

Effect of School Leadership Practices on the Commitment of Secondary School Teachers in Musanze District, Rwanda

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ABSTRACT

This study examined the effect of school leadership practices on the commitment of secondary school teachers in public schools within Musanze district, Rwanda. The specific objectives were to assess the influence of teachers' motivation, supervision, evaluation, and training and development practices on teachers' commitment to work. This research was guided by two theories: Herzberg two factor theory and Max Weber bureaucracy theory. By using a correlational research design, the study employed a quantitative research approach in collecting and analyzing data. The closed-ended questionnaire was filled out by 167 teachers and 44 school leaders, who were randomly selected from a target population of 305. Reliability was confirmed by a pilot study using Cronbach's alpha coefficient. Data for the first, second, third and fourth research questions on school leadership practices and teachers' commitment to work was analyzed through descriptive statistics (frequencies, percentages, mean, and standard deviation) and regression analysis, while qualitative data was analyzed thematically. The findings revealed significant effects of all four leadership practices on teachers' commitment in Musanze district. Notably, motivation practices ($\beta=0.469$, P value < 0.05), supervision practices ($\beta=0.368$, P -value < 0.05), evaluation practices ($\beta=0.495$, P value < 0.05), and training and development practices ($\beta=0.081$, P value < 0.05) all exhibited positive linear relationships with teachers' commitment. This study recommends that the leadership in schools under examination should foster teachers' commitment to their work in order to improve student outcomes, which is essential for overall school success.

Keywords: Evaluation, Motivation, Public School, School Leadership, Supervision, Training and Development

I. INTRODUCTION

Commitment is a psychological attachment to an institution in which people give their loyalty to its values and goals. Teachers' commitment is the emotional bond teachers demonstrate toward their work. Teachers' commitment has been recognized as one of the most crucial factors in active teaching and learning (Mustafa, 2017). The main characteristics of teachers' commitment are commitment to learners, commitment to teaching, commitment to the teaching profession, and commitment to the society surrounding them. It is connected to teacher productivity, absenteeism, burnout, and turnover, as well as having significance.

All over the world, especially in America, 50% of secondary school teachers were not satisfied with their job, with 25% intending to quit within a year due to poor working conditions. Schools with dissatisfied teachers experienced more absenteeism, lower work productivity, and lower turnover. These factors may be caused by poor school leadership practices like insulting, harassing, and embezzlement of teachers, which lead to a lack of teachers' commitment to their work (Okeke & Mtyuda 2017).

When school leaders fail to provide adequate support to their teachers, it can lead to burnout, low morale, and a high turnover rate (Ingersoll, 2001). In a study conducted in Rwanda by the Learning Policy Institute, it was found that over 90% of teachers surveyed felt that they needed more support from their school leaders, especially in regards to managing student behavior and the provision of professional development opportunities. The author stressed that teachers who feel supported by their school leadership are 6.4 times more likely to be engaged in their work. Head teachers play major roles in building teachers' trust which influence their behavior and attitudes. In the contrast, teacher who do not feel supported are more likely to be disengaged and have low morale, lower levels of trust count for lesser interaction between teachers and school leader (Musah, 2018).

The quality of teachers in Indonesia is still low in terms of knowledge, skills, competence, and pedagogical expertise. School leadership encouraged teachers to participate in continued professional development. In education, a calling or passion is crucial to becoming a teacher. It is closely related to the love of transmitting knowledge and skills and the enthusiasm to explore student potential (Kanya, 2021).

Another side of low pedagogical competence is caused by the binding of teachers' recruitment with civil servant status; this constitutes poor management of teachers (Inten, 2021). Some of the school leaders were absent from school duties and attended political meetings. These school leaders' absenteeism at work reduces teachers' supervision and mentorship, which enhances the commitment of teachers (Innocenti, 2021).

In sub-Saharan Africa, some school leaders were absent from school work, and when they arrived at school, they started harassing teachers. This action reduced teacher morale, commitment to work, and student attendance in the classroom. In Mali, dropout rates were high, especially in Mopti. The dropout rate was high (58%), and girls and boys absenteeism was 39% and 36%, respectively. School leader poor practices lead to 80% of Malian students' complete lower secondary without the basic knowledge, skills, attitude, and values required (World Bank, 2021).

In some African countries, teachers may feel disempowered and lack autonomy in decision-making, which can diminish their job satisfaction, motivation, and teacher's commitment. However, the commitment of teachers is characterized by passion for teaching, investment in professional development, the ability to build strong relationships with students and colleagues, a consistent effort to improve their teaching practices, and the realization of childhood dreams. It seems that the most crucial goal shared by teachers is to make a difference in students' lives. The above results come from good interaction between teachers and school leadership (Kwok, 2016).

Local newspapers in Rwanda have highlighted the fact that many students are roaming around the village. Teachers come to the classroom drunk. Head teachers are absent from school work with no genuine reasons; these contribute to poor job performance (Oketcho, 2019). Drunkard teachers did not provide the expected results at school. They distracted others from doing their work, reduced staff credibility, and consumed much of the time of the school leaders (Alazzam, 2022).

One study conducted by the Rwanda Basic Education Board (REB, 2021) found that teacher commitment was significantly impacted by the quality of school leadership. Specifically, teachers faced a lack of support, a lack of clear communication, and ineffective leadership strategies from school leaders. This led to low morale and eventually high teacher turnover, which further negatively impacted school performance (Rwanda Education Board [REB], 2021).

A study by Leithwood and Jantzi (2008) found that the commitment of teachers is significantly influenced by the leadership within their school. Effective school leadership can create a positive work environment that fosters teacher commitment, while poor leadership can lead to disengagement and low levels of commitment among teachers. Additionally, a meta-analysis by Hoy and Tarter stressed that school leadership plays a crucial role in shaping teacher commitment (Tarter, 2011).

A study by Shelby (2018) found that school leadership determines a path to reduce stressors and fosters effective teacher coping strategies to increase teacher commitment and decrease teacher turnover (Shelby, 2018). Further research in this area could provide valuable insights into how school leaders can effectively support and motivate their teachers to enhance overall school performance.

1.1 Statement of the Problem

Effective school leadership is central to school performance, as they provide direction, motivation, supervision, evaluation, professional development, and support to teachers, administrators, and students in order to improve education service delivery and learning outcomes. The school leaders facilitate the collaboration of instructional design between the school librarian and individual teachers and influence learners to read books related to the subject taught them. Teachers' role is needed in increasing students' reading interest in any subject learnt (Syafira, 2022).

A study by Sahito and Vaisanen (2017) revealed that factors such as poor working conditions, low pay, and a lack of recognition, teacher training, and development opportunities contribute to teacher dissatisfaction. The education system cannot bring teachers' commitment to their work. For instance, a study conducted in Mali by the World Bank found that low salaries, a lack of support, and heavy workloads were some of the main reasons for high teacher turnover rates and low levels of teacher engagement in their work (World Bank, 2021). Additionally, a survey conducted by Ndahayo found that only 15% of teachers felt motivated to innovate and improve their teaching practices, suggesting a lack of commitment to their profession. Motivated teachers can create a stimulating learning classroom that fosters students' enthusiasm for learning and internal motivation (Ndahayo, 2023).

It is important to note, however, that generalizing all teachers as lacking teachers' commitment would be unfair and unjustifiable, given the many different contexts and personal factors that influence one's level of

engagement in their job. Ultimately, it is important to address the underlying issues that can impact teacher motivation and commitment in order to ensure that all students receive the best possible education (Noshaba, 2023). In terms of school leadership, Rwanda has implemented different programs to improve the competency of head teachers, including TIDE (Transforming Education Sector) programs launched in 2009. The programs aimed to develop leadership skills, improve school management, and support teachers' professional development (UNICEF, 2021).

Poor school leadership and low teachers' commitment can lead to low academic achievement among pupils. When teachers are not fully committed to their work, pupils may not receive the knowledge and skills they need to succeed in their studies (UR-CE, 2023). A lack of motivation and commitment among teachers can lead to high dropout rates among students. When teachers do not take an interest in their students' success, students may lose interest in school and drop out. A teacher who does not feel supported by the school leader is not motivated to do the work and may leave the profession. This can lead to a shortage of qualified teachers, which can further become a problem. Poorly educated populations can result in lower economic growth and reduced productivity. When young children do not receive a quality education, they are less prepared for the workforce. Poor school leadership practices and teachers' commitment may contribute to social inequality. Students from disadvantaged backgrounds may have even fewer opportunities to succeed if they are not receiving a quality education (Nkiliye, 2021).

Overall, poor school leadership practices and low teachers' commitment can have lasting and far-reaching consequences that affect not just the education system but Rwandan society as a whole. This study will offer school leaders' a need to be equipped with the competency to manage their school effectively by providing leadership training and development opportunities that can help them become better school leaders and create a positive culture in the school located in Musanze District. Teachers who have access to ongoing professional development opportunities are more engaged and dedicated to their work. School leaders create and give motivation to teachers to demonstrate high levels of commitment and performance. These include salary increases, recognition programs, or professional development opportunities. This will help the school effectively create a positive school culture that values, supports, and recognizes the contribution of teachers, which can go a long way towards improving overall teacher satisfaction and motivation and encourage parents and the community to be engaged in playing a crucial role in supporting teachers and improving school leadership practices, which helps to create a dedicated community of stakeholders who are invested in the success of the school (VVOB, 2021).

1.2 Research Objectives

- i. To examine the effect of teachers' motivation practices on secondary school teachers' commitment to work in Musanze District.
- ii. To measure the effect of teachers' supervision practices on secondary school teachers' commitment to work in Musanze District.
- iii. To measure the effect of teachers' evaluation practices on secondary school teachers' commitment to work in Musanze District.
- iv. To measure the effect of teachers' training and development practices on secondary school teachers' commitment to work in Musanze District.

1.3 Research Hypotheses

HO₁: There is no significant effect of teachers' motivation practices on secondary school teachers' commitment to work in Musanze District.

HO₂: There is no significant effect of teachers' supervision practices on secondary school teachers' commitment to work in Musanze District.

HO₃: There is no significant effect of teachers' evaluation practices on secondary school teachers' commitment to work in Musanze District.

HO₄: There is no significant effect of teachers' training on development practices and secondary school teachers' commitment to work in Musanze District.

II. LITERATURE REVIEW

2.1 Theoretical Review

2.1.1 Herzberg's Two Factor Theory

Motivation is one of the crucial factors in affecting human actions and performance. Individual and team motivation exerted on the work task can affect all aspects of organizational performance. Two-factor theory was elaborated by Frederic Irving Herzberg. He introduced job enrichment and the motivator-hygiene theory, which was

first published in his book titled “The Motivation to Work in 1959” (Yusoff, 2023). His work emphasized individuals in the workplace, but it has been popular with managers as it also concentrated on the importance of school leader competencies. His theory aimed at understanding what motivates teachers in the workplace. According to Herzberg, there are two factors that influence teacher motivation and commitment, namely hygiene factors and motivators. Hygiene factors are factors that are essential for the maintenance of a teacher's job, such as education policy and school administration, which must be fair, clear, and not too rigid. School leadership elaborated on flexible working hours, dress code, breaks, and holidays that nurture teachers' commitments (UNICEF, 2021). Weak performance by teachers results from poor school leadership skills, like a lack of adequate teacher supervision. Some school leaders fail to deal effectively with their teachers' difficulties (Yariv, 2011). Motivational factors are intrinsic factors that increase employees' job satisfaction. School leadership aims to provide teachers with meaningful works that enable them to intrinsically satisfy themselves by their outcomes, responsibilities delegated, experienced learned, and achievement harvested (Kitterlin, 2014).

2.1.2 Max Weber's Bureaucracy Theory

Max Weber's bureaucracy theory originated in his book “Economy and Society,” which was published in 1922. In this book, Weber identified bureaucracy as a system of administration characterized by formality. Leadership in public schools is expected to be exercised at all levels of the bureaucracy, with multiple and often contending forms of school leadership (Althaus, 2013). Max Weber's theory of bureaucracy has greatly influenced school leadership practices in terms of organization and setting clear rules. In his theory, he outlined key concepts that guide how organizations such as schools should be operated. This means that there is a clear chain of command from the high level of the school leadership to the bottom level (Pont et al., 2008). This theory highlights six bureaucratic principles, such as rationality, expertise, rules, based decision-making, formalization, and specialization, which can impact teachers' commitment and motivation to work. Schools are organizations in which there is an intense bureaucracy in terms of the functioning and fulfillment of different tasks. The things to be done by teachers and students are determined by certain rules and procedures (Hanifi, 2017). Therefore, school leadership can be effective if it is able to achieve the above bureaucratic principles. Schools that adopt these principles are better able to achieve their objectives and provide quality education to their students.

2.2 Empirical Literature Review

2.2.1 Teachers' Motivation Practices and Teachers' Commitment

Teachers are motivated by achieving competences in different areas of achievement of learners in the subject content, discipline, sport, and social interaction among students themselves and colleague teachers. Learners were motivated by the skillful mastery of different subjects being taught by the teacher. Success in the subject is directly linked to positive capability beliefs, positive emotional responses, and increased inner motivation and participation (Rajesh, 2016).

Good school leader practices lead to good performance of teachers and learners; poor school leader practices reduce teachers' punctuality and love of work and lead to poor performance (Dlamini, 2019). Overall, the importance of motivational practices in education cannot be overstated. Teachers' motivation is a crucial factor in maintaining commitment to the teaching profession and providing high-quality education to their students.

2.2.2 Teachers' Supervision Practices and Teacher's Commitment

Globally, a study conducted by Phocas and Andala (2020) found that a lack of teacher supervision rebirthed into inadequate preparation by teachers, on the other hand. Instructional supervision was a suitable approach to attaining a high level of school performance (Phocas & Andala, 2020). It can have significant consequences for students' performances, such as an increase in emotional exhaustion, poor discipline, disruptive behavior, and poor learning (Torregosa et al., 2024).

The lack of teacher supervision highlighted the importance of establishing a positive supervisory relationship that is supportive, non-invasive, and provides constructive feedback that inspires teacher growth and development (Altun, 2020).

In Africa, challenges to school supervision include a shortage of external supervisors, unqualified staff, inadequate instructional materials, a lack of training, a lack of time, the use of harsh language by school leaders, a lack of teacher accountability, political instability, unstable educational policies, corruption, school culture, and excessive administration (Kettle, 2015).

In Rwanda, poor school leadership skills, such as inadequate teacher supervision, lead to weaker learners' performance, thereby reducing students' success. Some school leaders fail to manage the teachers' difficulties, such as

classroom absenteeism. Effective teacher supervision has a wide range of benefits, including improved teacher motivation, job satisfaction, commitment to work, promotion of teacher well-being, productivity, and overall student success (Alazzam, 2022).

2.2.3 Teachers' Evaluation Practices on Teacher's Commitment to Work

According to the World Bank (2018) assessment, 80% of Filipino students worldwide fall below the minimum proficiency levels. However, high dropout rates and poor performance in national and international achievement tests continue to plague the country's education system (World Bank, 2022), and the teacher shortage is real, large, growing, and worse than we thought.

Studies have shown that teachers' evaluations can serve as a motivational tool for teachers, encouraging them to perform better in their roles. A study revealed that teachers who received positive evaluations had higher levels of job satisfaction and were more likely to stay in their current job. Furthermore, teachers who received constructive feedback were more inclined to participate in professional development activities aimed at enhancing their teaching skills.

On the other hand, negative evaluations can have a demotivating effect on teachers, causing them discouragement and disengagement from their work. The journal of personnel evaluation in education published a study that revealed a higher likelihood of burnout and job dissatisfaction among teachers who received negative feedback (Olohundare, 2020).

In Region School, leaders evaluate teachers in order to promote effective leadership by providing meaningful teacher evaluations, including an accurate performance appraisal and classroom observation during teaching and learning (Sen, 2022).

When the head teacher verifies a teacher's effectiveness, followed by feedback, coaching, mentorship, support, and opportunities for professional development; these increase teachers' participation in school activities and love of work (Onwuegbuzie, 2021).

Overall, teacher evaluations can play a crucial role in shaping a teacher's commitment to their work. By providing constructive feedback and recognizing teachers' strengths, evaluations can motivate teachers to improve their skills and contribute more effectively to the education system. However, teachers' evaluations that are overly critical or fail to recognize teachers' accomplishments may have the opposite effect, reducing their motivation and commitment to their profession.

2.2.4 Teacher's Training and Development Practices on Teacher's Commitment to Work

According to the Cambridge dictionary, an untrained teacher is a teacher without the requisite education, professional qualification, or experience required for the job at the time of joining the school. Effective school leaders are competent, skilled, trained, secure, and considerate. These school leaders find time for every teacher; they are genuine and authentic in their communications and actions.

UR-CE (2023) conducted a research study which found a positive correlation between teacher professional development and both teacher effectiveness and student achievement. Recruiting and retaining fresh streams of talented members, for example, through mentoring, plays a crucial role in strengthening the vitality of the school (UR-CE, 2023). The study underscored the significance of professional development in enabling teachers to acquire new skills and knowledge applicable in the classroom. It improves student learning outcomes. A school leader's main responsibility is to develop others to do the work and realize that teachers and learners are your most valuable assets (Maxwell, 1999).

Darling-Hammond et al. (2017) conducted a study that found effective teacher training and development significantly increases teacher knowledge and skills, leading to higher student achievement. Additionally, the study found that teachers who participate in high-quality professional development programs remain in the profession and are more committed to their work (Darling-Hammond, 2017).

Another study by Hargreaves and Fullan (2012) found that effective professional development programs should focus on developing teachers' collaborative skills, allowing them to work in teams to address the diverse needs of students and implement innovative teaching strategies (Hargreaves, 2012). This collaborative approach to professional development not only improves teacher commitment but also leads to a positive school culture and increased student learning outcomes (Darling-Hammond, 2017).



III. METHODOLOGY

3.1 Research Design

This study employed the correlation research design. The correlation design seeks to establish the relationship between two or more variables without intervening in the process (Boucaud, 2017).

3.2 Population and Sample

The total population consists of 305 employees working in 15 public secondary schools in Musanze district. Purposive sampling was used to select public secondary school. A researcher was used simple random techniques for teachers 261 teachers sampled teachers were 167.04 and census technique for school leaders took 15 head teachers, 16 directors of studies, and 13 directors of discipline by using census technique due to their minority.

Table 1

Distribution of the Sample

Respondent	Target	Sample	Sampling techniques
Head teacher	15	15	Census techniques
DOS	16	16	Census techniques
DoD	13	13	Census techniques
Teachers	261	167	Random sampling techniques
Total	305	211	

3.3 Instruments

The study used a questionnaire and an interview schedule to collect data from the field. The questionnaire contained items regarding how particular respondents had employed the school leadership practices and commitment of teacher (Abouria & Othman, 2017). Data from interview was analyzed through the thematic approach.

3.4 Treatment of data

Data analysis was done through IBM SPSS using exploratory factor analysis, followed by confirmatory factor analysis. Data was screened to remove errors; missing values were handled and the analysis showed that no variable exceeded 5% missing values in all items. Outliers were eliminated using the exploratory factor and confirmatory factor analysis and indicators above 0.8 and below 0.5 were dropped. The regression analysis was used to determine the correlation between the predictor variable (school leadership practices) and the response variable (teachers' commitment).

3.5 Validity

The study shows validity through its careful questionnaire design which accurately measured school leadership practices on commitment of teachers and using descriptive analysis and inferential statistic.

3.6 Reliability

Reliability was established through data triangulation in that more than one tool was used to collect data from the field (Siti, 2019). The researcher conducted a Cronbach's alpha test along with a pilot study in 15 public school located in Musanze district. In research, a Cronbach's alpha is a consistency coefficient that signifies how well questionnaire items correlate with one another (Hamed, 2016). When Cronbach's alpha is above 0.8, it signifies that the instrument is adequately reliable for measuring the effect of school leadership practices and teachers' commitment to work.

Table 2

Pilot Study Results

No	Objectives	Items	Cronbach's Alpha	Comments
1	Teachers' motivation practices	10	0.92	Approved
2	Teachers' supervision practices	10	0.79	Approved
3	Teachers' evaluation practices	10	0.81	Approved
4	Teachers' training and development practices	10	0.72	Approved
5	Teachers' commitment to work	10	0.86	Approved
Overall		50	0.81	Approved

IV. FINDINGS & DISCUSSIONS

4.1 Response Rate

The response rates were adequate in providing valid and reliable presentation of targeted population. This was calculated from questionnaires collected from participants.

Table 3

Questionnaires Return Rate

Participant	Delivered questionnaires	Returned questionnaires	percentage
Teachers	167	167	100%
Head teachers	15	15	100%
Director of Studies	16	16	100%
Director of Discipline	13	13	100%

Table 3 indicates that the researcher distributed 211 questionnaires to the participants but all the participants have brought back all questionnaires 100%. This percentage is enough to continue the research.

4.2 Descriptive Statistics and Inferential for School Leadership Practices

This section presents the findings. The presentation is based on research objectives that guided the study and testing of hypothesis.

4.2.1 Ways Schools Leaders Motivate Teachers

The respondents were asked to indicate their level of agreement with selected statements on a 5-point Likert scale, where strongly agree = 3.50–4.00, agree = 2.50–3.49, disagree = 1.50–2.49, and strongly disagree = 1.50–1.49. Table 4 provides an overview of how school leadership supports and encourages teachers to feel motivated. The high-scoring item was related to whether the head teacher conducts regular support for teachers ($M = 4.42$, $S.D. = 1.74228$); the lowest-scoring item was related to whether the head teacher provides teachers access to technology and wireless ($M = 3.13$, $S.D. = 1.71484$). The overall mean indicated that most of the respondents perceived that teachers' motivation practices affect teachers' commitment to work in Musanze district, as indicated by statistics ($M = 3.85$, $S.D. = 1.69706$).

Table 4

Descriptive Statistics for Teachers' Motivation Practices

Statement	N	Mean	Std. Dev.	Judgement
The head teacher sets clear expectations for teachers regarding their roles and responsibilities in Musanze district	210	3.9621	1.69270	Agree
Head teacher provide funds for teachers to attend conferences, workshops, and seminars in Musanze district.	210	3.9763	1.74694	Agree
All teachers receive appreciation and appraisal for the work done.	210	4.0948	1.70448	S-Agree
Head teacher provides regular feedback and recognition for a job well done.	210	4.3365	1.61114	S-Agree
The head teacher encourages teachers to participate in school- wide like visiting sick people in Musanze district.	210	3.5829	1.54504	Agree
The head teacher provides teachers access to technology and wireless.	210	3.1280	1.71484	Agree
The head teacher creates opportunities for teachers to collaborate with other schools in Musanze districts.	210	4.2938	1.73998	S-Agree
The head teacher offers financial incentives such bonuses, salary increases for exceptional performance in Musanze district	210	3.2844	1.77675	Agree
The head teacher conducts regular check-in to ensure that teachers have the resources and support they need.	210	4.4218	1.74228	S-Agree
The head teacher gives flexible scheduling to accommodate individual needs in Musanze district.	210	3.4597	1.69651	Agree
Average	210	4.5848	1.69706	S-Agree

During interview one of the respondents argued that the most efficient ways to motivate and inspire teachers is to praise and honor them. Showing appreciation for their commitment and hard work makes them feel valued. Receiving recognition from school leadership reassures teachers that they are skilled at their job. A study conducted in

Jamaica by Johnson (2017) showed that both intrinsic and extrinsic motivation increases students' drive to learn. Furthermore, teachers' motivation plays vital roles in creating an environment that supports students' learning.

4.2.2 Supervisory Impact on Teachers' Commitment

Table 5 provides a summary of the level of how supervision impacts teachers' commitment. The high-scoring item was related to whether the school leader supervises the teacher's classroom engagement in Musanze district ($M = 4.6825$; $S.D = 1.39339$); the lowest-scoring item was related to whether the school leader supervises the teacher individually or in the group ($M = 3.30$, $S.D = 1.65067$); the overall mean indicated that most of the respondents perceived that teachers' supervision practices have an effect on teachers' commitment to work in Musanze district as indicated by statistics ($M = 4.25$, $S.D = 1.47916$).

According to Tesfaw (2012), school leaders collect data on teachers' performance with the purpose of expanding teachers' skill sets, such as patience, communication, and conflict resolution, and this supervision should be a systematic sequence of frequent observation, both formal and informal, that positively impacts teachers' commitment (Tesfaw, 2012). This study admitted that teachers' supervision practices improve formal and informal professional development through workshops, CPD, conferences, courses, seminars, peer learning, independent research, and chatting with colleagues on WhatsApp to enhance the teaching and learning process (Farber, 2014).

Table 5

Descriptive Statistics for Teachers' Supervision Practice

Statements	N	Mean	Std. Dev.	Judgement
The School leader supervises teachers in the classroom in Musanze district.	210	4.4408	1.72931	S-Agree
The school leader supervises interaction between teacher and learners feedback in Musanze district.	210	4.3460	1.75898	S-Agree
The school leader supervises teacher individually or in groups.	210	3.2986	1.65067	Agree
The School leader supervises teacher's implementation of school curriculum in Musanze district.	210	4.5308	1.19409	S-Agree
The School leader supervises the teacher's classroom engagement in Musanze district	210	4.6825	1.39339	S-Agree
The school leader supervises the teacher's use of technology in the classroom.	210	4.4692	1.55617	S-Agree
The school leader supervises the teacher's communication with parents about their students in Musanze district.	210	4.4123	1.63041	S-Agree
The school leaders supervise teachers' involvement in extra-curricular activities in Musanze district.	210	3.9100	1.31527	Agree
School leader supervises CPD teachers' attendance in Musanze district.	210	3.9005	1.36436	Agree
School leader supervises teacher performance contract against standards or goals in Musanze district	210	4.0711	1.19907	S-Agree
Average	210	4.2061	1.47916	S-Agree

4.2.3 Teachers Views on Evaluation Practices

Table 6 provides an overview of how teachers perceive evaluation practices. The high-scoring item was related to whether the school leader evaluates the teacher's lesson preparation regularly (mean = 5.00, $S.D. = 1.34028$); the lowest-scoring item was related to whether the school leader evaluates teachers' abilities in managing classroom discipline in Musanze district (mean = 4.07, $S.D. = 1.26221$); the overall mean indicated that most of the respondents perceived that teachers' evaluation practices affect teachers' commitment to work in Musanze district as indicated by statistics (mean = 4.75, $STD = 1.44871$).

One head of school had this to say about that: in my working experience as a leader, I have met all kinds of teachers: those who are willing to work hard and those for whom I am supposed to force them to work. They do not want to prepare for teaching; sometimes they make stories in classes instead of teaching and are actually slandered in school, even disappointing others. I normally get complaints from students or teachers' about those teachers.

Hattie and Timperley (2007) revealed in their study that teacher evaluation practices give teachers accountability for their teaching and identify areas for improvement. School leadership practices play a crucial role in teacher retention. By giving constructive feedback that guides teachers on how to meet the vision of their school, they increase the effectiveness of the teaching and learning dynamic. Teachers like praise, not for ability and behavior but specifically for effort and achievement (Hattie, 2007).

Table 6*Descriptive Statistics for Teacher's Evaluation Practices*

Statements	N	Mean	Std. Dev.	Judgement
School leader evaluate outcomes pedagogical meeting Musanze district.	210	4.5972	1.64860	S-Agree
School leader always evaluate the teachers in their classroom teaching Musanze district.	210	4.8815	1.48650	S-Agree
School leader evaluate teacher communication with students, parents, and staff Musanze district.	210	4.6540	1.59425	S-Agree
School leader evaluate the teacher's lesson preparation regularly in Musanze district	210	5.0000	1.34028	S-Agree
School leader evaluate a sample of student work and learning objectives in Musanze district.	210	4.7820	1.35073	S-Agree
School leader evaluate teachers' abilities in managing classroom discipline in Musanze district.	210	4.0664	1.26221	S-Agree
School leader evaluate teachers integration of ICT teaching and learning in Musanze district	210	4.8246	1.79485	S-Agree
School leader evaluate teachers' participation in CPD in Musanze district	210	4.8152	1.39692	S-Agree
School leader evaluates the teachers' instructional effectiveness and professionalism in Musanze district	210	4.8531	1.31737	S-Agree
School leader evaluate teachers' participation in clubs and sports	210	4.9479	1.29546	S-Agree
Average	210	4.7422	1.44871	S-Agree

4.2.4 Effect of Training and Development Practices on Teachers' Commitment

Table 7 provides an overview of how teachers' training and development practices influenced their commitment. School leaders providing time and support for collaborative planning among teachers was the high-scoring item (mean = 4.11, S.D. = 1.45773), while offering incentives and rewards for outstanding teacher performance was the lowest-scoring item (mean = 3.56, S.D. = 1.57663). The overall mean, as shown by statistics (mean = 3.84, S.D. = 1.40224), indicated that most participants perceived that teachers' training and development practices influence their commitment to work.

Kaur's (2019) study reveals a significant impact of teacher training and development on teachers' work commitment. It requires a systematic plan for transferring teachers' knowledge. This means that public schools in Musanze district must create a process allowing teachers to share their knowledge, skills, attitudes, and expertise with their colleagues through continuing study, active participation in CPD, research, reading books, mentoring, attending staff meetings, and morning assemblies (Kaur, 2019).

Table 7*Descriptive Statistics for Teachers' Training and Development Practices*

Statements	N	Mean	Std. Dev.	Judgement
School leaders provide constructive feedback to teachers on lesson planning in Musanze district.	210	3.6161	1.46130	Agree
School leader facilitate staff meetings and discussion	210	3.8673	1.59028	Agree
School leader offer incentives and rewards for outstanding teacher performance in Musanze district.	210	3.5592	1.57663	Agree
School leader provide coaching and mentoring program for new teachers in Musanze district.	210	4.0621	1.30951	S-Agree
School leader encourage teacher in participation in decision making in Musanze district.	210	3.8531	1.39462	Agree
School leader train teachers to use technology in the classroom in Musanze district.	210	3.8246	1.40494	Agree
School leader provide time and support for collaborative planning among teacher in Musanze district.	210	4.1090	1.45773	S-Agree
School leader conduct regular teacher observation in Musanze district	210	3.7441	1.23505	Agree
School leader create network with other teachers and education professionals in Musanze district	210	3.7204	1.30950	Agree
School leader facilitate on going professional growth for teachers in Musanze district.	210	4.0773	1.28088	S-Agree
Average	210	3.84332	1.40224	Agree



4.2.5 Commitment to Work among Teachers

Table 8 indicates that the respondents strongly agreed that teachers’ commitment has increased in the last five years, as shown below: All the teachers in this school cares about students (Mean=3.41, S.D=1.69164); teachers prepare quizzes, tests and exams together with school leader and submit the marks before deadline (Mean=3.46, S.D=1.66522); teacher likes working with young people (Mean=4.66, S.D=1.57771); teachers offer extra help and support to struggling students (Mean=3.62, S.D=1.69017); all teachers participate actively in CPD to honing their skills (Mean=4.14, S.D=1.32916); teachers communicate regularly with parents and guardians to discuss students’ progress and needs (Mean=3.82, S.D=1.20043); Most of teachers implement effective classroom management strategies to maintain a positive learning environment (Mean=4.27, S.D=1.20043); teachers participate in extracurricular activities (Mean=3.68, S.D=1.52432); teachers use various technology platforms to enhance the learning experience and engage students (Mean=3.82, S.D=1.51307); teachers ensure regular students’ attendance and punctuality during teaching and learning. (Mean=4.75, S.D=1.78116). The average mean score for all respondents was 3.96, with a standard deviation of 1.56965. The study found that the average standard deviation of 1.56965 is close to the teachers' commitment to work in Musanze district. According to Bunyamin's study (2017), commitment to teaching directly and positively contributes to teachers' teaching methodology, comprehension, personality, characteristics, and attitudes. The educator equipped with dedication, passion, and enthusiasm will be role models for not only the learners but also their colleagues (Bunyamin, 2017).

Table 8

Descriptive statistics for teacher commitment practices

Statements	N	Mean	Std. Dev.	Judgement
All the teachers in this school cares about students	210	3.4076	1.69164	Agree
Teachers prepare quizzes, tests and exams together with school leader and submit the marks before deadline.	210	3.4550	1.66522	Agree
Teacher likes working with young people, and takes an interest in knowledge and ideas	210	4.6635	1.57771	S-Agree
Teachers offer extra help and support to struggling students	210	3.6161	1.69017	Agree
All teachers participate actively in continuous professional development to honing their skills.	210	4.1422	1.32916	S-Agree
Teachers communicate regularly with parents and guardians to discuss students’ progress and needs,	210	3.8152	1.72361	Agree
Most of teacher implement effective classroom management strategies to maintain a positive learning environment.	210	4.2667	1.20043	S-Agree
Teachers go above and beyond their job duties, such as volunteering for extracurricular activities.	210	3.6810	1.52432	Agree
Teachers use various technology platforms to enhance the learning experience and engage students.	210	3.8238	1.51307	Agree
Teachers ensure regular students’ attendance and punctuality during teaching and learning.	210	4.7476	1.78116	S-Agree
Average	210	3.96187	1.56965	Agree

4.3 Inferential Statistics of School Leadership Practices and Teachers’ Commitment

Table 9 indicates that 35.4% variation in dependent variable (teachers’ commitment to work) can be explained by teachers’ motivation practices, teachers’ supervision practice, teachers’ evaluation practice and teachers’ training and development practices.

Table 9

Model Summary of Teachers’ Motivation, Supervision, Evaluation, and Training and Development Practices on Teachers’ Commitment to Work

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	1.000 ^a	.368	.354	6.58851

a. Predictors: (Constant), T.M.P, T.S.P, T.E.P, T.T.D.P

The test for the analysis of variance in Table 10 showed that the regression coefficients indicated that the significance of the F is 0.00, which is less than 0.05 (P-value<0.05). In Rwandan public schools, teachers' motivation, supervision, evaluation, training, and development practices have a significant impact. This suggests the rejection of



the null hypothesis and the acceptance of the alternative hypothesis. There is a significant relationship between teachers' motivation practices, their supervision practices, their evaluation practices, their training and development practices, and their commitment to work in Rwandan public schools.

Table 10

Analysis of Variance of Teachers' Motivation, Supervision, Evaluation and Training and Development Practices on Teachers' Commitment to Work

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	54.409	1	54.409	20.957	.000 ^b
Residual	537.756	198	2.716		
Total	592.164	199			

a. Dependent Variable: T.C.W

b. Predictors: (Constant), T.M.P, T.S.P, T.E.P, T.T.D.P

The results in Table 11 below reveal that there was a positive and significant relationship between teachers' motivation practices and teachers' commitment to work ($\beta = 0,584$; p-value <0.05). This means that a unit of change in teachers' motivation practices increases teachers' commitment to work by 0.584 units while holding constant factors 2, 3, and 4. In addition, there was a negative and significant relationship between teachers' supervision practices and teachers' commitment to work ($\beta = -0.053$, p-value < 0.05). Negative supervision practices can have a detrimental impact on teacher commitment to work. This can lead to lower job satisfaction, higher turnover rates, and decreased overall performance in the school. Teachers may feel undervalued, unsupportive, and disengaged when faced with negative supervision practices.

It is important for school leaders to prioritize creating a positive and supportive work environment to help teachers and ultimately improve student outcomes. This means that a unit of change in teachers' supervision practices decreases teachers' commitment to work by -0.053 units while holding unit constants 1, 3, and 4. There was also a positive and significant relationship between teachers' evaluation practices and teachers' commitment to work ($\beta = 0.415$, p-value < 0.05). This means that a unit change in teachers' evaluation practices increases teachers' commitment to work by 0.415 units while holding constant factors 1, 2, and 4. Furthermore, there was a negative and significant relationship between teachers' training and development practices and teachers' commitment to work ($\beta = -0.457$, p-value < 0.05). Teachers are not receiving the necessary support, resources, or guidance to improve their skills and effectiveness in the classroom. This can lead to a lack of motivation, frustration, and ultimately a decrease in teacher commitment to their work. When teachers feel undervalued and unsupported, they may be less likely to fully engage with their students and invest in their professional growth. It is important for schools and educational institutions to prioritize effective training and development programs to ensure that teachers feel empowered and motivated in their roles. This means that a unit of change in teachers' training and development practices decreases teachers' commitment to work by -0.457 units while holding unit constants 1, 2, and 3. The equation below illustrates this.

$$Y = 2.239 + 0.584X_1 - 0.053X_2 + 0.415X_3 - 0.457X_4$$

Where: Y-Refers to factor 5 as dependent variable (teachers' commitment to work), X₁- Refers to T.M.P (Teachers' motivation practices), X₂- Refers to T.S.P (Teachers' supervision practices) X₃. Refers to T.E.P (Teachers' Evaluation practices), X₄. Refers to T.T.D.P (Teachers' training and development practices)

Table 11

Analysis of Coefficients of Teachers' Motivation, Supervision, Evaluation and Training and Development Practices on Teachers' Commitment to Work

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.325	.296		7.865	.000
	T.M.P	.584	.135	.426	4.326	.000
	T.S.P	-.053	.105	-.042	-.509	.611
	T.E.P	.415	.081	.365	5.095	.000
	T.T.D.P	-.457	.134	-.293	-3.403	.001

a. Dependent Variable: Teachers' Commitment to Work

The researcher conducted hypothesis testing in Table 11 to verify either of the accumulated hypotheses (null or alternative hypotheses), or to determine whether the study's results support any of these theories. Table 12 displays the outcomes of the researcher's hypothesis test. The results indicated that the P-value ($P = 0.000$) demonstrated significant relationships between all the school leaders' practices identified in the study and the commitment of teachers to work within Musanze District. Therefore, the null hypothesis was rejected and the alternative hypothesis accepted.

Table 12*Summary of Tested Hypothesis*

No	Hypothesis	P –value	Verdict
1	There is no significant effect of teachers' motivation practices on secondary school teachers' commitment to work in Musanze District.	0.000	Rejected
2	There is no significant effect of teachers' supervision practices on secondary school teachers' commitment to work in Musanze District.	0.000	Rejected
3	There is no significant effect of teachers' evaluation practices on secondary school teachers' commitment to work in Musanze District.	0.000	Rejected
4	There is no significant effect of teachers' training and development practices on secondary school teachers' commitment to work in Musanze District.	0.000	Rejected

V. CONCLUSIONS & RECOMMENDATIONS

5.1 Conclusions

In line with the study's objectives, teachers agreed that school leaders should support and encourage teachers in order to improve their overall commitment to work. Teachers' supervision maintains high-quality teaching and learning practices that positively impact students' performance. Positive constructive feedback motivates teachers, while negative feedback discourages them. When teachers receive adequate training and development opportunities, they are more likely to improve students' learning outcomes. The study therefore concludes that teachers have a positive attitude towards school leadership practices.

5.2 Recommendations

Having highlighted the effects of school leadership practices on teachers' commitment to work in the public secondary school year 2023, the following recommendations are suggested to the Government of Rwanda: School leadership should support teachers in order to improve teachers' commitment. The government should maintain frequent supervision of school leadership implementation. School leadership should provide constructive feedback and recognize teachers' strengths and weaknesses. This study finally recommends that the government of Rwanda should provide proper training and development opportunities to teachers.

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