

**ASSESSMENT OF THE EFFECT OF HEADTEACHERS'
LEADERSHIP STYLES ON TEACHERS' PERFORMANCE IN 12-YEAR
BASIC EDUCATION SCHOOLS IN NYARUGURU DISTRICT IN
RWANDA**

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**A THESIS SUBMITTED IN FULFILMENTS OF THE REQUIREMENTS
FOR THE DEGREE OF DOCTOR OF PHILOSOPHY IN EDUCATION (PhD)
DEPARTMENT OF EDUCATIONAL POLICY, PLANNING AND
ADMINISTRATION
OF THE OPEN UNIVERSITY OF TANZANIA**

2025

CERTIFICATION

The undersigned certify that they have read and hereby recommend for acceptance by the Open University of Tanzania a dissertation entitled , “**Assessing the Effect of Headteachers’ Leadership Styles on Teachers’ Performance in 12-Year Basic Education in Nyarugusu Rwanda**” in partial fulfillment of the requirement for the degree of Doctor of Philosophy in Education (PhD).

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Signature



Date

DEDICATION

The dedication of this work goes my late mother, Nyinawumuntu Seraphine, my grandmother, Karubera Hilarie, my aunt Nyirasimbizi Beatha and her husband Kabandana Aphrodis. You valued the importance of education and encouraged me to study hard. You set the foundation for my education upon which this PhD thesis has been constructed.

ACKNOWLEDGEMENTS

The completion of this dissertation is indebted to all individuals who provided support in various ways. First and foremost, I would like to extend my sincere gratitude to my thesis supervisors, Dr. Theresia Shavega and Dr. Maulid J. Maulid, for their unwavering support in the form of guidance, advice, comments, and constructive criticism, all of which were instrumental in completing this work.

I owe my deepest appreciation and heartfelt thanks to my grandmother, Karubera Hilarie, and my aunt, Nyirasimbizi Beatha, for their significant moral support and motivation throughout the entire process of my study. Without their encouragement, I might have abandoned my research. I would also like to extend my gratitude to the headteachers and teachers of the 12-Year Basic Education program in the Nyaruguru District, where this research was conducted. I am thankful for their kindness in allowing time to participate in the research by conducting interviews and completing questionnaires, despite their heavy responsibilities. My sincerest thanks go to them.

Lastly, I appreciate all kind of support I received from all people in various categories during this study; may God shower you with blessings. However, I am solely responsible and accountable for any inaccuracies as well as weaknesses may be found in this work.

ABSTRACT

This study assessed the effect of headteachers' leadership styles on teachers' performance in 12 year-basic education in Nyaruguru district-Rwanda. The study was guided by three theories: participative, transformational leadership, and transactional leadership theories. This study adopted mixed method and convergent research design with the sample size of 178 including 164 teachers and 12 headteachers from 12 schools. Proportional sampling determined the number of teachers from each school. Simple random sampling was used to select teachers from schools, while purposive sampling was employed for selecting headteachers. Data were gathered through questionnaires and structured interview. Questionnaires were administered to teachers, and structured interviews were conducted with headteachers. With the aid of V.27 of SPSS, quantitative data were analyzed. Descriptive statistics (percentage, means, frequencies, and standard deviations) were used to summarize the data, while inferential statistics (correlation, and regression analysis) were used to examine relationships between variables. Qualitative data were analyzed using thematic analysis. The findings indicated that democratic and transformational leadership styles positively affect teachers' performance, whereas autocratic leadership style has a negative effect. To improve their performance, teachers recommended behaviours drawn from democratic, transformational, transactional, autocratic, and laissez-faire leadership. The findings revealed the detrimental impact of Autocratic, though a few of its behaviours were positively recognized in teachers' recommendations. From the findings, the study recommended government to develop and distribute a comprehensive guideline document outlining effective leadership behaviours particularly those associated

with democratic and transformational styles, which were found to positively influence teachers' performance. Additionally, it suggests that the district integrate leadership style in all program which aimed at enhancing teachers' performance.

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LIST OF ABBREVIATIONS AND ACRONYMS

12YBE	12-Year Basic Education
4I's	Idealized influence, Individualized consideration, Inspirational motivation, and Intellectual stimulation
AIMS	The African Institute for Mathematical Sciences
ANOVA	Analysis of Variance
CCSSO	The Council of Chief State School Officer's
CFI	Corporate Finance Institute
CSTP	California Standards for the Teaching Profession
DA	Department of the Army
DEBS	District Education Board Secretary
FRW	Rwanda Francs
GS	Groupe Scolaire
ICT	Information and Communication Technology
IEE	Inspire, Educate and Empower
KCPE	Kenya Certificate of Primary Education
KMO	The Kaiser-Meyer-Olkin
MIFOTRA	Ministry of Public Service and Labour
MINALOC	Ministry of Local Administration
MINEDUC	Ministry of Education
NSLS	National Society of Leadership and Success
PISA	Programme for International Student Assessment
REB	Rwanda Basic Education Board
REC	Rwanda Education Commons

SPSS	Statistical Package for the Social Sciences
TTCs	Teacher Training Colleges
TTP	Teacher Training programme
UK	United Kingdom
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
URT	United Republic of Tanzania
USA	United State of America
USAID	United States Agency for International Development

CHAPTER ONE

INTRODUCTION

1.1 Overview

The purpose of this study is to investigate the effects of headteachers' leadership styles on teachers' performance in 12-year education in Nyarugru district, Rwanda. This study was motivated by several factors. First, while research has suggested that head teachers' leadership styles affect teachers' performance, few studies explore this relationship in rural districts of Rwanda like Nyaruguru, creating a gap in knowledge of the leadership dynamics in such settings. Second, the unique characteristic of 12-year basic education where many tasks assigned to students are completed home, and teachers should work in hand with parents, presents challenges that require effective leadership to address issues like teacher instructional planning, student assessment, and teacher-parent collaboration. Third, government and other educational stakeholders are concerned with enhancing teachers' performance, yet the contribution of specific leadership styles to it remains unresearched.

This chapter presents the rationale for the study and provides a comprehensive overview of the dissertation. It is organized into sections, beginning with the background of the study, followed by the statement of the problem, research objectives, and research questions. Furthermore, the chapter addresses the significance of the study, the research scope, and limitations and delimitations. Additionally, it entails the theoretical and conceptual frameworks underpinning the research and provides operational definitions of key terms. Lastly, it concludes by providing a brief summary of the structure of the dissertation, offering a clear roadmap for the chapters that follow.

1.2 Background to the Study

Globally, leadership serves as a critical pillar in the performance of an organization and the efficiency of the employees (Konyefa & Isaiah, 2024). Effective leader provides guidance to employees, gives them direction towards achievement of desired organizational goals (Northouse, 2022). In the context of education, headteachers play an important role in guiding teaching and learning process. In developed countries like UK, USA, and Singapore invest heavily in professional leadership, and national leadership standards, positioning school leaders as critical to enhancing teachers effectiveness (UNESCO, 2024).

In developing countries, apart of inadequate infrastructures, Insufficient teaching materials, and poor trained teachers leading to low academic performance (Asomi College of Science, n.d.). Among these factors teachers' inefficiency comes at the top in the factors which hinder the quality of education in general and students' achievement in particular as showed by Sanfo and Malgoubri (2024) that quality of education system cannot exceeds the quality of its teachers. The teachers in developing countries lack theoretical knowledge and practical classroom training (World Bank, 2023). This Teachers' shortcoming affected students' performance as shown by report that only 53% of children in developing countries are failing to acquire literacy and numeracy skills after several years of schooling (World Bank, 2023).

Leadership style has been considered as a basic factor in improving teachers' performance (Pardosi & Utari, 2022). A principal's leadership style often results in low teacher performance, whereas leadership significantly improves it (Pardosi &

Utari, 2022). When headteachers' leadership styles are ineffective, teachers tend to lack job satisfaction and motivation (Ferdinand, 2023; Mahamudu et al., 2023). Motivation and satisfaction are important for teachers to perform their duties effectively, and when these elements are absent, student performance is likely to decline as well (Fadlun & Fatmawati, 2023).

Leadership style adopted by headteachers strongly influence teachers' efficiency. Various studies revealed that leadership styles from Lewin's model are employed by the headteachers, and have various effects. The democratic style, which involves teachers in decision-making, has been shown to boost motivation and job satisfaction, leading to improved performance (Anderson, 1959; Mawajdeh, 2022; Omenu, 2018). In contrast, autocratic leadership centralizes authority, often resulting in reduced teacher effectiveness (Obiwuru et al., 2021; Ogono et al., 2022). The laissez-faire leadership style allows teachers considerable autonomy; however, its minimal supervision and guidance may hinder teacher performance and goal achievement (Northouse, 2021).

Transformational and transactional leadership styles from full range model are other styles that were suggested by various research studies to improve teachers' performance (Li et al., 2023; Shalahudin, 2021). Transformational leadership significantly improves teachers' performance by fostering innovation, motivation, and professional growth through inspiration and intellectual stimulation (Bao, 2024; Khan, 2023). Conversely, transactional leadership, which relies on rewards tied to goal attainment, is associated with lower teacher satisfaction and limited impact on long-term performance (Maheshwari, 2021). This reward-based approach motivates

teachers to explore new ways of planning instructions and assessing students, ultimately enhancing their performance.

In Rwanda, to achieve the Millennium Development Goals (MDGs) regarding education and sustainable development goals, 12-Year Basic Education program was introduced in 2012 (Anzenze, 2022). Efforts to strengthen the 12-year basic education have included the construction of additional classrooms to reduce overcrowding, teacher training, improved digital access in classrooms, curriculum reform, and the provision of textbooks (MINEDUC, 2020; Nkurunziza, 2022; World Bank, 2019). However, despite all these efforts, education in Rwanda is still facing poor academic outcomes: only 42.8% of students meet the standard in English, 41.5% in numeracy, and 43.4% in science (REB, 2022; USAID & Save the Children, 2021; USAID & Save the Children 2021). This low performance is mostly evident in 12 year basic education (Celestin & Faustion, 2024)

Teachers' efficiency plays a significant role in enhancing students' academic performance (Rurangirwa & Andala, 2023). However, leadership style—an important determinant of teachers' performance—has not received adequate attention as a factor for improving teacher proficiency. This oversight may contribute to teachers' underperformance. According to Theogene (2022), that quality of education fails to meet societal expectations due to teachers' limited effectiveness and overall performance.

Interestingly, research on leadership styles and teachers' performance is predominantly focused on foreign countries, with few studies in Rwanda. These few

studies focused on commonly applied leadership styles and the level of teachers' performance. The findings from these studies on the leadership styles that are commonly applied are autocratic, Democratic, Laissez-faire, Transformational and Transactional. Only one study by Obilan (2018) determined the effect of leadership styles (Autocratic, Democratic and Laissez-faire) on teachers' performance in Nyarugenge district and this cannot be generalized in other districts.

Basically, there is no study found on the effects of leadership styles on teachers' performance in Nyaruguru district. However, the actions of headteachers vary based on the districts where their schools are situated due to lack of common guidelines about leadership styles to be applied by headteachers. For example, in certain urban areas, headteachers receive transportation and communication allowances. Meanwhile, other districts have their unique methods for encouraging or monitoring the performance of headteachers. This distinction underscores the significance of conducting this study in Nyaruguru district.

Specifically, there is a lack of understanding regarding the influence of each leadership style on teachers' performance in 12-year basic education in Rwanda, prompting the fundamental question: What is the specific influence of various leadership styles on teachers' performance in 12-year basic education in Rwanda? This is the reason why this study will find out the effect of each leadership style on teachers' performance. This study will also evaluate the leadership style that is recommended by the teachers for enhancing their performance.

1.3 Statement of the Research Problem

Despite the emphasis on improving the quality of education in Rwanda's 12-year

basic education schools, poor teachers' performance continues to be a significant challenge to achieving its goals (De Dieu & Andala, 2021). The situation get worse in 12 years basic education of rural areas like Nyaruguru district where teachers are expected to collaborate with parents who have not attended school, to assess a big number of the children who have not got time to revise due to various household activities, looking after animals, or working in field after school. Low performance manifests in various ways, including ineffective instructional planning, weak student assessment practices, and limited collaboration between teachers and parents (Theophile, 2020; Sibomana, 2021).

Poor teacher performance leads to poor quality education which impacts socio-economic country's economic development (Abu et al., 2024). It limits students' preparedness for higher education by failing to equip them with the necessary knowledge and skills to pass national examinations. Furthermore, it restricts their employment opportunities due to insufficient competencies to address societal challenges, thereby perpetuating cycles of poverty (Tuatul et al., 2019). Addressing this issue is essential for achieving the country's aim of transforming economy from agricultural to knowledge based economy, and ensuring equitable access to quality education, especially in rural areas like Nyaruguru.

Little is known about the effect of individual leadership styles on teachers' performance in rural areas such as Nyaruguru district. Leadership styles may inspire or discourage teachers to collaborate more closely with parents, even visiting them at home, since many parents neither attend school meetings nor own mobile phones. In Rwanda's 12-Year Basic Education system, students return home after classes, and

many learning activities take place outside school hours. This reality requires strong teacher-parent collaboration—not as a directive, but as a shared commitment to student success. Most studies identified general leadership styles used by school headteachers (Uwamahoro, 2015). No study examined their effect on teachers performance in rural area like Nyaruguru. Furthermore, limited research has explored the leadership behaviors that teachers themselves recommend to improve their performance.

This lack of scientific knowledge limits the ability of policymakers and educational stakeholders to develop evidence-based guidelines aimed at improving teachers' performance. This study aims to fill these gaps by examining the effects of democratic, autocratic, and transformational leadership styles on teachers' performance in the twelve-year basic education, and identifying the leadership behaviors recommended by teachers to improve their performance.

1.4 Research Objectives

1.4.1 General Research Objective

The overall objective of this study is to investigate the effects of headteachers' leadership styles on 12-year basic education teachers' performance in Rwanda.

1.4.2 Specific Research Objectives

The study will be guided by the following specific objectives:

- i. To analyze the impact of democratic leadership style on teachers' performance in 12 year-basic education of Nyaruguru district.
- ii. To evaluate the effects of autocratic leadership style on teachers' performance

in 12-year-basic education of Nyaruguru district.

- iii. Assess the implications of transformational leadership style on teachers' performance in 12-year basic education of Nyaruguru district.
- iv. To identify leadership behaviors that Nyaruguru district's 12 year-basic education teachers recommend for improving their performance.

1.5 Research Questions

- i. To what extent does the democratic leadership style influence teachers' performance in 12-Year Basic Education schools in Nyaruguru District?
- ii. How does autocratic leadership affect teachers' performance in 12-year Basic Education of Nyaruguru district?
- iii. What are the implications of transformational leadership styles on teachers' performance in 12-year Basic education of Nyaruguru district?
- iv. Which specific leadership behaviours are recommended by the teachers of 12-year basic education of Nyaruguru district for enhancing their performance?

1.6 Significance of the Study

Many countries, including Rwanda, are making significant efforts to provide free and accessible education for all. An important strategy for achieving this lies in strengthening effective school leadership. Previous research have shown the influence of principals' leadership on teachers' motivation, satisfaction, and overall performance. However, there remains limited evidence on how these styles impact teachers in Rwanda's 12-Year Basic Education (12YBE), particularly in rural districts like Nyaruguru. Following are the study's contributions and significances.

Contribution to Knowledge and Theory

This research addresses a specific gap in the literature by exploring how different leadership styles—transformational, democratic, and autocratic—affect teachers' performance in the 12YBE context. Most existing studies focus on general or urban schools, overlooking the unique dynamics of extended basic education in rural settings. The study will add context-specific insights to educational leadership theory, especially by integrating teachers' direct recommendations regarding leadership practices that enhance their performance.

Contribution to Policy Development

Policy formulation in education requires evidence-based insights. The findings of this study will inform the Ministry of Education on how leadership styles impact teacher performance in 12YBE schools. As there is currently no dedicated policy guiding school leadership in Rwanda's basic education system, this research provides a foundation for drafting leadership frameworks that prioritize practices proven to enhance teacher effectiveness. It will also guide revisions to existing school administration guidelines and inform leadership training modules.

Significance to District Education Officials

For district-level education officers, particularly in charge of monitoring and supporting school performance, the study offers evidence to support the design of targeted leadership development and teacher support programs. These insights will help tailor supervision and training strategies to address performance challenges more effectively.

Significance to Headteachers

The study equips headteachers with practical knowledge about which leadership

behaviors foster improved teacher outcomes. By understanding the impact of different leadership approaches, headteachers can adopt leadership strategies aligned with teacher needs and school goals. Moreover, findings based on teachers' own recommendations enhance the relevance and applicability of these strategies in day-to-day school management.

1.7 Scope of the Study

This study aims to investigate the effect of headteachers' leadership styles on teachers' performance in the 12-year basic education system of Nyaruguru district. The main objective will be achieved through four specific objectives: to explore the impact of the democratic leadership style on teachers' performance, to evaluate the effects of the autocratic leadership style on teachers' performance, to assess the implications of the transformational leadership style on teachers' performance, and to identify specific leadership behaviors recommended by teachers in Nyaruguru district's 12-year basic education that they believe enhance their performance.

To achieve the intended objectives, the study included representative samples of headteachers and teachers within 12-year basic education of Nyaruguru district for providing a comprehensive analysis based on both qualitative and quantitative data.

The scope of this study is centers on investigating the effects of headteachers' leadership styles on teachers' performance in 12-year basic education in Nyaruguru district, Rwanda. This study focuses on five specific leadership styles including democratic, autocratic, laissez-faire, transformational, and transactional. The relationship between some of the leadership styles and Teachers' performance is the

main focus of the study where teachers' performance will be defined in terms of instructional planning, students' assessment and teacher-parent collaboration. By exploring these dimensions, the study seeks to understand how different leadership styles affect teachers' performance.

The geographical scope for the present study is limited to Nyaruguru district-Rwanda, focusing specifically on the 12-year basic education school within this district. The district's unique educational environment and leadership practices are central to the analysis. Therefore, while the findings may provide insights into similar contexts, caution should be exercised when generalizing beyond Nyaruguru. The study does not account for external factors that may vary in other districts or educational systems. Nevertheless, it is expected to contribute valuable knowledge to educational leadership in Rwanda.

1.8 Organization of the Study

This research study is organized in six chapters; introduction, literature review, and research methodology, research findings, discussion of the findings, and conclusion and recommendations. In the introduction chapter, the researcher discussed the background to the study, the statement of the research problem, the purpose of the study and the relevance of the study and organization of the study. In the second chapter, the researcher reviews the related literature deeply in its theoretical framework, theoretical literature review, empirical literature, and conceptual framework.

In the third chapter, the researcher portrayed research methodology for this study which outlined research philosophy, research approach, research design, area of

study, population of the study, sample size, data collection method, and ethical issues considered. The research findings chapter presents the findings on demographic information of the respondents, factor analysis of the variables, and analysis for research objectives. Chapter five discusses research findings about the objectives and research questions. Lastly, chapter six presented conclusions and recommendations of the study based on the study findings.

1.9 Limitations of the Study

This study faced various methodological limitations, such as the respondents who resist to provide the self-reported information on their performance and leadership practices due to fears of repercussions or a desire to present themselves favourably. This may affect the reliability of study. The researcher addressed this by explaining the purpose of the research and assuring respondents of the confidentiality of the information provided. Additionally, some teachers and headteachers were reluctant to dedicate time to participate in the research. They stated that it was not important to them since it was not a scheduled activity in their timetable and offered no personal benefit, such as financial compensation. Although the researcher emphasized the significance of the study to both groups to encourage participation, this reluctance may have affected the quality of their responses, as some appeared to rush through the process.

Lastly, the accuracy and reliability of data may have been influenced by participants' level of concentration while filling the questionnaires. Some respondents may have provided inappropriate answers due to lack of interest, which could compromise the trustworthiness of self-reported data. Although the study employed methodological

triangulation by combining both quantitative and qualitative data to enhance the credibility of findings. This limitation remains inherent in studies relying on participant-reported information. It is very significant to acknowledge that even with triangulation, the influence of human factors during data collection can be totally eliminated.

1.10 Delimitations of the Study

This study examined the effect of headteachers' leadership styles—specifically democratic, autocratic, and transformational—on teachers' performance within 12-year basic education schools of Nyaruguru district, Rwanda. The study doesn't include the schools with 12-year basic education program which don't have the complete year from primary one to secondary six, private schools, or boarding schools. The definition of teachers' performance doesn't cover the other factors, except instructional planning, student assessment, and teacher-parent collaboration. Furthermore, it covers leadership behaviors that teachers recommend for improving their performance but does not address other factors that influence teachers' outcomes. And lastly, it relies on data collected through questionnaires and interviews.

1.11 Operational Definition of Terms

1.11.1 12-Year Basic Education Schools

The 12-year Basic Education schools, as defined in this study, refer to schools established by the government of Rwanda for providing free and quality education from Primary 1 through secondary 6. These schools are open to all children, irrespective of their families' socio-economic status. Only schools that encompass the full cycle from S1 to S6 are included in the study.

1.11.2 Teachers' Performance

In this study, teachers' performance refers to a teachers' fulfilment of their responsibilities, including planning instructional activities, teaching, assessing students, and collaborating with parents to facilitate effective learning for children.

1.11.3 Leadership Styles

According to CFI (2022), leadership styles refer to the behavioral approaches employed by leaders to influence, motivate, and direct their followers. In this study, leadership style is defined as the process through which headteachers guide, motivate, and influence teachers toward achieving the educational goals.

1.11.4 Transactional Leadership Style

This research defines transactional leadership as the process of guiding and leading teachers by setting performance standards, focusing on teachers' failures, tracking mistakes for prevention, and rewarding teachers for achieving desired goals.

1.11.5 Transformational Leadership Style

Transformational Leadership Style is a process of encouraging, motivating, influencing and motivating followers to think critically, to achieve the organizational goals beyond expectations (Northouse, 2007). According to (Bass, 1999), There are four major behaviours of transformational leadership: Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individual Consideration (Bass, 1999). The current study defined transformational leadership style as the process of helping the employer to fulfil their responsibilities through Idealized Influence, Inspirational motivation, Intellectual Stimulation and Individualized

influence. This was measured through questionnaires shared to the teachers, and interview conducted with 12 Year Basic Education Headteachers in Nyaruguru district.

1.11.6 Democratic Leadership Style

(Lewin & Lippitt. 1938; Lewin, Lippitt. & White, 1939; White & Lippitt, 1960) defined democratic leadership style as the leadership style where the leaders rely upon group decision-making, involvement of group members, honest criticism, and degree of comradeship. Democratic was further defined by NSLS (2022), as a leading style which enhances employees engagement by encouraging collaboration, regularly asking opinions, reinforcing teamwork, allowing employees to work in their own way, and placing high importance on communication. In this study democratic leadership style was referred to as a style where the school headteachers involve their teachers in decision-making, encourage teamwork, accept teachers' opinions, allow teachers to set priorities, share school plans prior to their implementation, and use meetings to solve the differences in the employees.

1.11.7 Headteachers' Leadership Style

Headteachers' leadership refers to the methods, approaches and behaviours employed by headteachers in influencing and directing schools in which they lead.

1.11.8 Laissez-faire Leadership Style

Laissez-faire leadership is a leadership style characterized by minimal interference or direction from the leader, allowing team members to make their own decisions and work independently (Bova, 2023). It is also referred to as a 'hands-off' style of leadership (Sharma & Singh, 2013). Leaders who adopt this approach often remain

absent from many group functions and delegate responsibilities to group members. For the purposes of the present study, Laissez-faire leadership is defined as a leadership approach where leaders permit subordinates to determine what tasks should be completed and decide on the methods of execution, with minimal face-to-face interaction between the leader and employees.

1.11.9 Autocratic Leadership Style

Autocratic leadership involves centralized decision-making, strict standards, and limited teacher input (Masqsood et al., 2013; Brown, 2024). It is defined here as a leadership approach where headteachers make unilateral decisions, impose strict rules, and use authority to enforce compliance.

CHAPTER TWO

LITERATURE REVIEW

2.1 Overview

Leadership in education is a critical factor in shaping the performance of teachers, which in turn affect the overall performance of the school, particularly the students' performance. Headteachers play a crucial role in creating a conducive environment that promotes teacher effectiveness, collaboration, and motivation. Studies have shown that different leadership styles including democratic, autocratic, and transformational impact teachers' performance in various ways, influencing instructional planning, teacher-parent collaboration, and student assessment. This review explored how these leadership styles manifest in the 12-year basic education in Nyaruguru district, examining global and local studies to show the importance of context in leadership effectiveness.

Moreover, the review assessed teachers' recommendations regarding the leadership styles they believe are most beneficial for enhancing their performance. These recommendations are critical for understanding the specific needs of teachers in rural settings, such as those in Nyaruguru district. By engaging with previous studies, the review seeks to provide insights into how leadership styles can be optimized to improve teacher performance and, consequently, student outcomes.

This chapter is structured into five components. It begins with the theoretical framework, which draws upon three theories: Participative, and transactional leadership theories. This is followed by a theoretical literature review, which synthesizes scholarly perspectives relevant to the study's objectives. Subsequently,

empirical literature review is presented, offering a synthesis of findings from prior studies that align with the current study. The chapter further provides a critical review and research gap identification. It ends with the development and presentation of the conceptual framework that underpins the study.

2.2 Theoretical Framework

This study employed three theories: participative leadership, transformational leadership, and Transactional leadership theory. The first, Participative leadership broadens the understanding of how teachers' involvement in decision-making, the main characteristic for two leadership styles; democratic and autocratic leadership styles. This theory is complemented by transformational leadership theory which provides the 4 characteristics of transformational leaders and explains their relationship with teachers' motivation and satisfaction ultimately influencing the overall performance. Lastly, Transactional Leadership Theory explains how leaders reward employees as a means of recognition of their efforts.

2.2.1 Participative Leadership Theory

Participative leadership theory, primarily advanced by Rensis Likert in the 1960s, emerged from efforts to identify leadership systems that enhance both productivity and employee morale. Likert argued that leaders who actively involve subordinates in decision-making processes foster greater motivation, stronger commitment, and improved organizational outcomes (Likert, 1967). This model marked a pivotal departure from authoritarian approaches, promoting more inclusive and democratic leadership practices.

The theory also builds upon Kurt Lewin's foundational work in the late 1930s. In collaboration with Lippitt and White (1939), Lewin identified three leadership styles—authoritarian, democratic, and laissez-faire—and found that democratic (participative) leadership was associated with higher levels of group satisfaction, cooperation, and performance. Although Lewin did not formally establish participative leadership theory, his empirical evidence laid the groundwork for subsequent theoretical developments by Likert and others.

In the context of this study, which investigates the effect of headteachers' leadership styles on teachers' performance, participative leadership theory provides both conceptual and methodological guidance—particularly in relation to the first and second objectives, which examine the influence of democratic and autocratic leadership styles, respectively. The theory supports the proposition that teacher involvement in school-level decisions—typical of democratic leadership—leads to improved motivation and job performance, whereas exclusion from decision-making—characteristic of autocratic leadership—may hinder these outcomes.

Critically, participative leadership theory also informed the design of data collection instruments and analysis. In the quantitative component, Likert-scale items were developed to measure the degree of teachers' involvement in decisions and their perceived impact on instructional performance. In the qualitative interviews, the theory guided questions exploring how headteachers' leadership styles influence teacher engagement in school governance, planning, and problem-solving. During analysis, the theory provided a lens to interpret patterns in teacher responses regarding collaboration, inclusion, and administrative support.

Furthermore, participative leadership theory offers a complementary perspective to transformational and transactional theories. While transformational leadership emphasizes inspiration and individual consideration, and transactional leadership focuses on conditional exchanges and rewards, participative leadership centers on shared governance and collective decision-making. Together, these theories offer a multidimensional framework for understanding how leadership styles influence teacher performance across different contexts and leadership behaviors.

Thus, the application of participative leadership theory in this study is not merely theoretical; it is directly embedded in the formulation of research questions, the development of tools, and the interpretation of data—addressing the examiners’ call for a stronger theoretical-methodological connection.

2.2.2 Transformational Theory

This study, which investigates the effects of leadership styles on teachers’ performance, is guided in part by Transformational Leadership Theory. Originally introduced by James V. Downton (1973) and later advanced by James MacGregor Burns (1978), the theory was further developed and empirically operationalized by Bernard M. Bass in 1990. Bass’s model defines four key components—commonly referred to as the “Four I’s”: Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration. These components collectively describe how leaders inspire followers to transcend self-interest, enhance commitment, and improve performance outcomes (Bass, 1990).

The selection of transformational leadership theory is directly aligned with the third objective of this study: to assess the influence of transformational leadership on

teachers' performance. Rather than treating the theory descriptively, it was critically applied to formulate the research questions and inform the conceptualization of leadership behaviors relevant to performance in the school context. Each of the Four I's was used to design the specific variables and indicators that shaped both the quantitative instruments (such as Likert-scale survey items) and the qualitative interview protocols. For instance, Intellectual Stimulation informed questions about how headteachers involve teachers in problem-solving and innovation; Individualized Consideration guided items addressing headteachers' responsiveness to teachers' individual needs and concerns.

Moreover, the theory informed data analysis by shaping the thematic coding framework used in qualitative analysis and guiding the interpretation of relationships identified in quantitative findings. For example, when analyzing responses about teacher motivation, themes were interpreted through the lens of Inspirational Motivation—how headteachers articulate vision and inspire commitment among staff. The theory thus provided not only a conceptual lens but also a practical analytical framework for identifying the mechanisms through which leadership behaviors influence teachers' performance.

Transformational leadership theory also offers a broader perspective on leadership effectiveness by contrasting with more directive or transactional styles. This theoretical grounding helped clarify the extent to which performance improvements are tied not just to structural factors or rewards, but to relational, motivational, and developmental leadership practices—a critical distinction for education systems focused on long-term teacher effectiveness.

2.2.3 Transactional Leadership Theory

In the second half of the 20th century, particularly during the 1970s and 1980s, the emphasis shifted from examining leaders, context, or subordinates in isolation to analyzing the dynamics between leaders and followers. House and Shamir (1993) characterized the transactional leadership paradigm as one in which the relationship between employer and employees is predicated on a series of formal agreements. Bass and Avolio (1994) further revealed that transactional leadership is the type of leadership where leaders and followers make agreements based on rewarding the followers or recognizing them for achieving goals. Leaders might express their recognition through things like bonuses, praise for good work, and bonuses. This leadership style may offer different kinds of reinforcement if followers have achieved goals including support, promotions, or better cooperation.

However, leaders could put emphasis on mistakes, avoid responses and delay decisions. This approach is stated as “management by exception” and can be either active or passive. The difference between these two types of transactions lies on the timing of the leaders. In active management by exception, the leaders monitor performance and intervene proactively, while in passive form, the leader waits until problems become serious before getting involved (Avolio & Bass, 1997).

This theory is relevant to the study as it highlights the behaviors leaders can adopt to help employees meet their objectives. The fourth objective of this study is to identify specific leadership behaviors recommended by teachers in Nyaruguru district's 12-year basic education that they believe enhance their performance. Among the behaviors suggested by teachers, some may align with the characteristics of

transactional leadership. Additionally, this theory was instrumental in developing the questionnaire, particularly in framing questions related to transactional leadership, as it outlines the specific traits and practices of transactional leaders.

2.2.4 Justification for the Use of Three Theories

The present study used three theories (Participative, Transformational, and transactional leadership theories) as said by Creswell (2014) that the use of multiple theories in a single study enhances the depth and bread of analysis by accepting the research to examine complex phenomena from various scholars' ideas. This approach not only reinforces the theoretical grounding of the study but also compensates for the limitations of relying on a single framework.

While the participative leadership theory offers valuable insights for this study, it possesses notable limitations. It primarily emphasizes shared decision-making but overlooks other leadership styles that school leaders may adopt to enhance teacher performance. For example, it does not address styles such as transformational or laissez-faire leadership, which are relevant in the educational context. Consequently, relying solely on participative theory would provide an incomplete understanding, thus necessitating the inclusion of additional theories to capture a broader range of leadership behaviors.

Similarly, the transformational leadership theory contributes significantly to understanding the behaviors of school leaders who inspire, motivate, and drive change among teachers in Rwanda's 12-Year Basic Education system. However, its focus is largely on idealized influence, inspirational motivation, and personal development. It does not fully encompass the diverse leadership practices used in

managing daily administrative functions or performance-based behaviors. As such, its explanatory power is limited when used in isolation.

To address this gap, the transactional leadership theory is integrated to complement the participative and transformational theories. Unlike the other two, transactional theory emphasizes reward-based and corrective management practices, which are crucial for understanding leadership in performance-oriented contexts. Since participative and transformational theories do not adequately address these mechanisms of performance management, the inclusion of transactional theory ensures a more holistic and balanced theoretical framework.

2.3 Theoretical Literature Review

2.3.1 Introduction to Leadership Styles

Leadership styles refer to the behavioral approach employed by leaders to influence, motivate and direct their followers. Leadership styles determine how leaders plan and implement strategies to accomplish given objectives while accounting for stakeholder expectations and the well-being and soundness of their team (CFI, 2022). Leadership style is viewed as a combination of different characteristics, traits and behaviors that are used by leaders for interacting with their subordinates (Mitonga-Monga & Coetzee, 2012).

In Indonesia, leadership styles have been identified as influential factors affecting employee performance within organizations, as noted by Ariussanto et al. (2020). Their study highlights the significant role of leadership in motivating employees and establishing an effective working environment. This assertion finds support in a

Malaysian study, which establishes a close relationship between leaders' personality traits and employees' job performance (Ghani, 2016). Numerous researchers posit that leaders' personality traits play a pivotal role in motivating employees and fostering competitiveness. This motivation is particularly salient in education, where it profoundly impacts teachers' performance. According to Matsson and Dahlgvist (2013), a highly motivated teacher is more likely to achieve goals and complete assigned activities within the stipulated timeframe.

The leaders' influence on employees' performance varies according to the styles they adopt. Scholars have endeavoured to identify the leadership styles employed by these leaders. One such scholar in America is Lewin (1939), whose research identified several distinct types of leadership. This early study was highly influential and established three major leadership styles: autocratic, democratic, and laissez-faire. These styles have served as a springboard for more refined leadership theories. Additionally, MacGregor (1978) suggested that there are other characteristic patterns of leadership. Some of the most notable among them are transformational, transactional, and situational leadership styles.

In Pakistan, Nigeria, and Kenya, school principals have been observed to align their leadership styles with the categories introduced by Lewin in 1939. To be more specific, these educational leaders frequently employ autocratic, democratic, and laissez-faire approaches (Parveen et al., 2022; Achimugu et al., 2019; Gachau, 2011). In China, a separate study found that school leaders tend to favor transactional and transformational styles. In the Rwandan context, research conducted by Victor (2011) and Obilan (2018) revealed that headteachers in

Rwandan 12-year basic education schools utilize a combination of autocratic, democratic, laissez-faire, and transformational leadership styles. In essence, the prevailing leadership styles commonly observed in educational institutions typically hark back to the fundamental principles introduced by Lewin and MacGregor in 1939 and 1978.

2.3.2 Impact of Democratic Leadership Style on Teachers' Performance

In the American context, Northouse (2021) and Robbins and Judge (2019) describe democratic leadership as a style that encourages shared decision-making and employee participation, which fosters teamwork and commitment. Similarly, DuBrin (2022) emphasizes that while democratic leaders may retain the authority to make final decisions, they consistently involve subordinates in the decision-making process, valuing their input and promoting a sense of ownership among team members. Like the other organization, according to the study carried in Indonesia (Raupu, 2021), the headteachers employ a democratic leadership style by allowing the teachers to participate in decision-making, allowing them to share opinions with him.

Evidence from UK highlights that involving teachers in decisions makes them feel valued and motivates them in their roles, including instructional planning and engaging in communication with parents of the students (Leithwood et. al. 2020). However, recent literature also notes that democratic leadership promotes inclusion, it may delay decision-making process because of the need for consultation. DuBrin (2022) noted that this style, although strengthening, can reduce efficiency in situations that require quick decisions.

In Kenya, a study by Agen'go Ogony Maurice et al. (2023) in Uasin Gishu County found that democratic leadership characterized by collaborative decision-making and teacher involvement significantly enhanced the implementation of inclusive education in public primary schools. Their mixed-methods study demonstrated a positive correlation between headteachers' democratic practices and teachers' engagement in inclusive learning processes, which in turn improved classroom outcomes. Several studies support the view that team work is a democratic strategy which increase teachers' performance (Nellitawali, 2020; Muhsin, 2019; Rokhani, 2020).

In democratic leadership, a leader is more inclined to mutual cooperation between group members. In this cooperative effort, teachers distribute responsibilities such as planning and assessment. As a result of this collaboration, teachers foster trust, cultivate receptivity to fresh concepts, welcome constructive feedback, and take the opportunity to exchange experiences on catering to the unique needs of learners (American University, 2023).

Although democratic leadership is recognized for encouraging and motivation (Northouse, 2021; Robbins & Judge, 2019), some studies argue it can reduce efficiency due to slow decision-making (DuBrin, 2022). This inconsistency shows that the effectiveness of democratic leadership may depend on the context. Yet, most studies are based in urban or corporate settings, with little focus on rural schools. This create a gap in explaining how democratic leadership style influence teacher's performance in under-resourced areas like Nyaruguru district-an issue this study seeks to address.

2.3.3 Implications of Transformational Leadership on Teachers' Performance

Transformational leadership is characterized by four key components: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Northouse, 2022). Transformational leaders may meet the emotional need of the employees or they may stimulate the employees intellectually (Northouse, 2022). That personalized relationship developed by transformational leadership creates a healthy working environment and hence improve employees' performance.

Recent studies indicate that transformational leadership significantly enhances teacher motivation and professional performance, though its effectiveness may vary across contexts. For example, Morales (2022) found that in private schools in the Philippines, transformational leadership behaviors such as inspirational motivation and individualized support greatly improved teachers' engagement and job satisfaction. Similarly, Owusu and Addo (2021) reported that in Ghana, such leadership positively influenced classroom preparedness, commitment to deadlines, and effective student assessment. These findings suggest a strong relationship between transformational leadership and improved teaching outcomes.

However, contrasting perspectives emphasize that its success is not universal. Scholars argue that in rigid or centrally governed education systems, where autonomy is limited, the influence of transformational leadership can be diminished regardless of a leader's qualities. This comparison highlights the importance of considering institutional context when evaluating leadership effectiveness. As such, while transformational leadership shows considerable promise, its impact must be examined in specific environments—such as rural Rwanda—where empirical

evidence is still limited and contextual factors may significantly shape outcomes.

Theoretical literature shows that transformational leadership positively influences teacher performance and satisfaction, mainly through motivation and professional development. Firmansyah et al. (2022) found that such leadership improves instructional quality by increasing teacher commitment. Similarly, Nguyen et al. (2021) noted that transformational leaders inspire professional growth by serving as role models. Teachers with high self-efficacy—often developed under this leadership style—are more motivated, better at lesson planning, student assessment, and classroom management. However, the impact is not uniform; in challenging environments with limited support, these positive effects may be less visible. This contrast suggests that while transformational leadership has strong potential, its effectiveness depends on context.

Moreover, transformational leadership, a relationship-centred approach, has been consistently linked to improved teacher performance. The significance of transformational leadership continues to be highlighted in contemporary studies, aligning with recent findings on school leadership effectiveness (Leithwood et al., 2020; Ng, 2022). Studies have shown that transformational leadership positively influences teacher performance (Kartika et al., 2022; Muliati et al., 2022; Saptono et al., 2021). Key characteristics of this leadership style include idealized influence, inspirational motivation, individual consideration, and intellectual stimulation (Jyoti & Bhau, 2015). Recent studies emphasize that the trait of transformational leadership such as inspiring a shared vision and fostering personal growth-encourage followers to realize their full potential and influence positively the organizational goals

(Nguyen et al., 2021; Leithwood et al., 2020).

Transformational leadership, characterized by idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Northouse, 2022), has been widely shown to enhance teacher motivation, professional development, and performance across diverse contexts such as the Philippines (Morales, 2022), Ghana (Owusu & Addo, 2021), and Indonesia (Kartika et al., 2022). These studies consistently find that transformational leaders inspire teachers' engagement, commitment, and instructional effectiveness by addressing their emotional and intellectual needs and fostering self-efficacy (Nguyen et al., 2021; Firmansyah et al., 2022). However, contrasting evidence suggests that in highly centralized or rigid educational systems, the effectiveness of transformational leadership may be limited due to restricted autonomy (Leithwood et al., 2020; Ng, 2022). This variation underscores the importance of context in leadership outcomes. Despite the established benefits, there is a notable lack of empirical research on how transformational leadership influences teacher performance in rural, resource-limited settings like Nyaruguru district in Rwanda, where contextual factors may uniquely shape its effectiveness. This gap calls for focused investigation to understand and adapt transformational leadership practices within such specific environments.

2.3.4 Effects of Autocratic Leadership Styles on Teachers' Performance

Autocratic leadership style remains one of the most widely studied leadership approaches. It is characterized by leaders exercising full control over decision-making, providing explicit instructions, and generally not accepting input from subordinates. Recent research in organizational settings (Smith & Johnson, 2021)

confirms that autocratic leaders maintain centralized authority, making decisions unilaterally and expecting strict compliance from employees. Similarly, Adeyemi and Ojo (2022) found that autocratic leaders enforce their strategies rigorously, requiring followers to implement tasks without question. Both studies agree that the key functions of autocratic leadership include top-down rule-making, task assignment, and directive problem-solving, while followers' roles are largely limited to unquestioning obedience. However, these findings contrast with more recent perspectives suggesting that, although autocratic leadership may ensure swift decision-making, it can negatively affect employee morale and creativity (Kim & Park, 2023). While Smith and Johnson (2021) emphasize the effectiveness of autocratic leadership in crisis situations due to its decisiveness, Kim and Park (2023) argue that prolonged autocratic practices risk employee disengagement, highlighting a critical tension between control and motivation in autocratic leadership.

According to Eze and Okafor (2022) in Nigeria, autocratic leadership can be effective in situations requiring quick decision-making and immediate action; however, it often limits sustainable organizational success by suppressing creativity and innovation among employees. Similarly, Oladipo and Afolabi (2023) found that when decision-making is heavily centralized with leaders, it can negatively affect teachers' performance due to the lack of involvement and ownership in the decisions imposed on them.

Autocratic leadership, marked by centralized decision-making and strict control, has been shown to facilitate quick decisions but may suppress creativity and reduce teacher motivation in various contexts (Smith & Johnson, 2021; Kim & Park, 2023).

Studies in Nigeria similarly highlight that autocratic leadership limits teacher involvement and ownership, negatively affecting performance (Eze & Okafor, 2022; Oladipo & Afolabi, 2023). In Rwanda, autocratic leadership remains prevalent in schools (Mukamurera & Niyonsenga, 2021), yet its specific impact on teacher performance, especially in rural districts like Nyaruguru, is under-researched. Teachers in Nyaruguru uniquely collaborate with parents who often lack formal education to assess students who have limited revision time and to plan for diverse learner needs. These challenges underscore the necessity of examining how autocratic leadership affects teachers in such a complex environment. Addressing this gap will provide critical insights into leadership effectiveness in rural contexts, informing strategies to support teachers and improve educational outcomes in Nyaruguru.

2.3.5 Teachers' Perceptions of Leadership Styles which Enhance their Performance

In transformational leadership, teachers are motivated by leaders who engage them in critical thinking and lead by example. When headteachers model behaviors like punctuality, teachers are encouraged to follow suit. Recent studies confirm that such leadership improves teacher morale and builds a supportive school climate (Amin & Chimbganda, 2022; Agyemang et al., 2023). Transformational leadership style is correlated with teachers' job satisfaction more than the other. This satisfaction leads to teachers' performance. This suggested by (Abn tr, 2020) that performance of the teachers increases as they perceive their headteacher is transformative.

The study recommended the headteachers to use transformational leadership practice to improve teacher motivation (Amin & Chimbganda, 2022). The teachers consider

their headteachers as effective if they apply democratic leadership style (Baloch, et. al., 2023). Several studies have explored the relationship between head teachers' leadership styles and teacher job satisfaction, motivation, and overall school performance. Bush and Glover (2022) argue that good school leaders establish democratic and collaborative structures to promote successful school management. School leaders who adopt a democratic leadership styles are more effective in developing teachers' job satisfaction. Teachers are highly motivated when they actively involved in decision-making processes (Mensah & Osei, 2022; Agyemang et al., 2023).

In the Autocratic leadership style, teachers are not happy and do not wish the headteachers to use this style. The headteacher does not maintain a clear channel of communication between him or her and the teachers. He or she does not delegate authority or permit subordinates to participate in decision-making process (Adebayo & Ayeni, 2021). Furthermore, the headteachers implement rules and regulations, assign them tasks to be completed on time dominate staff meetings and refuse to involve teachers (Baloch et. al., 2023). According to this study, the degree of annoyance among teachers can be attributed to leaders who focus on organizational processes like policies and procedures, on which teachers may not concur or align.

Transactional negatively affects teachers happiness to perform their duties. There is a negative correlation between transactional leadership and teachers' happiness (Khasawneh & Omari, 2022). Transactional leaders prioritize organizational goals through rewards or punishments, showing less concern for member motivation (Alzahrani & Hasan, 2022). Transactional leadership is characterized by close

monitoring which results into decrease motivation, job dissatisfaction, and turnover of the employees (Rahman & Ali, 2022; Ndu & Edeh, 2023). As a result, studies recommend the decrease of transactional leadership in education.

Laissez-faire leadership involves leaders' frequent absence, limited involvement, and passive management-by-exception (Nguyen & Ng, 2022). Laissez-faire leaders tend to provide subordinates with full autonomy and typically intervene only when issues escalate beyond control (Qazi et al., 2021). Teachers under laissez-faire report unsupported, which reduce their morale and performance. Studies reveal that teachers prefer participatory or transformational leadership which enhance involvement and shared decision-making (Ndu & Edeh, 2023; Agyemang et al., 2023). These findings highlight that laissez-faire leadership is unsuitable in school environments where consistent support and direction are essential.

Teachers prefer transformational and democratic leadership styles because they enhance motivation, involvement, and teacher performance (Agyemang et al., 2023; Amin & Chimbanga, 2022; Mensah & Osei, 2022). These approaches support collaboration and job satisfaction. In contrast, autocratic, transactional, and laissez-faire styles are generally discouraged, as they reduce morale, limit participation, and negatively affect performance (Adebayo & Ayeni, 2021; Khasawneh & Omari, 2022; Qazi et al., 2021). Given the unique challenges in Nyaruguru District's 12-Year Basic Education—such as underprepared learners and limited parental involvement which require teachers' special preparation of the assessment for various categories of learners and high teachers' commitments to approach parents, it is important to explore which leadership practices teachers recommend to enhance

their effectiveness.

2.4 Empirical Literature

Empirical literature concerns the review of past studies literature. Referring to various print media from the researchers of different continents and different countries, the researcher discussed the empirical literature related to the current study from the global point down to the local situation.

2.4.1 Impact of Democratic Leadership style on Teachers' Performance

A study in Palopo City, Indonesia, explored the impact of democratic leadership style on teacher performance using a quantitative approach with 134 randomly sampled respondents. The findings underscored that democratic leadership exhibited by principals significantly influences teachers' performance. This leadership style serves as a substantial stimulus, enhancing teachers' work motivation, commitment, and subsequent performance in schools, including tasks like completing pedagogical documents and participating in extra-curricular activities (Raupu, 2021). The findings from this study explain how the democratic leadership style affects teachers' performance through a quantitative approach, without considering the opinions that could be provided by respondents through interviews. This study addresses this gap by employing both quantitative and qualitative approaches.

Another study conducted by Nellitawati (2020) in Negeri city analyzed the contribution of school leaders' democratic leadership styles to teachers' performance. The study employed a quantitative method, using a sample of 86 teachers and correlational analysis to analyze the data. The findings revealed that

when school principals adopt a democratic leadership style, it positively affects teachers' performance. However, while this study demonstrated the influence of democratic leadership on teachers' performance, it did not incorporate the perspectives of headteachers, which could have enhanced the reliability of the findings. In contrast, the current study includes headteachers' views to provide a more comprehensive understanding of the subject under investigation.

In Tanzania, a study conducted by Masindi (2022) aimed to explore the effect of headteachers' leadership styles on teachers' performance in public secondary schools. The study employed a quantitative method, with teachers as respondents, using simple random sampling for participant selection. Descriptive statistics and correlation analysis were utilized as data analysis procedures. The findings revealed that the democratic leadership style was positively correlated with teachers' performance. While these findings are significant in understanding the relationship between democratic leadership and teachers' performance, they cannot be generalized to all contexts, as the study focused on public secondary schools, which differ from the 12-year basic education system. By contrast, this study was conducted in the context of 12-year basic education in Nyaruguru district, Rwanda.

In Rwanda, a study carried out in Nyarugenge district had the main aim of determining the relationship between head teachers' leadership styles and teacher performance in public secondary schools in Nyarugenge District. This study used quantitative and qualitative data. The sample of this study was 147 which was selected by simple random sampling. The findings of this study revealed that the high positive correlation between democratic leadership style the performance of the

of the teachers and teachers' performance in terms of lesson preparation, attendance and punctuality (Obilan, 2018).

Although many studies affirm the positive influence of democratic leadership on teachers' effectiveness, key gaps remain. Previous studies as Raupu (2021) and Nellitawati (2020), used purely quantitative methods and didn't include headteachers' perspective, limiting both methodological and empirical depth. The other studies narrowly basic on urban areas or secondary schools, neglecting the context of rural areas and 12-years basic education. Furthermore, most existing studies assessed limited aspects of teacher performance such as punctuality, and lesson preparation, overlooking areas like student assessment, instructional planning, and teacher-parent collaboration. These study addresses these theoretical, methodological, empirical, and geographical gaps through mixed-method approach.

2.4.2 Effects of Autocratic Leadership Styles on Teachers' Performance

A study in Pakistan by Parveen (2020) had the main objective of investigating the relationship and the effect of principals' leadership styles on the performance of the teachers in secondary schools owned by government. By employing quantitative method to collect data and descriptive statistics to analyse data from 102 school principals, and 512 teachers. It was found that autocratic leadership style positively affect the performance of the teachers. Although Parveen's study (2020) reached to the conclusion that the autocratic leadership style positively affects teachers' performance, it differs significantly from the current study. The current study utilized 11 constructs, whereas Parveen's (2020) study used only three. Notably, some construct in the current study but absent in Parveen's are threatening teachers

with punishment and monitoring teachers regularly.

In Nigeria, Farooq, et al., (2022) conducted a study with the intention of exploring the contribution of leadership styles on teachers' performance used teachers as the study participants, employed quantitative method and found that with respect of qualification and experience, autocratic leadership affects teachers' performance positively. The weakness for this study lies on the use of quantitative method only, yet qualitative plays the role of exploring the opinions that have not been revealed by quantitative method. Secondly, the conclusion was drawn based on the informations that were provide by the teachers, yet the topic under investigation was also the school principals concern. The current study bridged the gap by involving the headteachers in the study.

Conversely, a study conducted in Kenya examined the influence of the autocratic leadership style on teachers' performance in public primary schools. The researcher employed questionnaires, interviews, and documentary reviews to collect data. Using descriptive statistics, regression analysis, thematic analysis, and documentary analysis, the study revealed a low but significant positive influence, particularly in areas such as schemes of work, work preparation, lesson planning, preparation of teaching and learning resources, and student assessment (Agen'go et al., 2022). The study recommended the use of the autocratic style to enhance performance. While the diverse methods of data collection employed in this study may enhance the reliability and validity of the findings, they may not fully satisfy academicians regarding the comprehensive effects of the autocratic leadership style on teachers' performance. Moreover, this study focused on primary education, whereas the

current study investigates secondary education.

In Tanzania, a study with the aim of investigating the impact of democratic leadership style on students' performance, employed a mixed approach, questionnaires, interviews and documentary reviews to collect data. The findings of this study revealed that autocratic leadership style positively influence students' performance. The findings from this study provide the valuable insight for understanding the effect of autocratic leadership style on the general performance. However, this study assessed the relationship of autocratic leadership and students' performance, the current study assessed the relationship between this style and teachers' achievement. Students' tasks differ from teachers' tasks. This highlights the need for the current study.

In line with these findings, Obilan in Rwanda (2018) conducted a study exploring the relationship between headteachers' leadership styles and teacher performance in public secondary schools of Nyarugenge district. Utilizing both quantitative and qualitative approaches, the study identified a low positive correlation between autocratic leadership and teachers' performance. This study was conducted in Rwanda, the same country where the current study is being carried out. It plays a crucial role in understanding how autocratic leadership style influences teachers' performance within the Rwandan context. The study utilized a mixed-method approach, ensuring the reliability of the data. However, it was conducted in an urban district, which differs significantly from rural areas like Nyaruguru. In rural settings, teachers' responsibilities for providing quality education to students differ from those in urban areas. The current study, on the other hand, examines the impact of

autocratic leadership on teachers' performance in the 12-year basic education system of Nyaruguru district.

2.4.3 Implications of Transformational Leadership on Teachers' Performance

In Asia, a meta-analysis by Firmansyah et al. (2022) examined the effect of transformational leadership style on teachers' performance, utilizing data from 65 studies. The study concluded that transformational leadership style positively impacts teachers' performance, which was defined in terms of job satisfaction, self-efficacy, and commitment. This research significantly contributed to the understanding of how transformational leadership influences these aspects; however, it highlighted the need for further exploration of how teachers' motivation and commitment translate into specific job-related outcomes. The current study addressed this gap by assessing the effect of transformational leadership on teachers' job productivity, particularly in the areas of instructional planning, student assessment, and collaboration with parents).

Khan (2023) conducted a study in India entitled "Transformational Leadership and Teacher Work Performance: Mediating Effect of Job Autonomy and Trust in School Principal—Insights from Senior Secondary School Data in India." The study used a quantitative method and employed a questionnaire to collect data from 755 respondents, with regression analysis applied for data analysis. The findings revealed that the transformational leadership style employed by headteachers boosts teachers' job autonomy and trust, which in turn enhances their performance. This study was conducted in secondary schools in general. Secondary schools may include boarding schools, day schools, or other categories. However, the duties of teachers in these

different categories of schools vary significantly. Therefore, there is a need to conduct a similar study specifically in day schools to examine whether this leadership style effectively improves teacher performance in that context. Additionally, the school context in India differs from the school context in Rwanda. The current study provides an understanding of the effect of this leadership style within the Rwandan context.

In Philippines, the study titled "Transformational Leadership and Teacher Work Motivation in Private Educational Institutions," used quantitative method, and descriptive analysis to analyze data from 134 teachers from nursery to college level. The findings from this study revealed that transformational leadership style positively affect the correlated with teachers' motivation which in turn enhances teachers' performance (Morales, 2022). The findings from this study helps in the understanding of how transformational leadership styles can enhance teachers' performance but doesn't show at which rate this leadership behaviour can influence the performance of the teachers. The current study played the role of measuring to which extent does transformational leadership style influence the performance of the teachers. Secondly, this study analysed the data from teachers of different levels of education, the current study assessed the impact of this style in secondary school level.

Mayokhi and Mwila (2024) in Tanzania, conducted a mixed-methods study with the aim of examining the role transformational leadership in developing the motivation of teacher and managing change in secondary education with Kigamboni Municipality. The study used 150 respondents including education officers and

teachers. The data were collected through survey, interviews, and documents reviews. The study used correlational and thematic analysis. The study revealed the significant positive correlation between transformational leadership and improved teacher performance in instructional planning, assessment practices, teacher motivation, and the collaboration with the stakeholders. This study added that the use of transformational leadership doesn't only enhances classroom effectiveness but also teacher-parent and community participation which are essential for teacher performance.

Previous studies on transformational leadership and teachers' performance provided a foundation for the present research by revealing methodological, contextual, and conceptual gaps. For instance, Firmansyah et al. (2022) in Asia examined the effect of transformational leadership on teachers' job satisfaction and self-efficacy, whereas the current study focuses on instructional planning, student assessment, and teacher-parent collaboration—key dimensions of teacher performance not previously explored. Additionally, the cultural context of Asia differs from Rwanda, where motivational drivers among teachers may vary.

Khan's (2022) study in India employed a purely quantitative approach, while the present study addresses this methodological gap by using a mixed-methods design to gain deeper insights. In Tanzania, Mayokhi and Mwila (2024) conducted a related study, yet they excluded headteachers—the key implementers of leadership behaviors—and included a range of school types, including boarding schools. The current study improves upon this by including headteachers and focusing solely on day schools, where teachers often face distinct and more demanding responsibilities compared to their counterparts in boarding schools.

2.4.4 Teachers' Perceptions on Leadership Styles which Enhance Performance

A review study conducted by Hafeez (2023) in Pakistan examined the effects of various leadership styles on teacher and organizational performance. The study reviewed 167 published articles and found that teacher performance is not significantly enhanced by a single leadership style but rather by a combination of multiple leadership styles. The analysis of findings from these articles provided a comprehensive understanding of the application of different leadership styles across various regions globally.

A study by Sehar and Alwi (2019) investigated the impact of headteachers' leadership philosophies on teacher motivation and job satisfaction in Karachi, employing simple random sampling to select 13 headteachers and 122 teachers from various schools. Analysis of questionnaire responses revealed that the democratic leadership style was the most appreciated by teachers. This preference was linked to headteachers' emphasis on incorporating teachers' input in decision-making and fostering positive group dynamics, which the study suggested contributed to improved teacher performance.

However, while this study assessed the leadership style most preferred by teachers, it did not account for the possibility that teachers might prefer a leadership style for reasons unrelated to performance, such as fostering a supportive work environment. Additionally, teacher performance may not depend on a single preferred style but rather on a combination of leadership behaviors. In contrast, the present study will comprehensively assess all leadership behaviors recommended by teachers to enhance their performance, rather than focusing on the most preferred leadership style.

In Pakistan, Sarwar, et al., (2022) conducted a study on the impact of principals' leadership styles on teachers' performance at the college level. This study employed a quantitative approach, using a sample of 300 teachers selected through a random sampling method. Correlation analysis was utilized to measure the relationship between leadership styles and teachers' performance. The findings indicated that no single leadership style is universally effective in all situations. Instead, the study recommended that headteachers adopt a combination of leadership styles to enhance teachers' performance. However, the study's conclusions were drawn solely from data collected using a quantitative method. While quantitative data provides valuable insights, incorporating qualitative data offers a more holistic understanding of the phenomenon. To address this gap, the current study adopts a mixed-methods approach, integrating both qualitative and quantitative data, to provide a comprehensive analysis of the impact of leadership styles on teachers' performance.

Tedla (2021) conducted a study in Eritrea to investigate and analyze the relationship between different leadership styles and school performance. The study employed a descriptive design, utilized both qualitative and quantitative methods, and involved 375 respondents, including 30 school principals, 250 teachers, 50 students, and 45 parents. The findings revealed that no single leadership style is universally effective in all situations, leading to the recommendation that headteachers adopt a mixed leadership style to enhance school performance. This recommendation is particularly valuable in the education sector, as it offers guidance on leadership styles to improve teachers' performance. While the inclusion of diverse respondents increased the reliability of the study, the recommendations were not based solely on teachers' perspectives. To address this limitation, the present study focuses on assessing the

recommendations provided directly by teachers regarding leadership styles that enhance their performance.

A study by Godwin and Kabeta (2019) explored the effects of headteachers' leadership styles on teacher performance in selected mission and public secondary schools in Muchinga Province, Zambia, with a sample size of 207 respondents. Using a descriptive study design and a qualitative approach, data were gathered through in-depth interviews and focus group discussions. Simple random sampling selected public secondary schools, while purposive sampling targeted the two mission schools. The findings underscored that headteachers who employed mixed leadership styles, including democratic, transformational, and occasionally autocratic approaches, achieved notable success in managing their institutions. In particular, mission schools, where a broader combination of leadership styles was utilized, demonstrated higher teacher and learner performance compared to public schools.

In Rwanda-Nyamagabe District, Niyitegeka (2023) carried out a descriptive-correlational study to assess the impact of various headteachers' leadership styles on teachers' commitment in boarding secondary schools. The study used a sample of 172, including 165 teachers and 7 headteachers who provided information via questionnaires. The study covered four leadership styles: directive, supportive, participative and achievement oriented. The findings confirmed the positive correlation between multiple leadership style and teachers' performance.

Studies from various contexts reveal that teachers' performance is best supported through a combination of leadership styles rather than relying on one. While

international studies like those by Hafeez (2023) and Sarwar et al. (2022) emphasize this point, their findings are rooted in different cultural and educational settings. In contrast, African-based studies offer more relevant insights for the Rwandan context. For example, Godwin and Kabeta (2019) in Zambia showed that mixed leadership approaches led to higher teacher performance, especially in mission schools. Locally, Niyitegeka (2023) found that multiple leadership styles positively influenced teacher commitment in Nyamagabe District. Building on these, the present study focuses on rural Rwanda—specifically Nyaruguru District—and uniquely centers on teachers’ own recommendations to improve instructional planning, student assessment, and teacher-parent collaboration.

2.5 Critical Review and Research Gap identification

The previous studies have provided significant contribution to understanding the impact of democratic, autocratic, and transformational leadership styles, as well as identifying the leadership behaviours which can enhance teachers’ performance. However, gaps remain in the methodology, variables examined, and the contexts in which these studies were conducted.

Regarding the first objective, impact of democratic leadership style on teachers’ performance, a gap in approach was identified in Raupu’s (2021) study in Indonesia, which used only quantitative data to examine how democratic leadership affects teachers’ performance. This study addresses this by employing both quantitative and qualitative methods. Similarly, Nellitawati (2020) in Negeri excluded headteachers’ perspectives, limiting the reliability of the findings. To fill this gap, the current study incorporates headteachers’ views. Additionally, while Masindi (2022) in Tanzania

explored democratic leadership in public secondary schools, these findings are not generalizable to the 12-year basic education system. This study addresses this contextual gap by focusing on Nyaruguru district, Rwanda.

The second objective examines the effects of autocratic leadership on teachers' performance. While Parveen (2020) found a positive impact, their study used only three constructs compared to 11 in the current study, excluding key elements like punishment threats and regular monitoring. Farooq et al. (2022) in Nigeria relied solely on quantitative methods and teacher perspectives, overlooking headteachers' input. The current study addresses these gaps by involving both headteachers and teachers. In Rwanda, Obilan (2018) used a mixed-method approach but focused on urban districts, leaving rural contexts like Nyaruguru unexplored. This study bridges these gaps by analyzing autocratic leadership in Nyaruguru's 12-year basic education system.

The second objective examines the implications of transformational leadership on teachers' performance. Khan (2023) studied secondary schools in India, but differences in school types and contexts suggest a need for focused research in day schools and within Rwanda's educational system. Similarly, Aunga and Massare (2018) investigated primary schools in Tanzania, but their findings cannot be generalized to secondary schools. While their study focused on lesson preparation, student assessment, and punctuality, the current study expands these metrics by including teacher-parent collaboration as a key aspect of teacher performance.

The fourth objective is to identify specific leadership behaviors recommended by teachers to enhance their performance. This objective was formulated after identifying gaps in the literature. Sehar and Alwi (2019) examined preferred

leadership styles but overlooked how preferences might not align with performance needs, a gap bridged by assessing all recommended leadership behaviors. Teldla (2021) offered recommendations but relied on researcher, not on teachers. This study addresses by focusing on teachers' perspectives. Abubakar (2018) did not specify leadership behaviors affecting performance, while Obilan (2018) narrowly defined performance metrics. This study addresses these weaknesses by clarifying needed leadership behaviors and expanding performance measures to include teacher-parent collaboration, student assessment, and instructional planning.

2.6 Conceptual Framework

This study explores the effect of headteachers' leadership on teachers' performance in 12 years of basic education. Therefore, the relationship between the leadership styles of the headteachers and the teachers' performance is indicated in this part. Figure one shows the headteachers' leadership styles, figure 2 shows the standard of teachers' performance

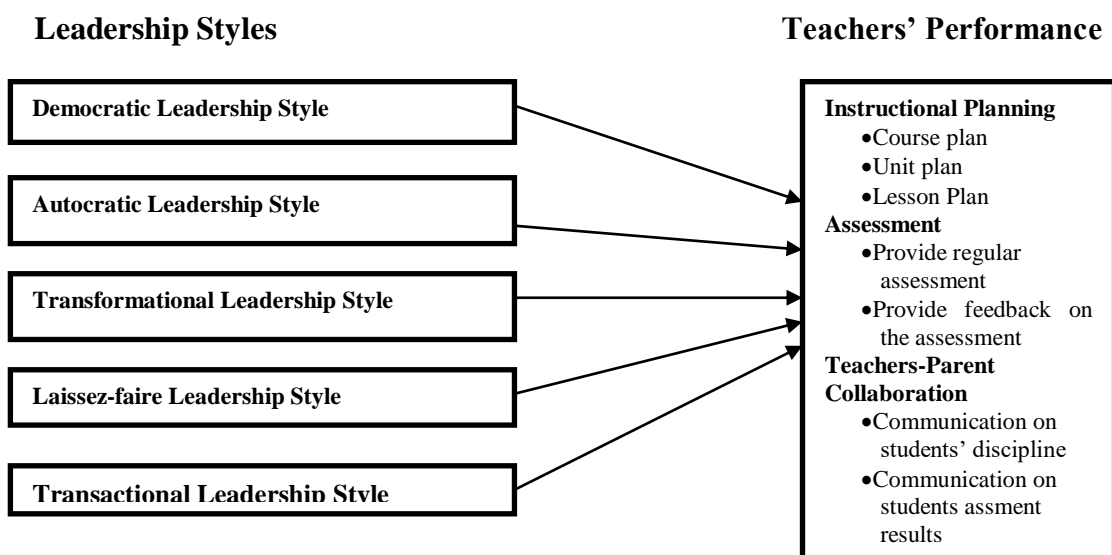


Figure 2.1: Conceptual Framework

Source: Adapted from Godwin (2019), the Effects of Head Teachers' Leadership Styles on the Teachers' performance.

Figure 2.1 demonstrates the relationship between the independent variable indicators (causality indicators) and their impact on the dependent variable indicators (effects indicators). For the further explanation of the relationship and the other factors which affects dependent variable, conceptual framework incorporates both moderator and intervening variables. The headteachers' Leadership styles as the independent variables; include the classic leadership model (Democratic, Autocratic and Laissez-faire leadership styles) and full range model (Transformational leadership style and translational leadership style. The dependent variable defines teachers' Performance by instructional planning, assessment and Teacher collaboration. The researcher measures the democratic leadership style in terms of employees' participation in decision-making, allowing employees time to share with the leader and encouraging teamwork.

Autocratic will be characterized by the leader making all decisions, the Leader providing the whole instructions of the process to get the work done and the Leader not accepting opinions from employees. Transactional was assessed by Contingency reward and management by exception, while transformational waas characterized by inspirational motivation, intellectual stimulation and individual consideration. For the dependent variable, Instructional planning was indicated by course plan, unit plan and lesson plan. Assessment was defined by Regular assessment (Formative and Summative) and Feedback on the assessment while teacher-parent collaboration was defined by communication on students discipline and on assessment results.

A conceptual framework is used to explain the mechanisms that influence the connection between dependent and independent variables. Based on existing theories

and literature, intervening variables include teacher job satisfaction, motivation, and autonomy. Intervening variable helps to understand the relationship between the independent variable and the dependent variable. In addition to the independent variable, moderator variable indicate other factors that can influence teacher performance, such as education level, teaching experience, availability of instructional aids, and participation in continuous professional development.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Overview

This chapter discusses the research methods that were used to examine the effects of headteachers' leadership styles on teachers' performance, including research philosophy, research approach, research design, area of the study, population of the study, sample size and sampling procedure, data collection method, data collection instruments, data analysis procedure, validity and reliability, and ethical consideration. The researcher ensured that the validity and reliability of data collection tools are relevant and practical in order to obtain the essential information in this chapter.

3.2 Research Philosophy

This research was guided by the pragmatism philosophy, which advocates for using research methods that best address the problem under investigation (Tashakkori & Teddlie, 1998). Unlike purely positivist or interpretivist paradigms, pragmatism allows for flexibility in methodological choices, emphasizing practical outcomes over philosophical rigidity. It supports a mixed-methods approach, combining quantitative and qualitative techniques to generate richer and more comprehensive findings (Biesta, 2010; Creswell & Plano Clark, 2011; Johnson & Onwuegbuzie, 2004; Maxcy, 2003; Morgan, 2014a; Teddlie & Tashakkori, 2009). Pragmatism was especially suitable for this study because it focuses on solving real-world problems such as improving teachers' performance through practical and actionable recommendations.

The philosophy further aligns with this study by supporting problem-centered inquiry, flexibility in methods, and the integration of diverse data sources. It fits well with the fourth objective, which seeks to identify leadership behaviors that enhance teachers' performance, requiring both measurable trends and context-specific insights. Thus, pragmatism provided a strong foundation for achieving the study's goals through a balanced and results-oriented research process.

3.3 Research Approach

The researcher used mixed-method approach for data collection. In mixed method, both quantitative and qualitative data are collected and analyzed to produce integrated findings (Creswell, 2003; Tashakkori and Teddlie, 2009). This method was significant in this study as it provided comprehensive knowledge on the effects of headteachers' leadership on teachers' performance since the informations from teachers' questionnaires was complemented by the data from interviews conducted with the headteachers.

3.4 Research Design

This research employed convergent research design. This design was particularly well-suited for this study investigating the effects of headteachers' leadership styles on teachers' performance because it needed to gain both statistical and contextual insights. Quantitative data from the teachers was collected simultaneously with qualitative data from the headteachers, and these data were then integrated for the summary findings. The incorporation of data from both teachers and headteachers enhances the reliability and contributes to a more comprehensive understanding of the subject. Specifically, the insights obtained from headteachers provided valuable

additional perspectives on teachers' perceptions regarding the topic being studied.

3.5 Area of Study

This study was conducted in Rwanda, a country of a thousand hills. Rwanda is a landlocked country bordered on the east by Tanzania, on the west by the Democratic Republic of the Congo, on the north by the Republic of Uganda, and on the south by Burundi. The area of Rwanda 26,338 square kilometres and the total population of 13,960,000. Rwanda is divided into 4 provinces (South, North, East and West) and Kigali city.

The specific coverage area of this study is Nyaruguru district, one of the 8 districts in the Southern Province. Nyaruguru district 46 public secondary, 12 of them are twelve year-basic education. Nyaruguru district was chosen for this study because it has many partners in education focusing on improving the quality of education through training science and language teachers. However, there has been limited attention given to headteachers' leadership styles and their impact on teachers' performance. This little attention may be the cause which led to lower performance of 12 years basic education in national examination of 2022-2023 academic year among other schools (MINEDUC, 2024). The findings from this study made them aware of the contribution of headteachers' leadership styles on teachers' performance and why it is significantly important to support the efficiency of headteachers' leadership styles in order to improve the quality of education.

3.6 Population of the Study

The target population for this study consisted of 290 individuals, including 278 teachers and 12 headteachers from 12 schools. This population was selected because

they possess relevant information for the study. Teachers are directly affected by the leadership styles adopted by headteachers, while headteachers used various leadership styles aimed at leading teachers toward fulfilling their tasks.

Table 3.1: Target Population

Schools	Teachers	Headteachers	Total
GS Musebeya	26	1	27
Gs Saint Paul	27	1	28
Gs Rugerero	25	1	26
Gs Rwamiko	30	1	31
Gs sekera	22	1	23
GS Munini	23	1	24
GS Riba	19	1	20
Nyabimata	28	1	29
GS Mwoya	18	1	19
Rasaniro	15	1	16
GS Saint Laurent	20	1	21
GS Ramba	25	1	26
Total	278	12	290

Source: Research data, 2023.

3.7 Sample Size and Sampling Procedure

3.7.1 Sample Size

For determining sample size of the teacher, Slovin's formula was employed. Slovin's formula informs the researcher about the sample size required to assure reasonable accuracy of results. Also, Yamane (1967) is credited with an identical formula used to determine the same sample size as Slovin. When the population is too huge to reach, this formula is frequently utilized.

Formula provides the sample size as follows: $n = \frac{N}{1 + N(e)^2}$, where **n** is the sample, **N**,

The population **P**, precision size of 0.95 and **e**, the margin error. The value of **e** is

equal to 1 minus a precision of 0.95. So, $1-0.95=0.05$. All headteachers from 12 schools were used in this study as sample, while the number of the teachers is calculated by
$$n = \frac{N}{1+N(e^2)} = \frac{278}{1+278(0.05^2)} = \frac{278}{1+0.695} = \frac{278}{1.695} = 164.1$$
. This is approximately

equal to 164 Teachers.

164 teachers are from 12 schools, the schools didn't have the equal number of the teachers, therefore didn't provide the same number of the teachers. Each school provided the number of teachers which was proportional to the total number of the teachers they have. This formula was applied:

$$n = \frac{\text{total number of teachers at school}}{\text{total number of teachers in all schools}} \times \text{sample size of the teachers}, \text{ where } n$$

stands sample size of teachers from each school. Example: Sample size from GS

$$\text{Musebeya: } n = \frac{26}{278} \times 164 = 15.34 \text{ approximately equal to } 15$$

On the side of the headteachers, all of them were used as respondents for the interview.

Table 3.2: Teachers and Headteachers (Sample Size)

Schools	Teachers	Sample Size of Teachers	Total number of Headteachers	Total
GS Musebeya	26	15	1	16
Gs Saint Paul	27	15	1	16
Gs Rugerero	25	15	1	16
Gs Rwamiko	30	18	1	19
Gs sekera	22	13	1	14
GS Munini	23	14	1	15
GS Riba	19	11	1	12
Nyabimata	28	16	1	17
GS Mwoya	18	11	1	12
Rasaniro	15	9	1	10
GS Saint Laurent	20	12	1	13
GS Ramba	25	15	1	16
Total	278	164	12	176

Source: Nyaruguru (2023).

The schools provided the number of teachers which were proportional to the total number of the teachers who teach there.

3.7.2 Sampling Procedure

Purposive Sampling: This study used purposive sampling to select 12-year basic education schools with complete levels from primary one to secondary six. Schools that don't have all these levels, were omitted. After getting these schools, this technique was also employed to select the headteachers of these schools, as they have significant understandings of leadership behaviours, being the leaders of their schools.

Simple Random Sampling: The simple random sampling technique was used to choose teachers from their schools. The researcher employed the lottery method, wherein numbers were put on slip of paper and mixed them. Every teacher was given chance to pick a slip randomly. Teachers who chose slips with numbers falling within the predetermined sample size were selected as respondents for the research. In simple random sampling, every case of the population has an equal probability of inclusion in the sample (Dhanya, 2024). Additionally, this method minimizes bias and allows generalization about a population based on the collected information.

3.8 Data Collection Methods

This part shows the methods employed to collect both quantitative and qualitative data for the study. Data were gathered using structured questionnaires for teachers and semi-structured interviews for headteachers. The use of multiple method improve the credibility of the study findings (Denzin, 1978).

3.8.1 Quantitative Data Collection Method

For the quantitative component, the primary data collection instrument was a structured questionnaire administered to teachers in 12-Year Basic Education schools in Nyaruguru District. The questionnaire consisted of closed-ended questions designed to capture measurable data related to the influence of headteachers' leadership styles on teachers' performance. The use of questionnaires was justified for several reasons: they are cost-effective, easy to administer to a large population, and suitable for statistical analysis (Karim, 2014). The questionnaires were printed and distributed in hard copies.

The researcher conducted face-to-face administration of the questionnaires, allowing real-time clarification of any uncertainties, thus enhancing the quality of the responses (SSRM, 2022). The presence of the researcher during administration also ensured that participants understood the instructions and could seek support if they encountered any ambiguity.

3.8.2 Qualitative Data Collection Method

For the qualitative component, semi-structured interviews were conducted with headteachers of 12-Year Basic Education schools in Nyaruguru District. This method was selected to gather in-depth insights into their leadership practices, beliefs, and experiences concerning teachers' performance. According to Easwaramoorthy and Zarinpoush (2006), interviews are effective for exploring personal views, contextual understanding, and perceptions that are not easily quantifiable. The interviews were conducted face-to-face, providing flexibility to probe deeper into specific responses and to follow up on emerging themes. An

interview guide was used to maintain focus while allowing open-ended exploration of relevant topics aligned with the research objectives.

3.9 Data analysis Procedure

Data analysis involves examining, cleansing, converting, and modeling data to uncover valuable insights, draw conclusions, and aid in decision-making (Muhammad, 2024). Two types of data were collected in this study namely; qualitative and quantitative data and hence the following analysis were employed: factor analysis, descriptive analysis, regression analysis, correlational analysis and thematic analysis.

3.9.1 Quantitative Data Analysis

The quantitative data was analyzed through the use of factor analysis, descriptive analysis, regression and correlation analysis. Factor analysis was used to measure the variable items by rejecting items with low loading factors and retaining the items with high loading factors. Descriptive statistics like frequencies, percentages and measures of central tendency like means and standard deviation were used to analyse the demographic information of the respondents, and the responses provided by the respondents at the fourth objective of identifying leadership behaviors recommended by teachers in Nyaruguru district's 12-year basic education to enhance their performance.

Regression analysis was employed to examine the overall contribution of dependent variable to independent variable, and the significance of the study. Correlational analysis was utilized to identify the relationship between dependent and independent variable, and to measure strength and direction of the relationship. Version 27 of

SPSS was utilized to process quantitative data, the processed data was statistically presented by using tables for reducing the raw data into manageable proportions.

3.9.2 Qualitative Data Analysis Procedure

For qualitative data, deductive approach was used to analyse data. After transcribing data from audio to written material, researcher categorised and indexed the responses into common themes. After this, the analysis was done according to the specific objectives of the study. The analysed data was presented in form of text. Microsoft Word was used to.

3.10 Validity and Reliability

Validity refers to the accuracy with which a method measures what it is designed to measure. If research has high validity, it delivers conclusions that correlate to real physical or social properties, traits, and variations (Middleton, 2019). For the construct validity, the researcher made the reference to theories of leadership for leadership styles by the headteachers and refers to the National teachers' performance standards for assessing the level of teachers' performance. Furthermore, the instruments designed for data collection were handed to the supervisors at the Open University of Tanzania for the improvement remarks. Content validity index (CVI) using SPSS.

To avoid some confusing points in the questionnaires, the researcher conducted a pilot study which allowed him to revise and remove ambiguity. Lastly, For ensuring that the meaning and intend of each item is preserved, questionnaires were translated from English to Kinyarwanda.

The reliability of the study was ensured by comparing data at every objective from different sources; Interviews and questionnaires. Questionnaires provided quantitative data from the teachers, while interviews were used to get qualitative data from the headteachers. This method of using different sources allowed the researcher to check whether different sources produce the same results. For the further test of the reliability of the instrument, the researcher determined Cronbach alpha for independent, and dependent variables where the all variables were greater than 0.8 which implies that the items measure the same underlying construct reliably.

Lastly, to enhance the reliability of the study, the data was reviewed by colleague researchers, peer reviewers, and statisticians. Colleague researchers helped ensure consistency in the data collection tools and procedures, while statisticians verified the accuracy of the data analysis. Peer reviewers, as experts in educational leadership, assessed the alignment between the data, analysis methods, and interpretations. Their combined input helped validate the findings and minimize errors or bias, thereby strengthening the study's overall reliability.

Table 3.3: Reliability Test

S/N	Variable	Cronbach's Alpha Test	No. of Items	Decision
1	Democratic Leadership Style	.968	10	Accepted
2	Autocratic Leadership Style	.931	8	Accepted
3	Transformational Leadership style	.892	13	Accepted
4	Teachers Performance	.998	22	Accepted

Source: Research data, (2023).

3.11 Ethical Issues Consideration

Before starting the process of collecting information from the respondents, the researcher introduced a permission letter for data collection issued by Open

university of Tanzania and an authorization letter signed by Nyaruguru district. Procedures and strategies recommended by research ethics for protecting the right of research participants were followed and respected, such as being informed on the aim of the study and the voluntariness of participation. For the confidentiality of what has been answered by each participant, no name was written on the questionnaires. In the interview, the researcher used to code, instead of reporting a personal statement. The conclusions were drawn according to the information provided by the respondents of the current study.

CHAPTER FOUR

FINDINGS

4.1 Overview

This chapter presents the analysis and findings related to the assessment of the effects of headteachers' leadership styles on teachers' performance in 12-Year Basic Education schools in Nyaruguru District, Rwanda. The analysis is based on data collected through questionnaires administered to teachers and interviews conducted with headteachers.

The data analysis is structured into four major components: respondents' demographic information (including gender, teaching experience, and education level), factor analysis results (showing the Kaiser-Meyer-Olkin [KMO] value, Bartlett's Test, and retained or removed factors for both independent and dependent variables), and the presentation of findings related to the research objectives. Specifically, the study examined the impact of democratic leadership style on teachers' performance, the effects of autocratic leadership style, and the implications of transformational leadership style on teacher outcomes. It also explored the leadership behaviors recommended by teachers in Nyaruguru District to enhance their performance.

Demographic data were analyzed quantitatively using descriptive statistics such as frequencies and percentages. Factor analysis was conducted using the KMO measure, Bartlett's Test, and factor loadings to assess construct validity. The first three objectives were analyzed using both quantitative methods—specifically regression and correlation analysis—and qualitative methods through manual

thematic analysis. The fourth objective was analyzed quantitatively using descriptive statistics (mean and standard deviation), and qualitatively through thematic analysis to interpret teachers' recommendations for effective leadership practices.

4.2 Respondents' Demographic Information

The demographic information that was considered by this study are gender, age, working experience and level of education. The presentation of this demographic was done in two categories. One category was for headteachers while the other was for teachers. Regarding the sex of the respondents, among 164 teacher respondents of this study, 109 (66.5%) of them were males while 55 (33.5%) were females. On the side of 12 headteacher respondents, 11 (91.6%) were males and 1 headteacher (8.4) was female. Table 4.1 provides the distribution of the research respondents by their sex.

This gender imbalance especially in headship—suggests a male-dominated leadership structure within the schools studied. This may influence how leadership is perceived and enacted, as male leaders may demonstrate different leadership approaches from their female counterparts. Additionally, the higher proportion of male teachers might reflect broader gender disparities in secondary school staffing in rural Rwanda, which may, in turn, affect collaboration, communication, and leadership dynamics within schools.

The study collected the information on the ages of the respondents; teachers and headteachers to provide the context for understanding the sample composition. The analysis revealed that the majority of the teachers were in the age 26-33 years,

representing 37.2% of the respondents. This means that the teaching staff is relatively young. In contrast, the majority of headteachers (75.0%) were in the age range of 42–49 years, indicating that school leadership positions are more commonly held by older and likely more experienced individuals.

The distribution of the age indicates that the teachers are relatively young, which could influence their ability to adapt the leadership situation and openness to new ideas. Younger teachers may prefer democratic or transformational leadership that influence their career growth and participatory decision-making. On the contrary, the older age of headteachers may imply a wider leadership experience and possibly a preference for more structured autocratic leadership styles. This generational gap could affect how leadership behaviors are interpreted.

The study considered the working experience of both teachers and headteachers to capture insights from individuals with varying levels of professional exposure. The analysis revealed that the largest proportion of teachers (43.3%) had between 1–5 years of experience, highlighting a relatively young and less experienced teaching workforce. In contrast, the majority of headteachers (41.7%) had 6–10 years of leadership experience, suggesting that those in school leadership roles tend to have accumulated more years of service. This distinction may influence how leadership practices are perceived and implemented across schools.

The data shows that the majority of teachers are new in teaching profession, likely influenced by the expansion of the 12-year Basic Education program. Newer

teachers may be more receptive professional developing leadership styles, as they still need professional guidance. In contrast, headteachers appear to be more experienced, which may be reason of their traditional or authoritative approach. This difference in experience level could affect their communication, leadership impact within schools, and expectations.

The research assessed the educational qualifications of the respondents to understand their academic backgrounds. While minimum qualifications for teaching and school leadership are set nationally, the study findings showed that over half of the teachers (50.6%) held bachelor's degrees, indicating progress toward meeting professional standards. Notably, the majority of headteachers (83.3%) also possessed bachelor's degrees, with few (16.7%) having advanced level. This distribution suggests a relatively well qualified workforce.

This data indicates a fairly qualified teaching staff, with more than half holding a bachelor's degree or higher. However, the presence of A2 holders—though expected due to staffing shortages—may affect teachers' confidence, participation in decision-making, and perception of leadership. Teachers with higher qualifications may expect more collaborative and participatory leadership, while those with lower qualifications might be more passive or deferent to authority. Similarly, headteachers with higher education may be more likely to adopt transformational leadership styles, promoting innovation and teacher development.

Table 4.1: Respondents' Profile

	Teachers		Headteachers	
	Frequency	Percentage	Frequency	Percentage
Sex				
Male	109	66.5	11	91.6
Female	55	33.5	1	8.4
Total	164	100	12	100
Age				
18-25	25	15.2	0	0
26-33	61	37.2	0	0
34-41	46	28	2	16.7
42-49	27	16.5	9	75
50 and Above	5	3	1	8.3
Total	164	100	12	100
Experience				
1-5	71	43.3	3	25
6-10	44	26.8	5	41.7
11 years and above	49	29.9	4	33.3
Total	164	100	12	100
Education				
A2	32	19.5	0	0
A1	47	28.7	0	0
A0	83	50.6	10	83.3
Master	2	1.2	2	16.7
Total	164	100	12	100

Source: Field Data (2024).

4.3 Factor Analysis for Independent Variable

To ensure the consistency measure of the items for the independent variables, factor analysis was carried out on the first three objectives by using KMO test and loading factor. KMO value greater than 0.5 indicates that data is suitable for factor analysis, and the loading factors greater than or equal to 0.5 show items which should be retained for factor analysis (Hair et al., 2010; Pallant, 2010; Musabila, 2012). The independent variables in which factors analysis were conducted for, are democratic, autocratic and transformational leadership styles. These three leadership styles correspond to the first, second, and third objectives of the study.

4.4 Factor Analysis for Democratic Leadership Style

Democratic that was used at the first objective had 10 variables including allowing teachers to use different ways of doing things, encouraging teachers' teamwork, involving teachers in decision-making, considering the idea of every teacher in discussion, allowing teachers to set priorities under his/her guidance, promoting social relationship among teachers, sharing plans to teachers prior the implementation, calling a meeting for teachers' advises if the things are not working well, and working with teachers to resolve the differences. Factor analysis was used to identify underlying factors, reduce complexity and improve reliability by removing the items that do not correlate well with others. The purpose for this was for improving the reliability of the influence measure.

As recommended by Hair et al. (2010), Pallant (2010), and Musabila (2012), in the factor analysis technique, data extraction was carried out using an acceptable loading cut-off point of ≥ 0.500 . This threshold was used to determine the loading factors for this variable as well as for other variables and objectives of the study. The Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy was utilized to verify the suitability of the data for factor analysis. The KMO result, along with Bartlett's Test, indicated a sampling adequacy value of .961, which is considered highly acceptable, as demonstrated in Table. Additionally, the factor analysis was significant, with a significance value of .000 ($p = .000$), which is below the recommended threshold of ≤ 0.5 (Hair et al., 2010; Pallant, 2010; Musabila, 2012).

Table 4.2: Kaiser-Meyer-Olkin and Bartlett's Test for Democratic Leadership Style

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.961
Bartlett's Test of Sphericity	Approx. Chi-Square	2360.893
	Df	45
	Sig.	.000

Source: Field data (2024).

Through the use of factor analysis, variables exhibiting low loading factors were excluded from the following analysis. On the other hand, variables with high loading factors were identified and retained for the further analysis within the study. According to Formell and Larcker (1981), the factor loading less 0.5 shall be removed. Variable with loading factor higher than 0.5 were retained while the variables below were removed. In the of the leadership style and their effects on teachers' performance, a factor analysis was carried out to determine the significance of the different leadership behaviours. The findings revealed that all the identified factors were retained as their loading factors are above the cut off of +0.5. Involving teachers in decision-making is the most significant factor, with a loading factor of 0.974. Oppositely, allowing teachers to share ideas with teachers when needed is the last with the loading factor of 0.688.

With the help of SPSS, loading factors for each leadership behavior was presented: Involving teachers in decision-making 0.974, sharing plans to teachers prior the implementation 0.970, teachers to use different ways of doing things with value of 0.963, calling a meeting for teachers' advises if the things are not working well 0.956, promoting social relationship among teachers 0.955, considering the idea of

every teacher in discussion 0.933, allowing teachers to set priorities under his/her guidance 0.821, working with teachers to resolve the differences 0.784, encouraging teamwork among the teachers 0.745, and sharing ideas with teachers when it is needed 0.688.

For measuring the internal consistency and reliability of the factors extracted, Cronbach's Alpha was used. Cronbach's Alpha is crucial in factor analysis as it provides a measure of the internal consistency and reliability of the factors extracted. The value of Alpha indicates that the items within factor reliably measure the same construct, while the low value of Cronbach Alpha shows the need to improve the reliability. Regarding the interpretation of Cronbach's Alpha, it is stated that when it below 0.6, is considered unacceptable, above 0.6 is thought to be moderate, above 0.7 is considered acceptable, above 0.80 is viewed as very good (Hair et al., 2010; Musabila, 2012). In this study, Cronbach's Alpha for democratic leadership style is 0.968 which is very good reliability measure. The details about the acceptable and removed loading factor together with Cronbach's Alpha are shown in Table 4.3.

Table 4.3: Factors for Democratic Leadership Style Variable

Variables	Value	Decision
Allowing teachers to set priorities under his/her guidance.	.821	Retained
Allowing teachers to use different ways of doing things.	.963	Retained
Calling a meeting for teachers' advises if the things are not working well.	.956	Retained
Considering the idea of every teacher in discussion.	.933	Retained
Encouraging teamwork among the teachers	.745	Retained
Involving teachers in decision-making.	.974	Retained
Promoting social relationship among teachers.	.955	Retained
Sharing ideas with teachers when it is needed	.688	Retained
Sharing plans to teachers prior the implementation.	.970	Retained
Working with teachers to resolve the differences.	.784	Retained
Cronbach Alpha: .968		

Source: Field data (2024).

4.5 Factor Analysis for Autocratic Leadership Style

The second independent variable is headteachers' autocratic leadership style. It was measured in terms of undermining teachers by showing them they are under the headteacher. It also included threatening teachers with punishments to ensure they accomplish tasks. Other indicators were not accepting teachers' opinions and making decisions without consulting them. The style involved monitoring teachers from time to time to ensure they are working well. It also included establishing procedures personally if the existing ones were not effective. Additional elements were setting instructions for teachers' tasks, setting standards solely to be accomplished by teachers, allocating tasks without teachers' will, and punishing them to prevent the reoccurrence of mistakes.

Using the Kaiser-Meyer-Olkin (KMO) measure and Bartlett's Test of Sphericity to ensure the sampling adequacy for the factor analysis of headteachers' democratic leadership style, it was found that the KMO value is 0.902, which is considered highly acceptable. Furthermore, Bartlett's Test of Sphericity yielded a significance level of 0.000 ($p=0.000$), indicating statistical significance. This means that the correlation matrix is not an identity matrix, and the variables are significantly correlated, making the data suitable for factor analysis.

The combination of a high KMO value and a significant Bartlett's Test of Sphericity confirms that the dataset is appropriate for conducting factor analysis. These findings ensure that the factors extracted will be reliable and representative of the underlying structure of headteachers' democratic leadership style. The detailed results of these tests are presented in Table 4.4, providing a comprehensive overview of the

statistical measures used to validate the factor analysis (Hair et al., 2010; Pallant, 2010; Musabila, 2012).

Table 4.4: Kaiser-Meyer-Olkin and Bartlett's Test for Autocratic Leadership Style

Kmo and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.902
Bartlett's Test of Sphericity	Approx. Chi-Square	1.142E3
	Df	45
	Sig.	.000

Source: Field Data (2024).

For finding the items of autocratic leadership style which fit the analysis, factor analysis was carried out. The items with low loading factors were removed while the factors with high loading factors were retained for the further analysis. For Formell and Larcker (1981), the factors loading less than 0.5 shall be excluded, variable with loading factor higher than 0.5 were retained. Monitoring teachers time to time for ensuring that they are working well with the loading factor of 0.193 and Setting standards that are solely to be accomplished by the teachers with the loading value of 0.214 were removed due to their loading factors that are less than the acceptable loading of 0.5. These two factor were omitted for the further analysis. Not accepting teachers' opinions was retained with the loading of 0.87 which significantly above the cutoff of 0.5. This indicates that not accepting teachers' opinions is a strong characteristics of autocratic leadership.

The refusal of considering teachers' input is a defining characteristics of this leadership style. Headteacher' use of position power to show that teachers are under him or her was shown with the very high loading of 0.856 which is also significantly

above the cutoff. This indicates that the headteacher' use of position power to show that the teachers' are under him or her is the key aspect of autocratic leadership style. Furthermore, factor analysis shows that threatening teachers with punishments for them to accomplish tasks has the high loading of 0.821 which is far higher than 0.5 cutoff. This indicates the strong link to autocratic leadership style.

Regarding allocating tasks without teachers' will, It was retained with the loading of 0.821 which means that it is a characteristics of autocratic leadership style. For, making decisions without consulting the teachers, it was retained by the loading of 0.775 which is enough to be used for the further analysis. Setting instructions for teachers' task (0.75) was retained for the further analysis. This suggests that setting instructions for teachers' task is a key characteristics for autocratic leadership style. Punishing teachers for preventing mistakes' reoccurrence (0.683) has a slightly lower but significant loading, suggesting that using punishment as means to prevent mistakes is associated with autocratic leadership style. Another item is setting instructions for teachers' tasks and prohibit any deviation with the loading of 0.636 which is above 0.5 suggests that the autocratic headteachers set instructions for teachers' tasks and prohibit any deviation.

Cronbach's Alpha for autocratic leadership variable is 0.931 whereby the value is good fit for the study and meet the recommendation value of Hair et al., (2010) and Musabila (2012). When Cronbach's Alpha is below 0.6, is considered unacceptable, above 0.6 is thought to be moderate, above 0.7 is considered as an acceptable, above 0.80 is viewed as very good (Hair et al., 2010; Musabila, 2012). Retained, removed factors and Cronbach's Alpha were presented in the table 4.5

Table 4.5: Loading factor of Autocratic Leadership Style

Variables	Value	Decision
Not accepting teachers' opinions.	0.87	Retained
Use position power to show the teachers that they are under him or her.	0.856	Retained
Threatening teachers with punishments for them to accomplish tasks.	0.821	Retained
Allocating tasks without teachers' will.	0.821	Retained
Making decisions without consulting the teachers.	0.775	Retained
Setting instructions for teachers' tasks.	0.75	Retained
punishing teachers for preventing mistakes' reoccurrence.	0.683	Retained
Setting instructions for teachers' tasks and prohibiting any deviation.	0.636	Retained
Setting standards that are solely to be accomplished by the teachers.	0.214	Removed
Monitoring teachers time to time to ensure that they are working well.	0.193	Removed
Combatach Alpha	0.931	

Source: Field data (2024).

4.6 Factor Analysis for Transformational Leadership Style

Headteachers' transformational leadership style is one among the independent variables. Transformational leadership behaviours were measured in terms of headteachers' hope for bright future, considering a teacher as individual, not as a member of a group, considering the needs of teachers in terms of abilities and aspirations, encouraging teachers to look problems in many angles, helping teachers developing their strength, inspiring teachers' motivation by informing future vision and expectations, being interested with knowing what motivates teachers, seeking different perspectives when solving problem, spending a time teaching and coaching teachers, talking enthusiastically about what needs to be accomplished and challenging teachers' intellectual ability by posing a creative and innovative challenge.

Factor analysis ensures that the measurement instruments capture the theoretical aspects of transformational leadership behaviour. By approving the reliability and

validity of the items, factor analysis enables meaningful analysis. By factor analysis, data extraction was carried out with the acceptable loading set at 0.500, as suggested by previous research (Hair et al., 2010; Pallant, 2010; Musabila, 2012). This cut-off point was utilized to determine the loading factors for the variable in question as well as for other variables and objectives within the study.

The Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy was employed to assess the appropriateness of the data for factor analysis. The KMO value obtained was 0.936, indicating a highly acceptable level of sampling adequacy, as demonstrated in Table 4.7. Furthermore, the Bartlett's Test of Sphericity was significant, with a p-value of 0.000, which is well below the recommended threshold of ≤ 0.5 (Hair et al., 2010; Pallant, 2010; Musabila, 2012), confirming the suitability of the data for factor analysis.

Table 4.6: Kaiser-Meyer-Olkin and Bartlett's Test for Transformational Leadership Style

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.981
Bartlett's Test of Sphericity	Approx. Chi-Square	7.210E3
	Df	91
	Sig.	.000

Source: Field data (2024).

By employing factor analysis, It was found that one factor of transformational leadership style was removed due to the low loading factor which is less than 0.5, while 12 factors were retained and used for further analysis because their loadings are greater than 0.5. As suggested by Formell and Larcker (1981), for the factors

loading less than 0.5 shall be excluded while the variables with loading factor higher than 0.5 were retained. the variable with highest loading factor is seeking different perspectives when solving problem with .762, while the lowest is proposing a way of how assignment can be completed with .412. The factor with low loading was removed because it is less than the cut off value of 0.5.

As suggested by the findings obtained through the analysis by SPSS, the importance of different leadership behaviours was indicated. Seeking different perspectives when solving problem has the loading factor of .762, indicating the importance of this behavior to explain transformational leadership style. Expressing confidence that goals will be achieved has the value of .751 which is greater than 0.5, suggesting to keep it in the analyzing of the influence of this leadership to teachers' performance. Motivating teachers through their individual motivation .734 which suggests the importance of motivation in transformational style of leadership. Considering teachers' needs in terms of ability and aspiration with 7.14, suggesting that considering teachers' need is among the basic characteristics of transformational behaviours. Helping teachers to develop their intellectual ability by creative and innovative questions .713. This item is essential in studying the effect of this style.

Showing hope for bright future .704 is far greater than 0.5. It should be kept analyzing the effects of this leadership style. Considering teachers as individuals, not as group representative .698, which means that using transformational leadership style is consider teachers as individuals. Teaching and coaching teachers has .683, it suggests the retainment of this behavior in the further analysis. Motivating teachers by informing them future vision and expectation .644, suggesting the significance of

this behaviour in studying this style. Talking enthusiastically about what needs to be accomplished .627, which means the meaningful relationship of talking enthusiastically using transformational leadership behaviours. Helping teachers develop their strength through .607, in this leadership headteachers help teachers to develop their strength. Encouraging teachers to look at problems in many angles .552 indicates that this behaviour is important while proposing a way of looking at how assignments can be completed with .412 is not meaningful to explain this leadership style. It was removed and not used for further analysis.

To further validate the reliability of these items, we calculated Cronbach's Alpha, a statistic that measures the internal consistency of a set of items. Ensuring high internal consistency is important because it shows that the items consistently measure the same fundamental concept, such as transformational leadership. Tavakol and Dennis (2011) provide a detailed interpretation of Cronbach's Alpha values in the context of internal consistency. They assert that a reliability measure of 0.9 or higher indicates excellent internal consistency. If the reliability measure is between 0.8 and 0.89, it is deemed good. A value between 0.7 and 0.79 is considered acceptable, while a measure between 0.6 and 0.69 raises questions about construct validity. Reliability values between 0.5 and 0.59 are regarded as poor, and any value below 0.5 is deemed unacceptable. In this study, the Cronbach's Alpha value is .892, signifying that the items measuring transformational leadership style exhibit a high degree of reliability. Consequently, all items were retained for further analysis.

Table 4.7: Retained and Removed Factors For Transformational Leadership Styles

Variables	Value	Decision
Proposing way of looking at how assignments can be completed	.412	Removed
Expressing confidence that goals will be achieved.	.751	Retained
Motivating teachers by their individual motivation	.734	Retained
Considering teachers' need in terms of needs and aspirations	.714	Retained
Seeking different perspectives when solving problem.	.762	Retained
Challenges teachers' intellectual ability by posing a creative and innovative challenge	.713	Retained
Considering teachers as individual, not as a member of a group.	.698	Retained
Showing hope for bright future.	.704	Retained
Teaching and coaching teachers.	.683	Retained
Inspiring teachers' motivation by telling them future vision and informing them school's expectations.	.644	Retained
Talking enthusiastically about what needs to be accomplished.	.627	Retained
Helping teachers to develop their strength through training	.607	Retained
Encourage teachers to look problem in many angles	.552	Retained
Cronbatch's Alpha		.892

Source: Field Data (2024).

4.7 Factor Analysis for Dependent Variable

Dependent variable was measured by 22 items including feedback on the assessment, collaboration with parents in the follow-up of the students' homework, follow the objectives detailed in the lesson plan when teaching, use a variety of classroom activities and resources, communicate with parents about assessment results, provide an assessment at the end of unit, course plan for every term, organization of teaching materials before my teaching period, communicated with the parents of my students on discipline issues, make a scheme of work for every term, make unit plan which

entails topics, objectives, materials and the assessment on that unit, prepare the sequential activities for achieving the objectives, encourage group work in teaching, Make a lesson plan before teaching, adjust lesson plans based on students' progress, administer the summative assessment at the end of every term/half term, communicate the lesson objectives to the learners, apply the assessment criteria for the activities planned, Assess students during the lesson, communicate with parents about the time children reach to school, communicate with parents about discipline issues, and work with parents to find what can help the student to keep succeeding or improve his/her success if it is not good.

For approving the reliability and validity of the items, factor analysis was employed. Data extraction was carried out with the acceptable loading of 0.500, as recommended by the previous study (Hair et al., 2010; Pallant, 2010; Musabila, 2012). The Kaiser-Meyer-Olkin measure of sampling of sampling adequacy was further used for measuring the suitability of the data used in the factor analysis. The analysis obtained the measure of .960 suggesting the highly acceptable sampling adequacy. As shown in the table 4.8. This high suitability was further indicated by , the Bartlett's Test of Sphericity which was significant with P of 0.000 that is below recommended cut off ≤ 0.5 (Hair et al., 2010; Pallant, 2010; Musabila, 2012).

Table 4.8: Kaiser-Meyer-Olkin and Bartlett's Test for Teachers' Performance

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.960
Bartlett's Test of Sphericity	Approx. Chi-Square	11595.818
	Df	231
	Sig.	.000

Source: Field Data (2024).

To ensure that the measurement of teacher performance aligned with the study's conceptual framework, factor analysis was employed as a method for establishing construct validity. Theoretically, factor analysis enables researchers to assess whether a group of observed items reflects the intended underlying constructs—in this case, teacher performance (Hair et al., 2010). Methodologically, Exploratory Factor Analysis (EFA) using Principal Component Analysis (PCA) with Varimax rotation was applied to identify the most significant indicators and clarify the factor structure. The Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy exceeded the recommended threshold of 0.60, and Bartlett's Test of Sphericity was statistically significant ($p < 0.001$), indicating that the data were suitable for factor analysis (Field, 2013).

Two main criteria were used to guide item retention. First, eigenvalues greater than 1 were used to determine the number of components to retain, based on Kaiser's criterion (Kaiser, 1960). Second, only items with factor loadings equal to or above 0.50 were retained, in line with the threshold proposed by Fornell and Larcker (1981), while those below this cutoff were excluded as they were considered to contribute weakly to the construct.

The analysis revealed that all items exhibited strong factor loadings above 0.50, confirming their statistical significance and conceptual relevance in measuring teacher performance. These items aligned with the study's conceptual framework, which views teacher performance as a multidimensional construct comprising instructional planning, student assessment, and teacher–parent collaboration. For example, high loading values were observed for key instructional planning activities

such as adhering to lesson plans (0.987), preparing course plans (0.986), developing unit plans (0.983), and organizing teaching materials (0.985), underscoring their importance in ensuring effective and well-structured teaching.

In the area of pedagogical practices, using diverse classroom activities (0.987), encouraging group work (0.983), and adjusting lesson plans based on student progress (0.982) were also strongly retained, reflecting learner-centered approaches promoted in the Rwandan 12-Year Basic Education framework. Similarly, in the domain of student assessment, providing feedback on assessments (0.988), administering summative assessments (0.982), clearly communicating lesson objectives (0.978), and applying consistent assessment criteria (0.977) demonstrated high factor loadings, indicating their essential role in supporting student learning and fair evaluation.

Parental engagement was likewise validated, with strong loadings for items such as following up on homework with parents (0.987), discussing discipline issues (0.985), communicating student academic progress (0.973), and involving parents in supporting student success (0.860). These findings reflect the importance of collaborative relationships between schools and families in enhancing educational outcomes.

To test the internal consistency of the scale, Cronbach's Alpha was calculated and yielded a coefficient of 0.998, indicating excellent reliability (George & Mallery, 2019). This suggests that the retained items consistently measure the construct of teacher performance. Altogether, the statistical outputs support both the construct

validity and measurement relevance of the teacher performance indicators used in this study.

Table 4.9: Retained and Removed Factors For Teachers' Performance

Items	Value	Decision
feedback on the assessment	.988	Retained
Collaboration with parents in the follow-up of the students' homework.	.987	Retained
Follow the objectives detailed in the lesson plan when teaching	.987	Retained
Use a variety of classroom activities and resources.	.987	Retained
Communicate with parents about assessment results.	.987	Retained
Provide an assessment at the end of unit.	.987	Retained
Course plan for every term.	.986	Retained
Organization of teaching materials before my teaching period.	.985	Retained
Communicated with the parents of my students on discipline issues	.985	Retained
Make a scheme of work for every term.	.984	Retained
Make unit plan which entails topics, objectives, materials and the assessment on that unit.	.983	Retained
Prepare the sequential activities for achieving the objectives.	.983	Retained
Encourage group work in teaching.	.983	Retained
Make a lesson plan before teaching.	.983	Retained
Adjust lesson plans based on students' progress.	.982	Retained
Administer the summative assessment at the end of every term/half term.	.982	Retained
Communicate the lesson objectives to the learners.	.978	Retained
Apply the assessment criteria for the activities planned.	.977	Retained
Assess students during the lesson.	.976	Retained
Communicate with parents about the time children reach to school.	.973	Retained
Communicate with parents about discipline issues.	.963	Retained
Work with parents to find what can help the student to keep succeeding or improve his/her success if it is not good.	.860	Retained
Cronbach's Alpha	.998	

Source: Researcher (2024).

4.8 Data Analysis for Research Objectives

The research examined the effects of headteachers' leadership styles on teachers' performance in Nyaruguru district. Since the study employed mixed research approach, to analyse four specific objectives: To explore the impact of democratic leadership style on teachers' performance, to evaluate the effects of autocratic leadership style on teachers' performance, to assess the implications of transformational leadership style on teachers' performance and to evaluate Nyaruguru district 12 year-basic education teachers' recommendation of leadership behavior behavior to enhance their performance.

The first three objectives were initially analyzed quantitatively through factor analysis, correlation and regression analysis techniques while the fourth objective was quantitatively analyzed through descriptive statistics (mean and standard deviation. In the study, a 5-point Likert scale was used, where "strongly agree" was assigned 1 point and "strongly disagree" was assigned 5 points. Participants were asked to choose a number from 1 to 5 that best represented how much they agreed with each statement. Furthermore, thematic analysis was employed to analyze the qualitative data related to the same objectives. The findings for each objective were derived from both quantitative analysis and thematic analysis.

4.8.1 Influence of Democratic Leadership Style on Teachers' Performance

Model Summary for Democratic Leadership Style and Teachers' Performance

The current study employed linear regression analysis to explore the impact of democratic leadership style on teachers' performance in 12 year-basic education of Nyaruguru district. Teachers' performance was measured into the following three

attributes namely instructional planning, assessment and teacher-parent collaboration. With the employment of linear regression analysis; the model provides the summary of the impact of the predictor which is Democratic leadership on dependent variable which is teachers' performance. By finding the value of R Square, It was indicated that there is a direct impact of democratic leadership on teachers' performance at 94.7% with R Square of .947 as shown in the table 4.4. The presented findings robustly confirm the relationship between the democratic leadership style employed by the headteachers in the Nyaruguru district and teachers' performance. This empirical data clarifies the critical role that leadership styles play in molding and impacting teachers' professional effectiveness in educational environments.

The analysis reveals that democratic leadership significantly affect teachers' performance, particularly in instructional planning, student assessment, and teacher-parent collaboration. When headteachers encourage open communication, involve teachers in decision-making and encourage open communication, teachers are engaged in preparing lessons, using assessment strategies, and maintaining active communication with parents. This inclusive leadership style creates a professional climate that fosters commitment, shared responsibility, and improved teaching practives.

Table 4.10: Model Summary for Democratic Leadership Style and Teachers' Performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.973 ^a	.947	.947	.353

a. Predictors: (Constant), Democratic Leadership Style.

Source: Field Data (2024).

Anova for Democratic Leadership Style and Teachers' Performance

The result from the analysis of variance (ANOVA) indicates the significance the effect of democratic leadership style on teachers' performance with P of 0.000 which is less than 0.05. The value of P which less than 0.005 suggests that dependent variable differ according to the independent variable. Table 4.6 presents the findings from the analysis of variance.

Table 4.11: ANOVA for Democratic Leadership and Teachers Performance

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	361.026	1	361.026	2893.833	.000 ^b
	Residual	20.211	162	.125		
	Total	381.237	163			

b. Dependent Variable: Teachers' Performance

a. Predictors: (Constant), Democratic Leadership Style

Source: Field data (2024), dependent Variable: Teachers' Performance

Regression for Democratic Leadership Style and Teachers' Performance

Furthermore, to test the relationship between democratic leadership style and teachers' performance, a linear regression analysis was conducted. The results in Table 4.12 indicate that democratic leadership has a strong and statistically significant effect on teachers' performance in 12-Year Basic Education schools in Nyaruguru district. The standardized coefficient ($\beta = .973$) suggests a very strong positive relationship, while the unstandardized coefficient ($B = 1.181$) indicates that for every one-unit increase in democratic leadership, teacher performance improves by 1.181 units. The high t-value (53.794) and significance level ($p = .000$) confirm the robustness of this effect (Hair, et al., 2010; Pallant, 2010; Musabila, 2012). Although item-level relationships were not computed, the strength of these results implies that democratic leadership contributes to improved instructional planning, fair and consistent assessment practices, and stronger collaboration with parents—

creating a professional climate that supports teachers' motivation and performance.

Table 4.12: Linear Regression for Democratic Leadership Style and Teachers' Performance

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.556	.056		-9.879	.000
	Democratic Leadership Style	1.181	.022	.973	53.794	.000

a. Dependent Variable: Teachers' performance

Source: Field Data (2024).

4.8.2 Correlations Between Democratic Leadership Style and Teachers' Performance

This objective aims to delve deeper into the understanding of the relationship between democratic leadership style and teachers' performance. Through the application of Bivariate correlation analysis, the findings presented in table 4.13 confirm the strong positive correlation between democratic leadership style and teachers' performance with $r=.973^{**}$ which is greater than or equal to 0.500. When r is greater than or equal to 0.500 but less than 1, the relation is highly positive. The value of p is 0.000. The implication is that there is a meaningful correlation between democratic leadership and teachers' performance. This suggests that democratic headteachers may improve teachers' performance.

Table 4.13: Correlation Between Democratic Leadership Style and Teachers' Performance

		Democratic Leadership Style	Teachers' Performance
Democratic Leadership Style	Pearson Correlation	1	.973 ^{**}
	Sig. (2-tailed)		.000
	N	164	164
Teachers' Performance	Pearson Correlation	.973 ^{**}	1
	Sig. (2-tailed)	.000	
	N	164	164

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

Source: Field data (2024).

4.8.2 Thematic Analysis of the influence of Democratic Leadership Style on Teachers' Performance

For a comprehensive analysis, the study of how democratic leadership style affects teachers' performance combines quantitative and qualitative methodologies. The quantitative data shed light on many aspects of this influence using correlational and regression analysis. Qualitative data complements these conclusions by deepening and expanding the understanding. The participant replies were carefully categorized by the researcher and matched to the interview items. This thorough investigation of the connection between democratic leadership style and teachers' performance is made possible by the merging of quantitative and qualitative approaches.

Headteachers provided different views on the contribution of democratic leadership style on teachers' performance. The views provided were significant in capturing the information that was not revealed by the teachers during the time of filling out questionnaires.

Sharing ideas with teachers when it is needed and teachers' performance

The findings from the interview with the headteachers revealed that a strategy of sharing ideas with headteachers used by the democratic school leaders contributes to the performance of the teachers. One respondent conveyed:

"I share ideas with the teachers in a regular monthly meetings where I welcome inputs. from teachers, During this sharing, teachers bring new things that I have not thought before or another effective suggestions. Because of this sharing, teachers feel motivated and take ownership of the implementation process, leading to improved performance (R1)

The analysis showed that through sharing the ideas with teachers, democratic leadership style fosters teachers motivation and commitment which are very crucial

to the performance of their responsibilities including instructional planning, student assessment and teacher-parent collaboration.

Considering the idea of every teacher in discussion and Teachers' Performance

In addition to what respondent one said, respondents revealed that teachers are given time to share ideas and opinions with him in regular meetings and during that time, the idea of every teacher is considered. One headteacher expressed:

"I always conducts meetings with teachers at the start and mid-term to discuss quality assurance, assessment, teacher-parent collaboration, and instructional planning. These meetings allow teachers to share ideas on content, teaching materials, and methodologies. New teachers benefit from the experience of their colleagues, and all opinions are welcomed. The headteacher presents plans for the term and uses the teachers' input to prioritize tasks. Teachers show commitment to implementing what was discussed, leading to better achievement of objectives."(R4).

The analysis shows that considering every teacher's idea increases their commitment. This approach enhances instructional planning and student assessment, as teachers feel valued and motivated. It also strengthens teacher-parent collaboration, leading to improved overall performance. Respondents 4 further added:

Involving Teachers' in Decision-Making Process and teachers' performance

The majority of the respondent expressed that involving teachers in decision-making enhances teachers' commitment, satisfaction and motivation which are very crucial to achieving teachers' performance. One headteacher described how involving teachers in decision-making influence teachers' efficiency:

"Involving teachers in decision-making is crucial for their performance. In our school, students often face challenges with homework and attendance due to household tasks. When teachers are part of the decision-making process to address these issues, they

become more committed. One effective strategy is collaborating with parents, especially since some are neighbors. Together, we find ways to assess and resolve these challenges, which improves both teacher and student performance.” (R4).

The findings shows that involving teachers in deicion-making increases everyone’s motivation. This approach affect the way teachers plan for the lessons, the way they assess students as they feel valued and motivated. Furthermore, this strengthens teacher-parent collaboration leading better performance.

Allowing teachers to set priorities under his/her guidance

Through the findings, it was revealed that allowing teachers to set priorities during has contribute teachers’ performance by fostering teachers’ satisfaction.

“We allow teachers to set priorities and has improved performance. We always have reunion pedagogique (Pedagogical meeting) at the start of every term. These meetings give teachers the opportunity to reflect on their previous performance, evaluate themselves, and decide collectively on the next steps. This process fosters greater commitment and satisfaction, which in turn boosts their overall effectiveness. These performance is evident in the way the teachers assess student, they way they approach parent and in the way they plan for the lessons.” (R6).

Findings from the interview highlight the importance of allowing teachers to sset priorities, as it fosters a sense of accountability and responsibility. This collaborative strategy to priority setting is crucial in enhancing performance in terms of instructional planning and ongoing self-improvement.

Allowing teachers to use different ways of doing things and Teachers’ Performance

Through interviews with the headteachers, it was revealed that adopting doing things in different ways does not facilitate the achievement of shared goals. Instead, it disperses teachers' efforts, and when headteacher facilitation is required, it takes a

long time, resulting in reduced teacher performance. One the respondent revealed:

Doing things in different ways does facilitate the achievement of common goals. When there is a common things to be achieved by all teachers, It needs the efforts of each and everyone for accomplishing it. By contrast, if someone use his/her own way it becomes difficult for one to complement another. And if if there was a need of headteacher' effort to facilitate teachers in the accomplishment of the objectives, it requires induavidual help rather than group facilitation, this consume a lof of time and the production is ineffective.” (R7)

The analysis reveals that when teachers adopt different approaches instead of working toward common goals, their efforts become fragmented, leading to inefficiencies. This disjointedness not only hinders collaboration but also requires headteachers to provide individual support, which is time-consuming and reduces overall performance. Aligning efforts and fostering collaboration are key to improving productivity and achieving shared objectives.

Teamwork and Teachers' performance

Encouraging teamwork promotes teachers' social relationship, peer learning and through it, performance raises.

“Teamwork has a critical role in enhancing teachers' effectiveness. At school, teachers collaborate within their subjects departments, sharing experiences and engaging in interpersonal learning. This creates a healthy working environment which facilitates open discussion on improving professional skills, like preparing assessments using Bloom's taxonomy and making lesson plans. Teamwork has significantly contributed to improved student performance, with exam pass rates rising from 39% to 68%, and then to 86% after strategies were implemented. The headteacher emphasizes that fostering teamwork and social relationships boosts teacher motivation, which is vital for improving their overall performance.” (R9)

Respondent 9 also revealed that the teachers are encouraged to work in teams since they are needed for raising their sociability. He reported it in this view:

“ We encourage the teachers to work in their department where they discuss on challenges they face in their subjects and the other problem they face especially in these day schools. The main topics that are appearing in many repports of their departments work are: assessments, collaboration with parents mainly on children's

homework, and instructional planning. This is done every Wednesday afternoon. Since when the teachers started attending this CPD they improved on way the prepare assessment, collaborate with parents and plan for lessons.” (R9)

Sharing Plan prior to implementation and Teachers’ Performance

Engaging teachers in school planning prior to implementation fosters ownership and minimizes resistance. Teachers are more committed when they are consulted and their views are valued during planning.

“When the plan is shared among the teachers, they add their inputs. This raises their commitments to implementing any activity. Because of their inputs they always strive for showing that what was suggested was needed and was good option. But if you just come with plan of what you have prepared without their involvement some of the teachers resist showing that your opinion is not correct, there was a need of their input.” (R10)

Working with teachers to resolve the differences and Teachers’ Performance

The findings from interview revealed that calling meeting for resolving the differences is very significant in creating a productive and satisfying work environment for the teachers. One the respondents expressed:

“Calling meeting for resolving the difference is very significant to the performance of the teachers. At the start of the first term, teachers met to discuss a new lesson plan format introduced by the English department, which differed from the existing one. While some teachers found it brief and effective, others felt it lacked detail. They initially agreed to use their preferred formats. However, as headteacher, I convened a meeting where all lesson plans were reviewed, and a consensus was reached. This collaborative approach helped resolve differences, fostered a shared understanding, and created a productive, satisfying work environment for the teachers.”(R5)

Allowing teachers to use different ways of doing things and Teachers’ Performance

Allowing teachers to establish new ways or new procedures if the existing ones are not working well was suggested by the headteachers to improve teachers’ performance through enhancing the teachers’ ownership and increasing the sense of responsibility.

“I, a school headteacher strongly enhance teachers’ ownership by encouraging the teachers to take responsibilities. One way of doing

this is to allow the teachers establish the new way or new procedure of things if the existing one is not working well. This doesn't promote the sense of autonomy only but also promotes the culture of creativity and innovation in the way they teach and prepare lessons. The problem is that when a teacher is not skilled and knowledgeable enough this can fail and lead to poor outcome. This can be preferred only if headteacher trust the abilities of his/her teachers."(R8)

Calling a meeting for teachers' advises and Teachers' Performance

The headteachers suggested that calling meeting for requesting advices from the teachers is the key to the performance of the effectiveness of the teachers. All view were confirmed the contribution of this meeting to the performance of the teachers.

" Communication is very significant key in the success of the organization, especially in educational institution. When things are not running as we have expected. I always prefer to be proactive by calling meetings to address the problems at hand. The meetings provide the space for collaboration and dialogue between the teachers and headteachers and allow us to identify the problems before the situation becomes harder."(R11).

The findings confirm that regular meetings are essential for improving teacher performance. These meetings foster collaboration, allow early identification of issues, and promote proactive problem-solving between teachers and headteachers. This approach enhances communication and contributes to better overall performance.

When the respondent asked about a leadership style which can improve their effectiveness, they showed that for the teachers to perform well their duties including instructional planning, assessing students and collaborating with parents, the headteachers are required to involve teachers in decision making, have time to share ideas with them, encourage teamwork, establish the time for meeting with the teachers when necessary, promoting social relationship among teachers and be interested with knowing the differences in their teachers and solve them.

"Democratic leadership style is a tool which helps us, the headteachers to create a conducive environment for teachers. A

conducive environment means an environment which promotes teachers' motivation, satisfaction and autonomy. These three elements are very significant to teachers' effectiveness. For the teachers to feel involved and motivated the headteacher is required to involve them in decision making, find enough time to share ideas with them, encourage teamwork, establish regular meetings with teachers and promote social relationships with teachers.” (R7).

Table 4.14: Summary of Thematic Analysis on Democratic Leadership Style and Teachers' Performance

Items	Points of View on the Items	Type of Effect	Area Affected
Sharing ideas with teachers	Raises commitment and motivation by involving teachers in planning and implementation.	Positive	Instructional planning, student assessment, teacher-parent collaboration
Considering the idea of every teacher in discussion	Increases teachers' sense of value and ownership, enhances commitment and motivation.	Positive	Instructional planning, student assessment, teacher-parent collaboration
Involving teachers in decision-making	Strengthens teachers' motivation, commitment, and effectiveness in solving school challenges.	Positive	Instructional planning, student assessment, teacher-parent collaboration
Allowing teachers to set priorities	Enhances teacher satisfaction and responsibility; promotes reflection and ownership.	Positive	Instructional planning, student assessment, teacher-parent collaboration
Allowing different ways of doing things (uncoordinated)	Leads to fragmented efforts, delays, and reduced overall effectiveness when not aligned with shared goals.	Negative	General performance, collaboration
Encouraging teamwork	Promotes peer learning, builds social relationships, improves assessments and planning.	Positive	Instructional planning, student assessment, teacher-parent collaboration
Sharing plan prior to implementation	Enhances teacher commitment and ownership of school plans and reduces resistance.	Positive	Planning and implementation processes
Resolving differences through meetings	Builds consensus, improves collaboration, and creates a satisfying working environment.	Positive	Instructional planning, communication, teamwork
Allowing innovation when current methods fail	Encourages creativity and responsibility; depends on teachers' skills to succeed.	Mixed	Instructional planning, lesson delivery
Calling meetings for advice and communication	Fosters collaboration, early identification of problems, and proactive problem-solving.	Positive	General performance, communication, teamwork

Source: Field Data(2024).

4.9 Summary of Findings from Quantitative and Qualitative Data on the of Democratic Leadership on 12-year Basic Education Teachers in Nyaruguru district

Both the quantitative and qualitative findings complement and reinforce each other in demonstrating the positive impact of democratic leadership on teachers' performance. Quantitative results revealed that democratic leadership influences teacher performance by 94.7%, indicating a strong statistical relationship. Similarly, qualitative data highlighted that democratic leadership enables headteachers to foster an environment where teachers feel valued, autonomous, and motivated. This supportive environment enhances teachers' instructional planning, student assessment, and collaboration with parents. Together, these findings confirm that democratic leadership practices—such as shared planning, inclusive decision-making, team collaboration, and respectful communication—significantly contribute to improved teacher performance in the 12-year basic education system.

4.10 Effect of Autocratic Leadership Styles on Teachers' Performance

4.10.1 Regression Analysis for Autocratic Leadership Style and Teachers' Performance

Summary Model for Autocratic Leadership Style and Teachers' Performance

The current study found the effect of autocratic leadership style on teachers' performance. Linear regression analysis was used to examine the influence of the independent variable to dependent variable. The findings presented in the model summary showed the R of .650 and the R-Square of .422 which suggests 42.2% in the teachers' performance can be explained by the autocratic leadership style.

Table 4.15: Summary Model for Autocratic Leadership Style and Teachers' Performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.650 ^a	0.422	0.418	1.166

a. Predictors: (Constant), autocratic leadership Style

Source: Field data (2024).

4.10.2 ANOVA of Autocratic Leadership Style and Teachers' Performance

The ANOVA results presented in table 4.15 reveal the significant effect of autocratic leadership on teachers' performance with a regression of 160.857 out of 381.237 which implies that the autocratic leadership styles participate in the variations of 160.857 while the remaining variations of 220.380 are explained by the other factors rather than autocratic leadership style. As indicated by the Significance of 0.000, the autocratic leadership style has a significant influence on teachers' performance. According to Mcleod (2023), when the is below 0.05 means that the findings provide the evidence to contrast the null hypothesis, confirming the influence of independent variable on dependent variable.

Table 4.16: ANOVA for Autocratic Leadership and Teachers' Performance

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	160.857	1	160.857	118.245	.000 ^b
	Residual	220.380	162	1.360		
	Total	381.237	163			

a. Dependent Variable: Teachers' Performance

b. Predictors: (Constant), Autocratic Leadership Style

Source: Field data (2024).

Linear Regression for Autocratic Leadership Style and Teachers' Performance

To examine the relationship between autocratic leadership style and teachers' performance in 12-year basic education schools, linear regression analysis was conducted. The results show that the unstandardized coefficient (B) for autocratic leadership is -0.752 , with a standardized Beta value of -0.650 . These coefficients indicate a strong negative relationship, meaning that an increase in the use of autocratic leadership by headteachers is associated with a decrease in teachers' performance.

The t-value of -10.874 and significance value of $.000$ ($p < 0.05$) confirm that this relationship is statistically significant. This implies that the effect of autocratic leadership on teachers' performance is not due to chance, and the variable meaningfully contributes to the model's prediction of performance outcomes.

Findings suggest that autocratic leadership—characterized by command decision-making, time to time monitoring, and punishment as priority can reduce teachers' motivation and engagement which in turn reduce their performance in how they plan for instruction, assess students and how they collaborate with parents.

These findings align with contemporary leadership theories that emphasize distributed and inclusive leadership approaches as more effective in enhancing teacher outcomes. Hence, the evidence suggests that minimizing autocratic leadership practices and promoting more participatory strategies could contribute to improved teacher performance in basic education systems.

Table 4.17: Linear Regression for Autocratic Leadership Style and Teachers' Performance

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.120	.208		19.788	.000
	Autocratic Computed General	-.752	.069	-.650	-10.874	.000

a. Dependent Variable: Teachers' Performance

Source: Field data (2024).

4.10.3 Correlational Analysis for Autocratic Leadership Style and Teachers' Performance

The findings from the Pearson correlation analysis revealed a correlation coefficient of $-.650$ between autocratic leadership style and teachers' performance, with a significance value of $.000$. This indicates a strong negative relationship between the two variables, meaning that as headteachers increasingly apply autocratic leadership behaviors—such as making decisions without consulting teachers, setting instructions and prohibit any deviation, or allocating tasks without teachers' will—reduce teachers' performance. The negative coefficient reflects that these leadership practices are associated with lower levels of motivation, engagement, and overall effectiveness among teachers.

The significance value ($.000$) confirms that the relationship is statistically meaningful and not due to random chance. This suggests that in schools where autocratic leadership is dominant, teachers may feel restricted, discouraged, and less committed to their responsibilities, which ultimately affects their performance. The strength of this association highlights the importance of leadership approaches in shaping the working environment and influencing how teachers carry out their professional duties.

Table 4.18: Correlation Analysis for Autocratic Leadership Style and Teachers Performance

		Autocratic leadership Style	Teachers' Performance
Autocratic Leadership Style	Pearson Correlation	1	-.650**
	Sig. (2-tailed)		.000
	N	164	164
Teachers' Performance	Pearson Correlation	-.650**	1
	Sig. (2-tailed)	.000	
	N	164	164

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

Source: Field data (2024).

4.10.4 Thematic Analysis for Autocratic Leadership Style and Teachers' Performance

The structured interview that was conducted with the headteacher was analysed based on the items of autocratic leadership style for the comprehensive understanding of the contribution of this leadership on teachers after the quantitative data collected from the the teachers. Thematic analysis was used to provide the complement from headteachers' perceptions and experiences about autocratic leadership. The aim of gathering this information is to broaden the understanding of how the autocratic leadership style can influence teachers' performance.

Use of Position Power and Teachers' Performance

Headteachers' excessive use of positional authority was seen to create tension and undermine collaboration. Teachers felt devalued when leadership emphasized control instead of support. This approach leads to demotivation and affects performance in areas like instructional planning and commitment.

“Using authority to the teachers leads to low performance. The respondent noted no other power of headteacher to teachers, except requesting for explanations or reporting to district. That frequent

requests for explanations and involving district authorities can lead to conflicts, reducing teacher motivation and commitment.” (R1).

Threatening Teachers with Punishment to Accomplish Tasks

Threat-based leadership was associated with a climate of fear and low morale.

Rather than motivating teachers, threats led to resentment and decreased engagement in instructional duties, including planning and assessment.

“Threatening teachers with punishments to accomplish tasks has negative consequences. Teachers are professionals who understand their responsibilities through contracts and guidelines, but these don’t cover every task at school. To ensure effective participation, it’s crucial to consider teachers’ willingness, which enables them to fulfill their duties more appropriately.” (R1)

Not Accepting Teachers’ Opinions and Teachers’ Performance

Ignoring teachers’ input diminishes their sense of professional value. When teachers’ ideas are not respected, it leads to reduced collaboration and less ownership over responsibilities, lowering performance.

“Not accepting teachers’ opinions is a barrier which affects the performance of the teachers. Teachers are experts in their subjects and some of them are more experienced than their headteachers. Ignoring their inputs may lead to ineffective decisions, limits mutual collaboration, and resistance to implement decisions and ultimately affect their performance.” (R4).

Making Decisions Without Consulting Teachers and Teachers’ Performance

When headteachers make decisions without consulting teachers, especially about teaching, the outcomes are often impractical and poorly implemented. This reduces teacher ownership, responsibility, and overall effectiveness.

“Headteachers, like anyone, can make mistakes. Unilateral decisions without consulting teachers, especially on teaching matters, show poor judgment. Since teachers have specialized knowledge, their input is vital for effective decisions. Excluding them leads to unsustainable solutions and reduced commitment, resulting in subpar outcomes.” (R6).

Setting Instructions for Teachers' Tasks and Performance

Strict instructions without flexibility limit teachers' ability to respond to student needs. Such rigidity lowers motivation, reduces autonomy, and undermines instructional planning and assessment practices.

"Setting instructions for teachers' tasks can lower their performance. Since classrooms consist of students with different needs, restricting teachers from adapting their approach limits their ability to help students, leading to lower student performance, which reflects teachers' effectiveness." (R4)
"Setting fixed instructions for teachers is ineffective. When teachers have the freedom to choose their approach, it shows the trust of school leaders and increases their autonomy, motivation and satisfaction, which are imperative to performance." (R6).

Allocating Tasks Without Teachers' Will and Teachers' Performance

Assigning tasks without considering teachers' preferences leads to disengagement and poor-quality outputs. It demoralizes staff and hinders their performance in planning and collaboration.

"Allocating tasks without teachers' consent affects performance in instructional planning, collaboration with parents, and student assessment. For example, when teachers were forced to prepare assessments, the results were poor due to the assessments not meeting standards." (R2)

"Allocating tasks without teachers' consent is ineffective, as they often abandon the work later due to the lack of motivation." (R10).

Punishing Teachers to Prevent Mistakes' Reoccurrence

The use of punishment to address mistakes was seen as ineffective. It creates a hostile atmosphere and blocks constructive dialogue between teachers and headteachers, which is vital for professional improvement.

"Punishing to prevent teachers' mistakes reoccurrence can facilitate some responsibilities but cannot be used to raise their performance. It threatens teachers and prevents positive collaboration between teachers and their school headteachers." (R7).

"Punishment should be a last resort, applied only after teaching and advising efforts have been made, as it does not effectively address underlying knowledge or skill gaps." (R4).

Summary of the Headteachers' Interview on the Effect of Autocratic Leadership Style on Teachers' Performance

The thematic analysis confirms that autocratic leadership practices such as using positional authority, setting rigid instructions, ignoring teachers' opinions, assigning tasks without consent, and punishing staff lead to demotivation, reduced collaboration, and limited autonomy among teachers. These practices undermine key areas of performance including instructional planning, student assessment, and parent collaboration. The findings reveal that when teachers are excluded from meaningful participation in school decisions and are led through fear or control, their ability to perform effectively is compromised.

"We are expected to implement what is decided without question. Even when we know something won't work, we just follow. It affects how we plan, how we assess students, and how we feel about the work itself." (R8)

Table 4.19: Summary for Thematic Analysis on Autocratic Leadership and Teachers' Performance

Items	Points of View on the Items (Summarized)	Type of Effect	Area Affected
Use of Position Power	Creates fear, tension, and reduces motivation and collaboration.	Negative	Instructional planning, teacher commitment
Threatening Teachers with Punishment	Lowers morale and engagement; builds resentment instead of responsibility.	Negative	Instructional planning, student assessment
Not Accepting Teachers' Opinions	Undermines teacher expertise; leads to resistance and poor collaboration.	Negative	Collaboration, decision implementation
Making Decisions Without Consulting Teachers	Leads to poor decisions, low ownership, and ineffective implementation.	Negative	Instructional planning, general performance
Setting Instructions for Teachers' Tasks	Limits flexibility and autonomy; decreases motivation and responsiveness to student needs.	Negative	Instructional planning, student assessment
Allocating Tasks Without Teachers' Will	Discourages teachers; causes poor output, disengagement, and lack of motivation.	Negative	Instructional planning, teacher-parent collaboration, assessment
Punishing Teachers to Prevent Mistakes	Creates fear and hostility; blocks open communication and professional improvement.	Negative	Collaboration, teacher motivation, overall performance

Source: Field Data (2014).

Summary of the influence of Autocratic Leadership Style on Teachers' Performance

The findings from the quantitative analysis align with those from the qualitative analysis in indicating that the autocratic leadership style negatively affects teachers' performance. Quantitative results showed that autocratic leadership accounts for only 4.22% of the influence on teacher performance, underscoring its limited and detrimental impact. Qualitative data further revealed that when headteachers adopt an autocratic approach, it restricts teachers' collaboration, motivation, autonomy, innovation, and commitment—ultimately leading to a decline in overall performance.

4.11 Influence of Transformational Leadership Style on Teachers' Performance

Summary Model of Transformational Leadership Styles and Teachers' Performance

Quantitative data was collected to investigate the influence of transformational leadership style and teachers' performance. Teachers are the reliable source of information about behaviours displayed by the headteachers in the process of helping them to to achieve teaching and learning objectives. By using SPSS, the responses from the respondent teachers found that transformational leadership style has the positive influence on teachers' performance.

Table 4.11 reveals that the R-square is .841 and the adjusted R-square of .840 this value indicates that there is a high positive correlation of transformational leadership style and teachers' performance. Transformational leadership style contributes to the variance of 84% of the performance of the teachers. This is suggested by the significance value of 0.000 which indicates the statistical influence that

transformational leadership has on teachers' performance.

Table 4.20: Model Summary of Transformational Leadership Style and Teachers Performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.917 ^a	.841	.840	.610

a. Predictors: (Constant), Transformational Leadership style

Linear Regression for Transformational Leadership Style and Teachers' Performance

The study suggested that transformational leadership style positively affects teachers' performance with a statistically significant value of .000 which is far less than the value of 0.05 as recommended by Hair et al., (2010), Pallant (2010) and Musabila (2012). Furthermore, the standardized coefficient shows the direction as well as the the strength of the correlational relationship between independent value and dependent value. The beta value for the present study is .917. this value suggests a very strong positive relationship between transformational leadership style and the performance of the teachers in 12 years basic education. This means that as transformational leadership behavior increases as the performance of the teachers improves significantly.

Table 4.21: Linear Regression for Transformational Leadership Style and Teachers' Performance

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	-1.672	.137		-12.215	.000
	Transformational Computed General	1.697	.058	.917	29.182	.000

a. Dependent Variable: Performance Geeneral Bumba ALL

Source: Field data (2024).

4.11.1 ANOVA for Transaformational and Teachers' Performance

The findings presented in the Annova table 4.12 explains the variation of dependent variable and shows the contribution of independent variable in that variation. In the current analysis, the Annova table explains these variations in terms of sum of squares for regression which explains the variations of teachers' performance that are affected by transformational leadership style, sum of squares for residual indicates the variations in teachers' performance in transaformational leadership style doesn't participate in, mean square for regression and foor residual indicates the average contribution of one factor of transformation leadership style and contribution of one factors from other factors which are not the items for transformational leadership style, Finally sig. explains the significance of the contribution of transformational leadership style to teachers' performance.

The findings indicate that out of 376.731, transformational leadership style contributes in 316.833 variations. Sum of squares for residual is 59.898 which indicates that the variations of 59.898 are contributed by the other factors which are not the items of transformational leadership. This contribution of transformational to the performance of the teachers in 12 years basic education is significant as indicated by sig. of 0.000. When sig. value is less than 0.05 it indicates that the contribution of independent variable on dependant variable is significant and reject null hypothesis.

Table 4.22: ANOVA of Transformational Leadership an Teachers' Perfformance

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	316.833	1	316.833	851.616	.000 ^b
	Residual	59.898	161	.372		
	Total	376.731	162			

a. Dependent Variable: Teachers' Performance

b. Predictors: (Constant), Transformational Leadership Style

4.12 Teachers' Recommendations of Headteachers' Leadership Behaviours

4.12.1 Correlation of Transformational Leadership Style and Teachers' Performance

The study employed correlational analysis to understand the relationship among the variables (leadership styles and teachers' performance). The value of Pearson correlation indicates if there is a relationship or if the variables are uncorrelated. Employing the Bivariate data correlation technique, the results presented in the table 4.20 indicates the strong positive correlation between transformational leadership style and teachers' performance as presented by Pearson correlation value of .917** and P of .000. These values indicate a significant positive correlation of transformational leadership style applied by the headteachers and teachers' performance.

Table 4.23: Correlation of Transformational Leadership Style and Teachers' Performance

		Transformational Leadership Style	Teachers' Performance
Transformational Leadership Style	Pearson Correlation	1	.917**
	Sig. (2-tailed)		.000
	N	163	163
Teachers' Performance	Pearson Correlation	.917**	1
	Sig. (2-tailed)	.000	
	N	163	164

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

Source: Field data (2024).

4.12.2 Thematic Analysis of the influence of Transformational Leadership Style on Teachers' Performance

Following quantitative analysis which confirm the significant influence of transformational leadership style on teachers' performance, qualitative helps in the

deep understanding of that influence by opening space to the headteachers for different opinions about this style of leadership. The findings from this analysis data collected from the teachers confirming that transformational leadership style positively affects teachers' performance.

Teaching and Coaching Teachers to Improve Performance

Headteachers' active engagement in teaching and coaching significantly improves teachers' effectiveness. When leaders guide teachers on lesson planning, assessment techniques, and parental collaboration, teachers show clear growth in fulfilling their responsibilities. Coaching closes knowledge gaps and builds teacher confidence in their roles.

"Time for teaching and coaching is of great significance for developing teaching effectiveness. The performance of teachers who are led by headteachers who don't care about coaching is lower than those supported by caring headteachers." (R7)

"If a teacher demonstrates a lack of understanding, I take the time to provide direct instruction and coaching. This approach often results in noticeable improvements during evaluations. In my practice, I collaborate with teachers on scheme of work and lesson planning." (R6)

Expressing Confidence in Achieving Goals

When headteachers express confidence in achieving school goals, it motivates teachers to take ownership of their tasks. This confidence fosters a culture of determination and persistence, raising teachers' performance across classroom duties and external responsibilities such as parent engagement.

"When I communicate my belief in our goals, it shifts their perspective from viewing challenges as insurmountable to seeing them as attainable. This positive mindset helps us overcome mental barriers." (R3)

"For convincing her, I made my own lesson plan and showed it to them. This behavior of self-confidence boosts the culture of fighting for everything possible. Through this, the teacher acquires a fighting spirit." (R3).

Inspiring Hope for a Bright Future

Headteachers who model hope for school improvement inspire teachers to work toward that shared future. This optimism builds morale, reinforces commitment, and strengthens efforts in planning, student assessment, and parent collaboration.

“By showing teachers that positive changes were possible, they became more engaged and committed to improving student outcomes. This built a sense of shared responsibility.” (R2).

“Hope for a bright future doesn’t only improve morale but also strengthens teachers’ satisfaction, inspiring them to give their best efforts.” (R10).

Considering Teachers as Individuals

When headteachers treat teachers as individuals with unique personal and professional needs, it helps in resolving emotional and contextual challenges that might hinder performance. This personalized support enhances motivation and leads to higher engagement in instructional planning and assessment.

“Before you teach John, you have to know John. Teachers may face challenges that affect their ability to work. You have to know if they’re motivated to work.” (R10)

“By identifying their needs in terms of ability and aspirations, this helps to motivate them and address any barriers they face. When these needs are met, their performance improves.” (R8)

Responding to Individual Motivation and Needs

Headteachers who identify and respond to the diverse motivations of their teachers are more likely to foster a committed and high-performing staff. Recognizing personal aspirations creates a more engaged, goal-driven workforce.

“Headteachers should consider teachers’ individual needs, as their motivations vary. Individual consideration is key to understanding their goals and how to support them.” (R12)

“When these needs are met, teachers are more likely to perform their duties as expected. This contributes to effective teaching.” (R8)

Encouraging Teachers to View Problems from Multiple Angles

Encouraging teachers to look at challenges from different perspectives enhances their problem-solving abilities and creativity. This reflective approach improves how they prepare lessons, assess students, and interact with parents.

“Encouraging teachers to examine problems from multiple perspectives enhances their professionalism and enriches lesson preparation. It also improves collaboration with parents.” (R11).

Developing Teachers’ Strengths through Training

Targeted capacity building helps teachers maximize their strengths. Headteachers who identify skill gaps and provide relevant training empower teachers to improve their performance, particularly in lesson delivery, assessment, and inclusivity.

“When teachers are helped to develop their strength, they perform their duties well. I use a problem-based approach to assess their needs and organize trainings. These trainings improve planning, inclusion, and collaboration.” (R11)

Inspiring Motivation Through Vision and Expectations

A shared school vision and clear expectations provide purpose and direction for teachers. When headteachers communicate and display these goals, teachers become more focused, motivated, and better aligned with institutional goals.

“If someone doesn’t know where they are going, they go everywhere. Vision helps teachers to be objective-oriented and mission-focused. It keeps their daily work aligned with school goals.” (R5).

“Reflecting on the vision every time teachers reach school inspires their motivation toward accomplishing tasks. It creates purpose in their teaching.” (R5).

Fostering Motivation Instead of Coercion

Rather than strict supervision, motivated teachers rely on internal drive to fulfill responsibilities. Encouragement and trust allow them to take initiative, even beyond

school hours, especially in assessment, planning, and home-based duties.

“Motivated teachers perform better without the need for coercive supervision. Experienced teachers understand their roles and don’t need close monitoring. Motivation drives performance more effectively.” (R5)

“Many of the assessments are prepared and marked at home. If headteachers don’t motivate teachers, they forget school duties and focus only on their personal life.” (R3)

Seeking Teachers’ Perspectives When Solving Problems

Involving teachers in problem-solving creates a sense of ownership, improves cooperation, and generates more practical, effective solutions. This collaborative leadership fosters stronger commitment to teaching, planning, and student assessment.

“Instead of making decisions on my own, I preferred to seek different opinions from teachers. This collaborative approach improved lesson planning, parent engagement, and assessment.” (R7)

“Having common understanding with teachers raises their responsibilities and enhances students’ performance. It strengthens teamwork in addressing challenges.” (R12)

“Adding feedback from other educators provides new perspectives and methods that greatly increase teachers’ efficacy in the classroom.” (R2)

Summary of the findings from qualitative and Quantitative Data on the Effect of transformational Leadership Style on teachers’ Performance

The findings from the structure interview conducted with the headteachers of 12 year basic education of Nyaruguru district align with the findings from the with the findings of the data gathered through the questionnaires shared to the teachers that there is a positive relationship between transformational leadership style and teaachers’ performance in 12 year-basic education of Nyaruguru districts. Through the study findings, it was revealed transformational leadership style by the headteaches increases with the performance of the teachers. Similarly, the decrease

of one leads to the decrease of another. One is directly proportional to the other.

Table 4.24: Summary of Thematic Analysis of Transformational Leadership and Teachers' Performance

Items	Points of View on the Items (Summarized)	Type of Effect	Area Affected
Teaching and Coaching Teachers	Improves effectiveness by closing knowledge gaps and building confidence.	Positive	Instructional planning, assessment, teacher-parent collaboration
Expressing Confidence in Achieving Goals	Inspires determination and ownership; encourages persistence in duties.	Positive	Instructional planning, motivation, collaboration
Inspiring Hope for a Bright Future	Builds morale and reinforces commitment to improve outcomes.	Positive	Student assessment, planning, teacher-parent collaboration
Considering Teachers as Individuals	Enhances motivation by addressing personal and emotional needs.	Positive	Instructional planning, assessment
Responding to Individual Motivation and Needs	Encourages commitment by recognizing personal goals and aspirations.	Positive	Teaching effectiveness, engagement
Encouraging Teachers to View Problems Differently	Improves creativity and professionalism through reflective thinking.	Positive	Lesson planning, student assessment, parent collaboration
Developing Teachers' Strengths through Training	Boosts performance by identifying gaps and offering targeted capacity building.	Positive	Lesson delivery, inclusion, assessment, planning
Inspiring Motivation Through Vision and Expectations	Provides direction and aligns daily work with school goals.	Positive	Motivation, planning, task execution
Fostering Motivation Instead of Coercion	Promotes initiative and responsibility without strict supervision.	Positive	Assessment, planning, motivation
Seeking Teachers' Perspectives in Problem Solving	Increases ownership, collaboration, and effective solutions to school challenges.	Positive	Planning, assessment, teacher-parent collaboration

Source: Field Data (2014).

Other Factors which Influence Teachers' Performance

Apart from the leadership styles, headteachers revealed other factors that affect their performance in terms of lesson preparation, the quality of the assessment they give teachers, and their collaboration with teachers. Among these factors, it include level of teachers' education, teachers' experience and availability of teaching and learning materials.

Level of Education and Teachers' Performance

The headteachers revealed that the level of education of the teachers affects their performance. One of the respondent revealed

"The level of education of a teacher significantly impacts their performance. Teachers with higher qualifications tend to have a deeper understanding of the subject matter and are more effective in delivering lessons. They also exhibit better classroom management skills." (R4)

"The teacher with advanced level of education often brings new teaching method and a broader perspective to the classroom comparing to the othes with the lower level of education. When teachers with advanced degrees are employed, they come with new teaching methodologies which integrate teachnology for enhancing student motivation, and raising their performance." (R7).

The analysis confirm that a teachers' level of education highly influence their performance. High level of education is associated with deeper understanding of the subject matter.

Teachers' Experience and Teachers' Performance

Furthermore, the headteachers revealed that the experience of the teachers plays a great role in the performance of their duties through adapting their methods of teaching for capturing their motivations and responding to their needs.

"Experience plays a crucial role in a teacher's performance. Veteran teachers have honed their skills over the years and are better equipped to handle classroom challenges. They can adapt their teaching methods to

suit the needs of different students and are more effective in managing classroom dynamics." (R8)

Teachers with experience have basic practical knowledge that can not be found in the textbooks or learned in class. They are familiar with the curriculum in use and understand the requirements of the education systems. Additionally, their job experience allows them to guide newly employed teachers, fostering a healthy teaching environment which in turn affect their performance.

Availability of Teaching and Learning Materials

Additionally, the headteachers showed teaching materials help teachers to deliver more comprehensive and engaging.

"The availability of teaching materials is a significant factor in teacher performance. When teachers have access to the necessary resources, such as textbooks, digital tools, and laboratory equipment, they can deliver more comprehensive and engaging lessons. Lack of materials can hinder their ability to teach effectively and can lead to frustration." (R5)

"Teaching and learning aids are important tools which help to put into practice the theoretical knowledge. Teaching materials enable teachers to create a conducive environment where students learn by doing with hands-on learning experiences which is very important for sustaining learnt knowledge and skills for a long time. Adequate teaching and learning also enhance teachers' morale and confidence resulting in raised performance." (R5)

4.12.3 Descriptive Analysis for Teachers' Recommendations of Leadership Behaviours

Teachers' Recommendation of Headteachers' Democratic Leadership Style

After finding out the influence of headteachers' leadership styles, a research evaluate teachers' recommendations on leadership behavior that can influence their performance. The findings were presented in table 4.22, table 4.23, table 4.24, table 4.25 and table 4.26. These tables show the sum, mean and the standard deviation for each item of Democratic, Autocratic, Laissez-faire, Transactional and Transformational leadership.

Table 4.14 reveals that the all behaviors of Democratic Leadership style are recommended by the teachers for the enhancement of their performance as indicated by the average scores for all items. No score at each is greater than 2. This implies that all the respondents agree that the behavior of democratic leaders enhance teachers' performance. Although all items are recommended by the teachers, to encourage teamwork in the teachers come at first position with the total score of 219, which generate the mean of 1.34 that is approximately equal to 1. In the response 1 means strongly agree, while the least is "To allow teachers to set priorities with headteachers' guidance if they are many things related to the studies that need to be handled out." With the mean score of 1.62 which rounded to 2. In the response 2 means agree.

Regarding teamwork, teachers strongly recommend their headteachers to encourage teamwork, as indicated the mean response of 1.34 which is approximately equal to 1. In the likert scales, 1 means strongly agree. The standard deviation for this item is 0.785 which low. This suggest the the strong agreement among the teachers. Considering the idea of every teacher in discussion follows teamwork with the mean response of 1.34 that is rounded 1 which signifies the strong agreement of the teachers at the recommendation of considering their ideas in discussion with the headteachers. This was presented with the low standard deviation of .747.

The Recommendation of encouraging the teachers to use different ways of doing things for achieving the objectives is the third after considering the idea of every teacher in discussion. The teachers recommended their headteachers to encourage them to use many ways of doing things in order to achieve the shared objectives at

the mean of 1.36 and the low standard deviation of .664.

The teachers recommended their headteachers to provide social relationships between the staff members. This social aspect among the teachers at school was recommended by the teachers at the mean of 1.37, this number suggests the strong agreement of the teachers to have social relationships at tplace workplace. There is a slight variability in response which was presented by the standard deviation of 0.907. With calling teachers' meetings when things go wrong and need them to keep running, teachers recommended it with the mean of 1.44 which is rounded to 1. This is the strong agreement for the teachers to meet with the headteachers when things go wrong. The standard deviation for this item is .736.

For headteachers to share ideas with teachers if needed, teachers agree that their headteachers should be open to sharing the ideas with them when necessary with the mean score of 1.44 which is approximated to 1 which stands for strongly agree. The respondents strongly confirmed the need of the time for sharing the ideas with the teachers if needed. There is a high variability of in the provided responses with a standard deviation of .941.

For the recommendation of the headteachers to share school plan which requires teachers' intervention prior to its implementations, the teachers strongly agree that they should be involved in school plans that require their intervention, as indicated by the mean response of 1.46 and the standard deviation of 0.839, in response to the headteachers' recommendation that they share the school plans that call for their intervention before they are implemented. On the side of involving the teachers in

decision-making, there is an agreement among teachers that they should be involved in the process of decision-making as confirmed by the mean response of 1.58 that is approximated to 2. This number 2 means agree. The respondents recommended the headteachers to involve them in decision-making.

Regarding with allowing teachers to set priorities with headteachers' guidance if there are many things related to the studies that need to be handled out. The result from the descriptive analysis of the collected informations suggest that the teachers recommended their headteachers to allow them set priorities with his/her guidance as indicated by the mean of 1.62 and the standard deviation of .809.

Table 4.25: Teachers' Recommendation of Headteachers' Democratic Leadership Behaviours

Behaviours	N	Sum	Mean	Std. Deviation
To encourage teamwork in teachers.	164	219	1.34	.785
To consider the idea of every teacher in discussion.	164	220	1.34	.747
To use different ways of doing things for achieving the objectives.	164	223	1.36	.664
To provide social relationship between staff members.	164	225	1.37	.908
To call teachers' meeting when things go wrong and needs them to keep running.	164	236	1.44	.736
To share ideas with teacher if needed.	164	236	1.44	.941
To share school plan which requires teachers' intervention prior to its implementations.	164	240	1.46	.839
To involve teachers in decision-making.	164	259	1.58	.946
To allow teachers to set priorities with headteachers' guidance if they are many things related to the studies that need to be handled out.	164	265	1.62	.809

Source: Field Data (2024).

Teachers' Recommendation of the Autocratic Leadership Behaviours

Teachers' provided their opinions on behaviours they recommend the headteachers for improving their performance. Autocratic leadership style was characterized by 8 items. The teachers gave their opinions to all items of autocratic leadership behaviours. Teachers recommended their headteachers to tell them if the procedures for dealing with situations work well or not. If not, the headteachers establish the new ones. This recommendation was presented with a mean of 1.86 and a standard deviation of .939, it's evident that teachers generally advocate for their headteachers to communicate about procedure effectiveness and adapt them as necessary.

About punishing a teacher who commits a mistake for preventing the reoccurrence, the teachers recommended headteachers to not prioritize punishment with the mean of 2.38. This indicates that the teachers recommending punishment as the way for improving their performance. The standard deviation is 1.137. This indicates that there is some variability in responses. With tasks' allocation, the findings revealed that the teachers don't like to be allocated the tasks without basing on their will. This is confirmed by the mean of 2.64 that is rounded to 3. This means that the majority of the teachers suggested that there should be teachers' will while allocating tasks. There is high variability in the data that is shown by the standard deviation of 1.496.

About monitoring teachers' performance time to time for ensuring they are working well. The teachers avoided this with the mean response of 2.96 and the standard deviation of 1.31. This number indicates the strong recommendation of the teachers

to not be monitored by their headteachers time to time. There is a variability in the response which is indicated by 1.314.

Regarding the headteachers' use of position power in everything that is done at school, the findings presented the mean score of 2.96. This means that they strongly disagree their headteacher to use authority power in everything that is done at school. There is variability in the response which is suggested by the standard variation of 1.494. For the issue of providing clear guidance to teachers on instructional methods and prohibiting deviation from the specified approach, the information provided by the respondents suggested that the teachers avoid this with a mean response of 3.09. This mean indicates that the majority of the respondents confirmed that the teachers recommended their headteachers to not provide them the instructional method for delivering instructions 1.572.

The research assess teachers' recommendations on using punishments by the headteachers for the teachers to achieve the objectives. The results from the findings argue that the teachers recommended their headteachers to not use punishment as tool for achieving the objectives with the mean of 3.24 and the standard deviation of 1.378 which suggest the variability in the response provided by the respondents. With not consulting teachers in decision-making, the findings present the high mean of 4.03 and low standard deviation of 1.190 indicate strong disagreement among teachers with the recommendation not to consult them during decision-making.

Table 4.26: Teachers' Recommendation of Headteachers' Autocratic Leadership Behaviours

Behaviours	N	Sum	Mean	Std. Deviation
To tell the teachers if the procedures for dealing with situation work well or not. If not, himself/herself establish a new one.	164	305	1.86	0.939
To punish teachers who commit mistakes for preventing the reoccurrence.	164	390	2.38	1.137
To allocate tasks without basing on teachers' will.	164	429	2.62	1.496
To monitor teachers' performance time to time to ensure that they are working well.	163	483	2.96	1.314
To use his power in everything done at school.	164	486	2.96	1.494
To provide clear guidance to teachers on instructional methods and prohibit deviation from the specified approach.	164	506	3.09	1.572
To use punishment for the teachers to achieve the objectives.	164	531	3.24	1.387
To not consult teachers during the time of making decision.	164	661	4.03	1.19

Source: Field data (2024).

Teachers' Recommendations for the Laissez-faire Leadership Behaviours

Research assessed the recommendations of the teachers on laissez-faire leadership behaviours displayed by the headteachers. The items of Laissez-Faire leadership style that were assessed are: to allow teachers freedom to choose what is done and opt the way to do it, to trust teachers to perform some of the headteachers' responsibilities, to share leadership power with the teachers, to accept that the teachers know their responsibilities better than the headteachers and accept them to make decisions on how they do their work, to give a little direction to teachers, to take little concern in daily activities as well as proceeding, to rarely call face to face, use phone messages,

email to give information instead and to let the teachers lead themselves because they can do it as he/she can. The interpretation of these items is based on mean and standard deviation.

The teachers recommend their headteachers to allow them the freedom to choose what is done and opt to do it with the mean of 1.77. This mean value indicates that the majority of the teachers confirmed this statement. There a low standard deviation of 0.955 which mean that there is a relatively little variability in the opinions among teachers regarding this point. Another item that was agreed by the teachers is “trusting teachers to perform some of the headteachers responsibilities”. This was confirmed at the mean of 2.32 which is approximated to 2. This means that the teachers generally agree with this statement, but not strongly agree. The standard deviation of this is 1.217 which indicates the presence of variability in response from the respondents. This implies that some teachers feeling less comfortable with bbeing given the headteachers responsibilities.

The study also revealed that to share leadership power with the teachers as a behavior for Laissez-faire was disagreed by the teachers. The majority of the teacher respondents disagree the headteachers to share leadership power with the teachers by the mean of 2.55. There is a variation in the opinions provided by the respondents with the value of 1.353. This indicates that some teachers are not more inclined towards hierarchical structures.

The teachers recommended the headteachers to not accept the that the teachers know their responsibilities better tham and to not accept them to make decisions on how

they do their work. The mean score for this behavior shown by the laissez-faire leaders is 2.91. This suggested that the majority of the respondents disagree with this statement. Even though the majority disagree with this, there is a variation in the response provided. This variation is evidenced by the standard deviation of 1.433.

Concerning giving teachers little direction, the teachers recommended their headteachers to not follow this behavior. The mean response of 3.20 that is rounded to 3 shows that the teachers disagree with this statement. This indicates that the majority of the respondents recommend their headteachers to not give teachers little direction. There are changes in the response provided by the teacher respondents. The changes are agreed by the standard deviation of 1.427.

About taking little concern in daily activities as well as proceeding, the respondents avoid this. The mean response for this is . This mean score indicates that many of the teachers don't want their headteachers to take a little concern in the daily activities of the teachers. The standard deviation for this item, 1.452 reveals the variability in the opinions. Headteachers were recommended by teachers to not rarely call face to face, use phone message, or use email to give information. The mean response for this opinion is 3.43. This indicates that the majority of the responses from the respondents are contradicting the behaviours of the headteachers of rarely call face to face, use phone message or email to give information. The findings showed the standard deviation of 1.632 indicates the considerable variability in opinions, with some teachers possibly not preferring face to face interaction.

To let the teachers lead themselves because they can do it as the headteacher can (Mean: 3.54, SD: 1.488) reflects a mean score of 3.54, indicating that, on average, teachers slightly disagree with this recommendation. The standard deviation of 1.488 suggests variability in opinions, with some teachers recommending the headteachers' to let them lead themselves while the others avoiding it.

Table 4.27: Teachers' recommendations of Headteacher's Laissez-Faire Leadership Behaviours

	Sum	Mean	Std. Deviation
To rarely call face to face, use phone messages, email to give information instead.	562	3.43	1.632
To share leadership power with the teachers.	419	2.55	1.353
To take a little concern in daily activities as well as proceeding.	527	3.21	1.452
To trust teachers perform some of the headteachers' responsibilities.	380	2.32	1.217
To accept that the teachers know their responsibilities better than the headteachers and accept them to make decision on how they do their work.	478	2.91	1.433
To give a little direction to teacher.	524	3.20	1.427
To allow teachers freedom to choose what is done and opt the way to do it.	291	1.77	.955
To let the teachers lead themselves because they can do it as he/ she can.	580	3.54	1.488

Source: Field Data (2024).

Perceptions of the Teachers on Recommendations of Transformational Leadership Style

The perceptions of the teachers on the recommendations from the teachers towards their headteachers reflect the preference of the teachers for the specific transformational leadership behaviors. When interpreting the responses from the teachers, It is very important to note that the scales used ranges from 1 (strongly agree) to 5 (Strongly disagree). The teachers strongly recommended their headteachers to consider their

need in terms of abilities and aspirations. This was indicated by the average mean score of 1.27 which suggest strong agreement of the teachers to statement. There is a low standard deviation of 0.53 which means that there is a low variability in the response provided by the teachers on this transformational leadership behavior.

Teachers also recommended their headteachers to inspire their motivation by communicating them the future vision and expectations of the school clearly. It was recommended by the mean score of 1.35 that can be approximated to 1 which implies the strong agreement of the teachers to that leadership behavior. There is a low standard deviation of 0.733 which explains the low variability in the response. Encouraging teachers to look problems in many angles for solving them is seen as important, with a mean of 1.35 and a standard deviation of 1.35. While the moderate standard deviation implies some variation in beliefs, the low mean shows high agreement. This indicates that while some teachers disagree with the behavior's importance, the majority of them favor it.

Expressing confidence that goals will be achieved is another behavior that teachers expresses as essential for headteachers. Strong agreement is shown by the mean of 1.37 and the standard deviation of 0.657, albeit with somewhat greater variability than the preceding item. This demonstrates that although most educators agree that it is important, their opinions vary a little bit.

Regarding the need for headteachers to always hope for bright future, thhe teachers expressed that it is important for the improvement of their performance with the mean of 1.40 and the standard deviation of 0.749. This mean is highly close to 1

which stands for the strong agreement with this statement. This implies that the majority of the teachers revealed that this behavior is very significant in the improvement of the teachers' performance. The standard deviation of 0.749 indicates some variation in their responses.

To seek different perspectives when solving problem is another behavior that teachers recommend for headteachers. With a mean of 1.43 and a standard deviation of 0.852, this recommendation is generally agreed upon, though with more variability in responses, suggesting a broader range of opinions. Speaking with enthusiasm about what needs to be achieved is a behavior that was supported by the teachers, having a 1.46 mean and a 0.704 standard deviation. Although teachers usually view this as a crucial quality for headteachers, the moderate standard deviation and relatively low mean show some difference in viewpoints.

Challenging teachers intellectually by posing creative and innovative challenges related to their responsibilities is a transformational leadership behavior that was recommended by the teachers for their headteachers. The mean and the standard deviation for this are 1.66 and 0.860. This indicates that the teachers are recommending this behavior but not strongly recommending it. The standard deviation of 0.860 indicates the variability in the responses provided by the respondents.

Teachers recommended the headteachers to consider them as individuals rather than taking them as the group representatives. This recommendation has a mean of 1.72 and a standard deviation of 0.963, which is higher than the previous items, suggesting moderate agreement. The greater variability in responses indicates that

while many teachers agree, there is less consensus on this point. Spending time teaching and coaching is a transformational leadership behaviour that was recommended by the teachers for their school leaders to help them improve their performance. The mean score for this response is 1.97. This mean indicates that the teachers agree with the behavior, however there is variability in responses. This variability in response is explained by the standard deviation of 1.110.

Table 4.28: Teachers' Recommendation of Headteachers' Transformational Leadership behaviours

Behaviour	Sum	Mean	Std. Deviation
To consider the need of teachers in terms of abilities and aspirations.	209	1.27	.523
To always express confidence that goals will be achieved.	225	1.37	.657
To always express for bright future.	230	1.40	.749
To consider teachers as individual in ability, needs or other things not as a member of group.	282	1.72	.963
To encourages teachers to look problems in many angles for solving them.	222	1.35	.773
To inspire teachers' motivation by communicating the school future vision and clearly outlining the expectations the school has for teachers.	222	1.35	.733
To seek different perspectives when solving problem.	235	1.43	.852
To spend a time teaching and coaching teachers.	323	1.97	1.110
To challenges teachers intellectual ability by posing creative and innovative challenge related their responsibilities.	273	1.66	.860
To speak with enthusiasm about what needs to be achieved.	240	1.46	.704

Source: Field data (2024).

Teachers' Recommendations of Headteachers' Transactional Leadership Behaviors

Transactional leadership style is one of the commonly known leadership that is employed by many of the school leaders. Some of the researchs suggest that it is

avoided by the employees while the others confirm its contribution to the performance of the teachers. This research assessed the perceptions of the teachers toward this leadership style.

To reward teachers if they have achieved the objectives regarding their responsibilities, with a mean of 1.39, was suggested by teachers to indicate that headteachers need to more actively recognize and reward them when they meet their responsibilities. This mean response suggests the strong agreement of the teachers to recommend this behavior to their headteacher. The standard deviation of 0.779 shows moderate variability in responses, indicating that while some teachers might experience some recognition, others do not, leading to a varied experience.

To set performance standards and expectations that teachers must accomplish at school level, with a mean of 1.40, was advocated by teachers to highlight a significant need for headteachers to establish clear performance standards and expectations. This mean of 1.40 that is approximated to 1 indicates the high confirmation of the teachers towards the application of this behavior by headteachers. The standard deviation of 0.749 indicates a moderate level of variability, suggesting a generally consistent perception among teachers regarding the need for clear performance standards.

To focus their attention toward teachers' failure to meet standards, with a mean of 1.50, was urged by teachers to indicate that headteachers should be more attentive to instances where teachers fail to meet standards. This mean of 1.5 signifies that the teachers recommend the headteachers to focus on teachers' failure to meet standard.

The standard deviation of 0.755 reflects a moderate variability in responses, showing some differences in teachers' experiences but generally pointing to a need for more focus on meeting standards.

To propose teachers the way of looking how the assignment can be completed, with a mean of 1.99, was discouraged by teachers to suggest that headteachers provide more guidance on how assignments can be completed effectively. The mean suggests that the performance of the teachers is not favored the headteachers who propose them how the assignment can be completed. The standard deviation of 1.009 indicates a higher variability, meaning that some teachers receive sufficient guidance while others do not, resulting in a diverse range of experiences.

To monitor teachers' performance and keep track of mistakes in the implementation of the objectives, with a mean of 2.02, was by recommended eachers. To show that more vigilant monitoring of performance and tracking of mistakes by headteachers is not encouraged. The mean suggests that this behavior is moderately practiced, but there is still a need for improvement. The standard deviation of 1.024 signifies considerable variability, indicating differing perceptions among teachers about the extent to which their performance is monitored and mistakes are tracked.

To concentrate full attention on dealing with teachers' mistakes, failures, and complaints, with a mean of 2.09, was not recommended by teachers. Their mean response indicates that the teachers don't consider the headteachers effort to deal with teachers' mistakes and teachers' failure as a behavior which can improve their performance. The standard deviation to this item is 1.210 which indicates that some

of the teachers disagree with while the other don't.

Concerning with taking action toward teachers' daily activities when the situation becomes very serious, with a mean of 3.14 was not shown by the teachers as a significant behavior of the headteachers to the improvement of the teachers' performance. The standard deviation of 1.456 shows the variability in the responses, suggesting diverse opinions.

Table 4.20: Teachers' Perceptions on the Recommendation of Transactional Leadership Behaviours

Behaviours	Sum	Mean	Std. Deviation
To set performance standard and expectations that teachers must accomplish at school level.	230	1.40	.749
To concentrate full attention on dealing with teachers' mistakes, failure and complaints.	342	2.09	1.210
To focus their attention on teachers' failure to meet standards.	246	1.50	.755
To intervene only when things are serious.	558	3.40	1.497
To monitor teachers' performance and keeps track of mistakes in the implementation of the objectives.	331	2.02	1.024
To propose teachers the way of looking how the assignment can be completed.	326	1.99	1.009
To take action toward teachers daily activity when situation becomes very serious.	515	3.14	1.456
To rewards teachers if they have achieved the objectives regarding their responsibilities	228	1.39	.779

Source: Field Data (2014).

Table 4.29: Summary of the Teachers' Recommendations of Headteachers'**Leadership Behaviours**

Recommended Democratic Behaviour	Mean	Recommended Autocratic Leadership	Mean
To encourage teamwork in teachers.	1.34	I recommend headteacher To tell the teachers if the procedures for dealing with situation work well or not. If not, establish new one.	1.86
To consider the idea of every teacher in discussion.	1.34	To punish a teacher who commits a mistake for preventing the reoccurrence.	2.38
To use different ways of doing things for achieving the objectives.	1.36	Recommended Laissez-Faire Behaviour	
To provide social relationships between staff members.	1.37	To trust teachers perform some of the headteachers' responsibilities.	2.32
To call teachers' meetings when things go wrong and needs them to keep running.	1.44	To allow teachers freedom to choose what is done and opt the way to do it.	1.77
To share ideas with teacher if needed.	1.44		3.21
To share school plan which requires teachers' intervention prior to its implementation.	1.46		
To involve teachers in decision-making.	1.58		2.91
To allow teachers to set priorities with headteachers' guidance if they are many things related to the studies that need to be handled out.	1.62		3.20
Recommended Transformational Leadership Behaviour		Recommended Transactional Behaviour	Mean
To consider the need of teachers in terms of abilities and aspirations.	1.27	To set performance standard and expectations that teachers must accomplish at school level.	1.27
To always express confidence that goals will be achieved.	1.37	To concentrate full attention on dealing with teachers' mistakes, failure and complaints.	1.37
To always express for bright future.	1.40	To focus their attention toward teachers' failure to meet standard.	1.40
To consider teachers as individual in ability, needs or other things not as a member of group.	1.72	To intervene only when things are serious.	1.72
To encourages teachers to look problems in many angles for solving them.	1.35	To monitor teachers' performance and keeps track of mistakes in the implementation of the objectives.	1.35
To inspire teachers' motivation by communicating the school future vision and clearly outlining the expectations the school has for teachers.	1.35	To propose teachers the way of looking how the assignment can be completed.	1.35
To seek different perspectives when solving problem.	1.43	To take action toward teachers daily activity when situation becomes very serious.	1.43
To spend a time teaching and coaching teachers.	1.97	To rewards teachers if they have achieved the objectives regarding their responsibilities	1.97
To challenges teachers intellectual ability by posing creative and innovative challenge related their responsibilities.	1.66	To set performance standard and expectations that teachers must accomplish at school level.	1.66
To speak with enthusiasm about what needs to be achieved.	1.46		1.46

Source: Field Data (2024)

Table 4.30: Set of Headteachers' Leadership Behaviours Recommended by the Teachers for Enhancing their Performance

Recommended Democratic Behaviour	Effects	Teachers' Performance
To encourage teamwork in teachers. To consider the idea of every teacher in discussion. To use different ways of doing things to achieve the objectives. To provide social relationships between staff members. To call teachers' meetings when things go wrong and needs them to keep running. To share ideas with teacher if needed. To share school plan which requires teachers' intervention prior to its implementation. To involve teachers in decision-making. To allow teachers to set priorities with headteachers guidance if they are many things related to the studies that need to be handled out.	motivation, collaboration, communication, inclusiveness, engagement, respect, supportive environment, knowledge sharing, collaboration, mutual understanding	Teachers' Performance in Terms of Instructional Planning, Students assessment and collaboration with parents
Recommended Transformational Leadership Behaviour		
To consider the needs of teachers in terms of abilities and aspirations. To always express confidence that goals will be achieved. To always express for bright future. To consider teachers as individuals in ability, needs or other things not as a member of group. To encourage teachers to look at problems in many angles for solving them. To inspire teachers' motivation by communicating the school future vision and clearly outlining the expectations the school has for teachers. To seek different perspectives when solving problems. To spend a time teaching and coaching teachers. To challenges teachers intellectual ability by posing creative and innovative challenge related their responsibilities. To speak with enthusiasm about what needs to be achieved.	satisfaction, aspiration, Intrinsic motivation, Professional growth, Motivation, Confidence, Optimism, Vision, Inspiration, Motivation	
Recommended Autocratic Leadership		
I recommend headteacher To tell the teachers if the procedures for dealing with situation work well or not. If not, establish new one. To punish a teacher who commits a mistake for preventing the reoccurrence.	increased clarity, accountability, and minimized errors	
Recommended Laissez-Faire Behaviour		
To trust teachers perform some of the headteachers' responsibilities.	Autonomy, reduced pressure	

To allow teachers freedom to choose what is done and opt the way to do it. and stress, Sense of trust, creativity

Recommended Transactional Behaviour

To set performance standards and expectations that teachers must accomplish at school level.	
To concentrate full attention on dealing with teachers' mistakes, failure and complaints.	
To focus their attention toward teachers' failure to meet standard.	accountability,
To intervene only when things are serious.	consistency, clear expectations,
To monitor teachers' performance and keeps track of mistakes in the implementation of the objectives.	accountability, continuous
To propose teachers the way of looking how the assignment can be completed.	improvement, guidance, to
To take action toward teachers daily activity when situation becomes very serious.	enhance teaching practices.
To rewards teachers if they have achieved the objectives regarding their responsibilities	
To set performance standard and expectations that teachers must accomplish at school level.	

Source: Field Data (2024).

Note on the Recommended Leadership Behaviours

Among the recommended behaviours, the analysis revealed that teachers suggested certain autocratic leadership behaviours, despite this style being generally associated with a negative influence on teachers' performance. Additionally, some behaviours aligned with the laissez-faire leadership style—which has been widely reported to be detrimental to organizational performance—were also recommended. The implication is that although these leadership styles are largely seen as ineffective, specific behaviours within them may still contribute positively to performance. Another noteworthy finding is that some behaviours from leadership styles known to have a positive impact on teachers' performance were not recommended. This suggests that no single leadership style is entirely sufficient. Therefore, to be effective, leaders should adopt a blended approach by integrating beneficial behaviours from various leadership styles.

4.12.4 Thematic Analysis of the Headteachers' Perspectives About Leadership Behavior Which Can Influence Teachers' Performance

The research used both qualitative and quantitative information to examine the recommendations of teachers for their school leaders or headteachers in order to improve their performance. Both types of information work together to achieve the objectives of the research. Reality not revealed by one type of data are often unrevealed by other types. Reliability is enhanced by using multiple sources of information.

Interviews with the school headteachers provided the expansion of knowledge on what behaviours are recommended by the teachers for the enhancement of their effectiveness. Headteachers' perceptions of democratic leadership behaviours were analysed based on the items examined and retained through the factor analysis. These items are to encourage teamwork among teachers, to consider the ideas of every teacher in the discussion, to use different ways of doing things to achieve the objectives, to provide social relationships between staff members, to call teachers' meetings when things go wrong and need them to keep running, to share ideas with the teacher if needed, to share school plan which requires teachers' intervention prior to its implementation, involve teachers in decision-making, and to allow teachers to set priorities with headteachers' guidance.

Opinions of Headteachers on Teachers' Recommendations for Headteachers Leadership Behaviours to Enhance their Performance

Democratic Leadership Behaviours

Teachers' Recommendations for Teamwork Among Teachers, Consideration of Teachers' Opinions, and Teachers Use of Different Approaches to Solving Problem

The findings emphasized that collaboration among the staff members, encouraging teamwork, considering the opinion of every teacher in discussion and accepting teachers' to use of different ways when performing different things are very significant behaviours which help teachers to perform well their duties. One respondent reported:

"As a headteacher, I firmly believe in fostering a collaborative environment among my staff. Teamwork is essential, so I make it a point to encourage teachers to work together and support each other. This sense of camaraderie not only enhances our teaching effectiveness but also strengthens our school's community. I also prioritize listening to every teacher's ideas during discussions. This inclusivity ensures that we consider diverse perspectives and come up with the best solutions. Additionally, I am open to using various methods to achieve our objectives, as I understand that flexibility can lead to better outcomes." (R4)

Headteachers indicated that their teachers prefer working in the environment where they collaborate with their headteachers, and work as a team. Furthermore, they suggest that the teachers prefer the environment where their opinions are welcomed by their headteachers. Additionally, a flexible approach was revealed to be vital for positive outcome to teachers' performance

Recommendations for Social Relationships, Involving Teachers in Decision-Making, and Calling Meetings to Address Teachers' Performance

The findings revealed that maintaining social relationships among the staff members, calling teachers' meetings to resolve differences and sharing ideas with the teachers when needed that are used by the democratic school leaders to facilitate the teachers to improve their performance. A headteacher revealed:

"As a headteacher, I've observed that teachers appreciate strong social relationships and involvement in decision-making. I've seen how informal interactions build trust among staff, and when I call meetings to involve teachers in decision-making, it really empowers them. This

approach has clearly helped improve their performance in instructional planning, student assessment, and teacher-parent collaboration.” (R7).

Recommendations for Positive Collaboration between Teachers and Heateachers, and Obtaining School Plans Prior to Implementation

The headteachers provided their opinions on how collaboration between headteachers and teachers, obtaining a school plan prior to implementation, and allowing teachers to set priority are recommended by teachers for the enhancement of their performance. One of the headteacher noted:

“I, headteacher have observed that teachers recommend transparency and collaboration as essential for improving their performance, particularly in instructional planning, student assessment, and teacher-parent collaboration. Teachers appreciate when school plans are shared with them before implementation, as it allows for their input and fosters a sense of unity. Additionally, headteachers noted that by guiding teachers in setting their own priorities, especially when managing multiple tasks, teachers feel more organized and supported, which ultimately enhances their overall performance.” (R5).

Another participant added:

“In my role, involving teachers in decision-making processes is paramount. I regularly seek their input on important matters and ensure that their voices are heard. This democratic approach boosts morale and leads to more effective and well-rounded decisions. Additionally, I promote a culture where different methods of achieving objectives are welcomed. This flexibility allows teachers to experiment with innovative teaching techniques and find what works best for their students. Overall, my goal is to create an environment where teachers feel empowered and supported in their professional endeavors.” (R6)

Generally, the respondents who were interviewed confirmed the need for democratic behaviour to improve the sustainable performance of the teachers. headteachers indicated that Encouraging teachers’ teamwork, considering the ideas of every teacher in discussion, and encouraging teachers to use different ways of doing things to achieve the objectives. Providing social relationships between staff members, calling teachers’ meetings when things go wrong and need them to keep running,

sharing ideas with the teacher if needed, sharing school plan which requires teachers' intervention before its implementations, involving teachers in decision-making and allowing teachers to set priorities with headteachers guidance if they are many things related to the studies that need to be handled out are behaviours which increase teachers' performance.

Recommendations For Autocratic Leadership Behaviours

This thematic analysis explores the impact of various leadership behaviors on teachers' performance, based on both quantitative and qualitative data. The focus is on the recommendations given by teachers to their headteachers, particularly highlighting the effectiveness of specific autocratic leadership practices. While informing teachers if the procedures for dealing with situations work well and establishing new ones when necessary was found to be beneficial, other autocratic behaviours—such as punishing teachers who commit mistakes, allocating tasks without considering teachers' will, monitoring teachers' performance regularly, using power in all school matters, providing clear guidance on instructional methods and prohibiting deviation, using punishment to achieve objectives, and not consulting teachers during decision-making—were reported to negatively affect teachers' performance. This analysis aims to provide a comprehensive understanding of these dynamics to enhance leadership strategies in educational settings.

Recommendations for Being Informed about the Procedures of Dealing with Situations, and Getting Punishment for Preventing Mistakes' Reoccurrence

Respondent confirmed that informing teachers of the procedures for dealing with situations have a significant impact on teachers' performance and confirmed that to

use of punishment creates a negative atmosphere which can be a barrier to teachers' performance through the reduction of teachers' morale. He said that

"From my working experience of 5, Informing teachers if the procedures for dealing with situations is very important to teachers' performance. In implementing what has been planned, sometimes the unplanned factors hinder the implementation, therefore, headteachers have the responsibility to monitor how the procedures are working, if it doesn't work, establish a new one. Using, another method like punishing teachers for not achieving the objectives, has not been effective. Such strategy to to have a negative atmosphere and reduces teachers' morale which affects teachers' performance." (R5)

Another headteacher supported this by saying that communicating the effectiveness of procedures helps in the effectiveness of the teachers. He responded:

"I've found that communicating about the effectiveness of procedures helps streamline our operations. Nevertheless, punishing teachers for mistakes has not been successful in improving performance. Instead, it creates resentment and fear among staff, which hinders their ability to teach effectively." (R2).

Recommendations for the Allocation of Tasks without Teachers' Will

From the interview, it was found that allocating tasks without teachers' will leads to the low performance of teachers. Respondent number 3 emphasized that assigning the responsibility to teachers without their will, especially the responsibility which continues after class like working with the parents of the children, preparing assessments and planning for instruction leads to their inefficiency. They can not do it as they can if you care of their will. Responded number 3 said:

"While it's important to update teachers on the efficiency of our procedures, allocating tasks without considering their will hasn't worked well. This approach often leads to dissatisfaction and reduces the overall enthusiasm of the staff, which negatively impacts their performance." (R3).

Teachers' Recommendations for Time to Time Monitoring, and Using Position Power

The findings from the interview also confirmed that the time to time monitoring teachers' performance and using position power to show that the teachers are under you don't give effective production concerning the teachers' performance. One of the respondent noted:

"The constant monitoring of teachers' performance and using the authority power in every decisions lead to negative results. Teachers are not robots that are assigned tasks without thoughts. Monitoring them time to time in their daily tasks like fulfilling pedagogical documents, how they assess students or in the other things. They can simply present them to you but don't use them in their teaching or give them where they write assessment and don't give it to the students or if they give it, because of your pressure they may give the one which is not valid or reliable. Furthermore, it limits creativity and reduce the teachers' motivation." (R4).

Teachers' Recommendations for Updating on Procedures by the Headteacher

The findings from interview also confirmed that updating on procedures effectiveness is very essential to the teachers' duties performance. An interviewee reported:

"In my daily job as a school headteacher, I have observed that telling teachers if the procedures are working well or if not, and updating them, is very effective for performance. However, providing instructions on how teachers should do their things and prohibiting any deviation is a barrier to teachers' performance. It limits teachers' flexibility and ability to address students' needs, and this hampers overall." (R5)

Through the interview with the headteachers, the contribution of updating the procedures for effectiveness has been confirmed, however on the other side, they showed that punishing the teachers for not achieving the objectives and excluding

them from decision-making leads to low teachers' performance.

"I see clear benefits in informing teachers if procedures are working and making changes when necessary. Conversely, using punishment to achieve objectives and excluding teachers from decision-making processes has proven detrimental. Such practices create a hostile environment and reduce the sense of community and collaboration that is vital for a thriving educational environment." (R6)

Headteachers' Interview on the Recommendations of the Teachers on Transformational Leadership Style

Recommendations for Headteachers' Expressions of confidence for Achieving Goals, Expression of Confidence for Bright Future, and Being Considered by Headteacher as Individual

The headteacher respondents confirmed that considering teachers' needs in terms of abilities and aspirations, expressing confidence that goals will be achieved, expressing confidence in a bright future, and treating teachers as individuals, not just as members of a group, enhances teachers' morale and improves their performance. Many respondents further added that teachers appreciate this, which contributes to better performance. The respondent noted:

Needs a sense of acknowledgement and motivation among teachers, enhancing their overall performance." (R6)

Opinions of the Headteachers on Teachers' Recommendations for Teachers Encouragement to look at Problems from Many Angles, Headteachers Inspiration of the teachers By Informing School's Future vision and Setting Aspirational Goals

The headteachers affirms that encouraging teachers to look at problems from many angles, inspire teachers motivations by communicating the school's future vision and outlining expectations of the school from teachers and setting aspirational goals are

basics headteachers' behaviours which motivates teachers and contribute to the overall success. A respondent conveyed:

"One of my leadership priorities is to encourage teachers to look at problems from many angles for solving them. This approach often leads to creative solutions that might not be immediately obvious. I inspire teachers' motivation by communicating the school's future vision and clearly outlining the expectations the school has for teachers. By setting clear, aspirational goals, I find that teachers are more motivated to contribute to our collective success. Teachers have expressed that these practices not only make them feel more engaged but also help them perform better by providing clarity and direction." (R8)

Recommendations for Headteachers to Seek Different Perspectives when Solving Problems, Take Time for Teaching and Coaching Teachers, and Challenge Teachers Intellectual ability by Challenges

The respondent further confirmed that the teachers have noted that the seeking different perspectives when solving problems, spending time teaching and coaching them, and challenging their intellectual ability by creative and innovative challenges keeps them engaged, creates stimulating and supportive environment which enhances their performance.

"As a headteacher, value diverse perspectives in problem-solving and invests time in teaching and coaching teachers to build their skills and confidence. They also challenge teachers with creative tasks to keep them engaged and growing. Teachers appreciate these practices, noting that they create a supportive and stimulating environment, improving their effectiveness and job satisfaction." (R5)

Recommendations for Headteachers Consideration of Teachers' Individual Needs, and Expressing Confidence for Achieving Goals

Transformational leadership style is appreciated by the teachers for its consideration of individual needs in terms of ability and aspiration and expressing confidence for achieving the planned goals. Respondent expressed in this view:

"I firmly believe in the importance of treating each teacher as an individual. I always consider teachers as individuals in ability, needs, or other things, not as a member of a group. This individualized approach helps me support them in the most effective way. Furthermore, I make it a point to express confidence that goals will be achieved. This optimism is contagious and helps build a positive, goal-oriented culture in our school. Teachers have reported that this personalized attention and confidence boost greatly enhance their performance and commitment to their roles." (R7)

Teachers' Recommendations for Headteacher Enthusiastic Expression, and Looking at Problem from Many Angles

Another respondent also emphasized that speaking with enthusiasm about the need to be achieved and encouraging teachers to look at problems from many angles that are possessed by transformational leaders are the behaviours which help the teachers to feel supported and equipped to meet the standard for improving their overall daily duties like planning for instructions, collaborating with parents and assessing students.

"I speak with enthusiasm about what is needed to be achieved, and this energy often inspires my team. I encourage teachers to approach problems from different perspectives, promoting innovation. By clearly communicating the school's vision and expectations, I help keep everyone aligned and motivated. I also make time to teach and coach teachers, ensuring they feel supported and prepared to meet our standards. Teachers have told me that these leadership behaviors inspire them and give them the guidance they need to excel, which improves their performance." R(12).

Perceptions of the Headteachers on the Teachers' Recommendation of Laissez-Faire Leadership Behavior

Teachers' Recommendations for Freedom to Choose what is to be Done and the Way to do it

Regarding freedom of choosing what is to be done and the way to do, the data confirmed that allowing the teachers freedom to choose what is to be done and the

way to do it has a positive influence on their duties in terms of assessing students, collaborating with parents and the way they plan for instructions. Furthermore, they also suggested that trusting teachers to perform some of the headteacher responsibilities has a significant positive effect on teachers' performance; how they assess students, the way they plan for instructions and their collaboration with parents.

Teachers highly value being trusted to take on some of the headteachers' duties, as this trust boosts their confidence, motivation, and drive for perfection. This desire for excellence is reflected in their planning, student assessments, and communication with parents. Additionally, giving teachers the freedom to decide how tasks are done enhances their creativity and personal accountability, which, in turn, improves their performance in key areas like student assessments, instructional planning, and parent communication.”
(R4)

Teachers' Recommendations for Taking a Little Concern in Teachers Daily Activities

Headteachers also claimed that taking a little concern in the daily activities of the teachers hinders teachers' concentration to their responsibilities and affect teachers' performance. They further affirmed that when headteachers rarely call face to face the teachers and use phones messages and email or written paper to communicate teachers lead to miscommunication and resistance among the teachers and affect the overall performance. A headteacher provided the quote:

“From my observations for the whole time I have done this job, the Laissez-faire leadership style, where the headteachers' do not communicate directly, it causes the decrease of teachers' performance. The lack of direct communication is a barrier to teachers' ability to plan effectively, assess students accurately, and communicate with parents. This approach leaves teachers unsupported and disconnected, reducing their confidence and motivation, and ultimately impacting their overall performance and commitment”(R4).

The interview confirmed that laissez-faire leadership style has a detrimental impact on teachers' performance which is caused by the headteachers' little concern in the daily activities of the teachers which reduces teachers' motivation and concentration in their responsibilities at school and results to lower performance of their duties including planning for instructions, assessing students and collaborating with parents of the students.

“When we headteachers showed a little concern in the daily activities of the teachers, they think that no one is aware about their effort, doing it better or badly is the same, therefore no reason to stress ourselves. This lack of concentration and motivation lowers their performance in all the things that are done by the teachers at school. (R2).

Teachers' Recommendations for Rarely call Face to Face and Use Phone Messages or Emails to Give Information

The majority of the headteachers expressed that teachers dislike when their headteachers do not communicate face-to-face and instead use messages or emails. Additionally, they explained that this practice lowers teachers' performance.

At my school, teachers prefer face-to-face communication over phone messages and emails. In addition to this preference, I have observed that relying on these methods can lead to miscommunication and a sense of disconnection, negatively impacting their overall performance in instructional planning, student assessment, and communication with parents.” (R7).

Teachers' Recommendations for Sharing Powers with Headteacher and Receiving Little Direction from Headteacher

During the interview, the respondents suggested that the teachers don't recommend a laissez-faire leadership style for its characteristics of sharing leadership power with teachers and giving little direction which negatively affects their level of fulfilling their responsibilities. One of the headteacher reported:

“Teachers complain that being assigned extra duties interferes with their primary responsibilities, causes conflicts among colleagues, and leads to poor performance. My experience confirms that sharing power with teachers results in job inefficiency and rivalry. When teachers are given leadership roles, they may feel superior to their peers, causing division and reducing overall motivation. Additionally, assigning extra duties distracts them from key tasks like preparing assessments, planning lessons, and collaborating with parents. Furthermore, when headteachers provide little direction, teachers feel unsupported and may lack the necessary skills, negatively impacting their performance.” (R5).

“ sharing authority with teachers is not well perceived by many because it lowers their motivation and accountability and lead to the lower performance of their duties. In my experience, when I assign a teacher to control in my absence, it leads to complaints from colleagues who question the authority of their peer. Those who do take on the role often do so out of fear, without real willingness. This results in poor task completion and discourages collaboration, with teachers feeling undermined by being led by a colleague. Ultimately, this affects the general performance of the teachers and future activities requiring their participation.” (R10).

Recommendations for Getting Little Direction from Headteacher, and Allow Teachers Freedom to Choose What is Done and Opt the Way to do it.

The headteachers generally confirmed that the teachers at their schools don't recommend them to accept that they know their responsibilities better than headteachers, and to let them lead themselves completely because it doesn't not facilitate their professional growth and their performance remains at the same level without any improvement. One of the respondent reported:

"My observation as the job supervisor of the teachers, the teachers don't accept and don't like a leader who considers teachers as the people who know their responsibilities better than him or someone who allows them to make decisions on how they do their work. He suggested that this can lead to a lack of guidance and cohesion which in turn negatively affect their performance in instructional planning, assessing students and communication with children's parents. Similarly, when headteachers let the teachers lead themselves because they can do it as he/she can, it can create a lack of structure and direction, negatively affecting their performance." (R2).

Summary of the Headteachers' Opinion on the Teachers' Recommendations for Laissez-Faire Leadership Behaviours

Lastly, the findings from the interview with the headteachers generally support with the findings from quantitative data. The findings suggest that the teachers avoid laissez-faire leadership behaviours of taking little concern in daily activities by the headteachers and using phone SMS or Email, instead of calling them face to face. The headteachers revealed the teachers don't appreciate these behaviours because they are among the factors which highly lower their performance. One the respondent shared:

"The teachers at my school expressed through the suggestion box that when I show little interest in their daily tasks, they feel their efforts are undermined. This lack of recognition discourages them from reaching their full potential and leads to inefficiency. Additionally, relying on phone messages and emails instead of face-to-face meetings causes miscommunication and a sense of disconnection, which negatively impacts their performance in instructional planning and student assessment." (R9)

Perceptions of the Headteachers on the Influence of Transactional Leadership Behaviours and Teachers Performance

Recommendations for Headteachers to Reward Teachers for Achieving the School Expectations, and Setting Clear Performance Standard

Teachers recommend the headteachers to reward teachers for achieving the school expectations and to set the clear performance standards for their positive influence to teachers' performance in terms instructional planning, assessing students and collaborating with parents about the education of their children. One respondent noted:

"From my observations and discussions with the teaching staff, teachers value being rewarded for achieving their responsibilities, as

it motivates them to maintain and improve their performance in student assessment, instructional planning, and parent collaboration.” (R1)

Respondents emphasized that setting a clear performance standard helps them to perform their duties by guiding their efforts to what are necessary and avoid focusing on the unrelated tasks, and prevent confusion. One headteacher revealed:

“When expectations are clearly defined for student assessments and collaboration with parents, teachers can work towards their goals without confusion. Therefore, rewarding teachers and setting clear performance standards are key transactional leadership behaviors that enhance teacher performance”(R5)

Recommendations for Headteachers to Focus Teachers Failure to Meet Standards, and Headteachers to Propose Ways for to Complete Teachers’ Assignments

The teachers consistently showed that they recommend focusing on their failure to meet standards because it helps them to overcome their weakness and achieve the intentions. While they avoid proposing ways to complete assignments as they hinder their motivation which is important to performance and affect the general performance.

Teachers prefer when headteachers focus on their weaknesses and failures as they work toward achieving objectives outlined in their framework documents. Teachers face challenges in implementing plans to help students receive quality education and need headteachers’ guidance to improve their performance. When headteachers are supportive and present, teachers perform better. However, teachers recommend that headteachers track their failures but avoid prescribing how to complete tasks, as this limits their creativity and hinders performance.

Recommendations for Intervening when Situations are Very Serious

Intervening when situation become very serious is another leadership behavior that was strongly avoided by the teachers due to it lack of awareness which limit the professional growth of the teachers in term of planning for instructions, collaborating with the parents and assessing the learners. One the respondent expressed it in this

view:

“ As a headteacher, I have noticed that teachers avoid interventions when situations become difficult. This reactive approach often results in a stressful environment and negatively affects their performance. Teachers benefit more from regular support and timely interventions, which help prevent problems from escalating and improve their motivation and overall performance.” R (3).

Recommendations for Monitoring Teachers and Tracking Mistakes of Teachers

Time to Time

The majority of the headteachers confirmed that the teachers don't recommend this leadership behavior of monitoring teachers and tracking mistakes of teachers time to time because it doesn't facilitate the improvement of the teachers professionally. It negatively influences the way teachers plan for instruction, the way of assessing students and the way teachers collaborate with parents as one of their main responsibilities. The headteachers suggest that this behaviours are not accepted by the teachers because it undermines their autonomy and creates the negative work environment and ultimately leads to the low teachers' performance.” Respondent expressed it in this view

“Most teachers feel that monitoring teachers and tracking their mistakes time to time negatively impacts their performance. This approach creates rivalry between teachers and headteachers, reducing teachers' commitment and accountability. As a result, teachers may only work to appear productive in front of headteachers. Instead, fostering a supportive environment that empowers teachers through professional development, self-reflection, and peer collaboration is more effective in improving performance.” (R6).

Recommendations for Proposing Specific Methods for Completing Assignment

The majority of teachers confirmed that proposing specific methods for completing assignments negatively influences their performance in terms of instructional planning, assessment of the learners and in the collaboration in the parents. They

suggest that this this behavior limits creativity and weakens their professional judgment. They further suggest that motivation and engagement for the teacher under leadership behavior are very low, and this affect them on how they perform everything related with their duty.

In his view, respondent explained:

“ The teachers at my school have indicated that proposing specific methods for completing assignments negatively impacts their performance. It implies a lack of trust in their professional abilities and stifles creativity. We prefer to provide general guidelines and best practices, but ultimately, teachers know their students best and should have the freedom to decide how to implement assignments in a way that works for their classroom. This approach fosters creativity and responsiveness to student needs.” (R2).

Summary of Qualitative and Quantitative Data about Teachers’ Recommendations of Headteachers’ Leadership Behaviours to Improve Teachers’ Performance

The findings from both quantitative and qualitative sources revealed that teachers prefer a combination of behaviors drawn from various leadership styles. Both headteachers and teachers agreed that no single leadership style is sufficient to fully enhance teacher performance. While teacher involvement in decision-making was identified as a key factor in improving performance, participants also acknowledged that clear guidance from headteachers is sometimes necessary to prevent confusion and ensure progress toward shared goals. Although a blend of leadership behaviors was recommended, laissez-faire and autocratic styles were the least preferred, with only two behaviors from each being suggested. A moderate number of transactional leadership behaviors were endorsed, while transformational and democratic leadership behaviors received strong support from nearly all respondents, highlighting their perceived effectiveness in promoting teacher performance.

CHAPTER FIVE

DISCUSSION OF THE FINDINGS

5.1 Introduction

The present chapter presents a comprehensive discussion of the research findings aligning them with the study's specific objectives. The discussion is organized on the following the order of specific objectives; impact of democratic leadership style on teachers' performance, effect of autocratic leadership style on teachers' performance, implications of transformational leadership style on teachers' performance, teachers' recommendations of leadership behaviors which can Enhance their performance.

5.2 Impact of Democratic Leadership Style on Teachers' Performance

One of the specific objectives of this study was to analyze the impact of democratic leadership style on 12-year basic education teachers' performance in Nyaruguru district-Rwanda. The findings from this study indicate that democratic leadership style positively impacts teachers' performance, specifically in the areas of instructional planning, teacher-parent collaboration, and student assessment. As the headteachers involve teachers in decision-making, consider every teacher's idea, promote social relationship, share plans prior the implementation as the teachers plan effectively for instructions, collaborate with parents, and assess the students.

This aligns with Participative Leadership Theory, which emphasizes that involving employees in decision-making enhances job satisfaction and performance (Lewin, 1939). In this study, democratic leadership practices—such as inclusive decision-making, teamwork, open communication, and mutual respect—were consistently cited as key contributors to improved performance. These findings are supported by

Gerlach (2002) in the U.S., who found that democratic leadership enhances teachers' motivation and instructional effectiveness through teamwork and shared goals.

Laghari (2021) also reinforces that democratic leadership strengthens interpersonal relationships among teachers, leading to better collaboration, idea-sharing, and improved teaching outcomes. This is particularly evident when teachers feel supported and connected conditions fostered by democratic leaders—resulting in more effective lesson planning, pedagogical documentation, and assessment methods.

In Germany, Meyer, Hartung, and Beck (2022) highlighted that strong school leadership significantly influences teacher collaboration and effectiveness. Similarly, Kendara (2024) emphasized that collaboration and engagement are core characteristics of democratic leadership and are closely linked to teacher performance.

Research conducted in Malaysia by Lee et al., (2011) found that participatory decision-making, collaborative practices, and trust in school leadership significantly enhance teacher performance. These findings parallel those of the present study, which confirmed that teachers in rural schools in Nyaruguru District benefit when democratic practices are implemented. However, despite the numerous benefits, IET (2023) cautioned that democratic leadership can be time-consuming, especially in urgent decision-making contexts. The need to consult multiple stakeholders may slow down organizational processes. Similarly, Jenn EIT (2023) pointed out that some employees may feel burdened by shared decision-making responsibilities, which can result in stress or reduced performance if not well managed.

Nonetheless, this study aligns with the work of Mleczko and Kington (2013) in the UK, who found that effective leadership facilitates teacher-parent communication critical for student academic success. Democratic leadership plays a pivotal role in building and sustaining parental involvement.

In Turkey, Oussible, et al., (2022) found that democratic leadership fosters open communication, particularly valued by experienced teachers. This sense of being heard and appreciated directly contributes to improved planning, assessment, and collaboration. Nellitawati (2020) in Malaysia also found a strong relationship between democratic leadership and teacher performance, emphasizing that leadership quality directly affects instructional outcomes. Similarly, Agustin et al. (2022) in Indonesia and Sehar et al. (2019) in Pakistan confirmed that valuing teachers' input, involving them in decision-making, and fostering a social bond among staff enhance motivation and performance.

Farkhodovna (2023) in Uzbekistan noted that teacher collaboration leads to improved planning, assessment strategies, and student achievement. Teachers benefit from collective feedback and shared resources, all enabled through democratic leadership. According to Cherry (2006), democratic (participative) leadership increases teacher motivation and morale. Studies by Zervas & David (2013) and Nwokocha & Iheriohanma (2015) reinforce this, showing that when staff are involved in decision-making, morale, accountability, and flexibility improve, thus enhancing performance.

In Nigeria, Joy, et al., (2019) found that collaborative decision-making, participation, and skill-sharing under democratic leadership significantly boost employee

performance. Similarly, Iqbal et al. (2020) noted that democratic leadership fosters strong communication and shared decision-making, which positively influence organizational outcomes.

Goleman (2000) also emphasized that democratic leaders create a sense of value and motivation among workers, helping them commit to achieving institutional goals—reflected in this study’s findings on teachers’ performance. Igbaseimokumo (2019) and Godwin & Kabeta (2019) echoed these outcomes in Nigeria and Zambia, respectively, identifying strong links between democratic leadership, motivation, and teacher performance. Raupu (2021) found that democratic leadership enhances commitment and motivation, boosting teachers’ ability to manage pedagogical tasks and extracurricular responsibilities. Sağnak (2016) added that such leadership promotes innovative behavior and change-driven performance in schools.

In Ethiopia, Jay (2014) emphasized communication, decision-making, and delegation as core to effective leadership. He advised school leaders to adopt a blended leadership approach while prioritizing democratic practices. Additionally, Heenan & Bennis (1999) and Mba (2004) showed that exchanging ideas between leaders and teachers boosts morale and performance. Similarly, Nanson (2010) and Okumu (2006) found a direct correlation between democratic leadership and teacher effectiveness, a view supported by Imhangbe et al. (2019).

Cohen et al. (2009) and Yukl et al. (2011) emphasized the psychological benefits of democratic leadership, including reduced stress, enhanced dedication, and increased satisfaction. Valente (2020) argued that democratic environments address teachers' emotional and professional needs, leading to better outcomes.

In Tanzania, Aunga & Massare (2017) and Bilabe (2018) noted that involving teachers in decisions, encouraging teamwork, and ensuring open communication all contribute to improved lesson preparation, student assessment, and collaboration with parents.

Finally, the present study confirms and extends findings from Uwamahoro (2015) in Rwanda, which focused on urban schools. This study highlights similar positive effects in rural settings like Nyaruguru District, reinforcing that democratic leadership enhances teacher performance in diverse educational contexts.

5.3 Effect of Autocratic on Teachers' Performance

The second specific objective of this study was to evaluate the effects of autocratic leadership style on teachers' performance in 12-Year Basic Education schools in Nyaruguru District. The striking finding revealed that autocratic leadership style significantly and negatively affects teachers' performance, particularly in the areas of instructional planning, student assessment, and collaboration with parents. This outcome establishes a foundation for the discussion of how and why autocracy inhibits teachers' effectiveness in these domains.

The quantitative analysis, through regression and correlation techniques, confirmed that increased use of autocratic leadership behaviors—such as unilateral decision-making, strict control, and lack of consultation—leads to a decline in teacher performance. These findings contradict McGregor's Theory X (1960), which assumes that employees inherently dislike work and must be closely supervised and coerced to be productive. While Theory X supports the rationale behind autocratic

leadership, in the context of 12-Year Basic Education where collaboration and teacher autonomy are pivotal, this leadership approach becomes counterproductive. The data showed that headteachers who exclude teachers from key decisions and enforce rigid supervision hinder the professional growth and motivation of their staff.

This aligns with Participative Leadership Theory proposed by Lewin et al. (1939), which suggests that when employees are not involved in decision-making, productivity and morale decline. Teachers in Nyaruguru reported a sense of detachment from institutional goals when excluded from strategic conversations. These findings echo UNESCO (2006), which stated that when teachers are excluded from decision-making processes—especially on matters that affect their daily duties—it leads to psychological distancing, diminished confidence, and lower performance outcomes. Moreover, teachers reported feeling disconnected from school leadership, perceiving themselves as outsiders in the educational process. This alienation impacts their willingness to prepare lessons, engage parents, and assess students effectively. These outcomes further reinforce the notion that autocratic leadership suppresses the collaborative culture needed for educational success.

Qualitative evidence from this study also revealed that teachers under autocratic leadership experience reduced job satisfaction, consistent with findings from Alanoglu and Karabatak (2020) in Turkey, who found a significant negative impact of autocratic leadership on teachers' satisfaction and performance. Teachers working under strict supervision felt constrained in their pedagogical methods, limited in their

creativity, and unable to adapt lessons to meet the diverse needs of their learners. This inflexible environment stifled innovation and engagement in classrooms.

Interestingly, some prior studies (e.g., Mirayani, 2020; Wijayanti et al., 2019; Basuki et al., 2020; Goestjahjanti et al., 2020; Budi Santoso et al., 2020; Prameswari et al., 2020) found that autocratic leadership can improve performance if well-executed. These scholars argue that in situations requiring strict discipline and clear directives, autocracy might lead to efficiency and clarity. However, this is context-dependent. In the educational context of Nyaruguru, the rigid top-down structure was found to limit teachers' autonomy and initiative, which are essential for effective lesson planning and differentiated instruction.

Additionally, the study found that teachers operating under autocratic leadership often rely on traditional, standardized assessment techniques instead of employing innovative, formative methods. This limits their ability to accurately assess and support diverse learners. Furthermore, the autocratic approach negatively affects teachers' collaboration with parents by discouraging open communication, ultimately reducing the effectiveness of the home-school partnership.

Although a few studies, such as Mwasiri and Muchiri (2022) in Kenya and Asno (2023) in Indonesia, found a positive correlation between autocratic leadership and employee performance, the current study suggests such findings may apply more in non-educational or hierarchical organizations. In educational settings—where trust, collaboration, and teacher empowerment are essential—autocratic leadership remains largely ineffective.

The findings of this study echo Bikimane et al. (2020), who revealed a negative correlation between autocratic leadership and teachers' motivation in Botswana. Likewise, Muhammed (2023) concluded that autocratic leadership had minimal impact on teacher performance, further validating this study's results. Even studies that reported positive effects, such as Farooq et al. (2022) and Okoji (2016) in Nigeria, acknowledged that autocracy often limits teachers' freedom in planning and decision-making, reducing their engagement and creativity.

The findings from this research support the assertion by Chawla and Sharma (2017) and Sanusi et al. (2020) that autocratic leadership is characterized by centralized authority, lack of consultation, and minimal subordinate input. Such characteristics create an environment where teachers are merely executors of orders, with little room for professional agency. Consequently, their ability to plan meaningful lessons, assess students appropriately, and engage with parents is severely limited. Moreover, Durkey, Emirtas, and Karaca (2020) describe autocratic leadership as one driven by control, threat, and punishment, which aligns with this study's conclusion that such leadership results in demotivation and work-related stress. Velu et al. (2017) emphasize that under autocratic systems, teachers feel undervalued and disengaged, producing lesson plans that are generic and non-responsive to learners' individual needs.

In a similar vein, Afsar (2014) found that autocratic leadership weakens teacher-parent collaboration—a conclusion echoed by respondents in this study who reported reluctance or fear when communicating with parents due to the top-down directives from their leaders. While Rast III et al., (2013) argued that autocratic leadership can

be effective in times of crisis, Farooq et al. (2022) and others maintain that in educational institutions, this style inhibits teacher effectiveness and motivation. Even though some literature (e.g., Nthoki, 2017) found significant positive impacts, the prevailing evidence from this study suggests otherwise.

The findings also align with Gollob et al. (2010), who emphasized that autocratic leaders, by suppressing dissent and innovation, provoke conflict and limit staff adaptability. When leadership remains rigid, teachers become passive actors rather than dynamic contributors, which reduces their potential and performance.

In conclusion, this study confirms that the autocratic leadership style significantly and negatively affects teachers' performance in 12-Year Basic Education schools in Nyaruguru District. Teachers operating under such leadership demonstrate lower levels of engagement in instructional planning, student assessment, and collaboration with parents. This underscores the need for headteachers to adopt more participatory and transformational leadership approaches that promote teacher autonomy, collaboration, and shared decision-making—elements that are fundamental to improving educational outcomes.

5.4 Effect of Transformational Leadership Style on Teachers' Performance

This study set out to investigate the effects of headteachers' leadership styles on teachers' performance in 12-year basic education in Nyaruguru district, with a focus on four specific leadership styles. A striking finding from the study revealed that transformational leadership positively and significantly enhances teachers' performance in instructional planning, collaboration with parents, and student

assessment. This finding aligns with transformational leadership theory established by Downton et al. (1973), which emphasizes four core components—idealized influence, individualized consideration, inspirational motivation, and intellectual stimulation—all of which enhance teachers’ motivation and satisfaction, ultimately improving their performance.

This result supports the study by Barnett and McCormick (2003) in Australia, which emphasized that transformational leadership, particularly its focus on individual concern, influences teachers’ performance positively. The study suggests that when leaders build meaningful individual relationships with teachers, they are more likely to commit their efforts, knowledge, and skills to shared educational goals—reflected in improved student assessment, enhanced parental collaboration, and well-structured lesson planning.

Similarly, a study conducted in China showed that transformational leadership had a stronger effect on teacher self-efficacy than even teachers’ own growth mindsets. Transformational leadership was directly and significantly linked to professional attitudes, adoption of student-centered teaching strategies, and improved classroom practice. Headteachers employing this leadership style enable teachers to develop effective lesson plans, adopt innovative strategies, and improve parental collaboration.

Furthermore, the study revealed that teacher self-efficacy mediated the effects of transformational leadership and growth mindset on teachers’ attitudes and behaviors. This underscores the importance of nurturing affective teacher attributes—such as confidence, optimism, and commitment—which are essential for sustained

professional development and better teaching outcomes (Lin, 2022).

In addition, the findings echo results from a study by Yamamoto, et al. (2016) in Japan and the USA, which demonstrated that inviting and collaborative teacher behavior encouraged more parental engagement. Under transformational leadership, teachers often initiate regular communication with parents and invite them to take part in their children's learning—such as through assisting with homework (Gonida & Cortina, 2014), attending school events (Fan & Williams, 2010), or participating in classroom activities (Lewis, Kim, & Bey, 2011). Moreover, Avolio, et al. (1999) emphasized that transformational leaders enhance organizational commitment by stimulating critical thinking, encouraging innovation, and recognizing employees' unique strengths. Transformational headteachers motivate teachers by helping them solve instructional challenges and acknowledging student needs, as noted by Walumbwa & Lawler (2003).

These findings align with studies by Barnett, et al., (2001), Jyoti & Bhau (2015), and Rasool (2019), which highlight that transformational leadership through individualized consideration, inspirational motivation, and intellectual stimulation consistently drives teacher improvement. Teachers under such leadership report higher satisfaction, engagement, and effectiveness (Andriani, et al., 2018; Muliati et al., 2022; Saptono, et al., 2021; Kartika et al., 2022). Bass (1985) and Bass & Riggio (2006) further demonstrated that these traits elevate followers beyond personal goals to shared objectives. Firmansyah, et al., (2022) confirmed that transformational leadership enhances teacher satisfaction and performance through motivational mechanisms, while Gkolia, et al., (2018) noted that principals, by serving as role

models, drive teachers' professional development.

Teachers with strong self-efficacy are more resistant to stress, motivated to pursue student success, and skilled in handling disruptive behavior—resulting in better planning, assessment, and communication with parents. These findings resonate with a Malaysian study showing a cross-level effect of transformational leadership on motivation, commitment, and performance (Talib et al., 2019).

The study by Andriani et al. (2018) in Indonesia reinforces this, showing that transformational leadership significantly improves teacher performance in Palembang. This leadership approach enhances motivation, lesson preparation, assessment practices, and teacher-parent communication—ultimately strengthening teachers' performance.

Firmansyah, et al., (2020) emphasized that committed teachers are indispensable in shaping students' learning and values. Similarly, Porter & Steers (1982) suggested that committed employees are more likely to work voluntarily toward shared goals. Ismail & Mydin (2019) confirmed a strong correlation between transformational leadership, commitment, and teacher performance. Abu & Arar (2020) found that principals' transformational leadership has both direct and indirect effects on teacher performance, including through occupational perception. Khan (2023) in India also confirmed that transformational leadership enhances teacher performance through promoting trust and autonomy among staff.

The broader literature supports this connection. Scholars such as Bass (1985), Wang et al. (2005), and Vigoda-Gadot (2007) have shown that transformational leadership

outperforms transactional leadership in enhancing employee performance. It fosters motivation, empowerment (Avolio et al., 2004), and autonomy (Wang & Gagné, 2013), while building emotionally intelligent relationships with staff (Avolio & Bass, 1988; Yammarino et al., 1993).

Prior studies by MacKenzie et al. (2001), Nguni et al. (2006), and Ngodo (2008) revealed that transformational leadership improves teacher performance through indirect pathways such as job satisfaction, commitment, and trust. This study adds to the field by highlighting occupational perception as a critical mediating variable. Transformational leadership also plays a vital role in improving collaboration with parents, instructional planning, and student assessment. Teachers feel more supported, take more initiative, and adopt creative practices under leaders who provide vision and psychological safety (Bass et al., 2003; Ngodo, 2008).

Heinrichs (2018) highlighted that parental involvement—encouraged by open teacher-parent communication—directly improves student achievement, which reflects teachers' effectiveness. Similarly, Barr & Saltmarsh (2024) stressed the value of school leaders creating trust-based environments that encourage parent–teacher engagement.

This view is supported by Licata & Harper (2001) and Leithwood & Jantzi (1997), who argued that teachers commit more strongly to a school vision when they witness authentic participation from leaders and peers in shaping that vision.

Day, et al., (2000) emphasized that transformational leaders promote shared—not imposed—visions, fostering collaboration and ownership among teachers. This leads

to improved lesson delivery, greater responsibility, and deeper engagement with school goals.

Recent research from India by Khan (2023) confirmed that trust cultivated by transformational leaders increases teacher autonomy—one of the major predictors of teacher performance. This is echoed by Lee et al. (2019), who found that transformational leadership improves job engagement, reduces turnover, and enhances effectiveness in student assessment, planning, and parent collaboration.

In Asia, Lee, et al. (2019) also demonstrated that when principals actively promote professional development, teachers are more motivated, and the school benefits from higher overall performance. This behavior-based leadership approach functions as a powerful tool for improving teacher outcomes.

Consistent with this, Bass (1990) and Bass & Riggio (2006) found that transformational leadership enhances performance through satisfaction. Teachers report greater satisfaction when leaders recognize individual contributions (Etal., 2016). Long, et al., (2014) concluded that satisfied employees, nurtured through transformative leadership, are more productive and committed.

In Rwanda, studies by Paul & Taurin (2017) and Obilan (2014) confirmed the application of transformational leadership in secondary schools. However, this study specifically contributes to understanding its impact in the 12-year basic education system of Nyaruguru district, confirming its positive effect on lesson planning, student assessment, and parent collaboration.

5.5 Recommendation of the Teachers on Leadership Behaviours for their Performance

The last specific objective for this study was to identify leadership behaviors recommended by teachers in Nyaruguru district's 12-year basic education that they believe enhance their performance. After both descriptive statistical analysis and thematic analysis, the findings indicate that teachers recommend for a combination of behaviours associated with multiple leadership styles, including democratic, transformational, transactional, autocratic, and laissez-faire. The findings for this study align with previous research, such as a study conducted in India which suggested that no single leadership style is appropriate, thus school leaders should apply different leadership styles to enhance performance of the employees (Tedla, 2021).

Similarly, in Malaysia, Chan et al. (2018) argue that school leaders should adjust their leadership approaches based on situational demands or the stage of school development. Their study emphasized that during critical periods, autocratic leadership may be necessary. Additionally, Sarwar's (2022) research in Pakistan supported the idea that school principals should adopt leadership styles tailored to the developmental level of their staff, reinforcing the idea that fixed leadership styles are less effective. This complements the findings of Shi et al. (2024), which confirmed that different combinations of leadership styles can result in improved teacher performance when contextually applied.

Moreover, Hafeez (2023) argued that mixed leadership styles significantly impact both teacher performance and overall school effectiveness in Pakistan. Iqbal (2021)

added that the influence of various leadership styles varies depending on the performance indicators used—some styles may boost measurable outputs, while others enhance internal outcomes such as motivation and engagement. These results are further reinforced by international research. For example, Sithy and Thowfeek (2020) in Sri Lanka found that multiple leadership styles had measurable effects on teacher performance. In the same light, Imhangbe, et al., (2019) in Nigeria demonstrated that collective use of leadership styles explained a substantial variation in teachers' job performance. Briggs (2023) further confirmed that no single leadership style fits all contexts, calling for situational leadership.

Telda, et al., (2021) in Eritrea supported the findings by showing that no leadership style is always effective. Based on empirical evidence, their study rejected rigid traditional leadership structures and recommended that school principals integrate democratic and situational leadership to enhance performance. The study also emphasized behaviors found across leadership styles such as promoting innovation, shared vision, collaboration, and empowering followers to become leaders, as advocated by Silins (1994).

Kurian, et al., (2024) added that effective school management depends on flexible leadership. They noted that leadership styles are shaped by attitudes, behaviors, thoughts, and emotions, which interact dynamically with organizational contexts. Therefore, rigid application of any one style limits responsiveness. Ali (2017) echoed this argument, stating that the most suitable leadership approach depends on school context and staff maturity, requiring dynamic shifts between leadership styles. This perspective is supported by empirical studies such as Chen et al. (2022)

and Brauckmann and Pashiardis (2011), which found positive outcomes in schools led by adaptable leaders.

Similarly, Bäcklander (2019) emphasized that an effective leader must recognize the demands of a given situation and adapt their leadership style accordingly. Goleman et al. (2015) also reinforced that there is no universal model of leadership, urging leaders to develop a broad skill set capable of addressing changing organizational conditions (Kim & Yoon, 2015).

Lastly, the findings from this study indicate that although headteachers in Rwanda use various leadership styles, teachers recommend a more balanced and responsive approach. While Paul and Toyin (2017) in Gasabo and Obilan (2017) in Kicukiro reported the frequent use of democratic, transformational, autocratic, and laissez-faire leadership styles, the moderate to low performance levels in the 12-year basic education system suggest that none of these styles alone sufficiently meets the needs of teachers. This supports the argument that an integrated leadership approach—tailored to the situation and the needs of the team—is more effective than rigid adherence to a single style.

CHAPTER SIX

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

6.1 Introduction

This chapter presents a synthesis of the study, offers conclusions based on the study objectives, and provides recommendations for stakeholders in the education sector. It also shows areas that require further research. The main aim of the study was to assess the effect of headteachers' leadership styles on teachers' performance in 12-Year Basic Education schools in Nyaruguru District.

The study was guided by four specific objectives: to analyze the impact of democratic leadership on teachers' performance; to evaluate the effect of autocratic leadership on teachers' performance; to assess the implications of transformational leadership on teachers' performance; and to identify leadership behaviors that Nyaruguru district's 12 year-basic education teachers recommend for improving their performance. These objectives were addressed using a mixed-methods approach, providing both statistical and qualitative insights into how leadership styles affect key aspects of teachers' performance, including instructional planning, student assessment, and collaboration with parents.

It begins with a brief summary of the study findings, followed by conclusions made based on each objective. I then lists recommendations for policy and practice, and finally proposes areas for future study. By connecting the study's findings to theoretical frameworks and contextual realities, the chapter intends to inform leadership development and enhance teacher effectiveness within Rwanda's basic education.

6.2 Summary of the Study

This study investigated the effects of headteachers' leadership styles on teachers' performance in 12-year basic education in Nyaruguru district-Rwanda. The study aimed to explore the impact of democratic leadership style on teachers' performance, to evaluate the effects of autocratic leadership style on teachers' performance, to assess the implications of transformational leadership style on teachers' performance, and to evaluate Nyaruguru district 12 year-basic education teachers' recommendations of leadership behaviours which can enhance their performance.

The study employed a mixed-method approach, combining both quantitative and qualitative data collection to provide a broad understanding of the effects of leadership styles on teachers' performance in terms of instructional planning, student assessment, and teacher-parent collaboration. The mixed data has also helped to evaluate the recommendations of the teachers to enhance their performance. After analysis of the data, the findings were classified into category of the specific objectives:

6.2.1 Democratic Leadership and Teachers' Performance

Both quantitative and qualitative data confirm that democratic leadership style positively affect the performance of the teachers in terms of instructional planning, collaboration with parents, and students assessment in 12-year basic education in Nyaruguru district. In this leadership style, headteachers, encourage, collaborating, allows teachers to set priorities, Involve them in decision-making, promotes social relationship, use meeting to solves differences among the workers, and share school plan to teachers prior implementation. encourages teachers to motivating environment

where teachers feel empowered to participate in decision-making process. These improves work motivation, satisfaction, collaboration, autonomy, commitment, and this results in overall performance of the teachers.

The study aligns with participative theory which emphasize that when employees are involved in decision-making, they feel engaged and motivated to perform their duties (Lewin, 1939). These findings could not be generalized since the performance of the leadership styles could depend on the types on aim of the organization. This theory x emphasized that the leaders consider the employees are considered to unmotivated and need supervision to perform their responsibilities (McGregor, 1960).

6.2.2 Autocratic Leadership and Teachers' Performance

Autocratic leadership style was found to have a detrimental impact on teachers' performance. Autocratic leaders don't involve teachers in decision-making process, use position power to show the superiority to the teacher, threaten teachers with punishment, allocate tasks without teachers' will, set instructions for teachers' tasks and prohibit any deviation. It was found that the application of this leadership style this leadership style lead to low performance through limitation collaboration where teachers learn from another, or headteacher guide teacher, inefficient decision by the headteachers, lack of satisfaction by the teachers, and lack of motivation lack of commitment and accountability.

Although, it was found the negative effect of autocratic leadership style in 12 year of Nyaruguru district, different findings were found in Ghana where Amplo

(2019) found that coercive supervision of the lesson preparation and the lesson delivery by the headteachers lead to positive performance of the teachers. This study suggested the government of Ghana to make a requirement of the evidence of direct supervision of the teachers. The findings contradict McGregor's Theory X, which suggests that autocratic leaders assume workers lack motivation and need control. This theory believes that employees, are reluctant to change and need coercive supervision for good production (McGregor, 1960). In 12-year basic education where collaboratioteachern and teacher' autonomy are key, this approach approach is a barrier for the teachers to achieve their full potential because learn from one another to complete their tasks.

6.2.3 Transformational Leadership and Teachers' Performance

The study found transformational leadership tyle showed the significant positive influence on teachers' perfromance through enhancing environment of innovation, creativity, continuous professional growth, motivation, and satisfaction. Teachers under this leadership style engaged in professional development, adopt innovative teaching methods, and work collaboratively with parents to enhance students perffromance. This support the theory of transformational leadership, which focus the role of leaders in inspiring and motivating their team toward higher performance (Bass & Avolio, 1994).

6.2.4 Teachers' Recommendations for Improving Performance

Regarding the recommendations of the teachers about leadership style which they believe to enhance their performance. Both quantitative and qualitative data emphasize on the importance of behaviours of mixed leadership styles to the

improvement of teachers' effectiveness. The recommendations of the teachers are similarly with the findings from the study conducted by which suggested that no single leadership style is effective, thus school leaders should apply different leadership styles to enhance the performance of the teachers (Tedla, 2021).

Regarding democratic leadership behaviors, teachers recommended that headteachers encourage teamwork among staff, consider each teacher's input during discussions, and allow flexibility in how teachers achieve objectives. They also emphasized fostering positive social relationships among staff members and suggested convening meetings when issues arise that require collective attention. Furthermore, teachers recommended that headteachers share ideas when necessary, involve teachers in decision-making, and provide school plans requiring teachers' input prior to implementation.

Lastly, they advised headteachers to guide teachers in setting priorities when multiple tasks related to academic matters need to be addressed. Teachers revealed that democratic leadership behaviours facilitate the creation of the environment which allow positive interdependence where teachers can share knowledge in daily activities including how they assess students, where teachers are motivated to work when headteachers are present or absent, and where they are satisfied with their job and look whatever to polish such as collaboration with parent or improving their lesson plans. The teachers expressed that the presence of this lead to their performance.

In transformational leadership style, teachers recommend that school leaders consider their needs in terms of abilities and aspirations, express confidence that

goals will be achieved, promote bright future, view teachers as individuals with unique abilities and needs, not as members of a group. They look problems from many angles, inspire motivation by communicating the school's vision, clearly outline expectations, seek different perspectives in problem-solving, spend time teaching and coaching, challenge teachers with creative and innovative problems related to their responsibilities, and speak about goal. Teachers explained that transformational behaviors of school leaders significantly contribute to their professional development, enhancing their lesson planning, assessment preparation, and collaboration in supporting students.

In transactional leadership style, teachers recommend that headteachers set clear performance standards and expectations that teachers must accomplish at the school level. They suggest headteachers focus on addressing teachers' mistakes, failures, and complaints, while intervening only when situations become serious. Additionally, headteachers should closely monitor teachers' performance, keep track of mistakes in achieving objectives, and propose solutions for completing assignments.

Teachers also recommend that headteachers take necessary action when issues arise and reward teachers for achieving the objectives related to their responsibilities. The presence of these transactional leadership behaviors motivates teachers to maintain their performance, work towards their goals with clear direction, and stay motivated by the reward system for accomplishing tasks as expected. Concerning recommendations of autocratic leadership behaviors, while potentially harmful to morale, some are vital.

Addressing teachers' mistakes ensures proper instructional planning. Holding teachers accountable for standards improves the accuracy of student assessments. Intervening only in serious situations allows teachers to handle teacher-parent collaboration independently, with leadership stepping in when needed. Although the laissez-faire leadership style is generally associated with negative effects on teachers' performance, teachers identified certain behaviors within this style as beneficial. Specifically, they value being trusted to take on some of the headteachers' responsibilities and having the freedom to choose what tasks to complete and how to accomplish them. This trust in assuming additional responsibilities enhances their confidence, motivation, and commitment to excellence, which is reflected in their lesson planning, student assessments, and communication with parents. Additionally, the freedom to determine how to achieve tasks fosters creativity, personal accountability, and overall performance improvement.

6.3 Conclusions of the Study

This study set out to investigate the effects of headteachers' leadership styles on teachers' performance in 12-Year Basic Education schools in Nyaruguru District, Rwanda. Drawing on empirical data and leadership theories, the study specifically examined democratic, autocratic, and transformational leadership styles, and explored teachers' recommendations on leadership behaviours that enhance their performance.

The findings reveal that the democratic leadership style exerts a statistically significant and positive impact on teachers' performance ($P = .973$, $R = .973$). When headteachers engage teachers in participatory decision-making, foster collaboration, and create an inclusive school environment, teachers demonstrate higher

effectiveness in instructional planning, student assessment, and parent-teacher collaboration. These results align with participative leadership theory, which posits that individuals are more committed and productive when they are involved in decisions that affect their work. The success of democratic leadership in 12-Year Basic Education is further explained by the decentralized nature of instructional responsibilities, where teachers' autonomy, motivation, and sense of ownership are critical to effective implementation.

Conversely, the autocratic leadership style was found to have a negative and statistically significant effect on teachers' performance ($P = -.650$, $R = .650$). This leadership style, characterized by unilateral decision-making, rigid control, and limited teacher input, leads to decreased morale, suppressed innovation, and strained headteacher-teacher relationships. The findings are consistent with the argument in leadership literature that autocratic approaches are often counterproductive in professional learning environments, especially in contexts like public education where authority is shared and collaborative engagement is essential. Moreover, the overuse of this style fosters compliance out of fear rather than commitment, thereby undermining intrinsic motivation and creativity among teachers.

The study also established that transformational leadership style significantly enhances teachers' performance ($P = .917$, $R = .917$). Headteachers who articulate a compelling vision, demonstrate individualized consideration, express confidence in teachers' potential, and stimulate intellectual engagement were associated with higher levels of teacher performance. This finding supports transformational leadership theory, which emphasizes the role of visionary and inspirational

leadership in fostering deep commitment, professional growth, and innovation. In 12-Year Basic Education settings—where oversight is limited and much depends on the teachers’ initiative—transformational leadership is especially effective in cultivating a sense of purpose and professional identity among teachers.

In addressing the fourth objective, the study found that teachers recommend a hybrid set of leadership behaviours drawn from multiple leadership styles. The most endorsed behaviours reflected democratic and transformational principles—such as shared planning, recognition of individual strengths, encouragement of teamwork, and open communication. Teachers also valued selected transactional behaviours, such as setting clear expectations, monitoring performance, and offering appropriate rewards. Interestingly, although autocratic and laissez-faire styles were largely seen as detrimental, certain elements—such as providing direction in emergencies or showing trust by delegating tasks—were considered useful in specific situations.

The study concludes that no single leadership style is universally applicable across all school leadership scenarios. While democratic and transformational styles yield the most consistent positive outcomes, headteachers should adopt a contingency approach, flexibly drawing on various styles depending on contextual demands, task urgency, and the developmental needs of teachers. For example, transactional strategies may be suitable for performance monitoring and accountability, whereas limited autocratic direction may be necessary during crisis management. Similarly, selectively employing laissez-faire behaviours can foster teacher autonomy and build trust when used judiciously.

Implications of the study are both theoretical and practical. Theoretically, the findings contribute to the leadership-performance discourse in developing country contexts, particularly within rural and resource-constrained school systems like those in Rwanda. Practically, the study underscores the need for targeted leadership training programs that equip headteachers with the skills to balance and blend leadership styles appropriately. Policymakers and educational planners should emphasize leadership development as a strategic lever for improving teacher effectiveness and student learning outcomes. Furthermore, ongoing professional development should include reflective leadership practices and data-driven decision-making that center on teacher engagement and school improvement.

In summary, effective school leadership is a key determinant of teacher performance. Headteachers who can adapt their leadership style to promote motivation, professionalism, and collaboration among teachers will be better positioned to advance quality education in 12-Year Basic Education schools in Rwanda and beyond.

6.4 Recommendations

Based on the findings of this study, several recommendations can be proposed to various stakeholders to enhance the effectiveness of school leadership and improve the performance of teachers in the twelve-year basic education system. The study's results demonstrate that leadership styles exert a substantial influence on teachers' performance. Effective school leadership is supported at multiple levels, necessitating targeted recommendations for each group of stakeholders to foster improved educational outcomes.

The government, as the primary authority responsible for appointing headteachers within the 12-Year Basic Education system, should mandate certification in educational leadership and school administration as a prerequisite for school leadership positions. This study revealed that democratic and transformational leadership styles positively influence teachers' performance, while autocratic leadership has a detrimental effect.

Moreover, teachers recommended a blend of leadership behaviours including democratic, transformational, transactional, autocratic, and laissez-faire depending on specific school contexts and needs. By requiring formal certification, the government can ensure that prospective headteachers are equipped with the necessary leadership knowledge, administrative competencies, and practical skills to apply appropriate leadership styles effectively. Such a policy would not only professionalize school leadership but also promote evidence-based practices that enhance teacher motivation, collaboration, and performance.

It is urgently recommended that the Government of Rwanda organize and certifies training programs for in-service headteachers who have not studied educational administration referring to the effects of various leadership styles on teachers' performance and teachers' recommendations of leadership behaviours as shown by the the study. This would provide current headteachers with essential leadership skills, and awareness of the behaviours recommended by the teachers for their performance, thereby improving their effectiveness in managing schools and enhancing teachers' performance.

It is recommended that the government develop and distribute a comprehensive guideline document outlining effective leadership behaviours—particularly those associated with democratic and transformational styles, which were found to positively influence teachers’ performance. This document should also include a range of mixed leadership behaviours drawn from multiple styles, as the study revealed that no single leadership approach is suitable for all situations. Additionally, it should highlight leadership behaviours shown to negatively affect teacher performance, such as those linked to autocratic, to help stakeholders avoid their misuse.

The district, as the supervisory authority for twelve-year basic education within its jurisdiction, should prioritize enhancing school leadership when allocating funds or support from educational stakeholders. Evidence from the study indicates that school leadership is a pivotal factor influencing teachers’ performance. Headteachers should carefully evaluate the impact of different leadership styles before selecting the most appropriate one, depending on the specific situation they are addressing. The findings of this study can serve as a reference, helping headteachers understand the leadership behaviors recommended by teachers within the chosen leadership style.

The study recommends that the headteachers of 12-Year Basic Education actively involve teachers in decision-making process, and share school plans with teachers prior to implementation. They should also provide intellectual stimulation, serve as role models through idealized influence, and consider teachers as individuals with unique needs and abilities. These practices contribute to greater satisfaction, motivation, engagement, and overall effectiveness in fulfilling their professional responsibilities.

6.5 Areas for Further Studies

The findings of this study reveal many areas that demand for further studies. It is recommended that the future research be conducted on the influence of headteachers' leadership styles on teachers' performance in public schools of Nyaruguru District to broaden the understanding of how leadership styles affect teachers in all secondary schools, not only in 12-Years Basic Education. Similarly, comparing the effects of headteachers' leadership styles on teachers' performance in public and private Schools in Nyaruguru District. Lastly, further research is suggested to use experimental research method to examine if there will be a change in the outcome.

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APPENDICES

APPENDIX I: CONSENT LETTER

Dear Respondent,

I am a PhD. Student at The Open University of Tanzania, Department of Education Management. I am in the process of carrying out a research project on “**Effect of Headteachers’ Leadership Styles on Teachers’ Performance in 12-year Basic in Nyaruguru district-Rwanda**”.

I wish to kindly beg you to provide your opinion and views of your experience on the issues of headteachers’ leadership styles and how it affect teachers’ performance by filling in this questionnaire.

The findings of this research will be treated with utmost confidentiality and will help in providing information that can be used for improving headteachers’ leadership styles through informed policy making and educational practices.

This survey is voluntary and all the information given will only be used for purposes of this research and will be treated as highly confidential. Kindly fill the questionnaires as objectively as possible. Please, answer all the questions from all sections that are relevant to your school and teaching and learning process.

Any enquiry, please contact me on: +250783184534, or my email: brucemahoro250@gmail.com. Thank you for your cooperation.

Uwamahoro Bruce,

APPENDIX II: QUESTIONNAIRE FOR TEACHERS

Section A: Background Information of the Teachers/ *Amakuru y'ibanze y'abarimu*

Instructions

Please tick the most appropriate answers. /*Shyira akamenyetso ku gisubizo gikwiye.*

i. Gender / *Igitsina*

1. Male ☐

2. Female ☐

ii. Age/ *Imyaka*

18-25 years ☐

26-33 years ☐

34-41 years ☐

42-49 years ☐

50 and above ☐

iii. Working Experience/ *Uburambe mu kazi*

1-5 years ☐

6-10 years ☐

11 years and above ☐

iv. Level of Education/ *Urwego rw'amashuri*

A2 ☐ A1 ☐ A2 ☐ Master ☐

Section B: Please tick in the number corresponding to the appropriate response depending on your level of agreement with your headteacher's leadership style: /
Shyira akamenyetso ahari umubare ugendanye n'igisubizo cy'uko ubona imiyoborere y'umuyobozi w'ishuri ukoreramo.

Strongly agree (1)/ *Ndabyemera cyane*, Agree(2)/*Ndabyemera*, Neutral (3)/*Simbyemera kandi sinabihakana*, Disagree(4) /*Simbyemera*, Strongly disagree (5)/*Simbyemera cyane*

Iv. Leadership Styles as Perceived by Teachers/ *Imiyoberere y'ishuri mu mboni z'umwarimu*

No.	Items of leadership Styles	1	2	3	4	5
1	Headteacher allows us to share ideas with him/her when it is needed. / <i>Umuyobozi w'ishuri aduha umwanya wo gusangira nawe ibitekerezo iyo bikenewe.</i>					
2	Headteacher allows us to use different ways of doing thing if we are committed to the objectives. / <i>Umuyobozi w'ishuri atwemerera gukoresha uburyo butandukanye kugirango tugere ku ntego twiyemeje.</i>					
3	Headteacher always express confidence that goals will be achieved. / <i>Buri gihe umuyobozi w'ishuri aba afite ikizere ko intego z'igikorwa runaka ziri bugerweho.</i>					
4	Headteacher always hope for bright future. / <i>Buri gihe umuyobozi aba afite icyizere ko ahazaza h'ibijyanye n' ibikorwa dukora ku ishuri ari heza.</i>					
5	Headteacher always shows us that we are under him or her. / <i>Buri gihe umuyobozi atwereka ko turi muni y'ibirenge bye.</i>					
6	Headteacher always threat us with punishments in order to get us achieve the objectives. / <i>Buri gihe umuyobozi adukangisha ibihano kugirango tugere ku ntego z' igikorwa dusabwa gukora.</i>					
7	Headteacher articulate a compelling vision of the future. / <i>Umuyobozi w'ishuri adusobanurira icyerekezo cy'ishuri cy' ejo hazaza.</i>					
8	Headteacher considers teachers as individual, not as a member of a group. / <i>Umuyobozi w'ishuri afate umwarimu ku giti cye ntabwo amufata nk'ugaragaza abarimu bese.</i>					
9	Headteacher considers the needs of teachers in terms of abilities and aspirations. / <i>Umuyobozi w'ishuri yita kubyo umwarimu akeneye mu bijyanye no kongera ubushobozi bwo gukora akazzi ndetse n'ibyo yifuza kugeraho mu kazi.</i>					
10	Headteacher doesn't accept the opinions of the teachers. / <i>Umuyobozi w'ishuri ntabwo ajya yemera ibitekerezo by'abarimu.</i>					
11	Headteacher encourages teamwork in teachers. / <i>Umuyobozi w'ishuri adushishikariza gukora nk'abaguze itsinda rimwe.</i>					
12	Headteacher encourages us to look problems in many angles. / <i>Umuyobozi w'ishuri adushishikariza kureba ikibazo mu Nguni nyinshi kugirango tugishakire igisubizo.</i>					
13	Headteacher helps teachers develop their strength. / <i>Umuyobozi afasha abarimu kuzamura ubushobozi.</i>					
14	Headteacher inspires teachers' motivation by telling them about the					

No.	Items of leadership Styles	1	2	3	4	5
	future vision and informing them about the school's expectations. / <i>Umuyobozi atera imbaraga abarimu ababwira icyerekezo cy'ahazaza h'ishuri ndetse ababwira n'icyo ishuri ribashakaho.</i>					
15	Headteacher involves teachers in decision-making. / <i>Umuyobozi w'ishuri ahyiramo abarimu mu gihe cyo gufata imyanzuro.</i>					
16	Headteacher knows what motivates me. / <i>Umuyobozi w'ishuri azi igitera imbaraga buri mwarimu.</i>					
17	Headteacher makes the decision without consulting the teachers. / <i>Umuyobozi w'ishuri aafata ibyemezo atitaye ku barimu.</i>					
18	Headteacher monitors teachers time to time for ensuring that we are working well. / <i>Umuyobozi w'ishuri ahora agenzura abarimu umunota ku munota kugirango amenye ko bakora akazi neza.</i>					
19	Headteacher proposes way of looking at how assignment can be completed. / <i>Umuyobozi niwe ugena uburyo abarimu bari bushyire mu bikorwa ibyo basabwa.</i>					
20	Headteacher seek different perspectives when solving problem. / <i>Umuyobozi ashaka ibitekerezo bitandukanye mu barimu mu gihe akemura ikibazo.</i>					
21	Headteacher spends a time teaching and coaching teachers. / <i>Umuyobozi afata umwanya akigisha abarimu akanaberekera uko ibintu bikorwa.</i>					
22	Headteacher talks enthusiastically about what needs to be accomplished. / <i>Umuyobozi agaragaza umurava asobanura ibyifuza kugerwaho.</i>					
23	Headteacher tells how we have to teach and we are not allowed to use different ways with what headteacher tells us. / <i>Umuyobozi akena uburyo tugomba kwigisha ntawemerewe gukoresha uburyo butandukanye n'ubwo umuyobozi yagennye.</i>					
24	Headteachers consider the idea of every teacher in discussion. / <i>Mu biganiriro, umuyobozi aha agaciro igitekerezo cya buri mwarimu.</i>					
25	Headteachers set instructions of how everything related to teaching should be done and forbid any deviation. / <i>Umuyobozi akena amabwiriza y'uko ibijyanye no kwigisha bigomba gukorwa ntawemerewe kunyuranya nabyo.</i>					
26	In case when they are many things that are related to the study that need to be done, headteacher allow us to set priorities with his/her guidance. / <i>Iyo hari byinshi bijyanye n'amasomo bikeneye gukorwa, umuyobozi w'ishuri atwemerera guhitamo iby'ingemzi akaba aribyo tubanza.</i>					
27	Performance standard and expectations are set solely for teachers to accomplish. / <i>Umuyobozi ashyiraho ikitegererezo cyo kwesa imihigo kw'abarimu.</i>					
28	School headteacher allocates the tasks without teacher will. / <i>Umuyobozi w'ishuri akena ibyo abarimu bagomba gukora nta ruhare rw'abarimu.</i>					
29	School headteacher provide social relationship between staff members					
30	School headteacher shares plans regarding school activities with us prior to implementation. / <i>Umuyobozi w'ishuri adusangiza ibikorwa by'ishuri biteganywa gukorwa mbere y'uko bitangira gukorwa.</i>					

No.	Items of leadership Styles	1	2	3	4	5
31	The head teacher challenges teachers' intellectual ability by posing a creative and innovative challenge. <i>Umuyobozi w'ishuri afasha abarimu kwagura ibitekerezo akoresheje kubaha imikoro ituma bahanga udushya.</i>					
32	When someone makes a mistake, headteacher punishes him or her for preventing the reoccurrence. <i>/Iyo umwarimu akoze ikosa, umuyobozi w'ishuri aramuhana kugirango ritazasubira.</i>					
33	When something goes wrong, headteacher tells us that the procedures is not working well and establish the new one. <i>/Iyo ikintu kigenze nabi, umuyobozi w'ishuri ashiraho ubundi buryo bwo kugikora.</i>					
34	When things go wrong and headteacher needs them to keep running, he calls a meeting get team advises. <i>/Iyo ikintu kigenze nabi, umuyobozi w'ishuri atumiza inama, isaba ibitekerezo abarimu kugirango kigende neza.</i>					
35	When us, teachers don't understand things in the same way yet we work to achieve the same purpose, headteacher works with us to resolve the differences. <i>Iyo twabwwe, abarimu tutumva ibintu kimwe kandi twese intego ari mwe, umuyobozi ashaka uburyo uko kudahuza bihagarara.</i>					

Leadership Styles	Items	Scores
Democratic	1, 2, 11, 15, 24, 26, 29, 30, 34, 35	
Autocratic	5,6,10,17,18,23,25, 27, 28, 32, 33	
Transformational	31, 22, 21, 20, 19, 16, 14, 13, 12, 9, 8, 7, 4, 3	

Teachers' Performance

	Instructional Planning	1	2	3	4	5
1	I do the course plan for every term./ <i>Ntegura gahunda y'amasomo ya buri gihembwe</i>					
2	I do the unit plan which entails topics, objectives, materials and the assessment on that unit./ <i>Ntegura gahunda y'amasomo irimo ibice by'amasomo, intego, ibikoresho, n'uburyo bwo gupima ibyo abanyeshuri bigishijwe muri icyo gice.</i>					
3	I do scheme of work for every term./ <i>Ntegura ishusho y'ibyo kwigisha mu gihembwe cyose.</i>					
4	I always do the lesson plan before teaching./ <i>Ntegura isomo mbere y'isaha yo kwigisha</i>					
5	I organize the teaching materials before my teaching period./ <i>Nshyira ku murongo ibikoresho mbere y'isaha yo kwigisha</i>					
6	I follow the objectives detailed in the lesson plan./ <i>Iyo nigisha nkurikiza intego nateguye mbere yo kwigisha.</i>					
7	I plan the sequential activities for achieving the objectives./ <i>Ntegura imikoro imfasha kugera ku ntego</i>					
	Assessment	1	2	3	4	5

	Instructional Planning	1	2	3	4	5
8	I use a variety of classroom activities and resources./Nkore					
	I applies the assessment criteria for the activities planned/Nkurikiza ibipimo byateguwe by'isuzuma					
7	I administer the summative assessment at the end of every term/half term./Ntanga isuzuma buri gihembwe					
8	I encourage group work in my teaching./					
9	I provide assessment at the end of unit./Ntanga isuzuma uko ndangije kwigisha buri mutwe					
10	I assess students during the lesson/ Nsuzuma abanyeshuri mu mwanya ndi kwigisha					
11	I provide feedback about the performance after every assessment./Buri gihe ntanga ibijyanye./Ntanga amakuru y'imitsindire nyuma yo kwigisha					
12	Teacher-Parent Collaboration					
13	I have communication with parents of my students/ Nkorana n'ababyeyi b'abanyeshuri bange					
14	I communicate parents about discipline issues./ Nkorana n'ababyeyi ku bijyanye na discipline y'abanyeshuri					
15	I communicate parents about assessment results/Menyesha ababyeyi ibyavuye mu isuzuma ry' abanyeshuri					
16	I enter the class on time./ Ngera mu ishuri ku gihe					
17	I arrive at the school on time./ Ngera ku ishuri ku gihe					
18	I cannot be absent at the school without informing my headteacher./ Sinshobora gusiba ntamenyesheje umuyobozi w'ishuri					

Teachers' Recommendations of the Headteachers' Leadership Behaviour

No	Items of leadership Styles	1	2	3	4	5
1	I recommend headteacher to consider the need of teachers in terms of abilities and aspirations. /Ndasaba umuyobozi w'ishuri kwita ku byo abarimu bakeneye mu bijyanye no kuzamura ubushobozi.					
2.	I recommend headteacher to know and Value what motivates me. /Ndasaba umuyobozi w'ishuri kujya amenya kandi agaha agaciro ibitera ishyamba abarimu.					
3.	I recommend headteacher to set performance standard and expectations that teachers must accomplish at school level. /Ndasaba umuyobozi w'ishuri gushyiraho ibipimo ngenderwaho mu kwesa imihigo kw'abarimu ndetse n'icyo umwarimu yifuzwaho ku rwego rw'ishuri.					
4.	I recommend headteacher to allocate tasks without basing on teachers' will. Ndasaba umuyobozi w'ishuri kugena imikoro y'abarimu atagendeye ku byo abarimu bashaka.					
5.	I recommend headteacher to allow teachers to set priorities with his guidance if they are many things related to the studies that need to be handled out. / Ndasaba umuyobozi w'ishuri kwemerera abarimu kugena ibigomba kwihutirwa gukorwa bagendeye ku cyerekezo abahaye mu gihe hari ibikenewe					

No	Items of leadership Styles	1	2	3	4	5
	<i>gukorwa byinshi.</i>					
6.	I recommend headteacher to allow us use different ways of doing things for achieving the objectives. /Ndasaba umuyobozi w'ishuri kutwemerera gukoresha uburyo butandukanye bwo gukora ikintu kugirango tugere ku ntego.					
7.	I recommend headteacher to always express confidence that goals will be achieved. /Ndasaba umuyobozi w'ishuri kugaragaza ikizere buri gihe cy'uko intego zizagerwaho.					
8.	I recommend headteacher to always express for bright future. /Ndasaba umuyobozi w'ishuri kugaragaza ikizere cy'ejo hazaza buri gihe.					
9.	I recommend headteacher to call teachers' meeting when things go wrong and needs them to keep running. /Ndasaba umuyobozi w'ishuri buri gihe guhamagaza igihe aibintu byagenze nabi kugirango byongere bigende neza.					
10.	I recommend headteacher to concentrate full attention on dealing with teachers' mistakes, failure and complaints. /Ndasaba umuyobozi w'ishuri kwita cyane ku makosa y'abarimu, intege nke ndetse n'ibyo baregwa.					
11.	I recommend headteacher to consider teachers as individual in ability, needs or other things not as a member of group. /Ndasaba umuyobozi w'ishuri ko yajya abona umwarimu nkaho ariwe ku giti cye mu bijyanye n'ubushobozi, ibyo akeneye ndtse n'ibindi byose aho kumufata nk'uhagarariye itsinda.					
12.	I recommend headteacher to consider the idea of every teacher in discussion. /Ndasaba umuyobozi ko yajya aha agaciro igitekerezo cya buri mwarimu mu biganiro.					
13.	I recommend headteacher to encourages teachers to look problems in many angles for solving them. /Ndasaba umuyobozi w'ishuri gushishikariza abarimu kujya batekereza uburyo bwinshi bwo gukemura ibibazo bijyanye n'imyigire n'imyigishirize.					
14.	I recommend Headteacher to encourages teamwork in teachers. /Ndasaba umuyobozi w'ishuri gushishikariza abarimu gukora nk'itsinda rimwe.					
15.	I recommend headteacher to focus their attention toward teachers' failure to meet standard. /Ndasaba umuyobozi w'ishuri kwita kuho abarimu batashoboye gukora ibyo basabwa kugirango babashe kubigeraho.					
16.	I recommend headteacher to help teachers developing their strength. Ndasaba umuyobozi w'ishuri gufasha abarimu kuzamura ubushobozi bwabo.					
17.	I recommend headteacher to inspire teachers' motivation by communicating the school future vision and clearly outlining the expectations the school has for teachers. /Ndasaba umuyobozi w'ishuri gutera umurava abarimu abamenyesha icyerekezo cy'ishuri n'icyo basabwa.					
18.	I recommend headteacher to intervene only when things are serious. /Ndasaba umuyobozi w'ishuri kugira uruhare mu bintu					

No	Items of leadership Styles	1	2	3	4	5
	<i>ari uko byakomeye gusa.</i>					
19.	I recommend headteacher to keep tracking teachers' mistake. <i>Ndasaba umuyobozi w'ishuri guhora agenzura amakosa y'abarimu.</i>					
20	I recommend headteacher to monitor teachers time to time for ensuring that they are working well. <i>Ndasaba umuyobozi w'ishuri kugenzura amakosa y'abarimu umunota ku munota kugirango amenye ko bakora neza.</i>					
21	I recommend headteacher to monitor teachers' performance and keeps track of mistakes in the implementation of the objectives. <i>Ndasaba umuyobozi w'ishuri kugenzura uko abarimu bagera ku mihigo ndetse n' amakosa yabo mu rugendo rwo kugera ku ntego.</i>					
22.	I recommend headteacher to propose teachers the way of looking how the assignment can be completed. <i>/Ndasaba umuyobozi w'ishuri kugena uburyo imikoro abarimu bafite yajya ikorwa.</i>					
23.	I recommend headteacher to provide clear guidance to teachers on instructional method prohibit deviation from the specified approach. <i>Ndasaba umuyobozi w'ishuri gushyiraho inyobora ku buryo abarimu bagomba kwigisha kandi akabuza bantu bose gukoresha ubundi buryo butagenywe nawe.</i>					
24	I recommend headteacher to provide social relationship between staff members. <i>Ndasaba umuyobozi w'ishuri gufasha mu mibanire myiza y'abarimu.</i>					
25.	I recommend headteacher to punish a teacher who commits a mistake for preventing the reoccurrence. <i>/Ndasaba umuyobozi w'ishuri guhana umwarimu wakoze ikosa kugirango ritazasubira.</i>					
26.	I recommend headteacher to rarely call face to face, use phone messages, email to give information instead. <i>/Ndasaba umuyobozi w'ishuri kubonana n'abarimu imbona nkubone gake gashoboka, ahubwo agakoresha ubutumwa bwa telephone na imeyili mu kugira icyo amenyesha abarimu.</i>					
27	I recommend headteacher to seek different perspectives when solving problem. <i>/Ndasaba umuyobozi w'ishuri gushaka ibitekerezo bitandukanye mu gihe agiye gukemura ikibazo.</i>					
28	I recommend headteacher to share ideas with teacher if needed. <i>/Ndasaba umuyobozi w'ishuri gusangira ibitekerezo n'abarimu igihe bikenewe.</i>					
29.	I recommend headteacher to share leadership power with the teachers. <i>/Ndasaba umuyobozi w'ishuri gusangira ubuyobozi n'abarimu.</i>					
30.	I recommend headteacher to spend a time teaching and coaching teachers. <i>Ndasaba umuyobozi gufata igihe yigisha anatoza abarimu uko ibintu bikorwa.</i>					
31..	I recommend headteacher to take a little concern in daily activities as well as proceeding. <i>/Ndasaba umuyobozi w'ishuri kugira uruhare ruto mu bikorwa bya buri munsu abarimu bakora.</i>					
32.	I recommend headteacher to take action toward teachers daily activity when situation becomes very serious. <i>/Ndasaba umuyobozi w'ishuri gufata umwanzuro ku bikorwa bya buri</i>					

No	Items of leadership Styles	1	2	3	4	5
	munsi by'abarimu igihe bikomeye gusa.					
33.	I recommend headteacher to tell the teachers if the procedures for dealing with situation work well or not. If not, establish new one. / <i>Ndasaba umuyobozi w'ishuri kujya abwira abarimu ko uburyo bari gukoresha bakemura ibibazo aribwo cyangwa ataribwo ataba aribwo agashyiraho uburyo bushya.</i>					
34.	I recommend headteacher to trust teachers to perform some of the headteachers' responsibilities. / <i>Ndasaba umuyobozi w'ishuri ko yajya agirira icyizere abarimu, rimwe na rimwe bagakora zimwe mu nshingano zari gukorwa n'umuyobozi w'ishuri.</i>					
35.	I recommend headteacher to use his power in everything done at school. / <i>Ndashaba umuyobozi w'ishuri gukoresha imbaraga z'ubuyobozi mu bintu byose bikoze ku ishuri.</i>					
36.	I recommend headteacher to use punishment for the teachers to achieve the objectives. / <i>Ndasaba umuyobozi w'ishuri ko yajya akoresha ibihano kugirango abarimu bagere ku ntego.</i>					
37.	I recommend headteachers to accept teachers opinions. / <i>Ndasaba umuyobozi w'ishuri ko yajya yemera ibitekerezo by'abarimu.</i>					
38.	I recommend headteachers to give teachers clear expectation of what they must achieve. / <i>Ndasaba umuyobozi w'ishuri ko yajya asobanura neza icyo abarimu bakeneweho.</i>					
39.	I recommend headteachers to rewards teachers if they have achieved the objectives regarding their responsibilities. / <i>Ndasaba umuyobozi w'ishuri ko yajya ahemba abarimu bageze ku ntego zijyanye n'inshingano zabo.</i>					
40.	I recommend my headteacher to accept that the teachers know their responsibilities better than the headteachers and accept them to make decision on how they do their work. / <i>Ndasaba umuyobozi w'ishuri ko yakwemera ko abarimu bazi inshingano zabo kumurusha akabemerera gufata icyemezo cy'uko bagomba gukora akazi kabo.</i>					
41.	I recommend school headteacher to give a little direction to teacher. / <i>Ndasaba umuyobozi w'ishuri ko yajya agira uruhare ruto mu kuyobora abarimu ku byo bagomba gukora.</i>					
42.	I recommend headteachers to challenges teachers intellectual ability by posing creative and innovative challenge related their responsibilities. / <i>Ndasaba umuyobozi w'ishuri gufasha abarimu kwagura ubushobozi mu mitekerereze babaha ibibazo bisaba guhanga udushya mu nshingano zabo.</i>					
43.	I recommend the headteacher to allow teachers freedom to choose what is done and opt the way to do it. / <i>Ndasaba umuyobozi w'ishuri guha abarimu ubwisanzure mu guhitamo ikigomba gukorwa ndetse n'uburyo bigomba gukorwamo.</i>					
44.	I recommend the headteacher to involve teachers in decision-making. / <i>Ndasaba umuyobozi w'ishuri gushyira abarimu mu bafata imyanzuro.</i>					
45.	I recommend the headteacher to let the teachers lead themselves because they can do it as he/ she can. / <i>Ndasaba umuyobozi w'ishuri kureka abarimu bakiyobora kubera ko bashobora</i>					

No	Items of leadership Styles	1	2	3	4	5
	<i>kubikora nk'uko yabikora.</i>					
46.	I recommends headteacher to share school plan which requires teachers' intervention prior to its implementations. <i>/Ndasaba umuyobozi w'ishuri kujya ageza iteganyabikorwa ry'ishuri ku barimu mu gihe rizakenera umusanzu wabo.</i>					
47.	I suggest that the headteacher speaks with enthusiasm about what needs to be achieved. <i>/Ndifuza ko umuyobozi w'ishuri asobanurana icyizere ibikeneye kugerwaho.</i>					
48.	It not necessary to consult teachers during the time of making decision. I recommend headteacher to make decision without consulting the teachers. <i>/Singombwa kubaza abarimu mu gihe cyo gufata umwanzuro. Ndasaba umuyobozi w'ishuri kujya afata umwanzuro atarinze kubaza abarimu.</i>					
49.	When teachers don't understand things in the same way yet they work to achieve the same purpose, I recommend headteacher to work with them to resolve the differences. <i>/Igihe abarimu batumva ibintu kimwe kandi bahuriye ku intego imwe, ndasaba umuyobozi w'ishuri kujya akorana nabo kugirango abafashe kumva ibintu kimwe.</i>					

Items	Leadership style	Scores
Democratic	5, 6, 9, 12, 14, 24, 28, 44, 46, 49	
Autocratic	3, 4, 20, 23, 25, 33, 35, 36, 37, 48	
Laissez-faire	26, 29, 31, 34, 40, 41, 43, 45	
Transformational	1, 2, 7, 8, 11, 16, 17, 22, 27, 30, 42, 47	
Transactional	10, 15, 18, 19, 21, 32, 38, 39	

APPENDIX III: INTERVIEW GUIDE OF THE HEADTEACHERS ON THE EFFECTS OF HEADTEACHERS' LEADERSHIP STYLES ON TEACHERS' PERFORMANCE

Section A: Background Information of the Headteachers

Instructions

i. Gender

1. Male ☐

2. Female ☐

ii. Age

18-25 years ☐

26-33 years ☐

34-41 years ☐

42-49 years ☐

50 and above ☐

iii. Working Experience

1-5 years ☐

6-10 years ☐

11 years and above ☐

1. During the process of addressing a teaching-related issue raised at school, do you involve the teachers in the decision-making?

a. If yes, how does it impact their performance in solving that issue?

B. If no, why?.....

2. How often do you allow teachers the time to share opinions with you?

a. Sometimes b. Always

If it is sometimes, How is their performance during the times when you have allocated time for them to share with you?

If it is always, how is the performance in their duties?.....

3. Do you encourage teachers to work as a team at your school?

Explain the reason of encouraging it or not supporting it.

.....

4. In case of many things which require teachers' participation do allow them to set priorities under your guidance?

If yes, how does it affect their performance?

.....

If no, why?.....

.....

5. In your daily school leading activities, Do you use your position's power to show teachers that you are above them?

How using positions' power or using it affect their performance?

.....

6. Before teachers embark on their tasks, do you explain them punishments if they don't do it?

Why do you it or why don't you do it?

7. Do think that teachers' opinions are important in any in any school situation?

Explain your answer relating it with teachers' performance

.....

8. Do you punish a teacher who have deviated from the task you have assigned them for preventing reoccurrence?

How does it affect their performance?

.....

6. Do you think spending a time teaching and coaching teachers can affect their performance?

Explain your answer

-
8. In your view, can challenging teachers with posing them problem which require innovation and creativity in solving them improve their performance?
- If yes, how?
11. According to you does fulfilling teachers' need affect the performance of their duties including instructional planning, assessing students and communicating parents about performance of their children?
- Explain your answer
-
12. According to you how can talking enthusiastically about the future affects teachers' performance.
13. What is the difference between the task performed by motivated teachers and the one performed by non-motivated teachers?
-
14. As someone who works with teachers daily, which headteacher behaviors do you believe enhance teachers' performance and how?

APPENDIX V: DISTRICT PERMISSION FOR DATA COLLECTION



Ref. No OUT/:PG202101952

12th February, 2024

Managing Director,
12-Years Basic Education Schools,
Nyaruguru District,
Southern Province,
RWANDA.

Dear Manager,

**RE: RESEARCH CLEARANCE FOR MR. UWAMAHORO BRUCE REG NO:
PG202101952**

2. The Open University of Tanzania was established by an Act of Parliament No. 17 of 1992, which became operational on the 1st March 1993 by public notice No.55 in the official Gazette. The Act was however replaced by the Open University of Tanzania Charter of 2005, which became operational on 1st January 2007. In line with the Charter, the Open University of Tanzania mission is to generate and apply knowledge through research.

3. To facilitate and to simplify research process therefore, the act empowers the Vice Chancellor of the Open University of Tanzania to issue research clearance, on behalf of the Government of Tanzania and Tanzania Commission for Science and Technology, to both its staff and students who are doing research in Tanzania. With this brief background, the purpose of this letter is to introduce to you: **Mr. Uwamahoro Bruce Reg. No: PG202101952**), pursuing PHD. We hereby grant this clearance to conduct a

research titled "Examining the Effect of Head Teacher Leadership Styles on the Teacher Performance in 12 –Years Basic Education in Nyaruguru District Rwanda". He will collect his data at your area from 13th February 2024 to 30th August 2024.

4. In case you need any further information, kindly do not hesitate to contact the Deputy Vice Chancellor (Academic) of the Open University of Tanzania, P.O.Box 23409, Dar es Salaam. Tel: 022-2-2668820. We lastly thank you in advance for your assumed cooperation and facilitation of this research academic activity.

Yours sincerely,

THE OPEN UNIVERSITY OF TANZANIA




Prof. Magreth S. Bushesha

For: **VICE CHANCELLOR**

APPENDIX V: DISTRICT PERMISSION FOR DATA COLLECTION

REPUBLIKA Y'U RWANDA

No./07.02.03/MD.10.02/20²⁴



INTARA Y'AMAJYEPFO
AKARERE KA NYARUGURU
B.P.: 215 BUTARE
E mail :info@nyaruguru.gov.rw
Website : www.nyaruguru.gov.rw

ICYEMEZO CYO GUKORA UBUSHAKASHATSI

Njyewe Dr. MURWANASHYAKA Emmanuel, Umuyobozi w'akarere ka Nyaruguru, mpereye ku byangombwa Mr. UNAMAHORO Bruce (0783184534) yagejeje ku biro by'akarere, ndemeza ko yemerewe gukora ubushashatsi ku

Examining the Effects of Head Teachers' Leadership Styles on the Teachers' Performance in 12-years Basic Education in Nyaruguru District - Rwanda.

akabukorera mu murenge wa/mirenge ya Busanze, Kibeho, Kivu, Mata, Muganza, Murini, Ngera, Nyabimata, Nyaguhizi, Rusenge, Cyahinda.

mu kagari ka/tugari twa (Schools): GS Musebeya; GS Saint Paul; GS Rugerero; GS Rwaniko; GS Sekera; GS Munini; GS Liba; GS Nyabimata; GS Mvumba; GS Rusaniro; GS Saint Laurent; GS Romboka

mu mudugudu wa/midugudu ya.....

kuva ku itariki ya 12/03/2024 kugeza ku itariki ya 30/03/2024.

Turasaba abayobozi n'abaturage kumworohereza mu kazi ke.

N.B.: Usabwe kuzagera Akarere ka Nyaruguru kopi y'ibyavuye muri ubwo bubushakashatsi

Bikorewe i Nyaruguru kuwa 06/03/2024

Dr. MURWANASHYAKA Emmanuel
Umuyobozi w'Akarere ka Nyaruguru

