

LEADERSHIP DEVELOPMENT CHALLENGES IN THE TEACHING PROFESSION IN RWANDA

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Declaration

I declare that this report is my own unaided work. It is submitted in partial fulfillment of the requirements of the degree of Masters of Management (in the field of Public and Development Management), in the University of the Witwatersrand, Johannesburg, South Africa. It has not been submitted before for any degree or examination in any other University.

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Abstract

After the independence in 1962 Rwanda's education system was marked by adjustments and reforms in 1979 and 1981 which did not achieve the intended goals. Rather than correcting the errors of the colonial era, education remained very discriminatory and was not relevant to Rwandese society, culture and values, which resulted in the people losing their patriotism. This was one of the contributing factors to the genocide of 1994. Post 1994, the emergency phase enabled the re-launching of the education system. At present, education, as well as other sectors of national life, must follow the principles set out in Vision 2020. In this way, education shall play its role in the economic and socio-economic development of the country. However, it is claimed that, some schools especially secondary schools do not perform to the expectations that would drive the desire to meet the set objectives of vision 2020. The poor performance was attributed to lack of teacher leadership development in the teaching profession among other reasons, especially in the secondary school.

The purpose of this study was to investigate and identify the challenges that hinder the teacher leadership development. In addition, the study sought to clarify what would be the favourable practices to enhance teacher leadership development in Rwandan High Schools. The researcher used a qualitative research approach and the focus of the study was on challenges in teacher leadership development. Kagarama Secondary School was used as a case study. The study established that although the ministry of education is doing all possible to rehabilitate and introduce change management in schools in efforts to create conducive environment in which teacher leadership capacities could develop, there are several challenges. These challenges include: lack of leadership development programs, lack of teacher promotional ladder, economic, socio-economic and cultural constraints, low remunerations and lack of meaningful professional development experience. The study made recommendations that would foster teacher leadership development in Rwandan high schools and probably in the region as a whole.

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List of Abbreviations

9YBE	Nine Year Basic Education
BoD	Board of Directors
DEOs	District Education Officers
EDPRS	Economic Development and Poverty Reduction Strategy
EFA	Education for All
ESP	Education Sector Policy
KIE	Kigali Institute of Education
ESSP	Education Sector Strategic Plan
MDGs	Millennium Development Goals
MIFOTRA	Ministry of Public Service, Skills Development and labour
MINALOC	Ministry of Local government, Social Affairs and Good Governance
MINECOFIN	Ministry of Finance Economic Planning and Development
MINEDUC	Ministry of Education
MLA	Monitoring and Learning Achievement
MTEF	Mid-term expenditure framework
OBC	Outcome Based Curriculum
PTA	Parents and Teachers' Association
SACCO	Savings and Credit Cooperatives
TDM	Teacher Development and Management Policy
TSC	Teacher Service Commission
TVET	Technical and Vocational Education and Training
UPE	Universal Primary Education
UNESCO	United Nations Educational Scientific and Cultural Organization

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CHAPTER 1: INTRODUCTION

1.1 Introduction

This chapter presents the context of the research, highlights the topic and the problem statement. The purpose of the research and the research questions are also presented in this chapter. This research is underpinned by a belief that teacher leadership capacity development is imperative for improvement of school performance. One of the Rwanda's Vision 2020 objectives is to make Rwanda a knowledge based economy. In order to achieve this objective, schools and other institutions of learning must effectively play their role. It is therefore imperative to consider the teaching profession as the key driver to the aspired goal. It is for this reason that the Ministry of education put in place the Teacher Development and Management Policy (TDM) with the main objective to enhance the image and status of the teacher as a qualified, dedicated expert, leader and a vital engine of nation building and development (Ministry of Education, 2007).

This research was based on the implementation of the Teacher Development and Management Policy (TDM) and investigated the challenges that hinder the teacher leadership development. The research focused on the teacher leadership development challenges in teaching profession particularly in high schools and used Kagarama Secondary School as case study.

Kagarama Secondary School has been in existence since 1996. It is a mixed school i.e. hosting both girls and boys. It is both day and boarding with the capacity of about 700 students in total. The students' number counts for both Ordinary and Advanced levels of education. It is situated in Kicukiro District, one of the districts in Kigali Province. It started as private school until 2005 when it was taken over by the Government and is among the public schools that are receiving the benefits of the policy. The school has been changing leadership and teachers as well. The school administration structure is composed of Board of Directors as an advisory body, Headmaster assisted by two deputy headmasters, one in charge of academics and another in

charge of discipline. The deputy headmaster in charge of discipline is assisted by a matron and patron. The school has also the parents' committee. Its performance has been fluctuating.

With implementation of Teacher Development and Management Policy, all public high schools in Rwanda are going through change management. The Heads of the schools (Headmasters) are given training about school leadership and management from time to time through Teacher Service Commission's Programs (TSCP). The school bursars and secretaries are also trained in managing school finances and administrative work respectively. (TSCP). Although change management is taking place in schools, it is still believed that leadership capacities among teachers are inadequate. This research was an investigation to establish hindrances to the development of teacher leadership capacities. Based on the findings, the report presents recommendations on how to improve teacher leadership development in high schools.

1.1.1 Background

This research took place in Kigali, the capital city of Rwanda. Rwanda is situated in the central part of Africa. Landlocked and densely populated, currently the country has a population of about 10 million people. Rwanda has few exploitable resources and the majority of Rwandans rely on subsistence agriculture. Periodic drought, soil erosion and soil exhaustion through over-cultivation on small family plots has led to food insecurity in some parts. Coffee and Tea are the main exports, while the tourism sector is growing and has potential. Methane gas from Lake Kivu is likely to have a positive impact on national electricity supply from 2010-11. Rwanda is committed to a privatisation programme involving the telecommunications, water and electricity, gas, transport and mining para-statal (National Institute of Statistics of Rwanda, 2008).

Considering that the country has a shortage of natural resources. Human resources are the only development factor it can offer in the region. The same holds in terms of benefiting from the advantages of globalization. Therefore, Rwanda has no other option but to develop its human resource. The human resource can better be developed through provision of a sound and quality

education. To provide such education, the teaching profession must be strong and revitalized (Ministry of Education, 2003).

1.1.1.1 The Role of Education in Development

It has been pointed out by many researchers and scholars alike that Education is a major aspect of development of any society. The concept of education refers to activities directed at providing the knowledge, skills, moral values, and understanding required in the normal course of life. The approach thus focuses on a wide range of activities rather than on providing knowledge and skills for a limited field or activity. Education is therefore concerned with the development of sound reasoning processes to enhance one's ability to understand and interpret knowledge. De Cenzo and Robbins (1994:265) define education as "the deliberate, systematic and sustained effort to transmit, evoke or acquire knowledge, attitudes, values, skills and sensibilities, and any learning that results from such efforts, whether intended or unintended". Education therefore refers to a process of deliberately and purposefully influencing and shaping the behavior of people. Education in essence creates a general base that prepares the individual for life without any specific job-related skills being developed (Nel *et al.*, 2004).

Todaro and Smith (2009:369) assert that education and health are basic objectives of development. The authors chose to combine education and health, they say that both are "fundamental to the broader notion of expanded human capabilities that lie at the heart of the meaning of development". The author emphasises that education plays a key role in the ability of a developing country to absorb modern technology and to develop the capacity for self-sustaining growth and development.

According to Gazi (2009), Education is to be considered as a key agent of development, either as a way of developing human capacity, increasing the skilled workforce for modernisation, or as a matter of personal freedom, developing capability and empowerment. From the 1940s onwards, education provision was either considered in terms of producing the requisite 'manpower', which the country needed as an investment and which would yield both social and private rates of return, or as a response to social demand (Thomson, 1981). However, due to the popularity of

more humanistic theories of development in the 1990s, there was a general realisation that education was not only the key to economic development and human capacity/productivity building, but was also a basic human right and a necessity. Education was previously seen as fundamental, not only to the economic development, but also to the social and political development within nations and for individuals. Hallak (1990) argues that education is also linked to human resources development and that this has an impact on more than just economic growth, but also an impact on the wider development of individuals and societies. Education, he argues, contributes to:

- Individual creativity, improved participation in the economic, social and cultural roles in society.
- Improved understanding of an individual and the respect for others, thus promoting social cohesion and mutual understanding.
- Improvement in health and nutrition.
- Improved chances of economic development.
- Improved technological development.
- Socio-cultural change.
- Democracy and equality.
- Ecological development/quality of life (increasing people's awareness of their environments).

Moreover, Tilak (2002) in (Alam, 2009) observes that education not only benefits those who gain it through increased income, but also helps overall social development. The return on investment for society will be a skilled workforce that will enable global competitiveness and economic growth, while the return for the individual will be an improved career path, increased earning power and a better quality of life.

Education is one of the principal means available to foster a deeper and more harmonious form of human development and thereby to reduce poverty, exclusion, ignorance, oppression and war. This seems to be a global perception. For example, Jacques Delors, the French statesman, wrote in his introduction to the Report to UNESCO of the International Commission on Education for the twenty-first century: "Education is fundamental in the social and personal development of human beings. It is an indispensable asset for human kind as it attempts to attain the ideals of

peace, freedom and social justice”. The World Education Forum emphasized that “Education is a fundamental human right. It is key to sustainable development and peace and stability within and among countries, and thus an indispensable means for effective participation in the societies and economies of the twenty-first century (UNESCO, 2000).

The central role that education plays in sustainable development and its contribution in particular to poverty reduction and income generation, empowerment and consolidation of democracy, disease prevention and sustainable health and to the protection of the environment is by far acknowledged by many. The critical link of education to poverty reduction and human development follows several pathways (CIDA, 2001). The following diagram illustrates how education informs all sectors of life as it promotes development.

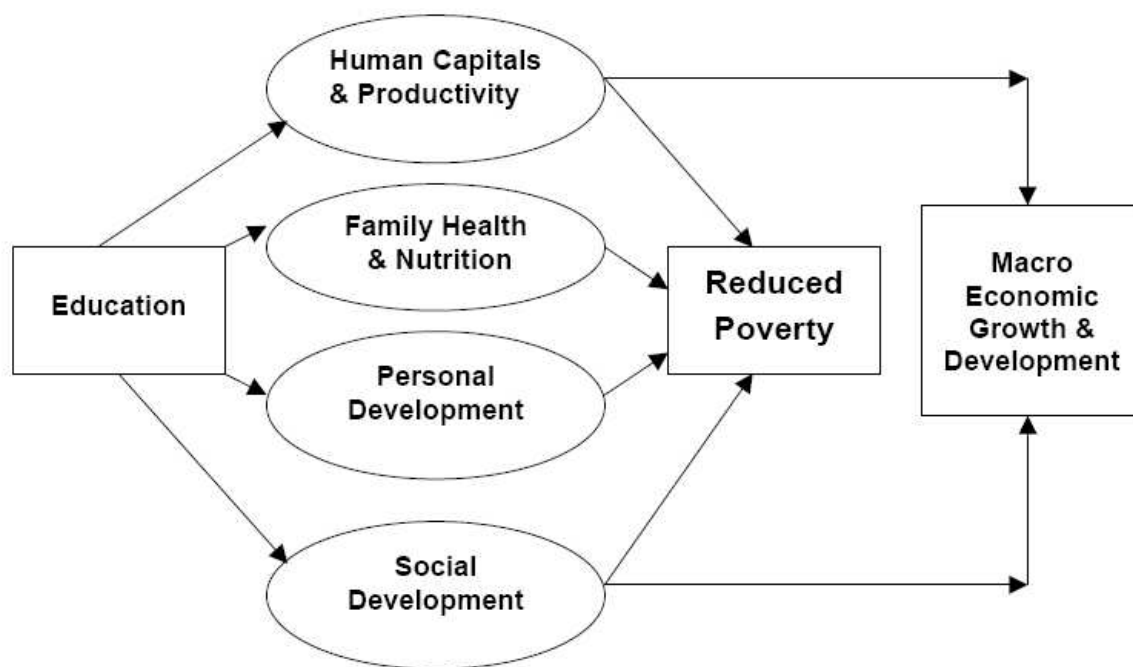


Figure 1: Education and link to sustainable development
Source: Keynote address (Khan,2001)

There is no doubt that education is the main driver for development. Various studies converge in saying that the quality of human resources is directly related to individual earnings, productivity, and economic growth. A more educated society may translate into higher rates of innovation, higher overall productivity, and faster introduction of technology. A better education

enables individuals to make informed choices on matters important to their health, nutrition, and welfare. Finally, Education is the foundation for access to the benefits of the information revolution that is opening up on the whole world (Khan, 2001). Education is *sine qua non* for the creation of knowledge societies. A knowledge society cannot exist without highly educated citizens and a well-trained workforce, social cohesion, and the competitiveness depending on our ability to exploit the potentials of ICTs for learning (*ibid*).

We live in a changing World and the element of knowledge is considered to be the key to keep pace with the changing world and escape both poverty and marginalization. Addressing the Second Global Knowledge Conference (GKP), the President of the World Bank stated:

“The world has moved to a revolution which is built on knowledge, on technology and on information... knowledge, if it is properly transferred, if it is made available to all, gives the greatest opportunity for people to advance themselves and to fight against poverty.” (Khan, 2001:3).

The above quotation indicates another greatest indispensable role of education.

On the other hand Education is the underlying tool that makes good governance, a fair and open judicial system, and technological development possible. Teaching is a tool or a mechanism to deliver education and education is considered to be the foundation for development. Therefore, unless the mechanism of transferring education (i.e. teaching) is well refined, systemised and developed, education will not be achieved and development will be unattainable.

Rwanda, like many other developing countries in Africa, faces the challenge and pressing duty of eradicating poverty, enhancing equity and expanding access to education without compromising quality, and placing the country on a path of sustainable growth and development. Recognizing that the education sector is a key player in addressing these challenges, efforts have been put in place at policy and implementation levels to develop a robust education system characterized by provision of holistic educational benefits to its citizens (Ministry of Education, 2003). The Government has therefore, acknowledged in its education policy pronouncements that a teacher is the main instrument for bringing about desired improvements in learning, and that adequate

teacher management structures, policies and strategies are key factors that determine teacher performance (Ministry of Education, 2007).

A formal education system of Rwanda comprises 3 years of pre-primary. 9 years of basic education which is inclusive of (6 years of primary 3 years of lower secondary education), 3 years of upper secondary education, 2 to 3 years of Technical and Vocational Education and Training (TVET) and 4 years of University Education.

The education sector comprises those educational activities that take place under the governance of the four ministries. Of these, Ministry of Education (MINEDUC) has the major responsibility and has been designated in the National Economic Development and Poverty Reduction Strategy (EDPRS) as the lead ministry for the education sector and is responsible for policy formation. There are four ministries, each with specific responsibilities, which have significant involvement in education provision and development.

Ministry of Education (MINEDUC) sets policy, norms and standards for the education sector; oversees the formal system at pre-primary, primary, secondary, technical and vocational training, teacher training, tertiary and is also responsible for adult literacy. MINEDUC also undertakes planning, monitoring and evaluation at the national level. Ministry of Local Government, Social Affairs and Good Governance (MINALOC) oversees decentralisation functions of education; administers community development funds. Monitors performance at decentralized levels (provinces and districts including performance contracts). Ministry of Public Service, Skills Development, and Labour (MIFOTRA) Sets and administers salary levels and conditions of service for teachers and responsible for vocational education. Ministry of Finance and Economic Planning (MINECOFIN) Sets broad policy and planning frameworks, oversees financial planning, the Mid-Term Expenditure Framework(MTEF), the Economic Development and Poverty Reduction Strategy (EDPRS). A number of public, private and voluntary institutions provide formal education, ranging from pre-schools to universities (Education Sector Strategic Plan, 2008-12).

The country adopted a free nine year basic education (9YBE) in order to give access to education every Rwandan of school going age. TVET colleges are also operational so that most people can

access skills that can enable them engage in developmental activities. The goal of education and training especially TVET is to fight ignorance and illiteracy so as to produce competent human resources for economic and social development. According to the Education Sector Policy (2003), before 1998, there were no institutions that catered for the training of secondary school teachers and supply of teachers was not coherently done. There were no Teacher Training Colleges, no focus on teacher training and teachers were generally obtained with diverse qualifications from sundry sources. This contributed to lack of professionalism and poor high school performance in general (*ibid*). The researcher sought to investigate the leadership development challenges within the teaching practices in the secondary schools since the secondary level of education holds an essential portion of the country's population who should be developed into the human resource that will put the country on a developmental path.

1.2 Problem Statement

Inadequate teacher leadership capacity in some Rwandan High Schools is viewed as largely contributing to their poor performance. A study conducted by World Bank in 2003 attributed poor performance in high schools to lack of teacher leadership capacity among other reasons. In an effort to address these problems, the Rwandan Government formulated a teacher development and management policy, implemented by the Teachers' Service Commission (TSC). Despite this intervention, teacher leadership capacity is still inadequate as some schools continue to perform poorly. However, nothing has been done to establish the challenges encountered in teacher leadership development in high schools. Unless the reasons behind lack of teacher leadership capacities are explored and resolved, schools may continue to perform poorly.

1.3 Purpose Statement

The purpose of this research was to investigate the challenges leading to inadequacy of teacher leadership capacities in Rwandan high schools. Kagarama high school was used as a case study. In addition, the study recommends how teacher leadership development can be improved.

1.4 Research Questions

The scope of this research is limited to teacher leadership development and the following questions have been formulated to guide the research.

1. What are the teacher leadership development practices in Kagarama High School?
2. What are the challenges encountered in teacher leadership development?
3. What should be done to improve teacher leadership development

1.5 Research Report Structure

This research report is structured as follows:-

Chapter 1 presents the context for the research, highlights the topic of the research, the problem statement, the purpose of the research and the research questions.

Chapter 2 provides the theoretical and conceptual academic debates about Leadership, Leadership styles, leadership development, teacher leadership development and challenges. Also literature about what has been found out or worked elsewhere in the world.

Chapter 3 presents the research methodology used in this research. The chapter discusses the research approach, research design, data collection, data analysis, data validity and reliability. It also includes the significance and the limitations of the research.

Chapter 4 presents the research findings and provides a logical flow of responses from deferent interviewees of different levels and perspectives, i.e. head teacher, teachers, employees of teachers service commission and parents.

Chapter 5 presents an analysis and interpretation of the findings presented in chapter 4.

Chapter 6 presents the research conclusions and recommendations. Areas of further research are also included.

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

According to Neuman (2006), a literature review is based on the assumption that knowledge accumulates and that people learn from and build on what others have done. Today's studies build on those of yesterday. Researchers conduct literature reviews to compare, or criticise them for weaknesses. On the other hand literature review outlines the direction of research on a question and shows the development of knowledge. Therefore a good review places a research project in a context and demonstrates its relevance by making connections to a body of knowledge hence making a theoretical framework for the research topic. Henning (2004) states that a theoretical framework positions one's research in the discipline or subject in which the research is working. It enables the researcher to theorise about the research. It helps the researcher to make explicit his/her assumptions about the interconnectedness of the way things are related in the world. A theoretical framework is like the lenses through which a researcher views the world. It also provides an orientation to the study, reflects the stance the researcher adopts in her/his research and that is why he/she can also say that it frames the work (*ibid*).

Literature review is important for a researcher because as Henning (2004) puts it, the literature review points out areas where prior studies agree, where they disagree and where major questions remain. In this way a researcher can benefit from the efforts of others. A good literature review increases a reader's confidence in the researcher's professional competence, ability, and background. Merriam (2002) also asserts that Literature Review is a narrative essay that integrates, synthesizes and critiques the important thinking and research on a particular topic. Henning (2004: 27) states that 'a good literature review lays the foundation of your research and sets the stage for your research'. Without it you do not have an "authority argument, the voices of the researchers that have gone before you". Without it you are unenlightened and have little evidence of what your peers and those before them have done. Without it you cannot say that you are a social science scholar (*ibid*).

For the purpose of this research study, the researcher has presented a literature review from books, journals, scholarly articles, and government policies and reports that relate to the problem statement of this research. The following section discusses and defines the concepts as noted from the reviewed literature.

2.2 Leadership

Leadership researchers disagree considerably over what does and does not constitute leadership. Most of this disagreement stems from the facet that leadership is a complex phenomenon involving the leader, the followers and the situation. Some leadership researchers have focused on the personality, physical traits or behaviours of the leader, others have studied the relationships between leaders and followers, still others have studied how aspects of the situation affect the ways leaders act. Some have extended the latter viewpoint so far as to suggest that there is no such thing as leadership; they argue that organisational successes and failures often get falsely attributed to the leaders, but the situation often has a much greater impact on how the organisation functions than does any individual, including the leader (Mendl and Ehrlich 1987) cited in (Gerber *et al.*, 1998). Leadership researchers have defined leadership in different perspectives involving the following actions:-

- The creative and directive force of morale
- The process by which an agent induces a subordinate to behave in a desired manner
- The presence of a particular influence relationship between two or more persons,
- Directing and coordinating the work of group members
- An interpersonal relationship in which others comply because they want to not because they have to
- Transforming followers, creating visions of the goals that may be attained and articulating the ways to attain those goals
- The process of influencing an organised group towards accomplishing its goals
- Actions that focus resources to create desirable opportunities (Gerber *et al.*, 1998).

Swanepoel *et al.*, (2003) cited some definitions of Leadership from a number of researchers with some modification which include the following:-

- Leadership is an influence relationship among leaders and followers who intend real changes and outcomes that reflect their shared purposes (Daft, 2002:5)
- Leadership is the process of influencing others to understand and agree about what needs to be done and how it can be done effectively, and the process of facilitating individual and collective efforts to accomplish the shared objective (Yukl, 2002:7)
- Leadership is the ability and the willingness to influence others so that they respond willingly (Clawson, 2003:34)

Armstrong (2006) defines leadership as the ability to persuade others willingly to behave differently. He emphasizes that the function of team leaders is to achieve the task set for them with the help of the group. Leaders and their groups are therefore interdependent. Leaders have two main roles, they must achieve the task, and have to maintain effective relationships between themselves and the group and the individuals in it (*ibid*).

Charlton (1993: 33) defines leadership as “the competencies and processes required to enabling and empowering ordinary people to do extraordinary things in the face of adversity and constantly turn in superior performance to the benefit of themselves and the organization”. In this study, teacher leaders may empower students and community around to do extraordinary things and improve school performance. Nel *et al.*, (2004) sees leadership in general view as the process whereby one individual influences others to willingly and enthusiastically direct their efforts and abilities towards attaining defined group or organizational goals. This definition suggests that leadership involves the exercise of influence and not coercion. The leader attempts to change the attitudes and actions of people which are related to specific goals. Leadership is very much a two-way relationship as not only does the leader influence the followers, but the followers also exert influence over the leader (Nel *et al.*, 2004).

Generally, leadership is defined in terms of traits, behaviours, roles, and processes. According to Yukl (1998:2), “Researchers usually define leadership according to their individual perspectives and the aspects of the phenomenon of most interest to them”. Yukl (1998:3) synthesises of

definitions, “reflects the assumption that leadership involves a process whereby intentional influence is exerted by one person over other people to guide, structure and facilitate activities and relationships in a group or organization”. Hoy and Miskel (2000:394) assert that “leadership should be defined broadly as a social process in which a member of a group or organization influences the interpretation of internal and external events, the choice of goals or desired outcomes, organization of work activities, individual motivation and abilities, power relations, and shared orientations”.

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The leadership definition continues to evolve and expand, especially in education. Van de Grift and Houtveen (1999: 373), Cited in Alig-Mielcarek(2003) demarcate educational leadership as “the ability of a principal to initiate school improvement, to create a learning oriented educational climate, and to stimulate and supervise teachers in such a way that the latter may exercise their tasks as effectively as possible”.

2.3 Leadership Styles

Different styles of leadership are used by different leaders. The uniqueness of every organization or institution provides a choice of one style of leadership over the others and this determines the kind of relationship the leader can have in an organization.

2.3.1 Transactional Leadership

This style of leadership starts with the premise that team members agree to obey their leader totally when they take a job on: the “transaction” is (usually) that the organization pays the team members, in return for their effort and compliance. As such, the leader has the right to “punish” team members if their work doesn’t meet the pre-determined standard. Team members can do little to improve their job satisfaction under transactional leadership. The leader can give team members some control of their income or reward by using incentives that encourage even higher standards or greater productivity. Alternatively a transactional leader could practice “management by exception”, whereby, rather than rewarding better work, he or she would take corrective action if the required standards were not met. The main concern is with the

accomplishment of organisational goals in the short term. These leaders are good at defining and communicating the work that must be done. They make clear the rewards for expected performance, they practice situational leadership, understand the strengths and the weaknesses of their subordinates and are effective at maintaining the status quo (Swanepoel *et al.*, 2003:352).

Transactional leadership is really just a way of managing rather than a true leadership style, as the focus is on short-term tasks. Pascale (2002) in Armstrong and Stephens(2005) view transactional leadership as more of transactional change which is merely concerned with the alteration of ways in which the organization do business and people interact with one another on a day-to-day basis and when what they want is more of what they have already got. It has serious limitations for knowledge-based or creative work, but remains a common style in many organizations.

Transactional leadership includes four dimensions (Bass, 1996). The dimensions are contingent reward, active management by exception, passive management by exception and laissez-faire leadership. Contingent reward behaviours include the leader specifying what needs to be accomplished for the follower to obtain the reward (*ibid*). Active management by exception comprises of close monitoring of followers and correcting action to make sure certain work is done effectively (Bass, 1996). Passive management by exception encompasses contingent punishment to correct deviations from acceptable performance standards (Bass, 1996). The last dimension, laissez-faire leadership, describes behaviours that show indirect behaviours and passive indifference about followers' actions or tasks (Bass, 1996). Transactional leaders do not emphasize change or reform. Leaders that predominantly lead by transactional leadership foster the status quo, instead of striving for a shared long-range vision. Transactional leadership has characterized typical leadership in schools. "The object of such leadership is an agreement on a course of action that satisfies the immediate, separate purposes of both leaders and followers" (Keeley, 1998:113). Cited in (Alig-Mielcarek, 2003).

2.3.2 Transformational Leadership

Swanepoel *et al.*, (2003) describes transformational leadership as the set of abilities that allows the leader to recognise the need for change, to create a vision to guide that change, and to execute the change effectively. The author points out that this kind of leader can influence in every direction; downward with subordinates, laterally with colleagues, upward with superiors, and outward with clients and customers. Thus transformational leaders can change the culture of the organisation. Transformational leadership is aimed at creating follower independence. Transformational leaders are identified with the following characteristics:- they identify themselves as change agents, they are value- driven, believe in people, take risks and are courageous individuals, have the ability to deal with complexity, ambiguity, uncertainty and are life-long learners.

According to Dyk *et al.*, (2004), a person with this leadership style is a true leader who inspires his or her team with a shared vision of the future. Transformational leaders are highly visible, and spend a lot of time communicating. They do not necessarily lead from the front, as they tend to delegate responsibility amongst their teams. The transformational leader acts as a coach, role model and inspirational figure to create conditions under which employees and all other stakeholders enthusiastically contribute towards achieving the stated organisational goals. In many organizations, both transactional and transformational leadership are needed. The transactional leaders ensure that routine work is done reliably, while the transformational leaders look after initiatives that add new value. Transformational leadership style may be more appropriate to the teaching profession. Teachers would look after initiatives that add new value to students, school and the community at large.

Transformational leadership goes beyond the basic needs of the organization and its members to foster higher level needs for change and potential. The leader transcends the everyday routine into a shared, long-range vision for the organization. Burns (1978:4) contends, “The transforming leader looks for potential motives in followers, seeks to satisfy higher needs, and engages the full person of the follower.” The object of transformational leadership is “to turn individuals’ attention toward larger causes, thereby converting self-interest into collective concerns” (Keeley, 1998:113). Transformational leadership’s primary characteristic is evidence

of a common goal or shared vision. The purpose of leaders and followers “which might have started out as separate but related, as in the case with transactional leadership, become fused” (Burns, 1978:20). Transformational leadership includes four dimensions in its definition. They are; idealized influence or charisma, inspirational motivation, intellectual stimulation, and individual consideration (Bass and Avolio, 1994) in (Alig-Mielcarek, 2003).

2.3.3 Charismatic Leadership

Early conceptions of charismatic leadership emerged from Max Weber’s 1947 work with charisma. Weber (1947) defined charisma as a leader’s influence based on the follower’s perception that the leader possesses endowed exceptional qualities. According to Weber (1947), charisma appears during a crisis when a leader, who is perceived to have exceptional characteristics, emerges and provides a vision for the future. Followers are drawn to the leader and profound loyalty develops. If taken to extremes, such as with Hitler, charisma may be used to skew followers into negative consequences. Several theories of charismatic leadership exist (Yukl, 1998). For example, House (1977) provided a set of observable, personal characteristics of a leader and descriptions of environmental conditions. According to House (1977), charismatic leaders have a strong need for power, high self-confidence, strong conviction of beliefs and ideas, well-developed communication skills, and the skill to arouse high degrees of motivation in followers. Charismatic behaviours that build leader influence consist of providing a vision for success, demonstrating personal identification to followers, role modelling behaviours for followers to emulate, setting high expectations about followers’ performance and simultaneously professing confidence in their ability to achieve (House, 1977; Yukl, 1998; Hoy and Miskel, 2000).

Conditions that foster charismatic leadership include times of crisis, need for change, work environments that provide for the defining of task roles in ideological terms that appeal to the followers (House, 1977; Yukl, 1998). Studies have shown that behaviours, such as high expectations and professing confidence in followers’ abilities, have been attributed to leadership effectiveness (Yukl, 1998). Charismatic leaders raise levels of self and collective efficacy by setting high expectations and espousing high levels of confidence in followers to achieve.

Followers believe that they personally, and as a group, can accomplish and obtain goals and objectives set forth.

This style of leadership gives rise to the question of “born” or natural leaders. Charismatic leaders have very strong referent power. They always have a very strong vision, and an exceptional ability to communicate that vision with passion and conviction. According to Bergh and Theron (2003: 210), a charismatic leader is characterised by behaviour that is out of the ordinary novel unconventional and counter to norms. They are also perceived as mavericks who initiate and support radical change. Charismatic leadership is more appropriate in situations that require drastic change.

Also Conger and Kanungo (1988) found that charismatic leaders possess the following characteristics:- have an idealised goal or vision that they want to achieve; have a strong personal commitment to their goal; are perceived as unconventional; are assertive and self-confident and are perceived as agents of radical change, rather than as managers of the status quo. The leader has a strong need to influence his/her followers; he/she communicates high expectations at follower performance. The leader expresses confidence in followers and the followers trust the correctness of the leader’s beliefs. The followers’ beliefs are similar to the leader’s beliefs they accept leader unquestioningly and feel affection for the leader. The followers obey the leader willingly, in other words, they are motivated. The followers have an emotional involvement in the organisation’s mission, have heightened performance goals, and believe they can contribute to the success of the group’s mission (Swanepoel *et al.*, 2003). However, charismatic leadership might have a dark side, if the leader overemphasises devotion to himself/herself, makes personal needs paramount or uses highly effective communication skills to mislead or manipulate others. Such leaders may be so driven to achieve their own vision that they ignore the costly implications of theory goals. (Gordon 1993).

2.3.4 Instructional leadership

Sergiovann (1992) describes this type of leaderships as one that provides image of direct leadership, with the head of the organization or institution clearly in control. This leadership involves the leader setting and organizing the work, outlining performance standards, assigning people to work, directing and monitoring the work and evaluating.

Instructional leadership consists of principal behaviours that set high expectations and clear goals for student and teacher performance, monitor and provide feedback regarding the technical core (teaching and learning) of schools, provide and promote professional growth for all staff members, and help create and maintain a school climate of high academic press (Edmonds, 1979; Bossert, Dwyer, Rowan & Lee, 1982; Hallinger and Murphy, 1985; Murphy, 1990; Weber, 1997; Blasé and Blasé, 1999). Furthermore, Hoy and Hoy (2003:2) tell us “Above all, the principal must communicate a clear vision on instructional excellence and continuous professional development consistent with the goal of the improvement of teaching and learning”. Leadership theories, such as trait, behaviour, contingency, and charismatic, provide a theoretical framework for viewing the historic evolution of instructional leadership. Instructional leadership has many different definitions and models that conceptualize it starting from the early 1900’s. The instructional leadership construct is defined in terms of principal behaviours that lead a school to educate all students to high student achievement. Instructional leadership behaviours have significant impact on the technical core of schools.

Research shows that principals who demonstrate instructional behaviours extract more commitment and satisfaction from teachers, as well as establish a climate that encourages trust and collaboration (Larson-Knight, 2000; Blasé & Blasé, 1999a, 1999b, 1998; Sheppard, 1996; lessons designed around learning theory and diverse learning strategies. Instructional leadership offers schools a process to become more effective at the teaching and learning process.

2.3.5 Personal Leadership

According to Dave Ulrich, Norm Smallwood, Kate Sweetman, (2008: 2), personal leadership mastery is a non-negotiable for any leader desiring to achieve maximum results through their team or organization. It also lays the foundation for organizational transformation to a people empowering organization, which is the hallmark of the creation of spiritual capital leading to sustainable capitalism. An effective leader starts with the self. “If you want to build leadership in your company, you need to model what you want others to know and do. When you can clearly declare what makes an effective leader and then model that behaviour, your employees will have clear expectations of what they should know and do”. By taking responsibility for your own personal leadership development you create the strongest lever to significantly influence your sustainable leadership success. With courage and humility you can develop into a leader and role model that others respect and trust (*ibid*).

Anderson (1992) provides a self assessment skill guide for which one can be able to identify and believe which skills one has and how they can be developed. The guide include among others, what he calls grounding, this involves one taking responsibility for placing his attention in each present moment, and not in the memory about past events or in fantasy about future events.

2.3.6 Teacher Leadership

In seeking a clear definition of teacher leadership an immediate problem emerges. It is evident from the international literature that there are overlapping and competing definitions of the term. Somewhat inevitably, therefore, there exists some conceptual confusion over the exact meaning of teacher leadership. For example, Wasley (1991: 23) defines teacher leadership as ‘the ability to encourage colleagues to change, to do things they wouldn’t ordinarily consider without the influence of the leader’. Similarly, Katzenmeyer and Moller (2001: 17) define teacher leaders as: ‘teachers, who are leaders lead within and beyond the classroom, identify with and contribute to a community of teacher learners and leaders, and influence others towards improved educational practice’. Boles and Troen (1994:11) contrast it to traditional notions of leadership, by

characterizing teacher leadership as a form of ‘collective leadership in which teachers develop expertise by working collaboratively’.

A number of different roles have been suggested for teacher leaders that provide a clearer definition and understanding of the term. Katzenmeyer and Moller (2001) see teacher leadership as having three main facets: leadership of students or other teachers: facilitator, coach, mentor, trainer, curriculum specialist, creating new approaches, leading study groups; leadership of operational tasks: keeping the school organized and moving towards its goals, through roles such as head of department, action researcher, member of task forces; leadership through decision-making or partnership: membership of school improvement teams, membership of committees; instigator of partnerships with business, higher education institutions and parent-teacher associations. Lambert (1998) defines teacher leadership for school capacity building as broad-based, skilful involvement in the work of leadership. She suggests this perspective requires working with two critical dimensions of involvement—breadth and skillfulness:

1. *Broad-based involvement*—involving many people in the work of leadership.
This involves teachers, parents, pupils, community members.
2. *Skilful involvement*—a comprehensive understanding and demonstrated proficiency by participants of leadership dispositions, knowledge and skills.

Considering the Katzenmeyer and Moller (2001) definition of teacher leadership one is bound to believe that such behaviour may contribute immensely to school performance.

2.3.7 Teacher leadership and Transformational Leadership

Based on the discussions, in the previous sections transformational leadership displays conditions relevant to the selected topic as it raises the aspirations of both leaders and followers to a high inspiration beyond self interest. Teacher leadership can be viewed as centrally concerned with forms of empowerment. Transformational leadership theory is combatable with broadly based trends of teacher empowerment, multiple stakeholder participation in school decisions and reduced support for top-down change theories. Moreover, there exists substantial evidence that transformational leadership is a stronger predictor of teacher beliefs and practices than transactional leadership (Koh, Steers, & Terborg, 1995). Although often measured as a global trait, transformational leadership is a multidimensional construct that involves three clusters: charisma (identifying and sustaining a vision of the organization), intellectual stimulation of members, and individual consideration (Bass & Avolio, 1994). Transformational leadership enhances an organization by raising the values of members, motivating them to go beyond self-interest to embrace organizational goals, and redefining their needs to align with organizational preferences. Scholars have hypothesized models linking leadership to student achievement through teacher capacity building. The models predict that transformational leadership will influence teachers' professional commitment, defined here as commitment to organizational values.

Researchers found that transformational leadership also contributes to a closely related concept, organizational citizenship, which refers to an individual's willingness to go beyond the formal requirements of the job to engage in productive functions to enhance organizational effectiveness (Koh et al., 1995; Leithwood, Tomlinson, & Genge, 1996; Nguni et al., 2006; Podsakoff, MacKenzie, Moorman, & Fetter, 1990). Organizational commitment can be represented in three dimensions: commitment to school mission, commitment to professional community (i.e., to school norms of collegiality, collaboration, and joint work), and commitment to community-school partnerships. Transformational leadership can be viewed as contributing to each.

2.4 Leadership development

Institutional leadership development is defined as planned and systematic efforts to improve the quality of leadership (Groves, 2007). The widespread flattening of organizational structures and significant changes in work arrangements has required that organizations rethink how potential managers attain the necessary developmental experiences for senior leadership.

The rapid changes in business, technology, political and social factors have called for the development of effective leadership skills (Cacioppe, 1998). Consequently, leadership development programs have become an increasing priority for business and government organizations. Highly successful organizations focus on creating a comprehensive set of assessment and leadership development practices that support the wide range of talents across the organization (Charan *et al.*, 2001; Groves, 2007;). The key elements that contribute to a successful leadership experience include changing mindsets, a global focus, personnel development and improved business and leadership skills. Critical to the success of any leadership development process is the ability to encourage participants to reflect on learning experiences in order to promote the transfer of knowledge and skills to the work contexts.

The concept of a leadership development culture is similar to the idea of a learning organization (Senge, 1990; Vardiman *et al.*, 2006). A learning organization facilitates change, empowers organizational members, encourages collaboration and sharing of information, creates opportunities for learning, and promotes leadership development. Tichy (2004) also asserts that the primary reason for creating a learning organization is to develop leaders. Leaders who foster collaboration search for integrative solutions and in the processes need to change people's thinking from a zero mentality to a positive perspective on working together (Kouzes and Posner, 1987).

2.5 Teacher Leadership Development Practices.

Effective or purposeful leadership is generally accepted as being a central component in securing and sustaining school improvement. The evidence from the school improvement literature consistently highlights that effective leaders exercise an indirect influence on schools' capacity to improve and upon the achievement of students, though this influence does not necessarily derive from senior managers, but can also at least partly lie in strengths of middle level leaders and teachers (Leithwood *et al.*, 1999; Harris, 2004). While the quality of teaching strongly influences levels of pupil motivation and achievement, it has been demonstrated that the quality of leadership matters in determining the motivation of teachers and the quality of teaching in the Classroom (Sergiovanni, 1999; Fullan, 2001).

Teacher leadership development may be realized through several approaches. Pellicer and Anderson (1995) suggest that headmasters need to encourage teachers' continuous learning, by providing time and resources for continuing professional building.

Teachers should be involved in the process of deciding what roles if any, they wish to undertake with the support by the school's administration. To facilitate teacher leadership development, top-down management structures in schools should be flattened or replaced (Wheatley, 2000).

It is therefore crucial that teacher leaders work in collaborative teams in order for them to make a mark on the school and teacher leaders should encourage the creation of collaborative cultures in school, and to develop common learning in schools (Caine and Caine, 2000; Little, 2000). Much of the research evidence concerning teacher leadership development points to the importance to the organization of shared norms and values and collaborative practice between teachers. Lonquist and King's (1993) study showed that a lack of trust between staff meant that a professional learning community failed to develop.

The success or otherwise of teacher leadership within a school can also be influenced by a number of interpersonal factors, such as relationships with other teachers and school management (Katzenmeyer and Moller, 2001). The importance of these is evident, both with

respect to teachers' ability to influence colleagues and with respect to developing productive relations with school management, who may in some cases feel threatened by teachers taking on leadership roles.

2.6 Teacher Leadership Development Challenges

While it would appear from the literature above that teacher leadership benefits both the individual teacher and their school, there are a number of barriers that need to be overcome and preconditions that need to be met to ensure that the teacher leadership development operates effectively (Vail and Redick, 1993). A number of barriers exist to teacher leadership in principle and practice (Katzenmeyer and Moller, 2001). Egalitarian values among teachers may militate against any teacher presenting herself or himself as a 'leader' (Katzenmeyer *et al.*, 2001; Little, 1995; Magee, 1999). Teachers taking on leadership roles may be disliked by their colleagues.

"Top-down" management structures in schools is also pointed out as a major impediment to the development of teacher leadership, as they militate against teachers attaining autonomy and taking on leadership roles within the school. A concomitant of this is that teacher leadership roles cannot successfully be imposed by management.

Occasional conflicts between groups of teachers, such as those that do and those that do not take on leadership roles can lead to estrangement among teachers (Clemson-Ingram and Fessler, 1997; Lieberman, 1988).

2.7 Conclusion

The purpose of the literature review was to introduce and outline the debate around the concepts of leadership, leadership styles, leadership development and teacher leadership development. The outlined concepts were discussed and those relevant to teacher leadership development were noted. Teacher leadership development and challenges elsewhere were discussed. A link between the concepts and the problem statement of this research was also drawn.

The literature review above revealed that efficiency and survival of organizations, schools inclusive, is dependent on the selection and development of future leaders. Organizations of all sizes face major challenges in preparing leaders that can handle major organizational challenges. To be successful, organizations must be willing to invest in building leadership capabilities at all levels of the organization. Transformational leadership provides a more relevant aspect of teacher leadership development practices being focused on in this research as it identifies with school reforms and administration.

Challenges in teacher leadership development were discussed in this literature review and a number of barriers were noted and these included; Egalitarian values among teachers may militate against any teacher presenting herself or himself as a 'leader'. "Top-down" management structures in schools was also pointed out as a major impediment to teacher leadership development, as they militate against teachers attaining autonomy and taking on leadership roles within the school. Lack of trust between staff and conflicts between groups of teachers were also noted as impediment to teacher leadership development.

The literature review highlighted that leadership development is a continuous process that should not be limited to leadership training, formal instructions on professional skill, performance in developmental job functions, and participation in self-developmental programs. Effective, leadership development must include a global perspective on how the dynamics of world events impact on organizational effectiveness. Long-term success of leadership development initiatives depends on an organizational culture that considers the development of future leaders as a long-term strategic priority.

Schools may consider taking a long-term approach to leadership development and creating a supportive environment in order to produce effective leaders who will impact on overall performance of the school.

This study was undertaken in an effort to establish the challenges hindering teacher leadership development in the teaching profession in Rwanda. The study specifically focused on high schools and Kagarama Secondary School was used as a case study. The literature review above provides background information on the topic being researched. It is possible that the researcher might find issues from the literature review that can help to be explicit on the findings of this research.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 Introduction

Research methodology is the process in which researchers collect data, Creswell (2003), outlines three approaches or methods and these include; qualitative, quantitative and mixed methods approaches. The choice of methods by a researcher turns on whether the intent is to specify the type of information to be collected in advance of the study or to allow it to emerge from participants in the project. The type of data may be numeric, information gathered on scales of instruments or more text information, recoding and reporting the voice of the participants. In some forms of data collection both quantitative and qualitative data are collected (*ibid*).

Qualitative approach is one in which the inquirer often makes knowledge claims based primarily on constructivist perspectives (i.e. the multiple meanings of individual experiences, meanings socially and historically constructed, with an intent of developing a theory or pattern) or advocacy/participatory perspectives (i.e. political, issue-oriented, collaborative, or change oriented or both. It also uses strategies of inquiry such as narratives, phenomenologies, ethnographies, grounded theory studies, or case studies. The researcher collects open-ended, emerging data with primary intent of developing themes from the data. With this approach the researcher seeks to establish the meaning of a phenomenon from the views of participants (Creswell, 2003).

The Mixed methods approach is one in which the researcher tends to base knowledge claims on pragmatic grounds (e.g. consequence-oriented, problem-centered, and pluralistic) It employs strategies of inquiry that involve collecting data either simultaneously or sequentially to best understand research problems. The data collection also involves gathering both numeric information (e.g on instruments) as well as text information (e.g. on interviews) so that the final database represents both quantitative and qualitative information. With this approach, the researcher bases the inquiry on the assumption that collecting diverse types of data best provides an understanding of a research problem (Creswell (2003).

This chapter presents the research methodology used in this research. The methodology is a discussion or course of action on how the research was conducted and includes the research approach, research design, data collection, data analysis, data validity and reliability. The chapter also includes the significance and the limitations of the research. The purpose of the research is to investigate the challenges that hinder teacher leadership development in the teaching profession in Rwanda specifically in high schools. The research also aimed at finding answers to the following research questions outlined in chapter one.

1. What are the teacher leadership development practices in Kagarama High School?
2. What are the challenges encountered in teacher leadership development?
3. What should be done to improve teacher leadership development?

3.2 Research Approach

This was mainly an exploratory research. According to Neuman (2006), an exploratory research is a research in which the primary purpose is to examine a little understood issue or phenomenon to develop preliminary ideas and move toward refined research questions by focusing on the “what” question. This research used a qualitative research approach. Merriam (1998) defines this approach as a concept which covers several forms of inquiry that helps to understand and explain the meaning of social phenomenon with as little disruption of the natural setting as possible.

Qualitative research has several characteristics, among them are; the qualitative researchers strive to understand the meaning people have constructed about their world and their experiences. As Paton (1985:1) explains, “qualitative research is an effort to understand situations in their uniqueness as part of a particular context and the interactions there.” This understanding is an end in itself, so that it is not attempting to predict what may happen in the future necessarily, but to understand the nature of that setting, what it means for participants to

be in that setting, what their lives are like, what is going on for them, what their meanings are, what the world looks like in that particular setting. In qualitative research approach, the researcher is the primary instrument for data collection and data analysis. This helps the research in the sense that since the understanding is the goal of the research, the human instrument, which is able to be immediately responsive and adaptive, would seem to be the ideal means of collecting and analysing data. Other advantages are that the research can expand his or her understanding through nonverbal as well as verbal communication, process information or data immediately, clarify and summarize material, check with respondents for accuracy of interpretation and explore unusual or unanticipated responses. However, qualitative research has some disadvantages, since it involves human beings, can have some shortcomings and biases that might have an impact on the study. Qualitative researchers undertake qualitative study in most cases because there is a lack of theory or an existing theory fails to adequately explain a phenomenon (Merriam, 2002).

This research sought to ascertain teacher leadership development challenges in Rwandan high schools. A qualitative approach was adopted because it gives the researcher an opportunity to understand the phenomenon better. As Patton (1985) in Merriam (2002:5) puts it, “when a qualitative method is employed, it gives the researcher a detailed description of the respondents’ activities, behaviour and actions which underpin the conclusions reached”.

3.3 Research Design

In conducting this research, a case study research design was used. Yin (1994: 3) views a case study as one that allow an investigation to retain the holistic and meaningful characteristics of real-life events such as individual life cycles, organizational and managerial processes, neighbourhood change, international relations and the maturation of industries. Merriam (1988) states that a case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident. Leedy and Ormrod (2005) also affirm that the aim of the case study is to get a detailed description of issues that are not generally known before the study is undertaken.

A case study is a source of hypothesis for future research by demonstrating that certain findings are plausible in a particular case and therefore might have similar outcome in other cases. Case studies can also be used to confirm, challenge or extend a theory (Merriam, 2002). In this research the case study chosen may be used to confirm or challenge the teacher leadership practices and may contribute to theory building and future research in the field.

The findings of this research may be applicable to other schools with similar environment. However, as Merriam (2002) asserts, case study research findings cannot be easily generalised and hence the challenges that exist in Kagarama Secondary School may not be concluded as the case for all other High Schools in Rwanda.

In this study, the researcher used the case study to understand what are the challenges in the teacher leadership development in Rwandan high schools. Merriam (1998: 27) first defines a case as a ‘thing, a single entity, a unit around which there are boundaries that I can “fence in” what I am going to study’. In this research a case refers to Kagarama Secondary School that has a clearly defined boundary of existence while the unit of analysis was the teacher leadership development.

3.4 Data collection

Data collection refers to gathering of data required for the research. Two types of data, primary and secondary, were collected during the research. The techniques used were interviews and document reviews. Merriam (2002) also affirms that an interpretative and descriptive qualitative study is achieved by collecting data through interviews, and document analysis. Semi-structured interview guide questions were designed and interviews were held with respondents in line with the research questions. The interview questions guide used during the interview is attached as appendix 1.

3.4.1 Primary Data: Interviews

Primary data is data collected from the source. In this research, interviews were used to collect primary data. An interview is an interaction between the researcher and the (interviewee) the person from whom the researcher seeks to get the required information. During the interview, the interviewer holds a structured conversation in which the interviewer asks predesigned questions (Neuman, 2006). In this research, the researcher used semi-structured interview questions. The semi structured interviews, as Merriam (2002:13) states, ‘semi structured interview contains a mix of more and less structured questions, the largest part of the interview is guided by a list of questions or issues to be explored, and neither the exact working nor the order of the questions is determined a head of time. The approach provides the necessary flexibility to the researcher to determine what questions to ask or rephrase questions during the interview in order to get insight as much as possible about the matter in question (*ibid*). Before conduction the interviews, the researcher introduced the purpose of the interview and sought the interviewees’ consent.

The researcher conducted interviews with a Director in the Teachers Service Commission who is in charge of teacher training and management programs to assess the programs’ role regarding teacher leadership development in high schools. The researcher interviewed two head masters from two secondary schools in the same province with Kagarama Secondary school (i.e Kigali province). The schools are Ndera secondary school and Lyce de Kigali secondary school respectively. The purpose of these interviews was to assess these schools’ adaptation of the TSC programs and implementation of the TDM policy and compare the activities with those of Kagarama Secondary School. This assessment was in relation to teacher leadership development and challenges encountered and the relationship with the schools’ performance.

3.4.2 Secondary Data: Document Review

Document review involves reviewing books, journals, scholarly articles and other relevant publications relevant to the issue under research in order to collect already existing data.

According to Merriam (2002:13) ‘the strength of documents as a data source lies with the fact that they already exist in the situation, they do not intrude upon or alter the setting in ways that the presence of the investigator might, nor are they depended upon the whims of human beings whose cooperation is essential for collecting data through interviews and observations’. In this research, the researcher reviewed documents from Teacher Service Commission to check what and how the policy implementation programs were being carried out. In addition to the above, the researcher used library and internet searches on teacher leadership development and challenges to understand other countries’ experiences. More literature from the Ministry of Education was also vital to understand the Government’s priorities and framework on teacher leadership development. Key country planning documents such as the Education Sector Strategic Plan (ESSP), Education Policy, were also reviewed for the background information and the country’s priorities.

3.4.3 Sampling

The researcher used purposive sampling. As the researcher has employed a qualitative research approach and considering that a qualitative inquiry seeks to understand the meaning of a phenomenon from the perspectives of the participants, it is important to select a sample from which the most can be learned, and this is referred to as purposive sampling (Merriam, 2002). Also Neuman (2006) refers to purposive sampling as a selection of people who have most of the information relevant to the research. The researcher used purposive sampling because she wanted to get the in-depth meaning of the phenomenon. The researcher used her judgment and expertise to select the individuals whom she thought possessed the most knowledge about the subject matter. The selected sample of interviewees was carefully chosen with the knowledge that they had the information required for the research.

The researcher selected those individuals that she thought could be resourceful and can give unbiased responses during the interview. The sample comprised the headmaster, three teachers, a former student and two parents on school committee of Kagarama Secondary School. The total sample was 7 persons.

3.4.4 A summary of the interview questions

The researcher used semi-structured interviews to allow in depth discussions between the researcher and interviewees. An interview question guide was designed and comprised of open-ended questions. As Merriam (2002) notes, this method allows the interviewees to explain their problems freely which gives the interviewer a chance to seek clarification or question in case of need. The headmasters of the schools interviewed were asked questions relating to leadership style of the schools, the management structure and academic history of the schools.

There were also questions relating to implementation of the teacher development and management policy and its impact on their schools in relation to teacher leadership development. Teachers were asked questions relating to their involvement in school decision making and to what extent they can initiate decisions in school. Teachers were also asked about the working relations amongst themselves, the headmaster and the rest of the staff. They were also asked to express their challenges and to give their opinions on what they thing should be done to overcome the challenges.

3.4.5 The organization of the research findings

The research was a case study based on Kagarama Secondary School. The researcher used the triangulation method where multiple sources of data were used and these included semi-structured interviews and documentary analysis. Interview notes were taken during the interviews. The interviews were conducted in English language since the interviewees were all conversant with the language. The headmasters and teachers are all professionals who have attained university education levels.

At the end of each interviewing day, data collected was filed in different folders according to categories, namely headmasters, teachers, student, parents and TSC staff. The data from the interviews responses is presented in the research findings according to the categories.

3.5 Data analysis

In qualitative research, according to Merriam (2002) data analysis is simultaneous with data collection i.e. one begins analysing data with the first interview, observation or document accessed in the study. This behaviour allows the researcher to make adjustments along the way, even to the point of redirecting data collection and to note emerging concepts, themes, and categories against subsequent data. It also helps the researcher keep the track of the data and avoid being overwhelmed by lots of data at the end of the exercise when trying to analyse the data collected.

According to Creswell (2003), a qualitative research study generates extensive data that must then be analysed to produce significant meaningful findings. Therefore, data must be examined closely in order to find themes and patterns that may be used to categorise data and explain the phenomenon under study. It follows then that one of the most critical steps of data analysis becomes the development of a set of categories, themes and patterns that adequately encompass and summarise the data collected.

The data was organized in folders, and the researcher went through it several times to identify general trends and patterns using what Leedy and Ormrod (2005) refer to as data analysis spiral. This way, the researcher was able to identify broad themes and sub-themes in order to integrate and summarize the data, in a structure that has order and meaning. During the data collection the researcher would read through the interview questions and answers to the respective interviewee just to ensure that the researcher had captured the key issues as raised during the interviews.

The method used was descriptive and data was analyzed by matching emerging patterns based on responses in relation to the interview questions. Documents which described the Teacher Service Commission (TSC) programs and objectives, the program details and plan of actions, the school performance records were highlighted. In analysis, the data gathered from the interviews and documents and presented in chapter four as well as the available literature reviewed in chapter two is scrutinized and conclusions drawn on the implications and challenges to teacher leadership development.

3.5.1 Validity

According to Neuman (2006:188) “validity suggests truthfulness. It refers to how well an idea “fits” with actual reality”. Creswell (2003:196) gives many examples of how data can be validated which include member-checking to determine the accuracy of the qualitative findings through taking the report or specific descriptions or themes back to participants and determining whether these participants feel that they are accurate. As Merriam (2002) notes, this method allows the interviewees to explain their problems freely which gives the interviewer a chance to seek clarification or question in case of need. In this case, in order to ensure the validity of this research, the researcher compared the information collected by using multiple sources, i.e. responses from the TSC staff, the headmasters from the three high schools, the teachers, student and the documents reviewed.

3.5.2 Internal Validity

As Merriam (2002) argues, there are several and changing realities and individuals have their own perceptions of reality. The researcher was able to acknowledge this and tried to understand the perspectives of different interviewees. This was achieved by using the triangulation strategy which involved using multiple methods of collecting data, such as interviews complemented by related document reviews. The researcher linked the interview responses with the related data collected from documents. The researcher also requested some respondents to comment on the interpretations of the data. The researcher also used people outside the school and teacher service commission for example parents who are on the school committees and a former student to hear their views relating to teacher leadership development challenges and school performance.

3.5.3 External Validity

External validity is used primarily in experimental research. It is the ability to generalize findings from a specific setting and a small group to a range of settings and people (Neuman, 2006).

Other readers may also find some elements of the research findings practical to their own situations. The researcher has therefore given an elaborate description of the entire research process and information obtained in the field so that different readers can ascertain how close their situations are and which findings can be transferred to their own situations (Merriam, 2002). Findings of this research may be applicable to other schools or can be a basis of continuing research.

3.5.4 Reliability,

According to Merriam (2002: 27) reliability refers to the extent to which research findings can be replicated i.e. if other researchers would arrive at similar results if they were to study the same phenomenon using exactly the same procedures as the first researcher. However, the author points out that ‘reliability is problematic in the social sciences simply because human behaviour is never static, nor is what many experience necessarily more reliable than what one person experiences’ This relates to whether the results of the research are consistent with the data collected from the study and dependable.(*ibid*). The researcher was consistent with the data collection methods. To enhance reliability the researcher used multiple methods of collecting data i.e interviews, complemented by related existing literature. The researcher linked the interview responses from different interviewees. Also since reliability most often has to do with the instrumentation of the study, and since the researcher is the primary instrument of data collection and analysis in qualitative research, the researcher can become a more reliable instrument (Merriam, 2002). In this study, the researcher may be more reliable because she was consistent in her data collection procedures.

3.6 Significance of the study

Education is significant to any form of development as highlighted by different researchers in the previous chapter. Rwanda has considered education and training as a critical lynchpin to achieve development and reduce poverty. It is through proper provision of education to society that people participate in developmental activities. Proper education both formal and informal is the means by which people develop their critical and organizational capacities and so contribute to positive transformation of their society. The quality and utility value of education depends on the quality and competence of the teaching staff. The research focused on teacher leadership development challenges and hopes to contribute towards the knowledge base on teacher leadership development and the link to school performance. In light of improving education, the findings of this research may result to improvement of schools performance in Rwanda.

3.7 Scope and Limitations of the study

The research did not cover the different public and private schools in Kigali Province. The research focused on teacher leadership development challenges in Rwandan High schools. The researcher chose Kagarama High School as a case study since it is a public school supposed to have benefited from the TSC programs.

The main limitation that this research encountered was that the Ordinary and Advanced levels of secondary education examinations' marking was in progress during the middle part of the month of December. It was very difficult to access the headmasters and teachers because they were involved in the exercise and could only afford to participate for short time periods. Lack of concentration on the interviews might have affected the quality of data provided. The interview dates and times had to be shifted several times prior to the day the researcher managed to interview the individuals prolonging the data collection period.

Another limitation was that, this research being the first of its kind to the school, it is possible that the responses were subjective and could have negatively impacted on the accuracy and quality of research findings.

3.8 Conclusion

This chapter presented the research methodology used. The research adopted a qualitative approach and a case study research design. Primary and secondary data were collected using interviews and document reviews respectively. Purposive sampling was done and seven people, from the school, and TSC were interviewed. Documents from TSC and Ministry of Education were reviewed. Data collected is presented under themes identified. Data Analysis was done by scrutinizing the themes based on the data collected. To enhance reliability and validity triangulation was done by using the two techniques used in data collection i.e. interviews and document reviews. Member checks were done to enhance validity of the data. The significance, scope and limitations of the study were also presented.

CHAPTER 4: DATA PRESENTATION

4.1 Introduction

This chapter presents the data collected during the research. The research was conducted in Kagarama Secondary School which is situated in Kigali the Capital City of Rwanda. A total of seven people in Kagarama secondary school were interviewed and include the headmaster, three teachers, two parents on school committee and a former student of the school. However the researcher interviewed other two headmasters from two different schools for the purposes of comparing their schools' practices to those of Kagarama secondary school in relation to the implementation of the policy. A staff from the Teacher Service Commission (TSC) was interviewed to get the insights on the implementation of the Teacher Development and Management Policy (TDM) which is the premise of this research. The data presented are responses from the interviewees. The research looked at how teacher leadership is nurtured, and the challenges encountered in an effort to find answers to research questions presented in chapter one and outlined here below:

1. What are the teacher leadership development practices in Kagarama High School?
2. What are the challenges encountered in teachers' leadership development?
3. What should be done to improve teacher leadership development?

The data presented is from interview responses and document review on practices and challenges that hinder teacher leadership development. The first section of the chapter presents the practices; the second section presents the challenges under identified categories or themes. The identified themes include lack of leadership development programs, lack of teacher promotional ladder, lack of teacher empowerment, economic, socio-economic and cultural constraints and lack of meaningful professional development experience. In addition the chapter also highlights on the interviewees' opinions on strategies that would enhance teacher leadership development. The respondents to the interviews are identified as follows:-

Table 1: The respondents' identification and interviews schedule.

Respondent identification symbol	Respondent	Institution	Date interviewed
H1	Headmaster	Kagarama S.School	21/12/2009
H2	Headmaster	Lyce de Kigali S.School	22/12/2009
H3	Headmaster	Ndera S.School	22/12/2009)
D	Director of programs	TSC	16/12/2009
T1, T2, T3	The three teachers	Kagarama S.School	21, 22, and 23 respectively
P	Parent on Parents committee	Kagarama S.School	27/12/2009
S	Former student	Kagarama S.School	21/12/2009

The semi-structured interviews held with the headmasters and the teachers highlighted leadership styles, the structure and management processes of the school, and the challenges to the teacher leadership development. The researcher also examined documents from the Ministry of Education to understand the Government's priorities and framework on teacher leadership development. Key country planning documents such as the Education Sector Strategic Plan (ESSP), Education Sector Policy (ESP), Economic Development and Poverty Reduction Strategy (EDPRS) and Vision 2020 were also reviewed for the background information and the country's priorities.

4.2 Teacher Leadership Development Practices in Rwandan High Schools

The interviews held with respondent D, a commission's staff, highlighted the objectives of the policy and the programs designed to implement the policy. The main objective of the policy is to enhance the image and status of the teacher as a qualified, dedicated expert, leader and a vital engine of nation building and development. The programs are aimed at training the trainers of teachers who will be coaching and mentoring the undertrained teachers and the new recruits. The programs also provide management, leadership and administrative trainings to the headmasters, bursars and secretaries of the schools. The headmasters are trained to be good managers and leaders of the schools who need to ensure policy implementation and compliance. Management and leadership roles are practiced interchangeably between leaders and managers therefore the headmasters know that they have a meaningful role to play in the successful implementation of the policy objectives at school levels. Fundamental to this new role is the strategic assessment of what the school needs to do and how it can produce the best results.

On the TDM policy implementation, respondents H1 H2 and H3 stated that they see the policy as a change management tool for schools, aimed at combining internal and external development and evaluation for school performance. As leaders of the schools they believed their roles as leaders were crucial in leading these interactions amongst staff and all stakeholders in the schools. As leaders it is clear to them that if they lead by example and play an active role in all change processes at school levels, the rate of success in terms of teacher improvement and development would be enhanced and teacher leadership practices would be initiated. In responding to questions regarding decision making practices in their schools, all headmasters had similar answers. They stated that all members of the school community, with the students inclusive, are consulted to give their opinions when decisions are made in the relevant committees. The various committees in the school include: - finance, academic welfare and discipline. Each committee comprises of teachers, parents and students representatives.

In their responses, respondents P and S pointed out their involvement in some of the school decisions as they had representatives in the management committees.

4.3 Leadership and Management Practices in Kagarama Secondary School

The overall administrative structure of the school is composed of the Board of Directors and the Headmaster assisted by two deputy headmasters, one in charge of academics and the other in charge of discipline. In addition, there is a Parents and Teachers Association (PTA) which serves as an advisory board. The school financial affairs are managed by a bursar in charge of school finances with the secretary as a support staff.

Respondent H1 elaborated on how school decisions, leadership and management practices are carried out. He said that the school has internal organs which include departmental heads and form a forum to make academic decisions. A class teachers' forum makes decisions on academic and personal care of students. There are also student forums in different areas such as academics, health information and welfare. All these forums meet to deliberate on issues which are presented to the senior management meeting which meets once every week and is composed of the teachers and the head master.

When asked about school decisions, respondents T1, T2, and T3, shared similar view that the decisions are made according to the nature of the problem. If a problem concerned discipline or welfare, concerned committees meet with the headmaster and make decisions accordingly. Teachers mainly get involved in the decision making when the matter concerns academic affairs only. On the question regarding mentoring and coaching practices in the school, leadership programs, teachers alike stated that they learn as they practice/teach.

On the question regarding school performance, respondent H1 replied that for the last two academic years, the school had improved and he attributed the performance improvement to improved school leadership. The respondent went through the school records with the researcher and the researcher was able to draw the following table which shows the school performance trend.

Table 2: School performance record

Academic year	Section	Students who wrote exam	Students who passed	Students who joined public universities
2008	Arts	91	91	59
	Maths	43	42	27
	Bio/Chem	52	50	10
2007	Arts	89	55	31
	Maths	32	14	8
	Bio/Chem	42	14	7
2006	Arts	94	78	15
	Maths	54	9	-
	Bio/Chem	51	14	5
2005	Arts	108	48	-
	Maths	38	9	4
	Bio/Chem	45	16	7
2004	Arts	102	97	40
	Maths	29	24	8
	Bio/Chem	76	36	8
2003	Arts	102	86	29
	Maths	36	24	16
	Bio/Chem	96	64	11

4.4 Challenges to Teacher Leadership Development in Kagarama Secondary School

The challenges to teacher leadership development identified during the interviews include; lack of leadership development programs, lack of teacher promotional ladder, lack of teacher empowerment, Socio-economic and cultural constraints, low remuneration and lack of incentives to initiate leadership programs and lack of meaningful professional development experience. The following section discusses the challenges as outlined above.

4.4.1 Lack of promotional ladder in the teaching profession

The teachers interviewed highlighted how the situation was before 1998. There were neither teacher training and development institutions nor processes, systems of training, recruiting or development and promotion of teachers in the country. It is only recent that institutional arrangements for teacher training and development were put in place these include teachers' service commission and teacher training colleges as well as arrangements for teacher promotions, continuous training and development programs. However, there is concern that by the time the systems are fully operational more teachers will have left the profession in search of greener pastures. One teacher stated that it is rare that a teacher in the current situation especially young ones will teach for more than two years in the same school as it is likely that he or she will have moved to another or will have left the profession. Regardless of the efforts to build the capacities, constraints in implementation still exist. Unpredictability of career path for teachers makes teacher leadership development initiatives almost impossible to nurture because the teacher community is always disrupted by movements of teachers i.e. those leaving the school and the new recruits.

4.4.2 Lack of leadership development programs

The teachers interviewed said that there are no specific programs available for teacher leadership capacity building. According to them, currently, the priority is on training teachers in order to close the gap of teacher supply and demand. The education sector faces constraints in the training, employment and retention of sufficient number of teachers to meet the increasing numbers of enrolment of pupils both at primary and secondary levels. These constraints date back to before 1998 when the shortage of teachers was not well addressed. There were no Teacher Training Colleges, no focus on teacher training and development and teachers were generally obtained with diverse qualifications from sundry sources. (ESP 2003). Therefore most teachers were not teachers by profession and so most had no passion for the profession and were only holding the jobs while looking elsewhere they could fit and advance their personal ambitions. Thus there was no career building and no institutional framework to initiate leadership programs.

Asked how he manages such situation whereby some teachers are not qualified and where some come and leave, have no intention of staying in the profession, the Headmaster said that he encourages the teachers to work as team and encourages participation of all staff at the school level. He said that teachers participate in planning, researching, and preparing teaching materials together. He also said that personally he has experience in teaching and is sometimes also involved in preparing some teaching material together with the teachers. At times he even teaches a particular area of learning in which he has expertise. Another teacher commented on the headmaster's involvement in the teaching activities as inspiring to them (teachers). The headmaster hopes that such collaboration might bind teachers together and develop a sense of belongingness to the school and thus leadership initiatives could develop.

4.4.3 Low remuneration and inadequate incentives for initiating leadership programs

A teacher was asked if their remuneration has improved since the World Bank Assessment report of 2003, the report which was entitled: **Rebalancing Resources to Accelerate Post-Conflict Development and Poverty Reduction** which noted that Rwandan teachers, both primary and secondary school teachers were lowly paid. **“The average teacher salary in Rwanda was about four times the GNP per head, compared with 6 and 36 times GNP per capita in Francophone and Anglophone Africa respectively”** (World Bank, 2003).

The teacher replied that there had been some increase in their remunerations but still it does not balance the current economic situation, commodities are scarce and expensive, i.e. foodstuff, health needs, child care and many more of basic needs. He continued to say that even if one liked the profession, it would be difficult to hold on to it because it does not facilitate one to even get the basic life needs. He went on to comment that a person with the same qualifications earn a better salary when he joins a non-teaching field.

4.4.4 Economic, Socio-Economic and Cultural Constraints

This was indicated by a female teacher when she pointed out that there is gender imbalance when it comes to cultural beliefs. She was pointing out how Rwandese culture exonerates men from doing house chores. In a Rwandese society social norms have an influence on the roles men and women perform in a family. She said that when one goes home after a full day class participation, only to find that your spouse at home is waiting for you to go through the house chores alone, by the time this is done, you are too exhausted to prepare for the following day's class work. As a result this hinders her class performance and enthusiasm. She was trying to indicate how difficult it is to engage in extra curricula activities which she said leadership development would be among them, she said that she finds it very demanding because it would require some extra hours of work from the normal class work. Therefore being the same person required to perform the house chores she finds herself unable to commit extra hours to other school demands other than class work.

However she appreciated the efforts made by the Headmaster of encouraging the team work spirit among the teachers. She said at times 'when one is stuck the colleagues help out'. Another factor she pointed out was the economic constraints. She said that all teachers live outside the school premises, use public transport every day to and from school, and cannot afford personal cars to facilitate ease of movement. Some live quite a distance from the school and the school can not subsidize for transport due to economical constraints. Therefore most teachers premise their activity hours on the public transport schedule which is inadequate. Again this is a hindrance to engage in useful extra curricula activities among which teacher leadership development would be inclusive.

4.4.5 Lack of meaningful professional development experience

This was expressed by one teacher interviewed when he said that the country lost many if not all of its professional experienced experts in the 1994 genocide that took place in country. He said that current professionals lack role models to inspire them. He said, 'as a teacher I need to see who the profession has carried through and to what level? This teacher's concern is related to

what other researchers have found out, for example (Barth, 2001; Hart, 1995; Lieberman & Miller, 1999; Talbert & McLaughlin, 1994; Weiss et al., 1992). Cited in a major report by the U.S. Department of Education resulting from the National Teacher Forum, found out that teacher expertise is at the foundation of increasing teacher quality and advancements in teaching and learning. This expertise becomes more widely available when accomplished teachers model effective instructional practices, encourage sharing of best practices, mentor new teachers, and collaborate with teaching colleagues. Through such interactions, they break down teacher isolation and help create a more professional work environment. Such expertise in case of Rwanda was lost in the 1994 genocide.

4.4.6 Lack of Empowerment of Teachers

Empowerment exists in the school but difficult to embrace largely due to many factors which include low capacity of the teaching staff, the teacher demand and supply gap which is not balanced, One teacher expressed generally; ‘how do you empower a teacher whom you very well know that is under skilled’. However on the other hand he appreciated the efforts by the government in trying to upgrade the skills of non-qualified teachers and giving new recruits quick learning. He said that there have been intensive teacher training programs by teacher service commission carried out country wide in efforts to improve the capacity of the teaching staff (TSCP). Most teacher services have been decentralized which will necessitate participation of all stakeholders, teachers need to have the empowerment to participate and oversee the activities, (ESP 2003). He hoped that in the near future teacher empowerment will have foundation in some schools. He also talked about economic constraints being the major problem to empowerment. He said one cannot initiate a program or an activity without financial facilitations or incentives.

4.5 Strategies to enhance Teacher Leadership Development in Kagarama Secondary school

All respondents; H1, T1,T2 and T3 alike, when asked what strategies or what could be done, to enhance teacher leadership development, their answers highlighted need for leadership

development programs at school levels, a policy for teacher leadership development, opportunities for advancement in teaching profession, and promotional ladder that goes with salary increment.

4.6 Conclusion

This chapter presented data collected through interviews and document review under the broad themes identified in the data gathered on the exploration study into the challenges to teacher leadership development in the teaching profession in Rwanda. The presentation explored and exposed the school experiences on the school leadership and management, teacher leadership development and improvement as a result of implementation of the TDM policy. The themes identified include; lack of promotional ladder within the teaching profession, lack of leadership development programs, low remuneration and inadequate incentives for initiating leadership programs, socio-economic and cultural constraints, lack of meaningful professional development experience and lack of teacher empowerment. Respondents made suggestions that aimed to improve teacher leadership development which would impact on school performance.

CHAPTER 5: ANALYSIS AND INTERPRETATION OF THE RESEARCH FINDINGS

5.1 Introduction

This chapter analyses and interprets the research findings on challenges that hinder the teacher leadership development in teaching profession in Rwanda specifically in Rwandan High Schools. The challenges as experienced by one Kagarama Secondary School are analyzed under themes, arising from the respondents' views.

These were represented by participants from Kagarama Secondary School which was the case study and Ndera and Lyce de Kigali secondary schools which were used to compare the practices.

The study aimed at investigating challenges in leadership development in the teaching profession in Rwanda and it endeavoured to answer the research questions set out in chapter one which are also outlined here below:

1. What are the teacher leadership development practices in Kagarama High School?
2. What are the challenges encountered in teachers' leadership development?
3. What should be done to improve teacher leadership development?

This chapter will analyse and interpret the themes identified in the previous chapter and will also highlight what other scholars/researchers have said about teacher leadership development, challenges and importance in the teaching profession. This way the researcher will compare the findings of this research with other researchers' findings and probably the researcher could draw some insights on recommendations on the way forward for Rwanda's case.

There are two sections in this chapter, the first section presents the concept of teacher leadership, its importance in the teaching profession elsewhere and in Rwanda. The section also highlights

on what is currently practiced in Rwanda. The second section presents the interpretation and analysis of the challenges identified in the previous chapter and the factors leading to the challenges. The section also presents the views of the respondents on what could be done to enhance the teacher leadership development, and the conclusion.

5.2 The Concept of Teacher Leadership

As highlighted in literature review in chapter 2, the concept of teacher leadership has become increasingly embedded in the language and practice of educational improvement. The central tenet of teacher leadership aligns with notions of individual empowerment and localization of management (Clark, Hong, & Schoepbach, 1996). Specifically, the concept of teacher leadership suggests that teachers rightly and importantly hold a central position in the ways schools operate and in the core functions of teaching and learning (*ibid*).

Most consistent findings from studies of effective leadership is that authority to lead need not be located in the person of the leader but can be dispersed within the school in between and among people (Day *et al.*, 2000; Harris 2002). The idea of collective or teacher leadership, consisting of ‘teachers who lead within and beyond the classroom, identify with and contribute to a community of teacher learners and leaders, and influence others towards improved educational practice’ has become increasingly well established (Katzenmeyer and Moller, 2001: 17).

In particular, over the past decade researchers and practitioners in the USA, Canada, Australia and New Zealand have challenged the notion of ‘singular’ leadership, practised by the principal or head, and the idea of teacher leadership is widely accepted by practitioners and researchers alike (Smylie, 1995; Gronn, 2000; Court, 2002). As a result, the number of teacher leadership programmes and initiatives has grown substantially in both countries reflecting both informal and formal leadership activities (Clemson-Ingram and Fessler, 1997).

Leadership is a fluid and emergent rather than a fixed phenomenon. As Gronn (2000: 333) has suggested, this has three implications. First, it implies a different power relationship within the school where the distinctions between followers and leaders tend to blur. Second, it has

implications for the division of labour within a school, particularly when the tasks facing the organization are shared more widely. Third, it opens up the possibility of all teachers becoming leaders at various times. It is this last dimension that has most potency and potential for school improvement because it is premised upon collaborative forms of working among teachers (Lambert, 1998; Muijs and Harris, 2003).

5.2.1 The Importance of teacher leadership in teaching profession

Some researchers have highlighted that an organization's ability to improve and sustain improvement largely depends upon its ability to foster and nurture professional learning communities or 'communities of practice' (Holden, 2002; Morrissey, 2000). Linked to the idea of communities of practice, school improvement advocates have suggested that schools 'do and should operate as a *professional learning community*' (Hargreaves, 2002: 3). This term not only implies a commitment to teachers sharing learning but also to the generation of a school-wide culture that makes teacher leadership an expectation. A professional learning community is a community where teachers participate in leadership activities and decision-making, have a shared sense of purpose, engage in collaborative work and accept joint responsibility for the outcomes of their work (Harris and Lambert, 2003). The argument for building professional learning communities is compelling because of the impact on school and classroom improvement. As Hargreaves (2002: 3) suggests, professional learning communities lead to strong and measurable improvements in students' learning.

The literature is abundant with reasons for advancing the concept and practice of teacher leadership. These various reasons cluster into four related categories: benefits of employee participation; expertise about teaching and learning; acknowledgement, opportunities, and rewards for accomplished teachers; and benefits to students. Benefits of Employee Participation some of the rationale for teacher leadership emphasizes the benefits that can be realized when employees participate to a greater extent in their organizations. Arguments related to this assertion are largely pragmatic. One such argument asserts that additional person power is needed to run the organizational operations. In education, for example, schools are viewed as too complex for principals to lead alone; the help of teachers is needed to fulfil the responsibilities of

site leaders (Barth, 2001; Keedy & Finch, 1994). "The most reliable, useful, proximate, and professional help resides under the roof of the schoolhouse with the teaching staff itself" (Barth, 2001: 445).

Another argument for employee participation is to ensure consideration of employee perspectives that can inform management and leadership and result in more effective decisions. In education, teachers are direct service employees who hold vital knowledge regarding daily operations and interactions with clientele. They are employees whose perspectives can well inform decisions. A third argument holds that greater employee participation leads to greater ownership and commitment to organizational goals. In the case of teachers, "when teachers share in decision-making, they become committed to the decisions that emerge. They buy into the decision; they feel a sense of ownership; therefore, they are more likely to see that decisions are actually implemented" (Weiss, Cam- bone, & Wyeth, 1992:350). If a goal is implementation of curricular and instructional reforms at the classroom level, an internalized sense of ownership and commitment among employees who lead at that level, that is, teachers, is essential (Hart, 1995). Teachers who participate in making decisions about conditions that affect what happens inside classrooms have a greater sense of empowerment and are less likely to feel like passive victims (Barth, 2001). In the case of Rwanda, education sector is undergoing reform or restructuring, teacher leadership might play an essential role to make the change effective.

Expertise ; about Teaching and Learning; A second set of articulated reasons for teacher leadership extends the rationale of employee participation to specifically acknowledge the unique contributions of teachers to educational improvement given their expertise about teaching and learning (Hart, 1995; Weiss *et al.*, 1992).

Paulu and Winters (1998) asserted that teachers are critical to education reform because they are the ones who have front-line knowledge of classroom issues and the culture of schools, and they understand the support they need to do their jobs well.

Other effects of teacher leadership are growth and learning among the teacher leaders themselves. Learning and leading are viewed as inseparable (Barth, 2001; Darling-Hammond,

1988; Ovando, 1996; Porter, 1986; Ryan, 1999). "Teachers, who assume responsibility for something they care desperately about, stand at the gate of profound learning" (Barth, 2001:445). Teacher leadership has been shown to be centrally important in achieving both school and classroom improvement. Research by Leithwood and Jantzi (1998) has explored the effects of school and teacher leadership on students' engagement with school. Their study concluded that teacher leadership far outweighs principal leadership effects.

Evidence from this study suggests that principal leadership does not stand out as a critical part of the change process but that teacher leadership does have a significant effect on student engagement. The study concluded that distributing a larger proportion of current leadership activity to teachers would have a positive influence on teacher effectiveness and student engagement (Leithwood and Jantzi, 1998: 61).

Research findings also suggest that empowering teachers to take on leadership roles enhances teachers' self-esteem and work satisfaction, which in turn leads to higher levels of performance due to higher motivation, as well as possibly higher levels of retention in the profession (Katzenmeyer and Moller, 2001; Ovando, 1996 Crowther (2000) reveals that teacher leadership is an important factor in improving the life chances of students in disadvantaged high schools.

Pellicer *et al.* (1990) found that, in the most effective schools, instructional leadership was a shared responsibility of teachers and heads. Other studies also report positive effects of teacher participation in decision-making, finding that teacher involvement in decision-making leads to decreases in teacher absenteeism (Rosenholz, 1989; Sickler, 1988).

Day and Harris (2003) suggest that there are four discernible and discrete dimensions of the teacher leadership role. The first dimension concerns the translation of the principles of school improvement into the practices of individual classrooms. This brokering role remains a central responsibility for the teacher as leader. It ensures that links within schools are secure and that opportunities for meaningful development among teachers are maximized. A second dimension of the teacher leader role focuses upon participative leadership where all teachers feel part of the change or development and have a sense of ownership. Teacher leaders may assist other teachers

to cohere around a particular development and to foster a more collaborative way of working (Blase and Anderson, 1995). They work with colleagues to shape school improvement efforts and take some lead in guiding teachers towards a collective goal.

A third dimension of teacher leadership in school improvement is the mediating role. Teacher leaders are important sources of expertise and information. They are able to draw critically upon additional resources and expertise if required and to seek external assistance. Finally, a fourth and possibly the most important dimension of the teacher leadership role is forging close relationships with individual teachers through which mutual learning takes place. Other writers have identified further dimensions of the teacher leadership role such as undertaking action research (Ash and Persall, 2000), instigating peer classroom observation (Little, 2000), or contributing to the establishment of a collaborative culture in the school (Lieberman et al., 2000).

Pechman and King (1993) found teacher leadership to be one of the factors affecting successful school reform. Similarly, Davidson and Taylor (1999) found that strong teacher leadership could mitigate the negative effects of frequent head teacher change in a restructuring school.

The important point emanating from the literature is that teacher leaders are, in the first place, expert teachers who spend the majority of their time in the classroom, but take on different leadership roles at different times, following the principles of formative leadership (Ash and Persall, 2000). The literature also asserts that the principal reason for teacher leadership is to transform schools into professional learning communities (Katzenmeyer and Moller, 2001) and to empower teachers to become involved closely in decision-making within the school, thus contributing to the democratization of schools (Gehrke, 1991).

The clear message is that school improvement is more likely to occur when leadership is distributed and when teachers have a vested interest in leading school development (Gronn, 2000 in Muijs and Harris, 2007).

5.2.2 The Importance of teacher leadership in the teaching profession in Rwanda

Rwanda's education historical background had been characterized by discriminatory and was not relevant to Rwandese society, culture and values. This resulted in the people losing their patriotism which was one of the contributing factors to the genocide of 1994, which claimed most of the Rwandese human resource needed to develop the country.

The Government's developmental policies and strategies are evolving around developing human capacity in order to eradicate poverty and attain sustainable socio-economical development and education sector is seen as playing a major role in making these objectives achievable.

The primary objective in Vision 2020 for education is to provide Universal Primary Education (UPE) by 2010 and subsequently Basic Education for All (EFA) by 2015. Achieving these targets will mean addressing the high drop-out and repetition rates, and reviewing the school curricula and teaching methodology so as to give people skills for development such as life skills including entrepreneurial, practical and psycho-social skills related to HIV/AIDS. Health Education, hygiene, Environmental protection and gender studies (Ministry of Education 2003).

Rwanda is also aspiring to build a knowledge-based and technology-led economy, this cannot be achieved unless education sector devises ways to implement the policies that has been promulgated to enhance education processes.

Rwanda has also commitments to meet the MDGs targets, the International Development Targets in Education such as Education for All (EFA) by 2015, and the use of ICT in Education. It is also committed to regional goals such as Outcome Based Curriculum (OBC) and constant Monitoring of Learning Achievement (MLA). The role of education and training in globalisation cannot be over emphasized and Rwanda recognises the benefits/advantages that it can receive from globalisation (Ministry of Education 2007).

Having observed from researchers' findings about what teacher leadership is and its importance in the teaching profession, it would be more suitable to assume that teacher leadership capacities among teachers in Rwanda would accelerate the change management in schools. This way, education quality and systems would improve, thus enabling the country to achieve what it has outlined in its developmental strategies.

The outlined targets and goals are premised on a sound education system. Unless this education system is developed Rwanda will not meet the aspired goals, and the system cannot develop without the involvement and commitment of teachers and this could probably be achieved through teacher leadership development.

Considering the above Rwanda's aspirations for education sector, it is evident that teacher leadership in teaching profession in Rwanda is imperative to drive these aspirations for Rwanda's human capital development and thus the country's economic and socio-economic development.

The inputs necessary to enable the education and training sector to offer a substantial contribution to the development of Rwanda and its population are very large in comparison with the current economic capacity and skills base of the country. Hence, education and training provision requires careful and sustained planning, guidance and monitoring if it is to produce the necessary skills and attitudes (ESP 2007). Therefore teachers need to be involved in all these activities mostly through teacher leadership activities. Against this background, it is necessary to look critically at ways and means of ensuring that education and training continues to provide a strong foundation and that they remain a continuous catalyst in responding to national challenges as they are encountered. Teacher leadership practices would facilitate the process.

5.2.3 The Current Practices in Rwandan Education

Currently, Rwandan education sector is still going under reform and rehabilitation the aim is to avail good education to every Rwandese citizen. The country adopted a free nine year basic education system (9YBE) in order to access education to every Rwandan of school going age.

Nine year basic education entails all children to be able to get education in nine years, this is made of six years of primary education and three years of general cycle of secondary education without paying school fees. This means all children of the school age must go to school. Also children must remain in school and complete within the set number of years. Nine year basic education intends to put in place measures to provide a rapid increase of children going to general cycle of secondary education (Ministry of Education 2009).

The nine year basic education policy is set in the context that education is a fundamental human right and that it is the key to sustainable development. Access to education at a basic level should therefore be available to all children.

Nine year basic education has a big role to play in reducing poverty and contributing to socio-economic development in general. Children that do not have access to basic education will not have the same opportunities to break out of the cycle of poverty. Also nine year basic education gives more chances to girls to acquire basic knowledge which is correlated with better health in families thus enhancing growth.

Additionally, Rwanda, in order to meet the economic growth targets in Vision 2020, must also be able to produce an increasingly skilled and educated population to help achieve this target. Nine years basic education will foster a higher level of human capital. This is why the policy is aiming to achieve a 75% transition rate to lower secondary level by 2015 towards 100% a few years later, Nine year basic education policy is a key priority within the Education policy both for its roles in poverty reduction and economic growth in Rwanda. This will have a pivotal role to play in working towards the economic development and poverty reduction strategy (EDPRS). TVET colleges are also operational so that most people can access skills that can enable them engage in developmental activities (9YBE, 2009).

Another practice that is aimed at rehabilitation of education sector systems is decentralisation of school activities. This has taken place in efforts to involve everyone including local leaders,

District Education Officers (DEOs) at district levels, parents and other educators at community levels in school management so as to enhance education activities.

Efforts to professionalise the teaching service have been realised, Teacher Service Commission (TSC) has been formed. The TSC is responsible for teacher licensing, placements, promotions, retirements, and deaths. It will also deal with issues of the demand for, and supply of teachers based on local government requirements and national projections. This information will constitute the national data base on teachers and will be used in managing the costs and financing of teacher development in the country.

A Teacher Development and Management Policy has been formulated and implemented. The general objective of this teacher development and management (TDM) policy is to strengthen the institutional and structural capacities for improving teacher quality in primary and secondary schools in Rwanda. One of the specific objectives of this policy is to enhance the image and status of the teacher as a qualified, dedicated expert, leader and a vital engine of nation building and development. Under this policy, teacher motivation activities have been operational for example Teachers have been facilitated to form a National Teachers' Savings and Credit Cooperative through which they can acquire loans for individual development projects. Other motivation crucial to effective teaching are being modeled and these will be through a combination of benefits and inducements including financial and other non-financial benefits, continuing professional development and the development of effective and participatory management. Government is encouraging teacher's co-operatives to develop credit schemes and other non-financial incentives for the benefit of all teachers. School heads are given training on school leadership and management and teachers are given in-service training to both unqualified and new recruited teachers (Ministry of Education 2007).

However, teachers, still experience problems some of which have been identified by this study and these include; lack of leadership development programs, lack of teacher promotional ladder, Socio-economic and cultural constraints, low remunerations and lack of incentives to initiate leadership programs, Lack of meaningful professional development experience. The factors leading to these problems could be among others, low capacity of teaching staff, economical

constraints which include inadequate funding and infrastructure. The following section will present the analysis and interpretation of the identified challenges as stipulated above.

5.3 Challenges to Teacher Leadership Development in Kagarama Secondary school

This section presents an analysis and interpretation of the findings in this study. The study focused on challenges that hinder the teacher leadership development in teaching profession in Rwanda especially in Rwandan High Schools. The challenges have been categorized under six key themes; lack of leadership development programs, lack of teacher promotional ladder, lack of teacher empowerment, economic, socio-economic and cultural constraints, low remuneration and incentives to initiate leadership programs and lack of meaningful professional development experience.

5.3.1 Lack of leadership development programs,

As stipulated by one of the interviewed teachers, when he said that there were no specific leadership programs available to train teachers in leadership capacity building; He said that what is being done currently by the Ministry of education, is emphasising on producing sufficient number of teachers to meet the increasing number of enrolment of pupils both at primary and secondary levels. This statement by the teacher is supported by the Education Sector Policy (ESP 2003) and the programs in progress by the teacher service commission which aim at providing skills to unskilled teachers and new recruits. The programs by Teacher Service Commission (TSC) include modules of methods of teaching certain subjects i.e. how to prepare a lesson and how to deliver the lesson to a class. The programs in place are geared to increase the number of teaching staff and improve the quality of teaching. The programs are aimed at providing skills to teachers in order to be able to deliver class lessons. Most teachers are new in profession, some are skilled others unskilled. Teacher leadership practices are not visible since the literature revealed that teacher leaders are those accomplished teachers who have long experience in the profession and have vast expertise in teaching, teachers who mentor the young in the profession, teachers who lead and model. Such teachers are not available in the school.

5.3.2 Lack of promotional ladder in the teaching profession

The teachers interviewed highlighted that they understood what the situation was before 1998. They narrated that there were no teacher training and development institutions in the country so there were no processes, systems of training, recruiting or development and promotion of teachers. They said that it is only recent that institutional arrangements for teacher training and development have been put in place e.g. teachers service commission teacher training colleges and arrangements for teacher promotions, continuous training and development programs are being generated. Though such efforts are being built, and being appreciated, constraints in implementation still exist. This shows that the profession still experiences constraints.

5.3.3 Low remuneration and inadequate incentives for initiating leadership programs

In this study when a teacher was asked if their remuneration has improved since the World Bank Assessment report of 2003, the report which was entitled: *Rebalancing Resources to Accelerate Post-Conflict Development and Poverty Reduction*; which reported that Rwandan teachers, both primary and secondary school teachers are lowly paid (World Bank, 2003).

The teacher replied that there had been some increase in their remunerations but still it does not balance the current economic situation, commodities are scarce and expensive, i.e. foodstuff, health needs, child care and many more of basic needs. He continued to say that even if one liked the profession, it would be difficult to hold on to it because it does not facilitate one to access the basic needs. He went on to comment that a person with the same qualifications earn a better salary when he joins a non-teaching field.

Researchers have proved that low remuneration which does not enable the employee to acquire the basic needs does not provide atmosphere for employees to become innovative, creative and advancement. Maslow's Hierarchy of Needs states that everyone is motivated by needs. Organizations must satisfy their employees' need in turn, starting with the first, which deals with the most obvious needs for survival itself. When the lower order needs of physical and emotional

well-being are satisfied, they can begin to be concerned with the higher order needs of the employees' influence and personal development. The five levels of needs are psychological needs, safety needs, social needs, esteem needs and self-actualization needs. When employees are happy with enough food and sleep, organizations can then move on with the strategies to achieve its goals (Dessler and Chiat 2009).

In this study, the researcher found out that teachers still have very low salaries which make it difficult for them to get their basic needs. Basic need satisfaction is an essential motivator of employees, teachers as well. They also have no incentives to motivate them to engage in leadership activities. Also lack of skills and experience is another hindrance.

5.3.4 Economic, Socio-economic and Cultural Constraints

This was indicated by a female teacher when she pointed out that there is gender imbalance when it comes to cultural beliefs. She was pointing out how Rwandese culture exonerates men from doing house chores. In a Rwandese society social norms have an influence on the roles men and women perform in a family. She said that when one goes home after a full day class participation, only to find that your spouse at home is waiting for you to go through the house chores alone, by the time this is done, you are too exhausted to prepare for the following day's class work. As a result this hinders her class performance and enthusiasm. She was trying to indicate how difficult it is to engage in extra curricula activities which she said leadership development would be among them, she said that she finds it very demanding because it would require some extra hours of work from the normal class work. Therefore being the same person required to perform the house chores she finds herself unable to commit extra hours to other school demands other than class work. Another factor she pointed out was the economic constraints. She said that all teachers live outside the school premises, use public transport every day to and from school, and cannot afford personal cars to facilitate ease of movement. Some live quite a distance from the school and the school can not subsidize for transport due to economical constraints. Therefore most teachers premise their activity hours on the public transport schedule which is inadequate. Again this is a hindrance to engage in useful extra curricula activities. This indicated to the researcher that culture coupled with economic

harshness can be a challenge for one especially women teachers to initiate or engage in leadership activities

5.3.5 Lack of meaningful professional development experience

This was expressed by one respondent interviewed when he said that the country lost many if not all of its professional experienced experts in the 1994 genocide that took place in country. He said that current professionals lack role models to inspire them. He said, ‘as a teacher I need to see who has been prospered by the profession and to what level?’ The researcher established that the teaching profession lost its competence through the loss of experts during the 1994 genocide and so current teachers have no motivators or role models to encourage the young in the profession to like it. The literature asserts this when (Barth, 2001; Hart, 1995; Lieberman & Miller, 1999; Talbert & McLaughlin, 1994; Weiss *et al.*, 1992) state that teacher expertise is at the foundation of increasing teacher quality and advancements in teaching and learning. This expertise becomes more widely available when accomplished teachers model effective instructional practices, encourage sharing of best practices, mentor new teachers, and collaborate with teaching colleagues. Through such interactions, they break down teacher isolation and help create a more professional work environment.

Clearly, teacher expertise about teaching and learning is needed to inform decisions and to lead instructional improvement (Barth, 2001). The research found out that the profession lacks role models. The teaching environment of the school lacks such expertise. This expertise becomes more widely available when accomplished teachers model effective instructional practices, encourage sharing of best practices, mentor new teachers, and collaborate with teaching colleagues and inspire the young in the profession.

5.3.6 Lack of empowerment of teachers

One teacher expressed that empowerment exists in the school but difficult to embrace because of factors which include low capacity of the teaching staff, the teacher demand and supply gap which is not balanced and financial constraints. However on the other hand he appreciated the efforts by the government in trying to upgrade the skills of non-qualified teachers and giving new recruits quick learning. He said that there have been intensive teacher training programs by teacher service commission carried out country wide in efforts to improve the capacity of the teaching staff (TSCP). Most teacher services have been decentralized which will necessitate participation of all stakeholders, teachers need to have the empowerment to participate and oversee the activities (Ministry of Education 2007). The researcher found out that in the near future teacher empowerment will have foundation.

5.4 Strategies to enhance teacher leadership development

Both the headmasters and teachers alike, when asked what strategies they thought would enhance teacher leadership development, their answers highlighted need for leadership development programs at school levels, a policy for teacher leadership development, opportunities for advancement in teaching profession, and promotional ladder that goes with salary increment. Efforts to rehabilitate the education sector are underway and it is the government's priority to speed the process since its entire developmental strategies stem from education sector.

5.5 Conclusion

The purpose of this study was to investigate teacher leadership development challenges in the teaching profession in Rwanda. In the research conducted, the researcher established the challenges and categorised them in six themes. The themes are as follows :- lack of leadership development programs, lack of teacher promotional ladder, lack of teacher empowerment, Socio-economic and cultural constraints, low remuneration and lack of meaningful professional development experience. The most highlighted hindrance factors were lack of promotional

ladder, economic, socio-economic and cultural constraints, lack of incentives to initiate leadership activities.

Lack of promotional ladder brings about the tendency for teachers to divert to other fields because they do not see good future prospects in the profession. Incentives were highlighted, lack of financial incentives to cater for extra curricula activities which would include leadership development activities. This also indicated that as long as there is still low remuneration for teachers, there will be no morale among teachers to seek to remain in the profession and to develop it.

Leadership development programs or practices are not yet in existence since the programs in place are aimed at providing skills to teachers in order to be able to deliver class lessons. Teacher leadership practices are not visible due to constraints outlined in chapter four. Also literature revealed that teacher leaders are those accomplished teachers who have long experience in the profession and have vast expertise in teaching. Such teachers are hardly existing in Rwanda due to the country's education history which was outlined in chapter one. Empowerment of teachers is still difficult due to existing low calibre of teachers, financial constraints and teacher demand supply gap. Cultural norms and economic constraints also contribute to unfavourable conditions for teacher leadership development. The teaching profession has no long career experts with long experience to model the way for new professionals.

However, responses from all headmasters indicated that the leaders (headmasters) created the necessary space for qualitative interaction amongst the staff and developed a high level of trust and credibility with regard to the school improvement processes. The headmasters encourages team work and participation of all staff at the school level and encourages teachers to participate in planning, researching, and preparing teaching materials together. Also the fact that some of them (the headmasters) individually participates in these activities together with teachers and at times even teaches a particular area of leaning in which they have expertise, is a good teacher leadership nurturing practice.

Evidence from both the literature and this study suggests that generating teacher leadership, with its combination of increased collaboration and increased responsibility, has positive effects on transforming schools as organizations and on helping to diminish teacher alienation and school improvement is more likely to occur when leadership is distributed and when teachers have a vested interest in leading school development.

CHAPTER 6: CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

This chapter presents conclusions and recommendations based on the research findings drawn from the interpretations presented in chapter five. The chapter concludes the study on teacher leadership development challenges in teaching profession in Rwanda. It also makes recommendations for schools in Rwanda, Ministry of Education of Rwanda, countries in the region and probably Africa as whole. It also draws recommendations for researchers in educational leadership. The recommendations are geared to point out the favorable practices to enhance teacher leadership development which is believed to promote school performance.

6.2 Conclusion

The main objective of this study was to investigate and identify the challenges that hinder the teacher leadership development in the teaching profession in Rwanda especially in Rwandan High Schools. In addition, the study sought to clarify what would be the favourable practices to enhance teacher leadership development in Rwandan High Schools.

The focus of the study was on Kagarama Secondary School which is situated in Kigali City. Kagarama Secondary School is a public school and has benefited from implementation of the Teacher Development and Management Policy.

The researcher used a qualitative research approach and used Kagarama Secondary School as a case study. The research was limited to Kagarama Secondary School as it was a qualitative study though the researcher interviewed the headmasters of other two secondary schools to compare their practices with those of Kagarama secondary school. All schools are in Kigali City. However for purposes of this study, only background information for Kagarama Secondary School has been given. The sample of the respondents may not be representative as each school might have its own different background. The study was conducted in search of answers to research question outlined in chapter one and stated as follows:

1. What are the teacher leadership development practices in Kagarama High School?
2. What are the challenges encountered in teachers' leadership development?
3. What should be done to improve teacher leadership development?

This study established that all respondents appreciated that the current school leadership and management structures have created conducive structures that facilitate cooperation, team work among teachers. However all efforts are geared to facilitating teachers with skills to deliver lessons, leadership practices are still constrained. Nevertheless the literature emphasises that transformational leadership coupled with distribution of leadership powers to lower level managers/teachers is the way forward to nurturing teacher leadership and thus contributing to improved school performance.

Practices for teacher leadership development should be encouraged at the school levels. Respondents indicated that if practices are encouraged at the school levels, teachers would be encouraged to take ownership of them and of their developmental processes. Respondents also indicated that schools should have some budget allocations and be given some authority to manage the finances so that incentives for such practices can be initiated quickly and financed internally.

Some examples of teacher leadership development practices have been identified by different researchers. Wasley (1991) as cited by York-Barr and Duke (2004) state that expanded teacher leadership roles range from assisting with the management of schools to evaluating educational initiatives and facilitating professional learning communities. The author concluded that teachers can serve as powerful leaders when they work collegially with other teachers to encourage examination and evaluation of instructional practices and their effects on student learning and progress. Also in support of more informal roles, Darling-Hammond, Bullmaster, and Cobb (1995:89) contend that "teacher leadership can be embedded in tasks and roles that do not create artificial, imposed, formal hierarchies and positions" and that leadership should be an expectation extended to all teachers. Furthermore, they suggest that "such approaches may lead to greater profession-wide leadership as the 'normal' role of teacher is expanded" (*ibis*). In this

framework, teacher leaders are described as conveying convictions about a better world; striving for authenticity in their teaching, learning, and assessment practices; facilitating communities of learning through organization-wide processes; confronting barriers in the school's culture and structures; translating ideas into sustainable systems of action; and nurturing a culture of success.

The authors described many varied scenarios in which teachers led together and in complementary ways. They further emphasized a collective enterprise of leadership in that not all teachers demonstrated leadership by the same means or in the same domains. Dimensions of teacher leadership practice that frequently emerge in the literature are relationship building and collaboration these means included advocacy, fairness, enabling others, teacher professionalism, relationships, and innovation. If Rwanda can emulate such practices teacher leadership development in the teaching profession of Rwanda would have grounds to grow.

The analysis of the findings suggest that teacher leadership development requires conducive environment to nurture, among others, schools must have leadership and management practices that are broad-based to allow activity participation of all teachers. The concerned institutions need to ensure that enrolment of teachers into teacher training colleges should be on merit and should be emphasised that whoever goes into that profession has passion for it and wants to maintain the profession. Establishing institutions that would create a predictable career path, should be prioritised since this would increase teachers' innovative ability, and hence teacher leadership development among others could be initiated.

The study established that although the ministry of education is doing all possible to rehabilitate and introduce change management in schools in efforts to create conducive environment for teacher leadership capacities to develop, there are several challenges. These challenges include: lack of leadership development programs, lack of teacher promotional ladder, economic, Socio-economic and cultural constraints, low remunerations and lack of meaningful professional development experience.

Lack of leadership development programs was identifies as hindrance to teacher leadership development, programs in place emphasis on providing skills to teachers with less emphasis on

leadership development. Teacher promotional pathway was another identifies hindrance to teacher leadership development, teachers do not see advancement in career so most of them do not stay in the profession for long they change to other fields to advance their personal goals. Culture and socio economic constraints present barrier to leadership development, cultural norms display unfavourable conditions to engage in leadership practices especially for women. Low remuneration which is persistent is the main obstacle to leadership development practices, teachers are not comfortable with their earnings, and this makes them unstable in their career they are always looking elsewhere for better earnings. Once one is not happy with his/her salary it is not possible for him/her to think of innovative activities to enhance the organizational goals, thus teachers are not able to engage in innovative activities like leadership activities. The current teaching profession lacks role models, lacks experienced teachers to mentor and coach the young in profession so the young teachers are not motivated to stay in the profession

Finally the study concludes that these challenges are as a result of mainly economic constraints and institutional arrangements that are still being put in place.

6.3 Recommendations

By the time this study was being compiled, the ministry of education and state as a whole had launched a number of policies and programs geared to rehabilitate Rwanda education system as whole. Ministry of Education had decentralised most of formerly centralised services including teacher services, District Education Officers (DEOs) and local leaders were identified to take part in the administration of schools in their districts; The implementation of the Teacher Development and Management Policy implies that the Education sector like any other sector in the public sector has to go through a change management, that is, a reform process. This will address the issues that would promote a steady supply of well trained and competent teachers to all schools in the country. Teacher training colleges have been established e.g Kigali Institute of Education (KIE) to train secondary school teachers and other two teacher training colleges i.e. (Kavumu and Rukara TTC) to train primary school teachers. Also to improve the working conditions, teachers have been facilitated to start a savings and credit cooperative (SACCO) to

improve their economic condition. Teachers could get loans to develop or initiate personal projects which can generate incomes to complement their salaries. SACCO can serve as an incentive for teacher retention. Teacher retention is believed to facilitate for teacher leadership development. A commission i.e. TSC had been in place to contribute more to the institutionalisation of the teaching profession and upgrading of the teachers image and status.

A system was being designed for teacher production, selection, evaluation, upgrading and management with well-defined responsibilities of the players in the system. An information system or database has been established for teacher management and registration system that will enhance the management and development of teachers by focussing on strategies that alleviate their problems.

This study established that the introduction of the Teacher Development and Management (TDM) policy has opened to headmasters of the schools that they have new roles to play. They are managers and leaders of the schools who need to make the change management meaningful, ensure compliance in the successful implementation of policies at school levels. They have to make strategies for schools, identify what the school need to do to enhance the performance of educators and how it can produce best academic results.

The researcher recommends thus that in order to make change meaningful, leaders (the headmasters) have to share vision and mission of the school with stakeholders teachers inclusive so that the change becomes effective. The focus should be more strategic and be directed to the positive impact in teaching and learning and the opportunity that each individual teacher can create for professional growth. Schools must build leadership capabilities among all teachers and leadership development should be viewed as part of the fabric of the schools in order to receive the support and attention needed to maximize effects on participants. These practices are recommended to all schools in Rwanda and the region as whole.

The researcher also recommends that it would be vital for the government of Rwanda (ministry of education) to enhance the implementation of the processes mentioned above so that teachers find conducive environment to engage in leadership roles hence improving school performance

The researcher also recommends that women teachers need to be encouraged to gain relevant experience, and given training that builds confidence in practical school leadership and management skills and builds on personal leadership skills.

Considering that there are other players in education in the country other than the government, the state could play a pivotal role to coordinate these players. This would assist in sharing the basic needs be it in knowledge and materials required to update the schools and teachers' capacities as well. Players in education include the NGOs, Religious Organizations and Private Entrepreneurs.

6.4 Areas for Further research

Further research need to be undertaken covering a more broad area in different provinces of the country. The research study should use a quantitative approach and be more representative. The study would then view the applicability and relevance of the recommendations made in this report.

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APPENDICES:

1. Interview guide

Interview guide questions to the Teachers Service Commission Staff

Names:

Age:

Sex:

Qualifications:

Post held:

Working Experience:

Date of the Interview:

1. What are the objectives of the TDM policy?
2. What programs have you extended to schools in relation to implementation of the TDM policy?
3. How is the implementation of the policy monitored and evaluated?

Interview guide questions to the headmasters of the schools

Head master's names:

Sex:

Age:

Professional qualifications:

Teaching experience:

Date of joining the current School:

Leadership posts held before joining the school:

Date of the interview:

1. Can you describe the school, leadership and management structures
2. How are the school decisions made?
3. How can you describe the leadership or management change made in your schools as the outcome of the implementation of the TDM policy
4. To what extent are teachers involved in decision making?
5. To what extent are teachers able to take initiatives or initiate decisions in your school?
6. Are there any coaching or mentoring of new teachers practices in school?
7. Can you briefly describe your working relationship with your staff, teachers, parents, school committee members and the community
8. What was the school performance at least for the last 5 years
9. What are your comments regarding the performance?
10. In your opinion what do you think contributes to such performance?
11. In your opinion, what are the hindrances to teacher leadership development
12. What strategies do you think would be appropriate to develop teacher leadership in your school?
13. In your view what would be the best practices for nurturing teacher leadership

Interview guide questions to Teachers

Teacher's name:

Sex:

Age:

Professional qualifications:

Teaching experience:

Date of joining Kagarama Secondary School:

Leadership post held currently or before:

Date of the interview:

1. How are the school decisions made
2. To what extent are teachers involved in decision making?
3. To what extent are teachers able to take initiatives or initiate decisions or programs in school?
4. Are there any coaching or mentoring practices for new teachers in school
5. Are there any management and leadership training plans for teachers currently?
6. Can you briefly describe your working relationship with your colleagues, head teacher, parents, other stakeholders, including school staff, parents, and community
7. In your opinion, what are the hindrances to teacher leadership development
8. What would you recommend for teacher leadership development?
9. What strategies do you think would be appropriate to develop teacher leadership?
10. In your view what would be the best practices for improving teacher leadership
11. How often are you involved in school decision making

Interview questions to a parent on school committee

The Parent's Names:

Sex:

Age:

Occupation:

The period he/she has been on the committee:

Ever been to other school's committee before?

Date of the interview:

1. How often are you contacted to be involved in school decision processes?
2. Can you briefly describe your working relationship with the school authorities?
3. What factors do you think contribute to school performance
4. What are the communication channels that exist between you the committee members and the rest of the staff?
5. What practices would you recommend to enhance good collaboration among the committee members, teachers and the school staff?

Interview guide questions to a former student of Kagarama Secondary school

Name:

Age:

Sex:

Period in which you were at the school:

Current occupation:

1. When were you in Kagarama High school?
2. Can you describe the school management and leadership then?
3. Were students ever involved in decision making?
4. Did you have any leadership role in school?
5. What were the communication channels in the school then?
6. Were your input/ideas considered or included in school decisions?