



**THE EFFECT OF PROFESSIONAL DEVELOPMENT PRACTICES ON
TEACHER PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN KIGALI,
RWANDA.**

By

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DECLARATION

I Enoch Ssemuwemba, do hereby declare that this dissertation is my original work and has never been published and / or submitted for any award to any other institution before

Signed..... Date.....

APPROVAL

This is to certify that this dissertation has been carried out under our supervision and has been submitted for examination with our approval as partial fulfillment for the award of degree of Master in Institutional Management and Leadership of Uganda Management Institute.

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DEDICATION

This dissertation is dedicated first and foremost to my dear wife, Annie Alcid, for committing invaluable time and immeasurable support in my academic journey; and to my parents Mr. and Mrs. Nsubuga, siblings Olivia, Josh, Isaac, Hosea and Daniel and my children Samantha and Ethan who have all endured my quest for knowledge.

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LIST OF ABBREVIATIONS

CBC	:	Competence Based Curriculum
CoE	:	College of Education
CPD	:	Continuous Professional Development
JICA	:	Japan International Cooperation Agency
KIE	:	Kigali Institute of Education
KSA	:	Knowledge, Skills and Attitude
LCT	:	Learner Centered Teaching
MINEDUC	:	Ministry of Education
NGO	:	Non Governmental Organization
OECD	:	The Organization for Economic Co-operation and Development
PTC	:	Primary Teachers Colleges
REB	:	Rwanda Education Board
SBI	:	School Based In-service
SBM	:	School Based Mentoring
SLT	:	Social Learning Theory
TDM	:	Teacher Development and Management
TTC	:	Teacher Training College
URCE	:	University of Rwanda College of Education

ABSTRACT

This study examined the effect of professional development practices on teachers' performance in public secondary schools in Kigali, Rwanda. The objectives of the study included examining the extent to which pre-service training affects teachers' performance, investigating the extent to which induction training affects teachers' performance and examining the extent to which continued professional development affects teachers' performance. The researcher had 30 semi-structured and 15 key informant interviews in 15 schools in the three districts (Nyarugenge, Kicukiro and Gasabo) of Kigali, Rwanda. The study findings showed that teachers' professional development at all levels (pre-service, induction and continuous) immensely affects their performance since their career development builds their competence, confidence and they continue gaining the best practices in teaching coupled with relevant knowledge, skills and attitude. The recommendations include formalizing pre-service training so that there is a clear support system from the lecturers in Teacher training colleges, orient the head teachers and sector education officers so that they can implement Induction training for every new teacher with one structure and work with the different organizations that are implementing CPD to teachers so that they are coordinated and complement each others' efforts. Insignificant and unproductive professional development upsets teachers. It also upsets the students and inevitably upsets the community and, the nation is affected because the quality of education is highly linked with development.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

Teaching is a key emphasis for educational research activity universally. Since it is the point of execution and delivery in the education structure validates the tremendous work going into studying effective instruction methods. This has prompted educators the world over to work on transforming education to improve the quality of learning through professional development. This is the plan that schools practice to ensure that educators continue strengthening their practice through their vocation. Schools employ diverse schedules to deliver this cooperative and collective learning time for their teachers. (Mizell, 2010). Professional development denotes to the different forms of instructive practices associated to a person's occupation, which involves applying relevant and latest knowledge, skills and attitudes that help improve the person's performance on the job. Most schools in Africa have adopted professional development of teachers with the program being implemented by either the government or other non-profit non-governmental organizations.

This study examined the effect of professional development practices on teachers' performance in Public secondary schools in Kigali, Rwanda. Professional development practices of teachers in this study were conceived as the independent variable while teachers' performance was the dependent variable. Professional development practices of teachers were measured in form of the planning, execution, frequency and follow-up of the pre-service, induction and continued professional development trainings. Teachers' performance was measured in form of students' perceptions and reactions, course design and

assessment methods, quality of instructional design and assessment skills, content expertise and course management.

This chapter will cover the background to the study, the statement of the problem, the purpose of the study, the objectives of the study, the research questions, the hypotheses, the scope of the study, the significance, justification and operational definition of terms and concepts.

1.2. Background to the Study

1.2.1 Historical Background

A lot of theories have been highlighted as significant issues in teaching and learning. The notion and necessity of professional development for teachers and the different staff in schools was fronted in the 1960's in American education however the University of Management and Technology records that the words "professional development" started being used in 1857. (Murphy-Latta, Terry, 2008).

In Africa, the concept of professional development was fronted in the early 1990's and it was mostly referred to as "Teacher education". This was apportioned into three phases (a) Pre-service teacher training; (b) Induction training that involves training and support given to new teachers during their first years in the teaching profession or even their first year in a specific school; and (c) Continuous Professional Development for practicing teachers. (Professional Development of teachers in Africa, The African Symposium, 2013). This training is gradually fading because of the increase of many private schools, which focus on getting good results.

1.2.2 Theoretical Background

The theories associated with professional development necessitate including both mental and social facets of education (Borko, 2004). Nevertheless, the theory has been inclined on either cognitive or social perceptions with the former being centered on ideas of variations in the knowledge or beliefs of teachers and the latter considering professional development through participation.

This dissertation is embedded in the Social Learning Theory (SLT) (Bandura, 1977), that stipulates the method that integrates both mental and social aspects in acquiring knowledge. Bandura's Social Learning theory has widely been mentioned when theorizing teacher professional development.

From the perception of SLT, the appliance of knowledge acquisition and the development of discrete comprehension are gained from observation (Bandura, 1977). The Social Learning Theory hypothesizes a sophisticated rational modeling of experiential behaviors and also subsequent formation of innovative behaviors, but this does not essentially mean conventional replication of others' behaviors. The acquisition of knowledge and learning through observation has often been regarded as a vital method in teacher's professional development (Lortie, 2002).

1.2.3 Contextual Background

Rwanda, similar to other developing countries in Africa, faces the test and demanding obligation of eradicating scarcity of resources and abject poverty, augmenting impartiality and intensifying provision of education to all exclusive of foregoing quality, and placing the nation on a track to maintainable growth therefore from 1998, the Government of Rwanda has remained dedicated on a development plan aimed at transmuting the country into economically developed by the 2020. (Teacher Development and Management Policy, 2007). Before 1998, there were no recognizable teacher training colleges (TTCs), no emphasis on training the teacher work force and teachers were largely got with varied qualifications from different foundations. (Teacher Development and Management Policy, 2007). There were barely any organizations that provided for the training and education development of teachers of secondary school teachers until Kigali Institute of Education (KIE) later transformed into University of Rwanda College of Education and Librarianship was established. Since then, teachers are getting pre-service training through the 12 PTCs, 3CoEs, and URCE (KIE). (Bennell and Ntagaramba, 2008).

According to Ministry of Education's data for 2013, the government made remarkable advancement towards entry and equity in the education sector. The number of secondary school students increased from 50,100 in 1994 to 566,730 with a total of 17,698 qualified teachers in 2013. In 2016 there were 1,543 secondary schools in Rwanda with 454 public schools, 851 government-aided schools and 238 private schools. There were 126 secondary schools (general secondary schools and technical secondary schools) in Kigali of which 50 are public general secondary schools with approximately 439 qualified teachers (Ministry of Education Rwanda Education Statistics, 2016). This study focused on public secondary schools in Kigali.

Rwanda has promptly recognized in its education sector reforms that the teacher is at the center of bringing about anticipated growths in knowledge acquisition and learning and that sufficient teacher management arrangements, strategies and policies are key factors that define teachers' performance. (Teacher Development and Management Policy, 2007). Therefore, in a bid to promote professional development and management of teachers in Rwanda, The Ministry of Education established the Teacher development and management policy of 2007, changed the medium of instruction from French to English in 2008, established the Rwanda Education Board in 2011 which has a department for teachers' professional development, initiated the School Based Mentoring system in 2012 and included professional development of teachers as one of the essential components in the Education Sector Strategic Plan (2013/14-2017/18).

However, there have been shortfalls in the planning, execution and follow-up of teachers' professional development.

1. The disjointed nature of the teaching profession shields against the growth of any strong sense of shared skilled or work-related cohesion. In Rwanda, teachers are often categorized into into

three discrete groups according to their level of qualification; A0, A1 and A2. (Bennell and Ntagaramba, 2008).

2. The pre-service training of teachers in the various teacher-training colleges is implemented amidst concerns that it is abstract and theoretical with many of the lecturers having no experience with the daily challenges of classroom management and teaching. This therefore results into inadequate and weak teacher education. The information about how many student teachers become actual teachers is also scanty. (Bennell and Ntagaramba, 2008).

3. Providing qualitative and consistent continuous professional development goes a long way in ensuring the achievement of better teaching standards. However, as it was pointed out, “the current provision is ineffective since it is largely supply driven, ad hoc/one-off, with little or no reinforcement. Teachers are not seen as active participants in their own professional growth.” (2008, p.8). (Bennell and Ntagaramba, 2008).

4. The school based mentoring program established by Rwanda Education Board in 2012 had some successes and challenges. Most teachers achieved proficiency and became better in using English as the language of instruction. The challenges included communication gap between the mentors (mostly Ugandan and Kenyan) and the mentees, failure/delay in payments to mentors and the sudden contract terminations in mid-2015. REB made a decision of appointing one teacher from each of the schools to be a mentor as a follow-up to this process.

1.3 Statement of the problem

In the 2007 education sector reform, which also included the massive switch to English as the language of instruction, the Government of Rwanda created the Teacher Development and Management Policy (revised in 2011), which acknowledged the challenges the country was facing with teaching quality and put forth recommendations to improve the system of recruiting, preparing and retaining good teachers (Ministry of Education, 2007).

In response to the policy reform, one of the big measures the Government took was establishing the nation-wide School-Based Mentors program as part of the continuous professional development of the teachers directly in the public schools. It also continued the provision of Pre-service teacher training to all student teachers, which is a mandatory 3 months' training in the Colleges of Education. A few schools provided Induction training to their new teachers. However, statistics from the Teacher Development and Management Department under the Rwanda Education Board indicated that secondary school teacher performance was still poor. (Ministry of Education, 2014). This performance was measured through the teachers' content expertise, Instructional design, delivery and assessment, and class management skills. The data collected showed that the poor performance was mostly in public secondary schools than private schools.

Since the School-Based Mentors program was discontinued in 2015, there has not been any coordinated effort to improve teacher performance at the secondary level. This brings up a practical problem of a lack of organized and effective teacher performance support package of pre-service, induction training, and continuous professional development. The results from the few national programs that have focused on secondary school teacher performance showed positive results, but the current lack of adequate programming and resources towards teacher professional development have resulted in a stalemate and decline in teacher performance (Save the Children, 2014). Additionally, there is a lack of research on this

topic in recent years, which has resulted in Bennell and Ntagaramba (2008) as the most cited source on teacher performance in Rwanda, which now is outdated.

Therefore, basing on the above facts and lack of current research, the study will seek to investigate the effect of professional development practices on teacher performance in public secondary schools in Kigali, Rwanda.

1.4 Purpose of the study

To find out the effect of the professional development practices on teachers' performance in public secondary schools in Kigali, Rwanda.

1.5 Objectives of the study

1. To examine the extent to which pre-service training affects the performance of teachers in public secondary schools in Kigali, Rwanda.
2. To investigate the extent to which induction training affects the performance of teachers in public secondary schools in Kigali, Rwanda.
3. To examine the extent to which continued professional development affects the performance of teachers in public secondary schools in Kigali, Rwanda.

1.6 Research Questions.

1. To what extent does pre-service training affect the performance of teachers in public secondary schools in Kigali, Rwanda?
2. To what extent does induction training affect the performance of teachers in public secondary schools in Kigali, Rwanda?
3. How does continued professional development affect the performance of teachers in public secondary schools in Kigali, Rwanda?

1.7 Hypotheses of the study

1. Pre-service training has a significant effect on the performance of teachers in public secondary schools in Kigali, Rwanda.
2. Induction training has a significant effect on the performance of teachers in public secondary schools in Kigali, Rwanda.
3. Continued professional development has a significant effect on the performance of teachers in public secondary schools in Kigali, Rwanda.

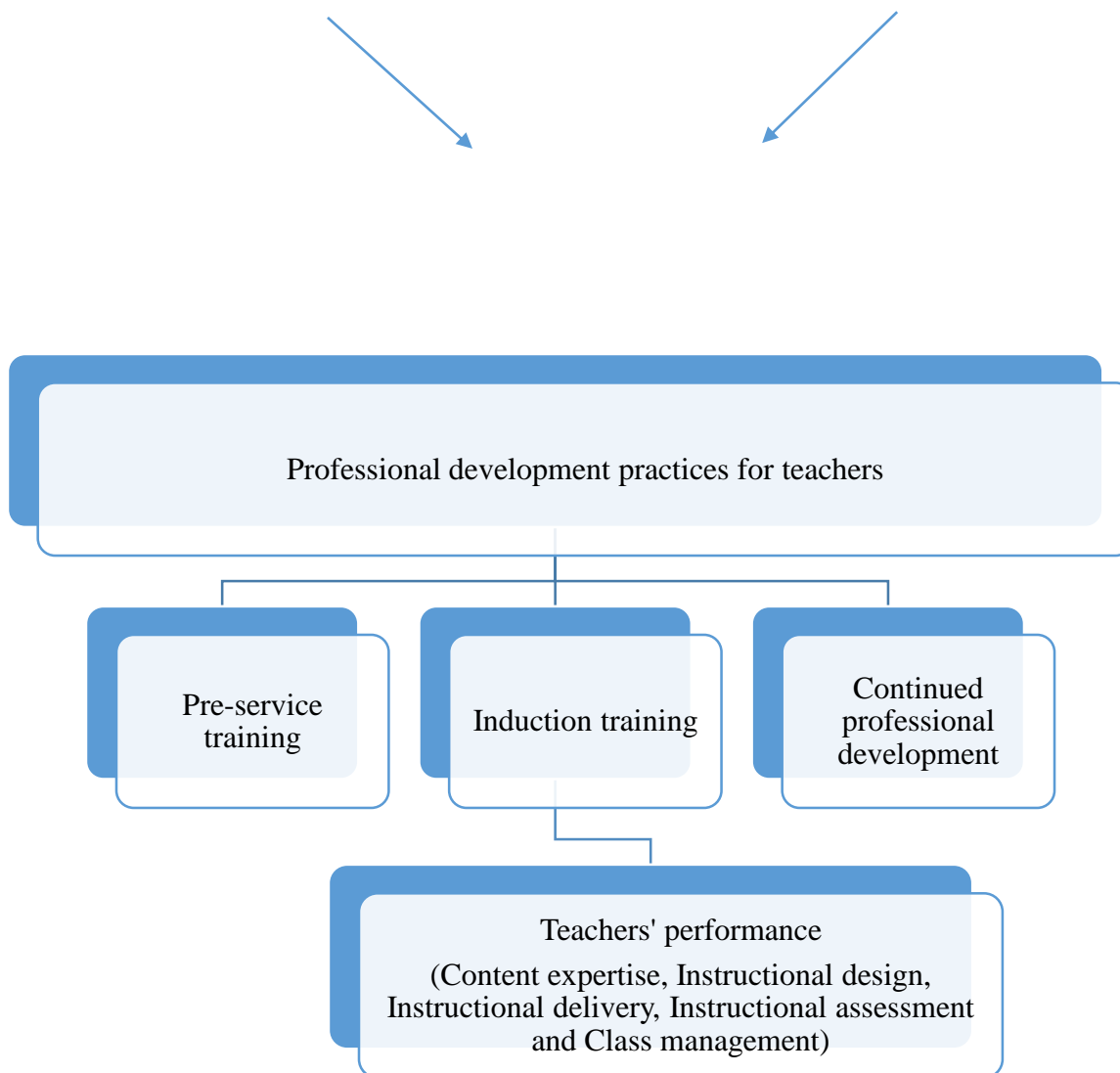
1.8 Conceptual Framework

Figure 1: Conceptual Framework

Independent Variable

Constructs of the Independent Variable

Dependent Variable



As shown in the conceptual framework, the study process started from the professional development practices for teachers. This is the independent variable, which was looked at in three dimensions; the pre-

service training done in the teachers' colleges, induction training that is done in the first few years of the teachers in the schools and continued professional development, which is done during the teachers' career paths. The effect of these factors on the dependent variable (teachers' performance) was the main concern for this study. Teachers' performance was viewed through the basic skills for effective teaching; content expertise, instructional design, instructional delivery, instructional assessment, and class management. Several scholars have noted that professional development has an effect on teachers' performance, which eventually impacts the quality of education on the whole.

The conceptualization of professional development includes the classification of the different phases for teachers "as consisting of pre-service, induction, and continuous professional development, all of which follow a period termed "apprenticeship of observation" – a phase when teachers are students in the school and before they enter a formalized pre-service training program." (Ginsburg, 2009/10).

The researchers' working definition of professional development of teachers was that it is the formal pre-service, induction and continuous professional development to advance the content, methodology, knowledge and didactic skills of teachers and is extensively regarded as a significant way of improving teaching and learning. Teachers' performance was defined as the how and what teachers know and do to promote learning and achieve positive results.

The conceptual framework is operationalized basing on the methods of Shields and Rangarajan (2013). As education moves to a more performance-focused culture, improving teacher performance and the measurement thereof is a vital step in refining education. The professional development practices of teachers were measured in;

(i) Standardized teachers' professional development: a unified methodology, comprising the organization of various trainings and workshops, in numerous instances the cascade model of ascended conveyance generally focused on the investigation of new notions and the proof and modeling of skills.

(ii) Site-based teachers' professional development: Rigorous knowledge acquisition by educators in schools' setting or community, stimulating reflective and long-standing transformations in teaching approaches.

(iii) Professional development of teachers led by the teachers themselves and done at their will with the use of accessible resources.

There were four approaches to measurement of teachers' performance. These were in question form and include;

(i) Are teachers in school and teaching?

(ii) Do teachers know enough?

(iii) How well do teachers teach?

(iv) How well do teachers promote learning?

The researcher used different sources of evidence including interviews, direct observations and documentation. The information was then used to assess the quality of professional development of teachers and the effect on teachers' performance.

1.9 Significance of the study

1. Identify strengths and challenges in the professional development practices for teachers and their effect on teachers' performance with a view to highlighting the best practices for adoption by the government secondary schools in Kigali in specific and Rwanda in general.

2. The information will be invaluable for REB to review the various ways of implementing teachers' professional development so as it is effective and efficient to improve teachers' performance thereby being a factor in achieving educational goals for Vision 2020.

3. The information will also be invaluable to the University of Rwanda’s College of Education and Librarianship and other teacher training colleges in Rwanda that offer teacher training programs/pre-service trainings for curriculum review in order to strengthen teachers’ professional development needs.

1.10 Justification of the study

Although the Teacher Development and management policy of 2007 is in place, the resource focus has been only on primary school teacher development with a few exceptions. This has resulted in a gradual secondary school teachers’ decline in performance since they have not received much support coupled with the fact that the primary school enrollment has increased drastically, thereby growing secondary school classes (World Bank Data, 2014). The research has followed the money, therefore resulting in a lack of research on secondary school teachers. It is believed this study will be useful to REB as the institution reviews the Teacher Development Policy again in 2018, because it will provide practical recommendations for improving long-term secondary school teacher performance.

Table 1: World Bank Education Statistics table showing secondary class sizes in Rwanda between 2010-2013.

Year	2010	2011	2012	2013
No. of secondary school students in the country.	298,799.0	341,747.0	352,796.0	368,584.0

Source: World Bank Data, 2014

1.11 Scope.

1.11.1 Geographical Scope

The study was done in Kigali, Rwanda.

1.11.2 Time Scope

The secondary research was reviewed from 2007-present. The primary research was done in two months.

1.11.3. Content Scope

The study was conducted in the 50 public secondary schools (both lower and upper secondary) in Kigali.

1.11 Operational Definitions of terms and concepts

Teachers' professional development: This refers to an extensive variation of specified training, formalized education, or progressive professional learning envisioned to help teachers advance their professional content, competence, knowledge, skills, attitude and effectiveness. This may be a one-day seminar or a three-week workshop or working with a mentor/coach on a regular basis.

Teachers' performance: This refers to teachers' evaluation measured in form of students' perceptions and reactions, course design and assessment methods, quality of instructional design and assessment skills, content expertise and class management.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter is arranged in five (sections), which are; Introduction, Theoretical review, Conceptual review, thematic review and the Summary of the literature review. The literature review is organized in accordance with the three objectives of the study;

1. The contribution of pre-service training of teachers to teachers' performance.
2. The extent to which induction training of teachers contributes to teachers' performance.
3. The effect of continued professional development of teachers to their performance.

2.2 Theoretical Review.

This dissertation is rooted in the Social Learning Theory (SLT) (Bandura, 1977), that stipulates the methodology that integrates both cognitive and communal aspects in knowledge acquisition.

The guiding principle of the study was based on the theory that professional development of teachers matters and highly affects teachers' performance. The practice in which educators select and conceptualize behaviors is subjective to the magnitude to which their believe of succeeding is embedded with a development of an action in a specific context. SLT encompasses self-efficacy, which is a belief that an individual may have in their achievement levels they get to when they behave in different ways in explicit contexts. It has been oft noted that self-efficacy exposes perceptive knowledge and skills coupled with emotional aspects such as self-confidence, poise, enthusiasm and innovativeness and creativity (Bandura, 1997). Earlier research has shown that the self-efficacy of teachers' is linked to affirmative instructional behaviors and student achievement. Teachers with lower efficacy levels are often less optimistic about learner enthusiasm and believe that being strict and firm or stern in the classroom is the best way to have students study hard. (Woolfolk, Rosoff, & Hoy, 1990).

As shown above, an essential element of SLT is observational knowledge acquisition and the psychological exhibiting of experiential manners. Teachers often (re) conceptualize manners and/or

activities to apply in the classroom. Much of the traits becomes monotonous and does not require preceding demonstrating and preparation. Teachers at the start of their careers discern and model other teachers' practices, acclimatize them and (re) generate them in their classrooms (Lortie, 2002), this is consistent with SLT. "Constructive feedback and rejoinders as well as self-assessment by the individual teacher affect the formation of their teaching performance" (Lave & Wenger, 1991). In no time, these behavioral practices become monotonous and are done effortlessly. (Bandura, 1997; Cuban, 2009; Wake, 2011). Brousseau further reiterated that teachers usually perceive the traditional teaching methods of more experienced workmates and recreate it thinking it a steady practice. It is for this reason that teachers enter into a firm and deep-rooted psychological teaching contract (Brousseau, 1997) basing it entirely on the traditional teaching method largely being the teacher centered approach. According to SLT then, the simplification of this relies upon teachers having the suitable educational knowledge – in the form of rational representations of possible and alternative practices, instructions and manners (Bandura, 1997). This should also be coupled with a suitable level of self-efficacy so that teachers are in order to be capable of implementing such methodologies. (Guskey, 1988).

This theory has further been used by other researchers as stipulated in the theoretical background. Professional development comprises the methods and associated structure and strategies intended to support workers attain, widen and extend their knowledge, skills and obligation so that they can perform their work functions effectively. (Schwille and Dembélé, 2007). "Professional development is defined as activities that develop an individual's skills, knowledge, expertise and other characteristics as a teacher" (TALIS, OECD 2009).

"The phases of teachers' professional development have been categorized as entailing pre-service, induction, and continuous professional development, all of which follow a period termed "traineeship of

observation” – a phase when individuals are students in a school and before they enter a formalized pre-service training program.” (Ginsburg, 2009/10).

Paul Bennell (2004) after undertaking research about motivation of teachers in sub-Saharan Africa and Asia noted that professional development is one of the ways to motivate teachers. His study found out that so oft, educators are ‘flung in the unfathomable end’ with little and in most cases no effective preparation for the distinct strains of teaching. He additionally stated that teachers need on going in-service as well as support from colleagues and managers so as they do not lose enthusiasm (Bennell, 2004)

Hayes Mizell (2010) complemented the same theory and literature by noting that new teachers manage a large majority of unaccustomed concerns, such as content expertise, classroom instruction and management, school rules and regulations and processes, exam groundwork and management and interactions with their peers. If they are not helped, they may foster counterproductive behaviors. For educators to be as effectual as they can, they frequently develop their KSAs to effectively execute the best instructional traits. “With extra support, however, new teachers learn more effective practices to apply to daily challenges. Additional support also helps districts retain new teachers and set them on the path to becoming effective educators” (Mizell, 2010).

Other researchers notably Didds, 2001; Byamugisha & Ssenabulya, 2005; Pontefract & Hardman 2005; Moon et al. 2005; Dembélé & Lefoka, 2007; Akyeampong, Pryor & Ampiah 2006,; Murphy-Latta and Terry, 2008; Akyeampong, Pryor, Westbrook & Lussier 2011 etc. have complemented and used the theory.

The researcher was also convinced that professional development of teachers matters and affects their performance. Professional development of teachers at all phases and (pre-service, induction and continued professional development) is important since it ensures that teachers perform particular tasks

effectively and efficiently and sets them up for success in the education process. It also ensures that the teachers' competence level matches with that of other teachers in the same field. Professional development also ensures that the teachers' knowledge; skills and attitudes remain current and in the know to allow them to execute the mandatory tasks duly professionally.

This theory was used in the study to examine the extent to which professional development in the various forms (pre-service, induction and continued professional development) affects teachers' performance in the public secondary schools in Kigali. The researcher formulated research questions around this theory to undertake the study.

2.3 Professional Development Management Practices and the Performance of Secondary School Teachers.

2.3.1 Professional development of teachers and its effects on teachers' performance.

Teachers' professional development has become an essential factor of education reforms and policy changes. Certainly, in the industrialized and more developed countries, teachers' professional development has dictated educational policy reforms and transformations and studies from the mid-1980s (Ling and Mackenzie, 2001). This has largely been based on the fact that the achievement of any transformations for school improvement and enhancement centers on the professional development of its teachers. (Villegas-Reimers, 2003). In fact, "teachers are constantly called upon to add more and more tasks and content areas to their curriculum and to their professional role..." (Ling and Mackenzie, 2001). At the same moment, the paths of the professional development of teachers are as different as they are dependent on a particular context. (Nakabugo et al, 2011; Komba and Nkumbi, 2008).

In The African Symposium Vol.13 of June 2013, Fareo noted that continuing professional development of teachers in Nigeria was a key element in provision of quality education. This led to the establishment of the Teachers Registration Council of Nigeria in 1993, which was a big boost to the Nigerian education

system as it sought for teachers' professional development among other notable causes. The researchers about Nigerian education further noted, "Continuing professional development of teachers comes from various sources and agencies, and in various forms: orientating teachers to curriculum or examination changes, upgrading qualification levels, donor-funded projects, professional teachers' associations in developing subject teaching (e.g. Science Teachers' Association of Nigeria 'STAN'), or sometimes teachers' unions, school based improvement initiatives, or individual teachers working to improve their qualifications, career prospects or teaching skills" (Fareo, 2013).

It was further noted that teachers in Nigeria were responding favorably to the activities of the TRCN. "For instance, as at early 2005, more than five hundred thousand teachers have been registered. The council has organized many continuous training and development activities to enhance the instructional skills of teachers. As noted by the TRCN (2006), the themes of these CPDP are to enhance teachers' professional competencies. Akuezuilo and Akudolu (2006) findings also revealed that the TRCN has made the Mandatory Continuous Professional Education (MCPE) part of the requirements for the renewal of teachers' practicing licenses. The aim of the TRCN is to avail every teacher the opportunity for continuous development so as to remain relevant as a professional in the present information age" (Fareo, 2013).

The Rwanda Education Board's article entitled "Renewed drive to improve the quality of education in Rwanda" has consensus by the government that continued professional development of teachers is an essential factor in teachers' performance and the quality of education in general. It states the history of the quest for continued professional development; In 2007, MINEDUC convened a continuous teacher professional development training program, engaging teacher mentors and trainers in centers around the country and this was implemented for a period of three years, after which a decision was taken to have mentors stationed in schools and allow them be more approachable to and by teachers. In 2012, REB

created the Continuous Professional Development School Based Mentoring Technical Working Committee (CPD Working Group) to coordinate and harmonize these efforts. (REB, 2014).

Bennell and Ntagaramba (2008) further noted that the performance of teachers is largely dependent on their fulfillment at their schools. Part of teachers' fulfillment is resolute by the management of their professional development. If they are disgruntled with their jobs and are poorly enthused, their performance will be low and they may be forced to behave unprofessionally. "Such behavior includes poor preparation and marking, low levels of active teaching and time on task, and poor timekeeping and absenteeism" (Bennell and Ntagaramba, 2008).

Bennell and Ntagaramba (2008) further noted that "around 60% of A0 and A1 teacher respondents and 75% of A2 teachers in Rwanda rated the current availability of in-service training as 'very poor' or 'poor'. In overall terms, only around one-third of teachers attended at least one INSET activity during the last year, 2007."

One of the recommendations from the researchers Bennell and Ntagaramba (2008) is for MINEDUC to design new qualitative and adequate systems for both CPD and management support. The CPD should be established within MINEDUC at both central and regional stages. "It is recommended that a CPD Advisor should be appointed in each district who would be responsible for developing a CPD strategy and plan for each district as well as directly facilitating district and school-level training activities, especially in teaching methods. The possibility of introducing school clusters for CPD, which are proving very effective in a number of countries, should also be explored" (Bennell and Ntagaramba, 2008).

One of the recommendations in the Teacher development position paper of 2014 undertaken by Save the Children Rwanda is the need for a permanent national system of CPD for teachers, which is flexible enough to allow teachers to gain credits for participation in any training or experience whose quality has

been approved by REB. The study found out that CPD affected teachers' performance but it wasn't implemented in all schools in Rwanda even though the Teacher Development Policy (2007) mandated so. The research further recommended that teachers should participate in trainings, peer exchanges, or other CPD opportunities offered by REB or NGOs. (TDPP, Save the Children Rwanda, 2014).

2.3.2 Pre-service training and its effects on teachers' performance in Rwanda.

Bennell and Ntagaramba in their research titled, "Teachers' motivation and incentives in Rwanda" noted that better skilled teachers are more likely to be better inspired and achieve better than inadequately trained teachers. They however noted that the pre-service teacher training in Rwanda is too abstract which deprives teachers-to-be from the encounters of classroom management of the learning process. "If teachers are not adequately prepared, this makes it that much more difficult for them to cope, especially during the early stages of their career, which in turn could have a negative impact on motivation" (Bennell and Ntagaramba, 2008).

The researchers further noted that the eminence and significance of the teacher education that is provided in Rwanda is frail. Another factor is that a considerable number of students who go to the 12 PTCs, 2 CoEs and University of Rwanda to study education do so because they fall short of getting enough grades to study other courses. Despite these weaknesses, the researchers found out that teachers themselves have the desire to upgrade their qualifications and be better at teaching. (Bennell and Ntagaramba, 2008).

One of the recommendations in the Teacher development position paper of 2014 undertaken by Save the Children Rwanda is to strengthen pre-service training of teachers as it equips teachers with foundational knowledge for their profession. (TDPP, Save the Children Rwanda, 2014).

In Nigeria, pre-service training of teachers was deemed essential and thereby led to the establishment of Nigeria's National Teachers' Institute to take the mandate of organizing different programs for pre-service

training, updating and upgrading incoming and working educators at all levels, a job which it has been involved in since its formation. “ ‘The National Teachers’ Institute in collaboration with the Teacher Education in Sub-Sahara Africa (TESSA) program, at the Open University, U.K. have provided support for the institute by integrating some sessions of the TESSA modules into the manuals for the pre-service training of primary and secondary school teachers in Nigeria. The training focused on the innovative techniques of teaching the four core subjects of English Language, Mathematics, Science and Social Studies including School-Based Assessment and Improvisation of Instructional Materials. The training programs have been well monitored by various agencies such as National University Commission (NUC), Nigeria Union of Teachers (NUT), National Assembly, Federal Inspectorate and Non-Government Organizations, the press and the public” (Fareo, 2013).

This study found out that teachers who had received adequate pre-service training performed better in the schools they were assigned to than their counterparts whose pre-service training was not as satisfactory. Among the recommendations of the researcher was the strengthening of Teacher training institutions to adequately respond to teachers’ needs and demands so that the pre-service training of teachers is reinforced for a quality education system.

2.3.3 Induction training of teachers and its impact on teachers’ performance in Rwanda.

In other countries, noticeably in Latin America, teachers are under-prepared when they are sent to schools to teach. For instance, according to a 1996 report on behalf of the US National Commission on Teaching and America’s Future, it was revealed that at least 25% of educators let in the country could be categorized as part of unready teachers. The numbers increase notably in South America. (Villegas-Reimers, 1998). Ball (2000) notes that the percentage of unready teachers is higher in South Africa. In fact, the term “barefoot teacher” is often used in South Africa in reference to unready teachers (Henning, 2000) that are

considerably many. “These teachers have been performing educational ‘first aid’ for more than nine years in schools where masses of otherwise ‘school-less’ children and youth are accommodated” (Henning, 2000; Villegas-Reimers, 2003). Another study showed that induction training is an effective tool in setting teachers up for success. Further research done by Kettle and Sellars recounted the same outcomes after a study about the advance of the “practical theory” of student teachers and how ready they were in Australia.

Bennell and Ntagaramba (2008) noted that many of new educators in Rwanda are unproven which underlines the need for excellent mentoring and professional development support. It was also noted that because of the inexperience and lack of induction training of Rwandan teachers, foreigners from the region are many in secondary schools in Kigali. The researchers further noted, “The mentoring of newly qualified teachers (NQTs) is also weak” (2008).

A study undertaken by Save the Children Rwanda (2014) found out that induction trainings for teachers made them gain confidence and competence in the schools and classes they were assigned. The recommendation in the Teacher Development Position paper (2014) is to have mentors in each school to have induction trainings for new teachers so that the latter can be able to gain confidence and put their learning into practice effectively (TDPP, Save the Children Rwanda, 2014).

2.4 Summary

The literature review identifies that professional development is an essential factor in teachers’ performance which is the main reason why Rwanda, through MINEDUC and REB set up policies and strategies in achieving this in all schools. The research done about professional development in Rwanda proves that pre-service training still has room for improvement and indicates that induction training of new teachers in schools in Rwanda is done on a school-by-school basis and it is not institutionalized.

In the same context, the study was to help fill the gaps identified in the literature, which include the fact that the literature saw professional development from the teachers' lens and the government but not through the angle of the school managers and administrators who are the policy implementers. Are these administrators well trained and prepared for this task? The other gaps include the fact that professional development is done in some schools in Rwanda but they fall short on reflecting how the trainings are managed and the changes recommended for better management. The other gap is that despite the initiations by MINEDUC and REB of different policies, strategies and directorates to handle teachers' professional development in Rwanda, the implementation is still poor and no proper management practices are in place for the sustainability of the policies.

CHAPTER THREE

METHODOLOGY

3.1. Introduction

The methodology chapter contains the research design, study population, determination of sample size, sample techniques and procedure, data collection methods, data collection instruments, validity and reliability, procedure of data collection and data analysis. The rationale of this chapter is for the researcher to indicate how the study was conducted, how data was collected, presented, analyzed and interpreted.

3.2 Research Design

Wiersma (2000) defined research design as the structure by which the variables are positioned or arranged in the experiment. This study used a descriptive case study research design since the study was qualitative and sought to explain characteristics and functions through a conceptual framework (Yin, 1994). The reasons for choosing this design was because the study encompassed a case study of Kigali, Rwanda, “in which propositions and questions about a phenomenon are carefully scrutinized” (Mills et al, 2010). The study explored how the professional development of teachers could be improved and managed better to accomplish the Government’s intended outcomes. The emphasis was put on the points of views of the research participants and allowed the researcher to study the complex relationship between phenomena, context and people. The study was composed of research questions and the answers to these questions were analyzed thematically in order to create understanding from data as analysis proceeded.

3.3 Study Population

Neuma (2006) defined study population as the precise group of cases that the researcher would like to study. Parahoo (1997) described the populace as the over-all number of components through whom records will be collected, for example individuals, or establishments. The study population was all public general secondary school teachers in Kigali. There are 50 public secondary schools in the three districts that make up Kigali Province—Gasabo (20 schools), Nyarugenge (16 schools), and Kicukiro (14 schools) Districts. The total number of public secondary school teachers in Kigali is 648. Of this total, 67.88% of these teachers are qualified; thus 439 teachers are the study population (National Institute of Statistics, 2016) because they are the ones to have undergone the mandatory studies and/or training from the Colleges of Education.

3.4 Sample size and Selection

Neuma (2006) defined sample size as the number of participants who will be selected from the universe to constitute a sample. Sample size does not necessarily affect the importance of any research

and there are no specific methodologies used to define it under a qualitative study. (Holloway and Wheeler, 2002). Sampling is usually done until there is no new material being generated. (Holloway, 1997). The targeted sample size was 45 individuals—15 deans of studies and 30 secondary school teachers from public secondary schools in each of the three districts of Kigali City.

Table 2: Population, Sampling and Sampling Techniques

Category	Population	Sample Size	Sampling Techniques
Deans of Studies	50	15	Purposive Sampling
Secondary School Teachers	439	30	Purposive Sampling
Total	489	45	

Source: Primary Data, 2017

3.5 Determination of the Sample size

The final sample size was determined using saturation. Data saturation is a strategy that the researcher employs when they have reached a point where not a lot of new information is being got from further data collection. It determines the sample size, as it indicates that adequate data has been collected for analysis. Green and Thorgood (2009) state that “the experience of most qualitative researchers is that in interview studies little that is ‘new’ comes out of transcripts after you have interviewed 20 or so people.”

3.6 Sampling techniques and procedure

The sampling process involved purposively selecting five schools from each of the three districts of Kigali (Gasabo, Nyarugenge, Kicukiro) for a total of 15 schools from which to select study participants.

The list of schools can be found in the Appendix. These schools were selected using purposive sampling so as to ensure the researcher interviewed a diverse set of secondary teachers in Kigali. Care was taken to have at least 1 urban, 1 peri-urban and 1 rural school from each District, as there is a well-researched urban-rural divide in school performance, even in the capital city (Noack, 2012). The researcher interviewed two secondary school teachers and one dean of studies from each school for a total of 45 research participants.

3.7 Data Collection Methods

The data collection method was direct interviews. Direct interviews are a method of collecting data used where the researcher (in this study also the interviewer) speaks with the respondent (interviewee) directly in according to the ready-set research documentation. This data collection method permits the researcher to gather accurate information, preferences, attitudes and additional information that may be brought up throughout the interview. Hence, direct interviews as a method guarantees qualitative data and raises the rate of response. Direct interviews allow for more in-depth data collection and comprehensive understanding. Principally, having more open questions help distinguish both notions. Researchers undertaking qualitative studies focus more on making interpretations through various viewpoints. This is significant in a way that they are able to gather plentiful of data for exploration. The researcher spent a substantial period creating questions for the interviews.

3.8 Data collection instruments

The data collection instruments included a semi-structured interview guide and key informants' guides. The former is a qualitative strategy of investigation and analysis that syndicates an already determined and prepared group of open-ended queries with an opportunity for the researcher to discover certain premises or rejoinders further. A Semi-structured interview therefore offers various themes and inquiries to the respondent, but is prudently intended to provoke the views and opinions of the interviewee on the

study's subject matter. This therefore relied on the researcher making a follow-up of different questions to dive deeper into the information as regards the study.

On the other hand, **Key informant interviews** are the in-depth and precise conversations with people who have strategic knowledge about a particular study in the set perimeters of the population. The main reason of opting for this type of interviews is to be able to gather data from the various strategic stakeholders of the study topic who possess a high-level understanding and knowledge about a particular community. The researcher had the deans of studies as the key informants in the study.

For the first interview, the researcher stipulated the overview of the reasons as to why the data was being collected and mentioned the various processes that were undertaken to ensure the anonymity and confidentiality of the interviewees. Also, the researcher asked for consent from the participants for tape recording and then proceeded to the interview.

3.9 Validity and Reliability

3.9.1 Validity

Validity refers to the level of how comprehensive the research study is in depth. It pertains to the method of the study and its design. Validity in relation to the collection of data relates to the fact that the outcomes from the study are a true representation of how truthfully the phenomenon is being measured. .Validity is divided into two types; Internal Validity and External Validity. Internal validity is often affected by the study shortcomings internally such as a design problem (inadequate control of the variables) or a collection of data problem such as a problem with a data collection instrument. "Findings can be said to

be internally invalid because they may have been affected by factors other than those thought to have caused them, or because the interpretation of the data by the researcher is not clearly supportable" (Seliger & Shohamy 1989, 95). Other factors that can affect internal validity are the size of the study population, variability of the subject, data collection time, history of the research study topic etc.

On the other hand, External validity relates to the level to which the study findings degree can be employed in different conditions from the ones in which the primary research was done. "Findings can be said to be externally invalid because [they] cannot be extended or applied to contexts outside those in which the research took place" (Seliger & Shohamy 1989, 95). Factors such as populace characteristics, the effect of the research setting and data collection method can affect external validity.

In order to improve the validity of data, a pre-test occurred which consisted of cognitive laboratories with two to three teachers. A cognitive lab is a technique of studying the rational methods one uses when accomplishing a task. Advanced and formalized using modern scientific research, cognitive labs have not only provided an efficient insight into the working of the human mind, they also have been practically applied in the development of surveys, questionnaires, and assessments. The cognitive laboratories allowed the researcher to test the validity of the tool through checking interpretation of the instrument's questions.

3.9.2 Reliability

Reliability is defined as how reliable a research process or tool is (Creswell, 2003). It infers the solidity or constancy of a data collection instrument so that factual information is sought and gained. In addition, the reliability of a study may refer to the magnitude to which similar responses can be gained with similar tools many times. If the research is connected with a large extent of reliability then if any other researcher will generate the same outcomes and results using the similar methodology under similar circumstances.

“Reliability is a concern every time a single observer is the source of data because we have no certain guard against the impact of that observer’s subjectivity” (Babbie, 2010). Wilson (2010) mentions that the major concerns of reliability are connected with the subjectivity of the researcher. Once the researcher espouses a prejudiced methodology to the study then the reliability of that particular study would be compromised. Mugenda and Mugenda (1999) suggested that a sample of 1% to 10% should be selected on pre testing for reliability. The researcher tested reliability by repeating the cognitive laboratories process to check for differences in interpretation and answers across different teachers at different schools.

3.10 Procedure of Data Collection

The researcher got a letter of authorization to conduct the study from the Department of Higher Degrees of Uganda Management Institute. He then set up appointments with the Ministry of Education and Rwanda Education Board authorities to explain the purpose of the study and get authorization to meet with specific school authorities. The researcher then asked for a verbal consent from the teachers and school authorities for tape recordings. The interviews were conducted with the researcher taking field notes and audio recording. The last steps were to thank the teachers after the interview and leave the school. The researcher created interview transcripts with aid of recording and entered data into a Microsoft Excel spreadsheet.

3.11 Data Analysis

The data was analyzed using thematic analysis. This is because the research design was qualitative and thematic analysis focuses on examining themes within data. The researcher first employed coding that ensured the development of themes within the first collected data by distinguishing significant instants within the collected data and programming them before understanding. The analysis included comparing frequencies of themes, their occurrence and co-occurrence and a display of thematic relationships on a graph. A theme shows the extent of the different responses from the data related to the interview questions.

Ideally, a theme occurs several times within the collected data but a higher occurrence rate does not imply that the theme is more significant to comprehending the collected data.

The study took the concept of supporting assertions about teachers' professional development with data. This process included the reading of collected interview scripts, categorizing likely themes, juxtaposing them and developing hypothetical representations. The researcher specifically used the semantic thematic analysis, which ascertains unambiguous and outward connotations of the collected data. The researcher did not delve deeper from the interviewee responses did not look beyond what the participant said or wrote so that a rich description of the entire data about professional development of teachers was represented but there was an effort to delve deeper than the exterior connotations of the collected data to ably interpret it.

Data analysis was done through the following steps:

1. Becoming familiar with the data: This is the first stage of data analysis and it required the researcher to create a "start list" of potential codes even before analyzing the transcripts of listening to the audio forms of the interviews. This helped the researcher to search for connotations and forms in the collected data set thereby identify possible themes and patterns.
2. Creating initial codes. The researcher created a first list of data items that had a re-occurring form from the set data. This process of systematically classifying and organizing comprehensive parts of the data in relation to the set research questions and objectives included back and forth analysis until adequate themes were obtained. It is during this stage that the researcher reduced and complicated the data. Siedel and Kelle (1995) propose at least three distinct methods to support the procedure of decrease of collected data and the coding process: 1) discerning pertinent occurrences, 2) gathering samples of occurrences, 3) examining the mentioned occurrences to discover any alterations, resemblances, alterations, outlines and any superimposing structures.

3. The third step was to search for themes. The researcher examined codes' combinations to form any over-arching themes within the set data through concentrating on wider forms within the set data with projected themes and patterns. Themes in this case were words or sentences that acknowledged what the data meant and included opinions and accounts in a philosophy that could be applied in explaining connecting statements and morals resultant from the respondents' answers.

4. The researcher reviewed the data. This required searching for data that supported or refuted the proposed theory of the study: Professional development has a positive effect on teachers' performance. This stage was for reworking the primary themes and condensing them into smaller units. The researcher reviewed the data on two levels; identifying if themes formed clear patterns in close consideration of the validity of specific themes and their connection to the set data.

5. The next step was to define and name themes. This involved finding a connection between each specific theme and its effect on the whole picture of the data. The researcher identified the different facets of data that were recorded, any thought-provoking opinions about the themes and why they were inspirational. This process entailed looking at themes generally and precisely by the end the researcher was able to define the issues comprised in particular themes and an explanation for every theme.

6. The last step in data analysis was the report generation. After the review of the final themes, the researcher started the process of writing the end report. The researcher made a decision of reviewing themes that were comprehensive and contributed to the responses to the research questions, which were recorded as end themes. Writing a proper analysis of the themes was the major purpose of this stage in order to present the set data in a form that relates to the quality and rationality of the data analysis. . The report needed to be clear and concise with evidential qualities of themes relevant to the set data.

3.12 Ethical considerations

This is in relation to the ethical values well thought out by the researcher in the research design and data collection and methodologies. Oso and Onen (2008) emphasized on ethical issues and said are very vital in research. The researcher aptly followed the three principles of beneficence, justice and respect to human dignity.

“Principle of beneficence means that above all the researcher should do no harm to the respondent. This principle contains broad dimensions such as freedom from harm and exploitation as well as the researcher’s duty to evaluate the risk/benefit ratio.” (Polit et al 2001). The principle of respect to human dignity implies that the participants should not be forced into participating in the research study. Prospective participants therefore do have the right to accept to be part of the study or not. The principle of justice or fairness denotes the respondents right to anonymity and fair treatment.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

4.1 Introduction

This chapter gives the presentation, analysis and interpretation of the results of the study. The trend of the discussion is focused on the relationship between and among the study variables in an attempt to answer the research questions. The variables of the study included the Professional development practices for teachers as the independent variable; pre-service training, induction training and continued professional development are the moderating variables; Teachers’ performance is the dependent variable.

The research findings that explore the effect of professional development practices on teacher performance in public secondary schools in Kigali, Rwanda are explored based on the research objectives as stated below:

- i) To examine the extent to which pre-service training affects the performance of teachers in

- public secondary schools in Kigali, Rwanda.
- ii) To investigate the extent to which induction training affects the performance of teachers in public secondary schools in Kigali, Rwanda.
 - iii) To examine the extent to which continued professional development affects the performance of teachers in public secondary schools in Kigali, Rwanda.

4.2 Response Rate

Frederick and Wiseman (2003) assert that a response rate has to be presented in research findings as they presented the validity of the study and failure to do so put the validity of the study findings into question. Response rate was frequently used to compare survey quality.

The study targeted a sample of 45 respondents. A total of 30 semi-structured interviews and 15 key informant interviews were conducted and all responses were received back. Besides, all the 45 respondents were interviewed in the study, thus accounting for 100% response rate. This is shown in table 5 below.

Table 3: Response Rate

Category	Population	Sample Size	Response Rate
Deans of Studies	50	15	15
Teachers	439	30	30
Total	489	45	45

Source: Primary data, 2017

According to Amin (2005), for a valid research to be conducted, a minimum of 30 to 50 participants is

required for the study. From Table 2 above, the findings indicate that all categories of respondents participated in the study, accounting for 100% participation by the deans of studies and teachers in public secondary schools in Kigali, Rwanda.

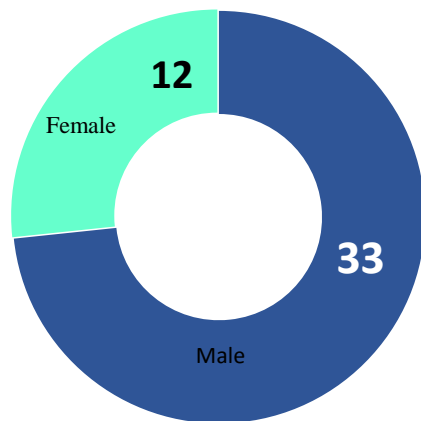
4.3 Demographic Characteristics of Respondents

This section examines the characteristics of the sample collected. It details the number of people who responded to the study with regards to the characteristics of the respondents in relation to gender, years

in the

Gender of Respondents

and



4.3.1

This

The analysis is done through graphs and a frequency table.

teaching service, level of education, and district. Graphs were used for presentation analysis.

Gender of the respondents

section details the gender group of the respondents who participated in the study.

Figure 2: Gender of Respondents

Source: Primary data

As shown in Figure 2 above, out of the total number of respondents (45), majority (33) were male, indicating a 73.3% while females were 12 indicating a 26.67% of the total. This is an indication of the gender disparity within the upper secondary school teachers and school leadership amongst public secondary schools in Kigali, Rwanda.

A Frequency table was also used to present and analyze data on the gender group of the respondents. This is illustrated in table 4 below:

Table 4: Showing Frequency Distribution for Gender of the Respondents

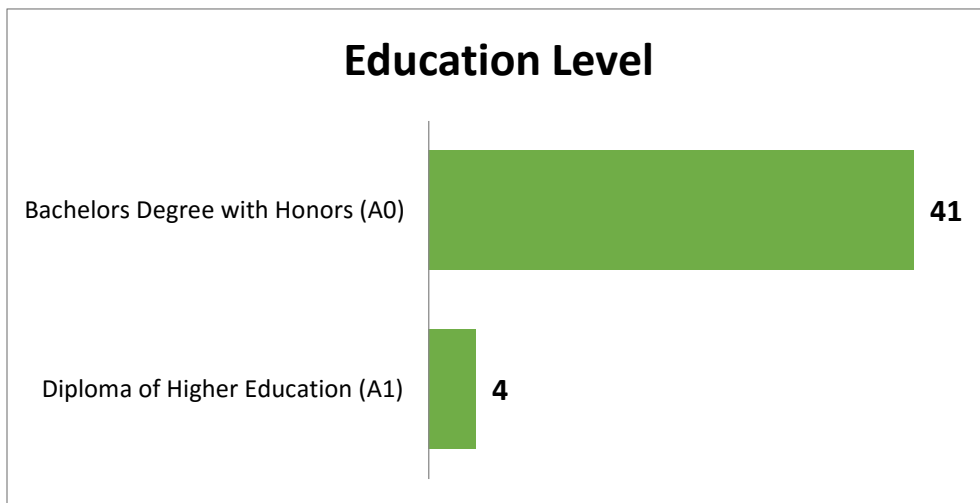
	Frequency	Percent	Valid Percent	Cumulative Percent
Male	33	73.33	73.33	73.33
Female	12	26.67	26.67	26.67
Total	45	100.0	100.0	100.0

Source: Primary data

4.3.2 Education Level of the respondents

This section indicates the education level of all respondents who participated in the study. They are grouped according to the standards of qualification to teach at the upper secondary school level in Rwanda. The two groups of deans of studies and teachers are combined in this analysis.

Figure 3: Education level of the respondents.



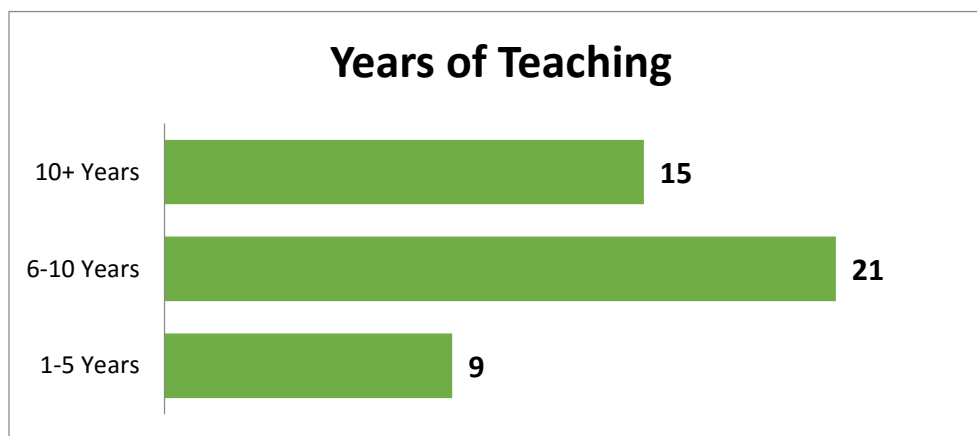
Source: Primary data

From Figure 3 above, almost all of the respondents (41 of 45) had a Bachelors Degree with Honors, which is not surprising considering this is the standard national education requirement to teach at upper secondary level. The four teachers with a Diploma of Higher Education (A1) taught at a technical secondary school, which accepts diplomas from the Integrated Polytechnic Regional Centers (IPRCs), the degree of higher learning on the technical vocational track.

4.3.3 Years of teaching of the respondents

This section indicates the years that the respondents have spent in the teaching profession. The years are counted from their graduation from the University of Rwanda College of Education.

Figure 4: Years of teaching of the respondents



Source: Primary data

Figure 4 shows the breakdown of years in the teaching profession. 15 of the respondents had 10 years and above in the teaching profession. Almost all the deans of studies fell in this category. This shows how experience is sought after for one to have a leadership position in a public secondary school in Kigali. Majority of the respondents (21) had between 6-10 years' experience, which indicates the sustainability of the teaching profession.

4.3.4 Districts of the respondents

The respondents who participated in the study were 45 in total across each of the three districts that form Kigali City: Nyarugenge, Kicukiro and Gasabo. From each district, there were 5 deans of studies and 10 teachers totaling 45 respondents across all three districts.

4.4 Results on the substantive objectives

This section details the results of the substantive objectives, starting with the dependent variable of teacher performance and moving into a detailed analysis of the study's findings on pre-service, induction training and continuous professional development.

4.4.1 Impact on teachers' performance

The substantive objectives of this study analyze the effects of various professional development activities (independent variables) on teacher performance (dependent variable). Overall, the study found that 1.) deans of studies, as the managers of school quality believed in the importance and power of professional development to impact teaching performance, and 2.) teachers had concrete examples of improved teacher and student performance after receiving quality professional development.

Even if deans of studies had not received pre-service, induction training, or continuous professional development, or were not currently implementing CPD in their schools, all of them understood its importance when it came to teacher performance. As one dean of studies put it, “If a teacher knows the content, teaching methodology, knows how to plan and how to help students, all of this as a whole helps the students learn.” The table below details some of the responses from deans of studies from 2 schools from each District when asked about how continuous professional development affects teachers and students:

Table 5: Responses from deans of studies

	Teacher professional development <u>impact on teacher performance</u>	Teacher professional development <u>impact on student learning</u>
Nyarugenge	“Teaching methodology, lesson planning, schemes of work are improved. They can even learn how to help their students beyond the classroom.”	“Students graduate with a powerful level of content knowledge and confidence.”
	“If a teacher knows the content, methodology and how to plan, they can help students according to how each student learns.”	“Students will learn even better.”
Kicukiro	“CPD makes it easier for the teachers to teach. This not only affects their students, but also their own children and their own livelihoods”	“Students will have good content knowledge and life skills to use the rest of their lives to succeed.”

	“Teachers will be more responsible as they will know they have the responsibility of sharing their knowledge with other teachers.”	“Students will receive updated skills and learn easily.”
Gasabo	“Teachers learn new methodologies and when they implement them the results are there. Teachers like their jobs more when they see good results.”	“Students learn easily and quickly because teachers know what they deliver. Also, students like the lessons.”
	“Teachers know the best teaching methodologies, which makes it easier for them to teach.”	“Students are engaged with the learner-centered methods and like school.”

Source: Primary data

When asked about their experience with teacher professional development and its impact on their performance, all teacher respondents who felt like they had received some quality professional development, either pre-service or in-service, had concrete examples of how it helped their performance. The teachers’ examples echoed the sentiments of the deans of studies detailed above.

For pre-service, teachers felt that it predominantly helped them increase their subject content knowledge and confidence standing in front of a class room. One teacher from G.S Gisozi I summarized the impact of her pre-service training in this way: “During my 3-month internship, I practiced teaching my subject and how to prepare a good lesson. This helped me learn how to be a teacher and how to confidently interact with my students.” Another teacher from G.S. APE Rugunga gave this concrete example: “Before my pre-service training, I only knew theoretically how to teach. I had never been in a classroom as a teacher. During my pre-service I made some mistakes, but I was able to learn. For example, I had a class of 57 students during my internship that I could not control. I first tried yelling loudly so they could hear, but it did not work. I asked other teachers what to do and tried their suggestions of making my class more interactive. This helped me with classroom management.”

When asked about induction training, only two teachers reported receiving any induction training. Despite not having received any induction training, the other teachers understood its importance, especially

highlighting the importance of introducing new teachers to the “school culture” or “routine or life at school.” As one teacher at G.S. Kicukiro thoroughly explained, “If I were to help a new teacher at my school, I would first get to know them and introduce them to the school culture among colleagues and how to behave. Then I would help them prepare for and deliver some lessons. This will help a new teacher feel comfortable at school, know that he/she can ask for help, and continue gaining confidence in his/her teaching practice.”

Almost all teachers reported that their school does some form of continuous professional development. 27 out of 30 teachers reported receiving some CPD, but 25 out of 27 did not find their schools’ CPD adequate enough. Interestingly, several teachers cited the important role of NGOs in helping them develop professionally. From the responses, it appears that NGOs are filling many of the gaps in CPD, as REB rolls out the new competence-based curriculum. One teacher described a helpful practice that his school does, which involves visits to other schools to see how they work. He said, “It does not happen often, but I have learned a lot from this. For example, I learned how to do something called think-pair-share from another teacher and now I use it to help my students’ critical thinking improve.” One exceptional teacher at G.S. Gatenga I, who has received three years of continuous professional development is the study’s best example of how high quality professional development can dramatically change teaching practice and in turn student outcomes. The following individual case study showcases concrete outcomes when CPD is done consistently and well over an extended period of time, as it is intended to be.

Teacher Case Study: Emmanuel Kabano



Emmanuel Kabano teaches General Paper and History at Groupe Scolaire Gatenga I, a public secondary school in peri-urban Kigali. He studied History and Geography at University of Rwanda College of Education and has been teaching for 7 years. In addition to the minimal 2-day in-service training on the

new curriculum provided by Rwanda Education Board, Kabano has received more extensive training from NGO education development partners. For example, he has received three years of continuous professional development from Education Development Center on the new competence-based curriculum, learner-centered

teaching methodology, and extracurricular opportunities for

his students. In his words, continuous professional development is “the way [a teacher] continuously revises his/her career from different trainings, short courses, new language. All of this helps a teacher do his/her job better.” The continuous professional development helped him learn new methodologies that in turn helped him like his job more and helped his students learn and enjoy his lessons more than before.

Kabano believes that the impact he saw on his teaching performance over the past three years has been worth the time he has invested in teaching and managing new components of the curriculum. Since starting the continuous professional development trainings three years ago, Kabano feels that he has a log of new methods for teaching his class and making his subject more engaging. He has seen his students visibly change their behavior and attitudes once he started using more learner-centered

“My relationship with my students is better now as I am more of a friend to them – a guide, a role model, and a better teacher.”

– Emmanuel Kabano

methodology and getting students out of the classroom in entrepreneurship class to explore the world of work.

“If you receive high quality continuous professional development, your students easily succeed and are not bored in school.”

– Emmanuel Kabano

He cites the example of one student, Julian, who was particularly inspired by his entrepreneurship class. After learning about financial literacy in his class, Julian started saving. She started a business selling popcorn in the evenings after school and diversified her business by

starting a second business of sewing and selling fabric bags. Kabano not only inspired her in the classroom, but mentored her through her business start-up process. He is excited and inspired by how far she has come.

4.4.2 Pre-service training and its effect on teachers’ performance

Prevalence of Pre-Service Training: Forty-one out of forty-five respondents reported that they received pre-service training at Teacher’s College in the form of the 3-months’ school practice. This on-the-job practice is a pre-condition for one to be registered by Rwanda Education Board as a certified teacher, so it is not surprising that almost all of the teachers and deans of studies received this pre-service training. However, the four teachers with diplomas of higher education (A1) did not receive any pre-service training, as they were not formally trained as teachers, but completed a 9-month technical degree, which included an internship, but no teaching practice.

Teacher Experience during Pre-Service: For those who received pre-service training at the Teacher’s College, their experiences during the 3-month practice were very similar. According to them, during their pre-service training, the respondents received information in three areas: 1) Subject

“I studied as a chemistry teacher. My pre-service focused on chemistry and how to use teaching materials. I also learned how to deliver a lesson.”

– Teacher of Chemistry, G.S. Kigali

content, 2) Pedagogic content knowledge, and 3) Professional studies. Overall, they explained that the subject content included learning about the information and lessons contained in the specific subject they were studying. Pedagogic content knowledge included how to teach their subject effectively, and professional studies covered how children learn, social development, class management, and the knowledge, skills and attitudes (KSAs) to promote learning. One teacher of economics and entrepreneurship at G.S. Akumunigo described his pre-service training, which is a similar experience to many others: “I received some pre-service training and learned my subject and got some experience with teaching.” Interestingly, 20 teachers and all deans of studies mentioned the involvement of different NGOs in their pre-service training, which happened outside of the 3-month practicum. “I received training from different NGOs while I was still in college, which helped me with communication skills and class management,” explained a teacher of history and geography at G.S. Gatenga I.

Challenges with Pre-Service Training: Although almost all of the teachers and deans of studies participated in pre-service training, they reported several challenges that impeded the value of the experience. Only one teacher said he would not change anything about the practicum. For the other respondents, the 3-month classroom practice focused only on the classroom environment, while skills to be a competent

“For two months I was not in the classroom, but was at a hospital statistics department. For one month I taught, but still did not understand students’ behavior or how to plan a lesson. My statistics improved, but my teaching did not.”

– Teacher of Maths and Physics, G.S. Akumunigo

teacher extend beyond the classroom to the teachers' room, the community, and the Ministry of Education. For example, 10 teachers expressed that they would have appreciated coaching on how to cooperate with other teachers. "I would change it to include more interaction with other teachers. It was an unpaid job with little collaboration with other people in the school," explained one teacher from G.S. Remera. Only one teacher mentioned her interaction with other teachers. "I did the 3-month school practice and learned how to live with other teachers in addition to preparing a lesson," said a math and physics teacher from G.S. Gatenga I. Second, over half of the respondents believed that 3-months was not enough time to cover the content necessary to prepare them to be a confident and competent teacher. "The 3-months internship is not enough. I would formalize it and make it longer so that teachers can start formal teaching when they are fully sure of what they are doing," mentioned the same teacher who appreciated her interaction with teachers, thus showing the gaps in her experience. Third, 37 out of 45 respondents commented that as student teachers they received minimal support from the University of Rwanda College of Education and their respective supervisors. As student teachers, respondents said they had to find their own placements and while in their practicum, their supervisors only visited them once a month. When asked if he would change anything about pre-service training in Rwanda, one respondent said: "I would change the way it is managed so there is clear follow-up and support." Several other respondents spoke of support in the sense that they would have liked the College's help in finding an internship and support with teaching materials to aid their practice. Other respondents focused on the fact that their supervisors went through the required motions, but did not go out of their way to coach them or provide constructive support and feedback.

Impact of Pre-Service on Performance: Despite the challenges listed above, the educators who participated in pre-service training believed that the experience positively affected their teaching skills and attitudes. The respondents who did not do pre-service all made the recommendation that it should be mandatory for all new teachers regardless of educational credentials. Overall, respondents explained that,

“I wanted to be a teacher, but I feared public speaking. My internship helped me gain confidence standing in front of a class. I also mastered my subject knowledge.”

*– Teacher of Economics, G.S.
Gihogwe*

despite its shortcomings, the 3-month pre-service training helped them increase their confidence and competence. Confidence was a buzzword with 40 respondents mentioning confidence as a result of pre-service training. “It helps teachers become more confident and overcome the fear of standing before students,” said a dean of studies from GS Kanyinya. Overall, as new teachers respondents felt most confident in their understanding of the subject content and felt like they performed better since they knew how students learn. Mastery of content was another common phrase from respondents. Lastly, 12 respondents believed that the pre-service training instilled in them a passion for the teaching profession. They explained that during pre-service several of their classmates dropped out after realizing that they did not want to be teachers, but for the respondents who continued on to teach, the 3-months exposure in the classroom strengthened their commitment to the profession.

4.4.3 Induction Training and its effect on teachers’ performance

Prevalence of Induction Training: Of the 45 respondents, only two teacher respondents reported receiving limited induction training. When asked about induction training, some teachers confused it with a “rules and regulations orientation” that seems to be common practice with new teachers. Induction training is not mandatory or formalized by the Ministry of Education thereby resulting in almost none of the respondents receiving on-boarding training in the first few weeks of their job. “I did not study

education, so I really needed to learn about methodology, lesson planning, and behavior management,” explained a mathematics teacher from G.S. Akumunigo. Another factor that leads to a lack of induction training is due to the first six months after graduating being floating assignments between schools on short-term assignments. The school administrations at these in-permanent assignments do not want to invest in the new teachers if they will not be with them permanently. The two teachers, who did get induction training, were trained by mentor teachers during the nation-wide school-based mentoring program, which was discontinued in 2015.

Teacher Experience during Induction Training: The two teachers who received induction training described it as a more practical continuation of pre-service. During induction training they learned about school regulations and class management, and collaborated with other teachers on lesson plans and schemes of work. Additionally, they practiced learner-centered teaching (LCT) and classroom language use of English as a medium of instruction (CLEMI). Overall, they said the experience helped them feel welcome at their new school.

“My mentor focused on teaching methodology...he helped me get used to the environment and it made me feel welcomed.”

– Teacher of History, G.S. Gatenga

Challenges with Induction Training: The respondents cited several explanations as to why induction training is not more common in Rwanda. First, 22 teachers and 8 deans of studies said that teachers usually do not have time to work with a new teacher for several weeks due to the compact timetable that does not allow for flexibility. “The amount of classes each teacher has to teach and the full timetable make it challenging as an administrator in charge of the schedule to find time for induction training,” explained one dean of studies. Second, 18 teachers and 7 deans of studies referenced a lack of teacher motivation. Taking the initiative to work with a new teacher requires motivation, and starting with a lack of incentives at Rwanda Education Board, which trickles down to schools, most teachers are not motivated enough to help new teachers. Third, 13 deans of studies and 11 teachers mentioned that there are no reference

materials for induction training, which schools could use to guide the on-boarding phase for new teachers. Fourth, 10 deans of studies cited the high turnover of teachers in Rwanda that results in a shortage of human resources for most schools. When a new teacher arrives, the Head Teacher puts him/her directly to work rather than investing more resources in him/her for induction training. “Since a teacher’s salary is not high compared to other professions, we lose teachers every year. This turnover always leaves us with a shortage of teachers in the school,” explained one dean of studies.

“When I started teaching at a new school, I could not find a more experienced teacher to mentor him. I tried my best to find a mentor, but none of the more experienced teachers were interested in helping me.”

– Teacher of Hospitality, Kigali Leading TSS

Impact of Induction Training on Performance: The two teachers who received induction training believed that the personalized mentoring at the start of their career had lasting impact. One teacher at G.S. Gatenga said that the induction training’s biggest effect was on his confidence. His mentor focused on teaching methodology, especially on how students behave and learn quickly. After the induction training, he felt more comfortable and confident in the school environment. The other teacher who received induction training said that her mentor helped her with lesson planning. She explained that the experience increased her confidence and also helped her see the value of teacher collaboration to learn.

Although very few respondents received induction training, there was a general appreciation for how induction training, if offered to new teachers positively affects teacher performance. Overall, respondents believed that teachers learn best from collaboration, which is the core of induction training. It helps teachers adapt to different situations in a new school and classroom environment and allows new teachers to learn best practices from experienced teachers. Additionally, 7 deans of studies mentioned that since observations and coaching are key parts of induction training, if done, it helps teachers get critical feedback early on in their careers. Lastly, almost all respondents (25 teachers and 12 deans of studies) believed that induction training raises a teacher’s confidence and competence and sets them up for success in the classroom and retention in the teaching profession. “Induction training increases a new teacher’s

confidence. It is not easy getting in front of a class for the first time. It also increases teamwork between teachers from the beginning,” explained a chemistry teacher from G.S. Kabuga. On the other hand, one teacher who did not receive induction training said that when he tried to start a training program for new teachers at his school after he had been teaching there for two years, his Head Teacher did not see the value in his proposition and refused. While there may be a general understanding of the value of induction training with teachers and deans of studies, who all have been in the classroom, it may still be a challenge to convince Head Teachers, who often have no teaching background of the lasting impact of induction training.

4.4.4 Continuous Professional Development (CPD) and its effect on teachers’ performance

Prevalence of Continuous Professional Development: 32 of the 45 respondents found it difficult to articulate definitions of continuous professional development and its impact. A general misconception was that CPD only includes trainings and workshops organized by the Ministry of Education or Rwanda Education Board. REB introduced the School Based In-service training (SBI) to support the implementation of the new Competence-Based Curriculum (CBC). The CBC is being implemented in all schools and REB encourages teachers and deans of studies to share the skills and knowledge they learn in trainings with other teachers. Continuous professional development is supposed to be implemented through group training and meetings to share best practices, lessons learned and teaching methodologies, observing other teachers’ lessons, having demonstration lessons, joint development of teaching and learning materials, and supporting and encouraging other teachers. Once the above model of CPD was explained to them, more respondents (11 deans and 23 teachers) reported that they occasionally have CPD activities at their schools.

Respondent Experience with CPD: While the general prevalence of CPD was quite high, a frequent complaint was that CPD activities were not as frequent as needed. The range of frequency of CPD activities reported was from twice a month to once a year. The most commonly cited frequency was once or twice a year. When asked about their ideal frequency, once a month was most commonly cited. About half of teachers mentioned CPD activities done not by their schools, but by non-governmental organizations under the Education Sector Working Group. Only 6 teachers and 3 deans of studies mentioned having a teacher community of practice to share knowledge, which is the cascading in-school model that REB introduced in 2016.

“At my school we do peer-to-peer learning once a term...no, maybe it is actually only a year. I think we would like it to be once a term, but it does not always happen.”

*– Teacher of Entrepreneurship,
Kagarama SS*

Challenges with Continuous Professional Development:

All 45 respondents appreciated the fact that there was an effort from the government to institutionalize continuous professional development. Despite the government’s efforts, almost all respondents mentioned that currently the management of CPD is not very effective and the following recommendations were most notable: 1) Make CPD more consistent and have it featured in the school timetable so that it is vertically implemented, 2) Deans of studies suggested making CPD as a criteria for teacher’s performance evaluations, 3) Teachers want timely school exchange visits so that teachers can learn from each other, 4) REB needs to increase the consistency and amount of follow up on CPD in schools, 5) Have teachers’ communities of practice to ensure that teachers who do outside trainings share their knowledge with others. “Not only does REB need to increase its focus on CPD, but local leaders do too. Nobody does follow-up after trainings, which even the trainings are not that frequent,” lamented one dean of studies.

“We only do school-based in-service training only when needed, which means it lacks consistency.”

– Teacher of Economics, G.S. Gihogwe

Impact of CPD on Performance: All respondents agreed that CPD, when done consistently and well has a positive impact on teachers’ performance. Over half of teacher respondents said that when CPD is done frequently, they feel appreciated and know that their career development is catered for hence they are enthusiastic and determined to get better at teaching. Additionally, respondents generally stated

“With CPD, teachers improve their preparation, methodology and relationship with their students. And when teachers improve, students improve as well.”

– Teacher of Geography, G.S. Kacyiru

that a benefit of CPD is that it systematizes knowledge acquisition by intentionally providing a variety of different approaches, variations in practice and in perspectives in order to enrich the experience, practice and knowledge of teachers. It also allows a teacher to consolidate and demonstrate their professionalism both to themselves and others. “If a teacher receives CPD, his students will be learning from a teacher who knows what he is delivering and how to deliver it, which will benefit students greatly,” explained a history teacher from G.S. Gisozi. A greater point that the respondents cited about the impact of CPD to their performance is the effect it has on their motivation and attitude. “One teacher at our school received several years of CPD from an NGO. He even won an award for best teacher from them. I witnessed his motivation increase and his students really started loving his class. He started running our school-based in-service training and is now a model teacher,” is an example that one dean of studies gave.

CHAPTER FIVE

SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the study, discussion of the findings, conclusions and recommendations. The chapter also shows the limitations of the study and areas suggested for further research. The discussion and conclusions are drawn from the research findings obtained from primary and secondary data.

5.2 Summary of the Findings

This study examined the effect of professional development practices on teachers' performance in public secondary schools in Kigali, Rwanda. Professional development practices of teachers in this study were conceived as the independent variable while teachers' performance as the dependent variable. Professional development practices of teachers were to be measured in form of the planning, execution, frequency and follow-up of the pre-service, induction and continued professional development trainings. Teachers' performance was measured in form of students' perceptions and reactions, course design and assessment methods, quality of instructional design and assessment skills, content expertise and course management. The researcher conducted 30 semi-structured and 15 key informant interviews in 15 schools in the three districts of Kigali, Rwanda. This section shares the summary of the findings in each of the three substantive objectives of the study.

5.2.1 Pre-service training and its effect on teachers' performance

The overall finding on pre-service training is that due to the mandatory nature of the training, all secondary school teachers and deans of studies participate in the 3-month pre-service, yet the practicum is too academic in nature and not enough logistical and coaching support is given to student teachers. This results in low retention of student teachers and inadequate preparation for their first job for those who continue onto the profession, especially considering that so few receive induction training.

5.2.2 Induction Training and its effect on teachers' performance

Since only 2 out of the 45 respondents, the main finding on induction training was that very few new teachers receive any induction training due to a lack of ministerial institutionalization, lack of time on the part of experienced teachers, and low levels of stability during their first few months on the job. The school leadership does not prioritize induction training due to low human resources in schools, and instead prioritize getting teachers—prepared or not—quickly into classrooms. This results in teachers with low confidence and competence and a school culture that does not prioritize peer-to-peer learning, which affects continuous professional development in the long run.

5.2.3 Continuous Professional Development (CPD) and its effect to teachers' performance

Since 30 of the 45 respondents mentioned having received CPD in their schools, the main finding on CPD is that due to a strong policy focus, the majority of teachers are now receiving some form of CPD. Due to a recently new policy, all schools are mandated to have CPD in their timetables, but the trainings are still disjointed with many education organizations teaching disjointed content that is not based in teacher needs. The currently disorganized nature of CPD results in overwhelming teachers with trainings that may not help them in the long-run when they are already pressed for time just to get through the syllabus.

5.3 Discussion of Research Findings

The discussion of the research findings is guided by the objectives of the study in comparison with the reviewed literature.

5.3.1 Pre-service training and Teachers' Performance

41 out of the 45 respondents mentioned that they had gone through pre-service training and cited the fact that the lecturers/supervisors provided little or no support in their school practice. The student teachers are the ones who select the schools they go to, and how to take care of themselves in those three months. The supervisors and the schools provide some materials to be used but the onus is largely on the student teacher to figure out how to handle the rest of the training. The pre-service training is mostly focused on what to do inside the classroom and neglects the social development of the student teacher. This does little in practical preparation of the student teacher. This study matched with the findings of Bennell and Ntagaramba (2008) which stated that the pre-service training of teachers in the various teacher-training colleges is implemented amidst concerns that it is abstract and theoretical with many of the lecturers having no experience with the daily challenges of classroom management and teaching. This therefore results into inadequate and weak teacher education. The information about how many student teachers become actual teachers is also scanty.

Bennell and Ntagaramba (2008) concluded this by mentioning that no information is available about just how many of these students in the College of Education actually become teachers, but it is possible that a high proportion do not become teachers.

The respondents mentioned that during the three months' school practice, most of what they do is not learning but usually covering up teacher-gaps in some schools and grading students' papers. This frustrates them since they do not meet the expectations they have of the teaching profession. This finding agrees with Bennell and Ntagaramba (2008) who stated that the pre-service teacher training in Rwanda deprives teachers-to-be from the challenges of classroom teaching. And "this makes it that much more difficult for them to cope, especially during the early stages of their career, which in turn could have a

negative impact on motivation.” (Bennell and Ntagaramba, 2008 p.32)

5.3.2 Induction Training and teachers’ performance

Only 2 of the 45 respondents mentioned that they received some limited induction. The majority of the respondents therefore mentioned that they did not receive any induction training before starting to officially teach in their respective schools. This was largely because the point of entry into teaching in schools was done in haste and the Head teachers’ focus was on students and not the teachers. All 15 deans of studies agreed that there is barely any time in the school timetable to induct new teachers and the fact that teachers are not enough; there is need for every teacher to be in class teaching. This hinders these teachers’ confidence levels and their motivation to continue teaching. This finding is in agreement with Paul Bennell (2004) whose study found out that too frequently, educators are ‘flung in at the deep end’ with no induction training if any to effectively prepare them for the challenges of the teaching and learning process.

All 45 respondents mentioned that they could have done better in their first time teaching in a class in a new school if they had received Induction training. This agrees with Mizell (2010) who mentioned that “with extra support, new teachers learn more effective practices to apply to daily challenges. Additional support also helps districts retain new teachers and set them on the path to becoming effective educators.”

All 45 respondents mentioned that, no matter their number of years of experience, agreed that if they were mentored in the first few weeks of their teaching in a new school, or joined a teacher community of practice as part of orientation, they would have taught with much more vigor and confidence. This in a way relates to the research done by Strong, Fletcher and Villar (2004) and Serpell and Bozeman (1999) who found out that specific teachers who had participated in rigorous mentoring positively affected the student achievement in a short amount of time in their schools.

As part of the study findings, the effect of induction training on teachers' performance is positive as teachers' receipt of professional development and progress largely influence their students' aims which trickles down to impact the teachers' conduct within the classroom realms. This is in line with the study done by Villegas-Reimars (2003).

5.3.3 Continuous Professional Development (CPD) and teachers' performance

All 45 of the respondents agreed that CPD is an important part of the teaching profession and the recent policy change from REB indicates a shift in the national education priorities to reform CPD. The basis of this was that through CPD, teachers could learn the latest best practices of teaching and share opinions and ideas on how to mitigate any challenges and become better at what they want to get better at. These study findings are in line with almost of the literature review, which asserted that teachers' continuous professional development is an essential factor of education reforms and policy changes. 33 of the 45 respondents mentioned the disorganized nature of CPD with many different organizations taking varying approaches without consulting teachers in the process. There are about 15 International and Local NGOs, which are offering different interventions in various schools, and most of these do not complement each other's efforts. The topics are chosen based on what the NGOs are focusing on at the moment and not on what the teachers have requested for or are perceived to need. The former Director General of REB, Mr. John Rutayisire, stated that teachers are not oft seen as active participants in the process of getting better at what they want to get better at. The existing research and the study findings point to the fact that the nature of CPD in Rwanda needs to change for it to be effective. The study's findings also support Bennell and Ntagaramba's 2008 observation that in-service teacher training was ineffective largely due to its supply-driven nature and ad hoc implementation.

Additionally, the study supported Bennell's (2004) finding that effective CPD motivates teachers. The

peer-to-peer support is not only a great way for teachers to learn, but builds a support network and community of practice that helps ensure that teachers do not lose motivation. The survey respondents mentioned the urgent need of more support to navigate the new competence-based curriculum. With an overhaul to the CPD, research shows that intensive in-service can significantly affect the achievement of students. The respondents' call for in-service training, especially now is crucial considering the rollout of the new curriculum, which demands a lot of changes from teachers.

5.4 Conclusions

5.4.1 Pre-service training and Teachers' Performance

In line with the broader literature, the study found that pre-service training to a large extent affects teachers' performance, because it is the foundational classroom experience that sets teachers up for success on-the-job. If done well, teachers who complete pre-service training will be committed to the teaching profession and will possess confidence, competence and subject-level knowledge.

5.4.2 Induction Training and teachers' performance

The study found out that induction training to a large extent affects the performance of teachers. As the broader research shows, it builds off of pre-service training, providing teachers with context-based best practices coming from fellow teachers at their new school and helping them to feel part of the teacher community. While the majority of teachers receive pre-service training, the study found that very few if any receive induction training. The introduction of induction training in Rwanda would have a big effect on long-term teacher performance and retention. Without induction training, schools lose the chance of pairing young teachers with experienced teachers, thus missing the opportunity to share best practices with the new generation and shape a school community of practice.

5.4.3 Continuous Professional Development (CPD) and teachers' performance

This study found that CPD affects teachers' performance to a large extent and not only improves this, but

also positively affects retention and motivation. CPD is critical to long-term development of the teaching profession as teachers mentioned that the few trainings they have been involved in, they learnt a lot of skills, which shaped a positive change in their methodology and attitude of teaching and yearned for more consistent trainings. The recent CPD policy in Rwanda is a step in the right direction, as this study's findings echo the broader literature in emphasizing the positive impact CPD has on teachers' performance.

5.5 Recommendations

5.5.1 Pre-service training and Teachers' Performance

With regard to the first objective, as the study found out the Pre-service training affects teachers' performance to a big extent, the first recommendation is to formalize Pre-service training so that a better support system is in place. 40 of the 45 respondents mentioned that once they go for pre-service training during school practice, they are on their own. A formal support system would help the pre-service training be practitioner focus and not classroom-centered.

In close proximity is the recommendation for the student-teacher educators and their evaluation of pre-service training especially teaching practice. These educators' supervision is mostly directed to summative assessment rather than formative appraisal. Pre-service training during school practice proposes that it can be very valued, but that for many knowledge acquisition is not logically managed, and supportive management is not available reliably. It would be supportive to integrate teaching practice much more closely and extensively with the work in Teachers colleges so that the student teachers put more effort in it and not just get it done since it is mandatory. Instruction to learn may need more importance than learning to instruct in relation to knowledge, skills and attitudes associated with effective practice.

5.5.2 Induction Training and teachers' performance

The study finding was that Induction training largely affects teachers' performance and this in relation to the fact that the "commencement stage of professional development current estimates show that over 50% of new teachers will leave in their first 5 years of teaching" (Hare & Heap, 2001) is an indication that an intervention ought to be made. Darling-Hammond and Sykes (2003) mention that "the major difficulty is a departure of new educators from the profession, with more than 30% leaving within 5 years and, in low-income schools, as much as 50% or higher than well-off schools." This is why Induction training should be handled carefully through the following recommendations;

Institutionalizing induction training in all Rwandan schools so that it is mandatory for school leaders to implement it. It could be well structured so that the deans of studies can easily implement it. An example of such a structure could be;

- (i) Starting with a preliminary few days of induction training before the school term commences.
- (ii) Provide learning units through which new teachers connect and develop support and commitment in a knowledge-oriented society.
- (iii) Integrate a robust awareness of organizational backing by highlighting the school rules and regulations.
- (iv) Have a couple of hours a week for the first four weeks (while the teacher has their own classes to teach) for the new teacher to visit demonstration classrooms, observe classes of his/her peers and share knowledge and also integrate a mentoring component.

Another recommendation is to have mentoring as a core in inducting new teachers in schools in Rwanda. Having new teachers participate with experienced teachers at least during the first school term would help them get better at what they want to get better at. This mentoring structure can include

dialogue sessions, situational reviews, decision-making arrangements and lesson plans, among others to ably prepare the teacher with guidance, advice and best practices of teaching.

Since one of the study findings indicated that school leaders' desire is to have students learning and not on how the learning is done, the recommendation is on the the school leaders to put in more effort in preparing the new teachers they receive in their schools for better teacher performance that trickles down to student's betterment. School leaders foster better teaching practices at the onset of a new teacher joining their school and therefore them having the KSAs to integrate a comprehensive induction training is essential.

5.5.3 Continuous Professional Development (CPD) and teachers' performance

As the study findings showed that to a large extent CPD affects teachers' performance, the government is putting a lot of effort to have this implemented on a large scale in all schools. Though the Rwanda Education Board has prioritized CPD this year, there is still need to create a comprehensive CPD package that is standardized for all schools to use. There are so many organizations that are offering CPD to various schools but most of these trainings are focused in different areas and there is no harmony of workshops. There is need to have a standardized training package which is put into the context of the District Education Officers, Sector Education Officers, Head teachers and deans of studies so that it can easily be implemented and followed up as needed.

33 of the respondents mentioned that teachers are not motivated enough to join these CPD trainings and therefore do not find them as useful. The recommendation is a need for a permanent national system of CPD for teachers, which is flexible enough to allow teachers gain credits for participation in any training or experience whose quality has been approved by REB. This would be a motivating factor for teachers to attend these trainings and learn from them. A step in the right direction would also include

adding in an element of CPD in teachers' performance contracts so they are encouraged to participate in a lot trainings as they can.

28 of the 45 respondents in the study mentioned that they did not feel part of the trainings, as the methodology used did not involve much of their input. The recommendation therefore is to create CPD opportunities that promote teacher collaboration. The research on teacher collaboration—everywhere—is unequivocal. Cooperating with coworkers—and the refinement of trust and sharing of knowledge that teamwork produces—has been related to augmented teacher efficiency, improved student test-score gains (Kraft & Papay, 2014), and teacher willingness to adopt new innovations (Granovetter & Soong, 1983). To promote teacher collaboration, REB or a school itself can design for collaboration, for example by promoting regular peer-to-peer classroom visits with time for feedback and promote and nurture effective and active teacher learning communities. Teachers choosing their own CPD emphasis or actions can have an immensely constructive effect on passion, motivation, interest and take-up of any new ideas, with hindrance resultant from the school-level direction of CPD, and compulsion being seen as having negative consequences in the impact of CPD.

Another recommendation is on the hand of school leaders, the need to build instructional leadership at all levels of the education system. Sector Education Officers, School head teachers and deans of studies are instrumental in implementing CPD in all schools. There is need for REB to establish and implement instructional competencies for head teachers and deans of studies so they have a buy-in in the CPD policy. This should be coupled with practical professional development opportunities for the school leaders so they can implement CPD programs from an informed point of view.

5.6 Limitations and Contributions of the Study

There are several limitations to this study. First, the research was conducted only in Kigali City, which

limits the external validity. Second, the research has a small sample size, which limits the internal validity. Third, the research was not longitudinal to measure changes in teacher performance as a result of improved professional development.

This study's findings are useful to REB as they refine and rollout the CPD policy and standards. Additionally, the author of this study found few pieces of research on teacher professional development in Rwanda, and this study not only can contribute to REB's policy reviews, but can also inform the international community about the state of teacher professional development on quality in Rwanda.

5.7 Areas for Further Research

The major lesson learnt out of this study is that the researcher's ability to make conclusions about the longitudinal effects of professional development on teacher performance was limited since the research was cross-sectional. Longitudinal research with a larger sample size representative of the country would be helpful and timely, as Rwanda Education Board implements the new continuous professional development policy nation-wide.

The findings were not unusual or surprising but since the study was based in the Capital City, one can only imagine what is happening in the rural areas of the country. Further studies can be more diverse and use other research tools such as a quantitative observation tool which would reduce the self-assessment bias, increase the objectivity of the research and if done on a larger scale, have more concrete recommendations for schools in the rural areas of Rwanda.

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APPENDICES

Appendix 1

Schools included in the study by district and urban/rural divide

District	School	Urban/rural divide
Gasabo	GS Gihogwe	Peri-urban
	GS Kabuga	Rural
	GS Kacyiru II	Peri-urban
	GS Remera Catholique	Urban
	GS Gisozi I	Peri-urban
Kicukiro	GS Gahanga I	Rural
	GS Gatenga I	Urban
	GS Kicukiro	Urban

	Kagarama SS	Urban
	ES Kanombe	Peri-urban
Nyarugenge	GS Aperugunga	Peri-urban
	GS Kigali	Urban
	GS Akumunigo	Rural
	GS Kanyinya	Rural
	Kigali Leading TSS	Urban

Appendix 2

Research Instrument: Semi-Structured Interview (face-to-face).

Name of Interviewer:

Name of Interviewee:

Place of Interview:

Date of Interview:

- Background Questions

- a) Tell me a little about your background.
 - b) How long have you been teaching here?
 - c) Can you tell me the things you like most about teaching?
 - d) Do you find some things difficult in teaching? Can you tell me about them?
 - e) What does an accomplished day look like according to you?
- Pre-service training questions
 - a) Do you think pre-service training is important for a teacher to go through? Why or why not?
 - b) What is your most memorable experience in pre-service training?
 - c) Can you tell me of a skill or skills that you learnt in pre-service training in the university that you still use now in your teaching?
 - d) If you were to change anything in the way pre-service training is conducted, what would you change? Why or Why not?
- Induction training questions
 - a) Can you tell me about your first experience teaching in the classroom? What went well?
What did not go well?
 - b) Do you think Induction training is important for teachers? Why or why not?
 - c) What could you have done differently in your first time teaching if you had received Induction training?

- d) If you were to design an induction training for new teachers, what would you include?
How long would it run for? How well would it be sustained?
- Continued Professional Development training questions.
 - a) In your teaching career, have you ever experienced continued professional development?
What did it look like in terms of; content? Delivery? Who was involved? How was it structured? How relevant was it to your work? What is something you learnt from this that you still use?
 - b) Do you think CPD training is important for teachers? Why or why not?
 - c) Do you think CPD is managed well? Why or Why not? What could you do differently in the management of CPD training?
 - d) If you were to design an effective CPD training for teachers, what would it look like?
What would you include? How long would it run for? How well would it be sustained?

Appendix 3

Key Informant Interview questions.

1. What is your experience with teacher's professional development; pre-service, induction and continued professional development training?
2. What challenges do you think teacher's professional development in Rwanda as a whole is facing?
(What's kept teacher's professional development, as you would dream of it, from happening?)

3. What needs to happen to help the field of teacher's professional development and education as a whole to address these challenges? What do you think the government; non-governmental organizations and school authorities can and should do to make teacher's professional development better?