



RESEARCH ARTICLE

EFFECT OF SCHOOL LEADERSHIP PRACTICES ON STUDENT ACADEMIC ACHIEVEMENT IN ENGLISH IN PUBLIC DAY SECONDARY SCHOOLS IN RWANDA

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Abstract

This study investigates the impact of instructional leadership techniques on students' English language competency in Rwandan public secondary schools. The research involved 5660 students, 10 head teachers, 156 English instructors, and 5 local authorities' educational officials. The study used both quantitative and qualitative methodologies to gather data. The findings showed that school resource management and teachers' behavior and attendance demonstrate leadership skills. Additionally, improved student behavior and greater cooperation reflect student performance. Exam outcomes, good teaching and learning, teacher conduct, school resource management, and collaborations with the community and parents were found to be significantly correlated with student performance. However, the association was negligible. The study recommends that transformational leaders in Rwanda improve student performance by fostering a positive school climate, promoting professional development, and enhancing English proficiency.

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Introduction:-

Admission to postsecondary education institutions and the formal labor market is largely determined by a student's success on their English National Examination scores (Ntawiha, 2021). The poor academic performance of Rwandan secondary school students is a concern due to the poor learning environment. Leadership techniques can help improve secondary student results and foster personal growth. Effective school leadership, such as coaching and servant leadership, can improve performance and harmony (Paiman, 2021). A competent headteacher can increase learning results for both teachers and pupils. However, some schools, particularly those with 9 and 12 YBE curricula, perform poorly in national assessments (MINEDUC, 2017). This study investigates the impact of school administrators on English proficiency among students in Rwanda's public secondary schools. By adopting effective leadership practices, schools can become effective organizations and improve their students' English proficiency.

General objective

The general objective of this study is to investigate the effect of school leadership practices on student academic achievement in English subjects in public secondary schools in Rwanda.

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According to (Brewton, 2016), The term "literary theory" refers to the set of ideas and methods used in the substantive analysis of literature mean notions that explain what literature may suggest rather than the interpretation of a piece of literature:

Literature Review:-

It speaks about the way a principal leads a school toward the shared goal of education (Berhane & Nasero, 2022). In Changchun, China, Berhane and Nasero (2022) carried out a study that examined how school leadership might improve student success. In addition to surveys, interviews, and document analysis, the study included both quantitative and qualitative research methodologies. The study found that communication, collaboration, and closeness between parents and staff all affect students' academic success. Delegating responsibilities to one another helps to guarantee that work is done efficiently.

Conversely, Cheruiyot, Manduku, and Makero (2018) carried out research in Kenya's Sotik Sub-County, that was based on the influence of the head teacher's Using a descriptive study methodology, the impact of leadership style on public school performance in public elementary schools in Sotik Sub-County, Kenya method with structured and unstructured questions. The study discovered that head teachers always manage school discipline by encouraging staff to be innovative in their teaching and learning approaches, fostering successful collaboration with staff, and generating a positive learning environment and relationship. The study also demonstrated that school leadership had an effect on teachers' performance. When head teachers put more attention on school leadership practices, teachers' work performance improved.

Lamb and Fullarton (2018) found that prioritising school development leads to improved performance through effective management practices. Effective school management has a crucial role in shaping school success (Spillane et al, 2016). School management research show that certain management roles positively affect academic success. Research shows that effective school management significantly effects academic achievement (Leithwood& Jantzi, 2017).

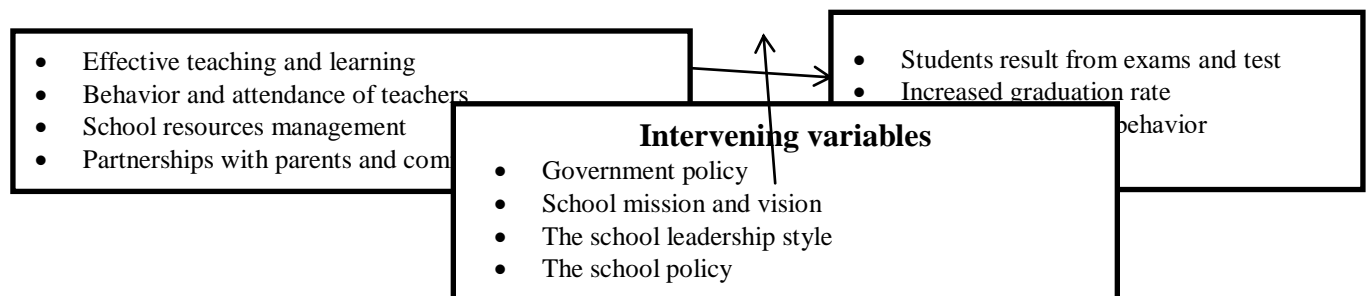
Over the past 30 years, school management discourse has shifted from a focus on exceptional individuals to a collaborative approach that considers leaders, followers, and organisational culture (Sillane et al, 2016). The majority of school management theories in student success and development studies focus on teaching and learning.

According to Innes (2021), secondary school students' behavior must be shaped, altered, and adjusted in order to receive discipline. One of the issues schools in Kenya have to deal with is indiscipline, which has a detrimental effect on students' academic achievement, general well-being, and society at large (Njoroge & Nyabuto, 2016). High school students' lack of discipline has been studied, recommendations have been made, and steps have been taken to address the issue, yet incidents of this behavior continue to occur and take many forms despite these efforts (Likoye, 2016). These academics listed Secondary school unrest can be attributed to a variety of factors, including peer pressure and influence, bad food, insufficient teaching strategies, drug misuse, excessively protective parents, inconsistent punishments, inadequate parental care, and the indiscipline of prefects. They also mentioned poor supervision, stringent policies and procedures at school, strained relationships between teachers and students, difficulties in communicating, peer pressure and its effects, and inadequate parental guidance.

Conceptual framework

This study's conceptual framework connects the independent variables to each other and to the intervening variable in the figure.

Independent variable **Dependent variable**



Research Methodology:-

Research Design

The study employed a cross-sectional survey methodology using diverse techniques. A survey provides information on a population's attributes in relation to one or more factors (Shyiramunda, 2020). When describing features of variables under research that occur at a particular moment in time is the main goal, a cross-sectional survey methodology is employed (Terego, 2016).

Target Population

The data was gathered from a sizable group known as the population, and the conclusions were extrapolated. Ten head teachers, 156 English instructors, 5,660-day secondary school pupils, and five educational officials from the local government in the Rutsiro District made up the study's population. Due to time and budget constraints, it was not feasible to cover the whole population. For this reason, sampling strategies were used in this investigation.

Andrade (2020) posits that obtaining a bigger sample size than necessary would result in better accurate results since it would be more representative of the population. But after a while, the accuracy increase was negligible, so it wasn't worth the time and money to find additional patients.

Using the Slovin method (Tejada and Punzalan 2022) The number of responders in the sample was calculated using a 95% confidence level. As a result, the sample size (n), population size (N), and margin of error (0.05) were all determined using Slovin's Formula (1960), which is as follows: $n = N / (1 + N \cdot (e)^2)$ Thus, the researcher sampled 374 respondents in the district of Rutsiro using the below formula. Sample size; N is the population size N: sample size e: is the level of precision which is 1.

Table 3.1:- Respondents' Distribution.

No	Category of respondents	Target population	Sample size
	English Teachers	156	10
	Head-teachers	20	7
	Sectors education inspectors	13	3
	Students	5660	354
	Total	5849	374

Source: Researcher (2024)

The study was conducted using a variety of approaches, including an interview and a descriptive survey. Due to the study's time constraints, the researcher chose a questionnaire containing descriptive data to distribute to a significant number of schools, teachers, and parents from public secondary schools. Research used procedures and questionnaires during data collection, methods, and analysis.

To collect information relevant to the objectives, the research employed a questionnaire that included a series of open questions on themes that were expected from respondent information. These sorts of questions were given to respondents by the researcher.

Reliability And Validity

Fraenkel and Wallen (2016) assert that the validity of the research instrument influenced the reliability of the data collecting tools and the research's conclusions. Determining the validity of the research instrument guarantees the accuracy of the data collected from the respondents when a researcher utilizes easily understood plain language. The researcher arranged both genuine and easily understood closed-ended and open-ended questions in the questionnaires to see if they are related to the variables and appropriately reflect the study's objectives. During the pilot research, the study's validity was investigated. Before the questionnaire was taken into the field to gather data, any doubt or ambiguity in the items was cleared up. The validity will be tested using Content Validity Index (CVI). $CVI = RQ / TQ \geq 0.6$; Whereby RQ: Relevant Questions, TQ: Total Questions

A questionnaire is deemed legitimate if it yields the necessary information to the researcher if its estimated content validity score is higher than 0.

The degree to which an assessment would yield the same or a comparable score if administered twice or by two assessors is known as Florent (2016) dependability. This is the precision with which an evaluation gauges the ability or accomplishment it is intended to evaluate." Before being utilized as a generating tool, the item was measured in pilot research. Measure reliability may be assessed using Cronbach's alpha by comparing the shared variance, or covariance, between the items that comprise an instrument and the overall variance. Collins (2017) states that if the instrument is credible, there should be a substantial degree of correlation between the items in respect to the variance. This was developed by Lee Cronbach to assess the internal consistency of a scale or test. Usually, it takes the form of a number between 0 and 1. However, a Cronbach's alpha coefficient of 0.7 indicates that a questionnaire is credible. The equation that follows is applicable: The formula $\alpha = (N.C)/(V+(N-1).C)$ represents the relationship between the average variance (v), the average inter-item covariance (c), and the total number of items (N). In the Karongi District, at GS Kabarondo, the pilot study was conducted. Following the completion of a pilot study at GS Mukarange, the researcher evaluated the Cronbach's alpha coefficient. If it was more than 0.775, the questionnaire would be deemed credible in providing the researcher with necessary data.

Findings, Interpretations and Discussions:-

Respondent's gender profile was very important in investigating the effect of school leadership practices on student academic achievement in English subjects in public secondary schools in Rwanda.

Table 4.1:- Age Group of participants.

Age	Frequency	Percentage
25-30 years	354	94.6
30-35 years	10	2.6
35-40 years	8	2
41 and above	2	1
Total	374	100.0

Source : Primary Data (2024)

According to Table 4.1, which presents the study's findings, 354 (94.6%) of the respondents were between the ages of 25 and 30, 10 (2.6%) were between the ages of 30 and 35, 8 (2%), between the ages of 35 and 40, and 2 (1.0%) were older than 41. This suggests that many of the respondents were experienced educators whom may offer trustworthy information that is essential to the current investigation. Yanjiu (2016) asserts that age distribution plays a critical role in population studies by influencing family composition and size. Younger age structures lead to larger families, whereas older age structures have an impact on smaller family numbers. The 2023 census shows that 64.7% of Chinese households are nuclear, and 6% of the population is getting older.

Year of Study

In order to determine if the respondents' level of education has an impact on the comments they offer, the researcher has asked respondents to declare their class using questionnaires.

Table 4.2:- Year of Study.

Levels	Frequency	Percentage
Ordinary level	354	94.6 %
Bachelors Degree	9	2.4%
Masters Degree	1	1.0%
PhD	0	0%
Total	374	100.0%

Source: Primary Data (2024)

354 of the 374 respondents, or Table 4.2, had an ordinary level; 9 of them (or 2.4% of the total) had a bachelor's degree, and 1 (or 1.0% of the total) had a master's degree. This made it easier for the researcher to obtain data that wasn't derived from elementary or secondary school curriculums.

Presentation of Findings

Correlation Analysis between the relationship between school leadership practice and student academic achievement in English

		Effective teaching and learning	Behavior and attendance of teachers	School resources management	Partnerships with parents and community	Students result from exams and test	Increased graduation rate	Improved student's behavior
Effective teaching and learning	Pearson Correlation	1						
	Sig. (2-tailed)							
	N	372						
Behavior and attendance of teachers	Pearson Correlation	.317**	1					
	Sig. (2-tailed)	.000						
	N	372	372					
School resources management	Pearson Correlation	.163*	.596**	1				
	Sig. (2-tailed)	.029	.000					
	N	372	372	372				
Partnerships with parents and community	Pearson Correlation	.115	.591**	.495**	1			
	Sig. (2-tailed)	.125	.000	.000				
	N	372	372	372	372			
Students result from exams and test	Pearson Correlation	.197**	.263**	.156*	.217**	1		
	Sig. (2-tailed)	.008	.000	.037	.003			
	N	372	372	372	372	372		
Increased graduation rate	Pearson Correlation	.796**	.272**	.211**	.367**	.205**	1	
	Sig. (2-tailed)	.000	.000	.005	.000	.006		
	N	372	372	372	372	372	372	
Improved student's behavior	Pearson Correlation	.736**	.197**	.182*	.254**	.357**	.766**	1
	Sig. (2-tailed)	.000	.008	.015	.001	.000	.000	
	N	372	372	372	372	372	372	372
**. Correlation is significant at the 0.01 level (2-tailed).								
*. Correlation is significant at the 0.05 level (2-tailed).								

Source: Primary Data (2024)

There was a correlation between the research variables, as seen by the data in Table 4.7. Exam results and student outcomes: a statistical relationship has been found between exam results and effective instruction ($r = .197^{**}$ p-value = 0.008), exam results and student outcomes and teacher attendance and behavior ($r = .263^{**}$ p-value = 0.000), exam results and student outcomes and school resource management ($r = .156^{*}$ p-value = 0.037), and exam results and student outcomes and parent and community partnerships ($r = .217^{**}$ p-value = 0.003). The p-value of 0.5 indicates a positive relationship between these links. A higher percentage of graduates Effective teaching and learning and the higher graduation rate are statistically significantly correlated ($r = .796^{**}$, p-value = 0.000). improved graduation rate and school resource management ($r = .211^{**}$, p-value = 0.005); increased graduation rate and partnerships with parents and the community (p-value = 0.000, $r = .367^{**}$); increased graduation rate and teacher conduct and attendance ($r = .272^{**}$, p-value = 0.000). The p-value of 0.5 indicates a positive relationship between these links.

The p-value exceeded 0.05, indicating that this connection is not significant. There is a strong correlation for better student conduct between good student behavior, improved student behavior and effective teaching and learning have a statistically significant relationship ($r = .736^{**}$ p-value = 0.000), as does improved student behavior and teacher attendance ($r = .197^{**}$ p-value = 0.008). There is also an insignificant relationship ($r = .182^*$, p-value = 0.015) between improved student behavior and school resource management, as well as increased graduation rates and partnerships with parents and the community (p-value = 0.001, $r = .254^{**}$). The p-value of 0.5 indicates a positive relationship between these links. It is therefore explained that these independent variables may have an impact on better conduct from students. The efficacy of the school and student success are directly and significantly impacted by competent school administrators. To put it another way, student competency and educational performance are significantly impacted by school leadership (Harris, 2019). It is also stressed that for schools to prosper in the future, administrators must value effective leadership. To provide more opportunities for change and boost the likelihood of student achievement, it comprises mobilizing knowledge at all levels of the school (Harris, 2019). The fourth crucial leadership domain covered in this study by Hitt and Tucker (2016) is creating a supportive learning environment. Establishing a classroom climate that is supportive is essential for administrators and teachers alike, as it promotes a feeling of security and well-being that enables educators to provide their best efforts.

Regression Coefficients between independent variables and Improved student's behavior

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.013	.122		.106	.916
	Effective teaching and learning	.982	.064	.774	15.346	.000
	Behavior and attendance of teachers	.032	.089	.072	3.738	.000
	School resources management	.095	.084	.069	1.128	.261
	Partnerships with parents and community	.300	.065	.282	4.641	.000

a. Dependent Variable: Improved student's behavior

Primary Data as a Source (2024)

Regression coefficients for enhanced student behavior and effective teaching and learning were shown in above. The results indicate a negative significant relationship between enhanced student behavior and teacher attendance ($B = -.372$, p-value = .000), and a positive significant relationship between enhanced student behavior and partnerships with parents and the community ($B = .282$, p-value = .000). Lastly, there was no statistically significant difference between school resource management and better student conduct ($B = .069$, p-value = .261).

Regression Coefficients between independent variables and Increased graduation rate

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.100	.114		.875	.383
	Effective teaching and learning	.959	.060	.787	16.019	.000
	Behavior and attendance of teachers	-.128	.083	-.103	-1.544	.124
	School resources management	-.080	.078	.660	-1.017	.001
	Partnerships with parents and community	.229	.060	.225	3.795	.000

a. Dependent Variable: Increased graduation rate

Source: Primary Data (2024)

Regression coefficients showed that higher graduation rates were positively correlated with effective teaching and learning ($B = .787$, p-value = .000), that better student behavior and teacher attendance were negatively correlated ($B = -.103$, p-value = .124), that higher graduation rates were positively correlated with school resource management ($B = .660$, p-value = .001).

=.660, p-value =.001), and that school resource management was statistically not correlated with partnerships with parents and the community (B =.225, p-value =.000).

Regression Coefficients between independent variables and Students result from exams and test

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.685	.154		4.459	.000
	Effective teaching and learning	.218	.080	.203	2.711	.007
	Behavior and attendance of teachers	.272	.111	.248	2.454	.015
	School resources management	.051	.112	.744	.458	.000
	Partnerships with parents and community	-.077	.129	.361	-.593	.000

a. Dependent Variable: Students result from exams and test

Source: Primary Data (2024)

The data presented in above indicates that the regression coefficients indicate a positive correlation between student exam and test results and effective teaching and learning (B =.203, p-value =.007), a positive but not significant correlation between student exam and test results and teacher behavior and attendance (B =.248, p-value =.015), a positive correlation between student exam and test results and partnerships with parents and the community (B =.361, p-value =.000), and a positive statistical correlation between school resource management and student test results (B =.744, p-value =.000).

Conclusion And Recommendations:-

Conclusions:-

The study reveals that the current research findings suggest that school leadership practices that impact student academic progress in English courses in public secondary schools in the Rutsiro area are insufficient, which satisfies the first purpose and research question. efficient instruction and learning, teacher conduct and attendance, resource management in the school, and collaborations with the community and parents After looking at the academic achievement of students in English subjects in the Rutsiro district,

The second goal and research come to the conclusion that the academic achievement of students in English subjects can be shown by their performance on exams and tests, their improved behavior, their increased graduation rate, and their improved participation in class.

Establishing a connection between the usage of instructional media and mathematical competencies in Rutsiro District public secondary schools is the study's third objective and research question. The correlation matrix between independent variables (teacher attendance, conduct, and effectiveness of instruction) collaborations with parents and the community, as well as the management of school resources) and dependent variables, which include test scores, graduation rates, behavior improvements, and enhanced engagement in class, can demonstrate a student's academic success in English. Finally, because the p-value is less than 0.05, they show positive significance.

Recommendations:-

The researcher made the following suggestions in light of the findings:

Inspiring and motivating their followers, transformational leaders establish a supportive learning environment that encourages student participation and English proficiency among students has been found to be greater in Rwandan schools led by transformational leaders. Academic attainment among students is positively impacted by school administrators that prioritize enhancing teaching and learning strategies. As a result, the Ministry of Education needs to support collaborative teaching methods, oversee classroom education, and give instructors chances for professional development. Distributed leadership: Skilled school administrators provide teachers more authority and assign leadership duties to other members of the school community. In Rwanda, better student results have been linked to this cooperative leadership style. Emotional intelligence: Teachers, parents, and kids' emotions are easier for school administrators to comprehend and control when they possess high emotional intelligence. Academic success of students is impacted favorably by the school atmosphere, which is influenced by this emotional intelligence.

It is advised that MINEDUC offer adequate resources to raise the standard of English proficiency in secondary education. Increasing one's level of English comprehension requires more instruction in the language

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