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Abstract

This study explores the impact of effective school leadership practices on teachers' job performance in primary schools in Rubavu District, Rwanda. The research focuses on three key leadership practices: setting a clear vision and direction, leading teaching and learning. The study employs a quantitative research approach, utilizing regression analysis and ANOVA to assess the relationship between these leadership functions and teacher performance. The findings indicate that setting a clear school vision and direction has the strongest positive correlation with teacher performance ($R = 0.933$, $R^2 = 87.1\%$), highlighting the crucial role of visionary leadership in motivating and aligning teachers with school goals. Leading teaching and learning, while moderately correlated ($R = 0.693$, $R^2 = 48.1\%$), still plays a vital role in instructional effectiveness and teacher development. The study concludes that strategic leadership in schools, particularly in vision-setting, instructional leadership, and resource management, is essential for enhancing teacher performance and overall school effectiveness. Based on these findings, the study recommends targeted professional development programs for school leaders, and enhanced teacher engagement in decision-making processes. This research contributes to the growing body of literature on educational leadership and offers valuable insights for policymakers, school administrators, and educators on optimizing leadership practices for improved teacher performance and student success.

Keywords: *Resource management, School leadership practices, Performance*

1.0 Introduction

Globally, researchers have highlighted the significance of effective school leadership on teacher performance. According to a 2022 UNESCO report, effective school leadership can enhance teaching quality by up to 30% through clear goal-setting, supportive professional development,

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and creating a positive school culture. (Fraser, P., Ordenes, M., Orrego, V., Uribe, M., & Weinstein, J., 2024). In neighboring countries, such as Uganda, studies have found that head teachers who engage teachers in decision-making processes and provide constructive feedback tend to foster higher job satisfaction and motivation, leading to better teaching outcomes. (Mukasa, 2019).

In Africa, school leadership is increasingly recognized as a vital component of educational success, especially as the continent grapples with large class sizes, limited resources, and high rates of teacher turnover. Effective leadership in African schools often correlates with improved teacher morale, higher attendance rates, and more effective classroom practices. According to a 2021 report by the African Union's Continental Education Strategy for Africa, schools led by strong, supportive leaders demonstrate higher teacher retention and improved student outcomes, even in resource-constrained environments. (Amadhila).

A study conducted in Kenya in 2020, for instance, found that head teachers who involved teachers in decision-making and provided continuous professional support saw a 25% increase in teacher motivation and instructional quality. In South Africa, research suggests that effective leadership contributes significantly to addressing challenges in disadvantaged schools, where principals who lead by example and engage with teachers' foster resilience and a culture of collaboration, improving teacher performance despite limited resources. (Arusei, 2023).

Research on Rwandan schools indicates that supportive and participatory school leadership positively impacts teacher performance, motivation, and job satisfaction. A 2021 Rwanda Education Board study showed that primary school teachers in schools with strong leadership reported higher morale, improved teaching practices, and a more positive school culture. However, challenges remain, especially in rural areas like the Rubavu District, where schools often face resource constraints and lack experienced leaders. Teachers in Rubavu report that supportive school leaders who encourage professional growth, provide resources, and promote teamwork help them perform better in the classroom, highlighting the importance of effective leadership in meeting Rwanda's educational goals.

By examining the role of school leadership in primary schools within the Rubavu District, this study seeks to uncover the specific leadership practices that influence teacher performance and contribute to the overall quality of education. This local analysis will contribute to the broader understanding of how school leadership can drive educational improvements across Rwanda and inform policy directions for effective school management nationwide.

1.1 Statement of the Problem

Effective school leadership is crucial for enhancing teachers' job performance, which directly impacts student learning outcomes. In Rwanda, the Professional Standards for Effective School Leadership emphasize key competencies, including setting school direction, leading teaching and learning, and managing resources. These competencies are designed to guide school leaders in fostering an environment conducive to educational success. (VVOB., 2017) Teacher performance is a cornerstone of educational quality, influencing student engagement, learning outcomes, and overall school effectiveness. In primary education, where foundational skills and knowledge are established, the role of effective teaching is particularly vital.

In Rwanda, the government has emphasized the importance of strong leadership as part of its educational reforms aimed at improving teaching quality and ensuring that all students, regardless

of their geographical location, have access to high-quality education. However, despite these efforts, rural areas such as Rubavu District continue to face significant challenges in improving educational outcomes, primarily due to resource limitations, high teacher turnover, and varying leadership capacities. 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). Nsubuga adds that ineffective leadership is another reason why many school teachers continue to perform Poorly. Despite these established standards, there is a need for empirical research to assess how these leadership practices influence teachers' job performance, particularly in primary schools within specific districts such as Rubavu. Understanding this relationship is essential for informing policy and practice, ensuring that leadership development initiatives effectively contribute to improved educational outcomes. Therefore, this study aimed to explore the impact of effective school leadership practices specifically setting school direction, leading teaching and learning, and managing resources on teachers' job performance in Rwanda, focusing on primary schools in Rubavu District. By examining this relationship, the research aimed to provide insights to inform strategies to enhance educational leadership and teaching effectiveness in the country.

1.2 Research Objective

To assess the relationship between Setting a Clear Vision and Direction, and teacher performance in primary schools in Rubavu District.

To identify school leaders' practices about Leading Learning and Teaching, that impact teacher performance in primary schools in Rubavu District.

1.3 Research Questions

- i. What is the relationship between setting a clear vision and direction of the school and teacher performance in primary schools in Rubavu District?
- ii. How do school leaders' practices related to leading learning and teaching affect teacher performance in primary schools in Rubavu District?

1.4 Hypotheses

H₀₁: There is no significant relationship between setting a clear vision and direction of the school and teacher performance in primary schools in the Rubavu District.

H₀₂: School leaders' practices in leading learning and teaching have no significant impact on teacher performance in primary schools in Rubavu District.

2.0 Literature Review

School Leadership Practices and Their Impact on Teachers' Job Performance

2.1 Setting School Direction

Setting a clear and strategic direction is a fundamental responsibility of school leaders. Research indicates that schools with well-defined visions and goals experience better teacher motivation and performance (Hallinger P. &, 2019) .In Rwanda, the Ministry of Education (MINEDUC, Education Sector Strategic Plan 2018–2024. , 2020) stresses that effective school leadership must establish a shared vision, communicate expectations, and align school activities with national educational objectives.

2.2 Leading Teaching and Learning

Leadership in teaching and learning involves guiding teachers to improve instructional quality. Studies show that principals who actively engage in instructional leadership contribute to improved teacher effectiveness and student performance (Robinson, Lloyd, & Rowe, 2018). In Rwanda, initiatives such as the Rwanda Quality Basic Education for Human Capital Development Project World Bank, highlight the need for strong pedagogical leadership to enhance teaching standards in primary schools. (Bank, 2021)

2.3 Managing Resources

Effective resource management ensures that teachers have the necessary tools and support to perform their duties efficiently. According to the Wellspring Foundation for Education, school leaders must allocate resources equitably, provide necessary teaching materials, and foster a conducive working environment. In Rwanda, challenges such as inadequate funding and resource distribution have been linked to variations in teacher performance.

2.4 Theoretical Review of the Study

2.4.1 Transformational Leadership Theory

Transformational leadership theory, introduced by Bass, posits that leaders can inspire and motivate followers to exceed standard expectations by fostering a sense of purpose and vision. Transformational leaders are characterized by qualities such as idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. These qualities encourage teachers to commit fully to their roles, enhancing their performance and satisfaction.

Studies in educational contexts suggest that transformational leadership has a positive impact on teachers' commitment, morale, and willingness to go beyond their basics. In Rubavu District, where resources are often scarce, school leaders who adopt transformational leadership can play a crucial role in enhancing teachers' intrinsic motivation by emphasizing the broader mission of improving student outcomes despite constraints. For instance, a case study from Uganda indicated that teachers felt more inspired and motivated in schools where leaders demonstrated transformational qualities, contributing to better teacher engagement and classroom performance (Nasuuna, 2019). In a primary school in Rubavu District, a head teacher who exemplified transformational leadership by encouraging a shared vision and providing emotional support was able to cultivate a supportive environment. Teachers in this school reported higher job satisfaction and increased engagement in collaborative initiatives, which subsequently led to improved student outcomes.

Empirical Review of the Study

Effective school leadership is a critical factor influencing teachers' job performance and, consequently, student learning outcomes. Several empirical studies have examined the relationship between leadership practices such as setting school direction, leading teaching and learning, and managing resources and teacher effectiveness in various educational contexts, including Rwanda.

1. Setting school directions and teachers' performance

A study by Leithwood (Leithwood, 2020) highlights that setting a clear school direction positively impacts teachers' motivation and performance by providing a shared vision and clear instructional goals. In a similar study conducted in East Africa, Oduro et al (Oduro, G. K. T., Dachi, H., Fertig,

M., & Rarieya, J. , 2019) found that schools with well-articulated visions and strategic plans recorded higher levels of teacher engagement and student achievement. In the Rwandan context, research by Uwizeyimana and Ndagijimana (Uwizeyimana, D., & Ndagijimana, A., 2021) revealed that school leadership practices significantly influence teacher retention and job satisfaction, particularly in public primary schools.

2. Leading teaching and learning and teacher’s performance

Regarding leading teaching and learning, a study by Robinson, Lloyd, and Rowe demonstrated that principals who actively engage in instructional leadership foster better pedagogical practices and higher teacher performance. Similarly, research conducted by Kayitesi (Kayitesi, 2020) in Rwandan primary schools established that school leaders who provide continuous professional development, mentorship, and classroom supervision contribute to improved teacher effectiveness and learning outcomes.

1.0.Research methodology

The research employed Slovin's formula size calculation to select as sample of 92 respondents from targeted population of 161 individuals. Data was collected using a combination of questionnaires with both open and closed-ended questions, as well as face-to-face interviews, particularly for respondents who did not have time to complete the written questionnaires. The primary data was then edited, coded, and entered into MS Excel and SPSS for quantitative analysis and statistical generalization, while qualitative information was presented in a narrative form to complement the quantitative findings.

4.0 This Research Findings

In this chapter, the researcher presented, analyzed and interpreted the data relating to the objective of his research.

Table 1: Descriptive Statistics of School Leaders Setting School Vision and Direction

Statements	N	Min	Max	Mean	Std.
The school leader effectively communicates a clear vision for the school’s future.	161	1.00	5.00	2.1118	.95521
The school leader involves teachers and staff in developing the school’s vision and direction.	161	1.00	4.00	1.8571	.81284
The school leader aligns the school’s goals and objectives with its vision.	161	1.00	3.00	1.6460	.63649
My school vision and mission stipulate teaching and learning.	161	1.00	3.00	1.8944	.70358
The school leader ensures the school's vision is regularly reviewed and updated.	161	1.00	3.00	1.8137	.55001
The school leader provides clear guidelines on how to achieve the school’s vision.	161	1.00	3.00	1.3727	.51015
I feel motivated by the school leader’s vision and direction.	161	1.00	4.00	2.0186	.82517
The school leader fosters collaboration to achieve the school’s vision and goals.	161	1.00	3.00	1.3913	.57199

The school leader monitors progress toward the school's vision and makes necessary adjustments.	161	1.00	4.00	2.6335	.94664
The school leader effectively communicates the school's vision to students, parents, and the wider communities.	161	161	5.00	2.6087	.91634
Valid N (list wise)	161			1.93478	.742842
	161				

Source: primary data

Note: Strongly Disagree = [1[= **Very Low mean**; Disagree= [1-2[=**Low mean**; Neutral= [2-3[=**moderated mean**; Agree= [3-4[=**High mean**; Strongly Agree= [4-5[= **Very High mean**

As indicated in above table 8, respondents disagree that their school leaders set clear school vision and direction as their response scores Disagree= [1-2[as **Low mean**. The practice of involving teachers and school staff in developing school vision and direction is at the mean=1.8571 and STD =.81284. school leaders aligning the school's goals and objectives with its vision got a mean of 1.6460 and STD= .63649. few schools have a vision and mission that stipulate teaching and learning at the mean=1.8944 and STD=.70358. In these schools, leaders who ensure the school's vision is regularly reviewed and updated are at mean=1.8137 and STD= .55001. The school leaders who try to provide clear guidelines on achieving the school's vision are at mean=1.3727 and STD=.51015. The school leaders foster collaboration to achieve the school's vision and goals at the mean=1.3913 and STD=.57199. But also, respondents are neutral about their school leaders effectively communicate a clear vision for the school's future at the mean=2.1118 with the STD=.95521. In these schools, teachers feel motivated by the school leader's vision and direction at mean =2.0186 with STD=.82517. The school leaders monitor progress toward the school's vision and make necessary adjustments at the mean=2.6335 with STD=.94664 while the school leaders during meetings communicate the school's vision to students, parents, and the wider community the mean=.2.6087and STD=.91634. Overall, the findings show that respondents disagree that school leaders do not set effectively the school vision and direction (mean=**1.93478 and STD=.742842**).

During interviews, head teachers said that they communicate the school's vision and mission through printed documents displayed in the school office and some staff and student meetings. They also mentioned that they try to encourage staff to contribute ideas when drafting the school improvement Plan but rarely organize meetings to evaluate progress. They identified different challenges when setting school vision and direction. Some teachers may resist change, and sometimes government policies change frequently. There is also a School community low mindset about education and primary schools have Insufficient resources to implement plans. When asked to how they plan to overcome these challenges, head teachers responded:" we want to be consistent in communication with

teachers and parents about school visions and direction. We cannot change government policies but for the low mindset of the school community about education we can do something about it”.

Impact of Leading Teaching and Learning and Teacher’s Job Performance

Table 2: Descriptive Statistics of School Leaders Leading Teaching and Learning

Statements	N	Min	Max	Mean	Std.
The school leader actively promotes a culture of continuous learning and professional development among teachers.	161	1.00	5.00	2.7888	.86176
The school leader provides clear instructional guidance to improve teaching quality.	161	1.00	2.00	2.5652	.82614
The school leader regularly monitors and evaluates teaching and learning processes.	161	1.00	5.00	2.5093	.94946
The school leader encourages teachers to use innovative and effective teaching methods.	161	1.00	4.00	2.5031	.87410
The school leader actively supports teachers in implementing the school curriculum effectively.	161	1.00	5.00	2.5963	.79356
The school leader provides constructive feedback to teachers to improve their instructional practices.	161	2.00	5.00	3.0745	.96535
The school leader ensures teachers access to adequate teaching resources and materials.	161	1.00	4.00	2.4161	.84083
The school leader facilitates collaboration among teachers to improve instructional practices.	161	1.00	4.00	2.4410	.79722
The school leader actively participates in teacher training and development programs.	161	1.00	3.00	1.9130	.69274
The school leader sets high expectations for teaching and learning outcomes in the school.	161	2.00	4.00	3.0497	.70535
Valid N (list wise)	161			2.5857	.85306

Source: primary data

Note: Strongly Disagree = [1]= **Very Low mean**; Disagree= [1-2]=**Low mean**; Neutral= [2-3]=**moderated mean**; Agree= [3-4]=**High mean**; Strongly Agree= [4-5]= **Very High mean**

The table 12 above describes the descriptive statistics on leading teaching and learning and teachers’ job performance. Many respondents have been moderate in their answers as their answers were Neutral. They are neutral on how school leaders actively promote a culture of continuous learning and professional development among teachers(mean=2.7888 and STD=.86176) , provide clear instructional guidance to improve teaching quality(mean=2.5652 and STD=.82614), regularly monitor and evaluate teaching and learning processes (mean=2.5093 and STD=.94946), encourage teachers to use innovative and effective teaching methods (mean=2.5031 and STD=.87410), support teachers in implementing the school curriculum effectively(mean=2.5963and STD=.79356), and facilitate collaboration among teachers to improve instructional practices (mean=2.4410 and STD=.79722). Respondents agreed that the school leaders after lessons observation, provide constructive feedback to teachers to improve their teaching practices (mean =3.0745 and STD=.96535) and set high expectations for teaching and learning outcomes in the school (mean=3.0497 and STD=.70535). Unfortunately, respondents

disagreed that head teachers actively participate in teacher training and development programs (mean=1.9130 and STD=.69274). regarding to the overall results, respondents remained moderate about how school leaders lead teaching and learning at their school (mean=2.5857 and STD=.85306).

From the interviews, the results indicated that head teachers try to do regular lesson observations, monitor if teachers plan lessons, and ensure CPDs are organized. Very few head teachers organize peer teaching and none of them deliver model lessons to their teachers. They agreed that they never invite experts to train teachers at school on effective methodology due to limited resources. In schools, the ways of motivating teachers are only verbal encouragement. Challenges were raised during the interview like Lack of teaching resources enough, no qualified teachers allocated to schools in recent years, English as an instructional language remaining a barrier, and head teachers overloaded by other school activities.

Table 3: Descriptive Statistics of teachers' job performance

Statements	N	Min	Maximum	Mean	Std. Deviation
I effectively plan and prepare lesson materials in alignment with the curriculum.	161	2.00	5.00	3.2422	.78084
I actively engage students in the learning process using diverse instructional strategies.	161	1.00	5.00	3.0248	.88706
I provide timely and constructive feedback to students to enhance their learning outcomes.	161	1.00	4.00	2.5031	.83009
I manage classroom discipline effectively to create a positive learning environment.	161	2.00	5.00	3.5217	.86665
I regularly assess students' progress and adjust my teaching methods accordingly.	161	2.00	5.00	3.5466	.85842
I collaborate with colleagues and school leaders to improve instructional practices.	161	1.00	5.00	3.5839	.90526
I actively participate in professional development programs to enhance my teaching skills.	161	1.00	5.00	3.1304	.90229
I am punctual and consistent in fulfilling my teaching responsibilities.	161	1.00	5.00	2.8758	.86428
I integrate technology and innovative teaching methods to improve student engagement.	161	1.00	4.00	2.2236	.92179
I am satisfied with my job and motivated to enhance my performance as a teacher.	161	1.00	5.00	2.7019	.83550
Valid N (list wise)	161			3.0354	.86521

Source: primary data

Note: Strongly Disagree = [1]= **Very Low mean**; Disagree= [1-2]=**Low mean**; Neutral= [2-3]=**moderated mean**; Agree= [3-4]=**High mean**; Strongly Agree= [4-5]= **Very High mean**.

Table 20 regarding the teachers' job performance indicates that respondents agreed on several indicators and overall results confirmed that (Mean= **3.0354** and **STD=.86521**). this is because respondents agreed on effectively plan and prepare lesson materials in alignment with the curriculum (mean=3.2422 and STD=.78084), agreed on actively engage students in the learning process using diverse instructional strategies(mean=3.0248 and STD=.88706), agreed on

managing classroom discipline effectively to create a positive learning environment (mean=3.5217 and STD=.86665), on regular assess students' progress and adjust teaching methods accordingly(mean=3.5466 and STD=.85842), agreed on collaborate with colleagues and school leaders to improve instructional practices(mean=3.5839 and STD=.90526) and agreed on I actively participate in professional development programs to enhance my teaching skills (mean=3.1304 and STD =.90229).

Meanwhile, they disagreed on provide timely and constructive feedback to students to enhance their learning outcomes (mean= 2.5031 and STD=.83009), integrate technology and innovative teaching methods to improve student engagement (Mean=2.2236 and STD=.92179), and disagreed that they are satisfied with their job and motivated to enhance performance as a teacher (mean=2.7019 and STD=.83550).

The interview confirmed that teachers 'job performance depend on their working environment and the way school leaders encourage them, motivate them and involve them in planning activities.

Table 9: Model summary of Setting school vision and direction and teacher performance

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.933 ^a	.871	.855	.17627

a. Predictors: (Constant), setting school vision and direction

The results in table 9 indicated that R (.933) is the correlation coefficient, indicating a strong positive relationship between setting a school vision and direction and teacher performance. An R-value of 0.933 suggests a very high correlation (close to 1), meaning that schools with a well-defined vision and direction tend to have better teacher performance. R Square (.871) This is the coefficient of determination, which explains how much of the variance in teacher performance is accounted for by the predictor variable (setting school vision and direction). An R² of 0.871 (87.1%) means that 87.1% of the variation in teacher performance can be explained by the school's vision and direction. The remaining 12.9% is due to other factors not included in the model

Table 10: Analysis of variance for setting school vision and direction and teachers 'job performance

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.681	1	1.681	54.102	.000 ^b
	Residual	.249	8	.031		
	Total	1.930	9			

a. Dependent Variable: Teachers 'job performance

b. Predictors: (Constant), setting school vision and direction

In Table 13, The F-value (54.102) measures the overall significance of the regression model. The high F-value (54.102) suggests that the predictor strongly influences teacher performance. Since 87.1% of

the variation in teacher performance is explained by this factor (as seen in the model summary), school leaders should prioritize establishing a clear vision and direction to enhance teacher performance.

Table 11: THE regression coefficient for setting school vision and direction and teachers ‘JOB performance.

Coefficients					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
	(Constant)	1.110 .268		4.148	.003
1	Setting school vision and direction	and.995 .135	.933	7.355	.000

a. Dependent Variable: Teachers ‘job performance

The results in Table 11 confirmed that there is a strong positive and statistically significant relationship between setting school vision and direction and teachers' job performance (Beta = 0.933, p = 0.000). An increase in setting school vision and direction leads to an almost equal increase in teacher performance (B = 0.995), showing that this factor is crucial in enhancing performance. The high t-value (7.355) and low standard error (0.135) confirmed the reliability of setting school vision and direction.

Table 4: Model summary for Leading teaching and learning and teachers' performance

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.693 ^a	.481	.452	.33369

a. Predictors: (Constant), Leading teaching and learning

From the table 13, R (Correlation Coefficient) = 0.693 indicated a moderate to strong positive relationship between leading teaching and learning and teachers' performance. This suggested that when school leaders effectively lead teaching and learning, teachers' performance tends to improve while R² = 0.481 (48.1%) means that 48.1% of the variation in teachers' performance can be explained by leading teaching and learning. This implies that while leading teaching and learning is significant, there are other factors (accounting for 51.9% of the variation) that also influence teachers' performance. Findings revealed that Leading Teaching and Learning is a significant predictor of teacher performance but does not explain all variations. The moderate R value (0.693)

and R^2 (48.1%) suggested that while leadership in teaching and learning plays a crucial role, other factors such as motivation, training, school resources, and leadership style may also influence teacher performance. School leaders should focus on enhancing leadership in teaching and learning while also addressing other factors that impact teacher performance.

Table 5: Analysis of variance for Leading teaching and learning and teachers' performance.

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.855	1	1.855	16.658	.001 ^b
	Residual	2.004	18	.111		
	Total	3.859	19			

a. Dependent Variable: Teachers' job performance

b. Predictors: (Constant), Leading teaching and learning

The results from the table 14 confirmed that the model is statistically significant ($p = 0.001$, $F = 16.658$), confirming that leading teaching and learning has a meaningful impact on teachers' job performance. 48.1% of the variation in teachers' performance is explained by leading teaching and learning (as seen in the Model Summary). Since 51.9% of the variation remains unexplained, future research could include additional factors that influence teachers' job performance.

Table 6: The regression coefficients for Leading teaching and learning and teachers' performance

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.634	.351		4.652	.000
	Leading teaching and learning	.620	.152	.693	4.081	.001

a. Dependent Variable: Teachers' job performance

The results in Table 6 revealed that the Unstandardized Coefficient ($B = 0.620$) means for every one-unit increase in Leading Teaching and Learning, Teachers' Job Performance is expected to increase by 0.620 units, holding all other factors constant. This shows a moderate to strong positive effect of leadership in teaching and learning on teacher performance. The t-value of 4.081 is quite high, indicating that Leading Teaching and Learning has a strong and statistically significant impact on Teachers' Job Performance while the p-value (0.001) is below 0.05, confirming that the effect is statistically significant and not due to chance. Therefore, Leading Teaching and Learning is a significant predictor of Teachers' Job Performance ($p = 0.001$, $Beta = 0.693$). But since only

48.1% of the variance in teacher performance is explained by this model (as seen in the Model Summary), other factors should be explored to enhance predictive power.

Results indicated that head teachers try different practices to enhance teachers' job performance like to do regular lesson observations, monitor if teachers plan lessons, and ensure CPDs are organized. Very few head teachers organize peer teaching and none of them deliver model lessons to their teachers unfortunately. They agreed that they never invite experts to train teachers at school on effective methodology due to limited resources. In schools, the ways of motivating teachers are only verbal encouragement. Challenges were raised during the interview like Lack of teaching resources enough, no qualified teachers allocated to schools in recent years. English as an instructional language is remaining a barrier in Rubavu schools, and head teachers overloaded by other school activities that limit hem/her to effectively lead effectively teaching and learning.

5.0 Conclusion

This study explored the impact of effective school leadership practices on teachers' job performance in primary schools in Rubavu District, Rwanda. The research objectives were: To assess the relationship between Setting a Clear Vision and Direction and teacher performance. To identify school leaders' practices in Leading Learning and Teaching that impact teacher performance.

The study employed quantitative methods, utilizing regression analysis and ANOVA to determine the significance of each leadership practice in predicting teacher performance. The key findings on objective one to assess the relationship Between Setting a Clear Vision and Teacher Performance confirmed the strong positive correlation ($R = 0.933$, $R^2 = 87.1\%$) and indicated that setting a clear school vision significantly enhances teacher performance. The regression coefficient ($B = 0.995$, $p = 0.000$) confirms that a well-defined vision is essential for motivating teachers and aligning them with school goals. The ANOVA results ($F = 54.102$, $p = 0.000$) further confirm the statistical significance of this relationship.

Findings on objective two to identify impact of Leading Teaching and Learning practices on Teacher Performance highlight that A moderate correlation ($R = 0.693$, $R^2 = 48.1\%$) confirmed that leading teaching and learning impact teacher performance but is less impactful than vision-setting. The regression coefficient ($B = 0.620$, $p = 0.001$) indicates that effective leadership contributes to teacher development and effectiveness. The ANOVA results ($F = 16.658$, $p = 0.001$) confirm that the relationship is statistically significant but weaker compared to other leadership factors. Results indicated that head teachers try different practices to enhance teachers' job performance like to do regular lesson observations, monitor if teachers plan lessons, and ensure CPDs are organized. Very few head teachers organize peer teaching and none of them deliver model lessons to their teachers unfortunately. They agreed that they never invite experts to train teachers at school on effective methodology due to limited resources. In schools, the ways of motivating teachers are only verbal encouragement. Challenges were raised during the interview like Lack of teaching resources enough, no qualified teachers allocated to schools in recent years. English as an instructional language is remaining a barrier in Rubavu schools, and head teachers overloaded by other school activities that limit hem/her to effectively lead effectively teaching and learning.

6.0 Recommendation

a. Improve Leadership Training Programs for Primary School Leaders. The Ministry of Education should invest in professional development programs for primary school leaders to improve their skills in vision-setting, instructional leadership, and resource management.

b. Strengthen Vision-Oriented Leadership in primary schools. School heads should develop clear and inclusive school visions aligned with their school context and national education goals and regularly communicate them to teachers.

Primary school leaders should Improve Resource Allocation Strategies. The government should ensure adequate funding for teaching materials, infrastructure, and staff development to improve overall school effectiveness.

a. Increase Communication of the School's Vision: With a mean score of 2.11 for effectively communicating a clear vision, it's essential to improve how the school's future direction is conveyed. School leaders should utilize diverse platforms such as regular newsletters, assemblies, and community meetings to articulate the vision clearly and consistently. This ensures that all stakeholders, including students, parents, and staff, understand and are aligned with the school's goals.

b. Foster Collaborative Vision Development: The mean score of 1.86 for involving teachers and staff in developing the school's vision indicates a need for more inclusive practices. Engaging educators in the vision-setting process not only leverages their insights but also promotes a sense of ownership and commitment to the school's direction. Implementing collaborative workshops and feedback sessions can facilitate this involvement.

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