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Tubisabimana Egide & Dr. Mukulira Olivier

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Influence of Instructional Leadership Practices on Teacher Continuous Professional Development in Selected Public Primary Schools in Rwanda

*¹Tubisabimana Egide & ²Dr. Mukulira Olivier

¹Postgraduate student, Mount Kenya University, Rwanda

²Managing Director, Rwanda institute of cooperative, Entrepreneurship and Microfinance

*Email of the corresponding author: etubisabimana@gmail.com

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Abstract

The instructional leadership practices make a positive change in terms of continuous professional development of teachers. The purpose of this paper therefore was to assess the influence of instructional leadership practices on teacher continuous professional development in selected public primary schools in Gicumbi district in Rwanda. The target population was 256 people and 162 respondents as sample size got by using Yamane formula. Descriptive and correlation research designs were employed. Questionnaire, guided interview and education document analysis review was used as data collection instrument. The quantitative data was analyzed using IBM SPSS software version 21. Qualitative data was analyzed thematically. The findings revealed that indicated that an average of 27.2% of teachers accepted that there is effective instructional leadership established by school head teachers. It was also noted that an average of 26.7% of teachers agreed that there is a standard teachers' continuous professional development in their working schools. The findings also revealed that effective school goal setting, creating conducive working environment supervision practices and teacher motivation can have influence on teacher continuous professional development at the level of 48.6% as R Square results. This also implies that the remaining 51.4% of teacher continuous professional development can be influenced by other intervening factors. In addition, the findings also indicated that there is a positive relationship between instructional leadership and teacher continuous professional development thus P-value = .000 < .01 as the significance level and Pearson coefficient of correlation $r = .724$. The study recommends that REB has to make effective teacher management in order to improve teaching profession among teachers and the quality of education.

Keywords: *Continuous professional development, Instructional leadership, Instructional supervision, Public primary, Schools.*

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1.0 Introduction

Globally, instructional leadership was indicated as one of the most powerful duties implemented by a school's leaders to enhance the working conditions of the school settings and improve the teaching profession that promotes school learning outcomes (Jeffrey, 2017). According to Bauer and Brazer (2013), school leaders and other school administrators are the priorities responsible for improving teacher continuing education, keeping students safe, and improving educational quality. School leaders perform managerial functions such as planning various school activities such as school suppliers and creating busy schedules, as well as supervising teaching activities to reduce ineffective teachers and improve teacher performance (Jeffrey, 2017). The responsibility of school administrators in a school setting is to act as the school's instructional leader by prioritizing the best activities related to teaching and learning in order to improve students' academic performance (Duffy, 2016). As a result, school leaders are mostly involved in various school activities such as setting effective school goals, which may lead to positive teacher continuous professional development, which can also result in high-quality educational development and a higher level of student achievement (Arlesting & Tornsen, 2014). Regarding the state of instructional leadership in various educational institutions in the United States of America (USA), instructional leaders must create positive structures and opportunities that promote teaching and learning activities among teachers in a school setting (Stodolsky & Feiman, 2006). They also discovered that the majority of primary school teachers regard their school leaders as supportive individuals of their profession because the school leaders create positive structures and opportunities for them to collaborate on teaching and learning activities (Jeffrey, 2017).

Teacher professional development in the USA is taken as an important element used in the management of instructional teaching and learning programs (Murphy, 2005). Therefore, teacher professional development should be an ongoing task to be implemented and also might be linked to supervision or coaching throughout the school calendar (Jacob & Burns, 2015). They also added that school teachers as well as school leaders, need to get professional training due to the schedules of teaching and learning activities of the school. On another hand, the school leaders in Israel were found to be not planning well in the management of teacher education as well as enhancing teacher's professional development because, some school leaders in Israel were still focusing on implementing the professional development related to the old fashion (Johnson & Kardos, 2008). Therefore, the shortage of qualified and talented school leaders leads to the lack of teachers' investment in pre-service education done in school settings towards their continuous professional development (Deitcher & Pomson, 2012). According to the South Africa Development of Basic Education Action Plan (2015), effective teachers' continuous professional development is expected to be aided by school principals, who are responsible for ensuring that teaching activities take place, as well as the quality of teachers and teaching activities. Similarly, Gailmand (2014) stated that school leaders in South Africa are expected to have insight into the implementation of their roles because they should improve teacher creativity, harmony, and ethics associated with the sound of the workplace in both the external and internal of the school environment.

Bruns, Firm, and Patrinos (2011) confirmed that the education incentive system in Sub-Saharan African Countries (SSAC) may face a principal-agent problem, which is common in most sectors and firms. They also stated that due to the commitment and collaboration of school leaders and teachers, the school curriculum used during the teaching and learning process should be highly

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implemented. As a result, the instructional leadership target pertains to the contribution of school principals, who are in charge of managing, supervising, and developing curriculum as it develops within a school setting (Hollinger, 2003). Effective instructional leadership should be done with creativity to create an effective environment that is conducive to teaching and learning to improve academic performance and social school goals (Robinson et al., 2008). Instructional leadership in Kenya is a very useful dimension in the education sector because it improves the teaching and learning activities at the school (Bush, 2007).

According to Lunenburg (2010), the quality of instructional leadership provided by the school leader in terms of setting clear school goals, allocating instructional resources, managing the implementation of the school curriculum, teaching academic documents, and teachers' evaluation is also associated with teacher CPD. Jenkins (2009) added that the level at which an instructional leader in the school community is corporate with educational activities that can improve students' achievement is associated with the conceptualization of instructional leadership. In Rwanda, teacher continuous professional development is defined as teachers' knowledge, skills, attitudes, and values demonstrated in their daily teaching activities (Claudien *et al.*, 2019). According to Leithwood (2007), successful school leadership improves the conditions for educational activities and redesigns leadership roles and responsibilities, enriching the curriculum, fostering internal collaboration, and improving education quality. Nonetheless, instructional leadership may be linked to teacher professional development in Rwanda (Leithwood, 2007). Teachers in Rwanda's primary schools, on the other hand, have lower levels of teacher professional experience.

1.1 Problem Statement

Based on education policies in Rwanda, the government of Rwanda has introduced major reforms in the education sector to enhance professional development among primary school teachers (Carreño, MINEDUC & Europea, 2012). The improvement of goal settings in school and supervision practices has positively influenced the professional development of teachers because the Ministry of Education (MINEDUC) distributed various facilities and incentives through government education support, by implanting the objective of the government of Rwanda of providing the same opportunities to teachers to enhance their professional development (REB, 2009). However, the Ministry of Education (MINEDUC) has put much emphasis on instructional leadership which can be helpful to improve teachers' professional development and the quality of education in public primary schools.

Though, various educational stakeholders have presented their inputs to education like the provision of training and teaching materials, some teachers teaching in public primary schools are not aware of their profession due to the lack of adequate instructional leadership practices in a school setting. Ntahomvukiye *et al.* (2018), teacher continuous professional development in various districts of Rwanda is low, whereas, in the Gicumbi district, the development of teachers in their profession is at the level of 68.9 Percent which is also indicated to be low. Therefore, teachers who need a high level of continuous professional development are complaining about a wide range of practices done in terms of instructional leadership in their respective schools.

1.2 Objective of the paper

The objective of this paper was to assess the influence of instructional leadership practices on teacher continuous professional development in selected public primary schools in Gicumbi district in Rwanda.

2.1 Literature Review

2.1.1 The Concept Instructional Leadership

Instructional leadership refers to a methodology employed by educational institution leaders to enhance the productivity of teachers in certain practices intended to improve the teaching profession. According to Leithwood and Jantzi (2008), instructional leadership is described as an activity that the school leader performs or gives to others to stimulate the progression of the planned school activities. Therefore, instructional leaders should move out of their customary role of being school supervisors as well as school administrators and put much emphasis to enhance learning conditions, curriculum presentation, instructional development and evaluation (Jenkins, 2009). The researcher also stated that effective school leaders are those who provide adequate resources, whose effective communication and also who are visually available. However, the school, the school reforms need to be done and achieved by the school leaders whose key effect in the action of decision-making might emphasize mostly teaching and learning activities (Datnow & Castellano, 2001). Therefore, the process of instructional leadership involves significant commitment due to the development of teaching and learning outcomes (Hallinger, 2007). Marks and Printy (2003), conceptualized that instructional leadership should present the view which might be replaced and categorized by the practices concept of shared leadership. Therefore, the school head teacher, in this regard, is considered the leader of instruction but not the one who is autonomously accountable for controlling school innovation activities.

2.1.2 Importance of Instructional Leadership in School Setting

According to Murphy (2008), the effectiveness of achieving educational objectives of the school, and improving students' academic performance is performed due to the variation which describes the school effectiveness variables such as having strong administrative leadership, especially in the instruction and curriculum development areas, having a safe and organized school environment, having norms of the academic press in a school setting such as high level of teachers expectations in terms of teaching activities as well as students expectations developed in terms of students achievement and also having a greater emphasis on mastery on mastery of basic skills, regular and systematic monitoring of students learning outcomes and also having strong relationship related to community support in the learning environment. Murphy (2003), that effective school leadership should have three program modals related to school leadership, including school instructional leadership, school academic, climate leadership as well as school social climate leadership. However, each part of leadership developed in a school setting refers to its conceptual framework that meets various school activities, process as well as their functions and also each activity performed in the school environment, should capture the level or type of school leader interaction from the indirect policy level of activities to more direct interaction with individual teachers through making supervision (Murphy, 2003).

The significance of instructional leadership for the effectiveness of the school e is documented as also the role played by the school leaders to implement the school activities in the confirmed area

<https://doi.org/10.53819/81018102t3057>

(Peterson, 2015). Due to insufficient working experience of school leaders in primary school is the main cause of the lack of clear goals in the school environment, unprofessionalism, technology illiteracy, the lack of policy formulation skills, inability measurement predicts future hindrances and opportunities as well as the unpredictable shift of school environment (Cohen & Olsen, 2012). According to Neumerski (2013), various factors determine the school's effectiveness having a high level of staff expectation for students having effective classrooms and school as well as having a high expectation in a school setting, enhances the level of the entire school outcomes. The leaders of educational institutions can also enhance the effectiveness of their institution settings by vivifying important educational standards, assessing and monitoring both teacher's and student's performance where the school leaders should employ the mechanisms that determine whether the objectives of higher levels of school outcomes that are supposed to be processed and met (Edmonds, 2010). The key technique that a school leader can use to protect instructional time at the primary school level is to develop policies that promote learning at the school level. Attitudes, educational background, experience, and personal skills of the school leader can enhance the development of the school working environment's productivity, such as being able to consider individual respect, making friendship, and providing technical support where necessary (Edmonds, 2010).

2.1.3 The Concept of Teacher Continuous Professional Development

Continuous Professional Development (CPD) refers to the process of enhancing experience, skills, knowledge, and values that an individual can acquire both formally and informally as part of their work beyond any initial training. Teachers' professionalism in the school environment is regarded as one of the priorities that aid teachers in acquiring skills and techniques that are already indispensable in their profession (Ursula & Lucien, 2012). As a result, teachers should be trained in the profession of lifelong education to ensure that students understand the value of education in their lives. Teachers, according to Ursula and Lucien (2012), are considered experts in the learning process because they have adequate knowledge and skills related to educational theory and practices, as well as subject matter related to the development of classroom learning conditions and skills. According to Bolan *et al.* (2015), teachers' continuous professional development is viewed as a critical issue that extends beyond the traditional concept of in-service training that may be provided to teachers for further education in various countries. Furthermore, policymakers and participants in learning entities in teacher education and development recognize the goal of supporting teacher professional development, which may aim to construct knowledge, skills, and values and improve the choice of teachers to meet their needs. According to Ramani and Fessler (2011) various countries are insufficient for having systematic approaches related to the attainment of educational needs that may be offered at various stages of a teacher's career. According to Kremer (2011), the modalities needed to be employed for teacher professional development and further learning where teachers should participate actively in the knowledge production concerning their own development in teaching.

2.1.4 Instructional Leadership and Teacher Continuous Professional Development

The effective provision of instructions by school leaders may develop and enhance learning as well as innovation skills, which should be considered as domains that teachers who are aware of overcoming the complex life and those who can work effectively in a school environment should be aware of (Siti *et al.*, 2018). According to Rowan (2004), teachers' creativity, critical thinking,

<https://doi.org/10.53819/81018102t3057>

communication, and collaboration are critical in guiding students and assisting them in making future plans. As a result, the educational experience gained by students in a school setting may influence the quality and effectiveness of teachers. Wayne and Youngs (2003) noted that, the efforts used to identify teaching core competencies based on the effectiveness of education attributed in terms of pedagogical content knowledge, subject matter and knowledge related to education, curricular knowledge, teaching experience, and certification status. Shen and Cooley (2010) added that school leaders must play an important role in achieving effective school environment performance.

The school administration should manage the school budget and timetables effectively, as well as students' discipline and attendance, the effectiveness of teacher continuous professional development, which includes curriculum activities and enables recruitment as well as monitoring of teachers, evaluation of the curriculum and teaching and learning materials, which also improves teacher professional development (Elliott & Goldring, 2007). The effectiveness of students' learning outcomes, as well as teacher professional development, is influenced by the quality of school leaders (Hendriks & Steen, 2012). However, such influences improve classroom instruction and the teaching profession (Harris & Hopkins, 2008). The instructional leadership level promotes teacher efficacy in the classroom setting (Daly, 2012). The provision of instructional leadership serves as the source that directs the efficacy of school teachers. The instructional leadership and teacher competence have emerged as leadership styles that correlate teachers' efficacy and competencies (Daly, 2012). They also mentioned that factors of teaching leadership behavior include providing constructive feedback, praising, thanking, involving and supporting various teaching and learning methodologies, enhancing education exercises, encouraging collaborative effort, and enhancing team working spirit.

2.1.5 Effect of Instructional Leadership practices on Teacher Continuous Professional Development

The effectiveness of instructional leadership practices on teacher CPD is dependent on how supervision is maintained in the school setting in order to influence teacher efficacy and commitment at work (Michelle, 2017). Teachers' commitment and teacher supervision have a defined set of organizational variables such as high level of confidence in school leader, commitment to the developed goals, satisfaction as well as working conditions, and also having confidence among peers (Michelle, 2017). The ways in which the school principal's supervision of teachers influences individual teacher efficacy, commitment, and organizational influence, demonstrate a collaborative role during the process of teachers' continuous professional development (Michelle, 2017). Nonetheless, teachers gain professional experience, which improves teacher efficacy, which in turn improves teacher proficient achievement in the future (Michelle, 2017). Jeffrey (2009) conducted a study to investigate the effects of school head teacher leadership behavior and teacher efficacy in the school setting. The study concluded that school head teachers should be aware of how their behavior and attitudes influence teacher self-efficacy in order to positively affect the teaching profession. However, school teachers expect the school principal to believe in their daily activities and to be able to speak with teachers and other school administrators about teachers' classroom practices (Jeffrey, 2009). Therefore, school leadership styles must present the belief associated with an effective instructional process while also motivating teachers to participate in such a process of school leadership practices.

Similarly, Walker and Slear (2011) added that teacher efficacy is heavily influenced by the school principal's behavior as a result of their teaching experience. New teachers require additional support as well as modeling from their school leader, particularly clear guidance regarding the expectations of teaching activities. As a result of effective modeling of instructional expectations, teachers should gain experience, which is still important. Where the relationship between the teacher and the school principal is strengthened as a result of effective communication in the school setting (Ware & Kitsantas, 2007). According to Tamela (2013), in low-income primary schools, the effect of teachers' sense of efficacy on perceptions of school leaders' instructional leadership behavior is significant. McFarland (2014) concluded that school principals must do everything possible to create a conducive working environment for teachers in order to foster a sense of teacher efficacy among them.

2.1.6 Government policy and teacher continuous professional development

According to Tabitha (2009), state policies have traditionally left decisions about teacher professional development to school districts, providers, and teachers. However, the state government requires teachers to complete a certain amount of professional development in order to obtain and renew their teaching license. It was demonstrated that school districts do not typically organize high-quality professional development that is fully completed. According to (Michelle, 2017), state policies emphasize the amount of time required as well as the types of opportunities that could help to determine whether professional development is necessary to improve teacher performance, student learning, and learning outcomes. The quality of teacher professional development should be improved because investment in professional development ensures that student learning capacity is improved. The Ministry of Education (MINEDUC) could make an effort to develop a new professional development mode related to the performance of teaching activities, which could be based on improving the quality and positive impact of teacher professional development (Lambersky, 2014).

Lambersky (2014) established that, teacher professional development has a positive impact on both student learning achievement and school outcomes. As a result, the quality of teacher professional development has the potential to improve both teacher practices and student achievement. According to Rew (2013), effective teacher professional development generally wastes some fundamental elements that are required to ensure that student learning is automatically affected. The National Staff Development Council in the United States NSDC (2015) stated that the duration and intensity of teacher professional development provided to teachers in the country appeared to be insufficient to the effect related to teaching instructions and student learning outcomes. As a result, teacher professional development presented at both the state and district levels should be chosen on a large scale of professional development in order to meet the individual needs of teachers while also achieving the target related to teacher professional development, which should group teachers within a school setting and effective professional practices.

3.0 Methodology

The study employed a correlation research design to assess the influence of instructional leadership practices on teachers' continuous professional development in selected public primary schools in the Gicumbi district in Rwanda. The target population was 256 respondents and the Yamane formula was used to get a sample size of 162 respondents. Questionnaires and guided interviews

were used as data collection instruments. Stratified sampling was also used as a sampling technique. The simple random sampling technique was used for the respondents of each stratum. The validity of the research instrument was maintained by distributing the research instruments to the expert respondents in the area of the study. IBM SPSS was used in data management. The reliability was maintained by making a pilot study that provided reliability of the research instrument and got 91.9% using Cronbach's Alpha and considered to be reliable as it was greater than 70% as recommended.

4.0 Findings and Discussions

The finding of this paper was present due to objective which was to assess the influence of instructional leadership practices on teacher continuous professional development in selected public primary schools in Gicumbi district in Rwanda.

4.1 Descriptive statistics

The sought sought to assess the influence of instutional leadership practices on teacher continuous professional development in selected public primary schools in Gicumbi district in Rwanda. The results are presented according to the objectives of the study.

4.1.1 Instructional Leadership in Selected Public Primary Schools of the District of Gicumbi

Table 1: Teachers' responses on instructional leadership

Statements	SD		D		N		A		SA		Mean	Std
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%		
Effective set of school goals	61	43.6	41	29.3	7	5.0	17	12.1	14	13.6	2.16	1.36
Creating of positive teaching environment	17	12.1	84	60.0	19	13.6	13	9.3	7	18.6	2.33	0.96
Promoting the in-service school activities	34	24.3	50	35.7	7	5.0	35	25.0	14	10.0	2.36	1.11
classroom visits by head teacher during T/L process	35	25.0	58	41.4	6	4.3	22	15.7	19	13.6	2.33	1.14
Motivating teachers	11	7.9	60	42.9	22	15.7	21	15.0	26	18.6	2.51	1.18
effective control of assessment conducted by teachers	58	41.4	45	32.1	7	5.0	16	11.4	14	10.0	2.05	1.18
Provision of professional motivation to teachers	7	5.0	86	61.4	10	7.1	13	9.3	24	17.1	2.24	1.01
Achieving teaching objectives through school goals	52	37.1	48	34.3	8	5.7	14	10.0	18	12.9	2.13	1.19

The Table 1 presents teacher's responses on instructional leadership applied in selected public primary schools of Gicumbi district. It has been revealed that the number of respondents corresponding to 2.51 of mean, 1.18 of standard deviation of a percentage of 33.6% of teachers accepted that motivating teachers is one of instructional leadership in primary school. This indicates that when teachers are motivated in their daily activities could reach to effective professional development. According to Murphy (2018), the effectiveness of achieving the educational institution activities and students' academic achievement are performed based on the variation which describe the school effectiveness variables such as having strong administrative leadership. However, 2.36 of the mean of the respondents with 1.11 of standard deviation equals to 35.0% of teachers agreed that promoting in-service school activities is one of instructional leadership. This implies that the lack of promoting the in-service school activities may reduce the level of professional development among teachers. The action of decision making should be emphasizing mostly on teaching and learning activities (Datnow & Castellano, 2019).

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The findings also indicated that 2.33 of the mean of respondents with 1.14 of standard deviation equals to 29.3% of teachers agreed that classroom visits done by school head teacher during teaching and learning process promotes teacher continuous professional development. This means that inadequate classroom visits done in form of supervision, strengthen the level of instructional leadership though, it was indicated that school head teachers do not visit classrooms during teaching and learning process effectively. 2.33 of the mean of as well as the standard deviation of 0.96 with the percentage of 27.9% respondents (teachers) agreed that they create positive teaching environment while the mean of 2.24 of respondents as well as the 1.04 of standard deviation with the percentage of 26.4% respondents accepted that provision of professional motivation to teachers enhance teachers' continuous professional development though it was indicated to be very low. This implies that lack of motivation and making positive teaching environment may affect negatively teacher continuous professional development activities. The use of instructional leadership for effectiveness of the school is being documented as well as the role played by the school leaders so as to implement the school activities in the confirmed area (Peterson, 2018).

The findings in the Table 1 also indicate 2.16 of the mean as well as 1.36 of standard deviation with the percentage of 25.7% teachers agreed that they set goals effectively in their schools. This implies that the inadequate setting goals in school may weaken the instructional leadership established. This was followed by 2.13 of mean of respondents as well as 1.19 of standard deviation corresponding to the percentage of 22.9% teachers agreed that they achieve their objectives due to school goal while the mean of 2.05 of respondents with 1.18 of standard deviation equals to the percentage of 21.4% of respondents accepted that school head controls assessments conducted by teachers. This implies that effective control of assessment conducted by teachers determines the effectiveness of instructional leadership. According to Brookover, *et al.* (2018), there are various factors that determine the school effectiveness like having high level of staff expectation for students where having the effective classrooms and school as well as having high expectation in school setting, enhance the level of entire school outcomes.

During data correction process, head teachers participated in this study through guided interview on instructional leadership in selected public primary schools of Gicumbi district. It was revealed that effective instructional leadership should lead to effective school goal setting, providing teachers' motivation and creating positive working environment. The school head teachers also added that the effective instructional leadership gives positive school direction and insure that school continuously runs on time bound; clear as well as measurable goals that improve students' academic performance.

4.1.2 Teacher Continuous Professional Development in Public Primary Schools in the district of Gicumbi

Table 2: Teachers’ responses on teacher continuous professional development

Statements	SD		D		N		A		SA		Mean	Std
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%		
Effective emphasis on professional training	39	27.9	57	40.7	10	7.1	23	16.4	11	7.9	2.26	1.16
Enhanced teacher performance	27	19.3	59	42.1	5	3.6	24	17.1	25	17.9	2.44	1.09
Having facilities related to teaching activities	31	22.1	61	43.6	8	5.7	22	15.7	18	12.9	2.36	1.13
Improved teacher performance	36	25.7	64	45.7	9	6.4	14	10.0	17	12.1	2.25	1.14
Improved quality of teacher training	42	30.0	55	39.3	10	7.1	17	12.1	16	11.4	2.26	1.21

The table below present what has been found about teacher continuous professional development in primary schools sampled from Gicumbi district. It has been revealed that the big number of respondents with mean of 2.44 with standard deviation of 1.09 with the percentage of 35.0% agreed that there is enhanced teacher performance in their schools. This means that the teacher performance that is at the low level may lead to poor teacher continuous professional development. According to Ursula & Lucien (2012), teachers are considered as expert in the process of learning with an adequate knowledge and skills related to educational theory and practices as well as the subject matter related to the development of the classroom learning conditions and skills.

In addition, the mean of 2.26 of respondents with a standard deviation equals to 1.16 of with the percentage of 24.3% respondents answered that there is effective emphasis on professional training. This shows that the majority of teachers do not get professional trainings thus may affect negatively the level of teacher’s continuous professional development. According to Kremer (2011), the modals needed to be employed for the professional development and further learning of teacher where teachers should participate actively in all activities intended to improve their knowledge about teaching.

Further, the mean of 2.26 respondents as well as and 1.21 of standard deviation equals to 23.5% of respondents accepted that they get improve quality training while the mean of 2.36 and 1.13 equals to 28.6% of respondents accepted that they get facilities related to teaching activities. It means that the inadequate facilities in teaching activities may reduce the level of teacher performance which also leads to inadequate teacher continuous professional development. According to Bolan *et al.* (2015), teacher continuous professional development is taken as the key issue which might be placed for teachers for further education in various countries.

4.2 Instructional Leadership Practices Influence on Teacher Continuous Professional Development in Gicumbi District

The linear regression analysis was used to present the extent to which the independent variables (goal setting, creating conducive environment, supervision practices and teacher motivation) can influence teacher continuous professional development. $Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + e$ where β is the coefficient determinant while X is the predictors of instructional leadership practices on teacher professional. However, the correlation analysis was performed to investigate the relationship between independent and dependent variables.

Table 3: R Square Results of Instructional Leadership practices on Teacher Continuous Professional development

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.697 ^a	.486	.470	.76752	.486	31.848	4	135	.000

a. Predictors: (Constant), Effective school supervision , Effective school goal setting, Standard teacher motivation , conducive working environment

The Table 3 presents the findings related to the results of R Square on the relationship between instructional leadership and teacher continuous professional development in selected public primary schools. It was revealed that the R Square of variables comprising instructional leadership to teacher continuous professional development is 486. This implies that such variables of instructional leadership are able to make an influence on teacher continuous professional development at 48.6% and the remaining 51.4% of teacher continuous profession development can be influenced by other variables. The effectiveness of students' learning outcomes as well as teacher professional development is influenced by the quality of the school leaders (Hendriks & Steen, 2012).

Table 4: Relationship between instructional leadership practices and teacher continuous professional development

Correlations			
		instructional leadership	Teacher continuous professional development
instructional leadership	Pearson Correlation	1	.724**
	Sig. (2-tailed)		.000
	N	140	140
Teacher continuous professional development	Pearson Correlation	.724**	1
	Sig. (2-tailed)	.000	
	N	140	140

** . Correlation is significant at the 0.01 level (2-tailed).

The above table presents that instructional leadership affects teachers' continuous professional development thus P-value of .000 less than the level of significance of 0.01 and Pearson coefficient of correlation $r = 0.724$ which at high level. This witnesses that instructional leadership affects teacher continuous professional development. The relationship between teachers' efficacy, commitment as well as teachers' supervision is to have a defined set of organizational variables such as high level of confidence in school leader, commitment to the developed goals, satisfaction as well as working condition and also having confidence among peers (Michelle, 2017).

5.0 Conclusion

The objective of this paper was to assess the influence of instructional leadership practices on teacher continuous professional development in selected public primary schools in Gicumbi district in Rwanda. The findings revealed that effective school goal setting, creating conducive working environment supervision practices and teacher motivation can have influence on teacher continuous professional development at the level of 48.6% as R Square results. This also implies that the remaining 51.4% of teacher continuous professional development is influenced by other factors. Furthermore, it has been revealed that instructional leadership affects teacher continuous professional development with a P-value of .000. This P-values less than he level of significance of .01. In addition, the findings indicated that instructional leadership affects teacher continuous professional development with the Pearson coefficient of correlation (r) r of .724. This paper concludes that the effective establishment of instructional leadership practices by school head teachers can improve teacher continuous professional development in school setting while the lack of effective instructional leadership can it in selected primary schools of Gicumbi district. However, this study also concludes that instructional leadership affects teacher continuous professional development in public primary schools of Gicumbi District.

6.0 Recommendations

The recommendations of the current research are addressed to Rwanda Education Board (REB), school head teachers and teachers basing the presented findings. Rwanda Education Board (REB) should make effective teacher management so as to develop the profession of teaching among teachers as well as the quality of education. School head teachers should establish adequate leadership styles that can enhance the effectiveness of teacher continuous professional development so as to increase the school performance. Teachers should improve themselves through making effective collaboration in their daily teaching activities through participating in continuous professional development activities organized inside or outside of their schools.

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