

**IN- SERVICE TRAINING PROGRAMMES AND HEAD TEACHERS' MANAGERIAL  
SKILLS IN RWANDA:  
A CASE STUDY OF SECONDARY SCHOOLS IN KARONGI DISTRICT**

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**ABSTRACT**

The in- service training is one of the cornerstones regarding continued professional development in any organization. In the education sector, adequate in- service training probably contributes more than any other factor to the successful performance of head teachers, particularly those who became school leaders by practice rather than by training. The objectives of the study were threefold: First, it sought to identify the in-service training programmes carried out between 2008/2009 - 2013 for head teachers in secondary schools in Karongi District- Rwanda; then assess the impact of those in-service training programmes in empowering head teachers' managerial skills in secondary schools in Karongi District; and finally investigate the strategies to be considered for the improvement of further practices of the in-service training programmes in secondary schools. This research was highly needed in order to critically analyse the role of the in-service training programmes reserved for secondary schools' head teachers in Rwanda as well as the ways of improving these programmes for further practices. The research design of this study concerned with descriptive study where the case study was used. The sample size included 42 secondary schools head teachers (72.4 % of the total population) taken as direct target population. But the researcher judged better to include 319 teachers from selected schools (57.3 % of the total) as the beneficiaries of head teachers' managerial skills and 10 Sector Education Officers (SEOs) out of 12 together with the District Education Officer (DEO) as the first line supervisors of the head teachers at the District level. To select the sample size from the total respondents, the researcher used stratified sampling. To collect needed data, questionnaires were used for both head teachers and teachers while semi- structured interview was conducted for the SEOs with the DEO. The researcher ensured the validity of these tools by presenting them to senior researchers in and out of MKU for their adjustments where needed before being used. The results of this study showed that major INSET programmes carried out for head teachers in Karongi District dealt with school management, ICT, Unity and reconciliation, and English language in which head teachers participated on the overall rate that exceeds 70 % . In addition, those INSET programmes, as the research revealed, enhanced major managerial skills for head teachers such as human and communication skills, financial, supplying, time management, technical, and computer skills. The study also pointed out viable strategies as proposed by the respondents and these include the INSET policy and plans that integrate views from all concerned people, team work spirit for all involved individuals during the INSET design, implementation and evaluation, and sensitizing educational stakeholders on their part in supporting the INSET programmes. Finally, a number of recommendations were formulated and addressed to educational planners and managers, training organisers and beneficiaries. The most highlighted ones focused on a Long- Term Master plan of in-service training, providing articulated trainings, and sensitizing all education partners to support in-service training initiatives.