

**UNIVERSITY OF RWANDA  
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**DEPARTMENT OF FOUNDATIONS, MANAGEMENT AND CURRICULUM  
STUDIES**

**Analysis of Headteachers and Teachers' Perception about the Influence of  
Leadership Models and Leadership Styles on School Performance. A Case Study of  
TVET Schools in Ruhango District**

**by**

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**(UR-CE)**

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**DECLARATION**

I, Consolatrice Mutangampundu, do hereby declare that this dissertation is my original work and that it has not been submitted to any other institution of higher learning for any academic award.

**Consolatrice Mutangampundu**

**Date**

## APPROVAL

I, Dr. Vincent MANIRAKIZA, hereby certify that I have supervised Mrs Consolatrice Mutangampundu's Master's thesis entitled '**Analysis of Headteachers and Teachers' Perception about the Influence of Leadership Models and Leadership Styles on School Performance. A Case Study of TVET Schools in Ruhango District.** This is an original work.



**Dr. Vincent MANIRAKIZA**

**June 12, 2022**

## **DEDICATION**

To my family members for their overwhelming love and care; I dedicate this work.

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All thanks and appreciation are due to the Almighty God, who gave me life and bestowed on me his favour, which in turn enabled me to accomplish this dissertation.

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## **Abstract**

This study assesses the influence leadership models and styles have on performance in TVET schools. This study also investigates the perception of headteachers and teachers in TVET schools on the types of leadership models and leadership styles that are effective to enhance school performance. The data were collected from 5 Headteachers and 196 teachers from 5 TVET schools in Ruhango District using both questionnaire and interview techniques. The study adopted the descriptive research method and the data were analyzed using Microsoft Excel tables. The recorded interviews were analyzed using thematic content analysis. The findings indicate that the majority of headteachers (60%) and teachers (52%) perceive instructional leadership model as the most effective for school performance. As of the leadership styles, the situational leadership styles are perceived by the majority of headteachers (60%) and teachers (51%) as the most effective for school performance. Headteachers and teachers emphasized that it is the responsibility of the school leaders to set up school goals in collaboration with other stakeholders to manage curriculum. They have also to follow up the teaching and learning activity to make sure it is taking place effectively. They should also monitor the implementation of the curriculum, to address all arising issues at school and to foster collaboration in the school community.

## **CHAPTER ONE: GENERAL INTRODUCTION**

### **1.1. Introduction**

Over recent years, the influence of school and district leadership on students' achievement and the quality of effective leadership has been a major concern. Researchers. emphasized that successful school leaders can set the tone to influence achievement amongst students, staff, and other school related organizations. Apart from the classroom instruction, it was shown that school leadership affect the way students learn. (Dufour&Mattos, 2013) Although other factors may contribute to students' performance, good leadership is seen as the catalyst to the mode of instruction used at the school and to the effectiveness of all activities that lead to students' performance and their behaviour.

Effective school leadership offers both great opportunities and challenges for many schools. Schools have a major impact on the growth, development and positive progress of student relationships. There is evidence that shows how outside of the influences in classroom instruction, school leadership can affect student learning (Dufour&Mattos, 2013). Studies suggest that leadership is a skill that requires a specific preparation to promote school reform and new performance outcomes (Hartly & Kecskemethy, 2008).

Over the last decade, the education system in Rwanda has undergone different changes to improve school management and leadership for the sake of school performance and the quality of education. These changes require competent educational leaders who can design a strategy, make sense of an unpredictable environment, provide a vision for how to deal with changes to improve the quality of education and to influence others to commit to this vision. MINEDUC (2008) indicates some responsibilities of school leaders. According to them, heads of schools should apply the pedagogical supervision of human resources and the finances of the school. These leaders of schools must ensure the smooth implementation of the curricula and monitoring of pedagogical orientation of teachers and students.

## **1.2. Background of the problem**

After the 1994 genocide against Tutsi, there were reforms in all sectors of life including education. The government of Rwanda saw education as the driving force for economic and social development of a country. However, the country was suffering from serious deficiencies in terms of trained human capital and this was more severe for the technical professions which were posing a great threat to country to reach its Vision 2020. (RR, 2000). Education is also envisioned to achieve the aspirations of the National Strategy for Transformation. (NST1) 2017-2024) and the Vision 2050: ‘The Rwanda We Want’ that focuses on building a competent Rwandan by ensuring quality education at all levels.

In line with the above, different strategies were put in place and the education sector policy was developed in 2003 in order to serve as guide for the human capital development. (MINEDUC, Education Sector Policy, 2003). Technical and Vocational Education and Training (TVET) was established as one of the pathways of the human capital development. According to UNESCO, Technical and vocational Education and Training (TVET) is assumed as comprising of all field of education, training and skills development linking to an extensive range of working fields, production, service and livelihoods. (Unesco, 2015). MINEDUC (2009) defined TVET as any education, training and learning activity leading to the acquisition of knowledge, understanding and skills which are relevant for employment or self-employment. The rationale was that TVET should cover all kinds and levels of trades that was being or will be offered in Rwanda (MINEDUC, 2008).

## **1.3. Statement of the Problem**

Education is essential for economic development and social transformation of a country. However, the workforce of Rwanda has been characterized by low skill levels particularly in the technical sector and this has been a barrier to economic and social development. To train and modernize the technical workforce for national development, the Government of Rwanda established the TVET schools to respond to the shortage of technical profession and to minimize the unemployment rate (MINEDUC, 2009). However, the country still is in dire need of skilled workers and technicians. The lack of effectiveness and relevance to the reality of the workplace even in the fields that show high demands leads to TVET graduates to remain unemployed because they have not acquired the

practical hands-on competencies (MINEDUC, 2008). This has put much pressure to leaders at different levels and parents to find ways that can be used to improve students' performance.

Le Saux, Leonard, Onwuegbuzie, Sabates, & Stoelinga(2021) indicated that talented leadership is essential to students' achievement. School leadership impacts all facets of education: teacher motivation, shaping the conditions and the environment in which teaching and learning occur, and interaction with the broader community. However, headteachers and teachers' perceptions show that schools meet challenges like low intervention of parents, less motivated students plus less motivated and unstable teachers due to insufficient of salary. These challenges can hinder the effectiveness of teaching and learning. This goes further because some of school leaders do not yet master the basic principles of school leadership and face problems of understanding that may hinder the efficiency of the general administration of the school. (MINEDUC, Technical and Vocational Education and Training (TVET) policy in Rwanda, 2008)

After working as the curriculum developer from Rwanda Education Board (REB) and examination officer at Workforce Development Authority (WDA), the researcher observed that TVET students do not perform at the level that was expected from them. Moreover, the graduates do not have the skills that are required from the job markets. (Puttanna & Odette, 2017) thus raising a concern for the government and other stakeholders. Fewer studies that were conducted in Rwanda about TVET students' skills and competences. (Puttanna, 2017). TVET system is too weak to respond to the highly and diversified competences and skills that are needed at the job markets. There is a mismatch between industry demand for skills and the supply of skilled graduates by the training sector. (Muvunyi, 2017)

Research highlights diverse reasons for poor performance among others, the classroom instruction as the main factor, the instructional materials, and the effectiveness of the school leadership considered the second factor that contributes to students' performance after the classroom instruction. (Leithwood, How leadership influence student learning, 2004) . The contribution of school leaders to students' performance comes in indirect way as mostly their contribution is done through their influence to other people who are in frequent contact with students. Successful educational leaders develop their districts and schools as effective organizations that support and

sustain the performance of administrators and teachers, as well as students (Leithwood et al., 2004).

The school leaders have to play a significant role to improve schools' performance using all assets. This is because their leadership styles and models impact on motivations and capacities of students, teachers and administrators, either acting both individually or collectively. Therefore, the assessment of the effectiveness of their leadership styles and models requires much consideration. This study focuses on that issue. Its purpose is to assess which of characteristic of each leadership model and leadership styles head teachers and teacher of TVET schools in Ruhango District perceive to be effective to influence the school performance.

#### **1.4. Objectives of the study**

##### **1.4.1. General objective**

The main objective of this study is to assess the perception of the headteachers and teachers on the leadership model and leadership styles that influence the school performance of TVET schools in Ruhango district.

##### **1.4.2. Specific objectives**

The specific objectives of this study are:

- Determine the leadership styles and leadership models that most influence the school performance;
- Find out perceptions teachers and headteachers have on those models and styles regarding their role in enhancing students' performance.

#### **1.5. Research questions**

- What are the most influential leadership styles and leadership model that can enhance school performance in TVET?
- What perceptions teachers have on the leadership styles and leadership models in regard to their role on students' performance?

### **1.6. Research hypothesis**

It is assumed that school performance depends on the leadership models and styles and that a good leader have to be equipped with all leadership skills. This research suggests that the headteachers and the teachers of Ruhango TVET schools believe that school leadership models and styles exert a considerable influence on school Performance.

### **1.7 Scope of the study**

The purpose of the study is to investigate head teachers and teachers' perception about the type of leadership model and leadership styles, they perceive to be effective for school performance. The study focuses only on the perception of head teachers and teachers but did not sick to know the types of leadership model and leadership styles that are being implemented at different TVET schools in Ruhango district. The reason is that the respondents did not have enough knowledge about different types of leadership model and leadership styles because TVET school leaders have not undergone training on leadership like their colleagues in schools under REB. The research covered all TVET schools in Ruhango district where all headteachers and teachers in these schools participated in the study.

### **1.8. Significance of the study**

The study is very important to the researcher because it is the first time, she carried out research of this magnitude. It serves as an introduction to the research domain. Moreover, this research is very important because it will lead to the award of Master's Degree in educational leadership. This study could be useful to school managers in recognizing the types of leadership models and leadership styles that are effective for school performance and how teachers perceive these leadership models and leadership styles, hence selecting according to what the majority believe to be leading to school improvement.

The study is important to WDA and other stakeholders because it will lead to the awareness of headteachers and teachers' perception about the type of leadership model and leadership styles they perceive to be effective for school performance. This is important because I believe that they will consider head teachers and teachers' perception in decision making. This study is important

for other researchers who are interested in the subject and are eager to bring to light how school leadership affects school performance; hence extending the findings of this research

### **1.9. Organization of the study**

This study is organized into six chapters. The first chapter is the general introduction, which provides the aspects of the study. It encompasses the background of the study, the statement of problem, the objectives of the study, the research questions, the scope, the significance of the study, and the organization of the study. The second chapter is a literature review where various technical terms used in the study are discussed, and the literature related to different leadership model and leadership styles are discussed. The chapter ends with the conceptual framework which indicates the synthesis of the literature towards school leadership. The third chapter encompasses a research methodology, which describes the population of the study, sample size and the sampling techniques, data collection, data analysis, instrumentation, research procedures, limitations of the study and ethical consideration. The fourth chapter includes data presentation, data processing, and data analysis and interpretation. The fifth chapter discusses the findings, while the sixth and the last chapter is about the conclusion and recommendations.

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.1. Introduction**

Every educational leadership faces a variety of issues on a daily basis and has a personal educational leadership philosophy. Being in a school leadership or a school administrator position is a thankless job that goes with making difficult decisions. The success of any school will then depend on the quality, skills, knowledge and commitment of the principal or leader of that school.

### **2.2. Operational definition of key Concepts**

In this section, we defined different terminologies that are relevant to the study.

#### **2.2.1. Perception**

In general, perception can be defined as a subjective, active and creative process through which we assign meaning to sensory information to understand ourselves and others. (Dhall, 2014). Perception is very important in understanding human behaviour because every person perceives the world and approaches life problems differently. According to Davis et al. (2005), perception is defined as awareness, interpretation, or view of one's work environment that can control their performance. When dealing with schools, perceptions are important. Having positive perceptions between different parties influences the teaching and learning process at the school because individual's perception of learning influences one's motivation to learn. For example, when teachers have high expectations, students are more likely to demonstrate high academic achievement. In contrast, when teachers have low expectations, students do not perform up to their potential. Teachers should be aware that their perceptions can positively or negatively affect students' academic achievement.

#### **2.2.2. Leadership in school**

In general, the word 'leadership' is defined as the practices that leads to positive influence, growth, and development of both the individual and groups for a collective purpose (Edwards, 2009). It is the influence, power and the legitimate authority acquired by a leader to be capable to effectively transform the organization through the direction of the workforce that are the most essential organizational asset, leading to the accomplishment of desired goals. (Armstrong, 2010) , defines leadership as the process of influencing the comportment of others towards the achievement of

goals in a specified situation. Moreover, leadership means the process of social influence in which a person enlists the help and support of others in the execution of shared task. (Hoy, 2010). The leadership integrates the achievement of the task, which is the organization necessity and the satisfaction of staffs which is the employees' requirement. (Okumbe, 1998).

In the context of education, leadership is often seen as the process and product by which powerful groups are able to control and sustain their interests. (Gunter, 2001). It is the process of enlisting and guiding the talents and energies of teachers, pupils, and parents toward achieving common educational aims. Effective school leaders apply their educational expertise and management skills in order to focus their efforts, and those of their teaching staff, on improving the quality of student learning outcomes. (DeCenzo, 2008). Part of this involves keeping up-to-date on the latest teaching technologies and trends. It also requires excellent interpersonal skills – as leaders work with students, staff, parents and external communities to gain constant feedback and find opportunities to innovate.

School leaders need to have a solid grasp of operational best practices and an aptitude for enabling continuous development. Good leadership should always seek to innovate in the field of education, keeping up-to-date with the latest developments while also seeking feedback from school staff and students. (Day, 2016). Importantly, school leaders should encourage the continuous learning and development of teaching staff, so that educational methods are informed by current industry practices. Leaders within schools should work with staff to understand their personal development needs and skills, as well as knowledge gaps. With the education space evolving rapidly, it's essential for leaders in schools to be open to innovation and change and to drive new initiatives in the school environment. The change should remain consistent with the school's values and goals, while genuinely working towards the improvement of student outcomes. (Kandula, 2007). A key focus that school leaders need to have been engaging with their wider community.

Schools are often comprised of a mixture of students from different cultural, linguistic, and spiritual backgrounds. The school leaders have then the responsibility to promote every student's performance. The achievement of what is done in the school is attributed to the school leader. He or she is the axis around which many features of the school revolve, being the individual in charge of every detail of leading the school, be it educational or administrative. Schools can make a

difference to student realization and the Head teacher' leadership is one aspect determining that success. It is therefore vital that the performance of a school is assessed against the performance of the person who heads it (Kandula, 2007). Thus, from these perspectives, the commitment of school leaders is vigorous in organizational skills that influence educational achievement.

### 2.2.3. School Performance

According to Armstrong (2010), performance is defined as achievement of the organization in relation with its set goals. It includes outcomes achieved, or accomplished through contribution of individuals or teams to the organization's strategic goals. In the context of the school, the performance should be looked among other factors in terms of intellectual level, personality, motivation, skills, interests, study habits, and self-esteem. (Bernadin, 1995). According to Nsubuga, school performance should not only be defined in terms of test marks, examination outcomes, students' capability to socially apply what is learnt, and the degree at which students' progress to advanced institutions of learning, but should consider the accomplishments of the school in other areas such as equipping the students with the necessary skills for survival. (Nsubuga, 2008)

Successful school leadership is one of the factors often found in high-performing schools (Starcher, 2006). School managers charged with leading schools are arbitrated by several indicators, containing student performance on standardized assessments, student registration in advanced placement options, and the presence and graduation rates of students (Starcher, 2006).

## 2.3. Leadership Models in Education

There exist different leadership models that have been frequently used in education. These leadership models are **managerial leadership**, **transformational leadership**, **instructional leadership**, and **transactional leadership**. Although each has its own weaknesses the literature has claimed that these leadership models have shown to be the most effective in school leadership. (Hargis, 2011). It is also argued by researcher Kandula, 2007) that the type of leadership model is best among others depending on the culture, society, power and politics, and all of the factors in the school environment. The school condition and situation is very important in choosing the types of leadership that best suits the given school.

### **2.3.1. Managerial leadership model**

Managerial leadership may be defined as guides that suggest specific leadership behaviours to use in a specific environment or situation. Managerial leadership combines the skills of a manager and the qualities of a leader. The focus of this leadership model is on managing the existing practices in schools rather than developing a vision beyond available practices. This concept of managerial leadership is important because the term itself suggests the necessity of bringing together the managerial and leadership roles for the more effective task performance, organizational effectiveness and human satisfactions. (Leithwood, 2003). The managerial leader, then, is generally evaluated on both formal task accomplishment and informal basis of personal and group goal accomplishment (Leithwood, et al. 1999). Effective management requires leadership. It is seldom possible to segregate the behavioural functions of managership and leadership. It is because every act of influence on a matter of school relevance is in some degree an act of leadership (Leithwood, et al. 1999). A managerial leader organise, directs and controls various activities of the school directed towards specific ends. On the other hand, it inspires confidence and trust in his subordinates, gets maximum cooperation from them and guides their activities in organised effort.

People using managerial leadership must have a growth mindset, exploring and experimenting with their ideas and executing their vision. (Mao, 2017) emphasized that school leaders employing managerial leadership have several skills and attributes:

- They think strategically and build effective teams.
- They create a healthy organizational culture.
- They resolve conflicts, embrace change and inspire others.
- They overcome volatility, uncertainty, complexity and ambiguity.
- They are strategists, global thinkers, entrepreneurs, mobilizers and change drivers.
- They are transformational leaders.

Managerial leadership calls for exploring soft leadership, which is necessary to manage education in schools effectively and efficiently, and to enhance students' achievement (Mao, 2017).

Unlike most of leaderships, managerial leadership does not encompass vision as a core concept since it concentrate on successful management of existing activities rather than dreaming a better future for the educational organization. (Bush, 2003).

### **2.3.2 Transformational leadership model**

Transformational leadership in schools is when a leader empowers members of the learning community to improve from within. The transformational leader does not simply run a school, merely keeping it afloat; instead, such leaders seek to make things better through genuine collaboration between the school members and stakeholders (Barth-Farkas & Vera, 2014). Transformational leadership fosters autonomy in all individuals, empowering them to problem-solve and innovate without seeking permission and instead trusting their expertise. Barth-Farkas and Vera (2014) emphasized that within a school where transformational leadership flourishes, individuals are confident that their voice matters, elevating collective efficacy and increasing learner achievement. School leader employing transformational leadership create a vision for their followers and guide the change through inspiration and motivation. These leaders have the authority to persuade other to make a change which lead to the achievement of the formed vision for the school (Leithwood, Jantzi, & Steinbach, 2003). Moreover, these leaders are observed as a significant aspect of empowerment, teamwork and collaboration. It has been experiential that a school is more effective when those who are affected by the organization's decisions are entirely involved in the decision (Sergiovanni, 2005).

According to Miskel and Hoy (2008), perception from school leaders and teachers indicated that transformational leadership is practical; it increases the awareness levels of followers on inspirational collective interests and help followers achieve unusually high performance results. Transformational leader has become on effective leadership style in modern education system. Numerous researchers also suggested that moving to transformational leadership was the only sustainable way for school restructuring and reform (Lin, 2009).

A transformational leader is keen to changing environment and has the knowledge and skills adapted to the rapidly changing situations. A transformational leader is flexible, open-minded, sensitive to other people's need, and it encourages participation sharing, decision-making and highly tolerant of diversity (Lin, 2009).

### **2.3.3 Instructional leadership model**

Instructional leadership involves setting clear goals, managing curriculum, monitoring lesson plans, allocating resources and evaluating teachers regularly to promote student learning and growth (Hoer, 2015). Instructional leadership is committed to the core business of teaching, learning, and knowledge. As the school leader works to improve student achievement, the principal collaborates with teachers on alignment, instruction, and assessment issues; provides released time for teachers to attend Reading First professional development sessions; and offers constructive feedback and support. Instructional leadership is characterized by four essential skills: effective use of resources, communication skills, serving as instructional resources, and being visible and accessible (Hoer, 2015).

Instructional leadership has significant impact on the technical core of schools. Research shows that head teachers and teachers perceive that principal who demonstrate instructional behaviors extract more commitment and satisfaction from teachers, as well as establish a climate that encourages trust, risk, and collaboration (Larson, 2000; Blasé & Blasé, 1999). These influences culminate into a classroom where students experience lessons designed around learning theory and diverse learning strategies (Larson, 2000).

### **2.3.4 Transactional leadership model**

Transactional leadership is a style of leadership in which leaders promote compliance by followers through both rewards and punishments (Thakur, 2014). Unlike transformational leaders, those using the transactional approach are not looking to change the future; they look to keep things the same. Transactional leadership is commonly used in education in the relationship between instructors and students. Students are required to complete projects, assignment, or tests and if they perform well, they will be awarded good marks or the ability to pass. (Thakur, 2014).

Transactional leadership is comprised of four dimensions: The dimensions are conditional reward, dynamic management by exception, passive management by exception and laissez-faire leadership. Conditional reward behaviours contain the leader specifying what is required to be accomplished for the follower to gain the reward. Passive management by exception involves contingent punishment to revise deviations from adequate performance standards. (Bass, 2006).

Transactional leaders do not stress change or reform. Leaders that mostly lead by transactional leadership foster the status quo, despite of striving for a common long-range vision.

Some studies have shown that transactional leaders have subordinates that are more committed to change than those of other types of leaders because it has the best results in adherence to policy and regulations. (Smith, The role of leadership style in creating a great school, 2016)

According to Hargis, Wyatt and Piotrowski (2001) transactional leaders are effective in getting specific tasks completed by managing each portion individually. However, there are other studies contradict this assertion by claiming that when interviewing teachers from schools with highly transactional leaders, teachers had the greatest difficulty responding with positive comments regarding intellectual stimulation and professional growth, as compared to other leader types. (Khan, 2017).

## **2.4. Leadership Styles in Education**

A part from leadership models, the school leaders have to take a specific leadership styles that will guide him/her. The leader has to know very well that leadership styles and be convinced why he/she has chosen to the given leadership styles, its strength and the weaknesses so that when implementing it she/he knows when and how to address the weaknesses of the chosen leadership styles. Moreover, school leaders have to demonstrate a good understanding of the impact the selected leadership style on the school (Ngumi, 2003). There exist numerous leadership styles that are being used in education, but we discuss seven of them which are the most effective in education (Ngumi, 2003).

According to Anyango (2001) in her study found out that good leadership styles improves performance of students in academic tests. Her main recommendation was that school management to put in practice good leadership styles as a strategy. (Griffins, 1994) found out that school administration has direct bearing on performance of school performance. He recommended school management to enhance performance of secondary schools by adopting efficient and effective administrative styles as the strategies

### **2.4.1 Autocratic leadership style**

According to Paul and Ken (1969), an autocratic leader centralizes authority and decision-making in him/her self. This leader gives orders, assigns tasks and responsibilities without referring the staffs. The leader takes entire authority and assumes whole responsibility. Authoritarian leadership is negative, grounded on threats and punishment. Subordinates do as the leader directs. He/she neither cares for their views nor allows them to influence the decision. He believes that because of his power he alone can decide what is finest in a given situation. (Li, 2009).

The autocratic leadership style involves the head administering the school virtually by decree as children staff and parents often abandon autocratic heads. The decisions, which autocrats make, often face resistance because they are made single-handedly. An autocratic head resists the role of School Development Committee and may find it difficult to operate in an environment which demands collective decision-making. Slezak (1984) viewed the autocratic school head as an exploitative authoritarian. (Lewin, 2006) found out that this style results in most cases in very high level of dissatisfaction. However, this style was found to be effective if there is no need for others to contribute to decision making and when motivation is not a critical factor in implementing of a decision (Pareek, 2010). The school leader who implements autocratic leadership style is successful in uneducated societies, but schools are made up of educated people.

In a school where the leader implements an autocratic leadership, the rules imposed without discussion are disobeyed more frequently, which is counterproductive in dealing with misconduct and bullying. Autocratic leadership often follows create an environment which offer little opportunity for innovation and development. Academic results are poor in autocratically led schools, as the students' specific needs for support and encouragement receive little attention (Afful-Broni, 2004) emphasized that this leadership style is less likely to be useful because (i) the new generation is more independent and less submissive and not amenable to rigid control; (ii) persons look for ego satisfactions from their works and (iii) revolution of rising anticipations changed the attitude of the persons. Ozuruoke, Ordu, and Musa (2011) in their study conducted in senior secondary school, they found out that Teachers' job performance was found to be better in schools having leaders using autocratic style than in schools having leaders using laissez-faire style. Although they recommended to mixture the autocratic with democratic leadership styles,

autocratic leadership is effective in school as the leader attempts as much as possible to make each individual feel that he is an important member of the organization.

#### **2.4.2. Laissez faire Leadership Style**

Laissez faire is a French term that means “Let them act what they wish.” There are no inflexible and fast rules, which lead to whole freedom or autonomy to workforce of the school. When a mistaken person is put in charge, he/she denies taking action in order not to upset the followers, therefore, generating disastrous consequences (Afful-Broni, 2004).

In the context of a school, the school leader will let things happen virtually by themselves. This leader does not initiate new innovations, nor does the staff learn from their example. The school operates on the momentum of the staff and the head is reluctant to interfere in the way things are run. There is no clear and definite policy to guide all those involved in the life of the institution. Though, where the subordinates are skillful in a number of disciplines, this system can be suitable. Laissez faire leadership may lead to apathy and disorder on the part of the workers which directs to the poor performance of school in over-all. Moreover, if time for discussions is not clearly limited, so the efficiency of decision-making and school management is poor. On the other hand, the strength of this type of leadership is a low level of aggression and conflicts in the school community. Different studies have found that the laissez-faire styles leads to school poor performance. Leaders were recommended to avoid using this leadership styles. (Oyugi, 2019).

#### **2.4.3. Democratic Leadership Style**

This style is based on the views of head teacher and teachers that the school is a responsibility of all, even if the leader has the main role of guiding the rest of the group in reaching at the shared decisions, hence inspiring delegating, accepting duty, coaching and acknowledgment of the ability and abilities of others. Therefore, Leaders are considered as among equals (Afful-Broni, 2004). It is described by consultation with the subordinates (teachers) and their contribution in the preparation of plans and policies. Democratic leaders decentralize power by encouraging subordinates to be involved in decision-making. A democratic school leader ensures that all members of the school community are involved the decision-making process – but participation will vary, depending on the context. Occasionally the leader attends as a mediator of the ideas and recommendations from his group. The advantages for democratic leadership are as follows: (i)

higher motivation and upgraded morale; (ii) improved co-operation with the management; (iii) upgraded job performance; (iv) fall of grievances and (v) reduction of absenteeism and staffs' turnover (Afful-Broni, 2004).

Students will not participate in every decision and the leader may not always have the last word. In some cases, he may confine himself to facilitating an agreement among the staff or the whole school community or accept a decision he does not support himself. Leadership and responsibility are shared, and frequently there are leaders of subgroups. The more members of the school community participate in the process – the school leader, the staff, students, housekeepers, office staff, perhaps also parents and external stakeholders, the clearer the picture of different interests, views and values will be Benincasa (2012). The strength of democratic school leadership lies in its potential to produce decisions and solutions that are widely accepted and supported provided all interests and queries have been taken into account.

In a democratic leadership school, the members are more motivated and committed, formal and informal communication thrive, both involving the school leader and the school community. Discipline will improve if the students feel responsible for their school as well. The school will achieve higher academic results by accommodating the diversified abilities and talents of its students. Democratically led schools support their societies by educating their students to become citizens who are competent and confident to take part in controversial and dynamic decision-making processes. However, democratic school leadership has as well challenges. The more members participate, the more complex the processes of discussion, consensus- building and decision-making will be. (Keeley, 1998). This problem may be handled if autocratic leadership is alternatively involved.

#### **2.4.4. Bureaucratic leadership style**

Bureaucratic leadership is leadership based upon fixed official duties under a hierarchy of authority, applying a system of rules for management and decision-making.

In the school context, bureaucratic leadership is negatively associated with test scores but positively associated with other performance measures such as attendance and dropout rates. The school environment became structured around hierarchy, standardization, and specialization. The

bureaucratization of schools makes it difficult to instigate appropriate and immediate change when it is required by the changing needs of a society. The things to be done by teachers and students are determined by certain rules and procedures. (Hoy, Educational administration, 2010). Depending on these rules and procedures, formal structuring and the behavior of controlling the employees and activities are frequently observed in the bureaucratic structure. Although teachers experience consistent classroom observations, they acknowledged that when their supervisors offered helpful suggestions on instructional practices, it increased their ability to solve classroom problems. (Rous, 2004).

Bureaucratic leadership style is most often executed in highly controlled or administrative environments, where obedience to the rules and a defined hierarchy are essential. “These leaders ensure persons respect the rules and carry out tasks by the book. (Keeley,1998). In a bureaucratic school structure, teachers are expected to conduct their activities for student learning and education in a controlled manner. Thus, the bureaucratic structure can directly or indirectly affect the behaviors of teachers and students depending on the importance given to hierarchy and rules by it. In schools with effective formalization, the procedures in practice are enabling and ensure that problems in school are solved in harmony, and the rules can be stretched in case of need (Hoy & Miskel, 2010).

#### **2.4.5. Coaching leadership style**

According to Meyers (2012) coaching leadership helps employees to develop personally and with a long-term perspective. The leader supports and challenges colleagues, with the intent of helping them achieve individual development goals. Consequently, a coaching Leadership is the most effective when managers want to help their employees build lasting personal strengths. In contrast, Benincasa (2012) argues that a coaching leadership has almost no effect when employees are not open to feedback or are not willing to learn. Coaching is a process that enables learning and development to occur and thus performance to improve. To be a successful a Coach requires a knowledge and understanding of process as well as the variety of styles, skills and techniques that are appropriate to the context in which the coaching takes place (Hall et al. ,1999). They argue that head teachers who use coaching styles are more likely to meet the school desired goal as they provide more guidance than managers who do not receive coaching. Moreover, they have more interest in learning, improved self-awareness and a higher degree of personal development.

Coaching appears to be a style that head teachers fall into. It is often used to supplement more familiar behaviours and comes into play when there may be isolated issues in the school that need to be addressed with small groups of colleagues. Likewise, it is commonly used when schools are planning team or person specific improvements. The leader pushes the teachers and other employees to try new things and help them develop and grow. Coaching is an appropriate style for schools because it models learning by encouraging staff to establish long-term development goals and to find ways of attaining them (Gupta, 2016). Coaching leaders give plenty of instruction and feedback. They also excel at delegation. It is a time-consuming approach; however, when successfully applied, it has a positive effect on climate and performance, (Gupta, 2016). This approach works best when employees are already aware of their weaknesses and want to improve, but fails when leaders are inept coaches or staff is resistant to learning.

#### **2.4.6. Situational leadership style**

According to Hersey and Blanchard's (1982), situational leadership refers to those leaders who adopt different leadership styles depending on the situation and the development level of their team members. It is an effective way of leadership because it adapts to the team's needs and sets a beneficial balance for the whole organization. Situational leadership style consists of telling, selling, participating, and delegating and is utilized by the leader based on a particular situation (Lunenburg & Ornstein, 2004). Situational leadership is a philosophy that the greatest leaders apply a range of distinct styles depending on the environment (Paul and Ken, 1969).

In the context of school, the situational leadership emphasized that the teacher with adequate skills will assess the situation and chooses the appropriate leadership style that will be effective for a situation rather than trying to manipulate situations to fit a particular leadership style. Factors such as employee seniority, the school progress being achieved and the complexity of appropriate responsibilities all play a significant role in what leadership style to implement for any given situation. Dunklee (2004) claims that leadership in schools is a situational phenomenon as it is based on the collective perception of people working in the schools, linked to the norms and is affected by the rate of interaction among members of the school. The essence of a contingency approach is that leaders are most effective when they make their behavior contingent upon situational forces, including group member characteristics. In other words, the type of group and some other factors determine the behavior of the leader. (Oyetunji, 2006) Thus,

situational/contingency theory emphasizes the importance of situational factors, such as the nature of the task and the characteristics of subordinates. This means that the best style of leadership is determined by the situation in which the leader works (Oyetunyi, 2006)

. (Larson, 2000) in his study headteachers testify that school managers did not restrict themselves to one management style no one leadership style is ideal for every situation, since a leader may have knowledge and skills to act effectively in one situation but may not emerge as effectively in a different situation. While adopting situational leadership style, school leader should adopt a directing leadership style for teachers with low readiness, a guiding leadership style for teachers with low to moderate readiness, a supporting leadership style for teachers with moderate to high readiness, and a delegating leadership style for teachers with high readiness. (Raza, 2018)

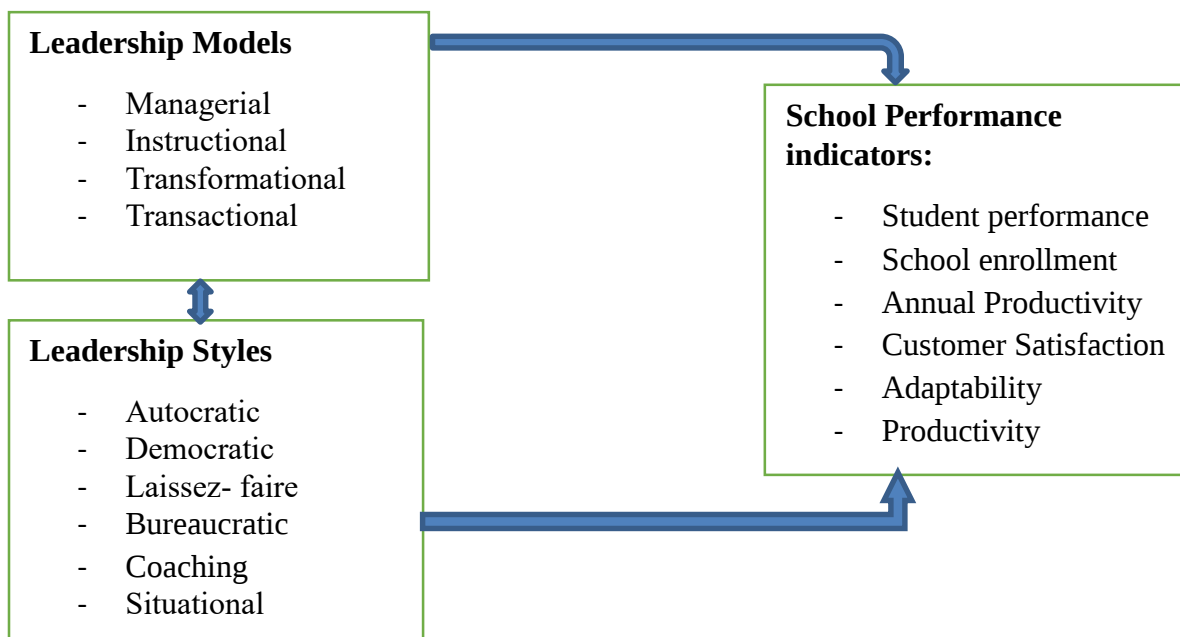
## **2. 5. Conceptual Framework**

The key factor that has a significance impact on the functionality and performance of any organization is the staff members of that organization. Therefore, they must be treated with great care so that they work at their full potential. The human beings are rational animals such that, they need to be motivated in various aspect during their day-to-day activities since the organization can be self-sufficient in terms of good technology, finance, buildings and other equipment necessary for the operation but without the commitment of each member staff and taking the task as his/her responsibility, the good performance at that organization will not be achieved. Schools as an organization need to have every staff member being responsible and committed in order to achieve school performance. However, the school leaders must play a crucial role in creating an environment where everyone has a positive feeling to enhance the spirit of collaboration among members. The choice of the leadership model as well as leadership styles school leaders will follow will have a significant influence in achieving the targeted goal and the school performance.

School leaders are seen as the primary drivers of improvements in students' achievement and often held accountable for these improvements. Leadership is a key factor to improve the condition of any department and is also the same in school aspects. Functional schools and outstanding performance do not exist without effective leadership model. The literature has indicated that where school leader apply managerial, instructional, transformational, and transactional leadership model the school achieve high performance. (Dufour, 2013). However, as each leadership model

has its strength and weakness, combining more than one leadership model can help to solve all school issues than merely using single leadership model. (Balyer, 2012)

The school leaders have also to follow a certain leadership style. Many schools lack the necessary performance requirements, not only because of inadequate funds or even poor facilities, but also as a result of poor leadership. (Khan, Adaptive or Transactional Leadership in Current Higher Education, 2017). The importance of leadership in education includes guiding people, developing teamwork, maintaining discipline, building morale and representing the group. Therefore, leadership is a cohesive force which holds the group intact, the disciplinary power that keeps the group working, the electric current that energizes human actions, the insight that converts despair into hope. Therefore, effective school leadership is one component often linked with high-performing schools. A number of leadership styles such situational, democratic have shown to have a positive impact on school performance. After carefully reviewing the literature, the following conceptual framework was constructed.



**Figure 1: Conceptual framework**

## **CHAPTER THREE: RESEARCH METHODOLOGY**

### **3.1. Introduction**

According to Creswell (2013), research methodology refers to the procedures by which researchers go about their work of describing, explaining, and predicting phenomena. It is the specific procedures or techniques used to identify, select, process, and analyze information about a topic. In a research paper, the methodology section allows the reader to critically evaluate a study's overall validity and reliability. Hence, in this chapter, we discuss the research design, the instruments, data collection, and data analysis.

### **3.2. Research Approach and Design**

The research approach is a plan and procedure that consists of the steps of broad assumptions to detailed methods of data collection, analysis, and interpretation (Creswell, 2013). The selection of a research approach depends on the nature of the research problem or issue being addressed, the researchers' personal experiences, and the audiences for the study (Creswell, 2013).

This study adopted a mixed method in the sense that it deemed to respond to the research questions. Mixed methods research is an approach to inquiry involving collecting both quantitative and qualitative data, integrating the two forms of data, and using distinct designs that may involve philosophical assumptions and theoretical frameworks. The core assumption of this form of inquiry is that the combination of qualitative and quantitative approaches provides a more complete understanding of a research problem than either approach alone (Creswell, 2013).

### **3.3. Research Design**

A research design is the plan for a study that is used as a guide in collecting and analyzing the data (Churchill, 1976). It is a combination/set of methods (or methodology) that the researcher chooses for the empirical part of his/her study. (Bakkabulindi, 2004). Research design is a careful systematic study or investigation in some field of knowledge, undertaken to establish some facts or principles. (Grinnell, 1990)

There exist different quantitate research designs that are used in education (Creswell, 2013). Although it may be tempting to consider certain types of research as better or more important because they answer questions in which one is particularly interested, all research designs have

their strengths and limitations. One research design is not inherently better than another; they just address different questions. The important thing is to interpret and apply studies in a manner that is consistent with how they are designed. Among the research design employed in education is descriptive research design. Descriptive research is a type of research that describes a population, situation, or phenomenon that is being studied. It focuses on answering the how, what, when, *and* where questions of a research problem, rather than the why. Descriptive research is used to obtain information concerning the current status of the phenomena and to describe what exists with respect to variables or conditions in a situation. The researcher is solely interested in describing observing and describing the behavior of a subject without influencing it in any way. Descriptive research involves gathering data that describe events and then organizes, tabulates, depicts, and describes the data collection. (Nassaji, 2015)

This study employed a descriptive research design in the sense that it is best fit to answer to the research problem. The intent of some descriptive research is to produce statistical information about aspects of education that interests policy makers and educators. (Loeb, 2017). Hence, descriptive research fits well the purpose of this study which is about the understanding of the perception of headteachers and teachers in the selected TVET schools about the type of leadership model and leadership styles they belief to be the best effective for the school' s performance. Moreover, this study is not intended to understand why a given leadership model and leadership styles has the most influence on school performance, instead we are interested in knowing the percentage of headteachers and teachers of TVET school who believe that a given leadership model or leadership styles is the most effective to enhance school performance.

### **3.4. Data Collection**

According to Creswell (2013), “data collection is the process of gathering and measuring information on variables of interest in an established systematic fashion that enables the researcher to answer the research questions and evaluate outcomes”. Therefore, the goal of data collection is to capture quality evidence that allows analysis to lead to the formulation of convincing and credible answers to the questions that have been posed. In this study quantitative data were collected by means of a questionnaire administrated to 5 head teachers and 196 teachers of the five TVET schools located in Ruhango District.

### **3.5. Target Population**

According to Polit and Hungler (1999) population is an aggregate or totality of all the objects, subjects or members that conform to a set of specifications. This study can be conducted in any schools and any District because it deals with the perception of schools' leaders and teachers regardless of their location or performance.

### **3.6. Study Sample and Sampling Procedures**

The process of selecting a portion of the population to represent the entire population is known as sampling. Sampling allows researchers to infer information about a population based on results from a subset of the population, without having to investigate every individual. This study was conducted in Ruhango

So, the choice of Ruhango was motivated by researcher's opportunities to conduct this study. First during the time of the data collection, the researcher was based in Ruhango District overseeing the marking of the national examination. Working in Ruhango was therefore a financial opportunity. The study was conducted on all the five TVET schools of Ruhango District. Therefore, the research population is made of 5 headteachers and 196 teachers totaling 201 participants.

### **3.7. Data collection Instruments**

The data collection was done using the questionnaire and structured interview. According to Richard and Margaret (1990), a questionnaire is a research instrument that consists of a set of questions or other types of prompts that aims to collect information from a respondent. Questionnaire is an instrument that is mostly used because it enables respondent to take their time, think about it and respond to the questions or prompts that made the questionnaire. Questionnaire allows the participants to state their views or feelings privately without worrying about the possible reaction of the researcher.

The questionnaire was made of 48 closed-ended questions, four for each type of leadership model and leadership styles. The respondents had to choose between 'agree' or 'disagree' about what she/he perceived to be the most effective leadership model and leadership styles that influence students' performance. According to Veal, it is best to administer the questionnaire in person because it allows the researcher to clarify the question in case problems are experienced. All the questionnaires administered were collected as they were distributed in person and respondents

completed them at their pace, and the researcher provided clarification whenever needed. (Veal, 2011)

The structured interview was addressed to all five headteachers to collect more insights from them as key school administrators and five teachers, one per school, selected randomly. The interview data supplemented the quantitative data collected using questionnaire.

### **3.8. Data analysis methods**

The data analysis means a critical examination of the assembled and grouped data for studying the characteristics of the object under study and for the determining the pattern of relationship among the variables relating to it. The purpose of analyzing the data was to summarize large mass of information to more understandable and meaningful way. (Krishna, 2002). For the purpose of this study, the data analysis and interpretation were based on the respondents' opinions and Microsoft Excel was used to calculate different statistics such as mean, percentage and to plot different statistical figures. The thematic content analysis (Maguire & Delahunt, 2017) was used to analyze the recorded interviews. This concerns the identification and grouping similar opinions from the participants on specific questions. The interviewees were requested to explain their opinions about why the selected leadership model and style is considered to be the most effective for school performance.

### **3.9. Validity and Reliability**

Validity and reliability of the instrument used while collecting data are important aspects that must be given much consideration in research. Attention to these considerations helps to ensure the quality of your measurement and of the data collected for your study. Validity refers to the degree to which an instrument accurately measures what it intends to measure. Validity is important because it determines what survey questions to use, and helps ensure that researchers are using questions that truly measure the issues of importance. To test the validity of the questionnaire, three experts in the research domain analyzed the questionnaire and items that were not measuring what the instrument intends to measure were removed. (HUCK, 2007)

Reliability of the instrument is another factor that must be taken into consideration in the data collection process. Reliability is concerned with the extent to which a measurement of a phenomenon provides stable and consistent result (Huck, 2007). Reliability is also concerned with

repeatability. For example, a scale or test is said to be reliable if repeating measurement made by it under constant conditions will give the same result (Huck, 2007). Testing for reliability is important as it refers to the consistency across the parts of a measuring instrument (Huck, 2007). A scale is said to have high internal consistency reliability if the items of a scale “hang together” and measure the same construct (Robinson, 2009).

The most commonly used internal consistency measure is the Cronbach Alpha coefficient. Before we administer the questions to the participants, a pilot study was conducted where 20 teachers from TVET schools in Muhanga District responded to the questionnaire. The Cronbach’s Alpha was calculated to ensure the reliability of the instruments. The Cronbach’s Alpha of the instrument is 0.82 indicating that the items have relatively high internal consistency. (Cronbach, 1951)

### **3.10. Ethical consideration**

Regarding the ethical issue, this research was in compliance with the UR-CE ethical clearance policy. Before undertaking any activity related to this study, the ethical clearance has been granted on the basis that all activities of data collection were subsequent to the permission the participants. The researcher personally negotiated consent with concerned participants. It has also been clearly explained both on the questionnaire and before engaging into interviews, that all information regarding participants will be strictly confidential. All material used to gather information such as questionnaires and records of interviews will be stored in a locked cardboard and only the researcher has access.

## **CHAPTER FOUR: DATA PRESENTATION, ANALYSIS, AND INTERPRETATION**

### **4.1 Introduction**

In the previous chapter we described the method used for data collection and tools we used while collecting the data. The questionnaire was used to collect data because it turned out to be the most appropriate for gathering data that would provide answers to the research problem. This chapter is concerned with analysis of the data collected, their interpretation, and the findings from these data. The interpretations, analysis and discussion were based on the respondents' opinions about head teacher and teachers about their perception on leadership model and leadership styles they perceive to be the most effective for enhancing school performance. The questionnaire was designed based on the two categories: the type of leadership model, the type of leadership styles, headteachers and teachers of TVET schools in Ruhango perceive to be the most effective for enhancing students' performance.

### **4.2. Characteristics of the research participants**

In this section, we discussed the profile of the respondents, their academic qualification and their teaching experience.

#### **4.2.1. Profile of the respondents**

The respondents were asked to indicate their age bracket and this was important for the study in order to know if the respondents are mature enough to teach and deliver the modules as planned in curriculum. According to Salthouse (2012), some leadership tasks, such as making complex decisions, require rapid information processing which has been found to decline with increasing age. There are also other activities, such as advising and mentoring that rely to a greater extent on experience and accumulated knowledge as well as social competencies that are constant over time or even increase with age (Salthouse 2012). However, found out that age doesn't seem to impact a leader's willingness to step up, issue directives, and provide rewards for performance. In contrast, however, age does seem to affect a leader's openness to change. As leaders grow older, they become less willing to make changes and are less interested in innovation. (ROBINSON, 2009)The results were presented in the table 4.2.

**Table 1: Age of head teachers and teachers of TVET in Ruhango District**

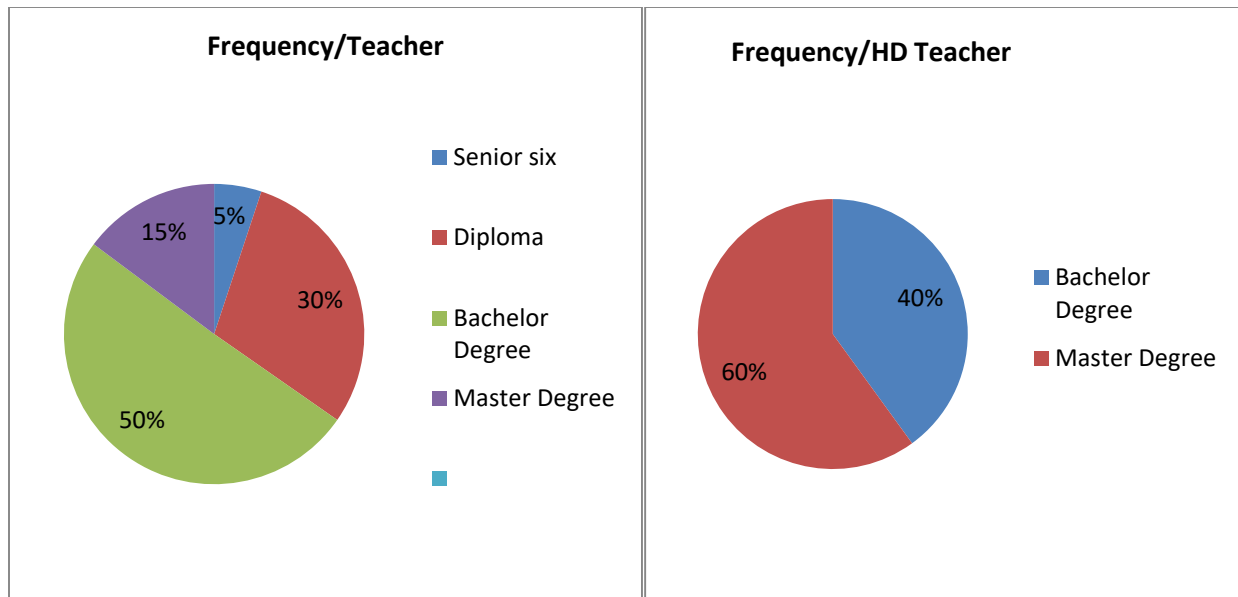
| Age          | Head Teachers | Percentage | Teachers | Percentage |
|--------------|---------------|------------|----------|------------|
| 20-30 yrs    | 0             | 0          | 40       | 20.5%      |
| 31-40 yrs    | 2             | 40%        | 103      | 52.5%      |
| above 40 yrs | 3             | 60%        | 53       | 27%        |
| Total        | 5             |            | 196      | 100        |

**Source: Primary data**

This table shows that the majority (60% percent) of head teachers have age above 40 years old with only 40 percent being younger than 30 years. Although there is no specific age for effective leadership, the head teachers have acquired experience and accumulated knowledge as well as social competencies that influence their openness to change. The age of the teachers varies from 20-30 years with 20.5%, the majority of them have age between 30 to 40 (52.5%) while 27% have age above 40 years. However, these teachers are assumed to be mature enough to teach and deliver the modules as planned in the curriculum.

#### **4.2.2. Academic qualification**

Participants were asked to indicate their level of education as their perception on leadership that enhances students' performance may be a result of the difficulty they encounter at their work. The results are presented in figure below.



**Figure 2: Academic qualification of Head teachers and Teachers**

**Source: Primary data**

From the figure above, we can see that a half of the teachers have Bachelor Degrees (50%) with 5% of them having senior six certificate. We can also find that 15% of the teachers have master's degree. However, the research did not ask if those teachers with master's degree were obtained in the specific areas that they are teaching. Although, teacher with senior six certificates are not qualified to teach at TVET schools, these teachers have enough teaching experience, so they are deemed to be qualified to lead, teach and deliver the modules as planned in the curriculum.

Concerning the qualification of the head teachers, 60% have Bachelor's Degrees and 40% have Master's Degrees. Like for the case of teachers, the researcher did not ask if those with Master's Degree are related to either leadership or to areas related to subject taught in TVET schools. However, these head teachers fulfill the minimum qualification to be head teachers in high school which indicates that they are supposed to know the school leaders' role and responsibility as defined by MINEDUC. (MINEDUC, Technical and Vocational Education and Training (TVET) policy in Rwanda, 2008)

### 4.2.3. Teaching Experiences

The working experience of respondents in an organization determines their understanding of leadership contribution to school performance

**Table 2 : Teaching experience of teachers and head teachers**

| Age              | Frequency/Head Teacher | Frequency/Teacher | Percentage |
|------------------|------------------------|-------------------|------------|
| Less than 1 year | 0                      | 32                | 16%        |
| 2-5 years        | 0                      | 66                | 34%        |
| Above 5 years    | 5                      | 98                | 50%        |
| Total            | 5                      | 196               | 100        |

**Source: Primary data**

From the table above, all head teachers have been in the position of leadership for more than five years. This indicates that all head teachers have enough knowledge about the role and responsibility of the head teachers as stipulated by MINEDUC (2008). As of the teachers, 16% have been teaching for less than one year, 34% have an experience of less than 5 years while 50% have been teaching for more than five years. This indicates that most of TVET school teachers have enough experience about school environment and so, they can provide important information on the leadership and its contribution to school performance.

### 4.3. Head teachers and teachers' perception on the leadership models on the school performance

Leadership has been considered one of the most important factors affecting school success and excellence (Kandula, 2007). Almost all school factors, whether directly or indirectly, depend on the type of leadership model that is being used by the school leader. Researchers (Gyasi, Bao Xi, Owusu-Ampomah, 2016; Kandula, 2007) indicate that the type of leadership model is best among others depending on the culture, society, power and politics, and all of the factors in the school environment. The school condition and situation also play an important in choosing the types of leadership that best the given school. In this study, we considered only four leadership models that have been frequently used in education. (Kandula, Performance management, 2007) These

leadership models are managerial leadership, transformational leadership, instructional leadership, and transactional leadership (Gyasi, Bao Xi, Owusu-Ampomah, 2016). The table below shows the distribution of head teachers and teachers' perception about which leadership model is the most effective for school performance.

**Table 3: Head teachers and teachers' perception on the Leadership models on the school performance**

| Leadership model | Head teachers | Percentage | Teachers | Percentage |
|------------------|---------------|------------|----------|------------|
| Managerial       | 1             | 20         | 21       | 10.72      |
| Transformational | 1             | 20         | 60       | 30.61      |
| Instructional    | 3             | 60         | 103      | 52.55      |
| Transactional    | 0             | 0          | 12       | 6.12       |

**Source: Primary data**

From the table above, we can see that 60% (3 among 5) head teachers believe that instructional leadership model is the most effective for school performance. Other leadership models such as managerial and transformational leadership received the same equal number of respondents (20%) who perceive them to be effective for school performance. No one from the head teachers perceives transactional leadership model as effective for school performance.

For the teachers, instructional leadership model is perceived by a big number of teachers. That is, 103 teachers who represent 52.55%. This figure reads that instructional leadership is the most effective for school performance. The second leadership model is transformational leadership with 30.61% of teachers perceiving it as effective for school performance. This leadership model is followed by managerial leadership model with 10.72% of teachers perceiving it as effective for school performance while transactional leadership model is the last with 6.12% of the teachers seeing as effective for school performance.

All 5 head teachers and 5 teachers were given a chance to explain why this leadership model is best effective for school performance through a guided interview. The following table shows some of the common explanations provided by head teachers and teachers about why this leadership

model is perceived to be effective than the others. As it can be seen in the table below, participants do consider transactional leadership model.

**Table 4: Extensive views on effect of leadership models on the school performance**

| <b>Leadership model</b> | <b>Head teachers' explanations</b>                                                                                                                                                                                                                                                                                                                                                            | <b>Teachers' explanation</b>                                                                                                                                                                                                                                                     |
|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Managerial              | School leaders should organize, direct, and control various activities at the school so that the target goals are achieved for the sake of school performance and students' discipline.                                                                                                                                                                                                       | School leaders should guide other to achieve school target goal. The should also should inspire others and collaborate with them.                                                                                                                                                |
| Transformational        | Collaboration between the school's members and stakeholders is very important for school achievement. Each individual should be head and empowered by confidence including students.                                                                                                                                                                                                          | Everyone should be autonomous including students as long as the target is achieved big performance, we have to empower them problem-solve skills and innovation.                                                                                                                 |
| Instructional           | It is very important the school leaders set up clear goals, manage curriculum, monitoring lesson plans and the teaching of teachers. They have to provide every needed resource as possible as they can and they have to regularly evaluating the teaching in order to promote student learning and growth. Leaders should establish a climate that encourages trust, risk, and collaboration | It is very important school leaders communicate school targeted goals which should be other than students' performance and their discipline. The school leaders have to collaborates with teachers on alignment, instruction, and assessment issues that may arise at the school |
| Transactional           | -                                                                                                                                                                                                                                                                                                                                                                                             | It is a very good idea to reward students and teachers who                                                                                                                                                                                                                       |

|  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|--|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  |  | <p>achieve big because they encourage other to work hard. It is very good to reward students who complete projects and perform well in assignments and tests. For punishment, this one is a trick because if you punish people who worked hard but fail to achieve big, this may discourage them and we never know by keeping trying hard they may end up achieving big like others. We should avoid punishment unless someone is not trying hard and you have evidence for that.</p> |
|--|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

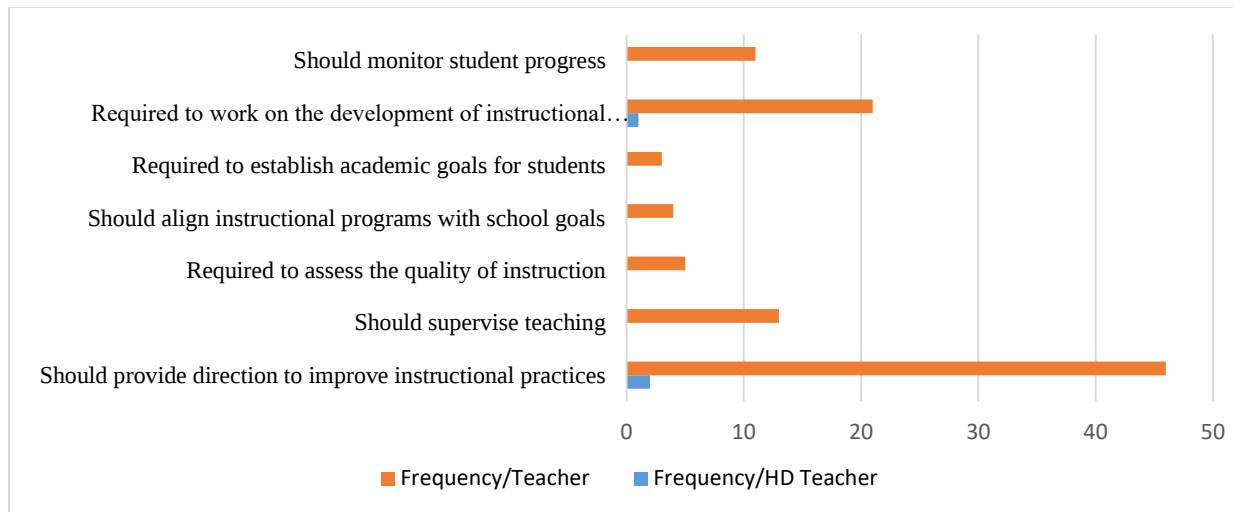
Researchers have shown that using a single leadership model may not fully address all the issues that might affect school performance as each will have its weaknesses and its strength (Gyasi, Bao Xi, Owusu-Ampomah, 2016). Integrating different leadership models would contribute more to school success rather than using a single and rigid leadership model. It is in this regard that head teachers and teachers were asked to indicate which characteristics of each leadership model they perceive as the most effective for school performance. When the characteristics of each leadership model were indicated, head teachers and teachers showed different perception and they indicated that sticking to one leadership model will not fully address all the issues, hence implementing a strict leadership model at the school may not lead to school better performance. In the following, we are going to present which characteristics are perceived to be the most effective for school performance for each leadership model.

#### **4.3.1. Head teacher and Teachers' perceptions on managerial leadership model of the school performance**

A managerial leader organizes, directs and controls various activities of the school directed towards specific ends. On the other hand, it inspires confidence and trust in his/her subordinates, gets maximum cooperation from them and guides their activities in an organized effort. Only one head teacher has chosen this leadership model as the most effective for school performance while 21 teachers have chosen it. Among the characteristics of this leadership model, the head teacher indicated that school leader should influence and inspiring people to perform efficiently. The distribution of perception of teachers about the most effective characteristic of managerial leadership model are as follow: 5 teachers indicated that school leaders should focus on functions, 2 teachers believe that school leaders should focus on tasks and behaviours, 10 teachers indicated that school leaders should influence and inspire other people to perform efficiently while 4 teachers believe that school leaders should facilitate others' work.

#### **4.3.2. Head teacher and teachers' perceptions on instructional leadership model on the school performance**

School leaders who implement instructional leadership have a significant impact on the technical core of schools. They extract more commitment and satisfaction from teachers, as well as establishing a climate that encourages trust, risk, and collaboration (Larson, 2000; Blasé & Blasé, 1999). From the questionnaire, 103 participants have chosen the instructional model to be the most effective to enhance school performance. However, among the characteristics of the instructional model, some have chosen to be the most effective compare to the others. The figure below shows the perception of head teachers and teachers about which characteristic of the instructional leadership influence the school performance.



**Figure 3: Instructional leadership model on the school performance**

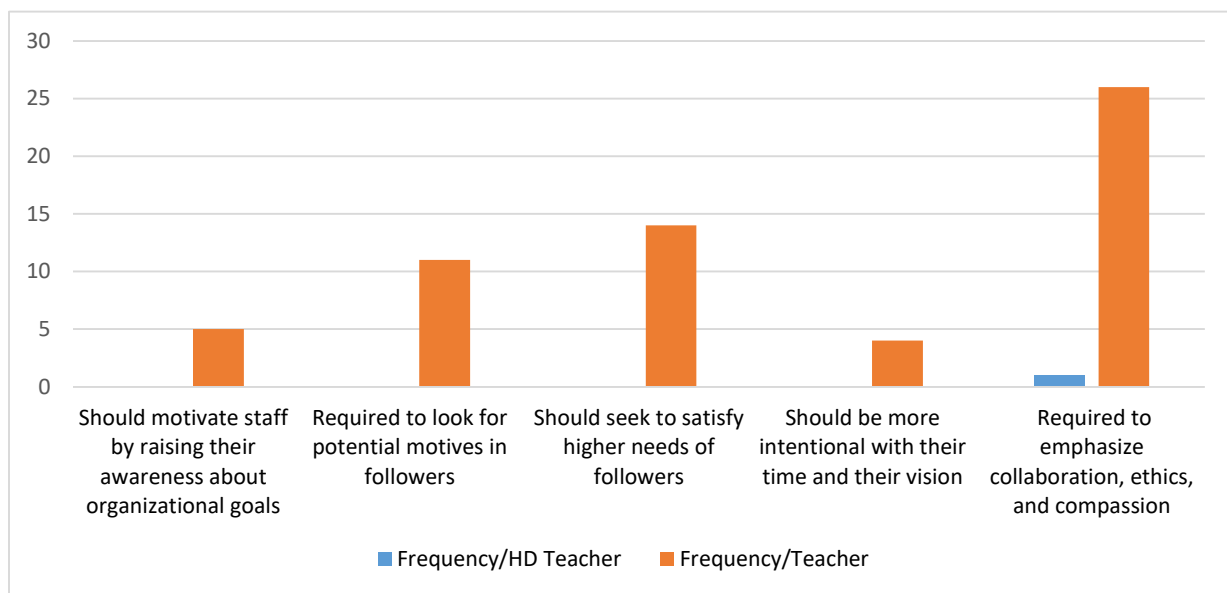
**Source: Primary data**

From the figure above, the teachers perceive that a leader who provides direction to improve instructional practice (45 participants) and a leader who requires working on the development of instructional strategies (20 participants) influence the most the school performance. The same results were obtained where 3 out of 5 have chosen that a leader who provides direction to improve instructional practice while 2 indicated that a leader who requires working on the development of instructional strategies influence the most the school performance. These two characteristics were followed by a leader who should supervise the teachers in teaching, monitor student progress, with a leader requiring establishing academic goals for students to be the last among the most effective characteristics of the instructional model to enhance school performance.

#### **4.3.3. Head teachers and teachers perceptions on transformational leadership model on the school performance**

School leader employing transformational leadership create a vision for their followers and guide the change through inspiration and motivation. These leaders have the authority to persuade other to make a change which lead to the achievement of the formed vision for the school. (Leithwood, How leadership influence student learning. Review , 2004). Moreover, these leaders are observed as a significant aspect of empowerment, teamwork and collaboration. Only one teacher and 60 teachers have chosen this leadership model as the most effective to enhance school performance.

However, some of its characteristics have received more positive perception compared to others as it is shown in the figure below. One head teacher who chose this model indicated that a leader should put much emphasis on collaboration, ethics, and compassion. For 60 teachers who favoured this transformational leadership model, they are split as follow: 5 teachers mentioned that it should motivate staff by raising their awareness about organizational goals, 11 teachers cited it required to look for potential motives in followers, 14 teachers stated that it should seek to satisfy higher needs of followers, 4 teacher mentioned that it should be more intentional with their time and their vision and 26 teachers cited that it required to emphasize collaboration, ethics, and compassion.



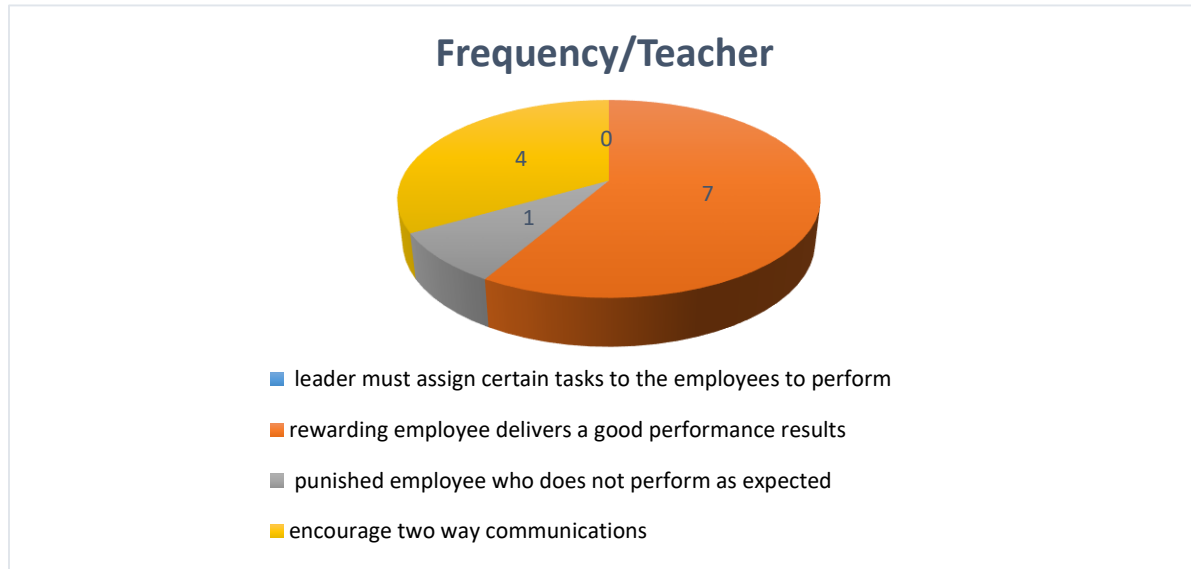
**Figure 4: Transformational leadership model on the school performance**

**Source: Primary data**

#### **4.3.4. Head teacher and teachers' perceptions on transactional leadership model on the school performance**

Transactional leadership is comprised of four dimensions: The dimensions are conditional reward, dynamic management by exception, passive management by exception and laissez-faire leadership. A school leader who uses transactional leadership model requires students to complete projects, assignment, or tests and if they perform well, they will be awarded good marks or the ability to pass. (Thakur, Transformational and Transactional Leadership of Principals in Colleges of Education, 2014). This leader sets up condition for rewarding those who complete the task successfully and punishment for those who don't complete the task. Only 12 teachers have chosen

instructional leadership model as effective to enhance school performance. No head teacher has chosen this leadership model. The figure below shows how teachers perceive the most effective characteristics of transactional leadership model to be the most effective for school performance.



**Figure 5: Transactional leadership model on the school performance**

**Source: Primary data**

From the figure above, only 12 teachers have chosen this leadership model to be effective for school performance. Among these teachers, 7 of them mentioned that rewarding employee delivers a good performance, 1 teacher cited that punishing employee who does not perform as expected, and finally 4 teachers stated that encourage two-way communications is important as it creates good school environment which enhance school performance.

#### **4.4. Perception of head teachers and teachers about leadership styles**

A part from the different leadership models that school leaders can use, there exists different leadership styles that they can implement in order to enhance school performance. The most successful leadership styles in schools are autocratic, democratic, laissez-faire, bureaucratic, situational, and coaching styles. We look at the perception of head teachers and teachers about the leadership styles that they perceive to be the most effective to enhance students' performance in TVET schools. The table below shows the distribution head teachers and teachers' perception about the leadership styles.

**Table 5: Leadership style (s) that can be used to level up the school performance**

| Leadership styles | Head teachers | Percentage | Teachers | Percentage |
|-------------------|---------------|------------|----------|------------|
| Autocratic        | 0             | 0          | 7        | 3.57       |
| Democratic        | 2             | 40%        | 43       | 21.94      |
| Laisse- faire     | 0             | 0          | 12       | 6.12       |
| Coaching          | 0             | 0          | 25       | 12.75      |
| Bureaucratic      | 0             | 0          | 9        | 4.60       |
| Situational       | 3             | 60%        | 100      | 51.02      |
| Total             | 5             |            | 196      |            |

**Source: Primary data**

Head teachers' perception about the leadership styles is completely different from that of the teachers. The perceptions of the head teacher about the leadership styles that influence school performance is that democratic and situational are the only leadership styles that they perceive to be effective for school performance while other leadership styles have not been considered at all. The democratic leadership style was chosen by 40% of the head teacher while situational leadership styles was perceived to be the most effective by the majority 60% of the head teachers.

The perception of teachers about the effective leadership styles varies. Opposite to their counterpart, every leadership style was perceived as effective by a certain number of teachers with the situational leadership style being perceived as effective by the majority (51.02%) of the teachers. The second leadership style most perceived as effective for school performance is the democratic leadership with 21.94%, followed by bureaucratic with 12.75%. The last leadership style is the autocratic with 3.75% of the teachers perceiving it as effective for school performance.

We also asked head teachers and 5 teachers why they think a given leadership styles is effective for school performance than the others through structured interview. The responses were given in the table below whereby they only gave consideration to democratic and situational leadership styles.

**Table 6: Extensive views on effect of Leadership styles on the school performance**

| <b>Leadership styles</b> | <b>Head teachers Explanations</b>                                                                                                                                                                                                             | <b>Teachers Explanation</b>                                                                                                                                                                                                                                                                                                                                                                                    |
|--------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Autocratic               | -                                                                                                                                                                                                                                             | School leaders should not communicate everything to other staff because at the end of the day, he/she is the one to make final decision. The leader also has to punish those who don't fulfil their responsibility.                                                                                                                                                                                            |
| Democratic               | The school leader has to involve other staff in order to achieve the best performance. It is not only the responsibility of the school leader to look at factors that can foster the teaching and learning but it should a collective effort. | In school where democratic leadership is applied, subordinates find pleasure and satisfaction at their work. If the leader involves others, they feel respected and responsible for the school performance.                                                                                                                                                                                                    |
| Laissez- faire           | -                                                                                                                                                                                                                                             | This is a very good leadership style that can work very well because everyone feels responsible for the school performance. However, if the leader does not follow up how everyone is being responsible, this style can be dangerous because once other staff find out that the leaders do not care what they do, they do not do anything at all because in a group they will always be lazy people. Moreover, |

|              |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|--------------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|              |   | staffs have to be capable and motivated of doing things.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Coaching     | - | <p>Coaching is tricky and it requires someone to know how to coach. If a leader choose to use coaching leadership styles he/she must have had training in coaching otherwise this styles may lead to undesirable outcome. Other staffs also have to be aware what coaching is all about and to be explained why the leader is using coaching instead of guiding other so that the target goals can be achieved. However, if other school staffs are aware of what is coaching, this style is very good because it allows everyone to find solution, he/herself which empowers them self-confidence and fill capable of doing anything that can help the school to perform better. This will help also the school leaders because everyone will be capable of finding solution of a challenge that may arise without relying on the school leaders to come up with a solution. Teachers will also empower learners the capacity of finding solutions themselves. The leader applying coaching leadership style helps other to set up smart goals.</p> |
| Bureaucratic |   | There are some regulations that should guide each school. So, school leaders                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

|             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>applying bureaucratic leadership styles helps other school staffs to follow the rules and procedures as they are written. This is very important because these rules and procedures were designed to enhance school performance and learners' discipline.</p>                                                                                                                                                                                                                                                           |
| Situational | <p>It is very important to look at the situation as a leader when you want to make a decision. The reason is that what works in one school may not work in other if those schools are not experiencing the same situations. Schools have different goals although the main being students' performance. There are many variables that affect school performance so the leaders in collaboration with other staffs have to weigh them and choose which ones best fit the school. Also the situation changes over time; so, all decision should with the situation as long as they lead to school performance.</p> | <p>Schools experience different situation and all school members have to react depending on the situation. There is no way school leaders can make decisions without considering the current situation. School leaders and teachers attend different professional training and with technology and innovation, there is no way that these cannot have an impact on the school leadership. Situational leadership is the best because leaders have to respond to the situations otherwise some schools might be behind.</p> |

**Source: Primary data**

## **CHAPTER FIVE: FINDINGS DISCUSSION**

### **5.1. Introduction**

The aim of this research study is to find out Head teacher and teachers' perceptions of leadership model and leadership styles they perceive to be effective for school performance. This chapter presented the findings from the study, drew conclusion and provided recommendation to the government and other stakeholders so that effective leadership are used and school performance enhanced.

### **5.2. Findings**

The results of the study show that the perception of head teachers and teachers about which leadership model and leadership styles they perceive to be effective for school performance vary depending on the existing situation at the school and the time that is prevailing... Respondents agreed with other researchers (Raza and Sikandar, 2018) that there is no one best leadership style in education. Each of the different leadership methods may be employed in different situations based on what the need of the time is.

Although participants indicated that school leaders have to use more leadership model, there are those that they perceive to be the most effective than others. The instructional leadership model was considered by the majority of head teachers and teachers as effective for school performance. Participants belief that school's leader who apply instructional leadership is committed to the core business of teaching, learning, and knowledge. As the school leader works to improve student achievement, the principal collaborates with teachers on alignment, instruction, and assessment issues; and offers constructive feedback and support to students accessible (Hoer, 2015).

According to the Australian Institute for Teaching and School Leadership (Jensen, Hunter, Lambert, & Clark, 2015), instructional leaders define the school's mission, manage the instructional program, promote high expectations and provide incentives for teachers and students. This idea was also shared by teachers and headteachers who claimed that school leaders have a responsibility to set up school goals in collaboration with other stakeholders, to manage curriculum by ensuring that all the topics in the curriculum have been cover by the teachers, monitor lesson plans of teachers and how the lesson are being.

The instructional leadership model also seems to relate to what is indicated by REB to be the role and responsibility of head teachers. However, school leaders must promote and maintain an environment with high expectations and believe that all learners can learn successfully, ensure that staff create a stimulating physical environment that supports and encourages learning, promotes a culture of inquiry and innovation, where creative exploration and independent learning are also valued. Headteachers and teachers also emphasized that it is the responsibility of the head teachers to address any issue that may arise at school and to foster collaboration between school members; being teachers, students, and other non-academic staffs. (REB, 2019)

As of leadership styles, situational leadership was perceived as the most effective for school performance by the majority of head teachers as well as teachers; and this finding was obtained by other scholars such as Oyitunyi (2006). Among the reasons indicated by the head teachers and teachers to choose situational leadership styles is that there is no way you can make a decision without looking at the existing condition at the school. They argued that what works in one school may not work in other if those schools are not experiencing the same situations. Schools have different goals although the main being students' performance (Day & Sammons, 2016). There are many variables that affect school performance so the leaders in collaboration with other staffs have to weigh them and choose which ones best fit the school. Also, the situation changes over time; so, all decision should with the situation as long as they lead to school performance. Moreover, school leaders and teachers attend different professional training and with technology and innovation, there is no way that these cannot have an impact on the school leadership (Armstrong, 2010). Situational leadership is the best because leaders have to respond to the situations otherwise some schools might achieve the main goal of school which is a citizen who is competent, problem thinker, innovator, and having norms and value of the country that he/she is living in.

The respondents indicated that there is no way a school leader sticks to a single leadership model and leadership styles. The same findings were obtained by many researchers (Lesomo, 2013; Raza & Sikandar, 2018) who found out that each leadership model and leadership styles have each own weakness and strength thus suggesting a combination of more than one model. The head teachers and teachers indicated that there are some characteristics in each leadership model that they perceive to be effective for school performance. In managerial leadership model, they indicated that school leader should influence and inspiring people to perform efficiently; in instructional

model, they indicated that the school leader should provide direction to improve instructional practices; in transformational model, they indicated that school leader should emphasize on collaboration, ethics, and compassion with the staff; while in transactional model, the school leader should reward an employee who delivers a good performance results. The respondent indicated that school leaders should know every leadership model and leadership styles and to use the best characteristic of each leadership model can help to enhance school performance. They also indicated that there is no single leadership approach that will be effective for improving all schools and every student's performance. There is a need to combine different leadership model to cater for individual differences.

## **CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS**

### **6.1. Introduction**

This chapter present the conclusion and recommendations based on the findings from this study.

### **6.2. Conclusion**

The perception of head teachers and teachers about which leadership model and leadership styles is that instructional leadership model is the most effective to enhance school performance while a situational leadership style is seen as the most effective. However, head teachers and teachers indicated that to achieve the main goal of school performance which is to develop a citizen who is competent, problem thinker, innovator, and having norms and value of the country that he/she is living in, implementing a single leadership model is not enough; hence school leaders need to have to know the strength and weakness of each leadership model and take the best from each model in order to enhance school performance. Moreover, there is no single leadership approach that will be effective for improving all schools and every student's performance. Hence there is a need to combine different leadership model to cater for individual differences. (Cruickshank, 2017)

Situational leadership styles is perceived as the most effective to enhance school performance because the head teachers and teachers believe that there is no way a decision can be made without taking into consideration the current situation of the school. They also argued that what works at one school may not work at another school unless they experience the same situation. Although, leadership is not considered as the first factor to affect school performance, the head teachers and teachers perceive school leadership as a crucial element that can affect school performance. However, further study is needed to understand what type of leadership model and leadership styles are being implemented at TVET schools and why they were chosen among others.

### **6.3. Recommendations**

School leaders should be aware of different leadership models and styles that have proven to enhance school performance, and to choose either one or combine more than one so that the school performance is enhanced.

School leaders have to collaborate with other school staffs in setting school target and in taking decision based on what each perceive to be effective for school performance. As people view things differently, it is also very important to know how each perceives things which can lead to employee satisfaction that in turn will lead to employee's retention.

It is very important that Rwanda Polytechnic trains TVET school leaders about different leadership models and requests each TVET school to choose either one or more leadership models to implement based on school leader's perception. RP should also investigate which is the most effective to enhance school performance using typical examples of leadership model and leadership styles implemented in different TVET schools across the country.

REB has defined the role and responsibility of head teachers. However, REB needs to understand that school leaders can choose a given leadership model and leadership styles as long as they lead to school performance.

Researchers need to conduct studies regarding the types of leadership models and leadership styles that are being used in TVET schools, why they have been chosen and how these methods have improved students' performance and provide recommendation to decision makers.

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## **Appendix 1: Questionnaire**

Dear Sir /Madam;

As a part of my final academic requirement for graduation, I am working on a research project in the field of School Leadership and school performance. I am humbly soliciting information through this questionnaire to enable me complete the project successfully. Kindly assist me as i seek you co-operate filling the questionnaire. This is purely for an academic work purposes, your opinions will highly be confidential, and anonymity are promised.

Thanks in advance;

Yours

**MUTANGAMPUNDU Consolatrice**

**Part A****PERSONAL INFORMATION****I. Gender**Male ☐ Female ☐**II. Age**20-30 years ☐ 31-40 years ☐ above 40 years ☐**III. Academic qualification**Senior 6 ☐ Diploma ☐ Bachelor Degree ☐ Masters ☐ PhD ☐**IV. How long have you been an employee in this school?**Less than 1 year ☐ 2 to 5 years ☐ Above 5 years ☐**Part B: write or put a tick in appropriate place**

1. What extent does leadership models of Head teachers and teachers affect school performance?

**A. Managerial leadership model**

- a. A Leader should require the abilities to focus on functions
- b. Should focus on Tasks and Behaviours
- c. Should influence and inspiring people to perform efficiently
- d. Should Facilitate people's work

| Agree                    | Disagree                 |
|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |

**B. Instructional leadership model**

- a. Should provide direction to improve instructional practices
- b. Should supervise the teacher in teaching
- c. Required to assess the quality of instruction
- d. Should align instructional programs with school goals
- e. Required to establish academic goals for students
- f. Required to work on the development of instructional strategies
- g. Should monitor student progress

| Agree | Disagree |
|-------|----------|
|       |          |
|       |          |
|       |          |
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**C. Transformational leadership model**

- a. Should motivate staff by raising their awareness about organizational goals
- b. Required to look for potential motives in followers
- c. Should seek to satisfy higher needs of followers
- d. Should be manage their time and their vision
- e. Required to emphasize collaboration, ethics, and compassion with the staff

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**D. Transactional leadership model**

- a. Leader must assign certain tasks to the employees to perform
- b. Rewarding employee delivers a good performance results
- c. Punished employee who does not perform as expected
- d. Encourage two way communications

| Agree | Disagree |
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What are Head teachers and Teacher's perceptions on leadership styles that influence school performance?

**A. Autocratic leadership style**

- a. A leader makes discussions on their own without consulting others
- b. A leader has a very little communication
- c. A leader is very dictatorial
- d. A leader is using threats and punishments

| Agree | Disagree |
|-------|----------|
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|       |          |

**B. Democratic leadership style**

- a. Have the skills for organization and responsibility of all staff
- b. involves staff in guiding the school's development
- c. Subordinates find pleasure and satisfaction in working
- d. Having collective decisions
- e. encouraging delegating
- f. recognition of the ability and potentials of others

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**C. Laisser faire leadership style**

- g. Having a minimum involvement in decision making
- h. No hard and fast rules
- i. Complete freedom or autonomy to staff
- j. Staff is respectable for the outcome of their decision
- k. Successful if staff are capable and motivated.

| Agree | Disagree |
|-------|----------|
|       |          |
|       |          |
|       |          |
|       |          |
|       |          |

**D. Coaching leadership style**

- a. Coaching leader quickly recognizes their team members' strengths, weaknesses
- b. Coaching leader focus on help each individual improve
- c. Coaching leader often assists team members in setting smart goals
- d. Coaching leader skilled in setting clear expectations and creating a positive, motivating environment

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**E. Bureaucratic leadership style**

- a. Bureaucratic leader expects team members to follow the rules and procedures just as written
- b. Bureaucratic leadership style focuses on fixed duties within a hierarchy
- c. there is little need for collaboration and creativity
- d. Each employee has a set list of responsibilities

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**F. Situational leadership style**

- e. Situational leadership encourages leaders to take stock of their team members
- f. It chooses the leadership style that best fits their goals and circumstances.
- g. It weighs the many variables in their workplace

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3. Based on your school management, what is leadership style(s) can be used to level up your school performance?

- |                  |                      |
|------------------|----------------------|
| a) Autocratic    | <input type="text"/> |
| b) Democratic    | <input type="text"/> |
| c) Laisse- faire | <input type="text"/> |
| d) Coaching      | <input type="text"/> |
| e) Bureaucratic  | <input type="text"/> |
| f) Situational   | <input type="text"/> |

## **Appendix 2: Interview guide**

1. What are Head teachers and Teacher's perceptions on leadership styles that influence school performance?
2. What extent does leadership models of Head teachers and teachers affect school performance?
3. Do you perceive that your school faced any challenges in leadership? If agree what are those challenges?