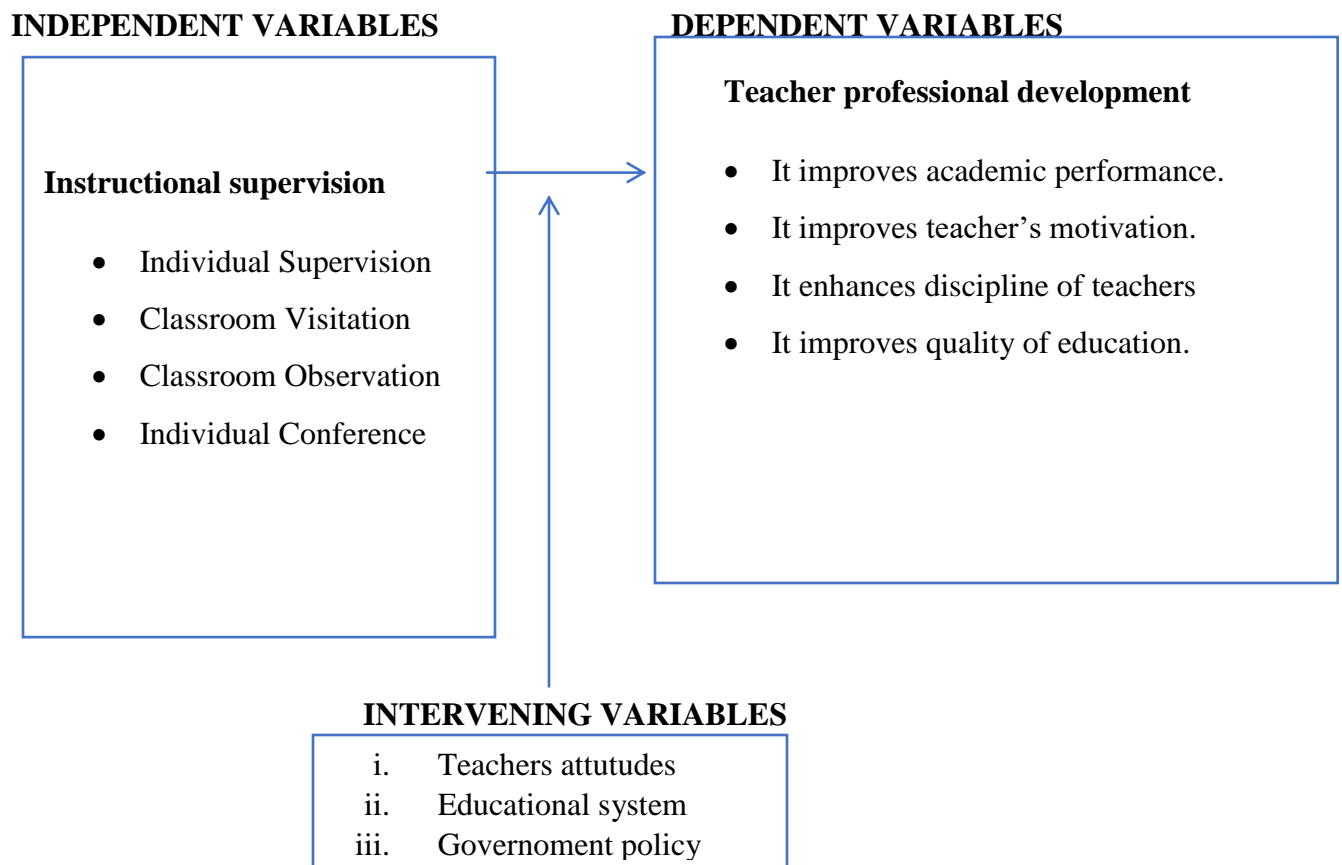
Human Relations theory had its origins in the Democratic Administration Movement (DAM) most notably by the work of Elton Mayo in 1930s in his classic research study at the Western Electronic Hawthorne plant. Elton Mayo was a social philosopher and professor of business administration at Harvard University (Sergiovanni & Starratt, 1993; 2007). Mayo believed that the productivity of workers could increase by meeting their social needs at work and by promoting their interaction between them. According to Mayo, workers need to be treated decently and should be involved in decision-making processes (Sergiovanni & Starratt, 1993; 2007). Human relations theory assumes that people will be committed to work, if the work conditions are favourable. Also, they can be self-directed and creative at work if properly motivated. People as human beings have their own thinking and they view the world in different ways (Druker, 1991). Accordingly, the need for recognition, security and a sense of belonging is

more important in determining workers' morale and productivity (Druker, 1991; Sergiovanni & Starratt, 2007).

2.5.3 Critical Theory

This study draws upon Critical theory since it advocates freedom and emancipation process. It also gives more voice to teachers as the key players and implementers of the curriculum. Critical theory is used to refer to the work of a group of sociopolitical analysts emanated from the Frankfurt School. Some of the members of this group include Adorno, Marcuse and more recently, Habermas who is regarded as the father of Critical theory (Tripp, 1992; Maclsaac, 1996). Critical theory is a philosophical approach or position that attempts to question and challenge what is claimed to be the established knowledge (Syque, 2007). The philosophical foundations that deal with establishment of knowledge are referred to as epistemological and ontological orientations. Epistemological position can be conceived as the way of constructing acceptable knowledge (Bryman, 2004).

Figure 1 Conceptual framework



This chapter reviewed literature related to The impact of instructional supervision on teacher's alternative professional development in Ngororero district enhance teacher's professional development in secondary school. The literature cut across opinions, views and finding of other researchers in the field of instructional supervision and its use in delivering and receiving services. Some of loopholes identified by the researchers in the study of other scholars which these research intents to address is the implementation of instructional supervision.in different schools.

2.6. EMPRICAL FRAMEWORK

Historically, according to Dillenbourg, Baker, Blaye, and O'Malley (1996), a great amount of research on school inspection stemmed from the works of Piaget and Vygotsky. Piaget's system of developmental stages describing teacher's cognitive progress contributed to the development of socio-constructivists paradigm. Similarly, his concept of cognitive conflict provided a cognitive framework to understand teacher's experiences. In addition, social interactions mediate cognitive conflict that allow teachers to interact with peers at more advanced developmental levels.

On the contrary, regarding cognitive conflict Vygotsky stressed the value of social interaction itself for causing individual cognitive change, as opposed to being merely stimulated by it (Dillenbourg et al., 1996). Internalized social interaction causes conceptual changes in participants that help them negotiate meaning. A similar concept, the zone of proximal development, according to Vygotsky, is the distance between what a teachers can accomplish individually and what he/she can accomplish with the help of a more capable "other." While Piaget suggests pairing teachers based on different developmental stages to facilitate cognitive conflict, Vygotsky, on the other hand, recommends pairing children with adults. Unlike Piaget and Vygotsky who maintain that cognitive conflict causes conceptual change, socio-culturalists privilege collaborative teaching that takes place within the zone of proximal development (Dillenbourg et al., 1996).

Twelve meta-analyses spanning from 1981 to 2016 are discussed in the next section (See Table 1). Johnson, Maruyama, Johnson, Nelson, and Skon (1981) reported that influence of teacher instructional supervision and without intergroup competition is more effective than the interpersonal competition and individual efforts. Similarly, Newmann and Thompson's (1987)

study which was conducted in the context of secondary education found 68% of the studies yielded positive effects in favor of the reasearch condition. Qin, Johnson, and Johnson (1995) investigated school insepection versus competitive efforts and problem solving. They found that studies with non-linguistic problems (for example the study domain of teaching history and geography or exact sciences) showed slightly more positive effects than studies with linguistic problems.

On the other hand, Johnson, Johnson, and Smith (1998) focused their research on higher education settings and adults. They reported that teachers instructional supervision results in positive effects on achievement in comparison with competitive or individualistic teaching and learning. Springer, Stanne, and Donovan's meta-analysis (1999) investigated the impacts of teachers instruction in Kabaya sector on achievement, attitudes and persistence in the context of undergraduate STEM courses. They reported that teachers who were involved in school inspection showed better achievement than students who were taught by teachers never inspected. Bowen's (2000) second meta-analysis, which focused on high school and college level chemistry students, pointed out that "on average, using aspects of cooperative learning can enhance chemistry achievement for high school and college students" (p. 119). He found that cooperative learning had a significant positive effect on student attitudes toward STEM courses.

CHAPTER THREE: RESEARCH METHODOLOGY

3.0. INTRODUCTION

This part concerns the methodology that would be used. It describes the study site, research design, population of the study and sample size, sampling techniques, research instruments and data analysis and interpretation method.

3.1. RESEARCH DESIGN

This research would be descriptive research. The research describes the characteristics of the population or phenomenon being studied and attempts to collect quantifiable information for statistical analysis of the population sample. For this case, researchers were described theories about school administration and instruction supervision of teachers and researchers was described also the criteria for interpreting the findings.

3.2 RESEARCH APPROACHES

This research would be quantitative and qualitative in nature. It would be quantitative since I was gather information using data or information that can be converted into numbers. It was focused more in counting and classifying features and constructing statistical models and figures to explain what would be observed. This was made the research objective as it seeks to precise measurement. Its qualitative nature was relying on gathering information that relates to the appreciation, feeling, ideas, attitudes and thereafter their meaning and interpretation. This was make the research subjective despite it provides complete and detailed description of the study topic.

3.3. STUDY POPULATION

Population is a collection of objects, events or individuals having some common characteristics that the researcher is interested in studying. The population as a group of categories of human being, animals and other things that have one or more characteristics in common as the target population of universe focusing on this explanation.

The target population for this research would be composed by three categories of people including,sector education officer (SEO), head teachers, Director of studies (DoS),Director of disipline (DoD),school bursar and teachers as well. The research total target population would be 247 which was comprised of 210 teachers, 1 sector education officer (SEO), 9 School head

teachers of Kabaya sector, 9 Director of studies (Dos), 9 Director of disipline (DoD), and 9 School Bursar from four secondary schools and five primary school that are found in Kabaya sector.

Table 1 Study population

N ^o	Category		Female	Male	Total
1	Teachers	School			
		G.S KAGESHI	20	21	41
		G.S KABAYA	18	10	28
		G.S KINANIRA	14	10	24
		G.S NGOMA	10	16	26
		CS MBANDARI	11	11	22
		CS MUBUGA	10	7	17
		CS MWENDO	7	12	19
		CS BUKONDE	11	9	20
		CS NYAMUGEYO	10	13	13
	Total	114	96	210	
2	School head teachers of Kabaya sector		3	6	9
3	Director of studies(Dos)		4	5	9
4	Director of disipline(DoD)		6	3	9
5	School Bursar		2	7	9
6	Sector education officer(SEO)		1	0	1
	Total		130	117	247

Source: Secondary data: Kabaya Sector administration, (2022)

3.4. SAMPLING PROCEDURES

3.4.1. Simple random sampling

The researcher intends to use Probability and non-probability sampling techniques. Under probability sampling, simple random sampling would be used. Blaxter Et al (2001) highlighted, “in a simple random sample ('SRS') of a given size, all elements of the frame are given an equal probability of selection: the frame is not subdivided or partitioned. This minimizes bias and simplifies analysis of results”. To select the sample size out of 247 which was comprised of 210 teachers, 1 sector education officer (SEO), 9 School head teachers of Kabaya sector, 9 Director of studies (Dos), 9 Director of disipline (DoD), and 9 School Bursar who would be sampled, and for every element to have equal chance to be selected, random sampling is the right to be used in our research.

3.4.2. Stratified random sampling

This is another type of probability sampling. This technique will be used as the target population manifest a variety of characteristics that contribute to division of this population into sub-groups also known as strata (Moore, David S. et al, 2006). 247 which was comprised of 210 teachers, 1 sector education officer (SEO), 9 School head teachers of Kabaya sector, 9 Director of studies (Dos), 9 Director of discipline (DoD), and 9 School Bursar as the group of population, it is distributed in schools that are considered as strata from every which representative population sample are to be randomly selected.

3.4.3. Purposive sampling

On another hand, under non-probability sampling, purposive sampling also referred to as judgmental sampling would be utilized. This technique consists of “giving to given subjects more credit to be selected because of its special characteristics which can enable the researcher to reach his objectives more easily or they are interesting case” (Blaxter & Tight, 2001). Through the above sampling method, school leaders of Kabaya sector and sector leaders of Kabaya sector would be recruited in the sample size out of 247 which was comprised of 210 teachers, 1 sector education officer (SEO), 9 School head teachers of Kabaya sector, 9 Director of studies (Dos), 9 Director of discipline (DoD), and 9 School Bursar was represents others basing on their special characteristics of being reliable source which the researcher intends to rely on for adequate input data for the study. they are selected since they are supposed to have experience a certain maturity situation of the impact of instructional supervision on teacher’s alternative of development in Ngororero district in Kabaya sector. Also the researcher was recruited teachers in all schools in Kabaya sector.

3.5. Sample size

To facilitate the work, we were select a sample of 153 respondents to represent others by the use of the formula calculus: $n = \frac{N}{1+N(e^2)}$ where $e=0.05$

Where n: is the sample size; N: total population and e: the significance level

$$n = \frac{247}{1+247(0.05^2)} = 152.7 \approx 153$$

Based on the sample size obtained above,153 teachers must be selected out of 247 which was comprised of 210 teachers, 1 sector education officer (SEO), 9 School head teachers of Kabaya sector, 9 Director of studies (Dos), 9 Director of disipline (DoD), and 9 School Bursar of all schools in Kabaya sector. The remaining task would be to explain how each stratum would be represented in this sample size of 153. A proportional formula would be used as following:

Table 2 Distribution of the population sample in strata

Strata Levels	/ Schools	Popul ation	Sample	Total sample size per each school
Kabaya sector	G.S KAGESHI	41	$n = \frac{Ni * n}{N} = n = \frac{41 * 153}{247}$	25.3≈25
	G.S KABAYA	28	$n = \frac{Ni * n}{N} = n = \frac{28 * 153}{247}$	17.3≈17
	G.S KINANIR A	24	$n = \frac{Ni * n}{N} = n = \frac{24 * 153}{247}$	14.8 ≈15
	G.S NGOMA	26	$n = \frac{Ni * n}{N} = n = \frac{26 * 153}{247}$	16.1 ≈16
	CS MBAND ARI	22	$n = \frac{Ni * n}{N} = n = \frac{22 * 153}{247}$	13.6≈17
	CS MUBUG A	17	$n = \frac{Ni * n}{N} = n = \frac{17 * 153}{247}$	10.5≈11
	CS MWEND O	19	$n = \frac{Ni * n}{N} = n = \frac{19 * 153}{247}$	11.7≈12

CS BUKOND E	20	$n = \frac{Ni * n}{N} = n = \frac{20 * 153}{247}$	12.3≈12
CS NYAMU GEYO	13	$n = \frac{Ni * n}{N} = n = \frac{13 * 153}{247}$	8
Head teachers	9	$n = \frac{Ni * n}{N} = n = \frac{9 * 153}{247}$	5.5≈6
DOS	9	$n = \frac{Ni * n}{N} = n = \frac{9 * 153}{247}$	5.5≈6
DOD	9	$n = \frac{Ni * n}{N} = n = \frac{9 * 153}{247}$	5.5≈6
SCHOOL BURSAR	9	$n = \frac{Ni * n}{N} = n = \frac{9 * 153}{247}$	5.5≈6
TOTAL	247		153

Source: Source: Secondary data: Kabaya Sector teachers, (2022)

As indicated in the above table, N = is total population; Ni = number of population per class; n = sample size is 153. Based on this, the total sample size is 153 sampled out 247 which was comprised of 210 teachers, 1 sector education officer (SEO), 9 School head teachers of Kabaya sector, 9 Director of studies (Dos), 9 Director of disipline (DoD), and 9 School Bursar. The sample of teachers was obtained with purposive sampling.

3.6 RESEARCH INSTRUMENTS FOR DATA COLLECTION

The instruments that would be used in this study include questionnaire, interview, documentary analysis and critical observation.

3.6.1 Questionnaire

Amin (2005) and Sarantakos (1988) confirm the usefulness of questionnaires in terms of their simplicity, time used and easiness for a researcher to administer. Questionnaires are expected to enable the researcher obtain results within a considerably short time. A questionnaire would be used for data collection from teachers, school's leaders and staff members of Kabaya sector.

Closed and open ended questions would be included in questionnaires to enable respondents give their views.

3.6.2 Interview

Mugenda and Mugenda (2003) and Amin (2005) observe that interview is useful since they fetch variety of ideas needed for the study. The researchers were carried out oral interviews to collect data from Kabaya sector leaders, teachers and school's leaders. The researchers were used an interview guide in order to avoid the bias on the teachers from different schools. This would also help in maintaining consistency and freedom of expression by respondents.

3.6.3 Documentary sources

Kenneth and Bailey (1978) talked about documentary study as a careful reading, understanding and analysis of any written materials that contain the information about the phenomenon we wish to study. This technique of collecting data mostly used to obtain background and literature review of the study and other necessary information regarding the methodology. Therefore, in this study documentary technique consist of: Research reports, school reports and scientific publications within the domain and documentation on research methodology. These sources are available in the different libraries, documentation center and internet sites of different institutions. This section attempts to review what other researchers have written or found in relation to this research.

3.6.3 Primary data

The primary data are those data collected to the specific problem or issue under investigation. Primary data are necessary when a trough analysis of secondary data is unable to provide satisfactory information. Further argued that the primary data are collected to fit precise purposes of current research problem (Oketch, and Rollestone,2017). Evaluation of the overall value of primary data; researchers must weigh precision, correctness and reliability against high-cost time pressure and limited access to materials. Therefore, primary data were collected from respondents in the form of answers to the administered questionnaire as well as responses where interviews were applied.

3.6.4 Secondary sources

Secondary sources are sometimes described as life stories because they are the accounts of the lives of individuals, families, or other social groups. They include diaries, letters, memoirs, photographs, even shopping lists and random jottings.

Secondary sources are data, which cannot be traced back to the level of individual cases of statistical units. In contrast to primary data it does not allow for mathematical calculations such as determining an arithmetic mean, a correlation, etc.

3.7 ETHICAL ISSUES.

Shamoo and Resnik (2009) opined that given the importance of ethics for the conduct of research, it should come as no surprise that many different professional associations, government agencies, and universities have adopted specific codes, rules, and policies relating to research ethics. Thus, the present research did not try to break the rules of research ethics. In doing so, the researcher was doing the following. The researcher would be objective by striving to avoid bias in data analysis, data interpretation, and other aspects of research where objectivity is expected or required. The researcher would be honestly report data, results, methods and procedures, and publication status. He was not fabricating, falsify, or misrepresent data and not deceive colleagues, granting agencies, or the public.

Before data collection from the field, the researcher was asked for permission to be given relevant information. The permission asked from Head teachers and Kabaya sector leaders of research school and the information would be issued from the teachers. All the information from respondents would be used only for only research purpose and all respondents would be told that their names would be kept anonymous on the questionnaires.

3.8 DATA ANALYSIS.

Data from the structured interviews and questionnaires was entered in a computer in order to compute and analyze them. The percentage numbers of respondents' answer according to variables was computed and presented using tables. Data from focus group discussions would be interpreted presented and discussed using analytical approach. Quantitative data would be treated and presented in terms percentages and in graphs and charts. This was done with the enablement of computer program called MICROSOFT ECXEL and SPSS.

3.9 RELIABILITY AND VALIDITY MEASURES

Validity was defined as the extent to which an instrument measured what it claims to measure.

While reliability is concerned with the accuracy of the actual measuring instrument or procedure, validity is concerned with the study's success at measuring what the researchers set out to measure, (Shamoo and Resnik, 2009). In this study, the adequate instruments such as the questionnaire would be suitably set and used in such a way that if other researchers using similar instrument in different times was obtained the same results. This was depended on the validity of used data collection instruments and valid research methodologies.

3.9.1 Reliability

As for reliability, (Kothari 2004) said that, a measurement instrument is reliable if it provides consistent results. (While Bless/ Higson 1995), defined it as, “accuracy or consistency of measurement. That is, the extent to which the results remain similar over different forms of the same instrument. Reliability is the level of internal consistency or stability of the measuring device overtime.” In this study, reliability is on how the results/findings was consistent and stable.

3.9.2 Validity

Kothari (2004:73), defines validity as” extent to which different found with a measuring instrument reflects true differences among those being tested.” Referring to Borg and Gall (1989:249-250), “validity is extent to which an instrument measures what it is supposed to measure. It attempts to check out whether the meaning and interpretation of the event is sound or whether a particular measure is an accurate reflection of what you intends to find out.”Validity is concerned with the way in which the researcher valued information from analysis and took into account what he observed. It was found that every item was meaningful. Besides, validity of research outcomes refers to extent to which what is observed reflects what was expected. This is manifest by accuracy and authenticity of the method applied, and the potential for generalization this consideration was used in this research.

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND NTERPRETATION

4.0 INTRODUCTION

This chapter is entitled data presentation, analysis, interpretation and summary. It presents various categories of respondents, presentation of data, analysis and data. Simple statistical percentages were tabulated during data analysis and interpretation, graphs were used to make easy findings, and some statistical tests were used to test significance of findings and variables.

4.1. PRESENTATION OF FINDINGS AND INTERPRETATIONS

4.1.1. Identification of respondent by gender

Table 3 : Table showing Gender of respondents

	Gender of respondents		
	variable	Frequency	Percent
Teachers	Female	99	40%
	Male	111	44.9%
School administration staff	Female	21	8.5%
	Male	15	6.7%
	Male	1	0.4%
	Total Female	91	48.5%
	Total male	76	51.5%
	TOTAL	247	100%

Source: Primary data, (2022)

Information on table 3 shows that 99 representing (40%) of the respondents were female While 111 representing (44.9 %) of them were male. This implies that the information provided by respondents were true and relevant because they came from both gender.

4.1.2. Identification of respondent by ages

Table 4 : Table showing Ages of respondents

Identifications	Below 25 years		Between 26-35 years		Above 35 years	
	F(x)	Percentage	F(x)	Percentage	F(x)	Percentage
Frequency	32	12.9%	132	53.4%	83	33.6%

Source: Primary data, (2022)

Information on table shows above that 32 representing (12.9%) of the respondents were below 25 years old while 132 representing (53.4 %) of them were between 26-35 years and above 35 years got 83 representing (33.6%). This implies that majority of the respondents were above the ages of 35 years those who were concerned in teaching and learning activities in Kabaya sector and who are affected by of instructional supervision on teacher's alternative of development. This confirmed that the findings provided the real information.

4.1.3. Identification of respondent by working experience.

Table 5 : Table showing working experience of respondents

Identifications	Below 5 years		Between 6-10 years		Above 11 years	
	F(x)	Percentage	F(x)	Percentage	F(x)	Percentage
Male	35	2.9%	58	16.1%	27	26.3%
Female	31	4.1%	77	19.1%	19	31.1%

Source: Primary data, (2022)

Information on table shows above that 66 representing (26.7%) of the respondents were below 5 years working experience while 135 representing (54.6 %) of them were between 6-10 years of working experience and above 11 years of working experience got 46 representing (18.6%). Although this range of experience is sufficiently enough, it can be complimented by their educational specialization especially as it is related to teaching. This implies that majority of the

respondents were students those who were above 11 years of working experience that affect them of instructional supervision on teacher’s alternative of development in Kabaya sector hence to have the exact result in the study.

4.1.4. Does had instructional school and sector supervision.

The investigator addressed a question to the teacher respondents “Do you had instructional school and sector supervision on your school?” This was to seek the respondents’ agreement whether YES or NO. The information obtained is as follows:

Table 6 : Table showing instructional school and sector supervision.

RESPONSE	F(X)	Percent %
YES	153	100%

Source: Primary data, (2022)

According to the information given in the table above, show that Kabaya they had instructional school and sector supervision as 100% teachers respond YES.

4.1.5. The extent level of instructional supervision during teaching and learning process.

The researchers addressed a question to the teacher respondents “To which extent your school leaders make school and sector instructional supervision during teaching and learning process?” The purpose was to check on whether extent your school leaders make school and sector instructional supervision during teaching process and learning. The information obtained is as follows:

Table 7: The extent level of instructional supervision during teaching process.

RESPONSE	F(X)	Percentage
Always	2	1.3%
Sometimes	21	13.7%
Rarely	31	20.2%
Never	99	64.7%
Total	153	100%

Source: Primary data, (2022)

By referring to the information in the above teachers of Kabaya sector to the extent level of instructional supervision during teaching and learning process as follow: Always 1.3%, sometimes 13.7%, rarely 20.2% and never 64.7%, it showed us that instructional supervision level is enough because only 1.9% teachers respondents confirmed never.

4.1.6. When do you visit your teachers in instructional supervision?

The researchers addressed a question to the school leader’s respondents “How do you often do you visit your teachers in instructional supervision? which extent?” The purpose was to check on whether often do you visit your teachers in instructional supervision. The information obtained is as follows:

Table 8: When do you visit your teachers in instructional supervision.

Respondents	Frequency	Percentage
Weekly	5	13.5
Monthly	32	86.4
Total	37	100

Source: Primary data, (2022)

The data presented in table above indicate how often school leaders do you visit your teachers in instructional supervision represented are visiting teachers in instruction supervision daily while weekly got 13.5% therefore, school leaders who visit teachers at least on monthly are 86.4% and no one never visit teachers during instructional supervision any more. This explains effective of instructional supervision which resulted teacher’s alternative of development in Kabaya sector.

4.1.7. The extent of sector leaders collaborates with the school leaders to make instructional supervision on teacher’s.

The researchers addressed a question to the sector leader’s respondents “To which extent do you collaborate with the school leaders to make instructional supervision on teacher’s?” The purpose was to check on whether extent do you collaborate with the school leaders to make instructional supervision on teacher’s. The information obtained is as follows:

Table 9: The extent of sector leaders collaborates with the school leaders to make instructional supervision on teacher's.

RESPONSE	F(X)	Percentage
Sometimes	9	100%
Total	9	100%

Source: Primary data, (2022)

The data presented in table 9 above indicate the extent of sector leaders collaborates with the school leaders to make instructional supervision on teacher's represented by the rate of 0% are collaborated always. Therefore, school leaders and sector leaders who collaborate some time are 100% and others no one confirmed rarely and never never. This explains effective instructional supervision of teacher's which also positively influences teacher's alternative of development which resulted high performance ion Kabaya sector.

4.1.8. The extent of instructional supervision of teachers per term.

The researchers addressed a question to the teacher's respondents "To which of head teachers carrying out class instructional supervision during the teaching?" The purpose was to check on whether extent of head teachers carrying out class instructional supervision during the teaching. The information obtained is as follows:

Table 10: The extent of instructional supervision of teachers per term.

RESPONSE	F(X)	Percentage
1-4 times a term	90	58.8%
5-8 times a term	60	39.2%
9-1 0 times a term	3	1.9%
Total	153	100%

Source: Primary data, (2022)

The data presented in table 9 above indicate the extent of instructional supervision of teachers per term represented by the rate of 58.8% are confirmed that between 1-4 times a term, between 5-8 times a term got 39.2%, while between 9-1 0 times a term got 1.9% therefore. This explains effective instructional supervision of teacher's which also positively influences teacher's alternative of development which resulted high performance ion Kabaya sector.

4.1.9. The most techniques head teachers use for instructional supervision.

The researchers addressed a question to the school leader’s respondents “Which the most techniques do you prefer to use on instructional supervision in your school?” The purpose was to check on whether the most techniques do you prefer to use on instructional supervision in your school The information obtained is as follows:

Table 11: The most techniques head teachers use for instructional supervision.

RESPONSE	F(X)	Percentage
Individual supervision	7	77.7%
Classroom visitation	9	100%
Classroom observation	8	88.8%
Inter-visitation	5	55.5%

Source: Primary data, (2022)

The data presented in table 9 above indicate the most techniques do you prefer to use on instructional supervision in your school as follow 9 represented by the rate of 77.7% are confirmed that prefer to use Individual supervision technique, Classroom visitation got 100%, while Classroom observation got 88.8% therefore Inter-visitation claimed 55.5%. This explains the most techniques do you prefer to use on instructional supervision in your school were classroom visitation and individual supervision.

4.1.10. The most approaches of instructional supervision do you prefer to use in Kabaya sector.

The investigators addressed a question to the sector leader’s respondents “Which the most approaches of instructional supervision do you prefer to use in Kabaya sector?” The purpose was to check on whether the most approaches of instructional supervision do you prefer to use in Kabaya sector. The information obtained is as follows:

Table 12: The most approaches of instructional supervision for school leaders in Kabaya sector.

RESPONSE	F(X)	Percentage
Group supervision	15	83.8%
Self-evaluation	18	100%
Mentoring	18	100%
Self-reflection	14	77.7%
Individual conference	12	66.6%
Collaborative supervision	17	94.4%

Source: Primary data, (2022)

The data presented in table above indicate the most approaches of instructional supervision do you prefer to use in Kabaya sector as follow 15 represented by the rate of 83.8% are confirmed that prefer to use group supervision approaches, self-evaluation approaches and mentoring got 100%, while self-reflection got 77.7% therefore individual conference approaches claimed 66.6% and collaborative supervision got 94.4%. This explains the the most approaches of instructional supervision do you prefer to use in Kabaya sector were mentoring and self-evaluation followed group supervision which resulted on teacher's alternative of development in Kabaya sector.

4.1.11. Frequent teachers receive feedback from the inspectors after the inspection process.

The investigators addressed a question to the teacher's respondents "How frequent teachers receive feedback from the inspectors after the inspection process?" The purpose was to check on whether frequent teachers receive feedback from the inspectors after the inspection process. The information obtained is as follows:

Table 13: The frequent teachers receive feedback from the inspectors after the inspection process.

RESPONSE	F(X)	Percentage
Some times	148	96.7%
Never	5	3.2%
Total	153	100%

Source: Primary data, (2022)

The data presented in table above indicate the frequent teachers receive feedback from the inspectors after the inspection process in Kabaya sector as follow: Once per term 0%, sometimes 96.7%, and only 3.2% never receive feedback from the inspectors after the inspection process. it showed us that teachers receive feedback from the inspectors after the inspection process in Kabaya sector but they have to continue on that ways in order all teachers receive feedback from the inspectors after the inspection process in Kabaya sector which resulted instructional supervision on teacher’s alternative of development in Kabaya sector.

4.1.12. The level of instructional supervision of teacher’s in Kabaya sector.

We addressed a question to the teacher’s respondents **“How would you grade your performance level in subjects comparing marks obtained in three years?”** the purpose was to see the level of instructional supervision on teacher’s in Kabaya sector. For making this clear we had compared the level of instructional supervision on teacher’s in Kabaya sector from 2018,2019 and 2020 and we linked them with results of students in these three years 2018,2019 and 2020 so we compared the level of instructional supervision on teacher’s in Kabaya sector by linking them with results obtained by students as follow:

Table 14: The level of instructional supervision on teacher's in Kabaya sector.

Degree of usability	2018		2019		2020	
	F(X)	Percent %	F(X)	Percent %	F(X)	Percent %
every day	0	0	56	36.6	97	63.3
Sometimes	8	5.2	41	26.7	36	23.5
Rarely	0	0	49	32.2	20	13.7
Never	14	94.7	7	4.5	0	0

Source: secondary data (2018, 2019, 2020)

According to the information in the above table showing above that the level of instructional supervision on teacher's in Kabaya sector in considering results of 2018 was only 5.2% confirmed instructional supervision on teacher's in Kabaya sector and all 145 representing 94.7% confirmed that in 2018 never of instructional supervision on teacher's in Kabaya sector, comparing with the results of 2019 when they started to of instructional supervision on teacher's in Kabaya sector at everyday 36.6%, sometimes 26.7%, rarely 23.2% and never 4.5, also in 2020 increased the level of instructional supervision on teacher's in Kabaya sector by everyday 63.3%, sometimes 23.5%, rarely 13.7% and never 0. we discovered that in 2018 they did not have instructional supervision on teacher's in Kabaya sector but from 2019 they started instructional supervision on teacher's in Kabaya sector in 2020 increased the extent level of instructional supervision on teacher's in Kabaya sector, let us compare the level of instructional supervision on teacher's in Kabaya sector with the results obtained by students of Kabaya sector in the year 2018, 2019 and 2020 as bellow:

4.1.5. Students' performance level in subjects comparing marks obtained in last three years

Table 15 Students' performance level in subjects comparing marks obtained in last three years.

Grades (marks)	2018		2019		2020	
	F(X)	Percent %	F(X)	Percent %	F(X)	Percent %
Excellent (100-80)	2	1.9	30	28.8	60	57.6
Very good (79-69)	4	3.8	32	30.7	30	28.8
Good (69-55)	6	5.7	35	33.6	6	5.7
Poor (55-40)	11	10.5	5	4.8	4	3.8
Alarming (40-30)	39	37.5	2	1.9	0	0
Below 30%	42	40.3	0	0	0	0

Source: secondary data (2018, 2019, 2020)

According to the information in the above tables and graphics showing that the performance level in Kabaya sector in considering results of 2018 was Excellent (100-80) 1.9%, Very good (79-69) 3.8%, Good (69-55) 5.7%, Poor (55-40) 10.5%, Alarming (40-30) 37.5%, Below (30%) 40.3% in that year 2018 Kabaya sector never make instructional supervision on teacher's while teaching and learning, comparing with the results of 2019 when they started to instructional supervision on teacher's in teaching and learning at everyday 45.1%, sometimes 20.1%, rarely 27.8% and never 6.7, they performed: Excellent (100-80) 28.8%, Very good (79-69) 30.7%, Good (69-55) 33.6%, Poor (55-40) 4.8%, Alarming (40-30) 1.9%, Below (30%) 0 and in 2020 also increased the level of instructional supervision of teachers by everyday 68.2%, sometimes 19.2%, rarely 12.5% and never 0 and the students' performance was increased: Excellent (100-80) 57.6%, Very good (79-69) 28.8%, Good (69-55) 5.7%, Poor (55-40) 3.8%, Alarming (40-30) 0%, Below (30%) 0 by comparing the above results of 3 years we discovered that students' performance level started to rise when they started instructional supervision of teachers which resulted teacher's alternative of development in Kabaya sector in Ngororero district.

4.1.13. The impact of instructional supervision on teacher's of development in your school.

The investigators addressed a question to the school leader's respondents "What are the impact of instructional supervision on teacher's alternative of development in your school?" The purpose was to check on whether the impact of instructional supervision on teacher's alternative of development in your school. The information obtained is as follows:

Table 16: The impact of instructional supervision on teacher's development in your school.

The impact of instructional supervision	F(X)	Percentage
Improve academic performance	13	72.2%
Increase quality of education	16	88.8%
Help students and teacher to reduce school dropout	11	61.1%
Help teacher and students during teaching and learning process	9	50%
Helps in students and teacher's motivation	7	38.8
Helps to solve teacher's problems	10	55.5
Increase level of pedagogical preparation	18	100

Source: Primary data, (2022)

Above table Here there is the presentation on the impact of instructional supervision on teacher's alternative of development in Kabaya sector from these school leaders' respondents you see that 72.2% confirm that instructional supervision of teachers improve academic performance while increase quality of education got 88.8% , help students and teacher to reduce school dropout got 61.1%, help teacher and students during teaching and learning process claimed 50% while helps in students and teacher's motivation got 38.8%, helps to solve teacher's problems got 55.5% and 100% of respondent confirmed that instructional supervision of teachers increase level of pedagogical preparation. this one according to our investigation we had found that those impact of instructional supervision of teachers will teacher's alternative of development in kabaya sector.

4.1.14. Positive impacts of the instructional supervision on teacher's in Kabaya sector.

The question addressed to the sector leaders asking “Suggest some positive impacts of the instructional supervision on teacher's in Kabaya sector?” the respondents had to give us the impact that the positive impacts of the instructional supervision on teacher's in Kabaya sector, and the information we got are following:

The respondents replied that the instructional supervision on teacher's in Kabaya sector helped both teachers and students to get the latest information about proper teaching and learning methods.

Instructional supervision on teacher's in Kabaya sector to increase research habits, motivation and interest of the learner's. That have led to good performance of students.

Teachers and students were more excited when they leant by instructional superstition, as they were learning this encouraged them and improve their attention span to search more about their lessons in Kabaya sector that led their good performance and alternative development teachers.

Instructional supervision of teachers had increased students' comprehension of content and development of skills in such areas as analytical reasoning which helps them to make exercise, assignment and other activities provided by teacher and also instructional supervision help teacher to prepare their lesson during prepared dairy teaching documents.

4.2. DISCUSSION OF FINDINGS

Research question one (1) What is the level of instructional supervision in Kabaya sector. was analyzed. From the analysis of data, it is discovered that Kabaya sector make instructional supervision and findings from teachers we discovered that the extent of instructional supervision of teachers between 1-4 times a term, between 5-8 times a term, between 9-1 0 times a term and Over ten times a term and never. According Bernstein, (2008). stated, his research has shown that instructional supervision of teachers in teaching and learning promote academic performance, increase effective preparation of pedagogical documents and promotion communication and learning collaboration.

Research question two (2) What are the approaches and techniques of instructional supervision used in kabaya sector. after analysis of data, indicate the most techniques they prefer to use on

instructional supervision in schools of Kabaya sector were individual supervision, classroom visitation supervision, classroom observation supervision and inter-visitiation. According to Ahanabousi, & Idris, (2010), as his research they listed some approaches of instruction teacher's supervision such as; Collaborative supervision approaches, Peer coaching approaches, Mentoring, Self-reflection approaches and Individual conference.

Research question three (3) What is the impact of instructional supervision on teacher's of development in Kabaya sector. was analyzed. From the analysis of data, it was discovered that instructional teachers supervision had impacts on teacher's alternative of development in Kabaya sector findings from school leaders and sector leaders we discovered that instructional supervision of teachers were that instructional supervision of teachers improve academic performance, increase quality of education, help students and teacher to reduce school dropout, help teacher and students during teaching and learning process, helps in students and teacher's motivation, helps to solve teacher's problems and instructional supervision of teachers increase level of pedagogical preparation. this one according to our investigation we had found that those impact of instructional supervision of teachers will teacher's alternative of development in kabaya sector. According to Hossain, (2017) argue that education will improve level of performance of the students in the direction of allowing instructional supervision of teachers in teaching and learning process and improve effective ways making school supervision, increase research habits, motivation of the learner's and teachers, thus changing the attitude towards time, place, curriculum and other connected attributes of the policy of implementation of instructional supervision of teacher's.

4.3 SUMMARY OF THE FINDINGS

This chapter was dealt with following the three objectives which were 1) To investigate the level of instructional supervision of teachers in Kabaya sector. (2) To examine approaches and techniques of instructional supervision used in Kabaya sector. (3) To evaluate the impact of instructional supervision on teacher's professional development in Kabaya sector. Some of the major findings in this study were follow:

Findings related to the extent level of sector leaders collaborates with the school leaders to make instructional supervision on teacher's represented by the rate of 0% are collaborated always. Therefore, school leaders and sector leaders who collaborate some time are 100% and others no

one confirmed rarely and never never. This explains effective instructional supervision of teacher's which also positively influences teacher's alternative of development which resulted high performance in Kabaya sector.

The findings also revealed to the approaches and techniques of instructional supervision used in Kabaya sector indicated by presented the most techniques do you prefer to use on instructional supervision in Kabaya sector as follow: the most techniques do you prefer to use on instructional supervision in your school as follow 9 represented by the rate of 77.7% are confirmed that prefer to use Individual supervision technique, Classroom visitation got 100%, while Classroom observation got 88.8% therefore Inter-visitatio claimed 55.5%. This explains the most techniques do you prefer to use on instructional supervision in your school were classroom visitation and individual supervision.

Other findings related to the the most approaches of instructional supervision do you prefer to use in your school as follow 10 represented by the rate of 55.5% are confirmed that prefer to use Collaborative supervision approaches, Peer coaching approaches got 38.8%, while Mentoring got 100% therefore Self-reflection approaches claimed 77.7% and Individual conference got 94.4%. This explains the the most approaches of instructional supervision do you prefer to use in your school were mentoring and self-reflection.

Findings regarding impact of instructional teachers supervision of teacher on performance were that the performance level in Kabaya sector in considering results of 2018 was Excellent (100-80) 1.9%, Very good (79-69) 3.8%, Good (69-55) 5.7%, Poor (55-40) 10.5%, Alarming (40-30) 37.5%, Below (30%) 40.3% in that year 2018 Kabaya sector never make instructional supervision on teacher's while teaching and learning, comparing with the results of 2019 when they started to instructional supervision on teacher's in teaching and learning at everyday 45.1%, sometimes 20.1%, rarely 27.8% and never 6.7,they performed: Excellent (100-80) 28.8%, Very good (79-69) 30.7%, Good (69-55) 33.6%, Poor (55-40) 4.8%, Alarming (40-30) 1.9%, Below (30%) 0 and in 2020 also increased the level of instructional supervision of teachers by everyday 68.2%, sometimes 19.2%, rarely 12.5% and never 0 and the students' performance was increased: Excellent (100-80) 57.6%, Very good (79-69) 28.8%, Good (69-55) 5.7%, Poor (55-40) 3.8%, Alarming (40-30) 0%, Below (30%) 0 by comparing the above results of 3 years we discovered that students' performance level started to rise when they started instructional

supervision of teachers which resulted teacher's alternative of development in Kabaya sector in Ngororero district.

Findings regarding to the impact of instructional supervision on teacher's of development in Kabaya sector from these school leaders' respondents you see that 72.2% confirm that instructional supervision of teachers improve academic performance while increase quality of education got 88.8% , help students and teacher to reduce school dropout got 61.1%, help teacher and students during teaching and learning process claimed 50% while helps in students and teacher's motivation got 38.8%, helps to solve teacher's problems got 55.5% and 100% of respondent confirmed that instructional supervision of teachers increase level of pedagogical preparation. this one according to our investigation we had found that those impact of instructional supervision of teachers will teacher's alternative of development in kabaya sector.

In addition The impact of instructional supervision on teacher's alternative of development in Kabaya sector 77.7% of the respondents regardless their category announced that instructional supervision of teachers improve school academic performance, increase quality of education, helps to solve school's problems, and increase school level of pedagogical preparation got 100% while help to reduce school dropout claimed 88.8%, help to improve teaching and learning process got 55.5% and. 66.6% said it helps in students and teacher's motivation contended that it advances instructional supervision which resulted the positive impact of instructional supervision on teacher's alternative of development in Kabaya sector.

CHAPTER FIVE: GENERAL CONCLUSION AND RECOMMENDATIONS

5.0 INTRODUCTION

This chapter dealt with the conclusion of the 4 previous chapters of this study; the general introduction, the literature review, the research methodology and the data presentation, analysis and interpretation. Moreover, some recommendations have been formulated and addressed to whom the study may concern.

5.1. GENERAL CONCLUSION

This study sought to investigate the impacts The impact of instructional supervision on teacher's alternative of development in Ngororero district. To achieve its objectives planned namely (1) To investigate the level of instructional supervision of teachers in Kabaya sector. (2) To examine approaches and techniques of instructional supervision used in Kabaya sector. (3) To evaluate the impact of instructional supervision on teacher's professional development in Kabaya sector.

Furthermore, a sample from the total target population were 247 which was comprised of 210 teachers, 1 sector education officer (SEO), 9 School head teachers of Kabaya sector, 9 Director of studies (Dos), 9 Director of discipline (DoD), and 9 School Bursar sector was determined using statistical formula and simple random sampling stratified sampling as well as purposive sampling techniques. This sample was used to collect needed data which were also collected through data collection tools namely questionnaire, focus group and interview, as well as documentation method. For this end the research used quantitative and qualitative approach and descriptive design to account and analyse the collected data.

Among the results obtained from data collected were that to the extent of sector leaders collaborates with the school leaders to make instructional supervision on teacher's represented by the rate of 0% are collaborated always. Therefore, school leaders and sector leaders who collaborate some time are 100% and others no one confirmed rarely and never never. This explains effective instructional supervision of teacher's which also positively influences teacher's alternative of development which resulted high performance ion Kabaya sector.

Among the results obtained related to the approaches and techniques of instructional supervision used in Kabaya sector indicated by presented the most techniques do you prefer to use on instructional supervision in Kabaya sector as follow: the most techniques do you prefer to use on

instructional supervision in your school as follow 9 represented by the rate of 77.7% are confirmed that prefer to use Individual supervision technique, Classroom visitation got 100%, while Classroom observation got 88.8% therefore Inter-visitatio claimed 55.5%. This explains the most techniques do you prefer to use on instructional supervision in your school were classroom visitation and individual supervision.

Findings related to the the most approaches of instructional supervision do you prefer to use in your school as follow 10 represented by the rate of 55.5% are confirmed that prefer to use Collaborative supervision approaches, Peer coaching approaches got 38.8%, while Mentoring got 100% therefore Self-reflection approaches claimed 77.7% and Individual conference got 94.4%. This explains the the most approaches of instructional supervision do you prefer to use in your school were mentoring and self-reflection.

Findings regarding impact of instructional teachers supervision of teacher on performance were that the performance level in Kabaya sector in considering results of 2018 was Excellent (100-80) 1.9%, Very good (79-69) 3.8%, Good (69-55) 5.7%, Poor (55-40) 10.5%, Alarming (40-30) 37.5%, Below (30%) 40.3% in that year 2018 Kabaya sector never make instructional supervision on teacher's while teaching and learning, comparing with the results of 2019 when they started to instructional supervision on teacher's in teaching and learning at everyday 45.1%, sometimes 20.1%, rarely 27.8% and never 6.7,they performed: Excellent (100-80) 28.8%, Very good (79-69) 30.7%, Good (69-55) 33.6%, Poor (55-40) 4.8%, Alarming (40-30) 1.9%, Below (30%) 0 and in 2020 also increased the level of instructional supervision of teachers by everyday 68.2%, sometimes 19.2%, rarely 12.5% and never 0 and the students' performance was increased: Excellent (100-80) 57.6%, Very good (79-69) 28.8%, Good (69-55) 5.7%, Poor (55-40) 3.8%, Alarming (40-30) 0%, Below (30%) 0 by comparing the above results of 3 years we discovered that students' performance level started to rise when they started instructional supervision of teachers which resulted teacher's alternative of development in Kabaya sector in Ngororero district.

Findings regarding to the impact of instructional supervision on teacher's alternative of development in Kabaya sector from these school leaders' respondents you see that 72.2% confirm that instructional supervision of teachers improve academic performance while increase quality of education got 88.8% , help students and teacher to reduce school dropout got

61.1%, help teacher and students during teaching and learning process claimed 50% while helps in students and teacher's motivation got 38.8%, helps to solve teacher's problems got 55.5% and 100% of respondent confirmed that instructional supervision of teachers increase level of pedagogical preparation. this one according to our investigation we had found that those impact of instructional supervision of teachers will teacher's alternative of development in kabaya sector.

5.2. RECOMMENDATIONS

Considering the findings of this research, the following recommendations are made to improve the way of making instructional supervision in secondary school. Those recommendations are addressed to different stakeholders of education in Rwanda. (the Ministry of Education, Sector leaders, the school teachers, to teachers, further researchers).

5.2.1. Recommendation to the Ministry of Education

The Ministry of Education should do the following:

- To the government of Rwanda should improve on the inspection and instructional of teacher's supervision program by employing more supervisors and inspectors into the system.
- Monitor and evaluate the practice of the policy of of instructional supervision of teachers at secondary schools
- Training teachers with effective teaching methods.

5.2.2. Recommendation to Sector leader's.

The sector leaders should do the following:

- Leaders should organize teacher's supervision program and also give them feedback after inspection and supervision.
- Provide the school with enough and adequate teaching materials including internet resources and enough teaching aids.

5.2.3. Recommendations to the school leaders.

School leaders should:

- The school leaders to improve on their methods of teacher's supervision.
- supervisor to involve teachers in the inspection and supervision program and also give them feedback after supervision.
- Rewarding system that encourages personal responsibility can also increase an individual's motivation of teaching.

5.2.4. Recommendations to teachers

Teachers should:

- Understand that the purpose and benefits of instructional supervision.
- Recommended that teachers should be trained on specific subject so as when they inspect the teacher they can be able to help her/him on how to teach the subject or topic

5.2.5. Suggestions for further studies

Researchers should also seek to further undertake studies under the following topics:

1. The impact of school supervision of teachers on improve students' performance.
2. The issues and challenges faced by school inspection and teacher's instructional supervision.
3. Relationship between instructional supervision of teachers and schools on reduce case of school dropout.

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APPENDICES

APPENDIX I: INFORMED CONSENT

RE: Request for information

Dear respondent,

We UWIRINGIYIMANA Gaudence and NYIRARUGENDO Victoire, undergraduate student conducting a research in partial fulfilment for the award of Bachelor's Degree in Education Department of humanity at Kibogora Polytechnic. This questionnaire is designed to assist in the collection of data. The research title is **“The impact of instructional supervision on teacher's professional development in Ngororero district”**

Please kindly spend a 160 minutes and fill this questionnaire as appropriate as you can. Any information you give will be used for academic purpose and be kept confidentially.

Yours sincerely,

UWIRINGIYIMANA Gaudence

NYIRARUGENDO Victoire

APPENDIX II: QUESTIONNAIRE FOR TEACHERS.

This questionnaire is prepared to assess the teacher's attitudes towards the of instructional supervision on teacher's professional development (collections) for the assessing the impact of instructional supervision on teacher's alternative of development. You are kindly requested to fill the questionnaire appropriately which is going to help us to accomplish the study. Please mark (✓ or X).

Provide your personal information

1. Gender: Male Female

2. Age

i. Below 25 years

ii. Between 26-35 years

iii. Above 35 years

D. Teachers working experience

i. Below 5 years

ii. Between 6-10 years

iii. Above 11 years

II. Study related questions

1. Do you have instructional school and sector supervision on your school?

Yes No

2. To which extent your school leaders make school and sector instructional supervision during teaching process?

I. Always II. Sometimes III. Rarely IV. Never

3. To which of head teachers carrying out class instructional supervision during the teaching?

A. 1-4 times a term

B. 5-8 times a term

C. 9-10 times a term

D. Over ten

E. Never

4. How frequent teachers receive feedback from the inspectors after the inspection process?

A. All the time

B. Some times

C. Never

5. How would you grade your performance level in subjects comparing marks obtained in three years?

Excellent (100-80) Very good (79-69) Good (69-55)

Poor (55-40) Alarming (40-30) Below 30%

Thanks for your collaboration.

APPENDIX III: QUESTIONNAIRE FOR SCHOOL LEADERS.

Instructions:

- Tick the best answer
- Answer to all questions

I. Personal identification

A. Gender:

i. Female

ii. Male

B. Age:

i. Below 25 years

ii. Between 26-35 years

iii. Above 35 years

D. School leaders working experience

i. Below 5 years

ii. Between 6-10 years

iii. Above 11 years

II. Study related questions

1. How do you often do you visit your teachers in instructional supervision? which extent?

I. Daily II. Weekly III. Monthly IV. Never

2. Which the most techniques do you prefer to use on instructional supervision in your school?

I. Individual supervision II. Classroom visitation III. Classroom observation

IV. Inter-visitation

3. Which the most approaches of instructional supervision do you prefer to use in your school?

I. Collaborative supervision II. Peer coaching III. Mentoring

IV. Self-reflection V. Individual conference

4. What are the impact of instructional supervision on teacher's alternative of development in your school?

- A. Improve academic performance
- B. Increase quality of education
- C. Help students and teacher to reduce school dropout
- D. Help teacher and students during teaching and learning process
- E. Helps in students and teacher's motivation
- F. Helps to solve teacher's problems
- G. Increase level of pedagogical preparation

Thanks for your collaboration.

APPENDIX IV: QUESTIONNAIRE FOR SECTOR LEADERS.

Instructions:

- Tick the best answer
- Answer to all questions

I. Personal identification

A. Gender:

- i. Female
- ii. Male

B. Age:

- i. Below 25 years
- ii. Between 26-35 years
- iii. Above 35 years

D. Sector leaders working experience

- i. Below 5 years
- ii. Between 6-10 years
- iii. Above 11 years

II. Study related questions

1. To which extent do you collaborate with the school leaders to make instructional supervision on teacher's?

I. Always II. Sometimes III. Rarely IV. Never

2. Which the most techniques do you prefer to use on instructional supervision in Kabaya sector?

I. Individual school supervision II. School classroom visitation

III. School observation IV. Inter-visitation V. Individual conference

3. Which the most approaches of instructional supervision do you prefer to use in Kabaya sector?

I. Group supervision II. Self-evaluation III. Mentoring

IV. Self-reflection V. Individual conference

VI. Collaborative supervision

4. What are the impact of instructional supervision on teacher's alternative of development in Kabaya sector?

A. Improve school academic performance.

B. Increase quality of education

C. Help to reduce school dropout

D. Help to improve teaching and learning process

E. Helps in students and teacher's motivation

F. Helps to solve school's problems

G. Increase school level of pedagogical preparation

Thanks for your collaboration.

APPENDIX V: INTERVIEW GUIDE

INTERVIEW GUIDE FOR LEADERS

1. Suggest some positive impacts of the instructional supervision on teacher's in Kabaya sector?

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2. Describe some challenges faced instructional supervision of teacher's in Kabaya sector?

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3. Explain some possible measures to overcome the challenges faced instructional supervision on teacher's in Kabaya sector?

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Thanks for your collaboration.