Head Teachers' Leadership Practices and Teachers' job Performance in Rwandan Schools. A case Bugesera District

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Abstract

This study aimed to evaluate the effects of head teacher leadership practices on teachers' job performance in Rwanda, specifically in the Bugesera district. The study used a mixed-methods research design, combining both qualitative and quantitative approaches, with closed-ended questions as the main method. The sample size was 173 teachers plus 12 Head teachers, giving a total of 185 participants, and the data was collected using a questionnaire. Data was summarized using the Statistical Package for Social Sciences (SPSS) version 22, which helped generate a frequency table containing the mean and standard deviation utilized in interpretation and conclusion. The results showed that 50.3% of respondents believed that it was crucial to meet teachers regularly to evaluate their teaching, while 38.4% strongly agreed. Regular communication between head teachers and teachers was found to be essential for improving performance. The majority of respondents acknowledged that their head teachers recognize their efforts at work, which is a motivating factor for job performance improvement. Coaching methods were highly agreed upon by 46.5% of respondents, while 46.5% plan regular teacher training for work improvement, facilitate teachers seeking additional formation, and encourage interschool cooperation and learning. However, it was found that some head teachers do not help their teachers as required. The researcher recommended that the Ministry of Education prepare structured leadership formation and training for all employees hired to be school head teachers before they assume that responsibility to build their capacity with professional leadership and skills. Rwanda Education Board should make regular visits to head teachers and teachers to understand how their communication, collaboration, and subordination contribute to the achievement of national educational goals. The Sector and District Education Supervision Units should prepare regular supervision surveys to evaluate the ability of head teachers to lead their teachers and the quality of collaboration among them. Teachers who find that their leadership does not provide them with the necessary materials should be creative enough to create an occasion for them to reproach their head teachers and ask them to help them change. Academicians should conduct an in-depth scientific study on the same topic to

determine if it will produce different results or if the results will be similar to the findings of this research.

Keywords: *Head teachers, leadership practices, teachers, job performance, schools, Bugesera*

1.0 Introduction

Globally, employee motivation is vital for both organization and the individual employee in today's market since there is a greater emphasis on achievement and more competition (TEKİN & AKIN, 2021). While motivation influences employee morale, attitudes, and actions toward the company, it also plays a crucial role in accomplishing both personal and corporate objectives. It is only feasible to lead people with diverse traits to collaborate and succeed as a team inside an organization if the manager effectively coordinates and inspires the workers (Yalçınkaya et al., 2021). According to this perspective, management procedures in schools, one of the biggest organizations with a diverse workforce, can be regarded as one of the primary elements enhancing teachers' motivation (Yıldız, V.A, & Kılıç, D. (2021).

Adepoju (2016) provided evidence to support Limon (2020) by stating that good teachers should possess traits including effective teaching, lesson note preparation, effective use of a work scheme, effective supervision, monitoring of students' work, and disciplinary skills. An annual report of a teacher's activities, which would include performance in terms of teaching, lesson preparation and presentation, subject-matter mastery, competence, teachers' commitment to their jobs, and extracurricular activities, could be used to assess a teacher's effectiveness in this regard (Priyashantha,2022). Head teachers good management, monitoring of student study, encouragement, classroom management, student good conduct are principles that teachers at secondary schools should effectively uphold (Prvaiz Khalid, Yousuf Imran, Qaisara Parveen, and Wajiha Kanwa, 2016).

For further clarification, Ibukun (2017) claimed that the primary responsibility of the head teacher is to establish an environment that would enable the instructors to effect the required changes in the pupils. He observed that instructors function well under various leadership philosophies. As a result, the head teacher was required to support the instructors' productive performance by determining their requirements and making an effort to meet or satisfy them. This assertion is supported by the observation made by Ijaiya (2015) Nigerian teachers prefer involvement in sharing their ideas in the school. In this study, head teachers in public secondary schools in the Bugesera district will be profiled in regard to their engagement in contributing to the whole school management.

Head teachers might choose from a variety of leadership principles (Robbins, 2017). Additionally, the contribution of leadership cannot maximize the job performance of a school's personnel until it is communicated with those who are working with the leader or stakeholders. Insufficient leadership, together with a lack of funding and poor infrastructure, is a role in schools' inability to reach performance criteria (Nsubuga, 2018).

1.1 Problem Statement

REB (2016) reported that Head teachers act as leaders who put a priority on academic education while helping teachers improve their performance in the classroom. In one sense, the MoE (2019) argued that in order for head teachers to have good school management and a high level of importance, they must possess a profile of various school leadership and management trainings in addition to the necessary theoretical knowledge, skills, and experiences (Sibandze & Kibirige, 2021).

The qualifications of teachers, their access to educational resources and instructional materials, the experience of head teachers or departmental heads, the culture of a school, and the socioeconomic circumstances of students are just a few of the many factors that affect teacher performance in addition to leadership practices (Nsubuga, 2017). According to research by O'Hanlon and Clifton (2015), a head teacher's leadership practice may either strengthen or weaken a school. In addition, they see how the personality of the head teacher is reflected in numerous ways across the school. Nsubuga (2017) adds that ineffective leadership is another reason why many secondary school teachers continue to perform poorly.

A study conducted by UNICEF in 2018 in Bugesera District found that most teachers in primary and secondary schools were unable to teach in English, which is the official language of instruction. Due to this, many students perform poorly in most of the subjects, especially mathematics and reading tests (UNICEF, 2018). However, it was found that despite this gap, nothing has been done to help teachers develop their skills, especially by giving them the opportunity for in-service language training. This supports the claim that if workers' expectations are not met, they may not always be happy with their educational administrators and the overall school system (Ntahomvukiye et al., 2017). With this in mind, the researcher wonders if the leadership practices used by head teachers have any relationship with the teachers existing inability to use the English language in their teaching activities, which affects students' performance negatively. This study was therefore conducted to assess the effects of head teachers' leadership practices on teachers' job performance in Bugesera District, Rwanda.

2.0 Literature Review

Theoretical Review

Globally, leadership practices and employees' performance are analyzed under the perspective of their principles and philosophies, according to numerous writers. In this chapter, the researcher does a significant literature review on the effect of leadership practice on teachers' performance. There are three of these: a theoretical analysis, a conceptual model, and literature that, respectively, address the decision-making and communication goals particular to delegation. According to Vilas-Boas et al., (2018), leadership practice utilized by leaders has six elements including coaching and mentoring, supporting employees skills development, empowering team, communication skills and leadership experience. In this study, the researcher will concentrate on coaching and mentoring, supporting employees' skills development and empowering team as the three elements which come to forefront of all other remaining in encouraging workers in their job.

Head teachers Coaching and mentoring with teacher work attendance
Worldwide, every leader in an organization has particular tasks and obligations to guarantee the smooth functioning of the company and boost productivity. According to Ezeuwa (2015), it is the act of encouraging others to labor willingly and cheerfully toward a common objective. According to Ukeje (2018), successful leadership requires motivating

subordinates to work gladly and enthusiastically toward the achievement of corporate goals. To influence, direct, carry, raise problems' consciousness, and lead, a leader requires other people. This implies that a leader leads through the practice of leading. While some managers focus more on the task at hand than the people they deal with, others are more focused on their relationships with staff members. When a leader prioritizes the task or people's relations, it is typically regarded as essential to effective leadership.

As the Head teacher or school principal is responsible for allocating resources to the school for the purpose of attaining educational objectives, the school principal occupies a special position that has the power to either hasten school development or halt the advancement of education (Oyedeji & Adeyemi, 2014). Consequently, leadership practices have a significant place in school administration. Many different jobs allow leaders to demonstrate their leadership. Creating frameworks, setting goals and objectives, managing and inspiring staff, and exercising leadership are a few of them (Daresh 2016). According to Nathan (2017), the provision of leadership is a crucial part of a leader's responsibilities. Whether leaders will succeed in achieving the immediate job at hand and long-term organizational objectives depends on the leadership style they choose to use when performing the aforementioned duties. The leadership practices used by head teachers to fulfill the aforementioned duties will influence whether they are able to establish and sustain healthy connections with personnel as well as the short- and long-term organizational goals (Mozzarella & Smith 2017). Coaching and mentoring are recognized as crucial tools for improving and achieving high academic standards in schools. Coaching must therefore be practice-oriented. It is assumed that effective coaching techniques have an impact on a teacher's performance, specifically in terms of the teaching-learning process (VVOB, 2021).

Head teachers support to teacher skills development and Quality assistance to students
Professional advancement keeps individuals engaged, and with a clear plan and well-defined goals, employees are more likely to develop. According to Jehow et al., (2018) the programs for employee growth and development are crucial to the success of organizations all over the world. These programs not only give employees the chance to develop their abilities, but they also give businesses tools to boost employee productivity and promote workplace culture (Al-Mzary et al., 2017). This is supported by (Ibrahim et al., 2017) who argued that every company or institution would be able to keep the competent individuals it employs, enhance performance, and achieve its goals and objectives through training and development that increased employees' skills and knowledge and led to higher performance. Employee career progression promoted via training and development also promoted job satisfaction.

According to Mosallanejad (2018) organizational leaders need to understand how crucial training and development are to raising employee productivity and evaluation. Organizational and employee goals, including enhancing morale, security, engagement, and competence, are all made possible via training and development. Organizational leaders should apply systematic methods for evaluating employee performance, which can be based on aspects related to the individual's job perceptions, motivation, skill level, organizational context, and surroundings (Regency, 2019).

Asita, Masikirikwe and Austin (2021) Teachers' roles include teaching information to pupils and creating learning environments that are conducive to good learning. Thinking abilities, relationships with knowledge, problem-solving abilities, and an innovative attitude

are seen as essential for African teachers to have in order to be able to create lesson plans that are appropriate for the circumstances of their students as well as the learning environment and to ensure that students are engaged in meaningful learning (Asita, Masikirikwe P. & Austin, 2021).

Head teachers team empowerment and achievement of school goals

Every organization needs a strong sense of teamwork in order to function effectively. In addition, social skills and self-confidence qualities influence how motivated employees are to participate in cooperation (Abbas & Nawaz, 2019).

Departments assist equipping teachers with additional skills and bringing them into line with the school's objectives. Department heads should look beyond their own specific interests, and principals and middle administrators should work to align the subcultures of their departments with the school's culture and mission (Abolghasemi et al., 2019).

Empowering the group results in higher morale, more responsibility, and quicker problem-solving. They lead to increased production, which is advantageous to the whole business (Uzoamaka & Nnamani, 2015). Knowledge, expertise, and drive are fully used by an empowered team because they have greater control over how they operate. The team's expectations, your expectations of their performance, and the constraints under which they operate differ more than the team's members or the jobs they play (GroupBourton, 2023). Giving workers at a company the independence, resources, authority, and capacity to make decisions and deal with workplace issues is the process of empowering them. They are granted the necessary power and resources to conduct such actions and judgments (GroupBourton, 2023). Through coaching and mentoring peers, facilitating professional development sessions, and setting up book and article studies, the principal may enable teachers to promote instructional leadership (Suaka & Kuranchie, 2018).

According to (Mwakabenga, 2019), there are several factors that hinder effective teacher professional development in Africa, including a lack of explicit policies and guidelines, a lack of knowledge among stakeholders, the dominance of a traditional approach to teacher professional development, and an inefficient organization of teacher professional development. Head teachers' empowering teachers in schools depends on the type leadership style being used in leading the school. Some of the leadership styles that are used by managers, Head teachers in this situation, are identified below.

Democratic Leadership practice

If democracy is the form of leadership, both the leaders and the followers must work equally hard. According to Goldman (2015), democratic organizations often exhibit the following six traits: Members have the freedom to choose who they work with, the group decides how tasks are distributed, policies are chosen by a group of organizations, technical and job performance measures are discussed so that they are understood by all, leaders give members instructions on how to complete tasks, and leaders try to be objective when giving praise and criticism. Democratic leaders, according to Goldman (2015), encourage agreement via participation, but they also demand more independence and quality from their followers. My own experience has led me to the conclusion that these leaders take the time to talk to and listen to their subordinates. They also tend to be more adaptable and attentive to the demands of the individual. They are polite and capable of swaying instructors to exercise in decision- making. Democratic approach to leadership emphasizes the importance of group and leader input in the creation of policy (Abu Nasra & Arar, 2020).

Decisions concerning organizational matters are made under democratic leadership following debate and consultation with diverse people inside the corporation. The team's leader does all he can to make each member feel important to the group. Thoughts are exchanged between the team and the leader, but communication is two-way (Heenan and Bennis 2018). Employee morale always increases to a high degree whenever a leader uses this strategy (MBA, 2014). In other words, excellent schools possess a number of essential qualities, such as participation, collaboration, and consultation. A Headteacher may behave differently depending on the situation, claims House and Mitchell (quoted in Oyetunyi, 2016). The four different behaviors of leaders are as follows: The task-oriented leadership practice is comparable to the directive approach. This kind of leader gives instructors clear instructions on how to organize, plan, and carry out tasks by using particular guidelines, rules, and regulations. When the skill of the subordinates is poor or the work at hand is complicated or unclear, this technique is judged suitable. More orders from the boss result in higher job satisfaction (Hoy & Miskel, 2016).

The leader has a lot of faith in the team members, but not absolute faith. Although the leader makes overall choices, he or she solicits input from the staff before making a decision. The workers have favorable opinions of the company, the boss, and their jobs. When the staff feels that there has not been sufficient consultation, they may openly accept the management's commands but may also discreetly disagree by acting insubordinately, especially when the manager chooses to follow the majority rule principle (Owens 1981:207). The hierarchy functions as a conduit for communication. The management consults with subordinates using the appropriate channels. They discuss with him or her any issues they wish to raise in return (Brownwell, 2015).

Autocratic Leadership practice

In an authoritarian form of governance, the leader has unrestricted power, and the followers are given little to no decision-making authority (Yalçnkaya *et al.*, 2021). Yukl (2017) realized that autocratic leaders: usually display five different characteristics as follows: all policies are defined, work processes are predetermined, subordinates' tasks are set and technical and performance criteria are provided. Since decisions are frequently made by one person, this leadership technique promotes quick decision-making.

Despite its unpopularity, the autocratic method may be a beneficial tactic in some circumstances, especially when the leader is rushed for time and the followers are ineffective. When the leader is pressed for some time, the employees become unproductive; the authoritarian leadership practice is another name for the autocratic management style. The autocratic management practice is sometimes referred to as "authoritarian leadership." The person in charge who exercises authority and makes choices is an authoritarian leader. The group's leader instructs the group members on how to carry out tasks but does not maintain constant communication with them. He or she neither delegated power to others nor allowed subordinates to take part in policymaking (Smylie and Jack, 2017; Hoy and Miskel, 2016; John, 2016)

Laissez- fare Leadership practice

Laissez-faire leadership refers to delegation of decision-making to the group by the leader. Because leaders seldom intervene in this manner, group goals, working processes, and freedoms are totally dictated by them. Hackman and Johnson (2016) indicated laissez-faire as the best tactic, especially with seasoned and highly driven followers. Laissez-faire leadership gives the group total control over all choices. As a result, subordinates are free to

behave whatever they like. The leader's sole responsibility is to provide resources. The group's leader does not alter or interfere with the decision made by the group (Talbert & Milbrey, 2018).

Anyone may lead in a laissez-faire system, which could inspire workers to take more initiative because it allows them more freedom. When handled in this manner, workers can acquire the self-discipline needed to perform without having a manager continuously make decisions for them or remind them of their duties (Indeed Editorial Team, 2021). Similar to how certain employees could make decisions more quickly under this management strategy, an employee might successfully lead a particular project because of past experience. As more employees improve their leadership skills and continue to broaden their knowledge via initiative, departments become more skilled and adaptive (Ahmed Iqbal *et al.*, 2021).

However, under a laissez-faire management style, staff members could lose sight of their responsibilities to the team (Indeed Editorial Team, 2021). Role awareness refers to how staff members see their superiors and one another. In a laissez-faire leadership style, every employee may be a leader; hence some people could act in leadership roles they are not suited for. Additionally, given that so many people in their neighborhood have leadership positions, employees might not view their supervisor as a boss (Al-Malki & Juan, 2018).

Empirical Review

Different studies have been conducted in relation of how leadership practice of managers influences the performance of employees. This literature will be explaining how the leadership of Head teachers can influence the job performance of teachers. It will focus on communication, involvement in decision-making, and delegation of duties as the major aspects of a Head teachers leadership that influence teachers' performances.

Communication Skills and Teachers Performance

According to Oxford's definition from 2005, communication is the act of conveying the message from the sender to the receiver or different people. According to Mintzberg (2017), communication is the process of transmitting information from one level to another. The management levels involved here might be top-to-bottom or bottom-to-top. A study conduct by Hannagan (2012), on how communication helps in leadership found that communication serves a number of purposes, including conveying knowledge regarding the efficacy of specific work practices. For instance, it is directive by outlining the precise actions that must be taken; it is motivating because it encourages more effort and mistake correcting because it reveals the severity of the mistake committed. However, in most situations, the value of communication in educational institutions has diminished, particularly.

Effective communication has been shown by Pritchard and others (2015), who were mentioned by Hannagan (2012), to improve performance on its own. He continues by saying that communication allows one to keep track of how effectively they are accomplishing their objectives so that, if necessary, adjustments may be made to their efforts. Other methods of communication, such as memoranda, phone calls, texting, posting alerts, writing letters, sending emails, and sending faxes, are all available, the speaker continues. Regrettably, these communication tools are not widely utilized in the field of education, and notably not in these regions' public secondary schools.

A study conducted by Msovela, (2022) to evaluate the effects of communication on the company results, it revealed that communication is crucial to understanding how the

work done inside companies contributes to results, as well as how each individual leader uses communication as a tool in order to perceive leadership as a social process. We frequently overlook the importance of communication in our day-to-day interactions since it is so pervasive in both our business and personal lives. A process with a sender, a message, channels, a receiver, and feedback is how communication is typically defined Salamondra (2021). As a result, communication is seen as being much more difficult in modern society. Many objectives may be achieved through communication, such as meeting social and individual needs, promoting collaboration and international understanding, and conveying information and messages (Burton & Dimbleby, 2016).

Involvement in Decision- Making and the Teacher Performance
In the process known as participation in decision-making, managers and employees gather to discuss how the business should be run (Okumbe, 2016). One characteristic of participatory leadership techniques is participation in decision-making. In contrast to an authoritarian approach where there is no engagement in decision-making, laissez-faire leadership occurs when leaders voluntarily involve subordinates in the decision-making process. The study was conducted by Webster (2015), to assess to relationship between the results produced in companies having different leadership practices. According to this study, everyone participates in the decision-making process when using participatory leadership techniques.

However, it was discovered that democratic leadership requires consulting subordinates and taking their opinions into account while making choices. This is consistent with House's (2016) path-goal theory, which holds that decision-making within an organization must involve both leaders (principals) and subordinates for it to be successful. Chandan (2017) studied the role of leadership in achieving organizational goals and discovered that when targets are created collaboratively, subordinates (teachers) become motivated, self-assured, and aware of the targets, which improves performance. As a consequence, this approach encourages employee engagement, encourages innovation and commitment, and strengthens the skills and competencies of the team members.

A research conducted by UNESCO in 2016 found that teachers' performance suffers when they aren't involved in choices. According to a 2016 UNESCO study, there is a "strong sense of remoteness" from regional and national choices in Ethiopia, which finally filters down to teachers as steadfast judgments that are frequently disassociated from their everyday circumstances. When there is insufficient communication or teamwork, teachers lose their incentive to work effectively, and some may feel disenfranchised and helpless in their positions. The study was only carried out in conventional secondary schools and not in the distant or outlying districts, such as the Bugesera District, despite the fact that UNESCO's (2016) findings were good. The goal of this study was to fill the resulting contextual gap. On the other hand, instructors act strangely in a school setting when they are not actively participating in governance (Ndu & Anogbov, 2017). As a result, few teachers try to totally dedicate and commit themselves to the school.

Unhappy teachers are more likely to give up their careers than satisfied ones. Choy et al. (2016), Udo and Akpa (2017), and others said that when teachers are sufficiently involved in decision-making, it will be simple for the principal and the school to achieve their goals and that internal apathy and opposition will be reduced. However, teachers are more likely to succeed and stay in the field if they can count on the support of their principal and neighborhood parents, are involved in the decision-making process, and work in a supportive school environment (Lumsden, 2016). On the one hand, Mullins (2015) contends

that a lot of people think that including employees in decision-making increases performance, which is essential for surviving in a world that is becoming more and more competitive. Welfson (2018) reaffirmed that an employee's lack of engagement in decision-making processes that are aligned with the aims of the business and a sense that their views are not welcomed or listened to are frequently the causes of boredom (dullness) and dissatisfaction (disturbance) at work. He said that staff turnover rises when workers depart for positions with greater appeal.

Shaw (2016) demonstrates that decision-making is a role with such a wide scope that neither one person can nor ought to perform it. He proceeded by equating the participation of teachers in decision-making to two people working together to roll a stone, something neither could have done on their own. Many managers believe that including staff in decision-making will improve the standard of staff decision-making inside the organization (Collins et al., 2017).

Delegation of Duties and Teachers Performance

According to Oxford's definition from 2005, delegation is the act of transferring power to a subordinate. Delegation, according to Webster's 2017 definition, is the act of giving someone the power to act on behalf of another. According to Brech (2017), delegation is the act of giving someone else a portion of the crucial aspects of management. Delegation, according to Chandan (2016), is the process of splitting up the entire amount of labor and giving some of it to subordinates.

Okumu (2016) conducted a study which found that effective delegation has positive effects on the management of secondary schools in terms of motivation, commitment, satisfaction, discipline, and general improvements in teacher performance and school management during his investigation of delegation and its effects on secondary school management in the Kampala District. While being insightful and instructive, the Okumu (2016) study's findings did not show how task delegation may improve teacher performance in general secondary schools in the Bugesera region.

A study was conducted by Amina (2017) in Ghana's Upper West Region with a sample size of the WA Municipality to assess the level of services provided by head teachers, such as paying special attention to monitoring and decision-making. The study employed a descriptive survey design on 220 teachers and head teachers provided by head teachers, such as paying special attention to monitoring and decision-making. The study employed a descriptive survey design with a sample size of 220 teachers and head teachers. Data was gathered using a questionnaire and an interview guide, and descriptive data analysis was performed. The findings showed that, for good performance to be reached in the schools of WA Municipality, head teachers must provide supervision services for teachers and also involve teachers in decision-making in their schools to a very great extent.

3.0 Methodology

The study used a mixed-methods research design, combining both qualitative and quantitative approaches, with closed-ended questions as the main method. The sample size was 173 teachers plus 12 Head teachers, giving a total of 185 participants, and the data was collected using a questionnaire. Data was summarized using the Statistical Package for Social Sciences (SPSS) version 22, which helped generate a frequency table containing the mean and standard deviation utilized in interpretation and conclusion.

4.0 Results and Discussion

Demographic Information

Demographic information of respondents

The researcher distributed 185 questionnaires and all of them were collected back for analysis. Table 1, 2, 3 contain the descriptions of all respondents who participated in the study.

Table 1: Gender of respondents

Gender	Frequencies	%
Male	156	84.3
Female	29	15.7
Total	185	100.0

Source: Field study, 2023

Table 1 shows the gender of respondents who participated in the study whereby 84.3% of teachers who teach in public secondary school of Bugesera district are male and famele counts 15.7 % only. These statistics indicate the likelihood that the education of women is still down and or those who manage to go to school either stop their studies at basis education and do not go for university or the don't like teaching career if they go to universities and are not found in teaching profession in a big number.

Table 2: Academic qualification of respondents

Academic level	Frequencies	%
Diploma	7	3.8
Bachelor	164	88.6
Master Level	14	7.6
Total	185	100.0

Source: Field study, 2023

Table 2 presents the academic qualifications of respondents where 88.6% have bachelor degree, 7.6% have studied up to master's degree and only 3.8% reached diploma level. This is an indicator that teachers who teach in secondary school of Bugera have the qualifications which allow them to have right skill and knowledge of performing their duties well, in case they have good coordination and leadership. The next step is to know wheither these teachers have studied eduction for them to be equipped with right methodologies and educational stratedies to help young children.

Effects of Head teachers' coaching and mentoring on teachers work attendance in Bugesera.

Questions were asked to respondents for them to provide information about whether coaching and mentoring are used in their schools and how these two practices affect their job attendance. The statistical summary of their responses is presented in table 8 below.

Table 3: Head teachers' coaching and mentoring on teachers work attendance

Statement	SA		A		U		D		SD		Total		
	F	%	F	%	F	%	F	%	F	%	F	M	Sd
1.The headteacher takes time to meet every teachers regularily to evaluate teaching.	71	38.4%	93	50.3%	7	3.8%	0	.0%	14	7.6%	185	1.9	1.0
2.The headteacher give feedback to teachers for improvement after their evaluation.	107	57.8%	64	34.6%	14	7.6%	0	.0%	0	.0%	185	1.5	.6
3.The headteacher give guides on teacher on the methods they can use to improve they work especially where they don't perform well.	78	42.2%	64	34.6%	29	15.7%	14	7.6%	0	.0%	185	1.9	.9
4.Headteacher also encourage teachers on what they do well	106	57.3%	65	35.1%	14	7.6%	0	.0%	0	.0%	185	1.5	.6
5.The headteacher provide critics but does not provide advice to teachers on ways to improve.	36	19.5%	21	11.4%	21	11.4%	21	11.4%	86	46.5%	185	3.5	1.6
6.Head teacher's coaching method encourages my regular job attendance.	86	46.5%	77	41.6%	8	4.3%	14	7.6%	0	.0%	185	1.7	.9

Source: Fieldwork, 20223

Table 3 indicates that 50.3% agreed that it is important to meet teachers regularly to evaluate their teaching, and 38.4% strongly agreed with this statement. On the other hand, those who strongly disagreed with the statement were 7.6%, while 3.8% were undecided and did not indicate their positon. The fact that a large number of Head teachers in Bugesera secondary schools meet teachers constantly to assess how they teach is one of the positive practices that should encourage teachers to be regulars in their job. In addition, it is one of the practices in teaching and learning that encourages teachers to perform well in their teaching activities. This is in line with what Al-Tarawneh (2016) argued, stating that teachers' performance evaluation helps them focus on student outcomes, recognize and support teaching quality, drive the development of teaching abilities, and arrange in-service education programs.

The summary on Table 3 also indicates that 57.8% strongly agreed that Head teachers provide feedback to teachers for improvement directly after meeting them, and 34.6% also agreed with this statement. Only 7.6 percent of respondents did not show their position on this statement, which means that constant communication is done between the majority of teachers and Head teachers in Bugesera district. The fact that regular communication is done through the feedback given by Head teachers to teachers from the regular evaluation of teaching activities is a good motivation that should be motivating teachers to regularly attend their meetings for good performance. This finding is supported by the statement of Rodriguez and Walters (2019), who explained that an efficient performance feedback procedure encourages uniformity in performance evaluations, inspires all workers to provide their best effort, and is carried out fairly and openly. Nevertheless, the 7.6% of teachers who did not indicate their position shows the likelihood of some Head teachers who do not evaluate their teachers communicating with them on how they can regularly improve their teaching. As a result, all teachers must meet with their

principals on a regular basis to be evaluated and encouraged to continually improve their teaching activities.

In addition, the statistics in Table 3 indicate that 42.2% of respondents strongly agreed that head teachers who regularly meet teachers to evaluate their teaching activities also guide them on the effective methodologies that can help students in their teaching and learning activities. Also, 34.6% of respondents agreed with this statement, while 15.7% were undecided and did not express their point of view, and 7.6% disagreed with the statement. The mean of respondents on this statement is 1.9, and the standard deviation is 0.9, which means that the majority of respondents were those who agreed with the statement. The researcher's interpretation of these statistics was that the information provided by respondents indicated that the majority of Head teachers in Bugesera use some coaching practices in helping teachers to improve their work. This comes to agree with the argument of Symonds (2023), who explained that employee performance coaching is continuous performance management, where a coach continuously monitors an employee's advancement toward predetermined performance targets. Instead of educating, the emphasis is on assisting and encouraging staff members so they may reach their full potential. On the other side, the findings showed the likelihood of other Head teachers who never meet their teachers to give directives, which can help them perform well in their teaching job, as shown by the 15.7% who were undecided and the 7.6% who disagreed that teachers do not meet them to guide them.

The responses of participants also summarized in Table 3 revealed that 57.3% strongly agreed that Head teachers appraise teachers on what they do well, and they were well supported by 35.1% of those who agreed with the statement. On the other hand, 7.6 percent of respondents did not indicate their position on this statement, which shows the likelihood that their Head teachers do not recognize their efforts at work. Nevertheless, the mean of the respondents to this statement is 1.5, and the standard deviation is 0.6, which shows that the majority of teachers who responded confirmed that their efforts at work are recognized by their Head teachers. This is one of the motivating factors that can motivate teachers to improve their job attendance, as it lines up with Ushus and Johney (2015), who stated that when workers are appreciated for their efforts, they are motivated to work toward company objectives. Despite the findings, there are teachers who likely have the need to be motivated to improve their job performance but do not get this motivation from their Head teachers.

The findings above on the head teachers' encouragement to teachers in their work were supported by 46.5% who strongly disagreed with the statement that teachers give criticism but do not provide advice to teachers, and were supported by 11.4% of respondents who were undecided. Those who strongly agreed with this statement, on the other hand, are 19.5% supported by 11.4% who agreed with it. This illustrated clearly that the majority of teachers who responded confirmed that they get not only criticism from their head teachers but also advice, which encourages them to boost their job performance.

The statistics in Table 3 also summarized how respondents responded to whether the coaching methods highlighted in their statements above encouraged and improved their job attendance. These statistics therefore indicate that 46.5% of respondents strongly agreed that these coaching methods motivate their job attendance, and 41.6% agreed with the statement. Only 7.6 percent disagreed, while 4.3% were undecided and did not make a decision. The mean of the statistics is 1.7, while the standard deviation is 0.9, which means that the majority of respondents were on the side of those who agreed with the statement. The implication of this information was that the majority of teachers in Bugesera are motivated by the coaching methods of their Head teachers to attend their teaching jobs. This supported the findings of Aldoghan (2021) managers

coaching of employees is the way to achieve effective job attendance and retention, which are essential in every business. Nevertheless, we still have 11.9% who still need to have a clear position to determine their state of motivation based on their job attendance. The next step was to know whether, despite the motivation on the job, Head teachers gave teachers a chance for skill development, and the net table gave a summary of the information collected.

Table 4: Head teachers' support to teachers' skills development

Statement	SA		A		U		D		SD		Total		
	F	%	F	%	F	F %	F	%	F	%	N	M	Sd
1.The Head teachers plan regular teachers training in school for work improvement	86	46.5%	99	53.5%	0	.0%	0	.0%	0	.0%	185	1.5	.5
2.The Head teachers facilitate teachers who want addiction formation to go for it	86	46.5%	55	29.7%	27	14.6%	16	8.6%	0	.0%	185	2.0	2.5
3.The Head teachers encourages interschool cooperation and learning	115	62.2%	26	14.1%	28	15.1%	14	7.6%	0	.0%	185	1.9	2.3
4.The Head teachers call for external experts to update teachers on new methods of teaching	93	50.3%	64	34.6%	28	15.1%	0	.0%	0	.0%	185	1.6	.7
5.As a teacher, I am flexible and ready to learn new things	93	50.3%	85	45.9%	7	3.8%	0	.0%	0	.0%	185	1.5	.6
6.In-service formation given to teachers improves the performance of students from one year to another	135	73.0%	29	15.7%	21	11.4%	0	.0%	0	.0%	185	1.4	.7

Source: Field Study, 2023

The first point in table 4 aimed at knowing whether Head teachers plan for regular taining of teachers in their school for work improvement. The statistics showed that 53.5% of respontends agreed that Head teachers plan for these training, 46.5% strongly agreed with the statement. No respondent was indifferent to this statement or disagreed with it what brings to mean respondents'mean of 1.5 and the standard deviation of 0.5. This was clear indication that all teachers affiremed that their Head teachers plan for different training of skils development in their respective schools. The implication of this is that teachers have the knowledge and good skills which allow them to perform well in their teaching works. It confirmers the findings of the the study of Obaga (2021) whose findings showed that for teachers to be well devoted to their job in the school of Iringa Distric of Tanzania head teachers were using a variety of strategies and tactics to inspire their staff, including rewarding good work, involving them in decision-making, being

transparent and accountable, adopting a democratic leadership style, providing equal opportunity for further education, and providing seminars, workshops, and training

The next point intended to bring out the information about whether Head teachers facilitate teachers who want addition formation to go for it. The responses collected from participants showed that 46.5% of teachers strongly accepted that they are allowed by their Head teachers to go and seeck for the additional formation they and were supported by other 29.7% who agreed with the statement. The respondent who did not show their position and became indifferent to it account to 14.6% while those who agree with is were 8.6%. The mean of respondents became 2.0 while the standad deviation was 2.5 which mplies that the majority of respondent responded agreeing that they are given chance for going for additional formation. This findings came confirming the qualification of teachers who responded whereby the majority were found to be holdres of bachelor degrees and others who have masters.

It was also asked whether Head teachers encourage interschool cooperation and learning and the statistics of responses given by respondents showed that 62.2% strongly accepted that this is done, 14.1% agreed with the statement. Other 15.1% did not indicate their position,while 7.6% disagreed with this statement and the mean became 1.9 while the standard deciation was 2.3. This means that the majority of respondents responded in favour of the statement agreeing that their Head teachers encourage cooperation and peer learing with other schools. This indicated that teachers in Bugesera district are motivated by their Head teachers who value exchange of experience among differnet schools for their skills development.

In table 3, there are also statistics summarizing the responses given by respondents to explain whether Head teachers call external experts to update teachers on the new methodologies. The information given therefore revealed that 50.3% strongly agreed with the statement, 34.6% agreed with the statement, and 15.1% were undecided. The statistics on this statement gave a mean of 1.6 and a standard deviation of 0.7. All these numbers fall in line with those who agreed that Head teachers help teachers update their teaching methodologies by bringing in external experts to train teachers. It is again confirms the response given in the discussion above where most of teachers testified that they are helped by Head teachers in their skills development. This also is among different ways the the Head teachers encourage teachers in their job performance as it was demonstrated by Meek (2022) who urgued that strong ideas from new teachers may be supported by more experienced mentors, giving them more confidence and a sense of equality within their departments. However, it wa still revealed that an number of teachers do have the proble of motivation fromm their Head teachers as some of them did not want to reveal how Head teachers help them in skills development. In addition, there was a need to know whether teachers are ready to learn and accept all the help provided to them and this was reavedled in their responses summarised below.

Among the 185 teachers who responded, 50.3% strongly accepted that they are flexible and ready to learn new things, followed by 45.9% who agreed with the statement, and only 3.8% were undecided. The mean of responses was 1.5, and the standard deviation became 0.6, which means that the curve was inclined toward those who agreed that they are flexible to accommodate changes. This was a good indicator that teachers, with the help of Head teachers who continuously update them, are able to perform well at their job. This is in line with Campaner (2022) who urgued that Employees who are flexible and willing to learn can modify their job as needed. It is the tool that is used to increase productivity, job satisfaction, work efficiency, performance, and quality of life while minimizing the company's costs associated with absenteeism and overtime. However, the 3.8% who were reluctant to show their position about their flexibility to learn new things were seen as a challenge in education because teachers who do

not renew their ways of teaching with the passage of time perform poorly in their teaching job. This interpretation about these teachers was done in accordance with the argument of Rodriguez and Walters, 2019) who asserted that organizational and employee goals, including enhancing morale, security, engagement, and competence, are all made possible via training and development.

It was needed to find out whether the inservice training given to teachers affected student learning positively. Among all respondents who participated, 73% strongly accepted that inservice teacher training given to teachers improves the performance of students from one year to another. Other 15.7% also agreed with this assumption, while only 11.4% could give their stand on it. The mean of respondents was 1.4, while the standard deviation was 0.7, and the interpretation of these numbers is that the majority of respondents were inclined to support the assumption that in-service training of teachers affects the performance of students positively. By confirming that the inservice formation affects students positively, it was implied that these formations also help teachers perform their teaching jobs well. These findings were in agreement with Nyambe (2016) who stated that teachers who participate in professional development courses can improve their time management and organization skills. In the end, this increases teacher productivity and frees up more time for them to concentrate on the children rather than the paperwork. However, the 11.4 percent of respondents who kept silent indicated that they are teachers whose Head teachers are not rendering the required services of forming them as others in other schools do.

Head teachers' team empowerment and teachers achieving school goals

This point helped the researcher to evaluate how Head teachers' practices used to empower teachers help teachers in achieving the school goals.

Table 5: Head teachers' team empowerment helps teachers achieve school goals.

Statement	SA		A		U		D		SD		Total		
	F	%	F	%	F	%	F	%	F	%	N	M	Sd
1. The Headteacher encourages teachers to work in departments according to their field of study	121	65.4%	64	34.6%	0	.0%	0	.0%	0	.0%	185	1.3	.5
2. Working in departments facilitates mutual support and peer learning among teachers	128	69.2%	35	18.9%	22	11.9%	0	.0%	0	.0%	185	1.4	.7
3. The Headteacher takes time to evaluate how teachers work in their departments	85	45.9%	71	38.4%	15	8.1%	0	.0%	14	7.6%	185	1.8	1.1
4. Teamwork gives teachers confidence and motivates them to be happy at their job	128	69.2%	43	23.2%	14	7.6%	0	.0%	0	.0%	185	1.4	.6
5. The Headteacher coordinates teachers every year to prepare annual plan about students' performance	86	46.5%	70	37.8%	7	3.8%	22	11.9%	0	.0%	185	1.8	1.0
6. Teachers take active participation in implementing the school education plan	85	45.9%	43	23.2%	29	15.7%	14	7.6%	14	7.6%	185	2.1	1.3
7. The headteacher team building facilitates teachers to achieve the set students' academic performance	104	56.2%	60	32.4%	14	7.6%	7	3.8%	0	.0%	185	1.6	.8

Source: Field study, 2023

Table 5 summarizes the responses from the participants, indicating that empowering teachers helps teachers achieve school goals. At first, the researcher asked whether Head teachers

organize teachers and help them to work in departments according to their field of teaching and taught subject. On this point 65.4% of respondents strongly agreed that Head teachers encourage teachers departments, and other 34.6% agreed with the point; none of the respondents disagreed or become indifferent. This was confirmed by the mean of respondents becoming 1.3 and the standard deviation, which is 0.5, implying that the majority of respondents were between strongly agreeing and agreeing. This was a good indicator that department is one of the techniques that helps motivate teachers to perform well in their jobs. This supported the agreement of Abolghasemi (2019) who highlighted that departments assist in equipping teachers with additional skills and bringing them into line with the school's objectives.

Another point was to find out whether working in departments facilitates mutual support and peer learning among teachers. To this point, 69.2% of respondents strongly agreed with this assumption, 18.9% agreed with it, and 11.9% were indifferent to it. The responses fell within the mean of 1.4 and the standard deviation of 0.7, which implied that the majority of teachers affirmed that they gain by learning from one another when working in departments. These findings of teachers supporting each other and learning from one another when they work in teams supported Jepson (2015) who argued that when relationships are made across teams and departments, teachers grow and inevitably come to trust one another more, which eventually improves the atmosphere throughout the entire school and helps everyone perform well in their job. Nevertheless, the researcher as being among the teachers who do not have these opportunities in their school and whose performance can be questioned interpreted the number of teachers who did not give their position.

The researcher also sought to find out if Head teachers take time to evaluate how teachers work in their departments. The statistics from respondents show that 45.9% of them strongly agreed that Head teachers evaluated their work in departments, 38.4% agreed with the assumption, 8.1% were undecided, and 7.6% strongly disagreed with it. The fact that the mean of responses was 1.8 with a standard deviation of 1.1 was a good indicator that the majority of Head teachers encourage their teachers to build teamwork by evaluating their work in departments. However, 15.7% of respondents who disagreed or decided not to show their position were found to be an indicator that some Head teachers do not encourage teamwork among their teachers.

In addition, the researcher needed to assess whether working in a department gives teachers confidence and motivates them to be happy at their job. On this assumption, 69.2% of respondents strongly agreed with the assumption, 23.2% agreed with it, and 7.6% did not give their position, an indication that they were undecided. The respondents have a mean of 1.4 and a standard deviation of 0.6, which means that the majority of teachers certified that they are confident, motivated, and happy at their teaching job because of team building helped by their Head teachers. These findings were in line with the argument of Abbas and Nawaz (2019) who indicated that team-building exercise done e effectively gives employees confidence and makes them feel good about themselves. This boosts both individual and collective performance. It also demonstrates to workers the organization's willingness to make an investment in them.

The researcher sought to find out whether Head teachers involve teachers in decision-making and the planning of school activities. Respondents were therefore asked whether Head teachers coordinate them every year to prepare an annual plan for students' performance together. On this assumption, 46.5% of respondents strongly agreed that their Head teachers involve them in the annual planning of their students' performance, and 37.8% agreed with this assumption. However, 11.9% disagreed with it, while 3.8% were undecided and did not give their point of view on what happened to them in their schools. The fact that a large number of teachers certify that Head teachers involve them in annual planning reveals that teachers in the Bugesera

district take part in decision-making in their schools, which is one of the factors that encourages them to perform well in their work. These results were interpreted in line with House's (2016) path-goal theory, which holds that decision-making within an organization must involve both leaders (principals in this case) and subordinates (teachers) for it to be successful.

The above findings were supported by the responses given by respondents on whether teachers actively participate in implementing the school education plan. The results on this proposition were that 45.9% strongly agreed with it and 23.2% agreed with it, making the number of those who supported it 69.1%. However, it was found that there were 15.7% who were undecided and did not give their point of view, and another 7.6% disagreed with it, plus another 7.6% who also disagreed with it. The mean of the responses was 2.1 with a standard deviation of 1.3, showing that the majority of teachers indicated that they actively participate in the implementation of school education plan. But there are few teachers who demonstrated that Bugesera district still has teachers who do not fully participate in the implementation of the school education project. The implication of these results was that some teachers do not perform well in their jobs because they are not fully dedicated, as they may think that the head teacher will be accountable for everything. This confirmed the findings of the study conducted by Amina (2017) which demonstrated that schools that perform well in Ghana have administrators who offer supervision services and involve teachers in decision-making.

Finally, respondents were asked if Head teachers' team building facilitates teachers achieving the set students' academic performance. The responses given here indicated that 56.2% of respondents strongly agreed with this assumption, 32.4% agreed with it, but 7.6% of them were undecided, and the other 3.8% disagreed with it. The mean of responses on this was 1.6 with a standard deviation of 0.8, which means that the majority showed that they were encouraged by their Head teachers to achieve the planned students' academic performance. Yet the 11.4% disagreement from some respondents indicated that some teachers in Bugesera District are not supported by the Head teachers in achieving the planned student performance. This is interpreted in line with the findings of Nyambe (2016)'s study which revealed that because of their busy schedules, head teachers seldom monitored teachers and did not create an environment that enabled them to properly teach. Head teachers also failed to provide the necessary teaching and learning resources resulting low teachers' low teaching performance.

Discussion

There were three research objectives, which guided the study, and from these questions, the researcher prepared a questionnaire having the set of questions, which respond to these objectives. Below is the summary of the research findings got in line with the specific objective.

Head teachers' coaching and mentoring on teachers work attendance in Bugesera.

The study revealed that a large number of Head teachers in secondary schools in Bugesera district meet teachers constantly to assess how they teach and encourage them to be regulars in their job. This practice was also revealed as being among the Head teachers' regulations, which encourage teachers to perform well in their teaching activities. The results of the study also indicated that head teachers make regular communications to teachers through the feedback from the regular performance evaluation, which teachers take as good motivation from them to perform well in their job. Nevertheless, there are teachers who did not indicate their position, which shows the likelihood of some Head teachers who do not evaluate their teachers communicating with them on how they can regularly improve their teaching.

In addition, the information provided by respondents indicated that the majority of Head teachers in Bugesera use some coaching practices in helping teachers improve their work. On the other side, the findings showed the likelihood of other Head teachers who never meet their teachers giving them directives to help them perform well in their teaching job. Also, the majority of those who responded confirmed that their efforts at work are recognized by their Head teachers. Despite the findings, there are teachers who likely have the need to be motivated to improve their job performance but do not get this motivation from their Head teachers. The majority of teachers who responded confirmed that they get not only criticism from their Head teachers but also pieces of advice that encourage them to boost their job performance. The implication of this was that most teachers in Bugesera are motivated by the coaching methods of their Head teachers to attend their teaching jobs. Nevertheless, there were 11.9% who still need to have a clear position to determine their state of motivation based on their job attendance.

Effects of Head teachers' support for teacher skills development on student assistance.

The study discovered that all respondents affirmed that their Head teachers plan for different types of skill development training in their respective schools. This implied that teachers have the knowledge and skills that allow them to perform better in their teaching work. The research indicated that the majority of Head teachers gave their teachers chances for further formation. It was also revealed that a large number of Head teachers in Bugesera district encourage cooperation and mutual learning among their teachers and in other schools. Respondents therefore indicated that teachers in Bugesera district are motivated by their Head teachers, who value the exchange of experience among different schools for their skill development.

It was also revealed that a large number of respondents testified that their Head teachers were committed to updating their teaching methodologies by bringing in external experts to train them. Nevertheless, it was still revealed that a number of teachers do have a problem getting motivation from their Head teachers, as some of them did not want to reveal how Head teachers help them in skill development. It is most probable therefore that, It is possible that the district supervision maybe blinded by a large number of Head teachers who do their job well and ignore those who do not leading some students wo be victim of poor performance of teacher who are not helped by their Head teachers.

Additionally, the study revealed that a large number of teachers are flexible and ready to accommodate changes. But there were also a number of respondents. Also, the study revealed that the majority of teachers testify to having in-service training that affects the performance of students positively, which is an indicator that these trainings help teachers perform well in their teaching. However, for the 3.8% who were found to have challenges in modern education, Head teachers do not help them to get training that will renew their ways of teaching and may be causing them to perform poorly in their teaching job. And they are respondents who kept silent in responding, which indicated that their Head teachers are not rendering the required services of forming them as others in other schools do. It is positive that a big number indicated that they receive training which develop their working skills and help them to perform well at work. However there is a need also that the few who were revealed to be not getting this kind of skills development to be given this opportunity through the sector and district eduction supervision awakening their Head teachers.

Head teachers' team empowerment and how it helps teachers achieve school goals
The study discovered that departments are one of the techniques that Head teachers use to motivate teachers to perform well in their jobs. It also revealed that the majority of teachers claim to gain from learning from one another when they work in departments. Nevertheless, the research revealed that there are teachers who do not have these opportunities in their schools and

whose performance can be questioned. Moreover, it was discovered that the majority of Head teachers in Bugesera district encourage their teachers to build teamwork by evaluating their work in departments. Even though there were a small number of them who did not encourage team work among their teachers, a large number of teachers in Bugesera certified that they were confident, motivated, and happy at their teaching job because of the team building encouraged by their Head teachers. This increases the likelihood of boosting both individual and collective performance.

Furthermore, the findings of the study show that a large number of teachers in schools in the Bugesera district certified that Head teachers involve them in annual planning, which means that they take part in decision-making in their schools. This was interpreted by the researchers as a good practice that encourages teachers to perform well in their work. It was also indicated that the majority of teachers actively participate in the implementation of the school education plan. Lastly, it was found that the majority of teachers are encouraged by their Head teachers to achieve the planned student academic performance. However, there were few teachers who demonstrated that Bugesera district still has teachers who do not fully participate in the implementation of the school education project. This meant that some Head teachers in Bugesera were not supportive of their teachers in helping them achieve the planned student performance. The implication of these results was that some teachers do not perform well in their jobs because they lack the support of their Head teachers. The findings indicated the possibility that most Head teachers understand the importance of involving their teachers in decision-making, not only for their own performance but also for that of their students and the whole school community. Nevertheless, it is necessary that the few who are found to be still excluding their teacher in school planning and decision-making be helped by the sector and district education supervisors, who understand the importance of this practice.

5.0 Conclusion

The main objective of this study was to assess the effects of head teachers' leadership practices on teachers' job performance in Bugesera District, Rwanda. Data was collected using a questionnaire composed using the specific objectives, which were: to assess the effects of head teachers' coaching and mentoring on teachers work attendance in Bugesera; to evaluate how head teachers' supports for teachers skill development affect the quality of teachers assistance to students; and to examine how head teachers' team empowerment helps teachers achieve school goals. The collected data was analyzed quantitatively using the descriptive method through frequency and percentage analysis. The discussion of this analyzed data helped the researcher generate the findings of the study in line with the indicated specific objective. However, it was also found that some head teachers do not take time to build communication with their teachers, which leads teachers to work on their own, which may be negatively affecting their job performance. Therefore, the research found a need for sector and district education supervision to identify these head teachers and help them follow up with the teachers so they can perform well.

The study therefore revealed that the coaching method used by head teachers in schools in the Bugesera district involves regular supervision of teachers for performance evaluation, accompanied by feedback and guidelines on what teachers have to improve and what they should maintain in their teaching activities. This boosts communication between head teachers and teachers and encourages teachers to be diligent and motivated to perform well in their teaching jobs. The study also found that head teachers support teachers in skills development through in-service training, facilitating those who want to have further formation to go for it, encouraging interschool and peer learning, and calling in some external educational experts who come train teachers in schools. This was a practice that was found to be helping

teachers gain more knowledge and skills, boost their performance in their job, and contribute to the academic performance of students. Lastly, the study revealed that head teachers in Bugesera District schools build teamwork by encouraging their teachers to work in departments, involving them in annual planning, and encouraging them to take an active part in implementing the school's expectations for student performance. This practice was also found to be a motivating factor that pushes teachers to take school objectives as their own and motivates them to work hard toward achieving the school's targeted goal.

Nevertheless, it was also discovered that some head teachers do not involve their teachers in school planning and decision-making, which may hinder the teachers' full contribution to achieving school goals. The researcher found a need, therefore, for some head teachers to be reminded by the sector and district education supervisors of the importance of involving teachers in school planning and decision-making for the effective achievement of school goals.

6.0 Recommendations

1. The researcher recommended that the Ministry of Education should prepare structured leadership formation and training for all employees hired to be school head teachers before they assume that responsibility to build their capacity with professional leadership and skills.
2. Rwanda Education Board should make regular visits to head teachers and teachers to understand how their communication, collaboration, and subordination contribute to the achievement of national educational goals.
3. The Sector and District Education Supervision Units should prepare regular supervision surveys to evaluate the ability of head teachers to lead their teachers and the quality of collaboration among them.
4. Teachers who find that their leadership does not provide them with the necessary materials should be creative enough to create an occasion for them to reproach their head teachers and ask them to help them change.
5. Academicians should conduct an in-depth scientific study on the same topic to determine if it will produce different results or if the results will be similar to the findings of this research.

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