

Influence of school leadership strategies on student's behavior management in public secondary School of Rwanda, A case of Gasabo District, Rwanda

KABUYE Joel¹, Dr. Mugiraneza Faustin (PhD)²

DOI: 10.29322/IJSRP.14.06.2024.p15007
10.29322/IJSRP.14.06.2023.p15007

Paper Received Date: 17th April 2024
Paper Acceptance Date: 25th May 2024
Paper Publication Date: 6th June 2024

Abstract- Purpose of this paper was to assess influence of school leadership strategies on students' behaviors managements in secondary schools in Rwanda Case of public Gasabo secondary schools. This research was supported with organizational theory and production theory. The researcher used descriptive research design for data collections. The participants were students, teachers, Head teacher, deputy head teachers in charges of discipline and studies. All respondents were 1485 including 45 HTs, 45 DOD, 45 DOS, 225 teachers, 450 parents and 675 Students from 45 schools located in Gasabo District, Rwanda. The Yamane formula was used to calculate the sample size of 315 respondents. The participants will be chosen by using different methods where researcher used random sampling and purposive sampling. Researcher used questionnaire and interview guide as data collection instruments where Questionnaire was designed to students, parents and teachers and interview guide were designed for schools' heads and deputy school heads in charge of disciplines and studies. Researcher used IBM.SPSS 21.0 in analysis procedure. Findings of this study revealed a strong relationship between school leadership strategies and students' behaviours management in public secondary schools. This relationship was calculated and summarised by a Pearson correlation coefficient (r) of 0.953, which was associated with a statistically significant p -value of 0.000 for a two-tailed test. This suggests a highly positive and statistically significant association between school leadership strategies and students' behaviours management. The findings also found that all variables are coherent and students' behaviours management is caused and influenced by school leadership strategies within the school community as it is shown by the regression analysis model with Square of 0.908. This study recommends the government to provide comprehensive leadership training programs for school administrators to equip them with the skills and knowledge necessary to effectively implement behaviours management strategies. The government to increase funding for public secondary schools to ensure they have the necessary resources, including staffing, training, and support services, to implement evidence-based behaviours management strategies effectively. The school to establish clear behaviours management policies and procedures that are communicated effectively to students, staff, and parents, outlining expectations, consequences, and support mechanisms

Index Terms- School Leadership, School Leadership Strategies, student's

I. INTRODUCTION

In Africa, over the last decades countries have made substantial improvements in insuring access to basic education; however, progress on access to quality education for all has been lagging. The learning crisis has been attributed to education systems' difficulty to address one or more key challenges impacting learning, including unprepared students, poor teaching quality, focus on educational inputs that do not drive learning, and weak school management. Effective school leadership is recognized as being essential to address all these factors because it is an important element contributing to influence education actors to work towards better learning and also, more resilient education systems (VVOB, 2022).

In Kenya, Mohammed (2012) conducted research in Kenya to investigate the need for professional development for the school head teachers. It was proven that there is a great need for the professional development of the school head teachers and there is a very big package needed for better school administration. Shigami (2012) indicated that the school leadership strategies in terms of technical skills of head teachers, human relation skills, conceptual skills and time management skills among others; if acquired and enhanced by head teachers, would greatly improve students' behaviors of schools in terms of discipline, academic performance, financial stability and infrastructural development, Improved students' positive discipline, Student's behavior change, Motivation to learning, Improved class attendance.

The government of Rwanda has taken various leadership styles to improve and empower the above domains of school organization with the purpose of improving secondary schools' performance and students' behavior change in terms of discipline, dropout rate, poor performance in national exams, repetition rate teachers' managements systems and school management as whole (MINEDUC, 2013). Furthermore, according to the Ministry of Education (2013), particular attention was given to teaching Leadership styles, technology at all levels, promoting students centered methodology and the establishment of counseling and career guidance against this background, it is necessary to look

critically at ways and means of ensuring that education and training continues to provide a strong foundation for better future by enhancing the school leadership strategies towards students behavior managements in the schools (MINEDUC,2013).

School behaviors management is a predominant concern of society in the current times that gives justification for highly performing schools in terms of grades, disciplines, infrastructures uses, professional staff, infrastructural outlook and financial muscle attract many parents to enroll their children in such schools and students in those schools feel the pride to belong to those schools(Muvunyi,2013), Such schools are characterized by effectiveness in school leadership strategies towards students behaviors managements, use of infrastructures, academic activities; assessment and evaluation are regularly administered, high discipline, effective communication, and conducive learning environment among others (Muvunyi, 2013)

Some schools have students with very characterized behaviors better than others in terms of students behaviors controls in terms of discipline management, infrastructural development and managements, financial stability and managements , students' performance, clear pathway of teaching and learning process, class management participation , students class attendance among others despite of common interventions made by Government of Rwanda in allocating capitation grants, providing scholastic materials, and building of classrooms in service teacher training provisions and headteachers leadership and managements training in form of continuous professional development (CPD)(VVOB,2022).

Based on above mentioned responses from ministry of education, schools are still challenged with challenges of students' behaviors compared with others district specifically Kigali city therefore, researcher minded may be there are poor school leadership strategies to controls and to manage all students' behaviors within the schools (Nwankwo,2012).School leadership strategies used by schools' heads and those school leaderships strategies focus mainly on issues related to school managements and staffing, teachers' recruitments, parents' commitments and involvements, in service teachers' managements and training, teachers qualifications, teachers motivations, lack teaching and learnings resources in schools which can risk schools to have students with the low level of behavioral managements within the selected schools (MINEDUC,2008).

Researcher minded that students' behaviors managements can be deepen by low the school leadership strategies adopted by school heads which risks the low academic activities success, low use of resources, low effective communication and school survive without conducive school environments therefore researcher decided to carry out an investigation of influence of school leadership strategies on students' behaviors managements in secondary schools in Rwanda, case of Gasabo Secondary schools. The main purpose of this study were to assess the influence of school leadership strategies on students 'behaviors managements in public secondary schools in Rwanda, Case of Gasabo in Public Secondary Schools .

II. 2.1THEORETICAL LITERATURE

This study described different leadership styles, school administration decision making process, educational significance

towards school performance, managing people and resources within a school, motivation and educational outcomes, barriers to school Leadership in Rwanda.

2.1.1 Concept of leadership strategies

Leadership strategies are commonly defined as the methods employed to accomplish organizational goals by utilizing available resources in the most efficient way possible, while working with and through individuals. Typically, individuals employ the four management functions, namely leading, controlling planning and organizing in order to attain their institutions objectives. The process of organizing involves determining the necessary tasks, assigning responsibility for their completion, establishing task groupings, defining reporting relationships, and specifying decision-making structures. Leading encompasses the activities of motivating and guiding employees, as well as facilitating effective communication and conflict resolution.

According to Bush (2011), the significance of management lies in its role as a supportive framework for teaching and learning. In the realm of educational services, the primary objective is to promote effective teaching and learning, with good management serving as a central goal in achieving this aim. The degree to which successful learning outcomes are attained becomes the benchmark for evaluating the effectiveness of management. In other words, the performance of an individual school is a direct reflection of the quality of its management practice.

2.1.2 School leadership in a secondary school setting

School administration actors are administrative staff , teaching staff and supporting staff where the administrative is composed of head teacher/principal or school manager , deputy head teacher in charge of studies, deputy head teacher in charge of discipline , bursar , secretary while teaching staff is composed of all teaching team teachers like teachers, librarian , science laboratory assistant and computer laboratory assistant , supporting staff is composed by cleaners , cooks , drivers, security guards(Mineduc,2016).

A successful school is about much more than teaching. While good teaching and learning are crucial, the administration that underpins it is key to providing a well-rounded education that encompasses the whole child. Effective administration and operations support an education that goes well beyond imparting knowledge. School operations teams ensure that students' daily needs are met; that they receive healthy and nutritious meals, sleep and learn in a safe environment, and receive appropriate medical care and mental health support. Beyond the day-to-day, the administrative team are often the ones responsible for recording, [checking and analyzing student data](#), so they can to enable those responsible for both learning and wellbeing to tailor their approach

2.2.3 Discipline Management strategies in secondary schools

The existing empirical literature on school discipline and academic performance in secondary schools in This regards most approaches used which were adequate are leadership styles, teaching strategies and rules and regulations. A study carried out by Oplatka and Atias (2007) contended that teaching strategies is

the most adequate model in ensuring discipline in secondary schools. The author used a sample six of 63 school principals in Israel and a semi structured interview questionnaire. Findings from that study used adequate method more adequate in managing and asserting discipline of students in those selected schools through teaching strategies. Results from the above study recommends the adoption of several appropriate teaching strategies within classroom in order to ensure class attendance and academic achievement.

Research undertaken by Way in 2011 on the effect on rules and regulations on academic performance, demonstrated that rules and regulations affected either positively or negatively the behavior of student at school but is the crucial element in overcoming indiscipline among secondary schools (Way,2011). The findings from a study of Ofoyuru and Too-Okema (2011) in Uganda evidenced that rules and regulations helped school to attain the discipline desired among students, they have identified that rewards, punishment and career guidance to be effective tools for ensuing students' academic performance. The use a cross sectional research design among 449 respondents. They recommend that positive and negative reinforcement strategies are

very important for school management in secondary school in Uganda. In Kenya, a study conducted on student indiscipline and student academic performance in public secondary schools demonstrated that corrective, supportive and rewards, communicative and counselling were commonly used in secondary school for managing school discipline (Kranja and Bowen,2012). Therefore, students with adequate time management strategies are those to acquire high performance and grades. However, negative enforcement of rules and regulations can affect students' academic achievement. This can lead to high rate of absenteeism and of course decrease the level of academic performance. A study carried out by Creswel in 2003 on good practice of students in secondary school evidenced that class with positive behavior, teaching strategies were among good jobs in the world. Therefore, the misbehavior is very bad due to their capacity to render students in low level of performance (Kiggundu,2009)

2.3 Conceptual framework

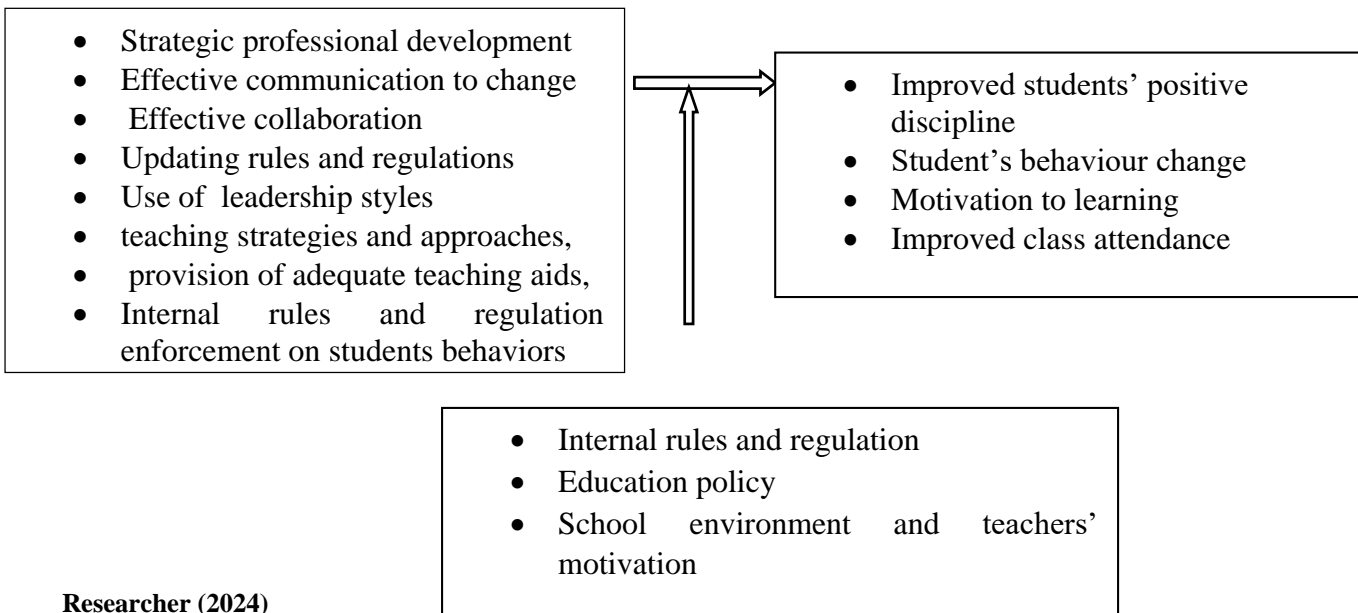
Conceptual framework is a graphic presentation of the interrelationships of the variables involved in this research. This study was conceptualized as shown figure 2.1.

Independent variable

School leadership strategies

Dependent variable

students' behaviors management



Researcher (2024)

The relationship between school leadership strategies and students' behaviour management can be illustrated through a schematic representation. In this relationship, school leadership strategies serve as the independent variable, while students' behaviour management acts as the dependent variable. The intervening variable, indicated by education policies, plays a role in influencing the relationship between school leadership strategies and students' behaviour management. Education policies can shape and guide the implementation of leadership strategies, ultimately impacting how student behaviour is managed within the school context. , school discipline rules and regulations and other strategic policies to raise good conduct in secondary schools.

III. METHODOLOGY

3.1 Research Design

Descriptive research helped researcher to describe a population, situation or phenomenon and it may give responses what, when, where and how questions, but not questions. A descriptive research design uses a large variety of research methods to assess one or more variables. Thus, this study used a correlation method to collect information for the purpose of assessing whether and to what degree

a correlation exists between school leadership strategies and students' behaviors managements in secondary schools in Gasabo district, Rwanda.

3.2. Target population

The participants were parents, students, teachers, Head teacher, deputy head teachers in charges of discipline and studies. All respondents was 1485 including 45 HTs, 45 DOD, 45 DOS,225 teachers,450 parents and 675 Students from 45 schools located in Gasabo District, Rwanda.

Three sampling techniques was applied in this study like simple random sampling, purposive sampling and cluster random sampling. Researcher chose sample size by using Yamane formula (Yamane, 1970) by using that Yamane formula, sample size was 315 from the population of 1485. Simplified formula for sample size (Yamane,1970) is as follows:

$$n = \frac{N}{1+N(e^2)} \quad \text{where } n \text{ represent sample size}$$

N represent target population of the study If N is 1485
 n will be $n = \frac{1485}{1+1485(0.05^2)} = 315$

Table 3. 1 Targeted Population and Sampled Size

Respondents	Population	Simple size	%
Students	675	143	45.39
D/HT Discipline	45	10	3.17
HTs	45	10	3.17
D/HT Studies	45	10	3.17
Teachers	225	47	14.93
Parents	450	95	30.17
TOTAL	1485	315	100

Researcher (2024)

IV. FINDINGS AND DISCUSSION

4.1. Characteristics of the respondents

The participants will be parents, students, teachers, Head teacher, deputy head teachers in charges of discipline and studies. This section indicates the background information of the respondents based on their categories like age, working experience, gender, and educational levels. The target population of this study is from 45 public secondary schools from Gasabo district, Rwanda. Researcher targeted to use population of 1485 including 45 HTs, 45 DOD, 45 DOS,225 teachers,450 parents and 675 Students from 45 schools located in Gasabo District, Rwanda as it is shown in the table 4.1.

Table 4. 1 Characteristics of the respondents

Statement	Frequency	Percent	Valid Percent
Valid			
Students	143	45.4	45.4
DOS	10	3.2	3.2
DOD	10	3.2	3.2
Parents	95	30.1	30.1
Teachers	47	14.9	14.9
Headteachers	10	3.2	3.2
Total	315	100	100.0

Primary data,2024

Researcher wanted to know all respondents and their categories and the respondents were composed of students ,deputy headteacher in charge of studies, headteachers in charge of discipline , parents ,teachers and headteachers

4.1.1 Questionnaire Return Rate

The return rate is computed in Table 4.2 where the all respondents returned their questionnaire except on teacher who were sick during the collections of all questionnaires and it was not easy to access him to collect that questionnaire.

Table 4. 2Questionnaire return rate

Statement		Frequency	Percent	Valid Percent
Valid	Students	143	49.8	50.2
	Parents	95	33.3	33.3
	Teachers	46	16.5	16.1
Total		284	99.6	99.6

Primary data,2024

The researcher summarized the returned questionnaire in the table 4.2 where the majority (50.2%) of respondents with questionnaire were students, 33.3% of all respondents given the questionnaire were parents while 16.1% of all participants with questionnaire were the teachers.

4.1.2 Gender of respondents

This research wanted to know all genders where research minded on how gender of respondents affects the research objectives, therefore, table 4.3, table 4.4 ,table 4.5, table 4.6, table 4.7and table 4.8 indicate gender of respondents.

Table 4. 3Gender of teachers

Statement		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	17	36.9	36.9	36.9
	Female	29	63.1	63.1	100
Total		46	100.0	100.0	

Primary data,2024

The findings indicated in the table 4.3 reveled the gender of teachers where the majority (63.1%) of all participated teachers were females while 36.9% of all respondents were males.

Table 4. 4Gender of students

Statement		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	100	69.9	69.9	69.9
	Female	43	30.1	30.1	30.1
Total		143	100.0	100.0	

Primary data,2024

The researcher tended to know the gender of students and the findings indicated in the table 4.4 reveled the gender of students where the majority (69.9%) of all participated students were females while 30.1% of all respondents were males.

Table 4. 5Gender of deputy headteacher in charge of discipline

Statement		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	8	80.0	80.0	80.0
	Female	2	20.0	20.0	100
Total		10	100.0	100.0	

Primary data,2024

The researcher tended to know the gender of deputy headteacher in charge of discipline and the findings indicated in the table 4.5 revealed the gender of deputy headteacher in charge of discipline where the majority (80.0%) of all participated deputy headteacher in charge of discipline were males while 20% of all respondents were females.

Table 4. 6Gender of deputy headteacher in charge of studies

Statement		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	6	60.0	60.0	60.0
	Female	4	40.0	40.0	100
Total		10	100.0	100.0	

Primary data,2024

The researcher tended to know the gender of deputy headteacher in charge of studies and the findings indicated in the table 4.6 revealed the gender of deputy headteacher in charge of studies where the majority (60.0%) of all participated deputy headteacher in charge of discipline were males while 40% of all respondents were females.

Table 4. 7Gender of headteachers

Statement		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	8	80.0	80.0	80.0
	Female	2	20.0	20.0	100
Total		10	100.0	100.0	

Primary data,2024

The researcher tended to know the gender of headteachers and the findings indicated in the table 4.7 revealed the gender of headteachers where the majority (80.0%) of all participated headteachers were males while 20% of all respondents were females.

Table 4. 8Gender of parents

Statement		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	53	55.8	55.8	55.8
	Female	42	44.2	44.2	100.0
Total		95	100.0	100.0	

Primary data,2024

The researcher wanted to know the gender of parents who participated in the study and the findings indicated in the table 4.8 highlight the gender of parents where the majority (55.8%) of trainees were males while 44.2% of all parents participated in the study were females and the gender of parents is summarized in the table 4.8

4.1.3 Students levels as classes

The researcher wanted to know the level of students based on their respective schools and all findings are summarized in the table 4.9

Table 4. 9Class participations

Classes		Frequency	Percent
Valid	S1	11	7.7
	S2	13	9.2
	S3	30	20.9
	S4	23	16.1
	S5	26	18.2
	S6	40	27.9
	Total	143	100.0

Researcher ,2023

Researcher wanted to know if all students levels have same mindset about school leadership strategies and students 'behaviors managements in their respective schools, researcher integrated all classes in the study as the findings are shown in the table 4.9 means

4.1.5 Schools who participated in the study

Research tried to give equal chances to sampled schools by respecting each category of the respondents like headteachers, deputy headteacher in charge of discipline, headteacher in charge of studies, students and teachers. The findings were shown in the table 4.10.

Table 4. 10 Students participations and their respective schools

Schools		Frequency	Percent
valid	G.S Gihogwe	17	11.9
	G.S Gikomero	15	10.5
	G.S Ntora	18	12.6
	G.S Jabana	12	8.4
	G.S Kacyiru II	19	13.3
	G.S Kimironko I	11	7.7
	G.S Rugando	13	9.1
	G.S Kagarama	16	11.2
	G.S Remera Cath	9	6.2
	G.S Ndera cath	13	9.1
	Total	143	100.0

Researcher 2024

Research revealed that ten participated in the study as it is shown in the table 4.10. Those results indicated that all schools from Gasabo district were represented based their respective zones means research ensure that the findings represent the whole district.

Table 4. 11Teachers and their respective working schools

Schools		Frequency	Percent
Valid	G.S Gihogwe	7	14.9
	G.S Gikomero	5	10.6
	G.S Ntora	6	12.7
	G.S Jabana	3	6.4
	G.S Kimironko I	5	10.6
	G.S Kacyiru II	4	8.6
	G.S Rugando	4	8.6
	G.S Remera Catholique	5	10.6
	G.S Kagarama	5	10.6

G.S Ndera Catholique	3	6.4
Total	47	100.0

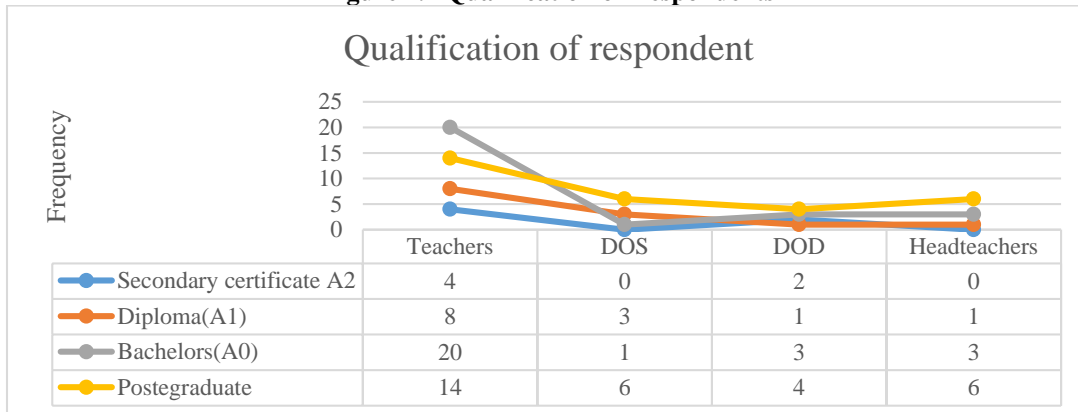
Researcher,2024

Findings from the table 4.3 indicated that teachers participated in the study were also from ten (10) public secondary schools and they provided the real information on how school leadership strategies influence students 'behaviors managements in their respective schools specifically in Gasabo district,

4.1.4 Qualification of respondents

Researcher wanted to know the qualification of respondents and the findings were summarized in the figure 4.3. The researcher wanted to know the qualification of respondents specifically teachers, deputy headteachers in charge of studies, deputy headteachers in charge of disciplines and headteachers and all findings were summarized in the figure 4.3. The qualification was categorized into secondary school certificate, diploma, bachelor's degree and postgraduates.

Figure 4. 1Qualification of Respondents



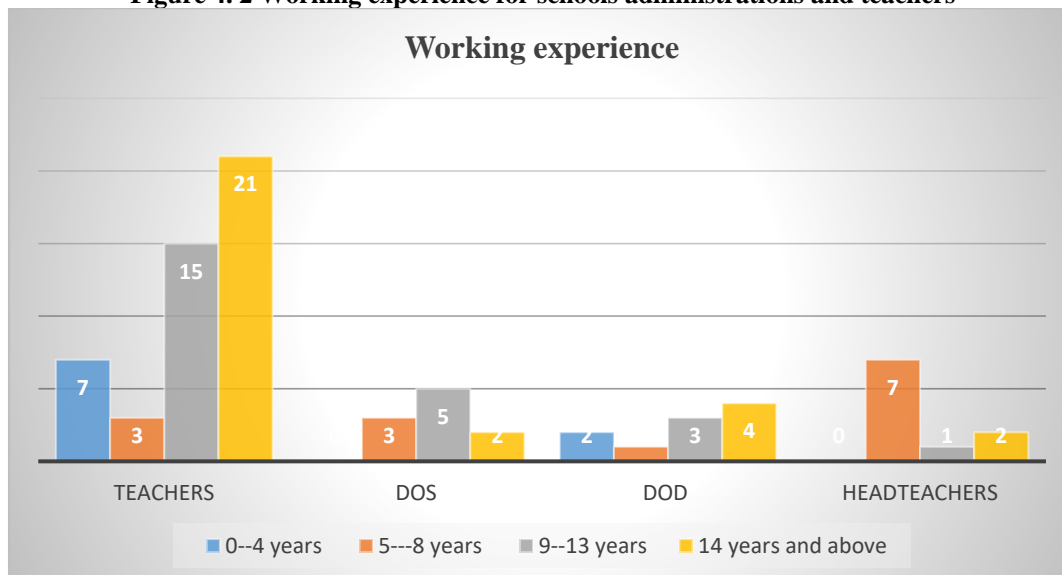
Primary data,2024

Researcher wanted to know the qualification of all respondents except parents and students as it is summarized in the Figure 4.1

4.1.5 Working experience for schools administrations and teachers

Researcher intended to know the working experience of teachers, Headteachers, Deputy headteacher in charge of discipline and deputy headteachers in charge of studies to ensure their expertise in the promotion and provision of students behavior management in their respective schools and the community. Findings are indicated in the figure 4.2

Figure 4. 2 Working experience for schools administrations and teachers



Researcher,2024

All majority of respondents have more than 5 years of working experience meaning that all participated respondents were well experienced and able to influence students' behaviors to every student within the school.

4.2 Presentation of the Findings

All data collections were based on the specific objectives and they were the following: to evaluate the school leadership strategies used by school administration to influence students' behaviors in public secondary schools of Gasabo district, Rwanda, to assess students' behaviors indicators in public secondary schools of Gasabo district, Rwanda, to examine the problems encountered by the schools' staff and students to enhance and change students' behaviors in Gasabo public secondary schools, to examine relationship between schools' leadership strategies and students' behaviors in Gasabo public secondary schools.

4.2.1 School leadership strategies used by school administration

The first objective of the study was based on the investigation of the school leadership strategies used by school administration to influence students' behaviors in public secondary schools of Gasabo district, Rwanda. To achieve this objective, researchers drafted a questionnaire and interview guide for different respondents. Here, respondents were required to show their perceptions by indicating the extent to which they agreed with the statements given as; SA (1) for Strongly Agree, A (2) for Agree, N (3) for Neutral, D (4) for Disagree and SD (5) for Strongly Disagree. Several items in the questionnaire were presented to the respondents to rate their availability and the findings are shown in Table 4.12.

Table 4. 12Perceptions of teachers and students on School leadership strategies

Statements	SD		D		N		A		SA	
	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%
School administration establish and communicate all school rules and regulations	17	8.9	13	6.9	1	0.5	81	42.8	77	40.9
School headteacher manage and distribute tasks related to the individuals' capacities.	49	25.9	37	19.6	5	2.6	26	13.8	72	38.1
Headteachers allow everyone ideas and opinions to handle students' behaviors.	9	4.7	2	1.1	4	2.1	129	68.3	45	23.8
Headteacher control teachers' attendance	10	5.3	4	2.1	1	0.5	34	17.9	140	74.9
Headteachers control all teachers documents to ensure the completion of the subject syllabus.	29	15.3	8	4.2	3	1.6	21	11.1	128	67.8
Headteachers prepare school regular meeting to talk about students' misbehaviors.	111	58.7	21	11.1	0	0	30	15.9	27	14.3
Teachers give feedbacks about end units' assessments, homework and exercises done	81	42.8	44	23.3	1	0.5	21	11.1	42	22.3

Primary data, (2024)

Researcher wanted to know all school leadership strategies that used in secondary schools and the findings are summarised in the table 4.12 where the majority (40.9%) of respondents accepted strongly that their school administration establishes and communicate all school rules and regulations,42.8% of all respondents also agreed school administration establish and communicate all school rules and regulations,8.9% of all respondents disagreed strongly that School administration establish and communicate all school rules and regulations,6.9% of all of respondents disagreed that school administration established and communicate all school rules and regulations while 0.5% of all respondents were neutral to the statement regarding how school communicate all school rules and regulations.The second statement were based on how School headteacher manage and distribute tasks related to the individuals' capacities. Findings reveled that 38.1% of all respondents agreed strongly that school headteacher manage and distribute tasks related to the individuals' capacities, 13.8% of all respondents appreciated that school headteacher manage and distribute tasks related to the individuals' capacities,25.9% of all respondents indicated highly that School headteacher manage and distribute tasks related to the individuals' capacities, 19.6% of all participated respondents indicated that school headteacher do not manage and distribute tasks related to the individuals' capacities while 2.6% of all respondents refused to talk anything on how school headteacher manage and distribute tasks related to the individuals' capacities.

The researcher wanted to know if headteachers allow everyone ideas and opinions to handle students' behaviors, The majority(68.3%) of respondents appreciated how headteachers allow everyone ideas and opinions to handle students' behaviors,23.8% of all respondents participated in the study appreciated strongly that headteachers allow everyone ideas and opinions to handle students' behaviors, 4.7% of all respondents disagreed strongly that headteachers allow everyone ideas and opinions to handle students' behaviors,

1.1% of all participated respondents disagreed that headteachers allow everyone ideas and opinions to handle students' behaviors while 2.1% of all respondents were refused to talk how headteachers allow everyone ideas and opinions to handle students' behaviors.

4.2.2 Students' behaviors indicators in public secondary schools

Second objective of the study were the investigation the level of students' behaviours indicators in public secondary schools in public secondary schools of Gasabo district in Rwanda. Here, respondents were required to show their perceptions by indicating the extent to which they agreed with the statements given as; SA (1) for Strongly Agree, A (2) for Agree, N (3) for Neutral, D (4) for Disagree and SD (5) for Strongly Disagree. Several items in the questionnaire were presented to the respondents to rate their availability and the findings are shown in Table 4.13. The researcher wanted to know all students' behaviors indicators and the findings are summarized in the table 4.13 and the majority (40.2%) of respondents accepted strongly that rules, regulations and punishments are clearly stated to the students and school community, 15.8% of all respondents also appreciated that rules, regulations and punishments are clearly stated to the students and school community, 32.3% of all respondents disagreed strongly that rules, regulations and punishments are clearly stated to the students and school community, 10.6% of all respondents disagreed also that rules, regulations and punishments are clearly stated to the students and school community while 1.1% of all respondents refused to show their side about how rules, regulations and punishments are clearly stated to the students and school community.

4.13 Perceptions of students and teachers on Students' behaviors indicators

Statements	SD		D		N		A		SA	
	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%
Rules, regulations and punishments are clearly stated to the students and school community.	61	32.3	20	10.6	2	1.1	30	15.8	76	40.2
Students and teachers attend regularly the school	5	2.6	8	4.2	3	1.6	71	37.7	102	53.9
Parents are committed and communicated to the school students' misbehaviors	11	5.8	14	7.4	4	2.1	62	32.8	98	51.9
Students are committed to the good use of school resources and address themselves about misbehaviors happen in their classrooms.	7	3.7	23	12.2	8	4.2	50	26.5	101	53.4
School staff is committed to enhance students' performance through students' misbehaviors reductions	4	2.1	10	5.3	9	4.8	122	64.5	44	23.3
Students are active and participate to revise their courses in their teacher's absenteeism.	8	4.3	5	2.6	1	0.5	59	31.2	116	61.4

Primary data, (2024)

Researcher tended to know if students and teachers attend regularly at schools' daily activities and the findings revealed that the majority (53.9%) of all respondents appreciated highly that students and teachers attend regularly the schools' activities, 37.7% of all participated respondents accepted also that students and teachers attend regularly the schools' activities, 2.6% of all respondents disagreed strongly that students and teachers attend regularly the schools' activities , 4.2% of all respondents participated in the study disagreed that students and teachers attend regularly the schools' activities while 1.6% of all respondents were neutral to the statement on how students and teachers attend regularly the schools' activities. Other points assessed were based on how parents are committed and communicated to the school students' misbehaviors and the majority(51.9%) of all respondents accepted strongly that parents are committed and communicated to the school students' misbehaviors, 32.8% of all respondents also accepted that parents are committed and communicated to the school students' misbehaviors, 5.8% of all respondents participated in the study disagreed strongly that parents are committed and communicated to the school students' misbehaviors, 7.4% of all respondents disagreed that parents are committed and communicated to the school students' misbehaviors while 2.1% of all respondents also refused to show their sides on how parents are committed and communicated to the school students' misbehaviors

4.2.3 Challenges faced by the schools to enhance and change students' behaviors

Third objective of the study were based on the assessment of examine the problems encountered by the schools' staff and students to enhance and change students' behaviors in Gasabo public secondary schools in Rwanda. Here, respondents were required to show their perceptions by indicating the extent to which they agreed with the statements given as; SA (1) for Strongly Agree, A (2) for Agree, N (3) for Neutral, D (4) for Disagree and SD (5) for Strongly Disagree. Several items in the questionnaire were presented to the respondents to rate their views and the findings are shown in Table 4.14

Table 4. 14 Perceptions of students and teachers on Challenges faced by the schools to enhance and change students’ behaviors.

Statements	SD		D		N		A		SA	
	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%
Teachers are qualified and trained to facilitate learners with misbehaviors	61	32.3	50	26.5	6	3.2	58	30.7	14	7.34
School administration is committed, innovative and adaptive to the students’ behavior managements	26	13.8	34	17.9	28	14.8	41	21.7	60	31.8
Teachers are motivated and innovative to design teaching materials to facilitate students to behaviors changes	10	5.2	8	4.3	5	2.6	79	41.8	87	46.1
Students and teachers are integrated in the establishments of rules and regulation tending to reduce schools’ misbehaviors	62	32.9	49	25.9	4	2.1	17	8.9	57	30.2
Students accept punishments when they make mistakes and students are punished equally	43	22.7	14	7.5	0	0	83	43.9	49	25.9
Class practices (lesson planed, teaching materials, use of different resources) are in line of students’ behaviors managements	10	5.3	7	3.7	5	2.6	60	31.7	107	56.7

Primary data, (2024)

Researcher wanted to know all challenges that secondary schools faces during students behavior managements and the majority (30.7%) of all respondents indicated that teachers are qualified and trained to facilitate learners with misbehaviors,7.34% of all respondents of all respondents strongly accepted that teachers are qualified and trained to facilitate learners with misbehaviors,32.3% of all respondents disagreed strongly that teachers are qualified and trained to facilitate learners with misbehaviors, 26.5% of all respondents disagreed that teachers are qualified and trained to facilitate learners with misbehaviors while 3.2% of all respondents refused to show their sides if teachers are qualified and trained to facilitate learners with misbehaviors.

Researcher wanted to know if school administration is committed, innovative and adaptive to the students’ behavior managements and the majority (31.8%)of respondents accepted strongly that School administration is committed, innovative and adaptive to the students’ behavior managements, 21.7% of all respondents also accepted that school administration is committed, innovative and adaptive to the students’ behavior managements, 13.8% of all respondents disagreed strongly that School administration is committed, innovative and adaptive to the students’ behavior managements, 17.9% of all respondents also disagreed that School administration is committed, innovative and adaptive to the students’ behavior managements while 14.8% of all respondents participated in the study refused to show their sides on how School administration is committed, innovative and adaptive to the students’ behavior managements.

4.2.4 School leadership strategies and students’ behaviours management

The fourth objective of this research project aimed to investigate the connection between school leadership strategies and students’ behaviours management in public primary schools. The findings related to this objective were presented in Table 4.15, which showcased the respondents' perspectives and insights regarding the relationship between school leadership strategies and students’ behaviours management. This research focused on two variables: independent variables, represented by school leadership strategies, and dependent variables, represented by students’ behaviours management.

Table 4. 15Correlations of variables

Statements		school leadership strategies	leadership students’ management	behaviours
school leadership strategies.	Pearson Correlation	1	.953**	
	Sig. (2-tailed)		.000	
	N	189	189	
students’ behaviours management	Pearson Correlation	.953**	1	
	Sig. (2-tailed)	.000		
	N	189	189	

** . Correlation is significant at the 0.01 level (2-tailed).

Primary data,2024

Table 4.15 in the study revealed a strong relationship between school leadership strategies and students' behaviours management in public secondary schools. This relationship was calculated and summarised by a Pearson correlation coefficient (r) of 0.953, which was associated with a statistically significant p-value of 0.000 for a two-tailed test. This suggests a highly positive and statistically significant association between school leadership strategies and students' behaviours management

Table 4. 16 Regression analysis Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.948 ^a	.898	.898	.45719	.385

a. Predictors: (Constant), school leadership strategies'

b. Dependent Variable: students' behaviours management

Primary data,2024

The findings also found in table 4.16 that all variables are coherent and students' behaviours management is caused and influenced by school leadership strategies within the school community as it is shown by the regression analysis model with Square of 0.908 means that the all kinds of school leadership strategies affect significantly students schooling including students' behaviours management specifically in public secondary schools in Rwanda.

V. CONCLUSION AND RECOMMANDATIONS

5.1 Conclusion

The assessment of the influence of school leadership strategies on students' behaviours management in public secondary schools reveals a complexity of factors that shape the school environment and impact student outcomes including students' behaviours. Throughout this study, it has become evident that effective school leadership is paramount in fostering a positive and conducive learning environment where students feel supported, respected, and motivated to succeed academically and behaviourally. This study highlights the critical role of school leaders in setting clear expectations, establishing a positive school culture, and modelling desirable behaviours for students and articulating a shared vision for the school community and leading by example, school leaders create a sense of purpose and direction that guides students towards positive behaviours and academic achievement.

This study underlined the importance of consistency in implementing behaviours management strategies and providing support for both students and staff and Schools that prioritize consistency in enforcing rules and consequences, as well as providing support services and resources for students in need, are better equipped to address behavioural issues effectively and create a supportive learning environment for all. Additionally, the study emphasizes the need for collaboration and communication between school leaders, teachers, parents, and community stakeholders. By fostering partnerships and engaging all members of the school community in efforts to promote positive behaviours management, schools can leverage the collective expertise and resources available to support students' holistic development. This study highlights the significance of addressing the complexity of behavioural issues and providing individualized support for students with diverse needs and recognizing the unique circumstances and challenges faced by students, schools implement targeted interventions and support services that address underlying factors contributing to behavioural issues. The study

also reveals several challenges encountered by schools in enhancing and changing students' behaviours, including resistance to change, inconsistency in implementation, limited resources, negative peer influence, and resistance to external support. Overcoming these challenges requires a multifaceted approach that involves proactive leadership, collaboration, and ongoing professional development for staff.

5.2 Recommendation of the Research

The government should provide comprehensive leadership training programs for school administrators to equip them with the skills and knowledge necessary to effectively implement behaviours management strategies. The government should increase funding for public secondary schools to ensure they have the necessary resources, including staffing, training, and support services, to implement evidence-based behaviours management strategies effectively. The government should facilitate collaboration between schools, government agencies, and community organizations to share best practices, resources, and support services for behaviours management. The school should Establish clear behaviours management policies and procedures that are communicated effectively to students, staff, and parents, outlining expectations, consequences, and support mechanisms. School should encourage students to develop self-awareness and self-regulation skills to manage their emotions, behaviours, and decision-making effectively. Students should promote positive peer relationships and social skills development among students through peer mentoring programs, cooperative learning activities, and conflict resolution training.

REFERENCES

- [1] Abawi, N. (2015) *Effective Primary Teaching, Research Based Class Strategies*, London: David Fulton Publishers.
- [2] Achieng OU (2010). "A Study of the Effects of Leadership Styles on Performance in K.C. S. E. Examination in Nairobi. Unpublished M.Ed. Project, University of Nairobi.

- [3] Adedeji, S. O., & Olaniyan, O. (2017). Improving the conditions of teachers and teaching in rural schools across African countries. Addis Ababa, Ethiopia: UNESCO.
- [4] Allan, H. (2012). School Leadership and administration, adopting a cultural perspective, published by Routledge. Great Britain
- [5] Ambogo, M. M. (2012). The Relationship between Availability of Teaching/Learning Resources and Performance in Secondary School Science Subjects in Eldoret Municipality, Kenya. *Journal in Emerging Trends in Education Research and Policy Studies (JETERAPS)*, 3(4), 530–536.
- [6] Amin, M.E. (2005). *Social science research; Conception, Methodology and Analysis*. Anderson, C. (2011) *Research in education*. London: D.P. Publications.
- [7] Bass, B. (2017). Does the transactional/transformational Leadership transcend? *American Psychologist*, 52, 130–139.
- [8] Busienei, A. J. (2012). Alternative methods to corporal punishment and their efficacy.
- [9] Chen, G. (2008). Communities, Students, Schools, and School Crime: A Confirmatory classroom. *Gender and Education* 19(1), 41-59.
- [10] Cohen, L., & Manion, L. (2015). *Research Methods in Education*. Newbury Park: Sage.
- [11] Daoust, H. (2018) Motivation and educational: A look at some important consequences. *Canadian Psychology*
- [12] Dawo, A. J. -I., & Simatwa, E. M. W. (2010). Opportunities and challenges for mixed day secondary school head teachers in promoting girl-child education in Kenya: A case study of Kisumu Municipality. *Educational Research and Reviews*, 5(12), 730- 741.
- [13] Fullan, P. (2011) Modern principals of the schools need to be able to take on a wide variety of Roles, *technological Education* Vol. 13, No. 1
- [14] Hallinger, P., & Heck, R. H. (2016). Reassessing the principals' role in school effectiveness: A Review of empirical research, 1980-1995. *Educational Administration Quarterly*,
- [15] Hallinger, P., Bickman, L., & Davis, K. (2016). School context, principal Leadership, and student Reading achievement. *Elementary School Journal*
- [16] Hamillington et al. (2010), Teaching and learning preferences of lecturers and students in professional education courses in university of Education. *Journal of research and development in education*
- [17] Innes, M. (2011). The role of discipline in the effective parenting of children. *parental education note 1 British Columbia*.
- [18] Jackson, S. L. (2016). *Research methods and statistics: A critical thinking approach* (5th ed.). Boston: Cengage Learning.
- [19] Joy, N. (2013). Influence of secondary school principals' Leadership styles on students' performance in Kenya Certificate of Secondary Education in Nairobi County, Kenya. Nairobi, Nairobi.
- [20] Kiggundu, H. (2009). The influence of discipline management by head teachers on Kline, P. (2013). *Handbook of psychological testing* (Revised ed.).
- [21] Kothari, C.R. (2015). *Research Methodology: Methods and Techniques*. New Delhi: New Age International Publishers.
- [22] Leithwood, K. A., Jantzi, D., & Steinbach, R. (2019). *Changing Leadership for changing times*. Buckingham, UK: Open University Press.
- [23] Lewis, B.R. & Doorlay H.D. (2006). *Teaching special students in general education* Makerere University, Kampala
- [24] Marmot, M. (2004). *The status syndrome: how social standing affects our health and longevity*. New York, USA.
- [25] MINEDUC (2008). *Training manual for secondary school Head teachers: Administration of secondary schools*. Mineduc School Management Kigali, July 2008, NCDC
- [26] Muhammad, F.J & Muhammad, A.K. (2010). Impact of parental socioeconomic status on students' educational achievement at secondary schools of district Malir, Karachi. *Middle East journal of scientific research*,
- [27] Muli MM (2015). Effects of Head teachers Leadership Styles on Performance in Physics at K.C.S.E Examination in Mutomo Division, Kitui District." Unpublished Med Project, University of Nairobi.
- [28] Njoroge, P. M., & Nyabuto, A. N. (2014). Discipline as a factor in academic performance in Kenya. *Journal of Educational and Social Research*. 4 (1), 289-307.
- [29] Nwadian, S. (2018). *Educational Management for Sub-Saharan African*. Nigeria Society for Educational Planning.
- [30] Nwankwo, J. I. (2012). *Educational Administration: Theory and Practice*. Ibadan: Bisi Books Nigeria Ltd.
- [31] Nworgu, B.G., 2011. *Educational Research: Basic Issues and Methodology*. Wisdom Publisher Ltd., Ibadan.
- [32] Obilan A. (2017). School leadership styles and students' academic performance in secondary schools in Kicukiro district – Rwanda. *Scholars' press*. SIA OmniScriptum Publishing Germany.
- [33] Ofofuru, D.T and Too-Okema, L. (2011). Strategies of managing students Discipline in Olaitan, T. et al (2013). *Management of Disciplinary Problems in Secondary Schools*:
- [34] Omote, M. J., Thinguri, R.W., and Moenga, M. E. (2015). A critical analysis of acts of student indiscipline and management strategies employed by school authorities in public high schools in Kenya. *International Journal of Education and Research*, 3(12), 1-10.
- [35] Patricia, N. M. (2012). Influence of Headteachers' Leadership Styles on Pupils' Performance in Kenya Certificate of Primary Education in Mbooni Division, Kenya Patricia Nthoki Muia A Research Project Submitted in Partial Fulfillment for the Requirements for the Degree of Mast. Nairobi, Nairobi.
- [36] Ross, J. A., & Gray, P. (2016). Transformational Leadership and teacher commitment to Organizational values: The mediating effects of collective teacher efficacy. *School Effectiveness and School Improvement*, 17(2), 179-199.
- [37] Simon R.P .Clarke, Thomas A. (2019). *School level Leadership in post conflict society*. White, B. (2012). *Writing Your MBA Dissertation*. London: Thomson Learning.
- [38] Way, M.S. (2011). School discipline and disruptive classroom behaviour: the moderating
- [39] Zhao, R., & Kuo, Y. -L. (2015). The role of self-discipline in predicting Performance for 10th graders. *International Journal of Intelligent Technologies and Applied Statistics*, 8(1),
- [40] Witziers, B., Bosker, R. J., & Kruger, M. L. (2013). Educational Leadership and student Achievement: The elusive search for an association. *Educational Administration Quarterly*, 39(3), 398-425.
- [41] Zimmerman, B. J., & Kitsantas, A. (2014). Comparing students' self-discipline and selfregulation measures and their prediction of academic Performance. *Contemporary Educational Psychology*, 39(2), 145 -155.

AUTHORS

First Author – KABUYE Joel, MED Student, Mount Kenya University

Second Author – Dr. Mugiraneza Faustin (PhD), Senior Lecturer, Mount Kenya University