

**IN-SERVICE EDUCATION PROGRAMMES FOR SECONDARY SCHOOL  
TEACHERS AND STUDENTS' ACADEMIC PERFORMANCE  
A CASE STUDY OF NYARUGENGE DISTRICT, RWANDA**

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**ABSTRACT**

This study is entitled "In-service Education Programs for Secondary School Teachers and Students' Academic Performance ,A case study of Nyarugenge District, Rwanda ".The purpose of this study was to examine the effect of in-service education programs for secondary school teachers on students' academic performance in secondary schools of Nyarugenge District between 2008 and 2012 school years.

The study had four specific objectives. Firstly, it was designed to investigate the state of in-service education programs for secondary school teachers in Nyarugenge District between 2008 and 2012; the second objective was to find out the ratio of qualified teachers to unqualified ones in secondary schools in Nyarugenge district, and the third objective was to find out the facilities available for secondary school teachers in Nyarugenge district for improving on the students' academic performance, their skills, and knowledge in their profession. The last objective was to investigate the state of performance of the secondary school students in secondary schools in Nyarugenge District between 2008 and 2012.

This study is the ex post facto research design. This research tried to analyse the causal-comparative relationship between in-service education programs for secondary school teachers and the students' academic performance. This method is called causal comparative because its purpose is to investigate cause-and-effect relationships between independent (in-service education, school facilities, and teachers' qualification) and dependent variables (students' academic performance).

The target population was made of teachers and head of studies from secondary schools in Nyarugenge District which have concurrently ordinary and advanced levels, whose results were released in the last five years from 2008 to 2012. The number of those schools targeted by this study was 10 secondary schools. The teachers and head of studies were 286. The respondents purposively sampled were 167 teachers and head of studies. Among them, 157 were teachers and 10 head of studies sampled from the target population. Data were collected using three main techniques: questionnaires, interviews to collect information to collect information from teachers and head of studies, and documentary analysis about students' academic performance over the last five years (2008-2012) by analyzing documents in secondary schools and Rwanda Education Board (REB). The data were analysed using the statistical package for social sciences (SPSS) and presented in tables and diagrams.

The study found out that there was an effect of in-service education programs for secondary school teachers on the students' academic performance in the last five years. The in-service education programs have not been effectively implemented between 2008 and 2012, and were not regular in all secondary schools. The study also found out that the majority of secondary school teachers were qualified; on the other hand it was found out that there is a number of teachers who were unqualified in the subjects they are teaching. The majority of schools did not have well equipped school libraries with updated books and laboratories with modern materials. Consequently, the

students' academic performance in national examinations during the last five years (2008-2012) decreased in secondary schools in both ordinary and advanced level due to several factors: irregular in-service education programs, unqualified teachers and lack of school facilities. The study concluded that there is an effect of in-service education programs of secondary school teachers on the decreased students' academic performance in Nyarugenge District. 348

The research recommended that the Ministry of Education should design, support and encourage different types of in-service education programs in secondary schools. The district education office and the school management also were advised to implement at a regular basis less expensive types of in-service education programs in their schools. The successful implementation of in-service education programs should be the benefit to all stakeholders in education and improve the students' academic performance in national examinations as well as teachers' performance in secondary schools.