LEADERSHIP STYLES AND STUDENTS’ ACADEMIC PERFORMANCE
IN SELECTED SECONDARY SCHOOLS
A CASE STUDY OF GASABO DISTRICT, KIGALI, RWANDA

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OCTOBER 2016
DECLARATION

This research is my original work and has not been presented in any other University or for any other award.

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Sign ................. Date........ ..................

I confirm that the work reported in this research project was carried out by the candidate under my supervision.

Mr. Harerimana Jean Paul

Sign........................ Date.................................
DEDICATION

This work is dedicated to my late parents, the foundation of my education, also to my dear husband for availing me all the necessary support I needed.
ACKNOWLEDGMENT

My thanks are expressed to almighty God who protected me and guided me until the end of this project. My appreciation is extended to my supervisors; the previous one: late Dr. Kasimu A. Mugwanya-PhD and my current supervisor Mr. Harerimana Jean Paul for their guidance and also tirelessness and patience in supervising this work and making sure that it is ready in the right time.

I would like to express my sincere gratitude and appreciation to all staff of Mount Kenya University, especially those from School of Education for their continuous support and guidance that contributed to the successful completion of this work.

My heartfelt thanks go to my husband and lovely children for their patience during my absence while studying. I will not forget my dear sisters and brother for their prayers and constant words of encouragement. I’m thankful for my classmates who continued to encourage me during my education.

I ask the Almighty God bless the many friends, colleagues and many others that are not mentioned by name and yet contributed in one way or the other for the successful completion of this work.
ABSTRACT

This study aimed to assess the influence of leadership styles on academic performance of students in public secondary schools located in Gasabo district Kigali Rwanda. It was guided by the following specific objectives: to find out the leadership styles adopted by head teachers of public secondary schools, to analyze the students’ academic performance in public secondary schools of Kigali, Rwanda, and to investigate the relationship between Head teachers’ leadership styles and students’ academic performance in public secondary schools. The study was conducted following qualitative descriptive approach where nine schools were chosen. According to the purpose of this study, teachers who participated in this study were determined using the formula of Taro Yamane where through it 81 participated in this study and the number from each school was drawn using the sampling technique of proportional sampling. The questionnaire was the main tool for data collection because it was addressed to teachers who compose the large number of participants in this study and the interview guide was conducted to head teachers. However, after data collection, SPSS Version 20 was used as adequate statistical software for performing analysis and it helped in conducting statistical analysis like frequencies, percentages, means, and correlation. Then by use of tables, objective by objective the results were presented and interpreted. The following were revealed in the specific objectives; democratic leadership style was highly applied than the remaining leadership styles because its average mean is 3.49 which is interpreted as high mean while others are used moderately, to the second specific objective it was revealed that in selected schools they perform moderately in general but it was revealed that students hold the character of competitiveness among themselves. Finally correlation results revealed that there is a positive relationship of 0.332 between transformational leadership style and performance of students but statistically significant as it is 0.002, positive relationship also was found between democratic style and performance of students of 0.067 but are not statistically significant as it was 0.550, and a negative relationship which is not statistically significant was found between two remaining leadership styles meaning autocratic and laissez-faire and academic performance in selected schools. And at the end, the head teachers are recommended to improve their way in transformational leadership style since it was found as the best factor of student performance.
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LIST OF ABBREVIATIONS AND ACRONYMS

CPD: Continuous Professional Development

LPC: Least Preferred Co-worker

MINEDUC: Ministry of Education

MKU: Mount Kenya University

N.E: National Examination

REB: Rwanda Education Board

SLE: Secondary leaving Examination

SPSS: Statistical Package for Social Sciences
OPERATIONAL DEFINITIONS OF TERMS

Academic performance: Academic performance is the outcome of education— the extent to which a student has achieved their educational goals. Academic achievement is commonly measured by examinations or continuous assessment.

Head teacher: Is the leader in a school, the pivot around which many aspects of the school revolve, and the person in charge of every detail of the running of the school, be it academic or administrative. The head teacher should be involved in making most of the decisions of the school.

Leadership styles: It is the manner and approach of providing direction, implementing plans, and motivating people. They are modes or methods of leadership adopted by various leaders. As seen by the employees, it includes the total pattern of explicit and implicit action of their leaders. Leadership style therefore is the way a leader leads.

Leadership: Leadership is a way of getting people move in the right direction, influencing them to be committed and motivated in order to achieve goals. This is when one establishes a vision and motivates others to move with a passion.
CHAPTER ONE: INTRODUCTION

1.0 Introduction

Leadership style which is the way adopted by authorities in the organization to manage it could influence the performance of the organization according to its activities. Scholars and researchers have identified that the style of leadership or the way used by leaders could influence performance. Thus for the case of school setting leadership styles of school head teachers could influence the academic performance of students.

This study is about leadership styles and students’ academic performance in selected secondary schools in Gasabo district; it is made up of five chapters. Its first chapter encompasses the background of the study, the statement of the problem, objectives of the study, research questions, and significance of the study, limitation of the study, scope as well as the organization of the study. The second chapter encompasses, review of related literature; theoretical literature, empirical literature, Critical Review and Research gap identification, theoretical framework, Conceptual framework and Summary.

Chapter three includes research methodology; research design, target population, Sample size and sampling techniques, data collection methods, data analysis, procedure and ethical consideration. Chapter four is made up of demographic characteristics of respondents, assessing leadership styles in selected secondary schools in Gasabo district, Assessment of students’ performance in selected schools, Assessment of the relationship between leadership styles and students’ performance and summary. The last is chapter five which includes Summary of the findings, Conclusion and Recommendations.
1.1 Background to the study

Student academic achievement is very crucial at every level; from a perspective of an individual, a family, an organization (like a school) and the nation as a whole.

For a school to perform well both in academics and in co-curricular activities, effective leadership is needed. (Cole, 2004), (Sheikh, 2001) described a leader as a person who motivates a group of people to achieve its tasks and maintain team unity throughout the process. Also, Schermerhorn, Hunt and Osborn (2000: 287) define leadership as a case of interpersonal influence that get individuals, or groups of people to do what the leader wants to be done. A leader unifies, embodies the opinion of the people to any desired goals. According to Sushila (2004), the head teacher is the leader in a school, the pivot around which many aspects of the school revolve, and the person in charge of every detail of the running of the school; academic or administrative. Likewise, Finn (2002:1) maintains that the most important thing to an organization is the quality of its leadership, particularly the quality of the head teacher in a school setting. In this context, Hurley (2001:2) upholds that the head teacher is the answer to a school’s general development and improvement of academic performance, in that an effective head teacher creates an environment that stimulates an enthusiasm for learning.

Wilmore (2002) states that head teachers play diverse roles: they are responsible for effecting education policy, keeping track of all activities within the school and ensuring that their schools run smoothly. Sashkin and Sashkin (2003:8) maintain that leadership matters because leaders help reduce ambiguity and uncertainty in organizations or society. Leaders take constructive acts to achieve long-term goals and provide clear positive reasons for their actions, goals, and accomplishments. It is important for him/her therefore to adopt an administrative style that will nurture, inspire and sustain an enabling environment for academic excellence. Leadership style is a key factor to improve the condition of any
department and also the same in school aspects. Functional schools and outstanding performance thus do not exist without effective leadership style. The leadership style of the head teacher is of utmost importance in the school performance.

Kendra (2011) cites leadership styles as the characteristic that critically define the leaders in organizations. He further stresses that, leadership styles are mix- and –match of various traits and will in some way influence the culture of the whole organization.

Different experts have identified different leadership styles with distinctive characteristics. For example (Avolio and Bass, 2002) presented full range leadership theory according to which three leadership styles known as transactional, transformational, laissez-fair were identified while Omolayo (2009) identified three more head teacher leadership styles including laissez-faire. They are autocratic, democratic, and laissez-faire. Mwalala, (2008) observes that authoritarian and harsh climate leads to poor of students. Laissezfaire leadership style may result in indiscipline due to non-enforcement of rules and regulations in a school leading to poor performance.

A democratic style is characterized by co-ordination, co-operation and by collaboration. (Yulk, 2005), discovered that autocratic leadership style allows no participation in decision and laissez-faire which is also known as free-rein leadership style empowers subordinate to work with freedom and free-will.

Kabuchi & Gitau (2010) on their studies on influence of head teachers’ leadership style on pupils’ performance in Kenyan public primary schools found out that, there was significant relationship between head teachers’ leadership styles and pupils’ academic performance. Further these researchers found that, democratic leadership style was the most widely practiced followed by Laissez – faire and finally autocratic.

In Rwanda, a recent study conducted by Nganizi (2015) in Kicukiro in Nine Years Basic Education found that schools with democratic leadership styles perform better than other
schools. However this study explored the influence of leadership style adopted by head teachers in public schools of Gasabo district on performance of students.

1.2. Statement of the Problem

The purpose of Secondary education is to impart knowledge and skills to the learners so that they can properly serve the society according to their roles and responsibilities as good citizens. In this respect, having a knowledge based economy, Rwanda has put relentless effort to education by establishing many 9 and 12 Year Basic Education schools throughout the country. Given the importance attached to education, every district in Rwanda is striving to improve on the quality of education and students’ academic achievement.

Nonetheless, Statistics by REB (2012) show that, some schools especially those having 9 / 12 YBE program perform poorly in national examinations at ordinary level while others perform well. The majority of Students in Gasabo district have been performing poorly over the last three years. In the past five years Students’ performance in the schools has been deteriorating. While a few Students excel in their examinations, the majority perform poorly (Gasabo District Education Office, 2013). For instance, in 2010, only 25% of the entire Secondary Leaving Examination candidates got division one and in 2011, they were only 30 candidates. Similarly, in 2012, only 40 candidates obtained division one. It is generally believed that students’ poor performance is due to head teachers’ leadership styles. So, improving learning outcomes requires an approach to leadership development, which focuses on leadership styles. This means attempting to change the mind-set of leaders to regard the processes of teaching and learning as central to their role rather than simply leaving such matters to teachers, Bush and Bell (2007). This study therefore investigated the effects of leadership styles of school head teachers on students’ performance in selected public secondary schools within Gasabo district.
1.3 Objectives of the research

This research holds both general objective and specific objective

1.3.1 General objective

The general objective of this research was to investigate the relationship between leadership styles adopted by head teachers in Gasabo district on academic performance of students.

1.3.2 Specific objectives

This study was guided by the following objectives:

i. To find out the leadership styles adopted by head teachers of public secondary school in Gasabo district

ii. To analyze the students’ academic performance in public secondary school of Gasabo District, Kigali-Rwanda

iii. To investigate the relationship between Head teachers’ leadership styles and students’ academic performance in public secondary school of Gasabo District, Kigali-Rwanda.

1.4. Research questions

i. What are the leadership styles of secondary school head teachers in Gasabo District Rwanda?

ii. What is the level of students’ academic performance in Gasabo district, Kigali, Rwanda?

iii. Is there any relationship between Head teachers’ leadership styles and students’ academic performance in secondary school of Gasabo District, Kigali, Rwanda?
1.5 Significance of the study

Findings of this study are beneficial to a number of stake holders. They include; head teachers, educational policy makers, teacher education institutes and parents.

Head teachers School leader: Findings of this study are crucial to head teachers by providing information on how leadership styles and other factors influence academic achievement of students in school. This gives them an insight into the types of leadership styles that are deemed appropriate for schools and can lead to achievement of set school goals. Similarly, the study findings could provide guidelines that would help head teachers to identify their areas of strength and weaknesses and make necessary adjustments to fill the gaps in their roles.

Educational policy makers: As evidenced by empirical literature, school leadership to a certain extent influences students’ academic achievement. Therefore, the findings of the study could be used by educational policy makers in formulating policies on school leadership and management so as to enhance efficient and effective leadership and students’ performance.

Teacher education institutions: The study is important to the teacher education institutions such as University of Rwanda, College of Education and other organizations which train or organize training of head teachers in areas of educational administration and management. The study will provide information that can be based on to plan and organize trainings in educational administration and management.

Parents: Parents play a crucial role in school management and work in conjunction with head teachers. Therefore, this study provides to them information on the leadership styles that are more effective and can lead to good school results.
Inspectors of schools: the study is important to inspectors of school as it provides an insight into the possible leadership styles which can be implemented in schools and yield good results in terms of achievement of school goals.

Lastly, the study is expected to add to the existing body of knowledge and act as a stepping-stone for later researchers in similar studies. The information gathered from this study could be used for further studies in the field of school administration and management.

1.6 Limitation of the Study

This research was limited by biasness of teachers and head teachers who were not free to give real information about their schools. The researcher promised to take the information provided as confidential as possible so it would not affect them in any way. Some questions were not placed under their specific sub headings on the questionnaire. This was intended to avoid inductive awareness of what was being measured thus reduce the biasness to specific questions.

1.7 Scope of the study

The scope of study is a section of a research paper that explains what information or subject is being analyzed. Most research is limited in scope by sample size, time and geographic area. Thus the scope of the study will be composed of the geographical scope, content scope and time scope. Geographical scope shows where the study will be carried out where as content scope will show what will be focused on in the study and the time scope will be showing the years the study will be limited to.

1.7.1 Geographical scope

Geographically, the study covered 54 secondary schools based in Gasabo district. The study was mainly concerned with how leadership styles of school head teachers’ impacts on performance of students. The rational of focusing on Gasabo district it that it has schools which are in remote areas considered as rural and it is a district with great number of public schools as are the focus of this study.
1.7.2 Content scope

The study focused on leadership styles and students’ academic students in selected schools of Gasabo district and explored leadership styles used in secondary schools to examine types of leadership styles which are used, the way they are used and challenges met in using them, the level of students’ academic performance in Gasabo district and to see if there is any relationship between Head teachers’ leadership styles and students’ academic performance in secondary school of Gasabo District, Kigali, Rwanda?

1.7.3 Time scope

To have a clear picture of students’ performance, the study was limited to five years that is, from 2010 to 2016, this was more informative and it gave enough data on the problem addressed.

1.8. Organization of the study

This research project is composed by five chapters where the first chapter shows what was expected to be done all along this study. It starts with background of the study, problem statement, objectives of the study, research questions of the study, significance of the study, scope of the study, and lastly there is a part of expected limitations for the study. The second chapter is about literature review from previous authors on leadership styles, student academic performance, and how leadership style is related to the academic performance of students. The third chapter is about al methods and techniques especially on field and after data collection in order to achieve the objectives of this study. The fourth is about analysis and interpretation of the results, and the fifth is about summary, conclusion and recommendations of the study.
CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter will review the relevant literature relating to head teachers’ leadership styles and students’ academic performance. Research on the subject of the leadership style in education in Rwanda is scarce. Therefore, this review relies mainly on literature available in other countries that is relevant to the study, especially relating to the variables of leadership styles concerned with task and people, and students' performance. It describes both theoretical and empirical literatures as well as conceptual frame work. Also, it highlights the theoretical framework, critical review and summary.

2.1 Theoretical literature:

In this section, the researcher will present different concepts such as, importance of Leadership, Head teachers’ leadership styles and students’ achievement, the most effective Leadership style, Characteristics of effective school leadership, Head teachers’ professional development, policy and planning

2.1.1. Importance of leadership

Armstrong (2004) defines leadership as influence, power and the legitimate authority acquired by a leader to be able to effectively transform the organization through the direction of the human resources that are the most important organizational asset, leading to the achievement of desired purpose. Moreover, Cole (2002) defines leadership as inspiring people to perform. Even if an institution has all the financial resources to excel, it may fail dismally if the leadership does not motivate others to accomplish their tasks effectively. The
quality of the school in any given nation is affected by how the internal processes work to constantly improve its performance thus head teachers are faced with the task of increasing student achievement while maintaining order through acceptable student behavior which may require changing school performance (Tableman, 2004).

Besides, in most school systems, a head teacher is required by the systemic authorities to improve student learning and is held accountable for it by building commitments in developing a shared vision for motivating and energizing the teachers and students Ross & Gray, (2006).

Effective school research reveals that there is a very significant leadership effect not only on the student learning, but also on an array of school conditions as well. Leadership is a very strong predictor of school performance Leithwood & Jantzi, (2007). There is consensus among scholars that the importance of effective leadership cannot be overemphasized. Sashkin and Sashkin (2003:8) maintain that leadership matters because leaders help reduce ambiguity and uncertainty in organizations or society and take constructive acts to achieve long-term goals and provide clear positive reasons for their actions, goals, and accomplishments. In essence, leaders add clarity and direction to life and make life more meaningful. School leaders are drivers of school improvement, determiners of achievement focus, and leaders of the school community (Hall, 2002). They set the tone for their buildings, provide leadership and direction for their schools’ instructional programs and policies, and sustain professional development for school personnel and themselves, and nurture personalized school environments for all students (Tirozzi, 2001)

School leaders, in sum, set forth the conditions necessary for teachers to implement change, the integral component of the school improvement process (Zepeda, 2007)
Schermerhorn et al. (2000) maintain that leadership is the heart of any organization because it determines the success or failure of the organization. In an organization such as a school, the importance of leadership is reflected in every aspect of the school: instructional practices, academic achievement, students’ discipline, school climate, etc. For instance, the Social Policy Research Association’s findings as reported by Soukamneuth (2004) on how leaders create circumstances for positive inter-group relations and a caring and safe environment indicate that strong leadership is of great importance.

Hargreaves, (2002) claim that Leadership plays an important role in the school effectiveness and school improvement and this importance has always been emphasized by the researchers from the field of school effectiveness and school improvement. According to Moorhead and Griffin (2004) effective leadership increases an organization’s ability to meet all challenges, including the need to obtain a competitive advantage, foster ethical behavior and manage a diverse workforce fairly and equitably thus increasing students’ performance.

Most educational experts consider administrators as the driving force and main source of the organizational development and academic growth of students Gamage & Pang (2006); Educational leaders play important role with the intension to make teaching and learning more effective and to give quality education to students.

Dinham, (2005) found that school leadership is the most important element which can play an important role in the success of a school.

The head teacher monitors student progress to provide individual attention for specific students and to identify areas of curriculum and instruction in need of change or improvement in the school Hale & Rollins (2006).
Effective and successful school leaders are able to develop and cultivate positive relationships and can motivate teachers to exert extra effort in their work, which in turn was related to teaching and learning Eyal & Roth (2011)

Murphy, Elliott, Goldring, and Porter, (2007) asserts that the effective school leaders are particularly attentive to ensure that there are different mechanisms for teachers to communicate and work collectively.

In conclusion, arguably it can be stated that school leadership has a significant role on school effectiveness and school improvement (Wallace, 2002).

2.1.2. Head teachers’ professional development

Even after receiving adequate training, teachers remain lifelong learners. Due to the ever dynamic and changing nature of the professional demands, and the development of professional practices, training is a continuous process which lasts for the duration of the career of a committed professional teacher. Teaching is a lifelong learning profession and therefore head teachers should be at the forefront of learning. This is because head teachers are in charge of schools, which operate as professional learning communities. Research indicates that an organization’s ability to improve and sustain improvement largely depends upon its ability to foster and nurture learning communities (Mullins, 2005).

As observed by Kyeyune (2008), there is a gap in leadership training to prepare head teachers for their roles. Given the education reforms and the many challenges, which come with the reforms, educational leadership is increasingly becoming a big concern. Secondary schools today are faced with challenges that emphasize the demand for effective leadership.

Such head teachers do not just require training in general education administration, but specialized training which is capable of imparting the necessary management and leadership skills. There is therefore a need for a continuous professional development program for the
head teachers. Head teachers play many roles Kyeyune, (2008), describes them as change agents, they must not only manage but lead. For any reforms to succeed, head teachers, as gatekeepers, must be up to the task and hence the need for continuous professional development. In support of this, (Fullan, 2001) alludes that the illiterates of the 21st century are not those who cannot read and write, but those who cannot learn and unlearn. School management trainings play an important role towards school effectiveness. The contemporary education systems place a high value on school management trainings for attaining improved learning outcomes. Khan &Day (2008 ) An administrator who not only understands the difficult induction year, but also plans and adjusts for a supportive one, has an opportunity to establish a successful teacher for a lifelong career. (Honaker, 2004)

The findings of the study reveal that school management trainings equip principals with desired school management skills which enable them to manage respective schools effectively (Khan, Ahmad, Ali and Fayyaz ur, 2011)

2.1.3. Policy and planning

One of the core functions of a head teacher is to provide direction to his/her subordinates. The head teacher’s greatest leadership responsibility is that of formulating and articulating the vision of the school. According to Nsubuga (2008), Effective school performance requires visionary leadership. It is through shared vision and mission that the head teacher will be able to offer a sense of direction to his staff. All the staff should be able to have a shared understanding on where the school should be in the foreseeable future.

Strategic planning is a very important process in the life of every organization. While a few schools had strategic plans a majority did not. Although the effect of the strategic plans on the school’s performance was not apparent, it says a lot about the type of leadership in the school.
As a leader, when one fails to plan, then he/she has planned to fail. In this era of results oriented management, management and staff cannot perform well if the goals of the institution and the tasks of the different players are not clearly articulated.

2.1.4. Head teachers and leadership styles

The leadership style of a leader is the combination of behaviors as task and relationship. The term style is almost comparable to the manner where the leader influences subordinates (Lunenburg & Ornstein, 2004). Leadership styles or traits are the characteristic way in which a leader uses power, makes decision, and interacts with others. Leadership style is an inbuilt, relatively enduring attribute of our personality which provides us motivation and determines our general orientation when exercising leadership Kunwar (2001). Several studies were conducted during the 1950s and 1960s to investigate how managers could use their leadership styles to increase employees’ level of job satisfaction (Northouse, 2004). Every organization and institution likes to promote the satisfaction and effectiveness of its employees. The appropriateness and effectiveness of leadership style depend on the operating situation in which a leader matches his/ her leadership style with the task of their followers (Hersey, Blanchard, & Johnson, 2001). Leadership style affects a range of factors such as job satisfaction, performance, turnover intention, and stress (Chen & Silverthorne, 2005) and so contribute to organizational success (Rad & Yarmohammadian, 2006) in case of a school students academic performance. Studies have proven that effective school leadership is essential to improve the efficiency and equity of schooling. According to (Ngumi, 2003) the head teachers’ leadership styles do impact on teachers’ job satisfaction
2.2. Empirical literature

This section is about research studies related to head teachers leadership styles and students’ performance conducted earlier. The researcher will draw various ideas from these studies to carry out and enrich this research.

Research studies show that students’ performance depends on many factors such as leadership styles, learning facilities, gender and age differences, and other factors that can affect student performance (Hansen., 2000).

2.2.1. Leadership styles of secondary school head teachers

Different researchers and academicians alike have come up with different leadership styles. Every leader in every organization performs certain roles/tasks for the smooth operation of the organization and improvement of organizational performance. The manner in which the leader performs these roles and directs the affairs of the organization is referred to as his/her leadership style (Oyetunyi, 2006).

According to Oyetunyi (2006:31), leadership style therefore is the way a leader leads. Some leaders are more interested in the work to be done than in the people they work with, whilst others pay more attention to their relationship with subordinates than the job. The leader’s emphasis on either the task or human relations approach is usually considered central to leadership style. Leaders express leadership in many roles, amongst others, formulating aims and objectives, establishing structures, managing and motivating the personnel and providing leadership (Daresh, 2002:11).

Most of the studies done on leadership styles and performance have different opinions either in agreement or disagreement on the various leadership styles employed by various managers. Linet Afandi Budohi (2009) carried out a study on the effect of principals’ leadership styles on the academic achievement of students in public secondary schools in
Lurambi division, Kakamega county, Kenya and revealed that most principals used autocratic leadership style by occasionally delegating authority; seldom involving teachers in decision making and ensuring all teachers understand their roles in school.

Mohammed (2012) studied the impact of head teachers’ leadership styles on performance in Mombasa District, Kenya. The results indicated that the most used styles were democratic and autocratic or dictatorial. The results also indicated that the principal did not involve all stakeholders in decision making and running of the schools and that no relationship existed between principal’s leadership styles and the student’s performance. However, all stakeholders need to be involved in decision making for better performance.

Adeyemi, (2010) conducted a study on Principals’ Leadership Styles and Teachers’ Job Performance in Senior Secondary Schools in Ondo State, Nigeria and found that principals’ leadership style is a critical variable in teachers’ job performance in senior secondary schools and isolated the style of leadership used by a principal as a function of teachers’ job performance in school. The significant relationship found in this study between the autocratic leadership style and teachers’ job performance is value added. For him, in some situations people need to be forced before they could improve productivity. So, he concluded that the autocratic leadership style is the best style of leadership that could enhance better job performance among teachers in secondary school. The study of (Ross & Gray, 2006; Mulford, 2003) identified three styles of leadership to be key ones. These are autocratic, transformational and laissez-faire; whichever angle the scholars may view the styles, the best is that which helps to achieve the objectives by using both human and material resources by being effective in managing people and task thus enhancing students’ performance. A good leader thus uses all styles, with one of them normally dominant while bad leaders tend to stick with one style. Nsubuga (2008) in his study on analysis of leadership styles and school performance of secondary schools in Uganda revealed that although democratic or
consultative form of leadership was most preferred, in Ugandan schools, it was found that depending on situations in schools, leaders tended to use the different leadership styles.

2.2.2. Factors affecting students ‘academic performance in secondary schools

Research studies show that students’ performance depends on many factors including head teachers’ leadership styles, learning facilities, gender and age differences, etc. (Hansen, 2000).

Karemera (2003) found that students' performance is significantly correlated with satisfaction with academic environment and the facilities of library, computer lab etc. in the institution. Harb and El-Shaarawi (2006) found that the most important factor with positive effect on students' performance is student's competence in English. If the students have strong communication skills and have strong grip on English, it increases the performance. It is hoped that if the above recommendations are thoroughly and effectively considered, students’ performance both internal and external examinations would improve.

Adepoju and Raji’s (2004) study revealed among other things that functional supervision was found to be significantly related to quality assurance of secondary education in Oyo, State. Functional supervision mechanism should be developed and built into the schooling system to ensure quality assurance of the system.

Guidance from the parents and the teachers indirectly affect the performance of the students (Hussain, 2006). There is a positive relationship between proper guidance and student performance. The students who are properly guided by their parents have performed well in the exams. Social economic factors like attendance in the class, family income, and mother’s and father’s education, teacher-student ratio, presence of trained teacher in school, sex of student and distance of school also affect the performance of the students. (Raychauduri et al., 2010)
The academic environment is the effective variable for students and has positive relationship with fathers’ education and grade level (Kirmani & Siddiquah, 2008).

Hijaz and Naqvi (2006) observed that there is a negative relationship between the family income and students’ performance and they focus on the private colleges in Pakistan.

According to Kernan, Bogart & Wheat (2011), academic success of graduate student will be enhanced if the optimal health related barriers are low.

Machumu & Mafwimbo (2014), carried out a study on influence of leadership styles on teachers’ job satisfaction in primary schools in Songea & Morogoro districts, Tanzania, and found out that head teachers in best performing schools did right things, shared power, focused on person wellbeing, demonstrated high moral and ethical behavior and therefore did not use their position and abilities to achieve personal interests but made efforts to achieve the aims of their schools for good society build up.

Therefore, head teachers’ style of leadership is a critical variable in students’ academic performance and they should possess the ability of influencing their staffs, students, parents and other education stakeholders to make sure that their schools successfully attain the pre-intended objectives through influencing teachers to perform well their responsibilities and learners perform well in their academic as anticipated.

2.2.3. The relationship between Head teachers’ leadership styles and students’ performance

Most of the studies done on leadership styles and performance have different opinions either in agreement or disagreement on the various leadership styles employed by various managers; No relationship at all or negative relationship between Leadership styles and Student’s Academic Performance.
2.2.4. Transformational leadership style and students’ academic performance

Theorists and researchers believe transformational leadership is essential for organizations to improve academic performance. Ross & Gray (2006) on School Leadership and student achievement define transformational leadership as the multidimensional construct that involves three clusters: charisma (identifying and sustaining a vision of the organization), intellectual stimulation of members, and individual consideration. Thus transformational leadership enhances an organization by raising the values of members, motivating them to go beyond self-interest to embrace organizational goals, and redefining their needs to align with organizational preferences.

Avolio and Bass (2004) state Idealized Influence Behaviors include charismatic leadership vision and outgoing behaviors that inspire others to follow. These transformational leaders create a school culture with a permeating vision that consistently inspires teachers and other stakeholders throughout their school. This inspiration is said to lead to a more productive and positive school culture.

Brenda Kay Hardman (2011) conducted a research on teachers’ perception of their principal’s leadership style and the effects on students’ achievement in improving and non-improving schools. The study was conducted in a Florida school district with 93,000 students and over 12,000 employees. The majority of teachers in the study gave their principals a frequency measurement of “often” for satisfaction, effectiveness and extra effort in their leadership outcomes. The strongest correlation was between transformational factors of Idealized influence behaviors, satisfaction and effectiveness. Transformational leadership involves motivating others to move towards their own self-interests for the achieving the goals of the group and the organization and adopt new ways to success (Iqbal Adnan, 2009).
Lee siew Kim Jean, and Kelvin Yu, (2004) on corporate culture and organizational performance find out that transformational leadership has positive correlation with organizational commitment.

Moreover, employees are far more likely to be committed to the organization if they have confidence with their leaders.

Biggerstaff (2012) carried out a study on the Relationship between Teacher Perceptions of Elementary School Principal Leadership Style and Teacher Job Satisfaction and concluded that the transformational leadership styles have positive influence on student learning. The work of James and Connolly (2000) also found that head teachers who allowed teachers to take initiatives improve student academic achievement through supporting and encouraging team work, good cooperation, good remuneration of all staff, motivation of staff and students.

### 2.2.5. Democratic leadership style and students’ academic performance

With all the positive attributes associated with democratic leadership style, decision-making becomes over-stretched since opinions and lengthy debates play a key part in the process Denhardt, R. B., & Denhardt, J. V. (2003) because followers feel part of the decision making process they become committed toward executing task associated with the decisions they were part of thereby resulting in high employee productivity (Choi, 2007).

Obama, (2015) in his study on Effect of principals’ leadership styles on students’ academic performance in public secondary schools in Homa-Bay County, Kenya found that schools that embraced more democratic and participatory leadership styles that encouraged group work and team spirit performed significantly better than those that used more autocratic leadership styles that were largely dictatorial. Again, Studies on the effects of leadership styles on performance of students in Kenya Certificate of Secondary Education both by
Okoth (2000) and Kimacia (2007) found out that head teachers rated as being democratic had high mean performance index than autocratic head teachers.

A Study carried out by Nyaboga (2011), on leadership styles of head teachers and their impact on students’ academic performance in Kenya established that there was a strong relationship between participatory or democratic traits of the head teachers and the management structures of the schools which has impact on the students’ academic performance. To her, shared leadership is potentially more effective than head teachers acting alone.

Similarly, Nsubuga (2008) in his study on Analysis of leadership styles and school performance of secondary schools in Uganda found that students’ academic excellence was positively related to the democratic leadership style employed by school head teachers and that it was the most used style in secondary schools in Uganda schools. He agrees with Nalemo (2002) who observed that people are led best by using democratic style which accommodate divergent views of others, allow sharing of experiences and is participatory in decision making. (Kunwar, 2001) too, claimed that democratic or participative leadership has significant relationships with school effectiveness and improvement thus students’ academic performance. This is in agreement with Okoth (2000) and Kimacia (2007) who found out that democratic head teacher had high mean performance index than autocratic one.

2.2.6. Autocratic leadership styles and students’ academic performance

Authoritarian leaders depend on their power as weapon for coercion. They rarely allow their subordinates to participate in the decision making. Naseer, Nasarullah, and Ashiq (2014) carried out a study on Analysis of Leadership Styles of Head Teachers at Secondary School Level in Pakistan: Locale and Gender Comparison and revealed that most of the head teachers follow authoritative and bureaucratic leadership style as they mostly concentrate on
their authority and powers; they look into each and every matter of the school and don’t involve staff members frequently in the process of decision making. On the same point, Yusuf (2007) in his study on Influence of Principals’ Leadership Styles on Students Academic Achievement in Secondary Schools, Osun State in Nigeria found that autocratic leadership style negatively influence academic achievement because head teachers adopt harsh leadership styles which are widely detested by the teachers and students alike. It implies that the more autocratic styles are used, the poorer it influences academic achievement.

Also the documentary evidence in a paper by Nsubuga (2005) entitled, “leadership potential for school principals presented at a workshop of principals indicated that students hate harsh administrators who make their academic record decline tremendously. Here, teachers do not want commanding authority because it makes them lose morale and they neglect their duty or even think of part timing in other schools which increases the labor turnover and this leads to low performance. Hayers (2000) in support of this, found that workers who fell under pressure reported autocratic supervision on the part of their leaders.

Tom Ongesa Nyamboga et al (2014) however, strongly indicates a positive relationship between the principals’ leadership styles and students’ performance. For them, autocratic leadership style was found to have a significant effect on the students’ performance in national examinations. This is in agreement with Adeyem, (2011) who found that significant relationship between the autocratic leadership style and teachers’ job performance is value added. This is because in some situations, people need to be forced before they could improve productivity.

Iqbal (2005) found that the task-oriented and authoritative leadership style has significant effect on school effectiveness than the democratic and relation oriented leadership style. This agrees with Huka, (2003) who noted that the autocratic leadership style had higher mean
score than democratic leadership style. They create a situation where subordinates who do not want to realize the importance of work are forcefully led to work (Mullins, 2002). According to Mullins (2002) autocratic leaders supervise subordinates very closely to ensure compliance and the completion of work in the designated time.

2.2.7 Laissez-faire and student performance

Laissez – faire leader give complete freedom to the group. Subordinates make individual decisions and the leader provides no leadership or influence, guidance or direction in the course of action. Laissez-faire leadership style is a relationship – oriented leadership style which agrees with McGregor’s Theory Y which postulates that people should be treated humanely as they naturally like work, capable of working without close supervision, are very creative and ready to seek and accept responsibilities. It is believed that, there should be no rules and regulation in the place of work. Nzuve (1999) describes Laissez-faire leader as one who waives responsibility and allows the subordinates to work as they choose with minimum interference.

Goodworth (1988) describes Laissez – faire style as appropriate when leading a team of highly motivated and skilled people who had produced excellent results in the past. Once a leader finds the team was confident, capable and motivated; since interfering could generate resentment and detract the team from their effectiveness. Lawin studies note that Laissez-faire leadership style offered little or no guidance to the group members and leaves decisions making to the group members. Okumbe (1998) describes Laissez – faire leadership as a king of leadership which encourages no rules in an organization. The leader is a symbol since there is no hierarchy of authority and the primary role of the leader is to supply materials needed by the group.
2.3. Critical Review and Research gap Identification

While reviewing literature related to the influence of leadership and academic performance among students the researcher got the opportunity to identify gaps in the literature where more research could be carried out. Overall, when writing this project the researcher found there were fewer studies around school leadership styles and students’ academic performance especially in Gasabo district, Rwanda. That is why she took the initiative of conducting a study on how leadership styles influence the performance of students in public secondary schools located in Gasabo district.

2.4. Theoretical framework

The theory adapted for this is derived from Contingency Theory of Leadership, developed by Fiedler (1964) cited in (Cole, 2002. which suggests that a leader's ability to lead is contingent upon various situational factors, including the leader's preferred style, the capabilities and behaviours of followers and also various other situational factors.

Fiedler developed contingency theory by studying the styles of many different leaders who worked in different contexts, primarily military organizations. As a result, Fiedler was able to make empirically grounded generalizations about which style of leadership was best and which styles were worse for a given organizational context (Northouse, 2007).

Fiedler categorized leadership as task motivated and relationship motivated. Task motivated leaders are concerned primarily with reaching a goal, whereas relationship motivated leaders are concerned with developing close interpersonal relationships. Fiedler’s Contingency Model was used to help determine a leader's level of leader-member relations, task structure and position power (Northouse, 2007). According to Chance and Chance (2002), contingency theory produces practical application for school leaders. The Chances’ believed that understanding contingency theory will help school leaders in several ways.
First, this theory helps to identify outside variables that impact a school. Secondly, contingency theory helps to appraise the impact of school’s organization structure on responses to external pressures and demands. Most importantly, Contingency theory matches leadership styles with the needs of the school and consider relationships among teachers’ personalities and attitudes (Chance & Chance, 2002).

According to Hoy, (2006) the contingency theory states that leadership effectiveness is said to be dependent upon many variables. Therefore the theory argues that a specific trait under a particular situation makes a particular leader effective. The same trait in another situation may make the leader ineffective. Contingency theories are a class of behavioral theory that claims that there is no one best way of leading and that a leadership style that is effective in some situation may not be successful in some situations.

The theory was chosen to guide the study because it addressed the concept of leadership styles and students’ academic performance achievement which were core in the intended study. The theory advocates for the use of the suitable leadership style for a certain situation. This theory assisted in identifying the relationship between the head teachers’ leadership styles and academic performance in schools.
2.5. Conceptual framework

Mutai (2000) argues that conceptual framework is the relationship between variables in a study showing them graphically and diagrammatically. The purpose is to help the reader quickly see the proposed relationship of concepts, Orodho( 2004)

The conceptual framework in this study based on effect of leadership styles on students’ academic performance.

The main variables that influence academic performance include head teachers’ leadership styles, school plant and resources and students behavior.

<table>
<thead>
<tr>
<th>Independent variables</th>
<th>Dependent variables</th>
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<tbody>
<tr>
<td><strong>Leadership style</strong></td>
<td><strong>Academic performance</strong></td>
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<tr>
<td>1. Transformational</td>
<td>1. Mid-term examination</td>
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<tr>
<td>2. Democratic</td>
<td>2. End of term examination</td>
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<tr>
<td>3. Autocratic</td>
<td>3. Mock examination</td>
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<tr>
<th>Intervening variables</th>
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<tr>
<td>1. Attitudes of pupils</td>
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<tr>
<td>2. Teachers’ competence</td>
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<tr>
<td>3. Parents’ involvement</td>
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<td>4. Availability of instructional materials</td>
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*Source: Compiled by the researcher 2016*

**Figure 2.1 Conceptual framework**

According to the above diagram this study will explore the relationship between leadership styles as independent variable where only four kind of leadership style were regarded and academic performance as dependent variable which is explained by school examinations results, mock examination, and national examination.
2.5.1 Leadership styles

Different researchers and academicians alike have come up with different leadership styles; Lewin led a group of researchers to identify different styles of leadership. This early study has been very influential and established three major leadership styles which are Autocratic or Authoritarian, Democratic (participative) and Laissez faire. A good leader uses all three styles, with one of them normally dominant while bad leaders tend to stick with one style (Oluremi, 2013). Lussier and Achua (2009) contend that leadership style is the combination of traits, skills, and behaviors leaders use as they interact with followers. Although a leadership style is based on traits and skills, the important component is the behavior, because it is a relatively consistent pattern of behavior that characterizes a leader. Scholars have identified different leadership styles but this study is aiming to the following most popular leadership styles which are transformational, democratic, autocratic, and lessez-faire styles.

1. Transformational:

Transformational Theory is one of the most current leadership theories. It involves leaders adapting to the needs of those in their sphere of influence. Transformational leaders are considered agents of change who have a clear vision and lead from the knowledge of those in the organization. To put it sharply, the success of the transformational leaders is defined by their ability to offer others something that goes beyond self-interest: they provide others with “an inspiring mission and vision and give them an identity” (Geib and Swenson, 2013). Transformational leadership is based on the belief that where people are committed to decisions which they participate in, they will exercise self-control, self-direction and be motivated (Cole, 2002).

Such leaders most probably can enhance the motivation, morale and performance of staff through a variety of mechanism.
Wilmore and Thomas (2001:115-116) state that the quality of school leadership can be assessed by the ability of the head teacher to create a climate that fosters staff and pupil productivity and creativity. Allix (2000) goes further and alleges that transformational leadership has the potential to become ‘despotic’ because of its strong, heroic and charismatic features. He believes that the leader’s power ought to raise ‘moral qualms’ and serious doubts about its appropriateness for democratic institutions. A transformational leadership approach has the potential to engage all stakeholders in the achievement of educational objectives. From this perspective, a leader in an educational institution is one who not only adapts his or her behaviors to the situation, but also transforms it (Cheng & Chan, 2002). Transformational theory suggests that effective leaders create and promote a desirable vision or image of the institution. Transformational leadership is concerned with the development of the fullest potential of individuals and their motivation toward the greater good versus their own self-interests, within a value-based framework (Mary, 2005).

Cheng & Chan (2002) also adds that a transformational leader must be proactive about the organizational vision and mission, shaping members beliefs, values, and attitudes and developing options for the future. Norris, Barnett, Basom and Yerkes (in Oyetunyi, 2006:85) state that transformational leadership focuses on a different kind of leader’s influence that encourages followers to emerge as leaders. They create organizational conditions in which followers can develop their own leadership capabilities. Oyetunyi (2006) also quotes Sergiovanni (1998:86) and Wilmore and Thomas (2001:116) who hold that transformational leaders share power with followers rather than exercise power over followers and by so doing, transformational leadership empowers followers to be able to accomplish what they think is important. Consequently, followers are exposed to responsibilities that release their potential while leaders are more concerned with what followers are accomplishing rather than what they are doing.

2. Democratic leadership:
Gitman and McDaniel (2008) are of the view that democratic leaders are leaders who solicit for input from all members of the group and then allow the members to make final decision through a vote. They explain that democratic leaders act more like members of the team rather than its leader and that this hand on approach can win approval from the team. Rounds and Segner (2011) also state that “democratic leaders consistently take input and advice from those whom they lead.” Decentralization of authority, participatory planning and mutual communication are some of the main features of democratic leadership. However, as (Oyetunyi, 2006) points out, the major point of focus is sharing whereby the manager shares decision-making with the subordinates. Even though he/she invites contributions from the subordinates before making a decision, he/she retains the final authority to make decisions (consultative). The manager may also seek discussion and agreement with teachers over an issue before a decision is taken (consensus). He/she may allow the subordinates to take a vote on an issue before a decision is taken. He/she coaches subordinates and negotiates their demands (Dubrin, 2012). This type of leadership is viewed as an important aspect of empowerment, teamwork and collaboration. It has been observed that a school is more effective when those who are affected by the organization’s decisions are fully involved in the decision-making process. Good as it is, the concern expressed by Dubrin (2012:110-111) is that the participative style of leadership wastes time due to endless meetings and may lead to confusion and lack of direction. By implication, it is not appropriate for use in times of crisis when the situation demands on-the-spot decision (Oyetunyi, 2006)

On the other hand, the democratic style of leadership emphasizes group and leader participation in the making of policies. Decisions about organizational matters are arrived at after consultation and communication with various people in the organization. The leader attempts as much as possible to make each individual feel that he is an important member of the organization. Communication is multidirectional while ideas are exchanged between employees and the leader (Adeyemi, 2007).
3. Autocratic leadership:

An autocratic leadership style is one in which the leader tells the team members or the followers what to do, how to do it, and when to do it without any input from their followers. Gitman and McDaniel (2008) claim that autocratic leaders are directive leaders, allowing for very little input from subordinates. Thus these leaders prefer to make decisions and solve problems on their own and expect subordinates to implement solutions according to very specific and detailed instructions. It is a form of directive or coercive leadership where a leader tells the subordinate what to do and how to do it (Bradford et al., 2008). The leader initiates the action about the things to do and tells subordinates exactly what is expected of them with reference to standards and deadlines. They exercise firm rule and ensure that subordinates do follow (Saleemi, 2007). These kinds of leaders are usually more traditional and authoritarian type of rulers (Robbins, 2003). Kitavi (2014) explains that autocratic leader often creates a reign of terror, bullying and demeaning his subordinates, roaring with displeasure at the slightest problem. Subordinates get intimidated and stop bringing bad news or any news in fear of getting bashed or blamed for it, and the morale of the workers plummets. However, there are cases where this form of leadership is important like in military service where strictness and accuracy in performing tasks is often a virtue. However, for most other cases, this form of leadership is counter-productive (Guatama, 2005). Wanjiku, Mulewa, Ombuki and Migosi (2013) states that an autocratic leader maintains most of the authority by issuing orders and telling group members what to do without consulting them. To the autocrat, the basis of leadership is formal authority. This often results in disputes and the objectives of an organization not been achieved. Authoritarian and harsh climate leads to poor performance of students in academics. Adeyemi (2004) argued that the autocratic leader is an authoritarian. He directs group members on the way things should be done. He also gives orders which are to be obeyed
whether or not the members of staff have initiatives. All powers are concentrated in his hand such that when he is away, it would be difficult for the staff to know what to do. Power and decision-making reside in the autocratic leader.

4. Laissez-faire leadership:

Gitman and McDaniel (2008) explain that laiszez-faire or the free rein style of leadership is a leadership style in which the turns over all authority and control to subordinates. Mehrotra(2005) asserts that free-rein avoid power and responsibility. Thus they depend largely on the group to establish its own goals and work out its own problems. The group train themselves and provides their own motivation and the leader only plays a minor role.

Robbins et al (2007) explained the laissez-faire style as a leadership where leaders abdicate responsibilities avoids making decisions. It’s a difficult style to defend unless the subordinates are expert and well-motivated specialists. Leaders let group members make all decision they are leaders who generally give the group complete freedom, Provide necessary materials, participate only to answer questions, and avoided giving feedback. They normally allowed to their subordinates that they have power to get their personal decisions about the work. They are free to do work in their own way and they are also responsible for their decision. Normally Leaders avoids to making decision and don’t involve in working units because the leaders gives to subordinates to completely freedom to do decisions. Sometimes the leaders provide them to important material and they just involve the answer &question but avoiding feedback. Laissez-Faire leadership is when leaders are hands-off and allow group members to make the decisions. With this style, freedoms are fully determined by group goals, techniques, and working methods. Leaders rarely intervene. Laissez-faire style is described by Hackman and Johnson (2009) as the most effective style, especially where followers are mature and highly motivated. It allows complete freedom to group decision without the leader’s participation. Thus, subordinates are free to do what they like. The role
of the leader is just to supply materials. The leader does not interfere with or participate in the course of events determined by the group (Talbert and Milbrey, 1994). The leader in this case acts as the contact person with the group’s external environment, very little power is used. (Weihrich, 2007) Also refer to it as a free rein. (Okumbe, 1998) Outline Laissezfaire as one where the leader tends to avoid power and authority. Members establish goals and means of achieving progress to success. Chances of anarchy and chaos are high since the leadership does not guide people’s activities (Muzaasi, 1982). The manager delegates almost all authority and control to subordinates. There is no person of authority in the organization. The manager leads the organization indirectly, he/she does not make decisions; rather he/she abides by popular decisions. There is no setting of goals and objectives by the manager. Tasks are done the way the manager thinks it should be done, but he/she gets involved on request and this may lead to the digression from broad organizational policy. Thus, this style of leadership may be effective with well-motivated and experienced employees (Dubrin, 1998:111), but could lead to failure when subordinates are deceptive, unreliable and untrustworthy. Contrary to these leadership styles, the laissez-faire leadership style is the kind of leadership that makes provisions for the individual to have dominant roles in decision-making and in the exercise of power. The style allows complete freedom to group decision without the leader’s participation. Thus, subordinates are free to do what they like. The role of the leader is just to supply materials. The leader does not interfere with or participate in the course of events determined by the group. It is thus, a weak style of leadership as it leads to no meaningful progress within an organization (Obilade, 1998; Ogunsanwo, 2000).

2.5.2 Academic performance

Academic performance is the outcome of education; the extent to which a student, teacher or institution has achieved their educational goals. Academic achievement is commonly measured by examinations or continuous assessment but there is no general agreement on
how it is best tested or which aspects is most important procedural knowledge such as skills or declarative knowledge such as facts (VonStumm, 2011).

In Rwanda, the academic performance is measured by school examination results which are; exams prepared on school level for permitting students to pass from one class to another, secondly it is measured by mock examination which their marks do or do not count, which serves chiefly as practice for future exams. According to Bloom et al (1971) those exams help to pace the student learning, motivate the student to study, reveal specific areas of learning difficulties and provide feedback to the students and teachers. Thirdly, the academic performance is measured by National examination which is a test to determine whether students can pass and continue to higher education or pass from primary education to secondary education.

2.5.3 Intervening variables.

A variable explains a relation or provides a causal link between other variables it is also called by some authors “mediating variable” or “intermediary variable.” In this study intervening variables are; Attitudes of pupils teachers’ competence, parents’ involvement, availability of materials

1. Teachers’ competence

Competent teachers are the most critical piece in improving students’ performance and closing the achievement gap.

The single most important influence on student learning is the quality of teaching, yet most schools don’t define what good teaching is (Danielson, 2006).

Demir (2009) found that the education level of teachers, length of service, and those participated in-service trainings which makes them competent, have a significant effect on the academic achievement of students.
2. Parents’ involvement,

Research findings have also shown that a continued effort of parental involvement throughout the child’s education can improve academic achievement (Driessen, Smit & Sleegers, 2005; Fan, 2001; Hong & Ho, 2005).

Parents play a crucial role in both the home and school environments. In general, parental involvement is associated with children’s higher achievements in language and mathematics, enrolment in more challenging programs, greater academic persistence, better behavior, better social skills and adaptation to school, better attendance and lower drop-out rates (Henderson & Mapp, 2002).

Practices in school that increase parent involvement are important. Reynolds and Clements (2005) reported that school programs that provide support and resources for parent involvement in their children’s schooling yield greater and longer-lasting benefits than many efforts that consume a large share of public educational spending, such as smaller class sizes and after-school programs.

Parents play a crucial role in both the home and school environments. In general, parental involvement is associated with children’s higher achievements in language and mathematics, enrolment in more challenging programs, greater academic persistence, better behavior, better social skills and adaptation to school, better attendance and lower drop-out rates (Henderson & Mapp, 2002).

3. Availability of instructional materials

Ikerionwu (2000) saw instructional materials as objects or devices that assist the teacher to present a lesson to the learners in a logical and manner. In his own perspective, Fadeiye (2005) saw instructional materials as visual and audio-visual aids, concrete or non-concrete, used by teachers to improve the quality of teaching and learning activities
The study of (Abdu-Raheem Bilqees Olayinka1, 2015) in his study on Pre-service teachers’ problems of improvisation of instructional materials in social studies in Ekiti State University concluded that the importance of instructional materials in the development of learners’ intellectual abilities and attainment of teaching/learning objectives cannot be over-emphasized. The students taught with instructional materials have excellent achievement scores compared with those taught without any material. It was also noted in the study that there is no significant interaction effect of treatment and gender on students’ achievement in Social Studies.

2.6. Summary

The reviewed theoretical and empirical literature generally indicates that some leaders have special personal qualities which enable them to attain their organization’s set goals. The literature also reveals that it is the styles of the leadership that leads to good performance of an organization. This implies that in a school, it is the leadership style that determines students’ academic performance. Leithwood & Riehl (2003) found that school performance is positively correlated to efficient leadership. This means that the head teachers’ leadership style directly or indirectly impacts on the attainment of educational goals. Autocratic leadership results in distrust and conflict which may affect the performance of the institution. Democratic leadership style leads to the essence of goal ownership as all members in the institution consider the policies and goals they set as theirs and therefore work hard to achieve them. Laissez faire is indicative of a leader who will depend largely on the members of the organization to set goals as well as means of achieving progress and success.

Theoretical framework for this study was mainly premised on contingency theories of leadership which suggests that a leader's ability to lead is contingent upon various situational factors, including the leader's preferred style, the capabilities and behaviors of followers and also various other situational factors. Therefore the theory argues that a specific trait under a
particular situation makes a particular leader effective. The same trait in another situation may make the leader ineffective. Contingency theories are a class of behavioral theory that claims that there is no one best way of leading and that a leadership style that is effective in some situation may not be successful in some situations.

As a matter of fact, literature has evidently shown that the success of any school especially in terms of students’ academic achievement to a large extent depends on leadership styles of its leader.
CHAPTER THREE: RESEARCH METHODOLOGY

3.0. Introduction

The methodological approach is the philosophical bedrock (Whiteley, 2002 and Flick, 2006) that underpins the scientific modalities utilized to systemically investigate the phenomenon of concern. This chapter therefore explains research design, study population and sample size, sampling techniques, data collection methods and data analysis procedures, data collection instruments, and validity and reliability of the instruments.

3.1. Research design

There are different research designs used by researchers depending on the kind of the study to be carried out. For this study descriptive survey was used. This was chosen because it allows the researcher to gather information, summarize, present and interpret for the purpose of clarification (Orodho, 2009). Borg and Gall (1989), noted that descriptive survey research is intended to produce statistical information about aspects of education that interest policy makers and educators. Data were collected from a cross section of a population in a short time and then results were not generalized to the total population.

3.2. Target population

The population refers to the totality of all the objects, subjects or members that conform to a set of specification (Saunders, 2000). In this study, the population was dichotomized basically into two categories of respondents; teachers and head teachers of the sampled Secondary Schools in Gasabo district. The target population in this study, consists all public schools in Gasabo district where 9 schools will be regarded following cluster sampling where five schools (Kimironko, Kagugu, Kinyinya, Ndera, Kabuga) represent urban areas and remaining 4 schools (Musave, Gikomero, Bumbogo, Gasogi) represent rural areas with 431
teachers and all head teachers will participate as key informants in this study and the formula of Taro Yamane (1967) is used to determine the sample size for teachers.

3.3 Sample size and sampling techniques

3.3.1. Sample size

Grinnell and Williams, (1990) define a sample size as all people selected to take part in the research study and it should be a representative of the whole population. In this research the sample is calculated using the following formula of Yamane (1967):

\[ n = \frac{N}{1 + Ne^2} \]

Where \( n \) = sample size, \( N \) = total population, and \( e \) = error term

Hence the sample size for teachers is the following

\[ n = \frac{431}{1 + 431(0.1)^2} = 81 \]

As the population is from 9 schools stratified random sampling technique was used to determine sample size from each schools. This is because the technique produces estimates of overall population parameters with great precision (Shuttle worth, 2009).

The calculation of each sample from school was done by using the approach of proportionate stratification, where the sample size of each stratum is proportionate to the population size of the stratum. Strata sample sizes are determined by the following equation:

\[ n_h = \left( \frac{N_h}{N} \right) \times n \]

Where \( n_h \) is the sample size for stratum \( h \), \( N_h \) is the population size for stratum \( h \), \( N \) is total population size, and \( n \) is total sample size.
Table 3.1 Sample size distribution

<table>
<thead>
<tr>
<th>School</th>
<th>Head teachers</th>
<th>Teachers</th>
<th>Head teachers</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Musave</td>
<td>1</td>
<td>36</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>Gikomero</td>
<td>1</td>
<td>42</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Bumbogo</td>
<td>1</td>
<td>40</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Kimironko</td>
<td>1</td>
<td>36</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>Kagugu</td>
<td>1</td>
<td>71</td>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td>Kinyinya</td>
<td>1</td>
<td>45</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Ndera</td>
<td>1</td>
<td>55</td>
<td>1</td>
<td>11</td>
</tr>
<tr>
<td>Gasogi</td>
<td>1</td>
<td>38</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Kabuga</td>
<td>1</td>
<td>68</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>9</strong></td>
<td><strong>431</strong></td>
<td><strong>9</strong></td>
<td><strong>81</strong></td>
</tr>
</tbody>
</table>

Source: Researcher, 2016

3.3.2 Sampling techniques

According to sampling techniques, a survey and purposive sampling were conducted for head teachers because of their tiny number meaning that it is a compulsory for all head teachers to participate in this study. On the side of teacher the proportional stratified sampling survey was followed to determine the number of participants from each school and after that participation was based on the availability and willingness of teachers meaning a convenience sampling technique.

3.4. Data collection methods

3.4.1 Research instruments

Conventionally, perception-based study is tailored along collection of information from respondents with the use of a questionnaire and interview guide. In this study, the questionnaire was comprise by open-ended and closed-ended questions with the
understanding that open-ended questionnaire allows respondents to technically express their opinions in their own words.

**Questionnaires**

In this study the questionnaire was the main instrument of data collection. It was a hybrid of open-ended and closed-ended questionnaires. However, the closed-ended questionnaire with Likert scale and ranking was majorly used for teachers. A questionnaire was also preferred as the main instrument in this study because it is easy to use on a large number of subjects.

**Interview guide**

According to Gay, Mills, and Airsian (2006), interview refers to a conversation between two or more people with the purpose of obtaining detailed data. The researcher used interview schedules to interview head teachers in all the nine secondary schools in Gasabo District. The researcher’s selection of interview schedules as one of the research instruments is also influenced by the fact that more people are willing to communicate orally than in writing and will therefore provide data more readily in an interview (Kothari, 2004). This justifies the use of interview schedules in the study.

**3.4.2. Administration of data collection instruments**

After validating and testing the reliability and validity of data collection instruments, the researcher gained an introductory letter from the school of education of Mount Kenya University and a research authorization from the office of the Mayor of Gasabo district. These letters were presented to the Heads of schools included in the study.

The researcher delivered all questionnaires to the schools personally. These questionnaires were collected after one week. An additional letter was attached promising confidentiality to the respondents. Interviews was conducted a week after collecting the questionnaires with the
nine head teachers in end of September 2015 so as to supplement the collected data. Information obtained from the questionnaire was compiled into statistical data for analysis.

3.4.3. Reliability and validity

The reliability of a research instrument refers to its consistence in the study while the validity refers to the fitness of the questions in the questionnaire to provide expected information. The validity of research instruments was ensured by assessing the questionnaire items during their construction. This helped to clear any lack of clarity and ambiguity. The content related validity of the questionnaire was determined by giving questionnaires to two different and independent lecturers from school of Education, Mount Kenya University. These lecturers examined them to assess the relevance of the questions with the objectives of the study.

3.4.4 Pilot Study

The term pilot study is used in two different ways in social science research (Polit et al., 2001), “it can refer to so-called feasibility studies which are small scale version, or trial run (a practical test of something new or unknown to discover its effectiveness), done in preparation for the major study. Because this study is focusing on the influence of leadership adopted by head teachers on academic performance of students in public school, before running study to the case study, the questionnaire was distributed to 4 public schools in Kicukiro district and through this the validity and reliability were verified qualitatively.

3.5. Data analysis procedure

The researcher conducted several analyses to address research objectives in terms of qualitative and quantitative approaches.

Quantitative data were analysed using the statistical package for social science software (SPSS Version 20) where statistical techniques involving percentages, means and frequencies
were performed in a form of tables and graphs. Then Pearson product moment correlation was used to determine the existing relationship between leadership styles on students’ academic achievement since the study involves two variables. Qualitative data which were obtained from interview with head teachers and will were analysed by using content and logical analysis.

3.6. Ethical consideration

The ethical rules that were likely to limit the effectiveness of this study were taken consideration. These include: access and acceptance, informed consent, privacy and confidentiality. Respondents were informed about the aim and nature of this research. This helped the researcher to get access and acceptance from the respondents. The informed consent was sought by explaining to the participants about the nature and the purpose of the research, benefits and participants’ rights. Privacy and confidentially were also be addressed. Here, the researcher had to protect the identity of individuals by keeping their names and that of their schools as anonymous as possible using the promise of confidentiality and the information obtained were used for academic purpose only.
CHAPTER FOUR: RESEARCH FINDINGS AND DISCUSSION

4.0 Introduction

This chapter four of the study presents the data from the field of the study and the analysis which was performed on them. The results are divided into two main parts namely demographic characteristics of respondents, and the second part is about the objectives of the study. Frequency, percentage, and mean were used as descriptive statistics for simplified analysis where correlation technique was used to assess the extent of the relationship between students’ performance and leadership styles.

4.1 Demographic characteristics of respondents

First of all, this study considered teachers of selected schools as the main participants in this study because they are the ones who could provide reach and trusted information about the leadership style and the performance of students. However, the demographic characteristics which were collected in this study are those of teachers who have participated in this study. Those demographic characteristics include gender, educational background, and teaching experience.

Table 4.1: Gender of respondents

<table>
<thead>
<tr>
<th>Values</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>49</td>
<td>60.5</td>
</tr>
<tr>
<td>Female</td>
<td>32</td>
<td>39.5</td>
</tr>
<tr>
<td>Total</td>
<td>81</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Source: Primary data, 2016

The table 4.1 shows the distribution of respondents by their gender. It shows that male people have participated largely than female people where 60.5% of respondents are males while 39.5% are male people. This implies that man has participated than woman and this depends to the type of the study which is about making a critical to their leader where men provide...
more information than women. This implies that where women fear to be sacked and for that these leaders have authoritative style where they are perceived as a vehicle for yelling, using demeaning language, and leading by threats and abusing their power. Balunywa (2000) argues that autocratic leaders in schools are more concerned with despotic influence in order to get the job accomplished rather than with the development and growth of subordinates.

Table 4.2: Educational background of respondents

<table>
<thead>
<tr>
<th>Values</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A2 certificate</td>
<td>9</td>
<td>11.1</td>
</tr>
<tr>
<td>A1 Diploma</td>
<td>18</td>
<td>22.2</td>
</tr>
<tr>
<td>A0 Degree</td>
<td>54</td>
<td>66.7</td>
</tr>
<tr>
<td>Total</td>
<td>81</td>
<td>100.0</td>
</tr>
</tbody>
</table>

*Source: Primary data 2016*

The table 4.2 shows the distribution of respondents by their educational background. A large number of respondents reported that they hold A0 degree which also known as bachelors’ degree with 66.7% of respondents. 22.2% of respondents reported that they hold A1 Diploma, and 11.1% of respondents reported that they hold A2 Certificate. The big number of participants with bachelors’ degree in this study is explained by the rule of government which stipulates that all teachers in secondary schools must hold at least bachelors’ degree in education. With increasing educational qualifications the employees exhibit more of the democratic leadership tendencies and those who are educated less are inclined towards the autocratic leadership style. Van Vugt (2006) states that due to the increase in education; the employees are naturally becoming more capable of understanding their leader. Hence, leaders use less of their authority on them and it indicates that they are using less of the autocratic styles and more of the democratic styles.
Table 4.3: Teaching experience of respondents

<table>
<thead>
<tr>
<th>Value</th>
<th>Frequency</th>
<th>percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-3 years</td>
<td>26</td>
<td>32.1</td>
</tr>
<tr>
<td>4-7 years</td>
<td>41</td>
<td>50.6</td>
</tr>
<tr>
<td>8-11 years</td>
<td>10</td>
<td>12.3</td>
</tr>
<tr>
<td>More than 12 years</td>
<td>4</td>
<td>4.9</td>
</tr>
<tr>
<td>Total</td>
<td>81</td>
<td>100.0</td>
</tr>
</tbody>
</table>

*Source: Primary data 2016*

Table 4.3 shows the distribution of participants in this study by the experience teaching on their schools. A large number of respondents reported that they have an experience of 4-7 years on the percentage of 50.6%. It is obvious that the large number of respondents have an experience which is above four. In education like any other domain experience is a key to better service delivery and performance. Here it implies that most participants in this study are more experienced enough to influence the performance of students. Highly successful head teacher develop and count on the expertise of teachers to improve school effectiveness (Leithwood et al., 2006).

4.2 Assessing leadership styles in selected secondary schools in Gasabo district

Leadership is a social influence process in which the leader seeks the voluntary participation of subordinates in an effort to reach organization goals (Bunni, 2007). A leader can be defined as a person who delegates or influencing others to act so as to carry out specified objectives (Mullin, 2004). Today’s organizations need effective leaders who understand the complexities of the rapidly changing global environment. If the task is highly structured and the leader has good relationship with the employees, effectiveness will be high on the part of the employees.

In this study researcher was eager to identify which extent each leadership style among the famous ones which were early described in the second chapter of this study is applied. Those are transformational, democratic, autocratic, and laissez-faire styles.
4.2.1 Extent of transformational leadership style in selected schools

Transformational leadership happens when leaders become wider and uphold the interests of the employees, once they generate awareness and acceptance for the purpose and assignment of the group, so when they blend employees to appear beyond their own self-interest for the good of the group (Bass, 1993). Transformational leadership style is well implemented when the leader holds inspiration motivation to people under his or her management, intellectual simulation and individual consideration. Here in this study, participants were pleased to provide the opinions on each indicator of transformational leadership style.

Table 4.4: Opinions of respondents on inspirational motivation from head teachers

<table>
<thead>
<tr>
<th>Inspirational motivation</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Not sure</th>
<th>Agree</th>
<th>Strongly agree</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>The head teacher creates a clear vision of the future of the School</td>
<td>9 (11.1%)</td>
<td>40 (49.4%)</td>
<td>26 (32.1%)</td>
<td>6 (7.4%)</td>
<td>---</td>
<td>2.36</td>
</tr>
<tr>
<td>The head teacher inspires confidence in the value of his argument</td>
<td>19 (23.5%)</td>
<td>43 (53.1%)</td>
<td>16 (19.8%)</td>
<td>3 (3.7%)</td>
<td>---</td>
<td>2.04</td>
</tr>
<tr>
<td>The head teacher is eager to achieve the vision of this school</td>
<td>27 (33.3%)</td>
<td>31 (38.3%)</td>
<td>17 (21.0%)</td>
<td>6 (7.4%)</td>
<td>---</td>
<td>2.02</td>
</tr>
<tr>
<td>The head teacher sets an enviable example for others to follow</td>
<td>9 (11.1%)</td>
<td>16 (20.0%)</td>
<td>27 (34.6%)</td>
<td>10 (12.3%)</td>
<td>---</td>
<td>2.53</td>
</tr>
<tr>
<td>The head teacher demonstrates high personal standards</td>
<td>4 (4.9%)</td>
<td>28 (35.8%)</td>
<td>29 (37.0%)</td>
<td>16 (19.8%)</td>
<td>4 (4.9%)</td>
<td>2.85</td>
</tr>
<tr>
<td>The head teacher motivates school team including students</td>
<td>10 (12.3%)</td>
<td>12 (14.8%)</td>
<td>18 (22.2%)</td>
<td>34 (42%)</td>
<td>7 (8.6%)</td>
<td>3.20</td>
</tr>
</tbody>
</table>

Average 2.50

Source: Primary data 2016
Table 4.4 shows the opinions of participants in this study on the ability of head-teachers on inspirational motivation which is the part of transformational leadership style. The inspirational motivation according to the opinions of respondents is averagely perceived on two indicators namely demonstration of high personal standard on the mean of 2.85 which is interpreted as moderate mean and resulting from the high number of participants who have been not sure on the percentage of 35.8%. Secondly it was revealed that the head teachers from schools which were visited in this study use to motivate school team including students on the mean of 3.20 which is interpreted as moderate mean. The remaining indicators of inspirational motivation were rated lowly and very lowly and this influenced the average mean to 2.50 which falls in the interval of [1.81-2.60] which is interpreted as low mean it means that the way head teachers inspire and motivate their people is critical and is not well perceived by participants in this study.

**Table 4.5 Opinions of respondents on the ability of intellectual simulation among head teachers**

<table>
<thead>
<tr>
<th>Intellectual simulation</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Not sure</th>
<th>Agree</th>
<th>Strongly agree</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>The head teacher asks questions to test other’s thinking</td>
<td>24 (29.6%)</td>
<td>43 (53.1%)</td>
<td>10 (12.3%)</td>
<td>2 (2.5%)</td>
<td>2 (2.5%)</td>
<td>1.95</td>
</tr>
<tr>
<td>The head teacher encourages other to challenge his status quo</td>
<td>---</td>
<td>11 (13.6%)</td>
<td>28 (34.6%)</td>
<td>28 (34.6%)</td>
<td>14 (17.3%)</td>
<td>3.56</td>
</tr>
<tr>
<td>The head teacher provides tasks that are stretching but achievable</td>
<td>3 (3.7%)</td>
<td>19 (23.5%)</td>
<td>29 (35.8%)</td>
<td>27 (33.3%)</td>
<td>3 (3.7%)</td>
<td>3.10</td>
</tr>
<tr>
<td>The head teacher shows the ability to exploit the benefit of new ideas</td>
<td>---</td>
<td>8 (9.9%)</td>
<td>39 (48.1%)</td>
<td>27 (33.3%)</td>
<td>7 (8.6%)</td>
<td>3.41</td>
</tr>
<tr>
<td>The head teacher encourages others to re-think their ideas</td>
<td>5 (6.2%)</td>
<td>31 (38.3%)</td>
<td>31 (38.3%)</td>
<td>14 (17.3%)</td>
<td>---</td>
<td>2.67</td>
</tr>
</tbody>
</table>

**Average** 2.93
The table 4.5 shows the opinions of respondents on intellectual simulation capability of head teachers of selected schools in this study. Two of all indicators for intellectual simulation were positively appreciated by respondents in this study. Those are encouraging school members to criticize their status quo on the mean of 3.56 which is interpreted as high mean since it falls in the interval of [3.41-4.20] and this is resulting from 34.6% of respondents who reported that they do agree with that and 17.3% of respondents who have strongly agreed. Secondly, respondents reported that the head teachers show the ability of exploiting new constructive ideas from schools members even if outside of the schools on the mean of 3.41 which is interpreted as high mean. Two of remaining variables were rated moderately because their means fallen in the interval of [2.61-3.40] which is interpreted as moderate mean; those are providing schools members tasks that are stretching but achievable and encouraging others to rethink their ideas. The remaining variable was negatively appreciated by respondents on the mean of 1.95 which is interpreted as low mean that is asking questions in order to test the thinking capability of school members including teachers and students. To this sub- indicator of transformation leadership; the average mean of 2.93 and which is interpreted as moderate mean showing that the head teachers of surveyed schools apply it in moderate way meaning neither good nor bad. For example one of the interviewed head teacher when asked whether he holds professional development workshops in his school he said that the government does not provide funds for such workshops which indicates that the head teacher does not improvise and see that his staff is growing professionally.
### Table 4.6: Opinions of respondents on individual consideration of head-teachers

<table>
<thead>
<tr>
<th>Individual consideration</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Not sure</th>
<th>Agree</th>
<th>Strongly agree</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>The head teacher treats people as unique individuals in this school</td>
<td>3 (3.7%)</td>
<td>20 (24.7%)</td>
<td>42 (51.9%)</td>
<td>14 (17.3%)</td>
<td>2 (2.5%)</td>
<td>2.90</td>
</tr>
<tr>
<td>The head teacher tries to understand the other person's viewpoint</td>
<td>21 (25.9%)</td>
<td>35 (43.2%)</td>
<td>9 (11.1%)</td>
<td>10 (12.3%)</td>
<td>6 (7.4%)</td>
<td>2.32</td>
</tr>
<tr>
<td>The head teacher builds cooperative relationship with immediate colleagues</td>
<td>---</td>
<td>34 (42.0%)</td>
<td>29 (35.8%)</td>
<td>13 (16.0%)</td>
<td>5 (6.2%)</td>
<td>2.86</td>
</tr>
<tr>
<td>The head teacher recognizes the different capabilities of individuals</td>
<td>10 (12.3%)</td>
<td>29 (35.8%)</td>
<td>16 (19.8%)</td>
<td>21 (25.9%)</td>
<td>5 (6.2%)</td>
<td>2.78</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td>2.71</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Source:** Primary data 2016

Legend: 5. **Strongly Agree** = [4.21-5.00] = very high, 4. **Agree** = [3.41-4.20] = high, 3. **Not Sure** = [2.61-3.40] = moderate, 2. **Disagree** = [1.81-2.60] = low 1. **Strongly Disagree** = [1.00-1.80] = very low

Table 4.6 shows the opinions of respondents on how head teachers consider other individuals at their school. Three of four indicators which were considered on this sub-indicator were rated moderately since their means fall in the interval of [2.61-3.40] which is interpreted as moderate mean. Those sub-indicators are treating people in unique way, building cooperative relationship with immediate colleagues and recognizing different capabilities of individuals at schools. Lastly respondents provided that there is low understanding of the viewpoints of other persons on the mean of 2.32 which is interpreted as low mean. The average mean shows that head teachers fulfill this principle on the average rate where the overall mean is 2.71 which is interpreted as high mean.

The transformational leadership style holds the overall mean which is equal to (2.50+2.93+2.71)/3. This gives 2.71 which can be interpreted as moderate mean. This leads to the conclusion of saying that in surveyed schools. In this study, transformational leadership style is neither highly applied nor lowly used for managing schools, most head teachers were not having vision and mission and
strategic direction of their schools; when interviewed they all seemed not even to understand what it meant

4.2.2 Extent of democratic leadership style in selected schools

Democratic leadership refers to a situation where there is equal work among leaders and followers. According to Goldman (2002), democratic organizations typically have the following six characteristics: policies are determined by a group of organizations, technical and job performance measures are discussed so they are understood by all, leaders provide advice to members in regards to implementing tasks, members are free to choose with whom they work, the group determines the distribution of tasks, and leaders try to be objective in giving praise and criticism. Goldman (2000) states that leaders using a democratic style of leadership build consensus through participation, but these leaders also expect a higher level of excellence and self-direction. In this study various statement which related to leadership styles and related to what is written above were considered and participants were used to provide their opinions about democratic situation in their schools
Table 4.7: Opinions of respondent on the way by which democratic principles are applied

<table>
<thead>
<tr>
<th>Democratic</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Not sure</th>
<th>Agree</th>
<th>Strongly agree</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head teacher makes his or her attitudes clear to the staff</td>
<td>---</td>
<td>7</td>
<td>(8.6%)</td>
<td>31</td>
<td>(38.3%)</td>
<td>34</td>
</tr>
<tr>
<td>Head teacher lets staff members know what is expected of them</td>
<td>---</td>
<td>3</td>
<td>(3.7%)</td>
<td>21</td>
<td>(25.9%)</td>
<td>40</td>
</tr>
<tr>
<td>Staff meetings in this school are periodically conducted and teachers</td>
<td>---</td>
<td>6</td>
<td>(7.4%)</td>
<td>43</td>
<td>(53.1%)</td>
<td>28</td>
</tr>
<tr>
<td>give opinions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Head teachers coordinate the work of staff members</td>
<td>---</td>
<td>6</td>
<td>(7.4%)</td>
<td>23</td>
<td>(28.4%)</td>
<td>40</td>
</tr>
<tr>
<td>There is maximum</td>
<td>4</td>
<td>3</td>
<td>(4.9%)</td>
<td>9</td>
<td>(11.1%)</td>
<td>30</td>
</tr>
<tr>
<td>involvement of students in the school administration.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students have freedom of speech to communicate their concerns.</td>
<td>5</td>
<td>8</td>
<td>(6.2%)</td>
<td>19</td>
<td>(9.9%)</td>
<td>45</td>
</tr>
<tr>
<td>The head teacher organizes meeting with teachers to see how to improve</td>
<td>3</td>
<td>11</td>
<td>(3.7%)</td>
<td>41</td>
<td>(13.6%)</td>
<td>22</td>
</tr>
<tr>
<td>quality of education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Primary data 2016

Legend: 5. **Strongly Agree** = [4.21-5.00] =very high, 4. **Agree** = [3.41-4.20] =high, 3. **Not Sure** = [2.61-3.40] =Moderate, 2. **Disagree** = [1.81-2.60] =low 1. **Strongly Disagree** = [1.00-1.80] = very low

Table 4.7 shows the opinions of respondents on the way democratic leadership style is used by their head teachers. Four indicators were positively perceived by respondents in the following manner: it was provided that head teachers make their attitudes clear to their staff on the mean of 3.56 which is interpreted as very high mean and resulting from a big number of respondents who have agreed with that on the percentage of 42%. Secondly, the
respondents appreciated the way that head teachers let them to know what is expected to them considering the mean of 3.88 which is interpreted as high mean and this is in line with the large number of respondents who have agreed on the percentage of 49.4%. Thirdly it was reported that head teachers in selected schools coordinate the activities of staff considering the mean of 3.72 which is interpreted as high mean and influenced by a large number of respondents who agreed with that considering the percentage of 49.4%. Fourthly, participants in this study have positively perceived the way by which students are free to provide communicate their speech and their concerns on looking on the mean of 3.43 which is interpreted as high mean.

The other democratic indicators which were used in this study were moderately perceived by respondents since their means fall in the interval of [2.61-3.40]. Those are periodic meeting for staff members and in it teachers are allowed to give their opinions, maximum involvement of students in schools administration, and preparing meetings with teachers which aim to improve the quality of education.

In conclusion the average mean of 3.49 shows that head teachers in selected schools in this study lead their schools by following democratic principles. This is in line with rules provided by Ministry of Education and Government of Rwanda in general where stakeholders are to work closely with people under their management. In short interview with one director in well performing schools he provided that giving rights to teachers and students and coordinate their activities is a key for performance; every members of the community feel involved and strive for the better of the schools.

Another head teacher provided that when meetings related to quality performance are held regularly and those who worked well in past are rewarded, it influence the competition among teachers where everyone work to improve the quality of lessons by meeting with national standards.

4.2.3 Extent of autocratic leadership style in selected schools

Autocratic leadership refers to a system that gives full empowerment to the leader with minimal participation from the followers. Yukl (1994) found that autocratic leaders tend to
have the following five characteristics: they do not consult members of the organization in the decision making process, the leaders set all policies, the leader predetermines the methods of work, the leader determines the duties of followers, and the leader specifies technical and performance evaluation standards. Since this style of leadership usually only involves one person deciding, it permits quick decision-making. Although the autocratic style is relatively unpopular, in certain circumstances it can be an effective strategy, especially when the leader is short on time and when followers are not productive. Below table shows the opinions of respondents on autocratic leadership style in selected schools.

**Table 4.8: Opinions of respondents on the extent of autocratic in selected schools**

<table>
<thead>
<tr>
<th>Autocratic</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Not sure</th>
<th>Agree</th>
<th>Strongly agree</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head teacher takes decision regarding school management himself</td>
<td>13 (16.0%)</td>
<td>34 (42.0%)</td>
<td>25 (30.9%)</td>
<td>9 (11.1%)</td>
<td>---</td>
<td>2.37</td>
</tr>
<tr>
<td>Head teacher doesn’t explain the action plan of the school</td>
<td>5 (6.2%)</td>
<td>21 (25.9%)</td>
<td>31 (38.3%)</td>
<td>21 (25.9%)</td>
<td>3 (3.7%)</td>
<td>2.95</td>
</tr>
<tr>
<td>Head teacher is reluctant to accept constructive ideas from other staff members</td>
<td>7 (8.6%)</td>
<td>19 (23.5%)</td>
<td>32 (39.5%)</td>
<td>20 (24.7%)</td>
<td>3 (3.7%)</td>
<td>2.91</td>
</tr>
<tr>
<td>The head teacher does not listen to students’ concerns.</td>
<td>18 (22.2%)</td>
<td>46 (56.8%)</td>
<td>17 (21.0%)</td>
<td>---</td>
<td>---</td>
<td>1.99</td>
</tr>
<tr>
<td>Students’ views are not considered in staff meetings.</td>
<td>3 (7.4%)</td>
<td>25.9 (%)</td>
<td>28 (34.6%)</td>
<td>23 (28.4%)</td>
<td>6 (7.4%)</td>
<td>3.10</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td><strong>3.7</strong></td>
<td><strong>25.9</strong></td>
<td><strong>28</strong></td>
<td><strong>23</strong></td>
<td><strong>6</strong></td>
<td><strong>3.10</strong></td>
</tr>
</tbody>
</table>

*Source: Primary data 2016*

Legend: 5. **Strongly Agree** = [4.21-5.00] = very high, 4. **Agree** = [3.41-4.20] = high, 3. **Not Sure** = [2.61-3.40] = moderate, 2. **Disagree** = [1.81-2.60] = low 1. **Strongly Disagree** = [1.00-1.80] = very low

Considering the results in table 4.8 a large number of autocratic indicators were moderately perceived by participants in this study. The participants revealed that sometimes meaning in moderate way head teachers don’t explain the action plan of their schools since the mean is 2.
95. Secondly, it was also reported that that head teachers in selected schools are reluctant to accept constructive ideas from other staff members on the level of 2.91 which is interpreted as moderate mean. This means that some time head teachers be reluctant in accepting ideas from other staff members of their school. Another indicator of autocratic which well perceived in moderate manner is non-consideration of students’ views in staff meeting since the mean is 3.10 which is interpreted as moderate mean. The other remaining autocratic indicators were lowly accepted by respondents. Those are taking decision regarding the management of their schools themselves on the mean of 2.37; this means that head teachers consider some staff members while they are deking decisions regarding the school management. Not understanding the concerns of students was rated on the mean of 1.99 which is interpreted as low mean; this means that head teachers take care of concerns of students and seek the appropriate way to resolve them.

In brief autocratic style is neither highly used nor lowly used by head teachers in selected schools since the average mean is 2.66 which is interpreted as moderate mean.

While on field in the interview with one head teachers in selected schools provided that in some circumstances it necessary to take decision yourself in order to remind the school community what they must do for better performance.

4.2.4 Extent of laissez-faire leadership style in selected schools

Laissez-Faire leadership is when leaders are hands-off and allow group members to make the decisions. With this style, freedoms are fully determined by group goals, techniques, and working methods. Leaders rarely intervene. Laissez-faire style is described by Hackman and Johnson (2009) as the most effective style, especially where followers are mature and highly motivated. Laissez-faire leadership style allows complete freedom to group decision without the leader’s participation. Thus, subordinates are free to do what they like. The role of the leader is just to supply materials. The leader does not interfere with or participate in the
course of events determined by the group (Talbert and Milbrey, 1994). However below table shows how respondents perceive the laissez-faire style in selected schools

<table>
<thead>
<tr>
<th>Laissez-faire</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Not sure</th>
<th>Agree</th>
<th>Strongly agree</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>The head teacher allows staff members the freedom to work in own way</td>
<td>3</td>
<td>19</td>
<td>36</td>
<td>23</td>
<td>---</td>
<td>2.98</td>
</tr>
<tr>
<td>The head teacher works without a clear plan</td>
<td>4</td>
<td>9</td>
<td>25</td>
<td>29</td>
<td>14</td>
<td>3.49</td>
</tr>
<tr>
<td>The head teacher does not punish teachers who misbehave on students</td>
<td>---</td>
<td>8</td>
<td>28</td>
<td>28</td>
<td>17</td>
<td>3.67</td>
</tr>
<tr>
<td>The head teacher does not care about students’ welfare.</td>
<td>11</td>
<td>40</td>
<td>28</td>
<td>2</td>
<td>---</td>
<td>2.26</td>
</tr>
<tr>
<td>The head teacher leaves teachers to make all necessary decisions</td>
<td>29</td>
<td>34</td>
<td>6</td>
<td>12</td>
<td>---</td>
<td>2.01</td>
</tr>
<tr>
<td>The head teacher leaves teachers to do what they like</td>
<td>3</td>
<td>32</td>
<td>33</td>
<td>5</td>
<td>2</td>
<td>2.81</td>
</tr>
<tr>
<td>Teachers are less concerned with students’ welfare.</td>
<td>3</td>
<td>30</td>
<td>39</td>
<td>9</td>
<td>---</td>
<td>2.67</td>
</tr>
<tr>
<td>The head teacher does not participate in all programs of the school</td>
<td>5</td>
<td>19</td>
<td>9</td>
<td>30</td>
<td>18</td>
<td>3.46</td>
</tr>
</tbody>
</table>

**Average mean** 2.91

*Source: Primary data 2016*


Table 4.9 shows the opinions of respondents on indicators which were taken as laissez-faire characteristics. The respondents perceived positively the following: they revealed that head teachers work without a clear plan since the mean is 3.49. Secondly respondents reported that
head teachers do not punish teachers who show misbehavior to the students on the mean of 3.67 which fall in the interval of [3.41-4.20] which is interpreted as high mean; it means it rare to see the head teacher to take a tough decision to the teacher while they are working in wrong manner. Thirdly, it was reported that head teachers in selected schools don’t participate in all programs of schools on the mean of 3.46 which is interpreted as high mean. Summing all responses provided by respondents to each indicator of laissez-faire as one of leadership style the average mean of 2.91 shows that it’s the kind of leadership that is moderately applied in selected schools.

4.3 Assessment of students’ performance in selected schools

The second specific objective of this study was to assess the performance level of students in selected public secondary schools in Gasabo district. The results on this objective were obtained using opinions methods where participants provided their responses in form of Likert scale questions. Below table shows what was provided by respondents on performance of students in selected schools in Gasabo district

| Table 4.10: Opinions of respondents on students’ performance in Gasabo district |
|---------------------------------|-----------------|---------------|----------|----------|-----------------|
| Student performance            | Strongly disagree | Disagree    | Not sure | Agree | Strongly agree | Mean     |
| The results for national exams are always good in these schools | 6 (7.4%) | 19 (23.5%) | 40 (49.4%) | 16 (19.8%) | --- | 2.81 |
| During mock exam students perform well | --- | 30 | 37 | 13 | 1 | 2.81 |
| The mean for school examination is high in this school | --- | 2 | 52 | 25 | 2 | 3.33 |
| There is the character of competition among students | --- | 5 | 25 | 37 | 14 | 3.74 |

*Source: Primary data 2016*
Table 4.10 shows the opinions of respondents on performance of students in selected schools in Gasabo district. It was revealed that students perform well on high mean of 3.74 in terms of competition among them. To other remaining indicators of performance which were used in this study meaning the goodness of national examination results, performance in mock exams, mean for school examination the results reveal that there is a moderate performance of students on them since their means fall in the interval of [2.61-3.40] which is interpreted as moderate mean. Those results lead to the conclusion of saying that students in selected schools performs moderately since the average mean is 3.17 which falls in the interval of moderate mean.

4.4 Assessment of the relationship between leadership styles and students performance

The third specific objective which leads to the overall aim of this study is to assess the relationship between leadership styles and performance of students. To achieve this objective the statistical technique which is correlation was used. This technique help in identifying how one variable influences another. To measure the correlation in this study the significance level of 0.01 was used as reference. When the p-value is greater than 0.01 the found relationship is said to be not statistically significant and if the p-value is less than 0.01 the found relationship is said to be statistically significant.
Table 4.11: Relationship between leadership styles and students performance

<table>
<thead>
<tr>
<th>Leadership styles</th>
<th>Students performance</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spearman's rho</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transformational</td>
<td>Correlation</td>
<td>.332**</td>
</tr>
<tr>
<td></td>
<td>Coefficient</td>
<td>.002</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>81</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>Democratic</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Correlation</td>
<td>.550</td>
</tr>
<tr>
<td></td>
<td>Coefficient</td>
<td>.067</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>81</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>Autocratic</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Correlation</td>
<td>-.165</td>
</tr>
<tr>
<td></td>
<td>Coefficient</td>
<td>.142</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>81</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>Laissez-faire</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Correlation</td>
<td>-.163</td>
</tr>
<tr>
<td></td>
<td>Coefficient</td>
<td>.146</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>81</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td></td>
</tr>
</tbody>
</table>

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

Source: Primary data, 2016

Table 4.11 shows the relationship between leadership styles and performance of students by using correlation technique. Going one leadership style by one, there is a positive relationship between transformational leadership since the correlation coefficient is 0.332 and statistically
significant as it is 0.002 which is less than 0.01. Secondly the results show that there is a positive relationship between democratic leadership but which is low since the correlation coefficient is 0.067; but this relationship is not statistically significant since the p value of 0.550 is greater than 0.01. Thirdly, the results show that there is a negative correlation between the extent by which autocratic leadership is applied and performance of students since the correlation coefficient is -0.165 which is interpreted as negative correlation but this is not statistically significant because the p value of 0.142 is greater than 0.01. Fourthly, the results reveal that there is also a negative relationship between the extent by which laissez faire leadership is applied and performance of students where the correlation coefficient is -0.163 and this is not statistically significant since the p value of 0.146 is greater than 0.01.
CHAPTER FIVE: SUMMARY, CONCLUSION, AND RECOMMENDATIONS

5.0 Introduction

This fifth chapter of the thesis is about summary of findings, conclusion, and recommendations. The summary of findings is formulated in line with the specific objectives of the study, and the conclusion was formulated based on the overall or main objective of the study.

5.1 Summary of the findings

5.1.1 Assessment of the extent of applying leadership styles in selected schools

The specific objective of this study was to identify the level of applying different leadership styles in selected schools. Those leadership styles are transformational, democratic, autocratic, and laissez-faire. The results revealed that democratic as leadership style highly applied than the remaining leadership styles because its average mean is 3.49 which is interpreted as high mean which others are used moderately.

5.1.2 Assessment of performance level among students in selected schools

The second objective of this study was to examine the performance of students in selected schools. The performance was measured through the opinions of respondents like as it was done on the first specific objective. The results revealed that in selected schools they perform moderately in general but it was revealed that students hold the character of competitiveness among them.
5.1.3 Relationship between leadership styles and performance of students

Using correlation method it was found that there is a significant positive relationship between transformational leadership style and performance of students. It means that as the transformational leadership style is highly used as the students perform better. A positive relationship also was found between democratic style and performance of students but finally it was not found to be statistically significant. To the other remaining two leadership styles the results found that there is a negative relationship between them performance of students but not statistically significant.

5.2 Conclusion

This study was aiming to examine the influence of leadership styles applied by head teachers on performance of students in selected schools of Gasabo district. The general results found that the most influential leadership style on performance of student is transformational one even if it was found that it is applied moderately comparing to democratic which was also found to influence the performance of students positively even it was found not to be statistically significant.

5.3 Recommendations

The study found out that the head teachers in the district applied various leadership styles where majority applied democratic, while a few applied authoritarian and laissez-fairer leadership styles. According to the findings of this study it was revealed that transformational leadership style is more influential to performance of students in selected schools. But this was found not to be highly applied by head teachers in selected schools. To this head teachers are recommended to increase the way by which they apply this style by doing the following:

1. Create clear vision regarding the future of their schools

2. Inspiring the confidence by valuing their arguments
3. The head teachers must be eager to achieve the vision of their schools

Beside those, the head teachers are highly recommended to apply all principles of transformational leadership style effectively as they can in form of inspirational motivation, intellectual simulation, and individual consideration.

The findings also revealed that in Gasabo district student in selected schools perform moderately and to this the head teachers are recommended to do the following apart from strengthening transformational leadership style:

1. Identify other challenges of efficient performance of students and seek effective solutions to them
2. Control and monitoring where teachers deliver lessons according the national curriculum
3. Reminding parents that are the first educators and key to performance of their students by delivering to them all facilities and advises for their future.

The ministry of education should do the following:

1. Identify the reasons behind the perennial poor performance of schools in national exams in Gasabo District since this study ruled out the leadership styles as the plausible cause of the poor performance.
2. Identify the level of pupils’ preparedness for the national exams. It is most likely that dimension can help to find out the extent to which pupils are ready and well prepared for exams.
3. Organize motivational talks to the candidates before they sit for national exams. It is envisaged that this strategy can probably help to prepare them psychologically and boost their morale.
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Assessed on 16 September


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APPENDICES
APPENDIX 1: INTRODUCTORY LETTER

Mount Kenya University
KIGALI CAMPUS
SCHOOL OF POST GRADUATE STUDIES

LETTER OF INTRODUCTION

Ref No: MKU04/SPGS/0002/VOL_3/2016/659

6th May, 2016

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

MS. JULIET KARATESI-MED/0088/12

This is to confirm that the above named person is a bona fide student of Mount Kenya University (Kigali Campus). She is currently carrying out research work to enable her complete her Master of Education (Educational Planning, Management and Administration Option) degree program. The title of her research is:

HEAD TEACHERS’ LEADERSHIP STYLES AND STUDENTS’ ACADEMIC PERFORMANCE IN SELECTED SECONDARY SCHOOLS OF GASABO DISTRICT, KIGALI, RWANDA

The information received will be confidential and for academic purpose only.

Any assistance accorded her to complete this study will be highly appreciated.

Thank you.

Prof Raymond Wafula Ongus, PhD
COORDINATOR SCHOOL OF POST GRADUATE STUDIES
APPENDIX 2: REQUEST FOR DATA COLLECTION

Kabatesi Juliet
Mount Kenya university
0788742519
kabatesijul@yahoo.com

On 17th May 2016

To: the mayor of Gasabo District

Dear sir madam

Re: Permission to carry out an academic research in Gasabo district.

I hereby write this letter to request for permission to carry out research in your district.

I'm a student at Mount Kenya University Rwandan campus pursuing a master's degree in education planning, management and administration and my research topic is leadership styles of head teachers and students performance.

The annexed copy is the letter of introduction from Mount Kenya University.

I will be grateful when my request is honored.

Yours faithfully

Kabatesi Juliet
APPENDIX 3 ACCEPTANCE LETTER

REPUBLIC OF RWANDA

Kigali on 27/5/2016
Ref. No: C4-01-02/2016

CITY OF KIGALI
GASABO DISTRICT
WEBSITE: www.gasabo.gov.rw
E-mail: gasabo_district@yahoo.com
PO Box: 7666 KIGALI

To: Mrs. Juliet KABATESI
C/O Mount Kenya University
Tel. 0788742519

RE: Your Request for the permission to conduct a research.

Dear Juliet,

Reference is made to your letter dated May 17th, 2016, requesting for the permission to conduct a research on "Head Teachers' leadership styles and student's academic performance in selected secondary schools of Gasabo District";

I would like to inform you that the permission you asked for has been granted.

Sincerely,

INGABIRE Augustin
Executive Secretary of Gasabo District

Cc:
- Director of Human Resources and Administration/ Gasabo District
- Director of Education/ Gasabo District

KIGALI
APPENDIX 4: QUESTIONNAIRE FOR TEACHERS

Consent
Dear colleagues,
I’m a student at Mount Kenya University, conducting a research on leadership styles of school head teachers and students academic performance. This research is meant for academic purpose and will not be used for any issue. The answers that you provide will be kept secretly. You are kindly requested to provide answers to these questions as honest as possible. Please tick where appropriate or fill in the space provided.
Thank you for your considerable cooperation.

Juliet KABATESI

Part I: Characteristics of the respondents
Below are basic information needed from you, you kindly requested to put a tick (√) in front of your choice.

1. Gender of the respondent

<table>
<thead>
<tr>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
</table>

2. Category of the school

<table>
<thead>
<tr>
<th>Public school</th>
<th>Private school</th>
<th>Government aided school</th>
</tr>
</thead>
</table>

3. Educational background

<table>
<thead>
<tr>
<th>A2 certificate</th>
<th>A1 Diploma</th>
<th>A0 Degree</th>
<th>Masters</th>
</tr>
</thead>
</table>

4. Teaching experience
5. Time to arrive at school

<table>
<thead>
<tr>
<th>Time</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6:00-7:00 am</td>
<td></td>
</tr>
<tr>
<td>7:30-8:00 am</td>
<td></td>
</tr>
<tr>
<td>7:30-8:00 am</td>
<td></td>
</tr>
<tr>
<td>Beyond 8:30 am</td>
<td></td>
</tr>
</tbody>
</table>

Part II: Perception of respondents on leadership style

1. The table below illustrates statement on transformational leadership style as one used by head teachers in secondary school, you are pleased to provide your opinions by ticking your responses where 1= strongly disagree, 2= Disagree, 3=Not sure, 4= Agree, 5= strongly agree. Put a tick (√) in front of your choice.

<table>
<thead>
<tr>
<th>Transformational leadership statements</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Headmasters’ inspirational motivation</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The head teacher creates a clear vision of the future of the school</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The head teacher inspires confidence in the value of his argument</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The head teacher is eager to achieve the vision of this school</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The head teacher sets an enviable example for others to follow</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The head teacher demonstrates high personal standards</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The head teacher motivates school team including students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Intellectual Stimulation</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The head teacher asks questions to test other’s thinking</td>
<td></td>
<td></td>
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<tr>
<td>The head teacher encourages other to challenge his status quo</td>
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<tr>
<td>The head teacher provides tasks that are stretching but achievable</td>
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<tr>
<td>The head teacher shows the ability to sell the benefit of new ideas</td>
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<tr>
<td>The head teacher encourages others to re-think their ideas</td>
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<tr>
<td><strong>Headmaster's Individual Consideration</strong></td>
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<tr>
<td>The head teacher treats people as unique individuals in this school</td>
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<tr>
<td>The head teacher tries to understand the other person's view point</td>
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<tr>
<td>The head teacher builds co-operative relationship with immediate colleagues</td>
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<tr>
<td>The head teacher recognizes the different capabilities of individuals</td>
<td></td>
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</tbody>
</table>
2. The table below illustrates statement on democratic leadership style as one used by head teachers in secondary school, you are pleased to provide your opinions by ticking your responses where 1= Strongly disagree, 2= Disagree, 3=Not sure, 4= Agree, 5= Strongly agree. Put a tick (√) in front of your choice.

<table>
<thead>
<tr>
<th>Democratic leadership</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head teacher makes his or her attitudes clear to the staff</td>
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<tr>
<td>Head teacher lets staff members know what is expected of them.</td>
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<tr>
<td>Staff meetings in this school are periodically conducted and teachers give opinions on effective and efficient modalities of handling students</td>
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<tr>
<td>Head teacher sees to it that work of staff members is coordinated.</td>
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<tr>
<td>There is maximum involvement of students in the school administration.</td>
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<tr>
<td>Students have freedom of speech to communicate their concerns.</td>
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<tr>
<td>The head teacher organizes meeting with teachers to see how to improve quality of education</td>
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</tr>
</tbody>
</table>

3. The table below illustrates statement on autocratic leadership style as one used by head teachers in secondary school, you are pleased to provide your opinions by ticking your responses where 1= Strongly disagree, 2= Disagree, 3=Not sure, 4= Agree, 5= Strongly agree.. put a tick (√) in front of your choice.

<table>
<thead>
<tr>
<th>Autocratic leadership</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head teacher takes decision regarding school management himself</td>
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<tr>
<td>Head teacher doesn’t explain the action plan of the school</td>
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<tr>
<td>Head teacher is reluctant to accept constructive ideas from other staff members</td>
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<tr>
<td>The head teacher does not listen to students’ concerns.</td>
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<tr>
<td>Students’ views are not considered in staff meetings.</td>
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</tbody>
</table>
4. The table below illustrates statement on laissez-faire leadership style as one used by head teachers in secondary school, you are pleased to provide your opinions by ticking your responses where 1= strongly disagree, 2= Disagree, 3=Not sure, 4= Agree, 5= strongly agree. Put a tick (√) in front of your choice.

<table>
<thead>
<tr>
<th>Laissez faire leadership</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>The head teacher allows staff members the freedom to work in own way</td>
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<tr>
<td>The head teacher works without a clear plan</td>
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<tr>
<td>The head teacher does not punish teachers who misbehave on students</td>
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<tr>
<td>In this school the head teacher does not care about students’ welfare.</td>
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<tr>
<td>The head teacher leaves teachers to make all necessary decisions</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>The head teacher leaves teachers to do what they like</td>
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<td></td>
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</tr>
<tr>
<td>Teachers are less concerned with students’ welfare.</td>
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<tr>
<td>The head teacher does not participate in all programs of the school</td>
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</tbody>
</table>

5. The table below illustrates statement on performance of students in secondary school, you are pleased to provide your opinions by ticking your responses where 1= strongly disagree, 2= Disagree, 3=Not sure, 4= Agree, 5= strongly agree. Put a tick (√) in front of your choice.

<table>
<thead>
<tr>
<th>Student academic performance</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>The results for national examinations are always good in this school</td>
<td></td>
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<tr>
<td>During mock examination students perform well</td>
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<tr>
<td>The mean for school examination is high in this school</td>
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<tr>
<td>There is the character of competition among students</td>
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</tbody>
</table>

Thank you for your cooperation
APPENDIX 5: INTERVIEW GUIDE FOR HEADTEACHERS

Consent
I’m a student at Mount Kenya University, conducting a research on leadership styles of school head teachers and students academic performance. This research is meant for academic purpose and will not be used for any issue. The answers that you provide will be kept secretly. You are kindly requested to provide answers to these questions as honest as possible. Please tick where appropriate or fill in the space provided.
Thank you for your considerable cooperation.

1. What the category of your school among the following?
   1. Public school  
   2. Private school  
   3. Government aided school  

1. What is your experience in managing this school?
   1. Below 5 years  
   2. 5-10 years  
   3. Above 10 years  

3. Does your school have vision, mission and strategies plan?
   1. Yes  
   2. No  

If yes, how do you integrate the school community during its preparation?

…………………………………………………………………………………………………
…………………………………………………………………………………………………
…………………………………………………………………………………………

4. Does all stakeholders get involved in decisions regarding them?
   1. Yes  
   2. No  

If yes what is the importance of that on academic performance?

…………………………………………………………………………………………………
…………………………………………………………………………………………………
…………………………………………………………………………………………
5. Do you organize professional development workshop for teachers?

1. Yes □  2. No □

If yes how often do you do it?

........................................................................................................................................
........................................................................................................................................
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6. Is there any technique to monitor the punctuality of teachers?

1. Yes □  2. No □

If yes describe how you do it?

........................................................................................................................................
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........................................................................................................................................

7. Do you assess student performance during teaching and learning period?

1. Yes □  2. No □

If yes how?

........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................

Thank you for your time
APPENDIX 6: MAP OF GASABO DISTRICT