HEAD TEACHER'S SUPERVISORY PRACTICES AND PROFESSIONAL DEVELOPMENT OF TEACHERS IN SELECTED SECONDARY SCHOOLS IN GICUMBI DISTRICT, RWANDA

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BY

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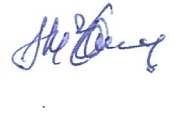
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DECLARATION A

"This thesis report is my original work and has not been presented for a Degree or any other academic award in any University or Institution of Learning."

Name and Signature of Candidate   MUGARURA Michel Jobert _(signature)_

Date   18/10/2012

DECLARATION B

"I confirm that the work reported in this thesis is carried out by the candidate under my supervision".

(signature)
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Name and Signature of Supervisor

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Date

APPROVAL SHEET

This thesis entitled "Head Teacher's Supervisory Practices and Professional Development of Teachers in Selected Secondary Schools in Gicumbi District, Rwanda" prepared and submitted by Mugarura Michel Jobert in partial fulfillment of the requirements for the degree of Masters of Educational Administration and Management has been examined and approved by the panel on oral examination with a grade of PASSED.

Name and Sig. of Chairman

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Name and Sig of Supervisor   Name and Sig. of Panelist

Name and Sig. of Panelist   Name and Sig. of Panelist

Date of Comprehensive Examination

Grade

Name and Sig of Director, SPGSR

Name and Sig of DVC, SPGSR

DEDICATION

This work is dedicated to the Almighty God who gave me strength and my family members and friends for their patience during the course; especially to my wife MUKAKALIMBA Agnes, to my late father BUTAMBAKI Festus for the wise support he used to inculcate in me when he was still alive; to my mother MWERERE Trephine who is still alive at the age of 94 years for the moral and financial support she did for me from my lower childhood, to NGAYABERURA Charles and all my brothers. This work is dedicated to my daughters HIRWE Carine, HIRA Clarisse and BYIZA Divine to my sons NGENZI Fabrice and NGABO Christophe.

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ABSTRACT

This study was carried out in Selected Secondary Schools in Rwanda in the District of Gicumbi. The main objective of the study was to examine the supervisory role of headteachers in the professional development of teachers in secondary schools in Gicumbi District. But more specifically, the objectives of the study were to determine: (1) the profile of the respondents in terms of age, gender and educational level; (2) the level of headteacher's supervisory practices in secondary schools in Gicumbi District; (3) the level of professional development of teacher's in secondary schools in Gicumbi District and (4) whether there is a significant relationship between the level of headteacher's supervisory practices and professional development of teachers in secondary schools in Gicumbi District.

Both quantitative and qualitative methods were used to carry out this study. The qualitative method was made up of questionnaires which were used to collect the necessary data from teachers in Gicumbi District.

The study found that (i) There were generally less female informants than the male counterparts; majority of the respondents between 31-40 years; majority of the respondents were Diploma holders and Most respondents had worked between 7-9 years (ii) teachers agreed that Headteachers supervisory role contributes towards the teachers' development of teaching practices (iii) have got enough skills and knowledge about the teaching profession within the district ranked the highest (iv) there a significant relationship between the level of headteacher's supervisory practices and professional development of teachers in secondary schools in Gicumbi District

The study concluded that Continuous training in supervisory skills for headteachers can create an enabling environment where roles are appreciated in developing teaching practices to enhance professional advancement.

It recommended that Headteachers ought to get obligatory continuous in-service training to equip them with managerial competencies for the development of teaching practices in secondary schools.

TABLE OF CONTENT

LIST OF TABLES

CHAPTER ONE

THE PROBLEM AND ITS SCOPE

Background of the Study

The Dakar Framework for Action, adopted by the World Education Forum in Dakar, Senegal in April 2000, urged the international community to ensure access to quality Basic Education for All by the year 2015. Each government was urged to set up a National Action Plan for Education for All. Rwanda committed itself to the realisation of this challenge. The Dakar Framework for Action stated six global EFA goals to achieve quality education. However, the Government of Rwanda added a seventh objective for HIV/AIDS in schools: *to prevent the propagation and limit the expansion of HIV/AIDS infection within and outside the school environment.*

During the 1994 Rwanda genocide, school infrastructure like other sectors was destroyed, and many qualified teachers were killed and others went into exile, and the education sector was almost ground to a halt. When the situation normalised and schooling resumed, the government of national unity realised through national assessment that there was poor performance due to poor conditions of learning in schools. With assistance from donor agencies, the government purchased scholastic materials and replaced unqualified personnel (Wekesa, 1994).

National assessment serves as a means of controlling the national curriculum and its delivery to schools. It provides a sound basis on which to adjust curricula to meet the needs of a constantly changing society. Its findings can be used in curriculum revision to improve the quality of education in schools. For instance, the poor performance of students in areas of mathematics and sciences can lead to greater curricular emphasis on process skills and the application of knowledge. They can also lead to curricular changes and pedagogical innovations, and influence human resource

training and policies regarding the financing of schools-thereby serving disadvantaged areas – and enhancing the quality of education in the process (Wekesa, 1994).

The education system in Rwanda is examination oriented. The quality of education is seen in terms of the number of students passing national examinations (Eshiwani, 1993). Educators and the general public have often expressed concern over factors that influence student performance in examinations. The organizational management of schools greatly influences student academic outcomes. Rutter et al, (1979) and Wekesa (1993) noted that to improve teachers' professional and students' performance head-teachers are required first to improve the management of the schools. This can be done by setting a clear vision for the schools and communicate this vision to teachers and students, support its achievement by giving instructional leadership, resources and being visible in every part of the institution that account for teachers' profession and students' performance.

Lack of vision in the management of schools often leads to imbalance in the allocation and use of resources. This is why Ayot and Briggs (1992) point out that, poor results in education are related to the resources allocated to it. If this parameter is not recognized, it becomes very difficult to understand why a school continues to perform poorly in national examinations. For example in schools where parents are doing their best in providing school facilities, such as science equipment, textbooks and physical structures, the blame for poor performance is shifted to teachers.

Both the government and parents expect teachers to perform better at their present levels of training. The whole issue of students' performance should be considered from the broad framework of input and output. One of the core functions of schools is to take human raw material (students) and convert them into something more valuable, as in employable adults. Of paramount importance, therefore, is the proper management of teachers for its absence will invariably lead to low productivity on the part of the teachers (Republic of Rwanda, 1988). Head-teachers as schools' chief

executives are charged with this daunting task of managing teachers among other school resources.

Toward this end, Ayot and Briggs (1992) are of the view that input-output studies should be done using learning achieved as seen from student examination performance. The impact of school management is an essential element in such studies. The quality of leadership makes the difference between the success and failure of a school (Millette, 1988). He further explains that research and inspection clarify the extent to which the quality of leadership is crucial to improvement. In highly effective schools, as well as schools which have reversed a trend of poor performance and declining achievement, it is the head-teacher who sets the pace, leading and motivating pupils and staff to perform to their highest potential.

According to Sushila (2004), the head-teacher is the leader in a school, the pivot around which many aspects of the school revolve, and the person in charge of every detail of the running of the school, be it academic or administrative. The head-teacher should be involved in making most of the decisions of the school. It is therefore important that the head-teacher is a leader, a thinker and a decision maker. A discreet head-teacher will employ teamwork as a working strategy. He will set up committees and smaller groups of members of staff to investigate ideas or strategies. It therefore behooves the headteacher to be a good team player. It is important that the performance of a school is appraised against the performance of the person who leads it.

Kwakwa (1973) describes the head-teacher as the keeper of keys, the director of transportation, the coordinator of correspondence, the quartermaster of stores, the divisor of intricate schedules, the publisher of handbooks, the director of public relations and the instructional leader. The head-teacher is therefore a key person in any education system. He takes care of the final arrangements for the education of students in a school. His role as a facilitator of all school activities cannot be taken for granted if

he is expected to give the right kind of education to students, hence this sets the focus of the study. Konchar (1988) states that:

> Schools are bad or good, in a healthy or unhealthy mental, moral and physical condition, flourishing or perishing, as the headteacher is capable, energetic of high ideals or the reverse. Schools rise to fame or sink to obscurity as greater or lesser headteachers have charge of them. It is said 'the school is as great as the headteacher, because of everything in the school, the plant, the staff, the curriculum methods and techniques of teaching human relationships, bear the impress of his or her personality'. Schools do not become great because of magnificent buildings but because of magnificent headteachers.

The quality of education as measured by student achievement in national examinations is considered as below average standards (Ongiri and Abdi, 2004). This fact concurs with what the government of Rwanda noted in its master plan on education and training that the majority of schools fall short of providing for the learning needs of their students, leading to poor academic performance (Republic of Rwanda, 1998). Ongiri and Abdi (2004) reported that many of the country's secondary schools post bad examinations results year in year out and that there are only about 300 schools that excel and if a student is not in any of these schools he or she is not expected to get a credible grade.

For instance, Wandiba (1996) remarked that schools, once the pride of the nation in academic excellence, have dropped drastically in educational standards. He attributed these poor standards to unpreparedness among members of the teaching fraternity, rampant absenteeism and drunkenness.

Something is wrong as far as teacher competency and instructional matters are concerned and only those head teachers who are keen on good performance will resolve this problem. It is against this background that a research need arose to

determine the role of the head teacher in improving professional development of teachers in Gicumbi District.

Statement of the Problem

Overtime, complaints have ensued among education stakeholders about the job performance of teachers within Gicumba district as measured by assessing of quality passes registered in secondary schools basing on national examinations. The problem of poor performance in examinations is costly for any country since education is a major contributor to economic growth (Atkinson, 1987).

Poor performance in Gicumbi district has persisted despite the fact that the schools in the district are assumed to be having: adequate and well-trained teachers, fairly well qualified pupils from primary schools, as well as trained and qualified head-teachers (Sushila, 2004). Undoubtedly, the reasons for poor performance in the district are attributed to the lack of professional development of teachers among others. Therefore, the tactful fulfillment of their roles together with their constant supervision determines the level of teacher in-put and student academic achievement. The researcher predicts that lack of absence of such initiative will consistently make Gicumbi district to be posted with poor examination results.

The minutes of the staff meetings and staff briefs held in secondary schools show that teachers' have the barest minimum of commitment towards developing their teaching practices. The circulars and other minimum documents aimed at improving education standards have continually portrayed need to address increased tendencies of continuously compromising the ethics of the teaching profession. Teachers have resorted to retiring from the profession with no hope for professional advancement rather than embrace and fully participate and own up school programmes and activities as something cherished not only for their professional growth and development but a means to achieve institutional goals.

It is not yet established whether a relationship exists between the above-mentioned factors affecting teachers output and the headteachers' supervisory role in

5

secondary schools within Gicumba District. This prompted the researcher to carry out a study with a view of understanding how the supervisory role of headteachers influences professional development of teachers in secondary schools in Gicumba District.

Purpose of the Study

Based on what the study aims, the theory to which the study is based and the gaps identified in the background of the study, literature and related studies, the following consists of the purposes of the study:

(i)   To test the hypothesis of no significant relation between Head teachers' supervisory practices and professional development of teachers in the selected secondary schools in Gicumbi District.

(ii)   To validate Fritz and Miller theory (2003) of Supervisory Options for Instructional Leaders (SOIL).

(iii) To bridge the gap identified in the related studies.

(iv)   To add to existing body of knowledge and generate new data on Head teachers' supervisory practices and professional development of teachers

Objectives of the Study

Specifically, the objectives of the study were:

1. To determine the profile of the respondents in terms of age, gender and educational level.

2. To determine the level of headteacher's supervisory practices in secondary schools in Gicumbi District.

3. To determine the level of professional development of teacher's in secondary schools in Gicumbi District.

4. To find out if there is a significant relationship between the level of headteacher's supervisory practices and professional development of teachers in secondary schools in Gicumbi District.

6

Research Questions

The following specific research questions were designed to guide the study:

1. What is the profile of the respondents in terms of age, gender and educational level?
2. What is the level of headteacher's supervisory practices in secondary schools in Gicumbi District?
3. What is the level of professional development of teacher's in secondary schools in Gicumbi District.
4. Is there a significant relationship between the level of headteacher's supervisory practices and professional development of teachers in secondary schools in Gicumbi District?

Null Hypothesis

There is no significant relationship between Head teachers' supervisory practices and professional development of teachers in the selected secondary schools in Gicumbi District.

Scope of the Study

Geographical Scope; Rwanda, the 'land of a thousand hills', is a small land-locked country (26,000 sq. km) lying just south of the Equator in central Africa. Gicumbi District is one of the 30 districts of Rwanda. It is among the five districts that make up the Northern Province. The geographical coordinates of the district are 1° 10' and 10° 47' east and latitude 29° 55 30° 35' South, Longitude. According to the National Population census of 2002, the district had a total population of 359,716 (Republic of Rwanda, 2002).

Content Scope; The study focused on the supervisory role of headteachers in the professional development of teachers in secondary schools in Gicumbi District. The study will establish the relationship between the level of headteacher's supervisory practices and professional development of teachers in the following selected schools:

7

G.S NDBC Byumba, Petit Seminaaire de Rwesero, TTC Byumba, E. S. Kageyo, College de Rebero, G.S. Byumba Inyange, G.S. Rebero, G.S. Kizinga, G.S. Kagogo and G.S.Miyove.

Time Scope; Data was collected from July- August 2012 and final analysis and submission of report was between August and September 2012.

Theoretical Scope; The contentions to which the study is based are on the theories of Supervisory Options for Instructional Leaders (SOIL) developed by Fritz and Miller (2003).

Significance of the Study

The study confirms the assertion that head teachers' supervisory practices has an influence on professional development of teachers.
When read, the findings of this study are likely to be helpful to the following education stake holders, namely, policy makers, teachers, headteachers, Inspectors of schools in Gicumbi District, District Education Officers, and Ministry of Education. The findings of the study will therefore be significant in various ways:

It is hoped that this study will set stage for effective provision of basic education to **the students** of Gicumba district.

Second on the theoretical value, they would provide greater insight to the **administrators and managers** of schools into the factors that contribute to high academic performance in schools in Gicumba district.

Third on the practical value, the findings would serve as reference points for **headteachers** of schools in Gicumba district on management skills that would lead to improvement of students' performance in national examinations.

Besides, the findings would also enlighten school **headteachers** in order to address the problem of how to improve students' achievement in national examinations.

The findings of the study would also benefit **teacher training colleges** with regard to salient training needs for headteachers that need to be addressed in Gicumba district.

8

It is also hoped that the Gicumbi **District Inspectors** of schools and Education officers wasnefit from the study through knowing the best and most effective approaches to support teachers and headteachers in secondary schools in order to enhance professional and institutional growth.

It is further hoped that the information was used by **other researchers** as a basis for further research.

Operational Definitions of Key Terms

For the purpose of this study, the following terms are operationally defined:

To Supervise means to direct, oversee, guide or to make sure that expected standards are met. Supervision literally today means "a process of engaging teachers in instructional dialogue for the purpose of improving teaching and increasing student achievement". Thus, **supervisory practices** in a school implies the process of ensuring that principles, rules, regulations and methods prescribed for purposes of implementing and achieving the objectives of education are effectively carried out. Supervision therefore involves the use of expert knowledge and experiences to oversee evaluate and coordinate the process of improving teaching and learning activities in schools.

Professional Development refers to ethics, etiquettes that are essential to increase educators' knowledge, skills, attitudes and beliefs so that they may enable all students to learn at high levels. Professional development that is most effective in improving educator practice is results-oriented, data driven, constructivist in nature and job embedded.

Profile refers to demographic characteristics of the respondents as to age, gender, highest level of education etc

CHAPTER TWO

LITERATURE REVIEW

Concepts, Ideas, Opinions from Authors /Experts

Head Teachers' Supervisory Practices

It is necessary for an ideal school headteacher to set reasonable expectations for work and achievement. The concept of the school as a place of learning is communicated clearly to the students, and a commitment to learning is expected in every classroom. Expectations of the society are manifested in the performance standards set by the school. High standards reflect high expectations; low standards reflect low expectations. It is therefore crystal clear that the complex task of the headteacher is how to organize the school to meet the various challenges facing school administration so that the education aims and objectives can be achieved (Olagboye, 2004). As the Chief Executive of the school, the headteacher must make it possible for staff to have access to suitable facilities of all kinds in order to discharge fully their responsibilities in achieving the educational objectives. The teachers must be well supervised and motivated in order to sustain their interest and make them dedicated, committed, willing, enthusiastic and inspiring teachers. The quality of the supervision of teachers'instructional tasks by the headteacher is an index of effective school management. Of all the major tasks of a school headteacher, none is as sensitive and as challenging as the one relating to the supervisory role and it is expected to be given the deserved attention in the scheme of thing (Adetula, 2005).

Instructional supervision is an internal mechanism adopted by headteachers for school self – evaluation, geared towards helping teachers and students to improve on their teaching and learning activities for the purpose of achieving educational objectives. The headteacher ensures effective supervision by interacting academically and socially at a regular basis with teachers and students within and outside the

classrooms. The primary aim is to monitor the implementation of curricular and ensure desirable increase in teachers' capabilities, upgrade their conceptual knowledge and teaching skills, give them support in their work to facilitate better performance in teachers' pedagogical practices and students' learning outcomes in the school settings (Wiles, 1975; Oyekan, 1997).

Instructional supervision provides a vehicle and structure which allows schools, departments, as well as individuals (teachers and students) within them, to respond effectively to curriculum and instruction in order to achieve the stated educational objectives. Instructional supervision, if handled with utmost attention, has the potential to strengthen the headteacher's capacities for managing human and materials resources. The headteacher who is the driving force behind the school programme needs to proactively mobilize all members of staff, teaching and non-teaching, the governing board, parents and the community towards identifying the schools strengths and weaknesses and take appropriate decisions on type of follow-up action required to improve teachers' inputs and students' learning outcomes in the school (Adepoju 1998).

The appraisal of teachers' pedagogical practices is necessary in order to safeguard quality standards in schools. In order to accomplish this task, the headteacher must have an intimate knowledge of the psychology of human learning, have a command of the various theories of instruction, be acquainted with the sources and uses of instructional media/materials, be familiar with evaluation techniques, be skilled in individual and group counselling, and have a good knowledge of education system and goals (Lucio, 1979; Adetula 2005). In pursuit of these goals, the school headtechers make use of supervisory techniques: clinical supervision/classroom observation, micro-teaching, seminar/workshop and research to improve the conceptual knowledge, skills and competence of teachers, and students' learning (Ogunsaju, 1983; Peretomode, 1995).

11

Professional Development of Teachers

Principalship is a well established position of the chief executive who provides instructional leadership by coordinating curricula, co-curricular programmes and is responsible for the general administration of the secondary school. The principals being instructional leaders are at the vantage positions to supervise, monitor, assess, evaluate and disseminate current information on educational issues and modern teaching techniques to teachers in order to stimulate them for scholarship and best practices in curriculum delivery (Goldhammer, 1969).

Quality assurance is achieved in schools that have strong principals who devote considerable time to coordinating and managing instruction; such principals are highly visible in the school and stay close to the instructional process. In many instances, effective principals adopt continuous and consistent classroom visitation to ensure adequate teaching and learning processes (Peters & Waterman, 1988). At the same time, instructional leadership is in many ways a shared responsibility. It engenders a common sense of commitment and collegiality among the staff. Effective school principals establish clearly defined goals for academic achievement, and they concentrated their available resources and their operations on attaining them, provide adequate time-table for teaching, routine check of lesson notes and subject dairies, observation of classroom instruction, continuously monitor students progress to determine whether their instructional goals are being met, provide feed-back on student performance, motivation of teachers for improved performance, reinforcement of students for excellent performance, maintenance and appropriate usage of physical facilities, enforcement of discipline to ensure peaceful atmosphere, capacity building of teachers for effective service delivery and provision of instructional facilities and materials to enhance quality teaching-learning processes.

The clinical supervision technique is commonly used by principals; according to Goldhammer (1969) clinical supervision involves the following five-stage process: (i) a pre-observation conference between supervisor and teacher concerning elements of the lesson to be observed; (ii) classroom observation; (iii) a supervisor's analysis of notes

from the observation conference between supervisor and teacher; (iv) a post-observation conference between supervisor and teacher; and (v) a supervisor's analysis of the post-observation conference. During observation, the supervisor takes note of the teacher's knowledge of the subject being taught, evidence of adequate planning and preparation for the lesson, lesson presentation, teacher's personality and the extent of students' participation or interaction with the teacher. These form the bases for providing constructive advice on how to improve the quality of classroom instruction. The visit may be repeated until the required improvement is achieved. Despite the obvious advantages of clinical supervision in its various forms, it has been criticized by researchers such as Garman and Hunter (1987) because it is time consuming and labour-intensive, rendering it impossible to use on any regular basis given the large number of teachers that supervisors are expected to supervise in addition to their other administrative responsibilities. He therefore advocated the use of research approach to stimulate effective teaching and improvement in students' learning outcomes.

Teacher's Perceptions on Supervisory Practices

Professional development is a vital component of ongoing teacher education and is central to the role of school staff. This development is concerned with improving teachers' instructional methods, their ability to adapt instruction to meet students' needs, and their classroom management skills; and with establishing a professional culture that relies on shared beliefs about the importance of teaching and learning and that emphasizes teacher collegiality (Wanzare & Da Costa, 2000). Instructional supervision, with its emphasis on partnership and professional improvement, is an important tool in building an effective professional development program.

Supervision for teachers' professional growth and development is grounded in a number of principles and beliefs that emerge from the literature (Wanzare & Da Costa, 2000). Little (1993) noted that the primary purpose of supervision is for teachers and supervisors to engage in focused study groups, teacher collaborative activities, and

other long-term professional partnerships, in order to actively construct knowledge and increase their understanding of the teaching-learning process (Nolan & Francis, 1992). Supervision is a fundamental part of the total service provided by school systems.

Wanzare and Da Costa (2000) stated that it must have an identity within the organizational hierarchy and it must be administratively supported if its purposes are to be achieved. "Supervisors as well as other educational leaders have the responsibility for facilitating professional development, building teams of teachers or cohorts and empowering teachers to make decisions regarding their instructional performance" (Beach & Reinhartz, 2000).

Da Costa and Riordan (1997) emphasized that the development of trust in the supervisory relationship is critical. As Griffin (1997) noted, shared authority, expertise, and expectations as a consequence of supervision opportunities are preferable to conventional "top-down" strategies designed to realize "top-down" expectations. Supervision requires the proactive use of linguistic skills.

The importance of such skills was emphasized by the approach of cognitive coaching (Costa & Garmston, 1994). Supervision is highly dependent on the exchange of ideas among individuals working with each other. Participants in the supervisory process must be able to communicate their intended meanings clearly and coherently.

Effective supervision can be characterized by such constituents as teaching, learning, reflection, two-way growth, and group collaboration (Arredondo et al., 1995). Supervisors and teachers must be involved in and committed to rigorous educational and training programs to improve the validity, reliability, and acceptability of data collected and the inferences made during the supervisory process.

Theoretical Perspectives

The study is guided by the theory of Supervisory Options for Instructional Leaders (SOIL) by Fritz and Miller (2003) developed for supervisors in educational settings. The essence of leadership portrayed in the SOIL framework is selecting a particular leadership style that reflects the current developmental level of the teacher.

The SOIL Model developed by Fritz and Miller (2003) (Fig. 1) consists of three levels: structured, moderately structured, and relatively unstructured. Each level consists of models that could help supervisors and teachers develop professionally over time. There are two specific features of the model: risk and reward. Risk is defined by Mish (1999) as "the exposure to possible loss or injury". Some possible risks to a supervisor could be loss of job title, criticism of work ethic by colleagues, and accountability for teacher performance. Reward is defined as "something given or offered for some service or attainment" (Mish, 1999).

Although the readiness level of a teacher is not a major component of the SOIL Model, an instructional leader should consider it when choosing to use a particular supervision approach.
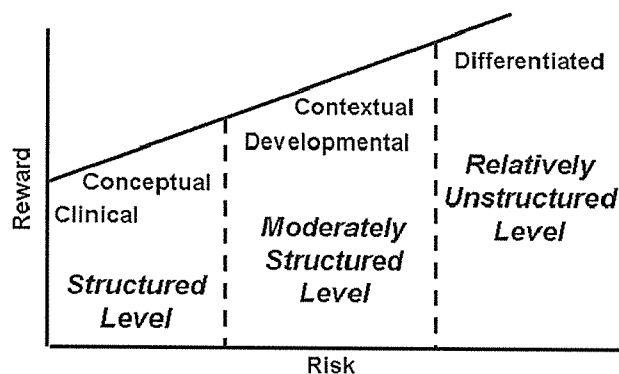
Fig. 1. Supervisory Options for Instructional Leaders (SOIL) Model

A teacher can select from supervisory models immersed in the structured, moderately structured, and relatively unstructured levels of the SOIL framework.

The structured level of the framework contains two supervisory models, clinical and conceptual developed by Edmeirer and Nicklaus (1999) that offers a structured process for the supervisor and teacher to use. The clinical supervisory model would include a planning conference, classroom observation and data collection, analysis and strategy, supervision conference, and post conference analysis (Cogan, 1973; Goldhammer, Anderson, & Krajewski, 1993). The conceptual model developed by Edmeirer and Nicklaus (1999) outlined organizational factors (e.g., workload, classroom

climate work load, support of colleagues, decision making, role conflict, support from supervisor via supervision) and personal factors (e.g., life stage, teaching assignment, interpersonal, intrapersonal, conceptual level, experience in education, knowledge of subject) that influence the teacher's commitment and trust in the teaching system as well as how these factors directly reflect the performance quality of the teacher.

Related Studies

The Level of Head Teachers' Supervisory Practices that Influence Professional Development of Teachers

Aloofness: The attitude of some headteachers to keep themselves at distance from the teachers and avoid intimating with them is known as aloofness. They strictly observe rules and regulations and expect from the subordinates to obey them in letter and spirit. This attitude is a hinderance in the healthy and friendly academic atmosphere of the educational institution because the teachers generally do not like the autocratic rule of the boss. Hence aloofness is an important factor to influence the organizational climate. Halpin (1966) describes aloofness as "the extent to which some headteachers keep social distance from the teachers, give excessive rules and regulations. Some headteachers are seen as unfriendly; they do not show human feelings as they relate to the staff."

Production Emphasis: According to Halpin (1966) authoritarian and controlling behavior of some headteachers also influences the climate of an organization. It creates negative feelings among the staff. A headteacher who emphasizes production of the view that the workers show good results working under pressure and tension. He thinks that if all attention is directed towards discharging his duties, it will minimize personal clashes and conflicts in the staff on different issues. This type of headteacher's behavior influences how the staff will discharge their responsibilities and it will ultimately affect the organizational climate. Paisey (1992) argues that "if there is no emphasis on production, the staff may not be concerned about the accomplishment of the

16

organizational goals. Some teachers may not take their work seriously. They may be more concerned about their personal interest at the expense of their work. In view of this, this kind of behavior undoubtedly affects the college climate. Everybody does what he/she likes. The pupils' results and the image of the college are at stake."

Thrust: Thrust is the way some head teachers act as a role model for the type of behavior they expect of their staff. They set the standard and support the staff so as to maintain the standard. If the headteacher is hardworking, the staff is both intrinsically and extrinsically motivated and enjoy their work. The headteacher with high thrust influences the college climate positively; all activities are focused and directed to achieving the organizational goals, both teachers and students enjoy teaching and learning. Whereas the headteacher with no thrust also affects the climate and that this may result in lack of motivation and performance on the part of teachers. Hence thrust is an important factor in enhancing the effectiveness of an organization (Halpin, 1966; Ribbins, 2001).

Consideration: The interaction of headteacher and the staff members influences the organizational atmosphere. If the headteacher is considerate and responds to the needs of his staff and takes personal interest in matters concerning his staff, students and parents and shows keen interest and sympathy with them. Such behaviour of the headteacher has positive effects on organizational climate (Halpin, 1966).

Azzara (2001) asserts that "showing concern for teachers, parents and students is the heart of leadership." He must therefore relate to stakeholders in the way that demonstrates his/her concern for them. Rooney (2003) and Heller (2002), aegues that "the students and teachers function effectively when their basic needs are met and this contributes to a caring environment in which everybody cares for one another and invariably foster excellent teaching and learning atmosphere." Azzara (2001) claims that, "the headteacher who is highly considerate is the most effective because the development of positive personal relationship with the entire organization is the core of

leadership." Hoy and Sabo (1998) observe that "lack of consideration may contribute to teacher frustration and apathy therefore, negative climate will prevail."

Head Teachers' Academic Activities that Improves professional development of teachers

Quality performance is one of the distinguishing factors between successful schools and not successful school. Potter & Powell (1992) argue that a successful school is a school that has a proven ability to satisfy external criteria, such as the demands of the ministry of education, parents and students, and does well against comparable institutions in key areas of performance such as examination results. Sergiovanni (2001) similarly emphasizes learner achievement, arguing that "an effective school is understood to be a school whose students achieve well in basic skills or basic competency standards as measured by achievement tests." However, the notion of success is not only confined to quality performance but also to the construct of quality education. Clearly successful schools provide quality education to learners.

Relationships between the principal and teachers, teachers among themselves and teachers and learners are crucial in a successful school. Goodlad (in Preedy 1993) postulated that relationships is a significant area in which a successful school makes a contribution, if there is an absence of conflict between learners and teachers, often there is some kind of mutual respect or rapport.

Successful schools are presumed to have visionary leaders. A visionary leader inspires workers within the organisation, relates well to individuals outside the organisation, and sets the direction for the organisation in order to enable the organisation to cope with change (Wallace, Jr. 1996). The creation of a shared vision in a school may not only give a clear indication of that school's intended direction, but it may also serve to identify that school's intentions regarding the implementation of the curriculum.

Kochhar (1997) noted that the headteacher as a supervisor has to ensure regular attendance, defect irregular and truant pupils, check practical and written work and also guide teachers and pupils according to their needs. Such findings and observations

18

raised a crucial question as to how were headteachers participating in controlling and guiding students to conform with the school's established rules and regulations in order to promote and protect the school norms and culture through acceptable students" discipline.

Luggya (1991) found out that schools have varied activities, which require headteacher's involvement. The activities ran from games and sports, classroom activities, assemblies, farm work and others. Passi (1990) noted that headteacher's involvement in such activities is crucial because they have the ability, motivation and creativity to enable the school achieve its objectives. Kato (2007) indicated that the head teachers' duties included monitoring, attendance, punctuality and overall discipline of teachers and pupils. Kato (2007) quoting Penn, Pennix and Counlson (1996) stressed that the use of records had gained importance as an indispensable management tool in contemporary organizations.

Record management in its broad sense concerns itself with records creation, distribution, maintenance, preservation, retrieval and disposal. They go on to say that in order for schools to be effectively and efficiently run, they must ensure that they keep detailed and up- to- date records on students' enrolment and performance materials and equipments among others. The fact that head teachers and teachers stay with pupils much longer periods than any other person as Passi (1990) noted, that is the very need for them to organize pupils and the school inevitably by use of proper up- to date records.

Kato (2007) reflecting from Okellowange (1998) and Ukeje (2007) work noted that it was greatly difficult to supervise and control staff members as they were executing their duties and tasks without a data bank that guided management functions. Luggya (1991) exploration indicated that during the inspection of schools, heads of departments, who are teachers themselves are expected to convey to the head teachers their departments with special reference to schemes of work, records of work, allocation of lessons text books, teaching methods and public examinations. He goes on to say that inspectors will seek evidence of teachers' participation in matters of

discipline and organization and control of schools extracurricular activities using evidence of the available records.

Kato (2007) utilizing the findings of Sannyu and Heinemann (1955) noted that recorded information enhances control and enabled managers to make better quicker, realistic and acceptable decisions. To Wallace (1940), as quoted by Kato (2007) filing increased efficiency and capacity of management to deal with administrative situations. Luggya (1991) agreed with Kato (2007) when he commented that records were required for both internal and external planning and supervision.

Kochhar (1997) expressed that a headteacher plans the various activities and programmes for which he/she is responsible. This therefore qualifies them to be organizational planners since Hornby (1948) defines the organizational skills as the ability for someone to plan his work and activities in an efficient way. Musaazi (1982) noted that some of the steps in planning involve; (i) Identifying and defining the problem, which could be institutional, resources, constraints, and then prioritize of what to do first; (ii) Preparing goals and objectives with plans for their achievement; (iii) Evaluating the plan in light of the problem.

Busiku et al (2003) acknowledging the role of head teachers in planning for the institutions noted that the head teacher before the term begins, organizes the suppliers of the textbooks, stationary and art materials, cleaning materials, science equipments, uniforms, food and fuel. Quayson (2008) concurs with Busiku (2003) when he said that heads of academic departments have specific duties of ensuring an adequate supply of relevant textbooks, laboratory and workshop equipment plus other teaching and learning materials.

The Level of Professional Development of Teachers in Secondary Schools

Wanzare and Da Costa (2000) pointed to four key strategies for enhancing the professional growth of teachers through supervision. First, according to Starratt (1997),

the establishment and subsequent administrative support and provision of guidance for a systemic and continuing staff development process, supported by collaborative approaches to problem solving, should focus on means of linking new knowledge, on ways of thinking, and on practical use of the knowledge, experience, and values.

Teachers need to engage individually and in groups in the concrete tasks of teaching, observation, assessment, experimentation, and reflection (Darling-Hammond & McLaughlin, 1995). This approach can result in a better understanding of the learning and development processes given their teaching contexts and students.

Given the wide variety of supervisory approaches described in the literature, supervisors should match appropriate supervisory strategies to teachers' unique characteristics and their levels of developmental needs. The ultimate goal of supervisors should be to enable teachers to be self-directed and encourage independent decision making on supervisory techniques (Glickman et al., 1998).

Wanzare and Da Costa (2000) stated that organizational leaders should work to establish a culture that values professional, collegial interactions among participants, such as team planning, sharing, evaluation, and learning to create methods for peer review of practice. In doing so, they promote the spread of ideas and shared learning.

Supervision and professional growth are linked processes (Jonasson, 1993). According to Sullivan (1997) argues that, supervision and professional development as fields of educational development and are inextricably linked and "can and should overlap as needs and local preferences dictate".

Supervision and staff development are connected in several ways. McQuarrie and Wood (1991) regarded one connection to be through the use of data from supervisory activities that can be used in the planning and implementation of staff development to improve instructional practices and as a means of helping teachers to refine and expand skills acquired during in-service training. Staff development is a prerequisite to effective supervision and may be used to prepare teachers and supervisors to participate in supervision programs by teaching them the skills they need to implement and maintain effective supervisory practices. McQuarrie and Wood also noted that both supervision

21

and staff development (1) focus on teacher effectiveness in the classroom; (2) are judgment-free processes that improve teachers' instructional practices in a collaborative atmosphere; (3) may be provided by teachers, supervisors, and administrators; and (4) promote in their participants a sense of ownership, commitment, and trust toward instructional improvement.

Supervision is an important vehicle for staff development (Wanzare & Da Costa, 2000). As Glickman et al. (1998) suggested, "The long-term goal of developmental supervision is teacher development toward a point at which teachers, facilitated by supervisors, can assume full responsibility for instructional improvement". The authors concluded that teacher development should be a critical function of supervision for three reasons: teachers functioning at higher developmental levels tend to use a wider variety of instructional behaviors associated with successful teaching; teachers who have themselves reached higher stages of cognitive, conceptual, moral, and ego development are more likely to foster their own students' growth in those areas; and teachers at higher levels of adult learning are more likely to embrace "a cause beyond oneself" and participate in collective action toward school-wide instructional improvement - a critical element found in effective schools research.

The connection between supervision and professional development has changed and become stronger in the recent years. Sergiovanni and Starratt (1998) stated that traditionally improvements have been sought by providing formal and informal in-service programs and activities, the emphasis of which is on training teachers. But in recent years, in-service has given way to professional development, where teachers play key roles in deciding the direction and nature of their professional development. In-service education assumes a deficiency which needs a development of a certain skill. Conversely, professional development assumes that teachers need to grow and develop on the job. Supervisors are viewed as facilitators of such growth.

The planning and conducting of effective professional development programs should be based on and directed by research and best practice (Wood & Thompson, 1993). In this process, the emphasis is on the development of the professional expertise by involving teachers in problem solving and action research. According to

Sergiovanni and Starratt (1998), "teachers and supervisors share responsibility for the planning, development, and provision of staff development activities, and the focus is much less of training than on puzzling, inquiring, and solving problems".

Supervisor's role in professional development emphasizes providing teachers with the opportunity and the resources (teaching materials, media, books, and devices) they need to reflect on their practice and to share their practice with others. Supervisors, therefore, help both indirectly, by promoting opportunity and support, and directly, by collaborating with teachers as colleagues (Sergiovanni & Starratt, 1998). The supervisors need to be aware of the teacher's professional level and to provide the right framework and accountability for their development (Ogden, 1998).

CHAPTER THREE

METHODOLOGY

Research Design

The study design is descriptive correlation survey design. Descriptive studies are non–experimental researches that describe the characteristic of particular individuals.

The study is correlational in that it is interested in establishing the relationship between the level of headteacher's supervisory practices and professional development of teachers. Any research undertaking involves lots of cost implications hence this design is deliberately selected for the study because it allows for quick data collection at a comparatively cheap cost (Grinnel, 1993).

Research Population

Target Population

The target population included a total of 135 teachers in Gicumbi district in the Northern Province.

Sample Size

A sample of 108 respondents was targeted from the total population of 135 (95 Government aided 40 Private schools). The study employed Slovene's formula (shown below) to get a sample of 108 from a population of 135. The Government aided was purposively selected whereas stratified Random sampling was used to select the Private schools. Table 1 shows the details of respondents of the study.

$$n = \frac{N}{1 + (e)^2}$$

Table 1

Sample Size Determination

Categories of teachers	Target population	Sample size
Government aided	95	76
Private schools	40	32
Total	**135**	**108**

24

Sampling Procedure

The purposive sampling technique was used to select teachers. From the list/sampling frame, the actual respondents were chosen employing the systematic random sampling technique to select samples of 108 teachers. Purposive sampling is also used because the researcher needs respondents with adequate knowledge and experience in the profession.

Research Instruments

The data was collected using questionnaires which were designed by the researcher. The questionnaire is preferred for its suitability to this study. It is suitable as a method of data collection because it allows the researcher to reach a larger sample within limited time. It also ensures confidentiality and thus gathers more candid and objective replies. The questionnaires were prepared for teachers.

The teachers' questionnaire apart from seeking their profiles was used to collect data on the supervisory roles of headteachers' in Gicumbi District. It sought information on education inputs prevailing in schools that affects performance. This included the headteachers' organization, provision of facilities, internal supervision and motivation. In part three of the sections the teachers were asked to give their views on how the headteachers would promote professional development of teachers in the selected schools.

Validity of the Instruments

It is necessary to ascertain the validity and reliability of the instruments used to collect data so that the research findings could be reliable. In order to ascertain content and face validity, the questionnaires was presented to three lecturers at Kampala International University who are authorities in the area for scrutiny and advice. The contents and impressions of the instruments were improved based on the authorities'

advice and comments. The questionnaire has then been constructed in a way that they relate to each question. This I ensured that all research questions were covered.

Reliability of the Instruments

Grinnel (1993) observes that reliability measures the degree of accuracy in the measurements an instrument provides. It ensures that the instruments generate similar data when used by independent researchers. He further observes that to remove possible errors, every instrument should be tested before it is formally administered. To ensure reliability of the instruments the researcher conducted a pilot study in two secondary schools in Gicumbi district before the actual study. The two schools were not included in the main study. The main purpose of the pilot study was to check on suitability and the clarity of the questions on the instruments designed.

Data Collection Procedures

Before the Administration of the Questionnaires

The researcher requested for an introduction letter from the College of Higher Degrees and Research, Kampala International University to introduce him to the institutions from where the research was to be conducted.

During the Administration of the Questionnaires

The researcher and his research assistants were seriously committed in requesting the respondents the following: (1) to sign the informed consent; (2) to answer all questions; (3) to avoid biases and to be objective in answering the questionnaires.

After the Administration of the Questionnaires

The data gathered were edited to identify errors, omissions, and ambiguities in the responses. The same data was categorized and entered into the computer for analysis and summarization in form of tables and graphs using the Statistical Package for Social Sciences (SPSS).

Data Analysis

The data collected from questionnaires was analyzed using descriptive statistics (frequencies and percentages, for objective number one). The descriptive analysis is appropriate for this study because it involved the description, analysis and interpretation of circumstances prevailing at the time of study. Basic statistical techniques were used to analyze various items of the questionnaire. The second and third objectives were analyzed using means while the fourth objective on the relationship between the head teachers supervisory roles and professional development of teachers was analysed using the Scientific Package for Social Scienctist, the SPSS.

A number of tables were used to present data findings. Data collected was analyzed according to the nature of the response. Once the coding is completed, the responses were transferred into a summary sheet by tabulating. This has then been tallied to establish frequencies, which was converted to percentage of the total number. Responses from open-ended questions were recorded.

To interpret the obtained data, the following numerical values and descriptions was used:

Mean Range	Description	Interpretation
3.26 - 4.00	Strongly Agree	Very high
2.51- 3.25	Agree	High
1.76 - 2.50	Disagree	Moderate
1.00 - 1.75	Strongly Disagree	Low

Limitations of the Study

The study was limited to only two variables namely: Headteachers Supervisory Practices and professional development of the teachers. Other relevant variables that have not been covered would form the basis for further research. Given that the study covered Gicumbi District only the findings cannot be generalized for the whole country. Performance was only limited to Rwanda National Examination Council (RNEC)

examination results. The following anticipated threats to validity with relevance to this study were as follows:

1. Testing: Differences in conditions and time when the data was obtained from the respondents by different persons on different days at different hours.

2. Extraneous variables which was beyond the researcher's control such as respondents honesty biases and uncontrolled setting of the study.

Ethical Considerations

As this study involves the acquisition of personal information, ethical principles was considered during the data collection process. Ethical guidelines were followed to ensure that all the participants of the study were treated with respect and consideration. The researcher provided the respondents the main purpose of the research, expected duration and procedures to be followed, and be in position to keep utmost confidentiality of respondents.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the findings of the study, their analysis and interpretation. The chapter is divided into (1) the profile of the respondents in terms of age, gender and educational level; (2) the level of headteacher's supervisory practices in secondary schools in Gicumbi District; (3) the level of professional development of teacher's in secondary schools in Gicumbi District and (4) relationship between the level of headteacher's supervisory practices and professional development of teachers in secondary schools in Gicumbi District.

The above sections corresponds with the research objectives and questions in chapter one.

Demographic Characteristics of the Respondents

The social characteristics of the respondents examined include gender, age and educational level of respondents (Table, 2).

Table 2

Respondents of the Study

Gender (Items)	Frequency	Percentage
Female	41	38
Male	67	62
Total	**108**	**100**
Age Range		
Less than 30 years	32	29.6
31-40 years	51	47.2
41-50 years	16	14.8
51 Plus	09	8.3
Total	**108**	**100**
Level of Education		
Certificate	12	11.1
Diploma	46	42.6
Bachelor's Degree	40	37.0
Masters	10	9.3
PhD	0	0
Total	**108**	**100**
Years of Service		
1-3	22	20.4
4-6	26	24.0
7-9	38	35.2
10-above	22	20.4
Total	**108**	**100**

Primary data (Researcher, 2012)

Distribution of Respondents by Gender

There were generally less female informants than the male counterparts. The overall ratio of female to male respondents to the study was represented by 38%

female and 62% male. This shows the low level of participation of female in the study (Table 2). This return was obtained from all the targeted research informants.

Age of Respondents

In terms of age (Table 2), majority of the respondents between 31-40 years were 51 with (41.5%), less than 30 were 32 with (29.6%), 41-50 were 16 with (14.8%) and 51 and above were 9 with (8.3%). This implies that most respondents were in their adulthood stage and mid adulthood stage. The findings also imply that the respondents were mature enough to provide more accurate data.

Level of Education

In terms of highest education attainment (Table 2), majority of the respondents were Diploma holders were 46 with (42.2%), Bachelors degree were 40 with (37%), certificate holders were specified at approximately 11% and masters holders were 10 with (9.3%). This implied that majority of the respondents had attained diploma level and bachelor's degree but a few had reached master's level.

Years of Service

Most respondents (Table 2) who had worked between 7-9 years were 38 with (35.2%), respondents who had worked between 10 years and above were 22 with (20.4%), respondents between 1-3 were equally 22 with (20.4%) and 4-6 years were 26 with (24 %). The findings indicated that majority of the respondents who were involved in the study had worked for 7-9 years. This implied that majority of teachers had had over 9 years working experience in teaching.

Headteacher's Supervisory Practices

The research question two stated 'What is the level of headteacher's supervisory practices in secondary schools in Gicumbi District?'. Table 3 below indicates the findings.

Table 3

Headteacher's Supervisory Practices
(Item Analysis, N=108)

Item	Mean	Interpretation	Rank
The Principal sets a good example of hard work	3.21	Very high	1
The Principal provides staff guidance in their official work.	3.42	Very high	1
The rules set by the principal are never questioned.	3.12	High	2
The Principal develops and implements policies	2.60	High	2
The Principal supervises teacher's work regularly.	2.91	High	2
The Principal corrects the teachers' mistakes.	2.79	High	2
The Principal comes early and stays late in the college.	2.65	High	2
The Principal shows high levels of support for teachers.	2.69	High	2
The head teacher's way of supervision is in line with professional ethics	2.74	High	2
Head teachers' conduct inspection meeting with teachers	2.88	High	2
The Principal's interaction with the staff is formal	2.32	Moderate	3
The principle provides code of conduct to teachers	2.47	Moderate	3
The Principal gets employees to work together as a team.	2.48	Moderate	3
The Principal shows friendly behavior.	2.47	Moderate	3
The Principal helps teachers in their personal problems	1.97	Moderate	3
Average mean	**2.71**	**High**	

Primary data (Researcher, 2012)

This research question was designed to find out how the supervisory role of headteachers in monitoring classroom teaching and other school activities enhances teachers' professional competencies in secondary schools in Gicumbi District. The questionnaires were directed to teachers to ascertain the realities on ground.

To respond to this research question, the researcher used items 1 – 15 of section B of the structured questions in the questionnaire for teachers. 'Strongly agree' indicated agreement that the supervisory role of headteachers is effective in enhancing teachers' professional competencies in secondary schools absolute certainty. 'Agree' indicated agreement with little uncertainity, 'Disagree' subject disagrees with some doubt and strongly disagree showed the respondents disagreement with absolute certainty. Table 3 below shows the detailed analysis of the findings.

From Table 3 above, it is evident that the overall mean score for the extent of head teachers' supervisory practices is satisfactory with a cumulative mean of 2.71. However, within the individual items, it was found out that 'The Principal provides staff guidance in their official work' and 'The Principal sets a good example of hard work' ranked highest with respective means of 3.21 and 3.42.

Mean while the respondents had satisfactory responses on items like; The rules set by the principal are never questioned; The Principal develops and implements policies; The Principal supervises teacher's work regularly; Head teachers' conduct inspection meeting with teachers; The head teacher's way of supervision is in line with professional ethics and The Principal shows high levels of support for teachers.

Supervisory roles of the principal like; The Principal's interaction with the staff is formal (mean=1.97); The principle provides code of conduct to teachers (mean=2.47); The Principal gets employees to work together as a team (mean=2.48) and The Principal shows friendly (mean=2.47) were ranked third showing moderate responses from the informants.

The overall average means of the respondents on the headteachers supervisory roles in monitoring classroom teaching and other school activities enhances teachers' professional competencies in secondary schools in Gicumbi District was established at 2.71 which also ranked second. This meant that the teachers are in agreement with the

headteachers supervisory roles as preconceived by the researcher in the research instrument.

The Level of Professional Development of Teachers in Secondary Schools

Research question two stated that

'*What is the level of professional development of teacher's in secondary schools in Gicumbi District*'. Table 4 below indicates the findings.

Table 4

Professional Development of Teachers

(Item Analysis, N=108)

Item	Mean	Interpretation	Rank
Teachers have got enough skills and knowledge about the teaching profession.	3.26	Very high	1
Workshops for teachers are organized by head teachers.	2.94	High	2
In-service trainings help to enhance professional development of teachers.	2.87	High	2
Teachers are allowed to upgrade for more qualifications.	2.73	High	2
Guidance and counseling services are provided to teachers professionally	2.63	High	2
Teachers are given enough learning materials by headmasters.	2.54	High	2
Teachers develop the spirit of creativity for improving professionally their career.	2.74	High	2
Teachers use improvisation materials in their teaching-learning activity.	2.50	High	2
Teachers play a significant role in the revision of school curriculum.	2.81	High	2
Study leave is compulsory to teachers	2.50	Moderate	3
Teachers know most teaching methods	2.48	Moderate	3
Teachers are well motivated by head teachers	2.40	Moderate	3
There is a good relationship between teachers and head teachers.	2.29	Moderate	3
Teachers seek to update their teachings (notes) through reading the up-to-date materials.	1.38	Low	4
Average mean	**2.58**	**High**	

Primary data (Researcher, 2012)

35

This research question was designed to find out how the supervisory role of headteachers contributes towards the professional development of teachers in ensuring effective job performance in senior secondary schools in Gicumbi district. The questionnaires were directed to teachers.

Preconceived ideas drawn from section C had items 1-14 giving suggestions on the professional development of teachers in the district. These items were analysed as shown in Table 4 above.

Based on table 4 above, it is evident that the extent of professional development of teachers in Gicumbi district was ranked high with a cumulative mean of 2.58. Within the domain of professional development of teachers, the finding indicates that teachers have got enough skills and knowledge about the teaching profession within the district ranked the highest (mean=3.26).

Items from Table 4 like; Workshops for teachers are organized by head teachers (mean=2.94); In-service trainings help to enhance professional development of teachers (mean=2.87); Teachers are allowed to upgrade for more qualifications (mean=2.73); Guidance and counseling services are provided to teachers professionally (mean=2.63); Teachers are given enough learning materials by headmasters (mean=2.54) were ranked high.

When the questionnaire further sought the level of professional development of teachers in the district, teachers were relaxed and disagreed with suggestions like; there is a good relationship between teachers and head teachers (mean=2.50); Teachers know most teaching methods (mean=2.48); Teachers are well motivated by head teachers (mean=2.40); Study leave is compulsory to teachers (mean=2.29). Therefore, these items were ranked moderate.

Table 5

Relationship between Head teacher's Supervisory Practices and Professional Development of Teachers

Category	Mean	Computed r-value	Critical value	Decision on H0	Interpretation
Head teacher's Supervisory Practices vs	2.71	0.56	0.00	Significant relationship	Rejected
Professional Development of Teachers	2.58				

Primary data (Researcher, 2012)

Table 5 suggests that, Head teacher's Supervisory Practices have a significant relationship with Professional Development of Teachers (r= 0.56, p = 0.000) leading to the rejection of the null hypothesis to the effect that, There is no significant relation between Head teachers' supervisory practices and professional development of teachers in the selected secondary schools in Gicumbi District.

Therefore its alternate is accepted leading to a conclusion that Head teacher's Supervisory Practices significantly affects professional development of teachers in Gicumbi District. This further implies that the higher the levels of Head teacher's Supervisory Practices (The Principal supervises teacher's work regularly; The Principal gets employees to work together as a team; The Principal corrects the teachers' mistakes etc) the higher will be the level of professional development of teachers in the selected secondary schools in Gicumbi District and vice versa.

The findings are in line with Beach and Reinhartz, (2000) who asserts that supervisors as well as other educational leaders have the responsibility for facilitating professional development, building teams of teachers or cohorts and empowering teachers to make decisions regarding their instructional performance.

37

CHAPTER FIVE

FINDINGS, CONCLUSIONS, RECOMMENDATIONS

Findings

Demographic Characteristics of the Respondents

The first objective of the study determined the demographic characteristics of the respondents in terms of gender, age, level of education attained and length of service in years. Data was collected based on the mentioned demographic characteristics using a questionnaire on the face sheet and the following were the were obtained:

There were generally less female informants than the male counterparts. The overall ratio of female to male respondents to the study was represented by 38% female and 62% male.

In terms of age, majority of the respondents between 31-40 years were 51 with (41.5%), and 51 and above were 9 with (8.3%). The findings imply that the respondents were mature enough to provide more accurate data.

In terms of highest education attainment, majority of the respondents were Diploma holders were (42.2%). This implied that majority of the respondents had attained diploma level and bachelor's degree but a few had reached master's level.

Most respondents had worked between 7-9 years (35.2%), and 4-6 years were only 26 with (24 %). This implied that majority of teachers had had over 9 years working experience in teaching.

Level of Headteacher's Supervisory Practices

The second objective determined the level of headteachers supervisory roles in secondary schools in Gicumbi District.

The overall average means of the respondents on the headteachers supervisory roles in monitoring classroom teaching and other school activities enhances teachers' professional competencies in secondary schools in Gicumbi District was established at 2.71 which ranked second. This meant that the teachers are in agreement with the headteachers supervisory roles as preconceived by the researcher in the research instrument

Findings of this study revealed that teachers agreed that Headteachers supervisory role contributes towards the teachers' development of teaching practices. Nwankwo (1982) confirms these findings in his observation that what has occupied the attention of education administrators for long was the motivation to work hard. He agrees with these findings when he noted that a sense of self achievement, responsibility, and recognition are quite influential in employee performance.

Olum (2007) is in line with this observation when in his presentation to Headteachers he noted that it was incumbent upon the Headteachers to improve the teachers' skills, competences and knowledge by administering appropriate programmes that would improve schools' curriculum, capabilities, administrative capacities and interpersonal skills

According to the teachers responses, it was noted that supervision and attending to teachers' professional needs, organization of training sessions for new and inexperienced teachers were not effectively done in most schools and this affected the development of teaching practices in secondary schools. The heads of departments who are the immediate supervisors of teachers in monitoring standards of teaching are not involved in the training sessions for new and inexperienced teachers.

Level of Professional Development of Teacher

The third objective determined the level of professional development of teacher's in secondary schools in Gicumbi District from which a research question was posed, What is the level of professional development of teacher's in secondary schools in Gicumbi District. A total of 14 items were put in the questionnaire (section C) to collect data to help answer the research question. Findings revealed the extent of professional development of teachers in Gicumbi district was ranked high with a cumulative mean of 2.58. The finding also indicates that teachers have got enough skills and knowledge about the teaching profession within the district ranked the highest (mean=3.26).

Schmidt (2003) confirms this when he noted that the professional standards are not new contractual obligations forced onto teachers, but rather describes general guidelines, expectations, and aspirations for teachers to maximize professional effectiveness. Therefore the headteachers' duty is to ensure that each teacher has a copy of the set standards for constant reference when making decisions.

The study also revealed that involving teachers in setting and implementing school policies is vital in effective supervision by headteachers. Olum (2007) is in line with this observation when he commented that induction of new staff members offsets a cultural shock which may demoralize them. He further adds that the kind of reception a new staff member receives from the Headteacher influences to a considerable degree, his or her attitude to the headteacher and the school. Therefore as headteachers organize induction and training sessions for teachers, heads of departments' ideas need to be sought to ensure a conducive environment is set and adequate adaptation guaranteed.

Relationship between the Level of Headteacher's Supervisory Practices and Professional Development of Teachers

The fourth objective of the study established the significant relationship between the level of headteacher's supervisory practices and professional development of teachers in secondary schools in Gicumbi District from where a research question was posted, Is there a significant relationship between the level of headteacher's supervisory practices and professional development of teachers in secondary schools in Gicumbi District?

The data returns indicates that, Head teacher's Supervisory Practices have a significant relationship with Professional Development of Teachers (r= 0.56, p = 0.000) leading to the rejection of the null hypothesis to the effect that, There is no significant relation between Head teachers' supervisory practices and professional development of teachers in the selected secondary schools in Gicumbi District.

However, the headteachers' supervisory role can only be effectively carried out when other line supervisors such as heads of departments are involved in monitoring the classroom teaching. Recognition of their role and involving them in training and inducting new teachers is vital in the headteachers' supervisory role to improve the teachers' job performance. The headteachers are ought to consider individual differences of their staff through development levels in order to use appropriate measures in improving the teaching practices and teachers' competencies. Adequate training shall equip the headteacher with legal and personal skills and experiences to maintain objectivity in problem solving and judgement. It is incumbent upon the headteachers to involve their teachers in setting policies and strategies and by acknowledging their expertise can help headteachers sustain teacher morale and improvement in teachers' job performance.

Conclusion

From the foregoing discussions, the study made the following conclusions:

Continuous training in supervisory skills for headteachers can create an enabling environment where roles are appreciated in developing teaching practices to enhance professional advancement.

Active involvement of headteachers in monitoring the teachers' job performance against set standards especially at departmental level and district level promotes loyalty, commitment, professional relationship, classroom environment and evaluation and assessment that ensure acquisition of professional competence.

Involvement of teachers and headteachers in making policies and decisions that affect them and providing timely guidance from the district education officials and inspectors equips headteachers with knowledge and managerial competencies to improve on the headteachers' supervisory role in sustaining the teachers' professional development.

Recommendations

The findings from the study have prompted the researcher to make the following recommendations.

- Headteachers ought to get obligatory continuous in-service training to equip them with managerial competencies for the development of professional development of teachers in secondary schools.
- Heads of departments and district officials must take part in participatory supervision through classroom observation to ensure effective monitoring of the classroom teaching to enhance teachers' professional competencies.
- Education officers and inspectors of schools should also be involved in the monitoring of teachers' professional development in secondary schools through periodical inspection to promote quality control measures that

promote and sustain enthusiasm in the teachers' professional development and improve on the supervisory role of headteachers.

Suggestions for Further Research

Further research should be done to investigate the:

1. Human relations and the consequent training needs of headteachers in secondary schools.
2. The role of school governing bodies in supervision of school administrators.
3. The supervisory function of educational inspectors in maintaining quality standards in secondary schools.
4. Further comparative studies on supervision and professional development in secondary schools.

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APPENDICES

APPENDIX I: TRANSMITTAL LETTER

KAMPALA INTERNATIONAL UNIVERSITY

Ggaba Road - Kansanga
P.O. Box 20000, Kampala, Uganda
Tel: +256 - 414 - 266813 / +256 - 772 - 322563
Fax: +256 - 414 - 501 974
E-mail: admin@kiu.ac.ug
Website: www.kiu.ac.ug

OFFICE OF THE HEAD OF DEPARTMENT, EDUCATION, OPEN AND DISTANCE LEARNING
COLLEGE OF HIGHER DEGREES AND RESEARCH (CHDR)

Date: September 6, 2012

RE: REQUEST OF MUGARURA MICHEL JOBERT MED/33255/102/DF
TO CONDUCT RESEARCH IN YOUR ORGANIZATION.

The above mentioned is a bonafide student of Kampala International University pursuing Masters in Educational Management and Administration.

He is currently conducting a research entitled " **Head Teacher's Supervisory Practices and Professional Development of Teachers in Selected Secondary Schools in Gicumbi District, Rwanda."**

Your organization has been identified as a valuable source of information pertaining to his research project. The purpose of this letter is to request you to avail him with the pertinent information he may need.

Any information shared with him from your organization shall be treated with utmost confidentiality.

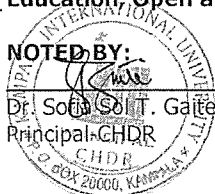Any assistance rendered to him will be highly appreciated.

Yours truly,

for Dr. Ssemugenyi Fred
Head of Department,
Education, Open and Distance Learning (CHDR)

NOTED BY:

Dr. Sofia Sol T. Gaite
Principal-CHDR

"Exploring the Heights"

49

APPENDIX II: INFORMED CONSENT

I am giving my consent to be part of the research study to be carried out by Mugarura Michel that will focus on 'Head Teacher's Supervisory Practices and Professional Development of Teachers in Selected Secondary Schools in Gicumbi District, Rwanda. I shall be assured of privacy, anonymity and confidentiality and that I will be given the option to refuse participation and right to withdraw my participation any time. I have been informed that the research is voluntary and that the results will be given to me if I request for them.

Initials   _____

Date   _____

APPENDIX III: RESEARCH INSTRUMENTS

Teachers' Questionnaires

Dear respondents,

I am a Masters candidate at Kampala international University conducting research on the **"Head Teacher's Supervisory Practices and Professional Development of Teachers in Selected Secondary School in Gicumbi District, Rwanda"**. Supervision is a planned developmental process that is intended to support the career long success and continuing professional growth of each teacher.

When completing the survey, please relate to your own supervisory experiences. Please provide the following information. Be honest in your responses. All your responses was treated with confidentiality.

Sincerely,

Mugarura Michel Jobert

MED/33255/102/DF

Section A: Face-Sheet

In this section, you are kindly requested to tick (✓) the alternative response that fits your opinion as a teacher:

(a)   Your age group

_____   Less than 30 years
_____   31-40 years
_____   41-50 years
_____   51 Plus

(b)   Sex of respondents

_____   Male
_____   Female

(c)   Your highest level of Education

_____   Certificate
_____   Diploma
_____   Bachelor's degree
_____   Masters
_____   PhD

(d)   Years of teaching experience

_____   Less than 2 years
_____   3-5 years
_____   6-10 years
_____   10 plus

For sections A and B, please use the response below:

Score	Response mode	Interpretation
4	Strongly Agree	Subject agrees with absolute certainty
3	Agree	Subject agrees with some doubt
2	Disagree	Subject disagrees with some doubt
1	Strongly disagree	Subject disagrees with absolute certainty

SECTION B: Headteacher's Supervisory Practices

For each of the following statements about headteachers' supervisory practices, please tick the option that indicates your level of agreement, based on your own experience.

| Items	4	3	2	1
1. The Principal's interaction with the staff is formal				
2. The principle provides code of conduct to teachers				
3. The rules set by the principal are never questioned.				
4. The Principal develops and implements policies				
5. The Principal supervises teacher's work regularly.				
6. The Principal corrects the teachers' mistakes.				
7. The Principal gets employees to work together as a team.				
8. The Principal sets a good example of hard work				
9. The Principal comes early and stays late in the college.				
10. The Principal shows friendly behaviour.				
11. The Principal provides staff guidance in their official work.				
12. The Principal helps teachers in their personal problems				
13. The Principal shows high levels of support for teachers.				
14. The head teacher's way of supervision is in line with professional ethics				
15. Head teachers' conduct inspection meeting with teachers				

SECTION C: Professional Development of Teachers

For each of the following statements about professional development, please mark the circle that indicates your level of agreement, based on your own experience.

Items	4	3	2	1
1. Teachers have got enough skills and knowledge about the teaching profession.				
2. Workshops for teachers are organized by head teachers.				
3. In-service trainings help to enhance professional development of teachers.				
4. Teachers are allowed to upgrade for more qualifications.				
5. Guidance and counseling services are provided to teachers professionally				
6. Teachers are given enough learning materials by headmasters.				
7. Study leave is compulsory to teachers				
8. Teachers know most teaching methods				
9. Teachers are well motivated by head teachers				
10. There is a good relationship between teachers and head teachers.				
11. Teachers develop the spirit of creativity for improving professionally their career.				
12. Teachers use improvisation materials in their teaching-learning activity.				
13. Teachers seek to update their teachings (notes) through reading the up-to-date materials.				
14. Teachers play a significant role in the revision of school curriculum.				

THANK YOU FOR YOUR COOPERATION

APPENDIX IV: MAP OF RWANDA SHOWING GICUMBI DISTRICT
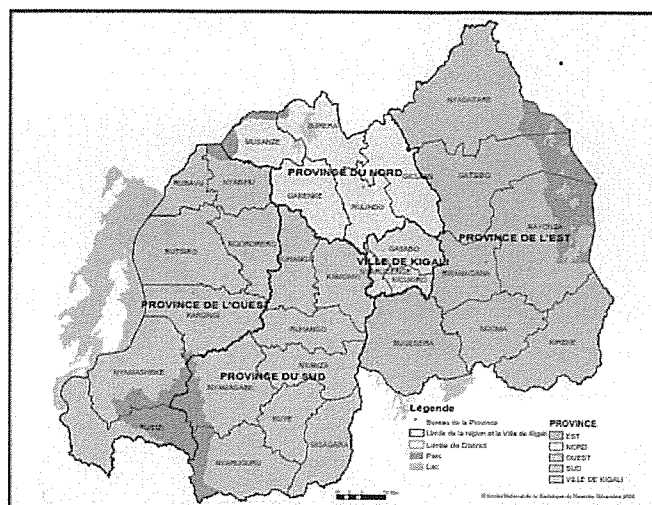
APPENDIX VI: RESEARCHER'S CURRICULUM VITAE

PERSONAL DATA

Name	:	MUGARURA MICHEL JOBERT
Nationality	:	Rwandese
Date of Birth	:	22/02/1972
Home Adress	:	Rwanda, GICUMBI District
Telephone	:	+250788662911
Profession	:	Headteacher of College de Rebero Secondary school

EDUCATION BACKGROUND

Period	Institution	Qualification
1979-1986	Primary School Study at Mukono EAR Primary School	Primary Certicate
1986-1994	Secondary School at TTC Byumba and G.S. Saint Bernadette Save	Secondary School Certicate
2001-2005	National University Of Rwanda Butare	Bachelors degree in languages with Education
20010-2012	Kampala International University (KIU)	Waiting for graduation in Masters of Education

WORKING EXPERIENCE

Period	Position	Responsabilities
!994-1996	Teacher in Primary School	Teacher
!996-2001	Secondary School	Disciplinary Teacher in G.S. Muhura
2005-2006	Teacher in Secondary school	Teacher
2007-2012	College de Rebero	Head Teacher

OTHER SKILLS

Training in School management

Certicate of 3rd level holder in classic music guitar

Other advertisement: writing and reading

I testify that the information above delivered is true

MUGARURA Michel Jobert