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Influence of School Instructional Management Practices on Students' English Proficiency in Public Secondary Schools in Huye District, Rwanda

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Abstract: **Effective instructional management is essential for improving students' learning outcomes, particularly in developing-country contexts where school-level instructional practices may influence English language proficiency. This study examined the influence of school instructional management practices on students' English proficiency in public secondary schools in Huye District, Rwanda. Specifically, it assessed the influence of instructional supervision, material resource management, school assessment practices, and student support programmes on students' English proficiency. A mixed-methods approach employing a concurrent triangulation design was adopted, with quantitative and qualitative data collected simultaneously. The target population comprised 24,231 participants, including 14 sector education officers, 51 head teachers, 978 teachers, and 23,188 students. A sample of 466 respondents was determined using Yamane's formula and selected through stratified, purposive, and simple random sampling techniques. Data were collected using questionnaires administered to teachers and students and interview guides for head teachers and education officers. Instrument validity was established through expert review, while reliability was assessed using test-retest procedures and Cronbach's alpha, with a coefficient of 0.700 or higher considered acceptable. Quantitative data were analysed using frequencies, percentages, Pearson correlation, and multiple regression, while qualitative data were analysed thematically. Findings indicated that instructional supervision was widely practised, with 80.4% of teachers reporting regular classroom observations and 76.8% receiving post-observation feedback. Material resource management was also perceived positively, as 91.1% reported that adequate learning materials improved students' English proficiency and 89.2% indicated that teaching aids enhanced learner engagement. Regarding assessment practices, 92.9% reported using continuous assessment, 89.3% providing feedback, and 85.7% using assessment results to improve teaching strategies. Student support programmes were also prevalent, including English clubs (85.7%), peer discussion groups (82.1%), and extra tutoring or remedial classes (76.8%). The study concluded that instructional supervision, material resource management, assessment practices, and student support programmes positively contribute to students' English proficiency. It recommends strengthening instructional supervision, improving the provision and management of learning resources, enhancing assessment practices, and expanding student-centred English support programmes in public secondary schools.**

Keywords: **School Instructional Management; Instructional Practices; English Proficiency; Students' Academic Performance; Public Secondary Schools.**

1. INTRODUCTION

English proficiency is increasingly important for academic achievement, employment, international communication, and access to higher education. Globally, English is widely used as a medium of instruction and as a gateway to scientific knowledge and international opportunities (British Council, 2020). With more than 1.5 billion speakers worldwide, English remains the most widely learned additional language (EF Education First, 2023). Consequently, the quality of English

instruction has become an important concern for education systems, particularly in developing countries where English is used at higher levels of education and in professional environments.

In sub-Saharan Africa, however, many learners continue to experience difficulties in developing adequate English proficiency. These challenges are associated with inadequate teacher preparation, limited instructional resources, large classes, and weaknesses in school-level instructional management (UNESCO, 2021; World Bank, 2020). Effective instructional management, including teacher supervision, provision and management of learning materials, assessment, and student support, enables schools to monitor instructional quality, identify learning difficulties, and provide timely interventions. Evidence from education systems that emphasize instructional coaching, continuous professional development, formative assessment, and learner-centred approaches indicates that effective management of teaching and learning can contribute to improved language outcomes (OECD, 2022).

Across East Africa, governments have introduced curriculum and school-management reforms to strengthen English proficiency. Kenya's Competency-Based Curriculum emphasizes practical language use and communicative competence, while Uganda and Tanzania have strengthened teacher development, interactive teaching, formative assessment, and peer-learning approaches (Ngugi & Nyambura, 2022; Kamugisha & Kalole, 2023). These experiences demonstrate the importance of coordinated instructional practices in improving learners' ability to use English effectively.

Rwanda adopted English as the medium of instruction from upper primary to tertiary education in 2008, replacing French, partly to strengthen regional integration, economic cooperation, and access to international educational opportunities. However, the transition presented substantial challenges for teachers and learners, many of whom had previously been educated in French. Despite government investments in teacher development and education reforms, English proficiency remains a concern in some public secondary schools (REB, 2023). Weaknesses in instructional management, particularly inconsistent supervision, inadequate instructional resources, assessment limitations, and insufficient student support, may constrain efforts to improve learners' English outcomes.

Assessment is particularly important because systematic formative assessment enables teachers to identify learning gaps, provide timely feedback, and adapt instruction to learners' needs (Tumusiime & Iradukunda, 2023). Similarly, English clubs, peer-learning groups, remedial classes, and language mentoring provide opportunities for learners to practise English beyond regular classroom instruction and can enhance confidence and communicative competence (Munyaneza, 2024). Nevertheless, the implementation of such practices may be constrained by limited resources, weak coordination, and inadequate teacher involvement (MINEDUC, 2022).

In Huye District, persistent challenges in English proficiency raise questions about how effectively schools manage instructional processes and support learners' language development. Although existing studies have examined aspects of English teaching and learning in Rwanda, limited attention has been given to the combined influence of instructional supervision, material resource management, assessment practices, and student support programmes on learners' English proficiency at the public secondary-school level. This study therefore examined the influence of these instructional management practices on students' English proficiency in public secondary schools in Huye District, Rwanda. The findings are expected to provide evidence for strengthening school-level instructional management and informing policies and practices aimed at improving English language outcomes.

2. METHODOLOGY

2.1 Research Design

This study adopted a concurrent triangulation mixed-methods design, incorporating both descriptive survey and qualitative descriptive designs.

2.2 Location of the Study

This study was carried out in Huye District**,** situated in the Southern Province of Rwanda**.**

2.3 Target Population

The researcher was targeted head teachers, teachers, students, and educational officers due to the reason that these have information regarding the study objectives.

2.4 Data Collection Instruments

The study used questionnaires for teachers and students aged 18 years and above, a document analysis checklist for students below 18 years, and interview guides for head teachers and education officers.

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3. RESULTS AND DISCUSSION

3.1 Gender of Respondents

This section presents the demographic characteristics of the respondents who participated in the study on the influence of school instructional management practices on enhancing English proficiency among learners in public secondary schools in Huye District, Rwanda. The respondents comprised educational officers, headteachers, teachers, and students. The demographic characteristics considered include gender, age, academic qualifications, and experience, depending on the category of respondents. These characteristics provide important background information for understanding the participants and interpreting the study findings.

Table 1. Gender of respondents

Respondent Category	Frequency (f)	Percentage (%)
Sector Educational Officers	2	0.43
Headteachers	15	3.22
Teachers	56	12.02
Students	393	84.33
Total	**466**	**100.00**

Source: Primary data, 2026

The study involved a total of 466 respondents. Students constituted the largest proportion of respondents, with 393 (84.33%), followed by teachers with 56 (12.02%), headteachers with 15 (3.22%), and sector educational officers with 2 (0.43%). The distribution reflects the different categories of participants involved in examining the influence of school instructional management practices on enhancing English proficiency among learners in public secondary schools in Huye District, Rwanda.

3.2. The Influence of School Instruction Supervision on Students' English Proficiency

Table 2: Teachers' Responses on School Instruction Supervision Practices

Instructional Supervision Practices	Response	Frequency (f)	Percentage (%)
Regular classroom observations of English lessons	Yes	45	80.36
	No	11	19.64
Total		**56**	**100.00**
Providing feedback after lesson observations	Yes	43	76.79
	No	13	23.21
Total		**56**	**100.00**
Follow-up meetings to discuss supervision outcomes	Yes	40	71.43
	No	16	28.57
Total		**56**	**100.00**

Source: Primary data, 2026

Table above presents teachers' responses regarding school instruction supervision practices and their relevance to students' English proficiency. The findings show that 45 teachers (80.36%) reported that regular classroom observations of English lessons were conducted, while 11 (19.64%) reported that they were not. This indicates that classroom observation was a common instructional supervision practice among the schools studied.

Regarding the provision of feedback after lesson observations, 43 teachers (76.79%) responded that feedback was provided, compared with 13 (23.21%) who reported that it was not. This suggests that most teachers received feedback following classroom observations, which may support the improvement of teaching practices.

For follow-up meetings to discuss supervision outcomes, 40 teachers (71.43%) indicated that such meetings were conducted, while 16 (28.57%) indicated that they were not. Overall, the findings show that the three identified instructional supervision practices were reported by the majority of teachers, with regular classroom observation having the highest reported frequency.

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Table 3: Teachers' Responses on the Effects of School Instruction Supervision on Students' English Proficiency

Statements	SD		D		N		A		SA		Mean	St. Dev
	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%		
School supervision improves the quality of English teaching.	1	1.8	3	5.4	4	7.1	18	32.1	30	53.6	1.70	0.95
Feedback from supervisors helps me improve learners' English skills.	1	1.8	2	3.6	5	8.9	20	35.7	28	50.0	1.71	0.91
Supervision is conducted regularly to enhance students' English proficiency.	1	1.8	4	7.1	7	12.5	19	33.9	25	44.6	1.88	1.01
Supervisors provide constructive criticism to teachers.	1	1.8	4	7.1	6	10.7	18	32.1	27	48.2	1.82	1.01
Supervision activities motivate teachers to improve instructional methods.	1	1.8	2	3.6	5	8.9	19	33.9	29	51.8	1.70	0.91

Source: Primary data, 2026

The table presents teachers' perceptions of the effects of school supervision on students' English proficiency. Overall, the findings show that teachers had positive perceptions of school supervision. For example, 85.7% of teachers agreed or strongly agreed that school supervision improves the quality of English teaching, with a mean of 1.70 and a standard deviation of 0.95. Similarly, 85.7% agreed or strongly agreed that feedback from supervisors helps them improve learners' English skills, with a mean of 1.71 and a standard deviation of 0.91. Regarding regular supervision, 78.5% agreed or strongly agreed that supervision is conducted regularly to enhance students' English proficiency, with a mean of 1.88 and a standard deviation of 1.01. In addition, 80.3% agreed or strongly agreed that supervisors provide constructive criticism to teachers, with a mean of 1.82 and a standard deviation of 1.01. Finally, 85.7% agreed or strongly agreed that supervision activities motivate teachers to improve their instructional methods, with a mean of 1.70 and a standard deviation of 0.91. Overall, the results indicate that teachers generally perceived school supervision as useful in improving English teaching, providing constructive feedback, motivating teachers, and supporting students' English proficiency.

3.3. Influence of School Assessment Practices on Students' English Proficiency

Table 4: Teachers' Responses on School Assessment Practices

Assessment Practices	YES (f)	YES (%)	NO (f)	NO (%)
Use of continuous assessment in English	52	92.9	4	7.1
Providing feedback on English assessment results	50	89.3	6	10.7
Using assessment results to improve English teaching strategies	48	85.7	8	14.3
Total	**150**	**89.3**	**18**	**10.7**

Source: Primary data, 2026

The table presents teachers' responses on the availability of school assessment practices related to students' English proficiency. The findings indicate that most teachers reported that the identified assessment practices were available in their schools. 92.9% of teachers reported that continuous assessment in English was used, while only 7.1% reported that it was not used. Similarly, 89.3% indicated that feedback was provided on English assessment results, compared with 10.7% who reported that feedback was not provided. Furthermore, 85.7% reported that assessment results were used to improve English teaching strategies, whereas 14.3% indicated that this practice was not available. Overall, the results show that continuous assessment, provision of feedback, and the use of assessment results to improve teaching strategies were commonly practiced in the schools. These practices may provide teachers with information about learners' progress and areas of difficulty, which can support improvements in English teaching and learning.

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Table 5. Teachers' Perceptions of the Effects of Material Resource Management on Students' English Proficiency

Statements	SA Fr	SA %	A Fr	A %	U Fr	U %	D Fr	D %	SD Fr	SD %	Mean	Std. Dev.
Adequate learning materials improve students' English proficiency.	35	62.5	16	28.6	3	5.4	1	1.8	1	1.8	1.52	0.83
Use of teaching aids increases learners' engagement in English lessons.	32	57.1	18	32.1	4	7.1	1	1.8	1	1.8	1.59	0.85
The library provides enough English materials to support learning.	24	42.9	20	35.7	7	12.5	4	7.1	1	1.8	1.89	1.00
Availability of technology resources enhances English learning.	30	53.6	17	30.4	5	8.9	3	5.4	1	1.8	1.71	0.97
Proper maintenance of materials ensures their effective use.	33	58.9	17	30.4	4	7.1	1	1.8	1	1.8	1.57	0.85

Source: Primary data, 2026

The findings show that teachers generally perceived material resource management as having a positive effect on students' English proficiency. Regarding adequate learning materials, 62.5% of teachers strongly agreed and 28.6% agreed that adequate learning materials improve students' English proficiency, while only 5.4% were undecided and 3.6% disagreed or strongly disagreed. The mean of 1.52 and standard deviation of 0.83 indicate a high level of agreement with this statement. Similarly, 57.1% strongly agreed and 32.1% agreed that the use of teaching aids increases learners' engagement in English lessons. Only 7.1% were undecided, while 3.6% disagreed or strongly disagreed. The mean score of 1.59 with a standard deviation of 0.85 shows that teachers generally agreed that teaching aids contribute to learners' engagement in English lessons.

Concerning the availability of library resources, 42.9% of teachers strongly agreed and 35.7% agreed that the library provides enough English materials to support learning. However, 12.5% were undecided, while 8.9% disagreed or strongly disagreed. The mean of 1.89 and standard deviation of 1.00 indicate general agreement, although responses were more varied compared with the other statements.

Regarding technology resources, 53.6% strongly agreed and 30.4% agreed that the availability of technology resources enhances English learning. Only 8.9% were undecided, while 7.2% disagreed or strongly disagreed. The mean of 1.71 and standard deviation of 0.97 suggest that teachers generally perceived technology resources as useful for enhancing English learning.

Finally, 58.9% strongly agreed and 30.4% agreed that proper maintenance of materials ensures their effective use. Only 7.1% were undecided, while 3.6% disagreed or strongly disagreed. The mean score of 1.57 and standard deviation of 0.85 indicate strong agreement among teachers. Overall, the results suggest that teachers perceived adequate learning materials, teaching aids, library resources, technology resources, and proper maintenance of materials as important factors supporting students' English proficiency. The generally low mean scores, ranging from 1.52 to 1.89, further indicate a high level of agreement across all the statements.

3.4 The Influence of School Assessment Practices on Students' English Proficiency

Table 6: Influence of School Assessment Practices on Students' English Proficiency

Assessment Practices	YES (f)	YES (%)	NO (f)	NO (%)	Total
Use of continuous assessment in English	52	92.9%	4	7.1%	56
Providing feedback on English assessment results	49	87.5%	7	12.5%	56
Using assessment results to improve English teaching strategies	47	83.9%	9	16.1%	56

Source: Primary data, 2026

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The table shows that most teachers reported using school assessment practices to support students' English proficiency. Specifically, 92.9% reported using continuous assessment in English, while 87.5% indicated that they provide feedback on English assessment results. In addition, 83.9% reported using assessment results to improve their English teaching strategies. Overall, the findings indicate that assessment practices are commonly used by teachers to monitor learners' progress, provide feedback, and improve teaching strategies.

Table 7: Teachers' Perceptions of the Effects of Assessment Practices on Students' English Proficiency

Statements	SA f (%)	A f (%)	U f (%)	D f (%)	SD f (%)	Mean	Std. Deviation
Continuous assessment helps identify learners' English weaknesses.	31 (55.4%)	18 (32.1%)	4 (7.1%)	2 (3.6%)	1 (1.8%)	1.64	0.88
Feedback from assessments motivates students to improve English.	29 (51.8%)	20 (35.7%)	4 (7.1%)	2 (3.6%)	1 (1.8%)	1.68	0.88
Assessment results are effectively used to guide English teaching.	27 (48.2%)	21 (37.5%)	5 (8.9%)	2 (3.6%)	1 (1.8%)	1.73	0.90
Assessment methods are fair and reliable.	25 (44.6%)	22 (39.3%)	5 (8.9%)	3 (5.4%)	1 (1.8%)	1.80	0.92
Assessment practices encourage regular study habits.	26 (46.4%)	21 (37.5%)	5 (8.9%)	3 (5.4%)	1 (1.8%)	1.79	0.94

Source: Primary data, 2026

The findings show that teachers generally agreed that assessment practices have positive effects on students' English proficiency. For continuous assessment, 62.5% strongly agreed and 28.6% agreed that it helps identify learners' English weaknesses. The mean of 1.52 and standard deviation of 0.83 show a high level of agreement, indicating that continuous assessment helps teachers identify areas where learners need improvement.

For feedback from assessments, 57.1% strongly agreed and 32.1% agreed that feedback motivates students to improve their English. The mean of 1.59 and standard deviation of 0.85 indicate strong agreement. This suggests that feedback helps learners understand their performance and encourages them to improve. Regarding the use of assessment results to guide English teaching, 53.6% strongly agreed and 33.9% agreed. The mean of 1.66 and standard deviation of 0.90 show that most teachers believed assessment results are useful in improving teaching strategies and addressing learners' needs.

The results also show that 48.2% strongly agreed and 35.7% agreed that assessment methods are fair and reliable. With a mean of 1.77 and standard deviation of 0.95, the findings indicate that teachers generally considered the assessment methods appropriate for evaluating learners' English progress. Finally, 51.8% strongly agreed and 32.1% agreed that assessment practices encourage regular study habits. The mean of 1.73 and standard deviation of 0.96 indicate general agreement. This suggests that regular assessment encourages students to study consistently and pay attention to their English learning.

Overall, the findings indicate that teachers perceived assessment practices as important in improving students' English proficiency. They help to identify weaknesses, provide feedback, guide teaching, support fair assessment, and encourage regular study habits.

3.5. Influence of School Student Support Programs on Students' English Proficiency

Table 8: Student Support Programs Available in Schools

Student Support Programs	YES (f)	YES (%)	NO (f)	NO (%)	Total
English language clubs or extra-curricular activities	48	85.7	8	14.3	56
Extra tutoring or remedial classes for struggling English learners	43	76.8	13	23.2	56
Peer group discussions or study groups to practice English	46	82.1	10	17.9	56

Source: Primary data, 2026

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The findings indicate that most teachers reported that student support programs were available in their schools. English language clubs or extra-curricular activities were reported by 85.7% of teachers, followed by peer group discussions or study groups at 82.1%. Extra tutoring or remedial classes were reported by 76.8%. This suggests that schools provide different forms of support to help learners practice English, address learning difficulties, and improve their participation in English-related activities.

Table 9: Teachers' Responses on the Effects of Student Support Programs on Students' English Proficiency

	SA		A		U		D		SD			
Statement	***f***	**%**	***f***	**%**	***f***	**%**	***f***	**%**	***f***	**%**	***M***	***SD***
Student support programs improve learners' English confidence and skills.	34	60.7	17	30.4	3	5.4	1	1.8	1	1.8	1.54	0.83
Extra tutoring helps students overcome English learning difficulties.	32	57.1	18	32.1	4	7.1	1	1.8	1	1.8	1.59	0.85
Peer discussions encourage active use of English language.	31	55.4	19	33.9	4	7.1	1	1.8	1	1.8	1.61	0.84
Support programs promote positive attitudes towards English.	29	51.8	20	35.7	4	7.1	2	3.6	1	1.8	1.68	0.91
Student participation in support programs increases English performance.	30	53.6	19	33.9	4	7.1	2	3.6	1	1.8	1.66	0.90

Source: Primary data, 2026

The findings show that teachers generally agreed that student support programs contribute to students' English proficiency. For example, 60.7% strongly agreed and 30.4% agreed that student support programs improve learners' English confidence and skills, with a mean of 1.54 and standard deviation of 0.83. Similarly, most teachers agreed that extra tutoring helps students overcome English learning difficulties (M = 1.59, SD = 0.85).

The findings further show that 55.4% of teachers strongly agreed and 33.9% agreed that peer discussions encourage active use of English. In addition, 51.8% strongly agreed and 35.7% agreed that support programs promote positive attitudes towards English. Finally, 53.6% strongly agreed and 33.9% agreed that participation in support programs increases English performance. Overall, the mean scores ranging from 1.54 to 1.68 indicate a generally high level of agreement among teachers that student support programs help learners develop their English skills, confidence, participation, and performance.

3.6 Students' English Proficiency

Table 10: Observable Indicators of Students' English Proficiency

	Yes		No		
Indicator	*f*	%	*f*	%	Total
Students actively participate in English conversations.	45	80.4	11	19.6	56
Students complete English assignments without help.	42	75.0	14	25.0	56
Students read and summarize English texts effectively.	44	78.6	12	21.4	56

Source: Primary data, 2026

The findings indicate that observable signs of English proficiency were reported among many students. 80.4% of teachers indicated that students actively participate in English conversations, while 78.6% reported that students can read and summarize English texts effectively. In addition, 75.0% indicated that students complete English assignments without help. These findings suggest that many students demonstrate English proficiency through communication, independent completion of assignments, and reading and summarizing skills.

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Table 11: Teachers' Responses on Students' English Proficiency

	SA		A		U		D		SD			
Statement	*f*	%	*f*	%	*f*	%	*f*	%	*f*	%	*M*	*SD*
Students can communicate confidently in spoken English.	28	50.0	20	35.7	5	8.9	2	3.6	1	1.8	1.73	0.91
Students perform well in written English assignments and exams.	27	48.2	21	37.5	5	8.9	2	3.6	1	1.8	1.73	0.90
Students understand and interpret English reading materials effectively.	29	51.8	19	33.9	5	8.9	2	3.6	1	1.8	1.68	0.91
Students demonstrate good English grammar usage.	25	44.6	22	39.3	5	8.9	3	5.4	1	1.8	1.80	0.94
Students show improved vocabulary over time.	30	53.6	18	32.1	5	8.9	2	3.6	1	1.8	1.68	0.91

Source: Primary, 2026

The findings show that teachers generally agreed that students demonstrate different aspects of English proficiency. For spoken communication, 50.0% strongly agreed and 35.7% agreed that students can communicate confidently in spoken English. Similarly, 48.2% strongly agreed and 37.5% agreed that students perform well in written English assignments and examinations. Regarding reading ability, 51.8% strongly agreed and 33.9% agreed that students understand and interpret English reading materials effectively. The findings also show that 44.6% strongly agreed and 39.3% agreed that students demonstrate good English grammar usage. Finally, 53.6% strongly agreed and 32.1% agreed that students show improved vocabulary over time.

Overall, the mean scores ranged from 1.68 to 1.80, indicating a generally high level of agreement among teachers. The results suggest that students demonstrate English proficiency through spoken communication, writing, reading comprehension, grammar usage, and vocabulary development.

3.7 Influence of School Instruction Supervision on Students' English Proficiency

Table 12: Students' Responses on School Instruction Supervision Practices

	Yes		No		
Instruction Supervision Practices	*f*	%	*f*	%	Total
Regular classroom observations of English lessons	337	85.8	56	14.2	393
Providing feedback after lesson observations	326	83.0	67	17.0	393
Follow-up meetings to discuss supervision outcomes	309	78.6	84	21.4	393

Source: Primary data,2026

The findings indicate that most students reported the presence of school instruction supervision practices. 85.8% indicated that regular classroom observations of English lessons take place, while 83.0% reported that teachers receive feedback after lesson observations. Furthermore, 78.6% reported the existence of follow-up meetings to discuss supervision outcomes. These findings suggest that instruction supervision is commonly practiced in the schools and involves classroom observation, feedback, and follow-up activities.

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Table 13: Students' Responses on the Effects of School Instruction Supervision on English Proficiency

Statements	SA f	SA %	A f	A %	U f	U %	D f	D %	SD f	SD %	Mean	Std. Dev.
School supervision improves the quality of English teaching.	235	59.8	111	28.2	25	6.4	14	3.6	8	2.0	1.60	0.91
Feedback from supervisors helps me improve learners' English skills.	222	56.5	119	30.3	27	6.9	17	4.3	8	2.0	1.65	0.94
Supervision is conducted regularly to enhance students' English proficiency.	216	55.0	122	31.0	29	7.4	18	4.6	8	2.0	1.68	0.95
Supervisors provide constructive criticism to teachers.	209	53.2	126	32.1	30	7.6	20	5.1	8	2.0	1.71	0.97
Supervision activities motivate teachers to improve instructional methods.	214	54.5	121	30.8	29	7.4	21	5.3	8	2.0	1.70	0.97

Source: Primary data, 2026

The findings show that students generally agreed that school instruction supervision contributes to improved English teaching and learning. For example, 59.8% strongly agreed and 28.2% agreed that school supervision improves the quality of English teaching. The mean of 1.60 and standard deviation of 0.91 indicate a high level of agreement.

Similarly, 56.5% strongly agreed and 30.3% agreed that feedback from supervisors helps improve English skills. The mean of 1.65 shows that most students had a positive view of the role of supervisory feedback. Regarding regular supervision, 55.0% strongly agreed and 31.0% agreed that supervision is conducted regularly to enhance English proficiency.

Furthermore, 53.2% strongly agreed and 32.1% agreed that supervisors provide constructive criticism to teachers. Finally, 54.5% strongly agreed and 30.8% agreed that supervision activities motivate teachers to improve instructional methods. Overall, the mean scores ranged from 1.60 to 1.71, indicating general agreement among students that instruction supervision supports the quality of English teaching and students' English proficiency.

4. DISCUSSION OF RESEARCH FINDINGS

The findings indicated that school instructional management practices played an important role in supporting learners' English proficiency in public secondary schools in Huye District. Interviewees reported that regular classroom observations enabled school leaders to monitor English instruction, identify teachers' challenges, and provide professional guidance. Constructive and timely feedback helped teachers improve lesson preparation, instructional methods, classroom management, and the use of teaching materials, while follow-up meetings supported continuous implementation of recommended improvements. The findings also showed that the availability and effective use of textbooks, reference materials, dictionaries, charts, and other teaching aids facilitated the teaching and practice of English skills. However, differences in the availability and use of resources across schools highlighted the importance of proper management, maintenance, and regular utilization of available materials.

The findings further showed that continuous assessment, timely feedback, and appropriate use of assessment results supported learners' English proficiency. Classroom exercises, assignments, tests, and oral activities enabled teachers to identify learners' strengths and weaknesses and adjust instructional strategies accordingly. Assessment feedback also helped learners recognize their errors and improve their performance. In addition, student support programmes, including English clubs, extracurricular activities, remedial lessons, peer discussions, and study groups, provided additional opportunities for learners to practise English, seek academic support, and develop confidence.

Overall, the findings suggest that effective instructional supervision, resource management, assessment practices, and student support programmes complement classroom teaching and contribute to improved English language learning outcomes.

5. CONCLUSION

The study concluded that school instructional management practices played an important role in enhancing learners' English proficiency in public secondary schools in Huye District, Rwanda. Regarding instructional supervision, regular classroom observations, constructive feedback, professional guidance, and follow-up meetings supported teachers in improving their instructional practices and responding to learners' needs. Effective management of material resources also contributed to English proficiency by ensuring the availability and proper use of textbooks, teaching aids, library resources, and technological facilities. These findings indicate that effective supervision and resource management create supportive conditions for quality English teaching and learning.

The study further concluded that school assessment practices and student support programmes contributed to improving learners' English proficiency. Continuous assessment, timely feedback, and appropriate use of assessment results enabled teachers to identify learning gaps, adjust instructional strategies, and support learners' progress. Similarly, English clubs, remedial classes, and peer study groups provided additional opportunities for language practice, academic support, and active participation. Overall, integrating effective supervision, resource management, assessment practices, and student support programmes can strengthen English language learning outcomes in public secondary schools.

6. RECOMMENDATION

Based on the findings and conclusions, head teachers should strengthen regular supervision of English lessons through classroom observations, constructive feedback, and follow-up meetings, while ensuring that instructional materials, library resources, and technology are properly managed and maintained. Teachers should make effective use of available learning resources, conduct continuous assessments, provide timely feedback, and use assessment results to identify learning gaps and improve instructional strategies.

Teachers and school leaders should also strengthen student support programmes, including English clubs, remedial lessons, group discussions, and peer learning activities, to provide additional opportunities for language practice and academic support. Students should actively participate in these activities, make effective use of available learning resources, respond positively to assessment feedback, and regularly practise speaking, reading, writing, and listening in English both inside and outside the classroom.

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