PEDAGOGICAL INSPECTION AND LESSON DELIVERY IN
SECONDARY SCHOOLS IN RWANDA:
CASE STUDY OF NYAMABUYE SECTOR, MUHANGA DISTRICT

MUKANIYIBIZI FRANÇOISE
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A research project submitted in partial fulfillment of the requirement for
Award of the Degree of Master of Education (Education Planning and
Management Option) of Mount Kenya University

OCTOBER 2019
DECLARATION

This research is my original work and has not been presented to any other Institution. No part of this research should be reproduced with either the author’s permission or that of Mount Kenya University.

Student Name: MUKANIYIBIZI Françoise

Signature: ………………. Date……../ ……/ 2019

Affirmation by the Supervisor

This research work has been submitted with our authorization as the Mount Kenya University Supervisor (s).

Name: HARERIMANA Jean Paul

Signature: ………………. Date……../ ……/ 2019
DEDICATION

The current study is dedicated

To my beloved husband, BIZIMANA Jean Claude,

To my beloved children NDAHIMANA Pacifique, MUKUNDWA Magnifique and

BIZIMANA KUNDWA Didier Constance
ACKNOWLEDGEMENT

This project was completed as a result of joint efforts from various people and institutions. They have in one way or another role its completion and my warmest thanks are addressed to all people who have made effort for the completion of this study. My thankfulness is firstly addressed to almighty God for the safeguard and blessings granted to the researcher. It is through Him that I have managed to study. My heartfelt gratitude is also addressed to my supervisor HARERIMANA Jean Paul, for guidance and helpful advice provided in order to achieve this research project and other lecturers for their constructive collaboration. Teachers from primary to university have been great persons in our life. I owe a special gratitude to them for the knowledge and skills I got from them. I benefitted from their counseling, love and encouragement. I am highly appreciative to my husband and children for their care and love for encouragement. I cannot forget to address my gratitude to our classmates at all levels for their cooperation and love. Finally, my gratitude is addressed to all the people who have, in a way or in another, helped to achieve the present research.
ABSTRACT

This research entitled “Pedagogical inspection and lesson delivery in secondary schools in Rwanda with case study of Nyamabuye Sector, Muhanga District was directed by the general objective which is to examine the impact of pedagogical inspection on lesson delivery in secondary schools in Rwanda. It was guided by three specific objectives such as to determine the compliance of pedagogical inspection in Nyamabuye secondary schools, to examine the components of lesson delivery in Nyamabuye secondary schools and to establish the relationship between pedagogical inspection and lesson delivery in Nyamabuye secondary schools. Different methods were used to collect qualitative and quantitative data in 4 secondary schools located in Nyamabuye sector by which the researcher took the sample of 76 respondents from the population of 93 including teachers, head teachers and heads of study. The data was analyzed and interpreted scientifically in order to get coherent results. The findings show that the compliance of pedagogical inspection in Nyamabuye secondary schools is at most twice per term for each teacher during the school year 2018 which is not enough, although pedagogical inspection is very necessary in educational system because it leads to the positive improvement of the way lessons are delivered. It is without doubt evident that pedagogical inspection checks and focuses on all components of the lesson delivery and provided good feedback based on the factors inducing the teaching and learning process in democratic relationship between pedagogical inspectors and teachers from secondary schools in Nyamabuye sector, Muhanga District. Teachers’ experience in teaching and teachers’ motivation were the most factors of lessons delivery. The findings indicated that there is a higher significant positive relationship between pedagogical inspection and lessons delivery. Afterwards, recommendations were provided to MINEDUC; to provide enough instructional materials for each subject in the schools. Inspectors; Communicate their program to the people for being inspected on time. Teachers used effectively available instructional materials usage and being prepared before inspection and for future researchers to work on the effect of inspection of school on the school management in Rwanda.
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<tr>
<td>CBC</td>
<td>Competence Based Curriculum</td>
</tr>
<tr>
<td>DPEWR</td>
<td>Department of Education, Employment and Workplace Relations</td>
</tr>
<tr>
<td>ESSFIH</td>
<td>Ecole Secondaire Scientifique de Fille de Hamdam</td>
</tr>
<tr>
<td>ETEKA</td>
<td>Ecole Technique de Kabgayi</td>
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<tr>
<td>G.S</td>
<td>Group Scolaire</td>
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<td>MINEDUC</td>
<td>Ministry of Education</td>
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<td>PTA</td>
<td>Parent Teachers’ Association</td>
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<td>REB</td>
<td>Rwanda Education Board</td>
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<tr>
<td>TEAL</td>
<td>Teaching Excellence in Adult Literacy</td>
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<tr>
<td>TLRP</td>
<td>Teaching and Learning Research Program</td>
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<td>WDA</td>
<td>Workforce Development Authority</td>
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<td>YBE</td>
<td>Year Basic Education</td>
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CHAPTER ONE: INTRODUCTION

1.0. Introduction

This chapter delivers information connected to the background of the study, statement of the research problem, objectives, and research questions, significance of the study, scope and limitations of the study and lastly, the organization of the study.

1.1. Background of the study

Education is the process, starting, advancing intellectual ability, manual skills and knowledge related to social norms and practices with special reference to instruction and education (Institute of Medicine and National Research Council, 2015). However, it is very limited in term of reference to the stage of literacy, numeracy and overall agrees both of knowledge (Geary DC, 1993).

Education enables skilled people for socio-economic development and advancement of any country through effective and equitable access to education taking into account ignorance, promoting science and ICT, critical thoughts and optimistic standards. However, the above are the reason why educationist and other well-meaning people have always maintained that education is the greatest heritages a nation can be given to the citizens (Earthman, G. & L. Lemasters, 1996).

It is evident that the Government of Rwanda and education stakeholders seek for enhancing school facilities for all Rwandan schools to increase the attainment of school expected outcomes for students and the education for all even to produce qualified knowledgeable and skilled people according to the market demand. Thus, the school pedagogical supervision is
done in Rwandan schools to be sure whether the high standards of education have been safeguarded and that there is a consistent advancement of education system (MINEDUC, 2013).

The school pedagogical supervision is carried out by basic education quality assurance department (BEQAD) and the Headteachers, heads of subject, and other allocated supervisors in an educational institution with aiming of providing direction and sustenance to teachers (Tesfaw & Hofman, 2014). On the another side, according to Zepeda (2010), looking at instructional supervision as the endless monitoring of teaching with the Objective of not only encouraging professional practices, but also to improve professional development in a interconnected and collaborative stylishness. Consequently, Zepeda (2010) Said that supervision of instructions happens in two main ways that are classroom observations (formal and informal) and collective supervision.

A proper observation, according to Cogan (1973) arises when Headteachers or any other pointed person going in the study room to conduct observations about lesson delivered. Those observations begin with the pre-observation held by supervisor with doing meeting with the teachers before doing definite observation lesson delivery, and lastly followed with the post-observation session.

Additionally, Informal observation of classroom meanwhile occurs when the head teacher or any other supervisor making a short visit to classroom when the teacher delivering lesson and those visits are not intended to assess teaching staff members but to collect necessary information about curricular and pedagogical activities (Downey et al., 2004).

As for Portfolio supervision; this is related to the review of the teaching professionalism including their statement of belief on the process of teaching, sampled lesion plans,
outcomes of exams and tests schemes of work, sample of students, working condition, carrier, papers, and notes of courses (Zepeda, 2010).

It is necessary for teachers to notice that they are under supervision when they are delivering lessons. Therefore, teachers should always realize that they planned all possible requirements: Lesson plan, scheme of work, teaching materials and etc. For teaching process in order to carry out effectively pedagogical practices which denote to the different kind of tasks, method of doing different activities which lead the adequacy of educational related practices (Lakkala et al., 2011). Therefore, all teaching staff must be aware of not being the island on them.

However, education expectation of the District and the unique of the school must become the pioneer of what to be performed within the classroom settings. In fact, school code of conduct must be reasonable, accountable and expressive and have to reflect to the condition of teaching and learning inside the study hall.

Therefore, perhaps as said with confidence; planned and purposeful learning activities may not be left to themselves as accidental occurrences. Evaluation and guidance in education help in determining the effectiveness in realizing the educational objectives. Short-comings can easily be identified and; as such, eradicated and replaced by effective foundations (Van Schalkwyk, 1982). Nowadays in Rwanda, the rate of school supervision has been increased due to the decentralization of leadership at sector level and school level as well as implementation of new curriculum known as Competence Based Curriculum.

The Rwanda Education Board was established by government of Rwanda since 2009, under control of ministry of education with the main objectives of assuring quality education in
Rwanda. Rwanda Education Board was formed with other educational implementation entities in order to make sure that coordination and management are both effective and efficiency.

Rwanda Education Board was established and decentralized by approved education policy in 2000. Some of the duties performed by MINEDUC were shifted in the responsibilities of Rwanda Education Board and the District Offices in charge of Education in supervision of the district leadership governed by Mayor (MINEDUC, 2011).

1.2. Problem statement

The pedagogical inspection must come out to increase the quality of education in schools, to this, Rwanda Education Board created a department for school inspection for ensuring the quality of education for both primary and secondary schools. Despite the creation of inspection department, the educational quality is questionable by stakeholders in education while the pedagogical inspection is always done to attain the quality of education in Rwanda.

However, across-section for the context of Educational Administration reveals that much research has been conducted, and findings were noted on educational organization, leadership and supervision. The availability of a wide range of literature on supervision is itself an indication that research has to be done in order to provide better insights and approaches to it (William and Vdlala, 1985).

Morris as cited in Odendaal (1975) states that; one of the transformations relaying on education through all over the countries in the world, by not appearing to obtain the remarks it must take into consideration is modifying the contribution of the inspection, supervisor or advising as it has been called. However, the focus was based on authoritarian follow,
prescription and implementation through persuading leaders, consulting activities and guiding principles.

Currently, Rwanda Education Board has pedagogical inspection department named BEQUAD (Basic Education Quality Assurance Department) which operating in all the 30 Districts who are supervised by five regional inspectors; one for each province countrywide.

Their responsibilities include inspection of schools and the teaching and learning of all subjects at all levels of schools. The pedagogical inspectors focus on identifying and analyzing problems related to programs, textbooks and other materials as well as examining and inspecting teachers in all subjects and preparing inspection reports on each teacher. They also provide advices and suggestions to teachers on innovations in learning and teaching of all subjects plus preparing quarterly and annual reports on the status of the teaching of all subjects (Imke H. and Charlie G, 2014).

All of the above studies have been focused on pedagogical inspection, its components, objectives and its impact on academic performance but lack proper emphasis on the lesson delivery especially in Rwandan context, in which the current study is tending to fill. Therefore, in this study a researcher will need to investigate how schools’ pedagogical inspections play a crucial role in enhancing teachers’ lesson delivery in secondary schools in Rwanda especially in Nyamabuye sector-Muhanga District.

1.3. Objectives of the study

1.3.1. General objective

This research investigated the sway of pedagogical inspection on lesson delivery in secondary schools in Rwanda.
1.3.2. Specific objectives

For achieving on the general objective; the specific objectives were under channeled:

i. To determine the compliance of pedagogical inspection in Nyamabuye secondary schools.

ii. To examine the components of lesson delivery in Nyamabuye secondary schools.

iii. To establish the relationship existed between pedagogical inspection and lesson delivery in Nyamabuye secondary schools.

1.4. Research questions

This study was guided by the following research questions:

i. What are the compliance of pedagogical inspection in Nyamabuye secondary schools?

ii. What are the components of lesson delivery in Nyamabuye secondary schools?

iii. What is the relationship existed between pedagogical inspection and lesson delivery in Nyamabuye secondary schools?

1.5. Significance of the study

The final results of the current project are significantly important for the following educational stakeholders:

Generally, MINEDUC will have full images on pedagogical activities done in secondary schools in Nyamabuye Sector-Muhanga District. MINEDUC has also to know the level at which CBC is being implemented.

The policy makers will know the challenges faced by the school members providing the quality of education. Thus, they can improve the educational policies which can lead to the qualitative education in Rwandan schools.
The parents will get information about the quality of education given to their children at different schools in Nyamabuye sector. What they can contribute to the improvement of education of their children in general.

The school administration got enough information concerning with the quality education delivered at schools and the degree of teachers in respecting the syllabi of subjects taught at school. It will also help the school administration to identify the techniques/ methods used by a teacher in delivering a lesson. Particularly, the school administration will know the impact of inspecting teachers during educating process.

This work identified clearly the relationship between pedagogical inspection and effective lesson delivery in secondary schools in Nyamabuye sector as well as the effects of pedagogical inspection on the performance of teaching staff members in secondary schools in Nyamabuye sector. Therefore, teachers might be aware of what they do, must do or improve during educating process for quality education.

The findings helped to the researcher in acquiring skills for assessing and being aware of pedagogical inspection and lesson delivery in secondary schools in Rwanda; and in Muhanga-Nyamabuye Sector in particular. This research was the source of information for students in higher learning institutions and universities that have different courses related to the education for their students. Especially, it will be a document for Mount Kenya University’s Library and for interested researchers who will use the findings for their different projects.

1.6. Limitation of the study

With reference to Mugenda (2003), limitation of the current work is defined as the kind of study that could influence in negative way the outcomes or findings, but the researcher was unable to follow up. This research is expected to depend on the cooperation of respondents
from different secondary schools of Nyamabuye sector. To be sure that those limitations could not influence the research, the researcher have to captivate the participants to be in the valid and reliable way through ensuring the identity that cannot be responses through high level of confidence.

In addition, the relief of Nyamabuye sector is plateau so the communication and movement are too easy. This implies that the researcher will reach a hundred per hundred each school for data collection.

1.7. Scope of the study

1.7.1. Scope of the study by objective

Observations from the study of Orodho (2005) evidenced that the delimitation of the research is interrelated to the limitations of the research. This work was focused on the relationship between pedagogical inspection and lesson delivery in fourteen secondary schools of Nyamabuye Sector, Muhanga District, and Southern Province.

1.7.2. Scope of the study geographically

Nyamabuye sector as area of the study is one of the 12 sectors of Muhanga District-Southern Province. It is surrounded by Cyeza and Shyogwe Sectors in eastern part, Muhanga Sector in northern part, Nyarusange Sector in western part and Byimana sector of Ruhango District in southern part (Map of Muhanga, 2015).

1.7.3. Time scope of the study

Enough time is essential to conduct correctly the study of this kind. Depending on the means of researcher, the problem to be investigated and geographical location of the study area, the
study emphasised on the school year 2018 (i.e. one year); and four months (the last four months of the year 2018) were enough to carry out the study.

1.8. Organization of the study

This research is composed by 5 chapters. These are the introductory chapter, review of related literature, research methodology, research findings presentation and discussion, summary; conclusion and recommendation.

It is for that way that the first chapter details the background of the study, problem statement, objectives of the study, research questions, significance of the study, and scope of the study, limitations and organization of the study. Chapter two; presents a review of related literature both theoretical and observed that is relevant to the topic of the study; and the third chapter related to the research methodology covers the methodology and techniques which would be used for completing the study. In addition, the sources of data, data validation, data processing and analysis as well as ethical consideration were also discussed.

In addition, the data collected were analysed and interpreted in the fourth chapter “research findings and discussion”. After the researcher discusses about the findings, the conclusion of the study was made and some recommendations were given to interested parties and suggestions were made by fifth chapter named “summary, conclusion and recommendation” for different people who would be interested.
CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.0. Introduction

The Chapter Two comprises the existing related studies put forward concerning pedagogical inspection and lesson delivery. One approach to the problem, a well pedagogical inspection has a positive impact on lesson delivery, so that this can help to achieve education goals and policies.

2.1. Theoretical Literature Review

The provision of courses and lesson can be defined in the context of promoting the education of students and become able to acquire information on the adequate skills about education as a paramount target for teaching staff members and school principals must be well empowered enough to provide knowledge and skills for students (Michael G., 2003).

According to a research conducted by Barber and Mourshed (2007) it was contended that the quality of educational system could not go beyond the quality of teaching staff members and the most appropriated education system was those whose teaching staff are highly qualified teaching staff members. Furthermore, this research will reflect about effective pedagogies as pedagogies which provide special emphasis on the student’s needs, relying on the attitude concerning what teaching staff skills’ on awareness and the experience in teaching and their expectation including methods related to class based method and groups related approaches, supported learning process and student personal activities related to education and enabled the evaluation for education (Husbands C. & Pearce J., 2012).

In addition, this research will reflect about the teaching and learning theories like behaviorism, constructivism and experimental theory.
2.1.1 Behaviorism theory

In the behaviorism theory by Skinner, an apprentice is principally inactive, and would be formed by giving reward and punishment. Therefore, learning is focused on behavior change. Skinner (1974) thought that behavior learners should do over the wanted behavior if reward is provided otherwise, they shouldn’t for provided negative feedback. Giving direct reaction, whether good or bad, should make learners in your responsibility to change their behavior to good. Base on this theory, the inspectors may see that learners don’t behave well or don’t manifest good attitudes towards on what occur in the class and the pedagogical inspectors can give advices to them in order to change their conduct so that the next lesson will be delivered in conducive manner.

2.1.2 Constructivism theory

This theory of constructivism developed by Vygotsky, contradicted with behaviorism theory, Vygotsky believed that student/learners are not inactive or passive, but that they extract their knowledge and skills through their interaction with environment done by the reorganization of their mental structures (Vygotsky, 1978). The theory emphasizes on how students behave and they are perceived as sense-makers, not simply memorizing provided information nevertheless provide their interpretations. Therefore, the constructivism theory may be compared to active method of today where learners construct their own knowledge helped by teachers. During supervision, it is the task of pedagogical inspectors to advise to teachers to use varied methods among them the constructivism or learner centered method and this leads to good performance in next lesson delivery.

2.1.3 Experiential theory
In the experiential theory by Kolb (1984), emphasizes on how learners experience thinks for themselves and learning from them. It is revealed that people could appreciate learners’ experiences through modification of their behavior as results. In like manner, it is better to recognize that students/learner reflects on a task given as well as they have been given the opportunity to modify either improve the efforts they have to be used. Therefore, the learning process must start at any level/stage and be continuous.

This experiential theory points that without rethinking, people would going on to do-over their faults and during the lesson delivery, the teachers must give to the learners more opportunities to think deeply on what they learn, because this would help them farther learning, the same as the pedagogical inspections occur, the inspectors should observe whether the teachers give time to learners to do that, if not, they provide advices accordingly.

### 2.1.4. Pedagogical inspection

#### a. Pedagogy

A report published by the division in charge of education, employment and workplace corresponding’s (2009) indicates that the pedagogy itself is defined as the responsibility of teaching the art or teaching science, educating strategies. Therefore, it can be explained as the teaching techniques and approaches that permit to learn for students. In fact, it is the interaction process between teaching staff and students; and is applicable in providing different types of education environment (Siraj-Blatchford et al. 2002). Furthermore, this is related to education, teaching and advancement affected by the culture, society and politics related values for their children (Education Scotland, 2005). In the present study, researchers draw the meaning of Pedagogy from DPEWR.

#### b. Inspection
At task, there are duties and responsibilities with and that require misunderstanding of these tasks. With reference to study done by Okumbe (1999), inspecting teachers seen as the traditional term in managing education sector and it is coming from autocratic leadership styles. The term is not aiming at catching among teaching staff. According to West-Burnham (1994), teaching staff in education sector are inspected to observe as the outside rules and regulation and specifically provide to refuse it when school principals and other supervisors are given the authority to follow up teaching activities.

By taking into consideration the study of Ojelabi in Olele (1995), school inspection assessment of school activities as denoted locations of teaching and learning is investigating how to afford the prominent guidance and assistance to be sure to increase the success for schools which include the assessment, test, exams and valuation of different features of the education and inspection systems.

Findings of the study in comparison with others assessed determinants of schools’ performance. However, the school inspection provides a direction, control, report command, coordination and other tasks by focusing on the activities related to the assessment of the extent to which specific targets must be attained or achieved (Wanzare, 2002).

This study agrees with the meaning and activities carried out during school inspection according to Ojelabi in Olele (1995) and (Wanzare, 2002) in order to attain the international development objectives; for example, the education for all with quality of education and most of the greatest expectation to improve other levels of education which stay at the insignificant level. However, inspection is done in Rwandan schools for regarding the implementation of competence-based curriculum.

c. Pedagogical inspection
The pedagogical inspection, inspectors inspect the schools, inspection of school is defined as an important element for ensuring the quality of education that could assist the country to complete in ever-adjusting world frugality. It is considered as a kind of assessment and evaluation which can include the assessment, test and counting of education insights inside the school system for the aim of enhancing the standards of quality education program afforded by both primary and secondary schools (Ololube, 2014).

What school inspector inspects at any school is pedagogical practices. According to Laklala and Kantosalo (2011), the pedagogical practices are different tasks, methods of teaching and practices which lead adequate teaching and learning role. However, the schedule of work to be done, lesson planning, course notes, teaching methods and aids, exercises, providing comments and making long term solutions to teaching and learning problems. In this study, the researcher focused on all possible formal activities done at secondary schools in Nyamabuye Sector-Muhanga District to enhance education to quality of education.

2.1.4. Purposes of pedagogical inspection

Pedagogical inspection without considering its historical development is defined as an important element in order to maintain the global education systems for the same purpose. In some of the purposes of conducting pedagogical inspections are the following (Wanzare 2002, and Kamuyu 2001):

To obtain the summary of the educational quality, this was adopted in agreement with the successful education sector measurements’. Several observations from reports and surveys were given to schools included to the facilitation of designing future enhancement.
To ensure minimal educational standards were assured through verification of them. Hence, it is granted that equal educational prospects for all children by making sure that like principles of education for the same school are maintained in whole country.

For determining issues related to discipline, inspecting teachers tries to determine problems related to discipline impinging schools. In this context, the seriousness of teachers attained its expectation and the resource allocations are given for school management and administrative activities.

Monitoring and improvement of teaching and learning, principals of school could be in need of knowledge of the truth position for school personnel and material assets. Inspections must evidence the teaching staff efforts, qualifications, skills and the state of facilitating school activities.

For providing concrete advice, there is a creation of ground where the purpose, aim and positive advices and guidance’s could be afforded for increasing the quality of teaching and learning within secondary schools.

For motivating and offering guidance, this contended that educational premises are encouraged and lead as to ameliorate and attain objectives of education through expected practices.

For supervision the implementation of curriculum, there exists correlation between curriculum developers and teaching staff members deemed to implement it (Ornstein & Hunkins, 1998). Supervising how curriculums are applied to be sure that teaching staff respect them as adopted.
2.1.5. Factors of pedagogical inspection

There are various factors militating on the effective of pedagogical inspection among various stakeholders in the schools. For example, school inspection that comes at no cost is aimed at bridging the gap of both accountability and development (Penzer, 2011).

Some factors of pedagogical inspections have been reviewed by different authors, such as cost of inspections, Feedback and follow-up, Professionalism, Human and material resources and attitudes and commitment.

a. Cost of inspection

Enaigbe, (2009) agreed that Inspection of School is costly and has direct implications for education. Majority of African countries are developing ones with substance economies, reason why getting the inspection funding is seemed difficult. There are a limitedness of allocation of budget for inspection. Payments and other benefits due inspection done must be remunerated for effective inspection (Ololube, 2013).

b. Follow-up then providing Feedback

Dynamic Follow-up followed by proper Feedback is necessary for effective checkup. Without continuation, there is no other way to guarantee the contribution of inspection to the development of inspected school in a profitable way, for example, the omission of feedback from inspectors’ ruined teachers’ job performance and their improved energies usage.

c. Professionalism

The majority of inspectors are unprofessional and they are not qualified. They did they job for their own will as stipulated by Ololube, (2013) so, Many of them providing negative feedback
in front of the students and directly some teachers developed negative attitude to inspectors, therefore, professionalism of inspectors is needed as stipulated by Wanzare, (2002).

d. Human and material resources

Specifically, in upcountry area inspection of schools is discouraged by a lack of essential facilities, like proper offices, accommodation, required electricity services, support staff, and enough material. A persistent scarcity of office and school material and insufficient secretarial services make inspection more difficult and inspectors would be unable to prepare timely meaningful reports. Wanzare, (2002) suggested that Supporting school inspection, in terms of employees, equipment, accommodation, and advisory services is essential for smooth inspectional activities.

e. Attitudes and commitment

For long ago, school supervisors should be shown the negative attitudes towards inspection and a lack of commitment to their responsibilities. Many teachers thought that inspectors were not devoted to their inspectoral duties. This lack of a positive minded and committed approach would attribute to deficiency of suitable incentives for inspectors (Wanzare, 2002).

2.1.6. Lesson delivery

a. Lesson

Northern College (2014), defined a lesson as planned and controlled group of activities expected to provide one portion of the whole course content whole doing for school performance. Therefore, effective lesson plan is very essential for teachers and students in school living conditions.
b. Lesson delivery

The teaching staff members have been considered as crucial in school and adequate activities for teachers for school enhancement. However, adequate planning process of lessons to be learnt is very necessary instrument due to the emphasis on teaching staff and learners on the goal of lesson and of achieved and respected allowed to the effective meeting of problems. TEAL Center Staff (2010), a lesson has been considered by group of activities that take into consideration on the education target within a determined timeframe. The objective of providing knowledge and skills contended that students would make progress till to the end of courses. Teaching staff adopted evidences thought though the expectation evaluation for achieving the objectives.

2.1.7. Features of effective lesson delivery

Adequate lesson plan is prominent in education system but also in achievement school performance. Cheryl and Rebecca (2014) lesson delivery is characterized by: The establishment of parameters, therefore, good teaching staff members described the activity and designs the need for attitude and acquiring knowledge and skills. It is contended that the children would be able to achieve expectation and realization that needs could lead to positive results.

Dealing with adjustment in schools from a positive point of view, the integrity and the comment is important for providing education services but negative comments can be a positive motives for teachers. This is because after inspection, proposition could be adopted to achieve school expected outcomes (Sarah A, 2015).

According to Dunlosky J et al., (2013), Using student–based approach, this approach include the plan to deliver course contents by encouraging children. Therefore, the teaching staff
members adopt the education teaching model to improve individual advancement. Enthusiasm, adequate teaching staff members attempt to achieve familiarity related to the term to maintain the interest; Inclusiveness of chance for the perspective and views of other to be listened during classroom activities and the provision of effective participation in teaching and education process to stimulate the children improvement into the adoption of appropriate (Gerison L., (2001).

2.1.8. Relation between pedagogical inspection and lesson delivery

Pedagogical inspectors focus on teaching and learning activities done at schools by observing how lessons are delivered in particular. After inspection, inspectors give feedback to school staffs for better improvement. So, good pedagogical inspection leads to effective lesson delivery for next time. Sarah (2015) looks at school inspection as a dictatorial and a controllable policy in the practice of education yet the world today considers pedagogical inspection a great concern that can be used in the development of educating practices for the purpose to achieve the expected outputs of the market in the globalized era. Pedagogical inspection hence is accountability in education.

2.2. Empirical Literature

In the study done by Sara (2015), whose purpose was to explore the way, inspection of school might influence the development of comprehensive quality education practices in Uganda. Her work used the Human Relationships and the Scientific Management Theories that may facilitate to clarify the real meaning and the function played by inspection of school in educational sector. That study used Qualitative methodology with reference to the qualitative research design. The collected information were grouped based on the means of semi-structured interviews; study respondents, by observation and documentary analysis that
directed inspectors of school, teachers and Headteachers. The respondents of the study used purposive sampling techniques and the study had 6 respondents. Thematic data analysis was used to establish findings. There exist Three themes appeared and the following are included; first theme dealt with inspection of school may attempt to enhance inclusive education, second them was dealt with used approaches by inspectors to try to encourage the quality of comprehensive education and third theme took into consideration the challenges that inspectors of schools meet, both teachers and Headteachers facing for inspection. The results of her study focus famous disputes; that inspection of schools plays a very appropriate role in inducing the quality of Education. Finally, recommendations were drawn consequently, qualified responsiveness, importance of leadership, improved vision and more research to be instituted in the field of school inspection. It was noticed that yet the branch of inspection of school had much achievement, and still too much to be anticipated from school inspection for the challenges that stakeholders faced in with objection of improving quality of education.

With reference to the study done by Frimatus (2014) about the contribution of school inspection for improving academic performance in public secondary schools of Tanzania; The results showed that, inspection of schools is not active methods for improving academic performance; firstly, it was not performed effectively as perceived, it was noticed that only one school among four schools selected was inspected once, since 2008 to 2014. Secondly, for the inspected school that, the provided recommendations were not effectively respected. Many investigated teachers’ perceives inspections of school as negative actions against them and there are many associated challenges for which inspectors face. Some of those challenges are lack of the school administrator for providing punishment for the teachers who fail to implement inspection related recommendations, transport related issues, inadequate inspectors
as compared to the number of schools and inefficiency budgeting of the schools. All these made inspection of school not to be done as it is supposed to be conducted.

Matete & Haule (2009) tried to discover on the nature of inspection of school visits and verified whether classroom observation were made or not. It was resulted that inspectors had not taken note on the work of teaching for teachers while they only are being emphasized on the documents such as planning of lessons, schedule of work, students and teachers’ exercise books and judgment of their performance would be based on grounds. This indicates that there is no pedagogical facilities given to the teachers by the inspectors and hence discourage performance of teachers.

2.3. The conceptual frame work

The study is composed by independent variable (Pedagogical inspection) and dependent variable (lesson delivery) presented in the figure 2.1:

**Independent variable**

<table>
<thead>
<tr>
<th>Pedagogical inspection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pedagogical meetings</td>
</tr>
<tr>
<td>Qualification of teachers</td>
</tr>
<tr>
<td>Class visit</td>
</tr>
</tbody>
</table>

**Dependent variable**

<table>
<thead>
<tr>
<th>Lesson delivery</th>
</tr>
</thead>
<tbody>
<tr>
<td>Availability of teaching documents</td>
</tr>
<tr>
<td>Class management</td>
</tr>
<tr>
<td>Use of instructional materials</td>
</tr>
<tr>
<td>Adequate teaching methodologies</td>
</tr>
<tr>
<td>Participation of learner</td>
</tr>
</tbody>
</table>

**Extraneous variables**

- Government educational policy
- School management capabilities

**Figure 2.1. Some variable of the studies**

**Source: Primary data, 2018**

This figure contains independent variable, dependent variable and extraneous variables. The independent variable is pedagogical inspection including open and closing meeting, training, class visit and qualification of teachers. The dependent variable is effective lesson delivery
based on class management, teachers’ experience, level of students, teaching methodology, and etc. And extraneous variables are variables which affect indirectly effective lesson delivery and pedagogical inspection including Government educational policy and School management capabilities.

2.4. Summary

In this chapter, a researcher explains in detail pedagogical inspection and effective lesson delivery, purposes and factors of pedagogical inspections referring to the previous researchers. The researcher also shows the features of effective lesson delivery, relationship between pedagogical inspection and lesson delivery, ends with the conceptual frame works as well as theoretical framework of the research.
CHAPTER THREE: RESEARCH METHODOLOGY

3.0. Introduction

The researcher adopted a case study methodology to impact of pedagogical inspection to effective lesson delivery in secondary schools in Rwanda, in Nyamabuye Sector–Muhanga District in the school year 2018. However, detailed information will be collected by utilizing questionnaire survey, internet source, and library source from secondary schools in operating in Nyamabuye Sector located in Muhanga District of Southern Province-Rwanda.

3.1. Research design

Based on the observation of William, Dalphine and Cary (1982), a research design is meant to be the set of the principle, the process and the model of planning for information gathering a research process with adequacy and consistency in the whole stage of research. In this regard, the present research adopted case study research design in for linking gathered data in the meaningful information. Therefore, a descriptive research design is defined as an approach for reflecting the respondents effectively (Nurmaya, 2015).

A study carried out by Neeru (2012) on the descriptive research method contended that the incumbent approach denoted to collect information and evidences concerning the experience and familiarity with the intention to explain and to interpret in deep the findings. However, descriptive research design is collecting and provide a tabulation of information collected and evidences but also involve other processed such as analysis, interpretation, comparing process, identifying similarities and differences and the correlation between them.

In the survey undertaken by Neeru (2012), the above mentioned approach is related to the personal and common features of the sampled population by providing the evidences and facts
that are prominent for overcoming the greatest impediment to the community. The research was of qualitative and quantitative approaches. Moreover, the present method was applied with systematic and scientific approaches by assessing and investigating the primary and secondary data, by presenting and discussing information in order to be able to generalize and to forecast the future results.

3.2. Target population

According to Salaam (1997), it was evidenced that the marked population is considered as the entire total of subjects, objects and components in the domain of a research survey. The researcher preferred to use 4 secondary schools chosen purposively due to their geographical location from 14 secondary schools existing in Nyamabuye Sector for the limited time and financial capacity of the study. The size of target population for this study is 93 people including 4 Headteachers, 4 head of studies and 85 teachers.

3.3. Sample size and sampling technique

The sample is defined as a subgroup taken for collecting information to a small and precise number of the targeted population for making generalization of the whole population after performing all steps of research. The sample design takes into consideration the probability for respondents to be taken (Jankawicz, 1994). Therefore, for generalizing effectively, there is a need to use a sample size which is adequate enough to collect relevant information from respondents.

Muhanga District was sampled among thirty Districts of Rwanda based on the time, financial possibilities and according to accessibility. It was the same for sampling Nyamabuye Sector among the 12 Sectors of Muhanga District.
3.3.1. Sample size

A Big dimension of the sampled population is increasing the accuracy and consistency in gathering facts and evidences while a small sample size is the best one. Furthermore, Saunders and Thoenhill (1996) contended that the big size of the sample, the less the likely error in generalization. In this regards, even there is a small number of targeted population it is better to select a sample because it is not possible to get all targeted population for the time of investigation on the field.

The present study employed Solvin’s formula, (1985) in this regard; this formula to determine the population is enough to generalize the result. In this study, it’s useful is indicated as shown below:

\[ n = \frac{N}{1 + N(e)^2} = \frac{93}{1 + 93(0.05)^2} = 76. \]

And, \( n= \) sample size, \( N= \) represents entire target population, and \( e= \) is the margin error.

3.3.2. Sampling technique

According to Mugenda (2008), at least 10% of accessible population is enough for descriptive survey research. Therefore, researcher used simple randomly sampling techniques for making the choice of 76 respondents from 93 respondents distributed within four secondary schools corresponding to 29% of the secondary schools operating in Nyamabuye Sector. Respondents are proportionally being divided into strata namely G.S Nyabisindu, G.S Saint Joseph, ETEKA and ESSFIH as indicated in the below table.
Table 3.1: Distribution of Sample Size

<table>
<thead>
<tr>
<th>Schools</th>
<th>Population</th>
<th>Sample size</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESSFIH</td>
<td>18</td>
<td>15</td>
</tr>
<tr>
<td>ETEKA</td>
<td>26</td>
<td>21</td>
</tr>
<tr>
<td>G.S Nyabisindu</td>
<td>24</td>
<td>20</td>
</tr>
<tr>
<td>G.S Saint Joseph</td>
<td>25</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>93</strong></td>
<td><strong>76</strong></td>
</tr>
</tbody>
</table>

**Source**: Primary data, 2018

a. Simple random sampling technique

According to Meng, Xiangrui (2013), a simple random sampling or method of chances is a sampling technique in which each population of the study has an equal chance of being included in the sample. In this study sample of population was selected based on chance or by probability.

The method of chances was used not only to select 4 schools, but also to select 68 teachers from those schools based on its assumption which state that all respondents have equal probabilities of being selected while all 4 head teachers and 4 head of studies were involved directly.

3.4. Data collection methods

For ensuring to gather concrete information related to the present study, it is better to use both primary and secondary data source. Fortunately, questionnaire, observation and interview was used as data collection methods.
3.4.1. Collection of the Primary data

Owing to the nature of research that involves measurement of effects of pedagogical inspection on effective lesson delivery which is quantitative nature; the researcher relied on primary data to conduct the research and the related information was obtained through completing questionnaires, observation and use of interview. As added by Audrey, (1987), primary data source come directly from the study respondents. Therefore, the most direct kind of information needed for collection. However, primary data source was the first-hand information collected through an intensive and systematic assessment and evaluation of information. Moreover, primary source is more adequate owing to its capability to afford relevant information needed to attain the study objectives and evidences from primary source was the researcher’s own creation and data analysis.

Questionnaire design

A questionnaire is defined as an approach for information gathering in which a chosen subset of the target population must be required to fill a before writing set of questions to discover what questioned people are doing, feeling and acting. Gupta, (2001) under this method, a list of questions pertaining to the study was organized and given to the different informants. In this research, the questionnaire was helpful in gathering information among respondents from secondary schools mentioned above. These are teaching staff members, school principals, depute principals in charge of studies in schools operating in Nyamabuye Sector about the effects of pedagogical inspection on effective lesson delivery.

The researcher employed interview and questionnaires in data collection. The study adopted a self- administration of questionnaire as the prominent data collection tool. The questionnaire had both well-structured and unstructured questions. However, self-administration of
questionnaire was helpful in generalizing relevant information. This owns to that the fact that participants provided responses in their own judgment without intervention of the researcher (Bugingo, 2005). Furthermore, the interviews helped between the researcher and key informants in order to bring clarity through a deep and effective discussion. However, it was very important to discover more and detailed evidences and facts and experiences compared to information from a questionnaire survey.

Observation method

This method helped a researcher to observe the school equipment, school infrastructures and lesson delivery; as this enabled to draw some conclusions about the secondary schools’ teaching and learning process. There exist two main observation approaches such as: naturalistic observation and laboratory observation. The researcher used naturalistic observation in which objects were observed in their natural environment.

Interview method

According to Carl (1992), the interview schedule is defined as the dialogue between the researcher and the key informant with an attempt to obtain evidences from them. In fact this technique argued that participants possess adequate information related to the research topic and that they are aware of the questions subjected to them and able to provide adequate responses.

Interview schedule was helpful especially to respondents who claimed not to have enough time to answer the questionnaire. The current study used this technique in order to get full information from those who didn’t have enough time to answer the questionnaire. Interviews provided for more information concerning the study.
3.4.2. Collection of Secondary data

Despite on the dependence of the study on prime data, subordinate data were collected in for being familiar with the term, conceptualization, theoretical framework, and empirical literature. The researcher explored information contained in the books, articles, journals and other existing literature available somewhere as secondary information for the present research.

Documentary analysis: Richard and Margret, (1990) contended that the documentary analysis is related to the exploration of the current literature available within the organization under study. Kenneth, (1978) has different opinions which are that, documentation is a systematic reading, analysis and discussion of related literature for attaining on the objectives of the study. In this regard, the already existing data were collected and analyze in order to get clear information about the research. The documents such as textbooks, organization reports, and internal organization record were used. This helped the researcher to clarify certain types of information which shall not be provided by respondents.

3.5. Data analysis and procedures

After finishing data collection; processing and analysis of the information were done. The data were analyzed through editing, coding, and tabulation. The researcher transformed the gathered data into ways which would make it easy for interpretation.

Editing data: It was used by the researcher in editing questionnaires for re-evaluating and collecting errors either by judgment or fact. During the editing process, much attention was putted on the accuracy and consistency in answering questions. Especially, questionnaires were studied. Also, taken notes during the interviews were rewritten in a more organized manner with relating them with the topic attempted so as to link them with the unprocessed
information. And more clarification would be made for unclear answers by respondents.

**Coding:** Saleem N.A. (1987) said that Coding is the attained information which represents useful data needed for the research. It involves numbers and other symbols assignment of the answers in order to make group of responses into asset of limited number of classes or/and categories. The data classification into limited meaningful categories is essential for efficient analysis. This helped a researcher to put these responses in Microsoft Excel sheet in order to get frequency tables.

**Tabulation:** This technique was used in order to put data into some kind of statistical tables of frequencies, standards deviation or variance and percentages that would be used to interprete the data in form of ratios. Every form was accompanied with explanation among variables as indicated in tables, this was dane with aiming of making represented data more understandable (Nachmiais, 1976). After data editing and coding, the combination was made in tables for statistical analysis, and tables were constructed. Thus, the numbers of responses with questions were presented with frequencies and percentages calculated. After conducting the above process of editing, coding, tabulation and graphing, the researcher went on to analyze the data.

The scientific analysis of quantitative and qualitative properties, phenomena and their relation were considered. Quantitative analysis requires the development and use of tables, graphs, and ends up with quantitative relations.

**Pearson Correlation test:** The Pearson correlation coefficient is used to test the existence of relationship between pedagogical inspection and lesson delivery.
3.7. Reliability and Validity

3.7.1. Validity of the research instruments

Ghauri & Grönhaug (2005) defined validity of research tools as the level of accurateness of the study findings. It is either internal or external related accurateness. The internal validity is for analyzing the accuracy of information collected. However, external validity is for analyzing the evidences collected with the purpose to generalize results to the entire target population. The test is more valid when data used for the analysis are also valid. So, the researcher maintained the validity of the findings by collecting and analyzing the data scientifically.

According to Saunders et al (2009), the reliability is considered as the level for which the collected data produced reliable results. Additionally, Cooper and Schindler (2003) agreed that reliability involving production of dependable findings.

3.7.2. Reliability

Reliability of the research findings is related and linked with the ability of the study to produce the same results for the same research questions in repeated way (Hussey and Hussey

<table>
<thead>
<tr>
<th>Correlation coefficient (positive or negative)</th>
<th>Label/positive or negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>r=1</td>
<td>Perfect linear correlation</td>
</tr>
<tr>
<td>0.9 &lt; r &lt; 1</td>
<td>Positive strong correlation</td>
</tr>
<tr>
<td>0.7 &lt; r &lt; 0.9</td>
<td>Positive high correlation</td>
</tr>
<tr>
<td>0.5 &lt; r &lt; 0.7</td>
<td>Positive moderate correlation</td>
</tr>
<tr>
<td>0 &lt; r &lt; 0.5</td>
<td>Weak correlation</td>
</tr>
<tr>
<td>r=0</td>
<td>No, relationship</td>
</tr>
<tr>
<td>-1 &lt; r = &lt; 0</td>
<td>Negative relationship</td>
</tr>
</tbody>
</table>

Source: (Saunders, 2003)
1997). Then, Easterby-Smith et al (2008), confirm that the reliability of the research was measured through asking various questions in the same way (Cited in Saunders et al. 2009).

Therefore, the researcher ensured the reliability of the study by conducting accurately the questionnaires and interview which fit the objectives of the study to the respondents.

3.8. Ethical consideration

This research has been conducted by respecting rules and regulations of research as McGill Regulations on the Conduct of Research (2010) stated them as below:

In this regards, primary role for choosing and carrying out a research remained the task for the researcher and in fact she/he can:

Maintain the highest standards of integrity, generosity and ethical behavior in all research, to be familiar with the regulations, rules and procedures of any agency of the research; to be sure of not representing the school purpose, professionalism or employment letters or familiarity. Obtaining the acceptance and approval for research ethical committee, protocol and standard operational procedures, before involving in research procedures for approving it and the use of it by scholarly and empirical evidences by record and analysis of information and providing responses.
CHAPTER FOUR: DATA ANALYSIS, PRESENTATION OF FINDINGS AND DISCUSSION

4.0. Introduction

The forth subdivision indicates the results of the study. The main objective of the study was to investigate the influence of pedagogical inspection on lesson delivery in secondary schools in Rwanda especially in Nyamabuye Sector of Muhanga District, southern province of Rwanda. Its results were represented in the line of research goals. The following specific objectives were followed: to determine the compliance of pedagogical inspection of secondary schools in Nyamabuye sector; to examine the components of effective lesson delivery in Nyamabuye secondary schools and to establish the relationship between pedagogical inspection and effective lesson delivery in Nyamabuye secondary schools.

The following sections start with representation of information on the respondents’ demographic features that are gender, education level, age ranges, and teaching experience. The results of the study were represented and discussed through the following sub-sections. Mean, standards deviation and Pearson correlation analysis were also used.

4.1. Respondents’ Demographic characteristics

4.1.1. Gender of respondents

The respondents of the study were firstly asked to select their gender and the results are represented in table 4.1.
Table 4.1: Distribution of respondent by Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>43</td>
<td>50.6</td>
<td>56.6</td>
<td>56.6</td>
</tr>
<tr>
<td>Female</td>
<td>33</td>
<td>38.8</td>
<td>43.4</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>76</td>
<td>89.4</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Source: Primary data, researcher, 2019

Table 4 revealed that 43 (56.6%) of the respondents were male while 33 (43.4%) were female. Research done by Bennell and Ntagaramba (2008) showed that 55% of all of primary and secondary teachers were females during the last decade while it has increased somewhat from 23% to 26% for teachers of secondary schools in Rwanda; most teachers in Rwanda are male yet comparatively there are a greater proportion of male teachers in senior secondary schools’ education. Based on the results of the study, it is clear that there are many male teachers in secondary schools in Nyamabuye sector.

4.1.2. Age group of respondents

Table 4.2: Distribution of respondent by Age group

<table>
<thead>
<tr>
<th>Age group</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>16-25</td>
<td>8</td>
<td>9.4</td>
<td>10.5</td>
<td>10.5</td>
</tr>
<tr>
<td>26-35</td>
<td>24</td>
<td>28.2</td>
<td>31.6</td>
<td>42.1</td>
</tr>
<tr>
<td>36-45</td>
<td>31</td>
<td>36.5</td>
<td>40.8</td>
<td>82.9</td>
</tr>
<tr>
<td>Above 45</td>
<td>13</td>
<td>15.3</td>
<td>17.1</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>76</td>
<td>89.4</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Source: Primary data, Researcher 2019
They were requested to mark their age ranges and the results are represented by Table 4.2; shows that 31 (40.8%) of the teachers interviewed were between 36-45 years, 24 (31.6%) were between 26-35 years, 13 (17.1%) were above 45 years and 8 (10.5%) were between 16-25 years old.

The effectiveness of Teaching as profession is dependent on the capability of the teacher to perform the task and a perfect understanding of the work. Teachers that perform with excellence are that they have well defined jobs tasks’ and are able to effectively doing their job. Though, teachers perceived themselves to be effective regardless whether they are young, middle-aged or older. Younger teachers, middle-aged and older have similar perceptions in the rating of teachers’ effectiveness when group according to age. However, the older respondents have tending to provide greater ratings on managerial competencies to their administrators. Because of that fact mature people have more understanding the actuations of others (Clemen, 2016). Consequently, the more respondents were mature with the average ages above 30; this means that they had more understanding about researchable issues in order to get desired results.
4.1.3. Classification of respondent by school

Table 4. 3: Distribution of respondent by school

<table>
<thead>
<tr>
<th>Schools</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESSFIH</td>
<td>15</td>
<td>17.6</td>
<td>19.7</td>
<td>19.7</td>
</tr>
<tr>
<td>ETEKA</td>
<td>21</td>
<td>24.7</td>
<td>27.6</td>
<td>47.4</td>
</tr>
<tr>
<td>G.S Nyabisindu</td>
<td>20</td>
<td>23.5</td>
<td>26.3</td>
<td>73.7</td>
</tr>
<tr>
<td>G.S St Joseph</td>
<td>20</td>
<td>23.5</td>
<td>26.3</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>76</td>
<td>89.4</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

**Source:** Primary data, Researcher 2019

As distributed and represented in table 4.3; 15 (19.7%) respondents were selected from ESSFIH, 21 (27.6%) were coming from ETEKA and the same proportion equal to 20 (26.3%) respondents were questioned from G.S Nyabisindu and G.S St Joseph. Therefore, the selection of respondents from the schools were based on total teachers i.e. the more teachers there, more participants were selected.

4.1.4. Classification of respondent by Education level

Table 4. 4: Classification of respondent by Education level

<table>
<thead>
<tr>
<th>Education level</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secondary</td>
<td>29</td>
<td>34.1</td>
<td>38.2</td>
<td>38.2</td>
</tr>
<tr>
<td>University</td>
<td>45</td>
<td>52.9</td>
<td>59.2</td>
<td>97.4</td>
</tr>
<tr>
<td>Master</td>
<td>1</td>
<td>1.2</td>
<td>1.3</td>
<td>98.7</td>
</tr>
<tr>
<td>Vocational</td>
<td>1</td>
<td>1.2</td>
<td>1.3</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>76</td>
<td>89.4</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

**Source:** Primary data, Researcher 2019
The research participants were further requested to indicate their Educational qualification and the results are as indicated by the table 4.4. Concerning teachers’ qualification as represented 59.2% of the respondents had university certificates. This indicates that preponderance of the educators in Muhanga District is educationally trained up to the university level. Teachers who have these qualifications are expected to perform their teaching duties well and provide effective lesson delivery.

4.1.5. Classification of respondent by professional Qualification

Table 4. 5: Classification of respondent by professional Qualification

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching</td>
<td>44</td>
<td>51.8</td>
<td>57.9</td>
<td>57.9</td>
</tr>
<tr>
<td>Other</td>
<td>32</td>
<td>37.6</td>
<td>42.1</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>76</td>
<td>89.4</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Primary data, Researcher 2019

The table 4.5 indicates that 44 (57.9%) of respondents that are majority of them had educational qualification in teaching. This means that respondents were able to provide adequate information about pedagogical inspection and lesson delivery in secondary schools in Rwanda. According to MINEDUC 2016; 69.2% of secondary education teachers are qualified in teaching as averaged in countrywide. This indicated that 57.9% of teaching qualified respondents in Nyamabuye sector, Muhanga district was able to provide needed information about researchable educational issues. With reference to Fives (2003), the professional trainings of teachers affects the quality of rendered services and main outputs through the knowledge, skills and attitudes that are transmitted and encouraged by
practitioners, in addition, it is acknowledged by Arnett (1987) that the quality of teaching of unqualified teacher is uncertain.

4.1.6. Classification of respondent by teaching Experience

Table 4. 6: Classification of respondent by teaching Experience

<table>
<thead>
<tr>
<th>Experience in education</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>[0-5]</td>
<td>18</td>
<td>21.2</td>
<td>23.7</td>
<td>23.7</td>
</tr>
<tr>
<td>[6-11]</td>
<td>28</td>
<td>32.9</td>
<td>36.8</td>
<td>60.5</td>
</tr>
<tr>
<td>[12-17]</td>
<td>14</td>
<td>16.5</td>
<td>18.4</td>
<td>78.9</td>
</tr>
<tr>
<td>[18- above]</td>
<td>16</td>
<td>18.8</td>
<td>21.1</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>76</td>
<td>89.4</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Source: Primary data, Researcher 2019

Study participants were questioned about the period for which they had been a teacher of secondary schools. And the results shown that 28 (36.8%) of the respondents indicated that they had taught for a period between 6-11 years, 18 (23.7%) of the respondents had taught for a period between 0-5 years, 16 (21.1%) had taught for a period of 18 years and above, and that 14 (18.4%) had taught for a period between 12-17 years. From the findings of the study, it can be said that the majority of teachers interviewed had taught for a long period of time. According to the study done by J. Dewey (1938), that was focused on experimentation, working experience, the purpose of teaching and learning process, freedom, and other concepts of progressive education. He added that the quality of experience in educational is critical and points the importance of the social and collaborating processes of education. One of the critical processes of learning is lesson delivery in which it is depending on pedagogical inspection in the secondary education in Rwanda.
4.2. The compliance of pedagogical inspection in Nyamabuye secondary schools

Under the investigated issue, compliance of pedagogical inspection is predominant educational concern, somewhat because of an ever-increasing number of principles and educational policies that require schools to be attentive about maintaining a complete understanding about pedagogical inspection’s regulations.

4.2.1. Regularity of Opening Induction and Closing Meeting

Table 4.7: Regularity of Opening Induction and Closing Meeting Each Term at School

<table>
<thead>
<tr>
<th>Answer</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>51</td>
<td>60.0</td>
<td>67.1</td>
<td>67.1</td>
</tr>
<tr>
<td>No</td>
<td>25</td>
<td>29.4</td>
<td>32.9</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>76</td>
<td>89.4</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Source: Primary data, Researcher 2019

As presented in the table 4.7; 67.1% of respondents agreed that their respective schools do regularly an Open Induction and Closing Meeting for each term while 32.9% disagreed. Hence, many secondary schools of Nyamabuye sector, Muhanga district have Regular Opening Induction and Closing Meeting for each term for the frequency of 51 among 76 sampled teachers. The findings collaborate with Harrison (2002) studied; Showed that the new teacher tending to show and create effective learning opportunities’ as they need more teaching professional development in their respective school but with the help of good induction trainings.
4.2.2. Pedagogical meeting is very important

Table 4.8: Views of respondents on Pedagogical meeting’s importance

<table>
<thead>
<tr>
<th>Answer</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>39</td>
<td>45.9</td>
<td>51.3</td>
<td>51.3</td>
</tr>
<tr>
<td>No</td>
<td>37</td>
<td>43.5</td>
<td>48.7</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>76</td>
<td>89.4</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Source: Primary data, Researcher 2019

Respondents were asked for their views where Pedagogical meeting is very important, and the findings were represented in the table 4.8; where 39 respondents equal to 51.3% of them agreed on that while 37 or 48.7% responded no to that question.

It is believed that majority of School administrators have higher educational qualifications over teachers and they would be at higher level of educational hierarchy position. Unfortunately, they do not have more experience in teaching at elementary level, for instance, it is important to recognize the knowledge, skills, experience and capacity and ability of the teachers to perform their work with. It is known that discussion and debate are crucial to learning in a participatory pedagogy and this may happen among teachers, not necessary between School Leaders and the teachers (Petty, 2014).

Therefore, as the frequency and rate of respondents are closely related, this implies that pedagogical meeting’s importance was not mostly acknowledged by teachers of secondary school of Nyamabuye sector of Muhanga District.
4.2.3. People are free for sharing ideas in pedagogical meeting

Table 4.9: Teachers are free for sharing ideas in pedagogical meeting

<table>
<thead>
<tr>
<th>Answers</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>40</td>
<td>47.1</td>
<td>52.6</td>
<td>52.6</td>
</tr>
<tr>
<td>No</td>
<td>36</td>
<td>42.4</td>
<td>47.4</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>76</td>
<td>89.4</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Source: Primary data, Researcher 2019

Respondents were asked if they are free to express and to share their ideas during pedagogical meeting; and 40 (52.6%) respondents extremely agreed while 36 (47.4%) disagreed. Therefore, teachers of secondary schools in Nyamabuye sector, Muhanga District are free for sharing ideas in pedagogical meetings and the findings are represented in the table 4.9. According to TESS (2017), the better pedagogical meeting involving leading teachers to rethink on and share their experiences and assumptions for moving forwards to development of the new practices and understandings of effective teaching and learning process. These require expert headship and careful planning in order to make sure that all teachers are involving in the activities which are emphasized on the anticipated learning and are relevant to their respective classroom.
4.2.4. The purpose and the decisions taken in Pedagogical meetings

Table 4. 10: Pedagogical meetings are purposefully, and the decisions taken are considered

<table>
<thead>
<tr>
<th>Answers</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>42</td>
<td>49.4</td>
<td>55.3</td>
<td>55.3</td>
</tr>
<tr>
<td>No</td>
<td>34</td>
<td>40.0</td>
<td>44.7</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>76</td>
<td>89.4</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Source: Primary data, Researcher 2019

As represented by table 4.10; 42 (55.3%) respondents agreed that Pedagogical meetings were purposefully, and the decision taken were considered while 34 (44.7%) of them responded differently. The purposes of conducting pedagogical inspections are to obtain the summary of the quality of education, to ensure minimum standards, to determine issues related to discipline, monitoring and improvement of teaching and learning process, to offer purposeful and constructive advice, to stimulate and provide guidance and to supervise the implementation of curriculum (Wanzare (2002), Ojelabi in Olele (1995), and Kamuyu, 2001). Moreover, Pedagogical meetings in secondary schools in Nyamabuye sector Muhanga district are purposefully and the decisions taken are taken into consideration.
4.2.5. Pedagogical meetings and pedagogical activities

Table 4.11: Pedagogical meetings have positive impact on pedagogical activities mainly lesson delivery

<table>
<thead>
<tr>
<th>Answers</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>41</td>
<td>48.2</td>
<td>53.9</td>
<td>53.9</td>
</tr>
<tr>
<td>No</td>
<td>35</td>
<td>41.2</td>
<td>46.1</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>76</td>
<td>89.4</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

**Source:** Primary data, Researcher 2019

It is illustrated that 41 (53.9%) respondents proved that Pedagogical meetings have positive impact on pedagogical activities mainly lesson delivery while 35 (46.1%) of them responded indifferently as represented in the table 4.11. Consequently, pedagogical meetings in Nyamabuye Sector’s secondary schools absolutely have positive impact on pedagogical activities especially lesson delivery.

4.3. Teachers’ views on the activities of pedagogical inspectors

In this section, teachers responding if they have been inspected, periods of inspection and their views on pedagogical inspection and the findings are represented in the table 4.13.
4.3.1. Inspection, Teaching and Learning Process

Table 4.12: Teachers has been Inspected During Teaching and Learning Process

<table>
<thead>
<tr>
<th>Answers</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>49</td>
<td>57.6</td>
<td>64.5</td>
<td>64.5</td>
</tr>
<tr>
<td>No</td>
<td>27</td>
<td>31.8</td>
<td>35.5</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>76</td>
<td>89.4</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Source: Primary data, Researcher 2019

As illustrated by the table 4.12; 49 (64.5%) of respondents accept to have been inspected during teaching and learning process, while only 27 (35.5%) of them disagree. With the reference to the study carried out by Laklala and Kantosalo (2011), the pedagogical practices are different tasks, methods of teaching and practices which lead adequate teaching and learning role. However, the work schedule, lesson planning, course notes, and teaching methodology, aid, and exercises. Therefore, inspection is regularly done during teaching and learning process in Nyamabuye secondary schools.
4.3.2. Period of inspection per term in the selected schools

Table 4.13: Inspection at least twice per term during the school year 2018

<table>
<thead>
<tr>
<th>Answers</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>56</td>
<td>65.9</td>
<td>73.7</td>
<td>100.0</td>
</tr>
<tr>
<td>No</td>
<td>20</td>
<td>23.5</td>
<td>26.3</td>
<td>26.3</td>
</tr>
<tr>
<td>Total</td>
<td>76</td>
<td>89.4</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

**Source:** Primary data, Researcher 2019

Most of the respondent 56 (73.7%) agreed that they had been inspected at most twice during the school year 2018. Hence, only 20 (26.3%) respondents had not been inspected at least twice per term during the school year 2018, as related findings are represented in the table 4.13. with reference to the study done by Ojelabi and Olele (1995), argued that inspection represent critical investigation and subsequence assessment of teachers as shaping places of learning and it provide necessary advice and support to make sure that school management has been improved improvement.

4.3.3. Perception of teachers about pedagogical inspection

Table 4.14. Teachers like/dislike pedagogical inspection

<table>
<thead>
<tr>
<th>Answers</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>17</td>
<td>20.0</td>
<td>22.4</td>
<td>22.4</td>
</tr>
<tr>
<td>No</td>
<td>59</td>
<td>69.4</td>
<td>77.6</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>76</td>
<td>89.4</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

**Source:** Primary data, Researcher 2019
As for their perception about pedagogical inspection; most of respondents (77.6%) said that they dislike pedagogical inspection whereas 17 (22.4%) respondents appreciate being inspected by schools’ administration. Henceforth, teachers from secondary schools in Nyamabuye sector Muhanga District dislike inspection. This was supported by the study done by Chapman (2000) demonstrated the most of teaching staff obtain the stress and fear when inspectors and supervisors entered within classrooms during the teaching period and Ofsted (2001) evidenced that most of teaching staff members recognize the role of pedagogical inspection cannot be the best method of increasing teaching and learning owing to the improved working capacity.

4.4. Perception of Headteachers and head of studies on pedagogical inspection

Table 4. 15: Headteachers and head of studies' views on carried out pedagogical inspection

<table>
<thead>
<tr>
<th>Statements</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Variance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you like to inspect teachers</td>
<td>8</td>
<td>1.00</td>
<td>0.000</td>
<td>0.000</td>
</tr>
<tr>
<td>Did you inspect teachers at least twice per term</td>
<td>8</td>
<td>1.38</td>
<td>.518</td>
<td>.268</td>
</tr>
<tr>
<td>Did teachers have all requirements during lesson</td>
<td>8</td>
<td>1.44</td>
<td>.527</td>
<td>.278</td>
</tr>
<tr>
<td>delivery</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you have enough skills and knowledge on pedagogical inspection?</td>
<td>8</td>
<td>1.50</td>
<td>.535</td>
<td>.286</td>
</tr>
</tbody>
</table>

Valid N (listwise) 5

Source: Primary data, Researcher 2019
This result as represented by the table 4.15, it is clarified that for identical values of data set of information; its standard deviation is totally equal to zero. this means that for questioned head teachers and head of studies agreed and disagreed at the same rate. For period of inspection where the mean is equal to 1.38 while its standards deviation is equal to 0.518, possession of requirement for teachers during lesson delivery its mean was 1.44 with SD of 0.527, assessment of required skills and knowledge of inspectors (Head teachers and head of studies) with the mean of 1.50 and SD of 0.535. Based on the analysis of the mean and standard deviation, It is clear that as the standard deviation increase for the increase of mean; Head teachers and head of studies have enough skills and knowledge on pedagogical inspection, and the majority of respondents agreed that their teachers have all requirements during lesson delivery especially during inspection, and the number of inspectors do inspection at least twice per term; those findings are related to what is represented in the table 4.14 where teachers agreed that they had been inspected at most twice per term in the school year 2018. Teaching staff in education sector are inspected to observe as the outside rules and regulation and specifically provide to refuse it when school principals and other supervisors are given the authority to follow up teaching activities (West-Burnham, 1994).
4.5. The components of lesson delivery in Nyamabuye secondary schools

Table 4. 16: Perception of Respondents About the components of effective lesson delivery

<table>
<thead>
<tr>
<th>Statements</th>
<th>N</th>
<th>Mean (µ)</th>
<th>Std. Deviation</th>
<th>Variance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of enough related instructional materials</td>
<td>76</td>
<td>1.16</td>
<td>.367</td>
<td>.135</td>
</tr>
<tr>
<td>Use of learner centered methods</td>
<td>76</td>
<td>1.30</td>
<td>.462</td>
<td>.214</td>
</tr>
<tr>
<td>Active participation of all students in the lesson delivery</td>
<td>76</td>
<td>1.34</td>
<td>.478</td>
<td>.228</td>
</tr>
<tr>
<td>Classroom management</td>
<td>76</td>
<td>1.55</td>
<td>1.211</td>
<td>1.467</td>
</tr>
<tr>
<td>Teacher respect the components of effective lesson delivery</td>
<td>76</td>
<td>1.66</td>
<td>.478</td>
<td>.228</td>
</tr>
<tr>
<td>Having all teaching documents</td>
<td>76</td>
<td>1.74</td>
<td>1.182</td>
<td>1.396</td>
</tr>
<tr>
<td>Valid N (listwise)</td>
<td>76</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Primary data, Researcher 2019

The various statements were provided to the related to the effect of pedagogical inspection and lesson delivery; in addition they were requested to indicate the degree of their agreement for each statement. The results are presented by the table 4.16. To illustrate the components of lesson delivery in Nyamabuye sector’ secondary schools; the researcher referred to the increase of the mean and standard deviation for the agreement while the difference is for disagreement. This means that more respondents disagreed for the statement. Consequently, those components are classroom management (µ=1.55, SD=1.211) and having teaching materials (µ=1.74, SD=1.182) which are the most components of lesson delivery than others.
On another side the teacher does not consider it as the components of lesson delivery because the closeness of SD and the mean are not proportional increased (mean=1.66, and SD=0.478). Cheryl and Rebecca (2014), argued that effective lesson delivery is very important for teaching and learning process. The best prepared teacher prepared are ones whom becoming a successful instructional experience. Strategic development of lesson delivery takes time and effort to occur. The new teachers have to commit for spending the necessary time of their career. It is also importantly realized that the best lesson planning is valueless if remarkable delivery procedures, along with good techniques of classroom management, are not a big concern.

4.6. Use of instructional materials in teaching and learning process

Table 4. 17. Respondents’ sights on the use of instructional materials

<table>
<thead>
<tr>
<th>Statements</th>
<th>N</th>
<th>Mean (µ)</th>
<th>Deviation</th>
<th>Variance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers try all the best to use instructional materials during pedagogical inspection</td>
<td>76</td>
<td>1.25</td>
<td>.436</td>
<td>.190</td>
</tr>
<tr>
<td>Instructional materials are available at school</td>
<td>76</td>
<td>1.61</td>
<td>.492</td>
<td>.242</td>
</tr>
<tr>
<td>Instructional materials are available, but teachers do not know how to use them</td>
<td>76</td>
<td>1.74</td>
<td>.443</td>
<td>.196</td>
</tr>
<tr>
<td>Teacher use always instructional materials during lesson delivery</td>
<td>76</td>
<td>1.80</td>
<td>.401</td>
<td>.161</td>
</tr>
</tbody>
</table>

Source: Primary data, Researcher 2019
Teachers try all the best to use instructional materials during pedagogical inspection (\(\mu=1.25, SD=.436\)) and materials of instruction are available at school (\(\mu=1.61, SD=0.492\)). and the results showed that Instructional materials are available and the teachers know how to use them as the disagreement spread out the mean on the stated statement with \(\mu=1.74\) and \(SD=0.443\) and Teacher did not always use instructional materials during lesson delivery as clarified by higher mean of 1.80 for lower standard deviation of 0.401. All of the findings are represented on the table 4.17. According To Ofune, (2001), secondary schools education should be effective through the use of some materials of instruction that guide the teacher in explaining effectively and efficiently the topics to the students. Therefore, instructional materials are not ends in themselves but they are means intended to serve a merely specific instructional function as performed by Meduabum, (2004).

### 4.7. The factors of lesson delivery

**Table 4. 18. Perception of Respondents about the factors of lesson delivery**

<table>
<thead>
<tr>
<th>Statements</th>
<th>N</th>
<th>Mean ((\mu))</th>
<th>Std. Deviation</th>
<th>Variance</th>
</tr>
</thead>
<tbody>
<tr>
<td>The use of active methods during lesson delivery</td>
<td>76</td>
<td>1.09</td>
<td>.291</td>
<td>.085</td>
</tr>
<tr>
<td>Preparation of lessons</td>
<td>76</td>
<td>1.13</td>
<td>.340</td>
<td>.116</td>
</tr>
<tr>
<td>Teacher's experience in teaching</td>
<td>76</td>
<td>1.14</td>
<td>.354</td>
<td>.125</td>
</tr>
<tr>
<td>Teacher's motivation in teaching</td>
<td>76</td>
<td>1.14</td>
<td>.354</td>
<td>.125</td>
</tr>
</tbody>
</table>

**Source:** Primary data, Researcher 2019
Asked on their perception and how they think about the factors of the lesson delivery, the respondents provided their views as illustrated in the table 4.18. Teacher's experience in teaching and teacher's motivation in teaching activities have the same mean and SD of 1.14 and 0.354 respectively. They are listed as the most acknowledged factors of lesson delivery followed by preparation of lessons (µ=1.13 and SD 0.340) and the use of active methods during the lesson delivery (µ=1.09 and SD=0.291). Therefore, the higher mean and more standard deviation increases this means that teachers’ experience and their motivation with SD 0.354 are mostly considered as factors that facilitating effective lesson delivery in secondary schools in Rwanda as it was strongly agreed by the targeted population. Moreover, Cheryl and Rebecca (2014) concluded that the effective lesson delivery is characterized by: the establishment of parameters, good teaching staff members described by the activity and designs of need for attitude and acquiring knowledge and skills. It is contended that the students would be able to achieve expectation and realization that needs could lead to positive results.

4.8. Relationship between pedagogical inspections and lesson delivery

Table 4. 19. Relationship between pedagogical inspections and lesson delivery

<table>
<thead>
<tr>
<th>Variables</th>
<th>Lessons delivery</th>
<th>Pedagogical inspections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pedagogical inspections</td>
<td>Pearson Correlation</td>
<td>.803**</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>76</td>
</tr>
<tr>
<td></td>
<td>Pearson Correlation</td>
<td>1</td>
</tr>
<tr>
<td>Lessons delivery</td>
<td>Sig. (2-tailed)</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>76</td>
</tr>
</tbody>
</table>

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

Source: Primary data, Researcher 2019
The results represented in the table 4.19 reveal a significant positive high relationship between pedagogical inspections and Effective lessons delivery ($r = .803; p>.01$, for 2-tailed).

The third research question which states that “What is the relationship between pedagogical inspection and lesson delivery in Nyamabuye secondary schools?” was gotten the answer as follows: There is a significant positive high relationship between pedagogical inspections and lessons delivery in secondary schools in Nyamabuye sector, Muhanga district. With the support of Sarah (2015) look at school inspection as a dictatorial and a controllable policy in the practice of education yet the world today considers pedagogical inspection a great concern that can be used in the improvement of educational quality for teaching and learning practices and for the purpose of achieving the expected outputs of the global market. Pedagogical inspection hence is accountability in education.

4.9. Presentation of the results from interview

Interview guide was addressed to four head teachers and four head of studies from selected school, each school was presented by two interviewees. Among them, six were males and two females whose ages are ranging between 25 and 45 years old, they all have bachelor’s degree and are all qualified for teaching with more than 5 years of working experience.

For the question requesting them to state weather they did pedagogical meetings for opening and closing during 2018, the majority of them stated that they didn’t always do those meeting but they agreed that they frequently do opening pedagogical meetings but they were not focusing on pedagogical inspection. They were asked the purpose of pedagogical inspection and the following were the main answers related to the research objectives: to provide support to the teachers relating to educational revolutionary intents into practice in the classroom and
for effective way to do this is to typically gathering to offer activity-based, involved and pleased learning experiences for the teachers.

Objectives of pedagogical inspection are correspondingly to establishment and articulating academic expectations for both teachers and learners through teaching-learning process so that teachers know expectation from them. Even if Objectives of pedagogical inspection are openly communicated to teachers, the rational goes, teachers will be more likely to achieve the presented goals. Contrariwise, if pedagogical inspection goals’ are not properly defined, teachers cannot know what’s school leaders expected from them, this may lead them into confusion, frustration, or other factors that might hinder the teaching-learning procedures.

For those who did pedagogical meetings agreed that it brought positive impact to teachers especially for academic documents preparation and it was clear that head of studies done frequently pedagogical inspection for teachers during lesson delivery more than head teachers. For selected schools Lesson delivery was affected positively by Methods to be used for teaching and learning procedures for instance, instructional materials Usage and Active participation of learners as clarified by interviewees. On another side Lesson delivery was not affected positively by Democratic relationship between teachers and learners and not too much for Availability of teaching documents. They explained that teacher may have all requested documents by deliver lesson in wrong way due to method and teaching materials used. All interviewees said that their teachers used learners centered methods during teaching and learning process, they explained that it includes methods of teaching that shift the emphasis of instructions from the teacher towards the learners. Originally usage, student-centered learning methods aiming to develop learner sovereignty and independence by putting responsibility for the learning path in the hands them by informing them with needed skills
and basis on how to learn a specific subject and plans required to measure up to the specific required performance guidelines.

During pedagogical inspection teachers did not have all requirements as well as during lesson delivery as unexpected checking were addressed, basically teachers disliked inspection as said by interviewees. For academic year of 2018, all interviewees agreed that they did at least one inspection and they noticed better changes for inspected teachers they did well than before. The majority of interviewees said that teachers do not have regularly instructional materials, they explained that due to course being thought some teaching materials are not easy to obtain especially for the lessons requiring laboratory experience and mathematics. Except ETEKA all selected schools it was not easy to get instructional materials, this was due to that ETEKA Had majority of technical facilities than others. Interviewees agreed that pedagogical inspection has positive impact on lesson delivery as those changes had been noticed for inspected teachers as said above. Unfortunately, head teachers and head of studies met with the following challenges for better timely pedagogical inspection:

There is not sufficient leadership in inspection: it is expected that Inspector converts managerial concepts and objectives into meaningful operational outcomes. Unfortunately, Inspectors would not be given full leadership to take more operational decisions because they are not taken as part of educational leadership and management. They are merely taken as educational advisor and they are not having full authority of providing punishment of teachers who might violate the provided instructions.

Inspection is disposed to disparagement or criticism: One of the notable critics of inspection is that inspector gets advice, suggestions, instructions and observations from several educational staff units.
Insufficiency of time of inspection: One of the difficulties of inspection is that majority of the inspector’s time is misused on recording, filling forms, acquiescing returns and documents for the benefit of top level authorities, and soon. This makes the inspectors in shortage of time to do their job of inspection and finally they stated that lack of instructional materials for teachers is also challenges as corrections advised were not fully respected.

4.10. Summary
The Chapter four of results presentation and discussion has been addressed and represented in tables where frequency-percentages were used and the mean as well as standard deviation. Standards Deviation telling how spreads out the responses are; their concentration around the mean are far scattered and wide, Based on the research objectives and study questions Pearson correlation analysis was used and the positive significant high relationship between pedagogical inspection and lesson delivery in secondary school of Nyamabuye; Muhanga District of Southern Province.
CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0. Introduction

The main goal of the study was to investigate the effect of pedagogical inspection on lesson delivery in secondary schools in Rwanda. This study was channeled by the following research questions: What are the frequencies of pedagogical inspection in Nyamabuye secondary schools? What are the components of lesson delivery in Nyamabuye secondary schools? And what is the kind of relationship existed between pedagogical inspection and lesson delivery in Nyamabuye secondary schools? This last part illustrated the summary of the results based on the above research questions, conclusion and recommendations are provided to interested parties, and finally recommendations for future additional studies are also delivered.

5.1. Summary

5.1.1. The compliance of pedagogical inspection in Nyamabuye secondary schools

To provide the answer of the objective related question, the researcher used the variables of pedagogical inspection and how respondents had perceived. Those variables are Pedagogical meetings, Qualification of teachers and Class visit.

After analyzing and interpreting the data recorded for 76 respondents, the frequency of 51 respondents agreed opening and closing meeting on pedagogical inspection had conducted as represented in table 4.6. This was confirmed by the information shown in table 4.7 where 39 research participants perceived pedagogical inspection as very important for lesson delivery. 42 respondents said that the decision taken for pedagogical inspection meeting was taken into consideration as represented in table 4.8. In addition, 49 of teachers stated that they had
inspected. During Teaching and Learning Procedures, and Headteachers and head of studies have enough skills and knowledge on pedagogical inspection, and most respondents agreed that their teachers have all requirements during lesson delivery especially during inspection, and the number of inspectors do inspection at least twice per term. Therefore, pedagogical inspections are conducted in Nyamabuye secondary schools by visiting classroom and observing the way lessons are delivered and by presenting all teaching documents to the pedagogical inspectors.

**5.1.2. The components of lesson delivery in Nyamabuye secondary schools**

The answer for that question was relied on the components of lesson delivery; that are Availability of teaching documents, Class management, Use of instructional materials, Adequate teaching methodologies, and involvement of learner in teaching-learning procedure. With reference to the table 4.1, the most admirable factors of lesson delivery in Secondary schools of Nyamabuye sector, Muhanga district are Teacher's experience in teaching and Teacher's motivation in teaching activities. Unfortunately, Preparation of lessons and the use of active methods during the lesson delivery were not well listed as effective factor as their mean and standard deviation are not higher compared with what are stated above. Thus, the compared frequency of pedagogical inspection in secondary schools in Nyamabuye sector, Muhanga District is at most twice per term as done in the school year of 2018.

**5.1.3. The relationship between pedagogical inspection and lesson delivery in Nyamabuye secondary schools**

As positive Pearson correlation was obtained as represented in table 4.18, there is the meaningful positive high relationship between pedagogical inspection and lesson delivery in
secondary school of Nyamabuye; Muhanga District. Consequently, Pedagogical inspectors focus on teaching and learning activities done at schools by observing how lessons are delivered in particular. After inspection, inspectors give feedback to school staffs for better improvement. So, good pedagogical inspection leads to effective lesson delivery for next time.

5.2. Conclusion

Biographical information of respondents was assessed and their contribution on the achieving research objectives; the majority of respondents were male as matching with national educational census 2008, and their age group are ranging between 36-45 years old; it meant that there were comparatively low experienced teachers who may deliver effectively the lesson. The selection of respondents from the schools were based on total teachers i.e. the more teachers there, more respondents were selected this indicated that more respondents were form ETEKA. The majority of respondents had university degree and is qualified for teaching professional that are experienced from 6 to 11 years.

As conclusion many secondary schools of Nyamabuye sector, Muhanga district have Regular Opening Induction and Closing Meeting for each term for the frequency of 51 among 76 sampled teachers agreed. The compliance of pedagogical inspection and rate of respondents are closely related; this indicates that pedagogical meeting’s importance was not mostly acknowledged by teachers of secondary school of Nyamabuye sector of Muhanga District but they were free for sharing their ideas in pedagogical meetings as pedagogical meeting was done in semi-democratic way. Pedagogical meetings in secondary schools in Nyamabuye sector Muhanga district are purposefully and the decisions taken are taken into consideration and have positive impact on pedagogical activities. The findings showing that the inspection is regularly done during teaching and learning process for secondary schools of Nyamabuye sector,
Based on the study findings as well as studying objectives, the compliance of pedagogical inspection in Nyamabuye secondary schools is at most twice per term for each teacher during the school year 2018 which is not enough, although pedagogical inspection is very necessary in educational system because it leads to the positive improvement of the way lessons are delivered. It is without doubt evident pedagogical inspection checks and focuses on all components of the lesson delivery and provided good feedback based on the factors influencing the teaching and learning process in democratic relationship but teachers from secondary schools in Nyamabuye sector Muhanga District dislike inspection this was supported by study done by Chapman (2000). Based on the analysis of the mean and standard deviation, it is clear that as the standard deviation increase for the increase of mean; Head teachers and head of studies have enough skills and knowledge on pedagogical inspection.

In addition, if the components of the lesson’s delivery like use of active methods and instructional materials are respected at low late in Nyamabuye secondary schools during teaching and learning process because Teacher did not always use instructional materials during lesson delivery, this should lead to the ineffective lesson delivery. Teacher's experience in teaching and Teacher's motivation in teaching activities impact positively the way lessons are delivered in in Rwandan secondary schools.

Finally, there existed positive significant relationship between pedagogical inspection and lesson delivery because pedagogical inspectors inspect different pedagogical activities performed in the schools mainly how the lessons are delivered for standardizing education in Rwanda. This is clear because there are different positive changes for teacher even for school in general after pedagogical inspection. Hence, the pedagogical inspection is like accountability in education system in Rwanda.
5.3. Recommendations

Based on the results from this study, different endorsements are addressed to MINEDUC, teaching staff, pedagogical inspectors and future researchers.

5.3.1. To MINEDUC

The following is recommended to MINEDUC:

To train the teachers about active methods: To provide enough instructional materials for each subject in the schools; and to train teachers about the effective use of materials of instruction and to establish the guide for pedagogical inspections.

5.3.2. To the pedagogical inspectors

As the pedagogical inspection cannot be conducted without preparations and flexibility, the pedagogical inspectors are recommended to:

Communicate their program to the people for being inspected on time; to make enough research about what they must inspect before; to provide relevant feedback in democratic way; to ensure that the inspection has been conducted to all people; and to carry out teachers’ inspection at least three times per term.

5.3.3. To the teachers

The following recommendations are also addressed to the teachers:

To prepare teaching requirements on time; to use effectively available instructional materials and being prepared before inspection and to respect pedagogical inspectors’ instructions.
5.3.4. To the future researchers

In the line of study topic, the additional future studies would be done about the followings:

The consequence of school inspection on the school management in Rwanda and The impact of teachers’ inspection on students’ performance in Rwanda

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UNICEF

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Appendix 1. Questionnaire reserved for teachers

Dear sir/Madame,

Re: Data collection

I am Françoise MUKANIYIBIZI one of the students in Mount Kenya University. I am conducting a researcher on Pedagogical inspection and effective lesson delivery in secondary schools in Rwanda: Case study Nyamabuye sector, Muhanga District in Southern Province.

In fact, all questions in this questionnaire focused on around the relationship between pedagogical inspection and lesson delivery. Thus, feel free to answer all questions below because the evidenced obtained will be utilized only for the school purpose. In addition, please endeavor to fill this questionnaire and submit it honestly.

I am very glad to you for using your time to answer to this questionnaire.

Thanks
Instructions

- Tick (√) in the box in which there is an appropriate response for you.
- Write in the place provided for each question.

PART 1: PERSONAL IDENTIFICATION

1. Gender of respondents
   
   Male
   Female

2. Age group of respondents
   
   16-25
   26-35
   36-45
   Above 45

3. Education level
   
   Secondary study
   University study
   Master study
   Vocational study

3. Specify your qualification
   
   Teaching
   Other
4. School

ESSFIH

ETEKA

G.S Nyabisindu

G.S Saint Joseph

5. Experience in education

Below 6

[6 - 10] years

[11 - 15] years

Above 15 years

6. What do you teach?: ............................................., .....................................,
.............................................

SECTION B: PEDAGOGICAL INSPECTION

<table>
<thead>
<tr>
<th>1</th>
<th>Pedagogical meetings</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Do you have regularly open induction and closing meeting each term at school?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>Pedagogical meetings are very important for you?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Due to</td>
<td>i. You are free for sharing your idea to the school staff for better school development.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ii. They are purposefully and the decisions taken are considered or followed in the school activities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>iii. They have positive impact to your pedagogical activities mainly lesson delivery.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>v. Other specify:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pedagogical inspection</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>---</td>
<td>------------------------</td>
<td>-----</td>
<td>----</td>
</tr>
<tr>
<td>A</td>
<td>Have you been inspected during teaching and learning process?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>Have you been inspected at least twice per term during the school year 2018?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Do you like pedagogical inspection?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>i. Pedagogical inspectors ask all teachers’ documents.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ii. The feedback from inspectors improves positively your technique of doing pedagogical activities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>iii. There is democratic relationship between pedagogical inspectors and teacher (You).</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>iv. Other specify</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>What is pedagogical inspection?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## SECTION C: LESSON DELIVERY

<table>
<thead>
<tr>
<th>The components of lesson delivery.</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>3  The following are the components of lesson delivery:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A  Active participation of all students in the lesson delivery.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B  Use of learner centered methods.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C  Use of enough related instructional materials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D  Democratic relationship between teacher and students during lesson delivery</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E  Having all teaching documents.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F  Others specify:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>G  Do you respect the components of effective lesson delivery during teaching and learning process?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 4 Use of instructional materials

<table>
<thead>
<tr>
<th>Use of instructional materials</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>A  There is enough instructional materials at school.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B  1  Do you use always instructional materials during lesson delivery?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2  Because:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>i.  They are available at school.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ii. They are available but you do not know how to use them.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>iii. Instructional materials are few but you can make some</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
materials by improvisation.

iv You try all your best to use instructional materials during pedagogical inspection.

v Other specify:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td>What do you understand by instructional materials?</td>
</tr>
</tbody>
</table>

5. **Lesson delivery**

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Do you teach effectively your lessons?</td>
<td></td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>You teach effectively because ...............</td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>i.</td>
<td>You prepare your lesson before teaching.</td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ii.</td>
<td>You are experienced in teaching.</td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
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<tbody>
<tr>
<td>iii.</td>
<td>You use active methods during lesson delivery.</td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>V</td>
<td>You are motivated in teaching activities.</td>
</tr>
</tbody>
</table>

<p>| | |</p>
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<tr>
<th></th>
<th></th>
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<tbody>
<tr>
<td>vi.</td>
<td>Other specify:</td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td>What do you understand by effective lesson delivery?</td>
</tr>
<tr>
<td></td>
<td>Pedagogical inspections and lesson delivery</td>
</tr>
<tr>
<td>---</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>A</td>
<td>Do pedagogical inspections affect positively your lesson delivery?</td>
</tr>
<tr>
<td></td>
<td>Explain your answer:</td>
</tr>
<tr>
<td>B</td>
<td>Do pedagogical inspectors consider the components of lesson delivery?</td>
</tr>
<tr>
<td></td>
<td>Justify your answer:</td>
</tr>
<tr>
<td>C</td>
<td>Does the feedback of pedagogical inspectors improve your way of delivering lessons?</td>
</tr>
<tr>
<td></td>
<td>Justify your answer:</td>
</tr>
<tr>
<td>D</td>
<td>Is there a balance between factors of lesson delivered and the feedback of pedagogical inspectors?</td>
</tr>
<tr>
<td></td>
<td>Justify your answer:</td>
</tr>
</tbody>
</table>

7. What do you recommend for pedagogical inspectors?

......................................................................................................................................................

......................................................................................................................................................

Thanks for your contribution!
Appendix 2. Interview for Headteachers and head of studies

Dear sir/Madame Respondent,

Re: Data collection

I am Françoise MUKANIYIBIZI one of the students in Mount Kenya University. I am conducting a researcher on Pedagogical inspection and effective lesson delivery in secondary schools in Rwanda: Case study Nyamabuye sector, Muhanga District. In fact, you were chosen to be part of respondents in this research by answering the question. Thus, feel free to answer all questions below because the information given would be utilized only for the school aim.

I am very glad to you for using your time to provide responses.

Thank you!
SECTION A: PERSONAL IDENTIFICATION

1. Gender
   Male
   Female

2. Age group
   16-25
   26-35
   36-45
   Above 45

3. Education level
   Secondary study
   University study
   Master study
   Vocational study

4. School
   ESSFIH
   ETEKA
   G.S Nyabisindu
   G.S Saint Joseph

5. Position
   Head teacher
   Deputy of studies
6. Experience in education

Below 6 working years □

[6 – 10] years □

[11-15] years □

Above 15 years □

7. Specify the area of qualification: ..........................................................

SECTION B: QUESTIONS RELATED TO PEDAGOGICAL ACTIVITIES

1. A) Did you have always pedagogical meetings (open induction and closing meeting) each term during the school year 2018?

Yes □ or No □

If no, explain ..............................................................

..............................................................

......

..............................................................

......

B) What are the 4 main purposes of pedagogical meetings at school?

..............................................................

......

..............................................................

......

..............................................................
C) Did pedagogical meetings have positive impact on teachers’ pedagogical activities?
Yes □ □ or No □ □

2. Do you inspect teachers during lesson delivery? Yes □ □ or No □ □

3. Lesson delivery is affected positively by:
   a) Methods used during teaching and learning process. Yes □ □ or No □ □
   b) Use of instructional materials. Yes □ □ or No □ □
   c) Democratic relationship between teachers and learners. Yes □ □ or No □ □
   d) Active participation of learners. Yes □ □ or No □ □
   e) Availability of teaching documents. Yes □ □ or No □ □

4. Did teachers use learners centered methods during teaching and learning process?
   Yes □ □ or No □ □
   Provide explanations: ........................................................................................................
   ........................................................................................................................................
   ........................................................................................................................................

5. Did you find that all teachers have all requirements during lesson delivery?
   Yes □ □ or No □ □
   Explain your answer: ........................................................................................................
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   ........................................................................................................................................
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6. Were there positive changes for teachers after pedagogical inspection?
Yes   or No   

Explain your answer: 

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7. A) Did teachers use regularly instructional material during teaching?
   Yes   or No   

B) Was it easy to get instructional material at school?
   Yes   or No   

Explain your answer: 

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........................................................................................................... 
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8. Do you have enough skill and knowledge on school management?
   Yes   or No   

9. Does pedagogical inspection have positive impact on the lesson delivery?
   Yes   or No   

Explain your opinion: .................................................................

10. What are the challenges doing you meet during pedagogical inspection?

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Appendix 3. Administrative map of Muhanga District