

**TEACHER TRAINING AND ACADEMIC PERFORMANCE OF SECONDARY
SCHOOLS IN RWANDA: A CASE OF SECONDARY SCHOOLS
IN NYAGATARE DISTRICT.**

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ABSTRACT

The study aimed at establishing the relationship between teacher training and academic performance of secondary schools and was carried out in Nyagatare District located in Eastern Rwanda. To improve the performance of secondary schools, the Government of Rwanda through the Ministry of Education adopted various initiatives to promote teacher professional development, but there has been little or no research done to show whether or not secondary teacher training had led to improved performance of secondary schools in Nyagatare District. This study therefore aimed at investigating whether teacher training led to improved performance of secondary schools in Nyagatare District. The specific objectives of the study were: to identify various teacher training programs used to improve teacher quality in Nyagatare district and to establish the relationship between teacher training and academic performance of secondary schools in Nyagatare District. The findings of the study showed that teacher training improved the quality of teachers by improving teachers' proficiency through in-service programs, pedagogical skills, improved teaching methods and confidence in handling different situations regarding students' discipline. A significant relationship was also found between teacher training and academic performance in secondary schools which was reflected in students' grades and improvement in students' classroom attendance and participation. The study recommends the government of Rwanda to sustain teacher training in form of in-service training of the unqualified teachers still existing in secondary schools to help them acquire teaching knowledge and skills. Other trainings, like pedagogical workshops and seminars, should also be provided continuously to keep teachers updated because there is nothing permanent except change. The Government should also ensure that qualified teachers are attracted to the teaching profession by providing better remuneration to stop many qualified teachers from deserting the profession.