

Instructional Supervision and Teachers' Professional Practices in Public Secondary Schools in Gasabo District

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Abstract

The study investigated the relationship between instructional supervision and teachers' professional practices in public secondary schools in Gasabo district. The objectives of the study were to find out how school leaders conduct instructional supervision, to find out the professional practices of teachers, and to establish the relationship between instructional supervision and teachers' professional practices in public secondary schools of Gasabo District. Descriptive research design with mixed research approach was used. A sample of 141 teachers was randomly selected and 52 school leaders were purposively selected. Questionnaires and semi-structured interviews were employed to collect data. Quantitative data were analyzed using descriptive statistics while qualitative data were analyzed thematically. Pearson product moment correlation coefficient was used to determine the relationship between the two variables under investigation. Results show that supervision is done properly and teachers' practices are not good. Results also show that there is significant positive relationship between instructional supervision and teachers' professional practices.

Keywords: instructional supervision, teachers' professional practices, relationship, public secondary schools, school leaders

Introduction

Education is the main factor that determines the progress of a nation, and the quality of education is influenced by the quality of teachers who are able to promote students' learning (Paschal & Mkulu, 2020). To promote quality education, stimulation and support for teachers is very crucial in the school setting (Nyoni & Mkulu, 2020). In this line, the role of head teacher is important in ensuring the supervision of instructional activities. Instructional supervision is crucial since it is about improving teachers' practices (Cudjoe & Sarfo, 2016). According to Marecho (2012), instructional supervision is essential in determining the effectiveness of teaching and learning in school.

Fisher (2017), contends that instructional supervision includes all mechanisms which have the purpose of stimulating teachers towards the improvement of their professional practices. Instructional supervision implies the process of making sure that policies, principles, rules, regulations and methods designed for purposes of implementing and achieving the objectives of education are carried out effectively. Igwe (2015), viewed instructional supervision as the activity of overseeing, evaluating and coordinating the processes of enhancing instructional practices. A large number of aspects must be considered when defining professional practices in the context of education. Those aspects include striving for achieving good academic standards, delivering curricular adequately, helping all students to learners, and creating and maintaining a positive learning environment. Quality education is a factor that can be used to pledge the future of the nation. In this line, instructional supervision ensures stimulation of professional growth and the

development of instructors, the proper selection and revision of educational objectives, materials of instruction and teaching strategies and evaluation of instructional activities (Ogakwu, 2010).

Instructional supervision activities encompass all processes of ensuring that curriculum is well implemented at school level. Ezekwensili (2016) opined that the quality of teaching can be upheld when supervision of instruction is carried out effectively. A concrete example of influence of instructional supervision on teachers' professional practices can be taken from Ijaduola (2007), who carried out a study in Nigeria and the findings revealed that the performance of any school links to the degree to which instructional supervision has been carried out. According to Danielson (2013) professional practices of teachers are seen in the ability of making planning and preparing lessons, ensuring classroom environment which is conducive to an effective instructional process and exhibiting professional responsibilities. Professional teachers play a vital role in achieving educational objectives and outcomes (Hofman, 2019). Unprofessional practices among teachers disrupt the normal functioning of the teaching and learning process and impede the success of the current initiative to improve the quality of education (Malunda, 2018). In Ethiopia, the government pays due attention to the professional practices as it believes that professional teachers can minimize the gap between poor and good-quality education by maximizing the benefits of learning for every child (Husin, 2018). Regardless of the special attention put on teachers' professional practices, in several countries of the world; teachers' unprofessional practices have become a severe problem. For example, in Nigeria, the quality education is weak due to unprofessional practices which are rampant among teachers. Some teachers do not support learning effectively while others are not well committed for marking and giving feedback on pupils' work. (Egbai, 2020). In Ethiopia, the evaluation by the Ministry of Education indicated that teachers' commitment to assist students learning has become extremely low (Bold, 2017). In Ghana, weak educational outcomes are caused by teachers who exhibit unprofessional practices in carrying out instructional activities and this is attributed to the ineffective instructional supervision conducted by school leaders (Anyagre, 2019). Through instructional supervision, teachers are assisted and stimulated to improve instructional practices. Effective school leaders assist teachers in improving their professional practices such as preparing pedagogical documents, using applicable teaching methods, using effective assessment strategies, marking and giving immediate feedback on students' work and working towards the continuous improvement of their teaching effectiveness (Boeskens, 2020).

Rwanda like other countries is still facing challenges in achieving quality education (Unesco, 2019). To address these challenges, various strategies have been developed and put in place. These include construction of adequate infrastructures, continuous professionalization of teachers, adoption of a competence-based curriculum, and provision of adequate instructional grant by means of capitation grants. Regardless of these strategies, the barriers still exist in the educational sector which makes teachers perform in unprofessional ways. Supervision of instruction is conducted in ineffective ways at school level. This is a big challenge because teachers are stimulated, assisted, and guided to improve teaching practices According to Mineduc (2019) unprofessional practices among teachers is evidenced by the

inadequate practices of formative assessment in schools. Similarly, Ukobizaba and Nizeyimana(2022) conducted a study and the findings revealed the inadequate teaching practices which do not adjust teaching and assessment strategies to students' diversity. These inadequate practices are linked to ineffective supervision of instruction at school level.

According to Mineduc (2023), about 70% of teachers in public schools in Gasabo district were characterized by unprofessional practices. It was revealed that unprofessional practices such as teaching without making scheme of works, absenteeism, and teaching without making lesson preparation, low level of assessing students' works and providing feedback to students were rampant among public secondary school teachers. This gap was attributed to school leaders who do not conduct effective supervision of instruction in their schools had roots in inadequate supervision of instruction. There has no study conducted to assess the effect of instructional supervision on teachers' professional in public secondary schools. It is in this line this paper assessed effect of instructional supervision on teachers' professional practices in public secondary schools in Gasabo district. The findings of this study will inform Rwanda Basic Education Board, National Examination and School Inspection Authority, District Education Officer, Sector Education Inspectors and other educational stakeholders the current practices of instructional supervision and professional practices of teachers at school level. Suggested recommendations will be given in this study in order to fill the gap.

The study answered the following research questions:

1. How do school leaders conduct instructional supervision in public secondary schools in Gasabo district?
2. What are the professional practices of teachers in public secondary schools in Gasabo district?
3. What is the effect of instructional supervision practices on teachers' professional practices in public secondary schools in Gasabo district?

Literature review

Instructional supervision practices

Instructional supervision is the process of helping, guiding and mentoring teachers with the sole purpose of improving their delivery of classroom instruction and consequently student learning. Through well-conducted supervision of instruction, the supervisors assist in improving classroom instruction because teachers are made more competent and efficient. According to Danielson (2013) effective the instructional supervision should comprise of a pre-observation conference, classroom observation, and post-observation conference. These steps were emphasized also by Glickman and Ross-Gordon (2014). School leaders are advised to follow and respect the steps of conducting instructional supervision when stimulating, assisting and guiding teachers towards the improvement of their instructional practices.

Pre-observation conference: During this stage, the school leader and teacher collaborate in setting the goal and the method of observation to be used. This stage is crucial because it creates ground for both the teacher and the supervisor in establishing relationship based on shared expectation and esteem. The teacher and supervisor gain the opportunity

to interact freely as individuals who shared professional task (Glickman, 1998). In this regard, teacher and supervisor have much chance in discussing and establishing guidelines before undertaking lesson observation. Therefore, it is clear that pre-observation conference is important for both teacher and school leader. When it is considered, it contributes more in helping teachers improve their professional practices. Contrary to this, the school leader who ignores the pre-observation conference fails also to help teachers in improving the instructional practices (Panigrahi, 2012).

Classroom observation: The main target of classroom observation is to get realities about the objectivity of the lesson in order for the supervisor and the teachers to adjust the lesson as required (Goldhammer & Anderson, 1993). The aim of classroom observation for the teacher is to teach the lesson with good methodology and the supervisor documents about the lesson as precisely as possible. Researchers stressed that classroom observation is very important which enabled to recognize realities of the classroom and attain high standards of adequate teaching methodologies. Murphy (2013) highlights different classroom aspects that can be explored during lesson observation. For example, it provides an occasion for the administrator to evaluate teaching methodology, abilities of classroom arrangement and other different features of instruction that are not easy to find by using other evaluation procedures. It is the best way of helping teachers to reflect on pedagogical practices by discovering their strengths and weaknesses. According to Mackey & Gass, (2005), the instructional supervisor must avoid sitting where he /she can interrupt classroom movement. The instructional supervisor should write down events observed in the classroom when instruction is taking place. It is also good to note how teachers deal with disruptive behaviors and record how they reinforce desired behaviors. Classroom observation is a practice to assess the quality of teaching in order to ensure that students are receiving the most effective teaching and learning experience. The study of Mette (2015) revealed that classroom observation positively contributed to teacher effectiveness in a school. This means that formal observation significantly contributed to improved teacher preparation, lesson development, instructional strategies and classroom management. For my best knowledge, the school leaders who conduct well the classroom observation get the insights on how teaching and learning process is taking place in classroom setting.

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

their instructional practices discussing with supervisors. In public secondary schools in Gasabo district, school leaders do not give special value to post-observation conference during instructional supervision. This study fills this gap because it shows the benefits of post-observation conference for both teachers and school leaders.

Teachers' professional practices

Wise (1989) describes professional teachers as those who have a firm grasp of the subjects they teach and are true to the intellectual demands of their disciplines. They are able to analyze the needs of the students whom they are responsible, they know the standards of practice of their profession, and they know that they are accountable for meeting the needs of their students. According to Danielson (2011) there are four domains of professional practices for teachers. The domains are discussed by the use of frameworks. According to this framework, these domains of teachers' professional practices are planning and preparation, classroom environment, instruction, and professional responsibilities. In each domain, there are professional tasks that teachers must accomplish during instructional. These four domains are discussed below:

Planning and preparation: The elements in this domain provide description of how teachers plan teaching sessions, and how materials that learners are expected to acquire are organized. These include stating instructional objectives, demonstrating skills and knowledge about learning resources, knowledge of students' needs, displaying knowledge related to subject content and teaching methods, ensuring a positive learning environment, and assessing student learning. According to Danielson (2013), professional teachers plan and prepare lessons by using their wide knowledge of the content area, the associations among diverse elements within the content and between the subject and other courses, and their students' prerequisite knowledge of the subject. Teachers who have professionalism can set clear instructional outcomes, and making sure that learning activities are aligned to the curriculum. Professional teachers plan appropriate learning activities and develop strategies to obtain feedback on student learning (Milkov, 2021). Professional teachers value differentiated instruction and use formative assessment to monitor students' learning. Effective teachers use assessment strategies that are aligned with the designed curriculum and encourage students to demonstrate their understanding in various ways.

The classroom environment: It deals with development of culture of learning, controlling classroom processes, monitoring student behaviors and creating conducive climate which favors positive relationship between teacher and students. According to Danielson (2013), professional teachers are those who are capable to organize the classroom in order to help all students learn, exploit instructional time and promote good interactions with and among students, help student in the use of physical space, and ensure that students' behaviors are appropriate and even respond positively to any misbehavior that can occur in the classroom.

Instruction: In this domain teacher, puts the existing curriculum into practice by using various methods and strategies that involve learners in instructional activities. The need of teachers' responsiveness and flexibility is crucial for meeting

the diverse interests and needs of students. According to Danielson (2013), professional teachers are those who are able to fully engage students in teaching and learning progress, ensure high level of students' collaboration in learning, provide clear description of subject content to students, provide clear feedback to students in order to motivate them, and to adjust teaching methodology in order to ensure students' success.

Professional responsibilities: This domain shows various responsibilities assigned to teachers outside of the classroom. These include self-reflection on his teaching, record keeping, communicating with parents and wider community and displaying professionalism. Teachers who display these skills are considered as professionals. According to Danielson (2013), teachers are supposed to possess high level of professionalism by focusing on the improvement of teaching practices. They must also play a vital role in the professional development of their colleagues. Teachers are expected to have clear channel of communication with families and be sensitive to cultural diversity. According to Borich (2000), the responsibilities of effective teachers are to have lesson clarity, instructional variety, teacher task orientation, engagement in the learning process and student success rate.

Research Methodology

Descriptive research design with a mixed research approach. The target population was 222 public secondary school teachers, 26 head teachers, and 26 deputy head teachers in charge of studies. From this population a sample of 141 teachers was selected. In order to give equal chance to every member, simple random sampling was used and all targeted head teachers and deputy head teachers in charge of studies were purposively included in this study. Head teachers and deputy head teachers in charge of studies were targeted because they are responsible for leading teaching and learning. Hence, they are right people to conduct instructional supervision in schools. They provided information related to how instructional supervision is carried out in their schools. Teachers were targeted in the study because they provided information about how school leaders carried out instructional supervision in the schools. They also provided information that reflects their professional practices. A questionnaire made of closed-ended questions was used to collect data from teachers and semi-structured interview was used to collect data from head teachers and deputy head teachers in charge of studies.

To check the content validity of the instruments, expert judgment technique was used whereby the instruments were given to two experts to judge the degree to which each item in the questionnaire corresponds to variables under investigation (Fraenkel and Wallen, 2018). Doing this, two experts in the areas of curriculum and instruction were given the research instruments and research objectives to give their expert judgments on the relevance of the question items to the research objectives. Test-retest method was adopted to check the reliability of the instruments where the computed correlation coefficient was 0.78; hence the instruments were reliable. Quantitative data were analyzed by using descriptive statistics such as mean and standard deviation and Pearson product-moment correlation coefficient was used to describe the relationship between instructional supervision practices and teachers' professional practices.

Qualitative data were analyzed using thematic approach where respondents' answers were presented in the related themes. Quantitative findings were presented in tables and qualitative findings were presented verbatim. The researcher sought for permission of data collection from Kigali city and then to Gasabo district. The written consent was sought from school leaders and teachers before the administration of the instruments. Moreover, anonymity of the respondents was ensured by not mentioning their names or identification during data collection, analysis and presentation of findings. To ensure confidentiality of the research information, data collected were kept in safe place and softcopies (audios and interview transcripts) were passworded so as they can be accessed by the researcher only.

Findings and Discussion

The questionnaire used a five-point Likert scale ranging from “never to always”, One represented “never” two represented “rarely”, three represented “sometimes”, four represented “often”, and five represented “always”. Likert is an ordered scale from which respondents choose one option that best aligns with their view. The scale was given points in this way: five points was attributed to always, four points was attributed to often, three points was attributed sometimes, two points was attributed to rarely, and finally one point was attributed to never. The findings were discussed in relation to the research questions guiding this study.

Table 1

Profile of respondents

	Category	Headteacher	Deputy head teacher in charge of studies	Teachers
Gender	Male	18	15	78
	Female	8	11	63
Qualification	A1	0	0	54
	A0	24	22	79
	BA,BSC, with PGDE	2	4	8

The table 1 indicates the profile of respondents used in this study. Regarding their gender, 26 head teachers were used where 18 among them were male and 8 were female. 26 deputy head teachers in charge of studies were used where 15 among them were male and 11 were female. 141 teachers were used where 78 among them were male and 63 were female. Regarding their qualification, 24 head teachers have A0 in education while 2 have PGDE. 22 deputy head teachers in charge of studies have A0 in education while 4 have PGDE. 54 teachers have A1, 79 have A0 while 8 have PDGE

The first question guiding this study was about how school leaders conduct instructional supervision in public secondary schools in Gasabo district. Table 2 presents the findings from practices of instructional supervision done by school leaders.

Table 2*Instructional supervision practices done by school leaders*

Items	N	Min	Max	mean	std.Deviation
1.informing teachers the time of supervision	141	1	5	2.31	1.15
2. Discussing the objective of Instructional supervision	141	1	5	2.43	1.21
3. Discussing the lesson to be taught	141	1	5	2.28	1.19
4. Planning together how classroom events will be recorded	141	1	5	2.02	0.93
5. Planning together how feedback will be provided	141	1	5	1.99	1.22
6. Collecting all pedagogical documents for checking	141	1	5	1.23	1.05
7. Checking teachers' content mastery level	141	1	5	2.45	1.13
8. Checking all students' works	141	1	5	1.84	0.70
9. Interrupting teachers during teaching	141	1	5	1.54	0.76
10. Focusing on teaching strategies used during teaching	141	1	5	2.34	1.18
11. Finding appropriate place for conference after observation	141	1	5	2.30	1.27
12. Providing feedback as soon as possible after supervision	141	1	5	1.34	0.51
13. starting on strong areas when giving feedback	141	1	5	2.19	1.20
14. Being honest when giving feedback	141	1	5	2.40	1.16
15. Planning for me instructional support based on the feedback from supervision	141	1	5	1.23	0.52
Overall mean scores	141	1	5	2.05	1.01

Source: Primary data

As indicated by the statistics in Table 2, the instructional supervision practices are done differently. Referring to their mean, teachers ranked very low in getting instructional support based on the supervision feedback (M=1.23, SD= 0.52), and being given supervision feedback as soon as possible (M=1.34, SD= 0.51) and there was homogeneity in teachers' responses as indicated by the standard deviation. Checking teachers' content mastery level (M=2.45, SD= 1.13), discussing objective of instructional supervision (M=2.43, SD=1.21), being honest for supervisor when giving feedback (M=2.40, SD=1.16), focusing on teaching strategies used during teaching (M=2.34, SD=1.18), and finding appropriate place for conference after observation (M=2.30, SD=1.27) are performed higher compared to other items as far as instructional supervision is concerned. However, the overall mean scores (M=2.05, SD=1.01) indicated that all practices related to instructional supervision were rarely done by school leaders and there was heterogeneity in teachers' responses. This was also confirmed by the interviewed head teachers. for example, one of them said " planning for effective instructional supervision is time consuming while there are other many tasks that must be accomplished, for example to get time to conduct conference after observation to discuss some learning events is not easy for me". In the same vein, the degree of practices related to instructional supervision was emphasized deputy head teachers in charge of studies. For instance, one said: "It is too hard to sit together with teachers to discuss the feedback from supervision due to the fact that there are great numbers of teachers that must be supervised and teachers' instructional support based on the feedback from supervision is not well done. The findings of this study contradict with

the findings of Mette (2015) which revealed that school leaders should ensure professional development by assisting teachers during supervision of instruction. The findings are in contradiction with the findings of Panigrahi (2012) which stressed that school leader who conducts effective instructional supervision help teachers to improve their instructional practices.

The second research question guiding this study was about to determine the teachers' professional practices.

The table below presents the findings of regarding professional practices of teachers in public secondary schools in Gasabo district.

Table 3

Teachers' professional practices performed in public secondary schools in Gasabo district

Items	N	Min	Max	Mean	Std Deviation
1. I plan well all pedagogical documents before teaching	141	1	5	2.24	1.07
2. I plan lesson by making clear learning	141	1	5	2.31	0.98
3. I ensure that learning environment is conducive	141	1	5	2.65	1.15
4. I ensure students' motivation	141	1	5	2.74	1.23
5. I define and communicate learning expectations to students	141	1	5	1.40	0.56
6. I make teaching and learning process more active	141	1	5	2.43	1.14
7. I use various assessment strategies in teaching and learning process	141	1	5	2.13	0.99
8. I mark students' works regularly	141	1	5	2.16	0.79
9. I record students' results in order to monitor their learning progress	141	1	5	1.74	0.88
10. I provide feedback to students on time	141	1	5	1.42	0.58
11. I am motivated to attend CPD	141	1	5	2.01	0.91
12. I manage well students' behaviors by responding positively to misbehaviors	141	1	5	2.34	1.11
13. I collaborate with fellow teachers to discuss teaching challenges and to find solutions	141	1	5	1.41	0.96
Overall mean scores	141	1	5	2.07	1.04

Source: primary data

The statistics presented in the above table indicate that teachers' professional practices are not good. Referring to their means, defining and communicate learning expectations to students (M=1.40, SD=0.95), collaborating with fellow teachers to discuss teaching challenges and to find solutions (M=1.41, SD=0.96), and providing feedback to students on time (M=1.42, SD=0.94) are performed very poorly compared to other items and their standard deviations show that there is homogeneity in teachers' responses. Ensuring students' motivation (M= 2.74,SD=1.23), ensure that learning environment is conducive (M=2.65, SD= 1.15), managing well students' behaviors by responding positively to misbehaviors (M=2.34,SD=1.11), planning lesson by making clear learning objective (M=2.31,SD=1.19) , and planning

well all pedagogical documents before teaching ($M= 2.24, SD=1.07$) are performed higher compared to other items. The overall mean ($M=2.07, SD=1.04$) shows that teachers' professional practices in public secondary schools in Gasabo district are rarely done. These practices were also confirmed by both head teachers and deputy head teachers in charge of studies interviewed. The majority (75%) of head teachers interviewed reported that teachers perform in unprofessional way. For instance, one reported that " great number of teachers teach without having all required pedagogical documents". Similarly, the majority (62%) of deputy head teachers in charge of studies reported some teachers do not give constructive feedback on students' works." The findings of this study are not contradicted with those of study conducted by Hofman (2014) which revealed that professional teacher is able to help all learners learn by using various teaching techniques.

Relationship between instructional supervision practices and teachers' professional practices

The third research question guiding this study was about the relationship between instructional supervision practices and teachers' professional practices in Public secondary schools in Gasabo district. The table 4 presents the findings from the correlation between instructional supervision practices and teachers' professional practices.

Table 4

Correlation between instructional supervision practices and teachers' professional practices

Instructional supervision practices	Correlation coefficient	P- values
Informing teachers the time of supervision	.786	.002
Discussing the objective of instructional supervision	.881	.000
Discussing the lesson to be taught	.704	.001
Planning how classroom events will be recorded during teaching	.804	.000
Collecting all pedagogical documents for checking	.679	.003
Checking teachers' content mastery level	.762	.000
Checking students' works	.811	.002
Interrupting teachers when they are teaching	.662	.003
Focusing on teaching strategies during teaching	.891	.001
Finding appropriate place for conference after classroom observation	.678	.000
Providing feedback as soon as possible after supervision	.897	.000
Starting on strong areas when giving feedback	.756	.001
Being honest when providing feedback	.661	.000
Planning for instructional support based on the feedback from supervision	.809	.001

Dependent variable: teachers' professional practices * $p < .05$

Table 4 indicates that Informing teachers the time of supervision($r=0.786$), discussing the objective of instructional supervision ($r=0.881$), discussing the lesson to be taught($r= 0.704$), planning how classroom events will be recorded during teaching($r= 0.804$), checking teachers' content mastery ($r=0.762$), checking students' works ($r= 0.881$), focusing on teaching strategies during teaching($r= 0.891$), providing feedback as soon as possible after

supervision($r=0.987$), starting on strong areas when giving feedback ($r= 0.756$) and planning for instructional support based on the feedback from supervision($r= 0.809$) have strong positive correlation with teachers' professional practices . This implies that the teachers whose school leaders perform these practices improve their professional practices. On the other side, collecting all pedagogical documents for checking ($r=0.679$), interrupting teachers when they are teaching ($r=0.662$), finding appropriate place for conference after classroom observation ($r= 0.678$) and being honest when providing feedback ($r=0.661$) have positive moderate correlation with teachers' professional practices. The implication for this is that teachers whose school leaders perform these practices improve their professional practices moderately. The results of this study are in agreement with those of wood (2014), Murphy (2013), and Farrell (2011) who found in their studies that instructional supervision conducted by school leaders help teachers improve their instructional practices. For example, instructional supervision helps teachers reflect on their teaching practices with the purpose of maintaining strong areas and improving weak ones.

Discussion

Learning is the backbone of a school's existence. Professional teachers play a vital role in helping school to promote student learning (West-Burnham, 2001). The findings of this study revealed that instructional supervision practices are not sufficient to stimulate teachers to improve their professional practices in public secondary schools in Gasabo district. These findings are in contradiction with the findings of the study conducted by Murphy (2013) where instructional supervision was revealed as valuable tool of getting insight into classroom realities especially teaching methodology. It was revealed that the extent to which teachers perform professional practices is not sufficient. The findings of this study are in contradiction with those of study conducted by Hierbert (2022) which showed that professional teachers take time to reflect on teaching practices with the purpose of growing professionally. Similarly, Danielson (2013) in her research revealed that professional teachers reflect on their teaching practices, maintain accurate records, communicating with families, and ensuring professional growth. It was also revealed that there is significant positive relationship between instructional supervision practices and teachers' professional practices in public secondary schools in Gasabo district. The findings of the this study are also in agreement with those of study conducted in United Kingdom which revealed that the effectiveness of instructional supervision have a positive effects on the teachers' ways delivering curriculum content in schools(Glickman et al., 2014).in the same vein, the findings in this study go in line with those observed in Archibong (2016) study where he found that head teachers play a significant and crucial role in upholding teachers' professional practices through observing teaching and learning, ensuring teachers' professional development, enriching their instruction by developing adequate skills for delivering curriculum content.

Conclusion

The study found that instructional supervision practices done by school leaders were not sufficient to help teachers improve their professional practices. This might be a big challenge for teachers to improve their professional practices. Through instructional supervision, teachers are guided, advised stimulated, and supported with the purpose of helping

them to perform their duties professionally. The findings of the study revealed that teachers perform professional practices rarely. This was due to the lack of stimulation from instructional supervisors. Finally, the study revealed that there is a positive relationship between instructional supervision practices and teachers' professional practices in public secondary schools in Gasabo district.

Recommendations

The study recommends the following based on the findings:

The school leaders should improve the way of conducting instructional supervision in order to help teachers improve their professional practices. National Examination and School Inspection Authority (NESA) should capacitate and encourage school leaders to conduct regular and effective instructional supervision so as to improve teachers' professional practices. Training institutions and Development Partners involved in school leaders' continuous professional development should include instructional supervision in their programmes in order to enhance the capacity of school leaders in terms of conducting instructional supervision.

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