

# Instructional Leadership Practices On The Implementation Of Peace Education In Public Upper Secondary Schools In Huye District, Rwanda

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**Abstract:** This study investigated the impact of instructional leadership practices on the implementation of peace education in public upper secondary schools in Huye District, Rwanda. The research was driven by four specific objectives: (i) to evaluate the effects of school goal setting on the implementation of peace education; (ii) to examine the impacts of teacher professional development on the implementation of peace education; (iii) to determine the effects of supportive school environment in enhancing the implementation of peace education; and (iv) to analyze the effects of teacher supervision on the implementation of peace education. Guided by Instructional Leadership Theory and Peace Education Theory, the study employed a convergent parallel mixed-methods design. Prior to data collection, piloting of research instruments was conducted in two public upper secondary schools in Gisagara District, a neighboring district with similar characteristics, to refine clarity, cultural appropriateness, and estimated completion time. Validity was established through expert panel review of questionnaires and interview guides, while reliability was confirmed via Cronbach's Alpha coefficient ( $\alpha > 0.70$ ) for all quantitative scales. Qualitative trustworthiness was secured through credibility (triangulation of head teacher interviews with survey data), dependability (maintenance of an audit trail), and confirmability (researcher reflexivity). The target population comprised 15 head teachers, 102 Advanced Level teachers, and 180 student representatives across 15 public upper secondary schools in Huye District. Using stratified random sampling, 103 student representatives and 59 teachers were selected, while purposive sampling was employed to select 9 head teachers based on having more than five years of working experience. Quantitative data were collected from 101 student representatives and 51 teachers using structured questionnaires, while qualitative insights were gathered from 9 head teachers through semi-structured interviews. Quantitative data were analyzed using SPSS version 21, employing descriptive statistics (frequencies, percentages, means, and standard deviations) and inferential statistics (Pearson correlation and multiple regression analysis). Qualitative data from head teacher interviews were analyzed using thematic analysis, following a systematic six-step process of familiarization, coding, generating themes, reviewing themes, defining themes, and reporting. Key findings revealed significant perceptual divergence: teachers reported strong positive correlations between leadership practices and peace education implementation (goal setting:  $r = .643$ ,  $p < .001$ ; professional development:  $r = .626$ ,  $p < .001$ ; supportive environment:  $r = .642$ ,  $p < .001$ ), whereas students showed no significant correlation across these variables, suggesting leadership processes remain largely invisible to learners. Qualitative data identified alignment with national programs like "*Ndi Umunyarwanda*" but also critical barriers including limited specialized training, curriculum overload, and lack of standardized assessment tools for behavioral change. The study concludes that instructional leadership is a primary driver of peace education implementation through its influence on teacher competence and school climate, and recommends strengthening leadership training, institutionalizing school-based professional learning, and developing context-sensitive assessment frameworks to better track the impact of peace education on student behavior.

**Index Terms:** Instructional leadership, peace education, goal setting, teacher professional development, school environment, teacher supervision, post-conflict education, Rwanda.

## I. INTRODUCTION

Effective school management practices, especially in the instructional and behavioral domains, are widely recognized as essential in shaping positive student outcomes. Globally, many countries integrate peace and values education within school curricula to promote social cohesion, conflict resolution, and responsible citizenship (UNESCO, 2020). Evidence from education systems such as Finland, South Korea, and the United Kingdom indicates that where peace education is well-managed, through trained teachers, clear supervision structures, and stakeholder involvement, schools record improved student behavior, stronger school culture, and reduced disciplinary incidents (Sahlberg, 2022; Harris & Sass, 2023; Ofsted, 2021). Conversely, in lower-income regions, the impact of peace education on behavior is often weakened by inadequate teacher preparation, limited resources, and inconsistent linkages between schools and peace-building initiatives.

In Rwanda, the history of the 1994 Genocide against the Tutsi makes it a unique case for peace education. In response, the Rwandan government incorporated peace and values education into the national curriculum through the Rwanda Education Board (REB). The Competence-Based Curriculum (CBC) emphasizes fostering national unity, reconciliation, and critical thinking skills in students (MINEDUC, 2015). Despite national policy support, the practical implementation of peace education in public upper secondary schools continues to face obstacles. School-level instructional leadership, including principals' goal-setting procedures, teacher support networks, and school atmosphere, has not always successfully promoted peace education (Nzabonimpa & Uworwabayeho, 2022).

At the local level, in Huye District, although peace education is part of the formal curriculum, the management of this instruction varies significantly across schools. Some schools assign trained peace education facilitators and integrate moral education into broader behavioral policies, while others rely on untrained staff and provide minimal supervision, resulting in limited behavioral impact (REB, 2022). Low peace education outcomes in public upper secondary schools in Huye District remain a persistent challenge, undermining the overall learning environment and educational goals. Despite the integration of peace education in the national curriculum to promote moral values and character development, many schools in Huye report persistent behavioral problems among students, including indiscipline, lack of conflict resolution skills, and insufficient respect for diversity. These concerns have raised questions about how peace education is being managed in terms of planning, delivery, and evaluation. Ineffective management practices appear to limit the potential impact of peace education on student behavior, thus weakening one of the core pillars of Rwanda's values-based education model (REB, 2022; MINEDUC, 2023). If these issues are not addressed, the role of instructional leadership in shaping morally upright and responsible learners will remain largely unfulfilled in this district.

#### **The specific objectives of the study were:**

- i. To evaluate the effects of school goal setting on the implementation of peace education.
- ii. To examine the impacts of teacher professional development on the implementation of peace education.
- iii. To determine the effects of supportive school environment in enhancing the implementation of peace education.
- iv. To analyze the effects of teacher supervision on the implementation of peace education.

## **II. REVIEW OF RELATED LITERATURE**

### **Empirical Literature**

This empirical review examined studies on instructional leadership practices and their influence on peace education implementation, focusing on goal setting and peace education, teacher professional development and peace education, supportive school environment and peace education, and teacher supervision and peace education. The studies spanned various countries and educational contexts, providing insights relevant to public upper secondary schools in Huye District, Rwanda.

### **Instructional Leadership Practices**

Empirical research into instructional leadership highlights how school goal setting, professional development, supportive environment, and supervision influence institutional performance and student outcomes. Studies on leadership and school mission emphasize that the instructional identity of a school often guides management decisions and leadership practices. For example, Hallinger (2011) found in a study of effective schools that school leaders' understanding of leadership was deeply influenced by values derived from the school's instructional ethos. These leaders prioritized relational management, pastoral care, and teacher support over purely administrative functions. Similarly, research in South Africa indicates that principals in effective schools adopt servant-leadership styles, focusing on staff well-being, student guidance, and relational practices, which strengthen institutional culture (McKendrick & Walker, 2020). Such findings suggest that instructional leadership fosters school environments that emphasize moral and ethical development alongside

academic excellence. Despite these positive outcomes, empirical studies also highlight challenges in instructional leadership, including balancing faith mission with regulatory requirements, resource constraints, uneven teacher development, and inconsistencies in the application of stated values in classrooms (Bush, 2020; Hallinger & Wang, 2021).

### **Peace Education Implementation**

Empirical studies have consistently highlighted the significant influence of school environment, classroom management, and disciplinary strategies on peace education outcomes. For instance, research conducted in Nigeria by Odiya and Omofonmwan (2021) found that a positive school climate characterized by inclusivity, respect, and engagement, coupled with effective classroom management strategies, was associated with reduced disciplinary issues and improved peace-building outcomes. Classrooms where teachers implemented clear expectations and actively engaged learners recorded fewer instances of misbehavior, suggesting that structured instructional environments are essential for promoting desirable conduct. Similarly, Martínez-Fernández, Díaz-Aguado, and Martín-Babarro (2021) in Spain demonstrated that fair rules, strong school leadership, and supportive teacher-student relationships acted as protective factors against disruptive behaviors, while coercive teacher practices and weak leadership correlated with higher rates of misconduct.

### **Goal Setting and Peace Education**

Munyaneza (2020) explored how school goal setting influences the implementation of peace education in secondary schools in Rwanda. Using a qualitative case study approach, the study revealed that schools with explicit peace-building goals were more effective at guiding students' ethical reasoning and discouraging deviant behaviors. Regular review of school goals was recommended to improve instructional quality. These findings highlight the critical role that goal clarity plays in shaping peace education outcomes through moral instruction. Robinson, Lloyd, and Rowe (2008) conducted a meta-analysis that linked goal setting with improvements in student ethical judgment. The study revealed that schools using participatory goal-setting methods fostered stronger moral understanding among learners. Investment in collaborative goal development programs was recommended. This provides strong justification for focusing on participatory goal setting as a means of cultivating desirable student behavior.

### **Teacher Professional Development and Peace Education**

Mugenzi and Uwitonze (2023) explored how teacher professional development influenced peace education implementation in Rwandan secondary schools. The survey findings indicated that continuous, practice-based training improved ethical decision-making and classroom discipline. The study recommended increased investment in peace education professional development. These results support the importance of providing appropriate and engaging content for effective moral education. UNESCO (2022) used a comparative design to assess the behavioral effects of using structured peace education materials. Teachers exposed to peace education workshops and guides showed improved peer interaction and ethical reasoning. Integration of peace education content into ongoing professional development was recommended. These findings highlight the role of diversified instructional tools in strengthening students' moral development.

### **Supportive School Environment and Peace Education**

Duckworth (2013) emphasized the "whole-school approach" to peace education, demonstrating that supportive environments are fundamental infrastructure for peace-building. Gregory and Evans (2020) found that the shift from punitive to restorative discipline represents significant progress in creating positive school climates. In Rwanda, Mugiraneza (2021) observed that schools prioritizing "positive peace" achieve higher levels of student social-emotional development.

### **Teacher Supervision and Peace Education**

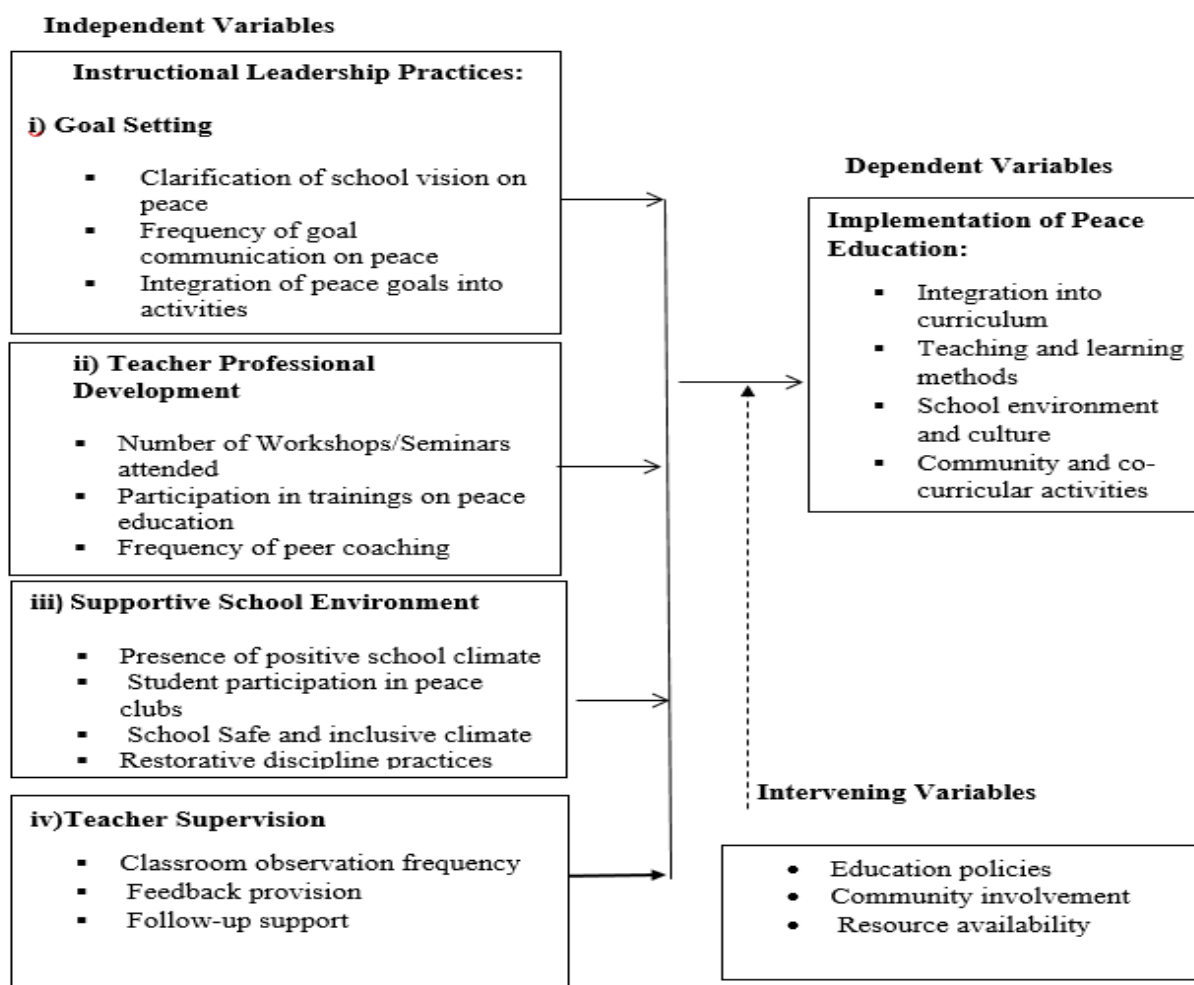
Hallinger and Wang (2021) asserted that instructional monitoring is the most direct way leaders affect classroom practice. AI-Harthy (2022) documented the shift from "inspection" to "coaching" models, reflecting global trends in developmental supervision. Mugisha (2022) found similar patterns in regional studies from Uganda, where systematic observations and reflective dialogue improved teacher performance in peace education.

### **Theoretical Literature Review**

This study was guided by theoretical perspectives that explain how school management practices influence teaching processes and student behavioral development. Since the study examined how instructional leadership practices shape peace education implementation, it was essential to apply theories that account for both instructional guidance and behavioral learning. Instructional Leadership Theory was used to explain how school leaders guide and supervise the delivery of peace education, while Peace Education Theory was used to explain how students develop behavioral patterns through observation and interaction within the school environment. Together, these theories provide a basis for understanding how peace instructional practices and school leadership can influence student behavior in public upper secondary schools in Huye District.

### Conceptual Framework

Figure 1 indicates the conceptual framework for this study, which explored the influence of instructional leadership practices on peace education implementation in public secondary schools. It identified four independent variables, namely school goal setting, teacher professional development, supportive school environment, and teacher supervision, each with respective indicators. The dependent variable focused on peace education implementation (curriculum integration, student behavioral outcomes, co-curricular peace activities). Intervening variables consisted of budget allocation, leadership support, and curriculum policy, all of which could have influenced instructional leadership practices and peace education implementation in public upper secondary schools in Huye District, Rwanda.



**Figure.1 Conceptual Framework**

Source: Researcher (2025)

### III. RESEARCH METHODOLOGY

This study employed a mixed-methods research methodology to examine the influence of instructional leadership practices on peace education implementation in public upper secondary schools in Huye District, Rwanda. The mixed-methods approach, as outlined by Creswell and Creswell (2018), integrates both quantitative and qualitative techniques, enabling researchers to capture measurable trends alongside deeper insights into complex social phenomena. This methodology was particularly appropriate for exploring how school-level instructional leadership practices, such as goal setting, teacher professional development, supportive school environment, and teacher supervision, affect peace education implementation, including curriculum integration, student behavioral outcomes, and co-curricular peace activities. By combining numerical data with narrative accounts, the study provided a comprehensive understanding of the relationships and mechanisms underlying these educational practices.

### Target Population

This study focused on a total target population of 297 participants in public upper secondary schools in Huye District, comprising 15 head teachers, 102 Advanced Level teachers, and 180 student representatives. These categories were selected due to their direct involvement in the management and implementation of instructional leadership practices and peace education, which were the central focus of the study. Head teachers were key leaders whose management practices shaped the overall school environment, policy enforcement, and behavioral expectations, making their perspectives vital in understanding institutional discipline and instructional guidance.

### Sample Size Determination

Yamane's formula was used to determine the sample size. The formula was as follows:

$$n = N / (1 + Ne^2)$$

Where:

n = Required sample size

N = Total population size

e = Margin of error (0.05)

Since the study targeted a total population of 297 individuals, the sample size was calculated as follows:

$$n = \frac{297}{1 + 297(0.05)^2}$$

$$n = \frac{297}{1 + 297(0.0025)}$$

$$n = \frac{297}{1.7425} = 170.44 = 171$$

Thus, the required sample size for the study was 171 respondents. Table 1 outlines sample sizes for each population category.

**Table 1: Sample Size**

Population Category	Target Population	Sample Size
Head teachers	15	9

Population Category	Target Population	Sample Size
Teachers	102	59
Student representatives	180	103
<b>Total</b>	<b>297</b>	<b>171</b>

Source: Researcher, 2025

### Response Rates

As the researcher distributed 59 questionnaires to teachers and 103 questionnaires to student representatives, a total of 51 teacher questionnaires and 101 student questionnaires were filled and returned. This means that the response rate for teachers was 86.44% and for students was 98.05%, with an overall response rate of 94.83%. All 9 head teachers participated in interviews (100% response rate). In the context of Mugenda and Mugenda (2018), a response rate above 90.0% is sufficient for the researcher to generalize the findings.

**Table 2: Response Rate per Category of Respondents**

Respondent Category	Research Instrument	Sample Size	Actual Participants	Response Rate
Head Teachers	Interview Guide	9	9	100%
Teachers	Questionnaire	59	51	86.44%
Student Representatives	Questionnaire	103	101	98.05%
<b>Total</b>		<b>171</b>	<b>161</b>	<b>94.83%</b>

Source: Primary Data, 2025

## IV. RESULTS AND FINDINGS

### A. Response Rate

The study achieved a high response rate of 94.83%, with 161 out of 171 sampled participants successfully completing the research instruments. All 9 head teachers participated in interviews (100% response rate), 51 out of 59 teachers completed questionnaires (86.44%), and 101 out of 103 student representatives completed questionnaires (98.05%). This response rate significantly exceeds the conventional academic threshold of 70%, minimizing non-response bias.

### B. Demographic Characteristics

Among student representatives (N=101), gender distribution was balanced (53.5% male, 46.5% female), with 68.3% aged 18 years and above, and 79.2% enrolled in Senior 5 and Senior 6. Among teachers (N=51), 54.9% were male, 60.8% were aged 30-39 years, 43.1% had 1-5 years of teaching experience, and 92.2% held A0 degrees. Among head teachers (N=9), 66.7% were male, all had at least six years of experience (55.5% with over ten years), and 77.8% held A0 degrees while 22.2% held postgraduate qualifications.

**C. Objective 1: Effects of School Goal Setting on Peace Education Implementation**

**Table 3: Descriptive Statistics on Goal Setting**

Respondent Category	N	Mean	Std. Deviation	Agree/Strongly Agree (%)
Students	101	4.11	0.81	78.2%
Teachers	51	4.29	0.94	84.3%

Source: Primary Data, 2025

**Table 4: Correlation and Regression for Goal Setting**

Respondent Category	r	p-value	R <sup>2</sup>	β	Sig.
Students	-.136	.175	.019	-.136	.175
Teachers	.643**	.000	.414	.643	.000

Note: p < .01

Teachers demonstrated a strong, positive, statistically significant correlation (r=.643, p<.001) between goal setting and peace education implementation, with goal setting explaining 41.4% of variance (R<sup>2</sup>=.414). Students exhibited a weak, negative, non-significant correlation (r=-.136, p=.175).

**Qualitative Findings:** Thematic analysis revealed four themes: (1) systematic alignment with national policy, where schools embed peace objectives within "Ndi Umunyarwanda"; (2) participatory and collaborative goal development involving staff meetings, Peace Clubs, and suggestion boxes; (3) leadership modeling and communication channels using notice boards, WhatsApp groups, and personal example; (4) external and institutional challenges, particularly the "academic-peace tension" where examination pressure forces prioritization of academic content over peace values.

**D. Objective 2: Impacts of Teacher Professional Development on Peace Education Implementation**

**Table 5: Descriptive Statistics on Professional Development**

Respondent Category	N	Mean	Std. Deviation	Agree/Strongly Agree (%)
Students	101	3.95	0.96	71.3%

Respondent Category	N	Mean	Std. Deviation	Agree/Strongly Agree (%)
Teachers	51	3.96	0.87	72.5%

Source: Primary Data, 2025

**Table 6: Correlation and Regression for Professional Development**

Respondent Category	r	p-value	R <sup>2</sup>	β	Sig.
Students	-.136	.175	.019	-.136	.175
Teachers	.626**	.000	.392	.626	.000

Source: Primary Data, 2025

Note:  $p < .01$

Professional development significantly predicted peace education implementation from the teacher perspective ( $\beta=.626, p<.001$ ), explaining 39.2% of variance ( $R^2=.392$ ). Students showed no significant relationship ( $r=-.136, p=.175$ ).

**Qualitative Findings:** Four themes emerged: (1) diverse professional learning modes combining formal seminars with internal departmental collaboration; (2) skill application through institutional support including mentorship programs and teaching guidelines; (3) shift from one-time training to continuous learning through weekly staff meetings and ad hoc workshops triggered by student conflicts; (4) obstacles including lack of specialized trainers, insufficient funding, heavy workloads, and curriculum pressure.

**E. Objective3: Effects of Supportive School Environment on Peace Education Implementation**

**Table 7: Descriptive Statistics on Supportive School Environment**

Respondent Category	N	Mean	Std. Deviation	Agree/Strongly Agree (%)
Students	101	4.00	0.81	77.2%
Teachers	51	3.94	1.24	72.5%

Source: Primary Data, 2025

**Table 8: Correlation and Regression for Supportive Environment**

Respondent Category	r	p-value	R <sup>2</sup>	β	Sig.
Students	-.144	.151	.021	-.144	.151

Respondent Category	r	p-value	R <sup>2</sup>	β	Sig.
Teachers	.642**	.000	.413	.642	.000

Source: Primary Data, 2025

Note:  $p < .01$

Supportive school environment significantly predicted peace education implementation from the teacher perspective ( $\beta=.642$ ,  $p<.001$ ), explaining 41.3% of variance ( $R^2=.413$ ). Students showed no significant relationship ( $r=-.144$ ,  $p=.151$ ).

**Qualitative Findings:** Three themes emerged: (1) fostering positive school culture through cooperative norms, morning assemblies, and leadership modeling; (2) shift to restorative and non-punitive discipline using peer mediation and counseling instead of punitive penalties; (3) shared governance and stakeholder involvement through regular meetings and community activities like "sports for peace."

#### F. Objective 4: Effects of Teacher Supervision on Peace Education Implementation

Table 9: Descriptive Statistics on Teacher Supervision

Respondent Category	N	Mean	Std. Deviation	Agree/Strongly Agree (%)
Students	101	3.99	0.87	74.3%
Teachers	51	4.08	1.04	76.4%

Source: Primary Data, 2025

Table 10: Correlation and Regression for Teacher Supervision

Respondent Category	r	p-value	R <sup>2</sup>	β	Sig.
Students	-.007	.943	.000	-.007	.943
Teachers	.461**	.001	.212	.461	.001

Source: Primary Data, 2025

Note:  $p < .01$

Teacher supervision significantly predicted peace education implementation from the teacher perspective ( $\beta=.461$ ,  $p=.001$ ), explaining 21.2% of variance ( $R^2=.212$ ). Students showed essentially no correlation ( $r=-.007$ ,  $p=.943$ ).

**Qualitative Findings:** Four themes emerged: (1) systematic supervisory methods using structured classroom observations with clear criteria; (2) transition to coaching and reflective dialogue replacing "fault-finding" inspections with professional conversations; (3) peer

support and restorative classroom management through mentorship and co-teaching; (4) institutional obstacles including the "measurement gap"—difficulty evaluating behavioral and attitudinal change—and lack of specialized training for leaders.

## V. DISCUSSION

### A. The Perceptual Gap Between Teachers and Students

The most significant finding across all four objectives is the consistent perceptual gap between teachers and students. While teachers demonstrated strong, positive, statistically significant correlations between each instructional leadership practice and peace education implementation (ranging from  $r=.461$  to  $r=.643$ , all  $p<.01$ ), students showed no significant correlations (all  $p>.05$ ). This finding suggests that instructional leadership effectively builds teacher capacity, aligns organizational structures, and creates supportive environments for peace education, but these administrative mechanisms remain largely invisible to learners. Students experience the outcomes of peace education without perceiving the underlying goal-setting processes, professional development activities, environmental supports, or supervisory mechanisms that enable effective implementation. This extends previous literature by revealing that while leadership practices influence implementation at the professional level, their impact on student perception remains indirect and largely unrecognized by learners.

### B. Goal Setting and Peace Education

The strong correlation between goal setting and peace education implementation from the teacher perspective ( $r=.643$ ,  $p<.001$ ) aligns with Robinson, Lloyd, and Rowe's (2008) meta-analysis findings that goal setting is one of the most effective leadership practices directly affecting student outcomes. Locally, this supports Munyaneza (2020), who observed that explicit institutional goals provide teachers with the "moral mandate" necessary to address sensitive topics like reconciliation. The qualitative finding that Huye District schools effectively align their goals with national initiatives like "Ndi Umunyarwanda" demonstrates successful vertical coherence of peace education objectives. However, the "academic-peace tension" identified by head teachers—where examination pressure forces prioritization of academic content over peace values—represents a significant implementation gap requiring policy intervention. This tension is particularly acute in upper secondary schools where national examination performance determines university admission and school rankings.

### C. Teacher Professional Development and Peace Education

The finding that professional development explains 39.2% of the variance in peace education implementation confirms UNESCO's (2022) assertion that transformative pedagogy requires continuous, practice-based training. The qualitative finding that Huye District schools have shifted from one-time workshops to school-based professional learning communities and mentorship programs aligns with Mugenzi and Uwitonze's (2023) observations in Southern Province schools. The documented preference for internal departmental meetings and peer mentoring over external workshops represents cost-effective, contextually responsive approaches that build sustainable local capacity. However, the identified obstacles—lack of specialized trainers, insufficient funding, curriculum overload, and heavy workloads—represent persistent challenges that constrain the full potential of professional development initiatives.

### D. Supportive School Environment and Peace Education

The finding that supportive school environment explains 41.3% of the variance in implementation supports Duckworth's (2013) "whole-school approach" to peace education and aligns with Mugiraneza's (2021) findings that schools prioritizing "positive peace" achieve higher levels of student social-emotional development. The qualitative finding regarding the shift from punitive to restorative discipline reflects international best practices documented by Gregory and Evans (2020) and aligns with Peace Education Theory's emphasis on

non-violent communication and democratic authority. Notably, head teachers described restorative approaches not merely as behavioral management but as instructional tools that teach emotional regulation and conflict resolution skills—an integration not consistently documented in previous Rwandan studies.

## E. Teacher Supervision and Peace Education

The moderate but significant contribution of teacher supervision (21.2% variance explained) supports Hallinger and Wang's (2021) assertion that instructional monitoring is the most direct way leaders affect classroom practice. The qualitative finding regarding the shift from "inspection" to "coaching" models reflects global trends in developmental supervision documented by Al-Harthi (2022) and aligns with regional findings from Uganda reported by Mugisha (2022). However, the "measurement gap" identified by head teachers is particularly significant. While supervision effectively improves instructional processes, leaders lack valid instruments to assess whether these improved practices translate into student behavioral and attitudinal change. This finding extends the literature by revealing that even when supervision is developmentally sound, without corresponding assessment tools for peace outcomes, supervision remains process-focused rather than outcome-oriented.

## VI. CONCLUSION

This study investigated the effect of instructional leadership practices on peace education implementation in public upper secondary schools in Huye District, Rwanda. Four key conclusions emerge from the findings.

First, school goal setting significantly influences peace education implementation from the teacher perspective, explaining 41.4% of variance. Schools effectively align goals with national initiatives like "Ndi Umunyarwanda" through participatory processes, but curriculum overload and exam pressure create an "academic-peace tension" that limits full operationalization. Goal setting alone is insufficient without curriculum flexibility that allows teachers to prioritize peace values alongside academic content.

Second, teacher professional development is the most important driver of pedagogical change in peace education, explaining 39.2% of variance. School-based mentorship and professional learning communities are more effective than one-time workshops, but lack of specialized trainers and standardized materials constrains uniform implementation. The shift from episodic training to continuous professional learning represents progress, but content quality remains inconsistent across schools.

Third, a supportive school environment serves as the fundamental infrastructure for peace education, explaining 41.3% of variance. The shift from punitive to restorative discipline represents significant progress, but students do not statistically link this environment to formal peace education delivery, suggesting the "hidden curriculum" operates independently of formal instruction. Restorative approaches are effective as both behavioral management and instructional tools, but their impact on student perception remains indirect.

Fourth, teacher supervision has evolved from inspection to coaching-based developmental models, explaining 21.2% of variance. While systematic observations and reflective dialogue improve teacher performance, the absence of standardized instruments to measure behavioral and attitudinal change remains a serious gap. Supervision remains process-focused rather than outcome-oriented, limiting accountability for peace education's ultimate goals.

Overall, instructional leadership is a significant driver of peace education implementation in Huye District, but its effectiveness is currently inconsistent. Sustainable peace education requires instructional leadership that bridges the gap between high-level goal setting and students' everyday lived experiences, addresses the "academic-peace tension" through curriculum flexibility, and develops standardized assessment instruments for measuring behavioral and attitudinal change.

## VII. RECOMMENDATIONS

### A. Recommendations for Practice

- **Institutionalize Participatory Goal Setting:** Head teachers should actively integrate students in creating school peace visions through suggestion boxes, Peace Clubs, and student councils to close the perceptual gap identified in this study. This will ensure students understand the relationship between school objectives and their classroom experiences.
- **Adopt Developmental Supervision Models:** School leaders should prioritize coaching-based supervision over fault-finding inspections and establish peer observation programs where teachers observe one another delivering peace-focused topics. This fosters a cooperative professional learning community.
- **Strengthen Restorative Justice Systems:** Schools should establish "Peace Rooms" or mediation spaces and provide restorative dialogue training to teachers and student leaders. This moves beyond punitive discipline to address root causes of conflict while maintaining students' connection to the school community.

- **Enhance School-Based Professional Development:** Teachers should utilize internal departmental meetings and professional learning communities to share peace pedagogy best practices. Schools should institutionalize weekly staff meeting discussions on peace education to ensure concepts remain current.

## B. Recommendations for Policy

- **Integrate Peace Metrics into National Inspection Framework:** The National Examination and School Inspection Authority (NESA) and MINEDUC should develop standardized qualitative indicators for measuring socio-emotional competencies and behavioral changes. This would provide school administrators with clear mandates to promote peace education alongside academic outcomes.
- **Provide Curriculum Flexibility for Peace Activities:** Policymakers should allocate specific, non-examinable time for peace-building activities by "de-congesting" the current upper secondary curriculum. This would relieve teachers from the pressure of compromising peace values for academic syllabus coverage.
- **Mandate Specialized Peace Leadership Training:** A national policy requiring peace-leadership training for all newly appointed head teachers should be implemented. This would ensure school administrators possess specific knowledge needed to oversee socio-emotional pedagogy.

## C. Recommendations for Further Research

- **Longitudinal Behavioral Outcomes Study:** Future research should track cohorts of students over several years to determine the long-term effects of restorative school environments on students' civic conduct and conflict-resolution abilities beyond graduation.
- **Comparative Study Across Districts:** A comparable study should be carried out in multiple Rwandan districts to determine how regional socioeconomic characteristics affect leadership styles in peace education, comparing urban versus rural contexts or different provinces.
- **Impact of Digital Platforms on Peace Education:** Further investigation is required to determine how social media and digital communication can be formally incorporated into instructional leadership to foster peace values among tech-savvy youth.
- **Development of Assessment Instruments:** Research should focus on developing and validating standardized instruments for measuring behavioral and attitudinal change resulting from peace education initiatives.

## Appendices

### Appendix I: Questionnaire for Teachers

The teacher questionnaire included sections on demographic information, goal setting, teacher professional development, supportive school environment, teacher supervision, and implementation of peace education. All items used a five-point Likert scale from "Strongly Disagree" to "Strongly Agree."

### Appendix II: Questionnaire for Students

The student questionnaire included sections on demographic information, goal setting, teacher professional development, supportive school environment, teacher supervision, and implementation of peace education using the same five-point Likert scale.

### Appendix III: Interview Guide for Head Teachers

The semi-structured interview guide included questions on goal setting, teacher professional development, supportive school environment, teacher supervision, and implementation of peace education, with probes for challenges and strategies.

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