



Examining the Influence of Transformational Leadership Style on Teachers' Performance in 12 Year-Basic Education in Nyaruguru District, Rwanda

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Authors' contributions

This work was carried out in collaboration among all authors. All authors read and approved the final manuscript.

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ABSTRACT

While numerous studies determined leadership styles in schools, limited research addresses the specific impact of transformational leadership on teachers' performance in 12-year Basic Education. This study examined influence of transformational leadership on teachers' performance in 12 Year Basic Education in Nyaruguru district, Rwanda. The study employed quantitative approach with correlational design, utilizing regression analysis and correlational analysis. This study used the

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sample of 164 teachers from 12 schools in Nyaruguru district. Proportional sampling determined the number of teachers from each school, and simple random sampling selected individual respondents. Data were collected via questionnaires and analyzed using regression and correlation techniques with SPSS (version 27). Results indicate a significant positive relationship between transformational leadership and teacher performance: individualized influence accounts for 71% of performance variation, idealized influence 70.6%, intellectual stimulation 58.8%, and inspirational motivation 45.9%. Increased use of transformational leadership by headteachers enhances teachers' performance in instructional planning, student assessment, and parental collaboration. The study recommends that the government provide guideline documents on transformational leadership for schools and encourages headteachers to adopt this style to enhance teacher performance.

Keywords: Idealized influence; individualized influence; inspirational motivation; intellectual stimulation transformational leadership style.

1. INTRODUCTION

Leadership is a crucial factor in organizational success and employee productivity. Effective leadership provides direction and motivation, guiding employees toward achieving organizational goals (Voong & Ayob, 2010). Within the educational context, headteachers hold a central role in directing the teaching and learning process, with their leadership styles significantly impacting teachers' instructional planning and student assessment (Wachira & Mbugua, 2017).

Headteachers' leadership styles are particularly important in education, as they are closely linked to teachers' performance. As noted by Yariv (2011), inadequate management and insufficient supervision from headteachers can contribute to low teacher performance, which is often reflected in students' academic results. According to Ferdinand (2023), poor teacher performance is evidenced by students' lower outcomes, a trend seen in countries like the Philippines, the Dominican Republic, and across Caribbean nations (PISA, 2018). Dzama and Osborne (1999) similarly identified low performance among African students in science, underlining the challenges associated with teacher inefficiency.

In response, efforts to improve teacher performance increasingly focus on enhancing effective leadership practices among headteachers. Studies from Nigeria, Kenya, Tanzania, and Rwanda validate the positive influence of headteachers' leadership on teacher performance (Adeyemi, 2010; Aunga & Massare, 2011; Serugendo, 2011). Research in Ghana also highlights the impact of headteachers on teachers' lesson preparation and delivery

(Ampofo et al., 2019). Likewise, Theodimir and Claire (2022) in Rwanda noted that headteachers play a significant role in shaping instructional methods and facilitating access to pedagogical materials.

The extent of leadership's impact on teacher performance often hinges on the specific style that headteachers adopt. For instance, a study in Zambia revealed that leadership styles among headteachers are essential in fostering teacher motivation, which positively affects performance (Mukumbi, 2019). Corkin et al. (2018) further emphasized that a productive work environment, created by supportive leadership, is fundamental to optimizing teacher performance. Supporting this view, Odebode (2018) found that teachers are more effective in environments where they feel supported, whereas a lack of motivation and supportive structures hampers their ability to meet key responsibilities like instructional planning, student assessment, and parent collaboration.

In Malaysia, transformational leadership has been shown to positively influence teachers' motivation, commitment, and performance, encouraging them to explore new professional opportunities and innovative approaches to teaching (Kendra, 2009). Transformational leadership is characterized by four core components: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Bass & Avolio, 1994). By addressing both the emotional and intellectual needs of employees, transformational leaders foster a supportive environment conducive to enhanced performance.

Each component of transformational leadership uniquely contributes to improving teacher

performance. Idealized influence instills confidence and optimism, bolstering morale and professional competency among teachers (Yu & Jang, 2024). Inspirational motivation provides a compelling vision, fostering enthusiasm and commitment within the teaching staff (Nyamubi, 2017). Intellectual stimulation encourages teachers to critically evaluate and enhance their instructional practices, thereby improving teaching quality (Muia & Nyagah, 2015). Individualized consideration acknowledges teachers' unique perspectives, creating an environment that values their contributions and promotes institutional goals (Ahmad et al., 2014).

In Rwanda, studies have shown that transformational leadership is a commonly applied approach among secondary school headteachers (Paul & Toyin, 2017). However, there remains limited research specifically examining the impact of transformational leadership on teacher performance. The different components of transformational leadership may vary in their effects on teacher effectiveness, highlighting the need for a study investigating these distinct influences.

This research is particularly relevant in the Nyaruguru district, where many schools operate under the 12-year basic education model. Here, effective collaboration between teachers and parents is essential for meeting educational objectives, especially in rural settings where students often balance academic responsibilities with household duties, such as agricultural work and livestock care. In these contexts, the headteacher's leadership style is pivotal to fostering an environment that bridges school and home responsibilities, ultimately supporting students' success.

This study aims to assess the impact of the four components of transformational leadership—idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration—on teacher performance in Nyaruguru district. By exploring how transformational leadership may bridge gaps between academic and domestic demands, this study seeks to identify strategies that enhance educational outcomes in rural contexts, supporting students' academic success despite external challenges.

2. THEORETICAL UNDERPINNINGS

This study, which explores the effects of leadership styles on teachers' performance, is

informed by transformational leadership theory. Originally introduced by James V. Downton in 1973 and further developed by James Burns in 1978, the theory was refined by Bass et al. (1990) who established the four components known as the 'Four I's': Idealized Influence, Individualized Consideration, Inspirational Motivation, and Intellectual Stimulation. According to Bass et al. (1990), these components collectively contribute to improved employee productivity.

Transformational leadership theory is relevant to this study as it explains how each of these components positively impacts teachers' performance. For instance, Idealized Influence allows headteachers to use a vision that motivates teachers toward collective goals. Inspirational Motivation encourages teachers to strive for excellence, while Intellectual Stimulation emphasizes the value of involving teachers in problem-solving to foster creativity. Individualized Consideration, meanwhile, highlights the benefits of recognizing each teacher's unique contributions, ultimately enhancing their performance.

This theory was essential to achieving the aim of this study, which is to investigate the influence impact of transformational leadership on teachers' performance. It also guided the development of questions aimed at evaluating the impact of transformational leadership, particularly referencing the Four I's as foundational elements of this leadership style.

3. MATERIALS AND METHODS

This research used a correlational research design. This design is efficient since it allows the researcher to explore the relationship among the variables (Abbot et al., 2012). The population for the current study was 278 teachers from 12 year-basic education schools in Nyaruguru district. As indicated by Bolarinwa (2020), and Singh and Masuku (2014) that choosing the appropriate sample is a significant part of research technique that affects validity and reliability. This study employed Slovin's formula to obtain 164 teachers who represented the total population. The proportional sampling technique was applied to find the number of teachers from each school, and simple random sampling to select them among the others. Structured questionnaires were used to collect data from the respondents. Factor analysis was employed to assess the validity and reliability of the items. Linear

regression was used to check the impact of transformational leadership style on teachers' performance, while correlational analysis was used to check the direction and strength of the relationship between dependent and independent variables.

4. RESULTS

4.1 Factor Analysis for Transformational Leadership Style

Factor analysis ensures that the measurement instruments accurately capture the theoretical aspects of transformational leadership behavior. By confirming the reliability and validity of the items, factor analysis enables meaningful interpretation of the data. In this study, data extraction was performed with an acceptable factor loading set at 0.500, as suggested by previous research (Hair et al., 2010; Pallant, 2010; Musabila, 2012). Additionally, the Kaiser-Meyer-Olkin (KMO) test was employed to assess the sampling adequacy for factor analysis. The data is considered suitable when the KMO value is above the threshold of 0.5, and Bartlett's Test of Sphericity shows statistical significance ($p < 0.05$), as recommended by Hair et al. (2010), Pallant (2010), and Musabila (2012). For measuring the internal consistency of the items,

Cronbach's Alpha was calculated. According to Tavakol and Dennis (2011), a reliability measure of 0.9 or higher indicates excellent internal consistency, while a value between 0.8 and 0.89 is considered good. A value between 0.7 and 0.79 is acceptable, whereas values between 0.6 and 0.69 raise concerns about construct validity. Reliability values between 0.5 and 0.59 are considered poor, and any value below 0.5 is deemed unacceptable.

The findings indicated that all 12 items measuring transformational leadership style were retained for further analysis, as they met the factor loading threshold of 0.50. However, one item (Proposing ways of completing assignments) was removed due to a loading factor below the cut-off value. As suggested by Tables 3 and 4, for the remaining items, Bartlett's Test of Sphericity indicated that all variables were below the threshold of 0.05, suggesting highly acceptable sampling adequacy. On the other hand, all 12 items measuring teacher performance were retained for further analysis, as shown in Table 2. The findings demonstrated excellent internal consistency, with a Cronbach's Alpha of 0.892 for transformational leadership style (Table 1) and 0.998 for teacher performance (Table 2).

Table 1. Retained and removed factors for transformational leadership styles

Variables	Value	Decision
Idealized Influence		
1. Expressing confidence that goals will be achieved.	.751	Retained
2. Showing hope for bright future.	.704	Retained
Inspirational Motivation		
3. Inspiring teachers 'motivation by telling them future vision and informing them school's expectations.	.644	Retained
4. Talking enthusiastically about what needs to be accomplished.	.627	Retained
Intellectual Stimulation		
5. Seeking different perspectives when solving problem.	.762	Retained
6. Challenges teachers' intellectual ability by posing a creative and innovative challenge	.713	Retained
7. Encourage teachers to look problem in many angles	.552	Retained
8. Encouraging teachers to adopt new perspectives and innovative approaches in completing assignments.	.412	Removed
Individualized Consideration		
9. Motivating teachers by their individual motivation	.734	Retained
10. Considering teachers' need in terms of needs and aspirations	.714	Retained
11. Considering teachers as individual, not as a member of a group.	.698	Retained
12. Teaching and coaching teachers.	.683	Retained
13. Helping teachers to develop their strengths through training	.607	Retained
Cronbatch's Alpha	.892	

Table 2. Retained and removed factors for teachers' performance

Items	Value	Decision
feedback on the assessment	.988	Retained
Collaboration with parents in the follow-up of the students' homework.	.987	Retained
Follow the objectives detailed in the lesson plan when teaching	.987	Retained
Use a variety of classroom activities and resources.	.987	Retained
Communicate with parents about assessment results.	.987	Retained
Provide an assessment at the end of unit.	.987	Retained
Course plan for every term.	.986	Retained
Organization of teaching materials before my teaching period.	.985	Retained
Communicated with the parents of my students on discipline issues	.985	Retained
Make a scheme of work for every term.	.984	Retained
Make unit plan which entails topics, objectives, materials and the assessment on that unit.	.983	Retained
Prepare the sequential activities for achieving the objectives.	.983	Retained
Encourage group work in teaching.	.983	Retained
Make a lesson plan before teaching.	.983	Retained
Adjust lesson plans based on students' progress.	.982	Retained
Administer the summative assessment at the end of every term/half term.	.982	Retained
Communicate the lesson objectives to the learners.	.978	Retained
Apply the assessment criteria for the activities planned.	.977	Retained
Assess students during the lesson.	.976	Retained
Communicate with parents about the time children reach to school.	.973	Retained
Communicate with parents about discipline issues.	.963	Retained
Work with parents to find what can help the student to keep succeeding or improve his/her success if it is not good.	.860	Retained
Cronbatch's Alpha	.998	

Table 3. Kaiser-Meyer-Olkin and Bartlett's test for transformational leadership style

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.981
Bartlett's Test of Sphericity	Approx. Chi-Square	7.210E3
	Df	91
	Sig.	.000

Table 4. Kaiser-Meyer-Olkin and Bartlett's test for transformational leadership style

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.960
Bartlett's Test of Sphericity	Approx. Chi-Square	11595.818
	Df	231
	Sig.	.000

4.2 Influence of Transformational Leadership Style on Teachers' Performance

4.2.1 Influence of idealized influence and teachers' performance

In this study, R-squared was used to measure the proportion of variance in teachers' performance explained by idealized influence. As shown in Table 5, the R-squared value is 0.706, and the adjusted R-squared is 0.705, indicating a

high positive correlation between idealized influence and teachers' performance. Idealized influence accounts for 84% of the variance in teachers' performance.

To further explore the relationship between idealized influence and teachers' performance, a correlational analysis was conducted. Pearson correlation was used to determine whether a relationship exists between the variables or if they are uncorrelated. Using the bivariate correlation technique, the results in Table 5 show

a strong positive correlation, with a Pearson correlation value of .841** and a p-value of .000. These values indicate a significant positive relationship between the transformational leadership style exhibited by headteachers and teachers' performance.

4.2.2 Influence of inspirational motivation on teachers' performance

With the help of SPSS, the measures indicated the high positive impact of Inspirational Using SPSS, the analysis indicated a strong positive impact of inspirational motivation on teachers' performance. This is demonstrated by an R-squared value of 0.459, meaning that 45.9% of the variation in teachers' performance is explained by their headteachers' inspirational motivation. The relationship is further clarified by the Pearson correlation value of .677, indicating a high positive correlation

between inspirational motivation and teachers' performance, with a significance value of .000, confirming the statistical significance of the relationship.

4.2.3 Influence of intellectual stimulation on teachers' performance

Regression analysis was used to determine how much headteachers' transformational leadership style affects teachers' performance, while correlational analysis explained the relationship between the two variables. The analysis revealed an R-squared value of .588, indicating that 58.8% of the variation in teachers' performance is explained by headteachers' intellectual stimulation strategies. A Pearson correlation value of .767 shows a strong positive correlation between intellectual stimulation and teachers' performance.

Table 5. Model summary for idealized influence and teachers' performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.841 ^a	0.706	0.705	0.831

a. Predictors: (Constant), Idealized Influence

Table 6. Correlation of idealized influence and teachers' performance

		Idealized influence	Teachers' performance
Idealised Influence	Pearson Correlation	1	.841**
	Sig. (2-tailed)		.000
	N	164	164
Teachers' Performance	Pearson Correlation	.841**	1
	Sig. (2-tailed)	0	
	N	164	164

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

Table 7. Model summary of the impact of inspirational motivation on teachers' performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.677 ^a	0.459	0.456	1.128

a. Predictors: (Constant), Inspirational Motivation

Table 8. Relationship of inspirational motivation and teachers' performance

		Teachers' Performance	Inspirational Motivation
Teachers' Performance	Pearson Correlation	1	.677**
	Sig. (2-tailed)		.000
	N	164	164
Inspirational Motivation	Pearson Correlation	.677**	1
	Sig. (2-tailed)	.000	
	N	164	164

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

Table 9. Model summary of the impact of intellectual stimulation on teachers' performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.767 ^a	.588	.586	.984

a. Predictors: (Constant), Intellectual Stimulation

Table 10. Correlations of intellectual stimulation and teachers' performance

		Teachers' Performance	Intellectual Stimulation
Teachers' Performance	Pearson Correlation	1	.767**
	Sig. (2-tailed)		.000
	N	164	164
Intellectual Stimulation	Pearson Correlation	.767**	1
	Sig. (2-tailed)	.000	
	N	164	164

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

Table 11. Model summary of individualized consideration and teachers' performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.843 ^a	.710	.708	.824

a. Predictors: (Constant), Individualized Consideration

Table 12. Correlations of individualized consideration and teachers' performance

		Teachers' Performance	Individualized Consideration
Teachers' Performance	Pearson Correlation	1	.843**
	Sig. (2-tailed)		.000
	N	164	163
Individualized Consideration	Pearson Correlation	.843**	1
	Sig. (2-tailed)	.000	
	N	163	163

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

4.2.4 Influence individualized consideration on teachers' performance

The study assessed the influence of individualized consideration on teachers' performance. It was found that individualized greatly influence teachers' performance as shown by the value of R-square of .710 which suggests that 71.0% of teachers' performance is explained by headteachers' individualized consideration. In the addition, this was confirmed by pearson correlation value of .843 which indicates the high positive correlation of individualized consideration and teachers' performance.

5. DISCUSSION OF THE FINDINGS

5.1 Idealized Influence and Teachers' Performance

Consistently, Yu and Jang (2024) found a moderate effect of intellectual stimulation on

faculty members' performance in China. These findings align with those of the current study, as teaching staff form a significant part of faculty members. However, a key difference emerges: while this study confirms a strong positive effect, Yu and Jang reported only moderate effects. This discrepancy may be attributed to differences in the organizational structure of universities compared to secondary schools, which could influence the leadership dynamics and their impact on performance.

Similarly, the findings of this study are in agreement with those of Sholeh and Aziz (2021), who conducted research in Nigeria. They asserted that principals' idealized influence significantly improves teachers' competence. Their study explained that leaders who instill hope for a brighter future and the achievement of intended goals boost employee morale and enhance professional competencies. In line with this, the current study adds that when

headteachers utilize idealized influence, they enhance teachers' pedagogy, professionalism, and morale. Moreover, this leadership approach helps to cultivate a shared vision among teachers, further enhancing their competences.

Furthermore, the findings resonate with a study conducted by Afshari (2022) in Australia, which suggested that the idealized influence of school leaders directly impacts teachers' commitment. Afshari's research revealed that this leadership style increases motivation, which in turn enhances employees' commitment—an essential determinant of performance. In support of this, Kimeto et al. (2017) found similar results in Kenya, establishing a relationship between idealized influence and organizational commitment. (Fiveable, nd) also confirmed these conclusions, highlighting that idealized influence fosters trust, loyalty, and commitment among followers, thereby creating a conducive working environment that ultimately leads to improved performance.

5.2 Influence of Inspirational motivation on Teachers' Performance

This study found a significant effect of inspirational motivation on teachers' performance. These findings align with the results of Mwamuya et al. (2012) in Kenya, which indicated a strong connection between the heads of schools' inspirational motivation and teachers' work performance. In particular, teachers at schools led by such leaders perceive their work as crucial for achieving the school's intended goals.

Similarly, this study echoes the conclusions of Nyamubi (2017) in Tanzania, who argues that leaders who articulate an appealing vision of the future for the school and its members inspire enthusiasm among teachers. This leads to teachers' increased dedication to the school and the teaching profession, ultimately enhancing their work output. Consequently, the more inspirational motivation is embedded in the leadership strategies of school heads, the more teachers are driven to improve their teaching practices and enhance the quality of their student assessments.

In line with these findings, Arifin (2015) emphasizes that when teachers are provided with motivating resources, they are more likely to cooperate with the school administration in achieving educational goals. This collaboration

extends to working closely with parents to ensure the school achieves better results. Thus, school leaders play a pivotal role in helping teachers focus on their work to meet the school's objectives.

Furthermore, the findings of this study resonate with Arop et al. (2019), who stress that employees, including teachers, perform better when their efforts are recognized by supervisors. As human beings, teachers feel encouraged when praised for their hard work, and such gestures of inspiration often prove more effective than financial rewards (Nyamubi, 2017). This form of recognition fosters a sense of belonging, drawing teachers closer to both their supervisors and peers, which reflects their strong commitment to the teaching profession.

5.3 Influence of Intellectual Stimulation on Teachers' Performance

The findings of this study align with Bass and Riggio (2006), as cited by Caillier (2014), whose research confirmed that intellectual stimulation motivates teachers to enhance their careers by acquiring the skills and knowledge necessary to fulfill their responsibilities effectively. In this context, leaders encourage logical thinking, challenge established practices, and ultimately promote innovation and creativity among their followers.

Additionally, the current study corroborates Bass and Riggio's (2006) assertion that transformational leaders foster innovation by prompting teachers to reframe problems and tackle longstanding issues from fresh perspectives. Leaders applying this style actively seek new ideas and creative solutions from teachers, engaging them directly in problem-solving processes. This study confirmed that headteachers employing intellectual stimulation significantly enhance teachers' competencies in student assessment, instructional planning, and collaboration with parents to address performance-related challenges.

Furthermore, the findings are consistent with Marks and Printy (2003) and Robinson, Lloyd, and Rowe (2008), who argue that principals encouraging intellectual stimulation inspire teachers to innovate and be creative in their work. This approach enables teachers to question assumptions and explore new solutions, which, in turn, improves their performance and contributes to enhanced student outcomes.

In support of these findings, Muia and Nyagah's (2015) study in Kenya suggests that headteachers practicing intellectual stimulation encourage teachers to evaluate and refine their methods based on self-assessment and a deeper understanding of their roles. Building on this research, the current study indicates that headteachers who utilize intellectual stimulation assist teachers in adopting new teaching techniques and instructional planning methods, which directly enhance their performance in fulfilling their responsibilities.

5.4 Impact Individualized Consideration on Teachers' Performance

The findings of this study align with those of Okafor and Egboka (2021) in Nigeria, which revealed that principals' idealized influence practices were commonly adopted to enhance teachers' job performance in secondary schools. Furthermore, Okafor and Egboka found no significant difference in the mean scores between principals and teachers regarding individualized consideration practices adopted to support teachers' performance.

Similarly, this research concurs with the study by Oruonyeije et al. (2024), which showed a strong positive correlation between principals' individualized consideration and teachers' job performance, underlining the importance of individualized consideration in promoting teachers' effectiveness in secondary schools. In line with this, the present study provides further evidence that individualized consideration has a significant positive influence on job satisfaction, reinforcing Khalil's (2017) assertion that organizational heads demonstrating individualized consideration are highly effective in fostering job satisfaction among employees.

Additionally, the findings revealed a significant relationship between principals' individualized consideration and teachers' tasks of the integration of ICT in teaching and learning, as demonstrated by Mbune et al. (2024), who reported a moderate positive correlation between these factors. This finding is supported by the present research, which similarly indicates a moderate positive relationship between principals' individualized consideration and teachers' job performance.

Further corroborating this study, Goddey (2017) emphasized that a positive relationship exists between principals' transformational leadership

style and staff job performance, with individualized consideration being a key component. This perspective is reinforced by Ahmad et al. (2014), who noted that leaders practicing individualized consideration are sensitive to their employees, making staff feel valued and respected through personal attention. Such leaders demonstrate respect for teachers' opinions and sentiments, contributing positively to organizational goals.

Moreover, Awan and Anjum (2015) highlighted that leaders with an individualized consideration style excel in conflict management, achieved through collaborative decision-making, open communication, regular feedback, and timely conflict resolution, all of which contribute to enhanced teacher performance. These practices align with the findings of the present study, which affirm that principals' individualized consideration fosters a conducive environment for teachers' professional growth and performance.

6. CONCLUSIONS

From the findings, the study concludes that the transformational leadership style positively impacts teachers' performance. Individualized influence accounts for 71% of performance variation, idealized influence for 70.6%, intellectual stimulation for 58.8%, and inspirational motivation for 45.9%. This means that as headteachers increase the use of transformational leadership, teachers' performance improves correspondingly. Enhancing transformational leadership involves applying idealized influence (expressing confidence in achieving goals and demonstrating hope for a bright future), inspirational motivation (boosting teachers' motivation by sharing future visions and informing them of school expectations, and speaking enthusiastically about what needs to be accomplished), intellectual stimulation (seeking diverse perspectives when solving problems, challenging teachers' intellectual abilities through creative and innovative problem-solving, and encouraging teachers to view problems from multiple angles and adopt new approaches in their work), and individualized consideration (motivating teachers by addressing their unique needs and aspirations, viewing them as individuals rather than as a collective, providing teaching and coaching support, and helping them develop their strengths through training). If headteachers implement these practices, teachers are likely to improve in instructional planning, student assessment, and collaboration with parents.

From the findings of the study, various recommendations can be made for the teachers' performance in 12 year-basic education in Nyaruguru district as well as in the other district. The government should provide guidelines for the school head teachers on the use of leadership styles. This will help the head teachers to know the types of leadership they are and enable them to select the most effective.

The stakeholder of education who support the improvement of the teachers should allocate the budget in the project which train the head teachers on the use of transformational leadership style for facilitating the improvement of the performance of their teachers as it was shown by the findings that transformational leadership style leads to the improved performance.

The same recommendation is made to the 12 year-basic education school head teachers to use transformational leadership style to enhance how teachers plan for instructions, assess students and collaborate with parents of the children in.

A recommendation to examine the influence of democratic leadership style to teachers' performance in 12 year-basic education schools is also made for the further. A clear picture based on scientific study on the various effects of head teachers' leadership style is needed to guide the school leaders on which style can improve the performance of their schools through the performance of their teachers.

DISCLAIMER (ARTIFICIAL INTELLIGENCE)

I, Mr. Uwamahoro Bruce hereby declare that NO generative AI technologies such as Large Language Models (ChatGPT, COPILOT, etc.) and text-to-image generators have been used during the writing or editing of this manuscript.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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