Leadership Styles or Practices and School Performance in the Secondary Schools in DRC: A Case of CBCA Schools in Goma/North-Kivu

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Abstract. The study examined the leadership styles or practices and school performance in the CBCA secondary schools in Goma, DRC. It was also guided by some specific research objectives in the use of sectional survey design with quantitative results.

Study findings revealed that the study looked at how autocratic leadership style, democratic leadership and laissez-faire leadership styles affect teachers' performance in CBCA secondary schools in Goma.

In hypothesis one, there has been a significant negative effect of head teachers' leadership styles and teachers' performance in Goma secondary schools. In the second hypothesis, the positive aspect of head teachers' democratic leadership style on teachers' performance has been noticed. In the third one, teachers' laissez-faire leadership practice has also been remarkable. In hypothesis four, the democratic leadership style is now considered as the most appropriate aspect in Goma CBCA secondary schools.

Keywords: leadership, school performance, teacher, democratic leadership style, autocratic leadership style, laissez-faire leadership style

Introduction

Background to the Study

The good of the background study is to make the problem clear as possible. Now Background in this work is centered to the contextual background. The study looks at the head teacher's leadership style that is autocratic, democratic and laissez-faire as a factor deemed to influence the teachers' performance.

Contextual Background

This study focuses on the leadership styles or practices and school performance in secondary schools in Goma, DRC. In Belgium, in the province of Flanders, as in many other European countries, HR responsibilities are decentralized to the individual school boards (both in primary and secondary education).

Regarding HR practices for new teachers, this means school boards are responsible for teacher hiring (recruitment and selection), induction and awarding tenure (European Commission 2013). Yet, in practice, school boards delegate most HR responsibilities related to the management of teachers to individual schools. Although school boards are officially responsible for HRM, they almost always acquiesce in HR decisions made by the principals (Devos et al., 2004; Devos et al., 2016; Devos et al., 2014).

Furthermore, it is important to note that the large HR autonomy in Flemish schools does not imply a systematic evaluation or accountability system (Day et al., 2007). Yet, there are specific regulations of the Flemish educational authority related to the appointment of teachers which limit principals' discretion partially (Devos & Vanderheyden, 2002). Once new teachers are hired, their teaching career consists of two key stages. First, new teachers are given a 1-year (or shorter) temporary position. Principals can decide to (dis) continue this temporary position. After three school years (at minimum), teachers can reach the second career stage: tenure. Once tenured, a teacher's job is secured in every school of the same

school network. School networks are groups of schools within a given geographical area. Schools within the same network can make joint decisions in domains such as resources, staff, strategy and education. Joint decisions about awarding tenure to teachers, for example, are important since in case of vacancies, tenured teachers have priority over temporary teachers (i.e. seniority rule) within all schools of the same school network. This means that only if no tenured teachers are available or willing to fill a position within the school network, a new teacher needs to be selected and appointed. In this regard, the tenure decision is an important retention decision for principals.

Hence, the targeted schools are impacted by the Goma background context, a town plagued by various evils which destabilize and disorient the educational system; head teacher and teachers are not spared. There is growing insecurity in Goma stemming from impoverishment, armed robbery, murder, assassination, burglary, abductions, armed groups, militia, corruption, impunity, looting… Goma is the epicenter of wars which ravage the country. Goma is under the permanent threat of the Nyiragongo volcano eruption whose lava destroys everything including houses, schools and different offices… A preparedness plan is often being updated. A head teacher is not free to exercise fully his/her authority; teachers must pay heed to scores. Otherwise the former and the latter run the risk of being murdered, shot, abducted, kidnapped… Let us note as well the girls' exposure to sexual abuse in exchange to grades. It is not surprising to find schools' equipment and books robbed and the nightwatchman killed. At school, suddenly, stones thunder the iron sheets and everybody is released; head teacher, teachers and pupils run away helter-skelter. One morning, on your way to school, roads are barricaded, full of stones; the situation is under control of street children. Gun shots are heard while attending courses, pupils are hurriedly released. Strikes as well impede the normal running of schools. Furthermore, starvation and poor livelihood conditions are other elements which are worth attracting our attention in terms of school performance. Thus school outcome is reflected through this sad context which, in our view, involves head teacher and teachers.

Problem Statement

The Ministry of Education in DRC has endeavored to put in place all the necessary policies to ensure that all educational institutions have appropriate and proper leadership from their leaders.

Indeed, all tremendous efforts in education aim at rendering pupils efficient and active. Sure, something is being done. Despite these efforts deployed in an insecure context, teacher performance has not shown signs of much improvement over time, the situation is still disastrous. Indicators in our six selected secondary schools display teachers continuing to register poor performance with lack of commitment and motivation, the use of former preparation sheets, insufficient HomeWorks, arbitrary scores and apparent good grades of students in state exams, low level of submission, preoccupation of extra work, reinforced familiarity/relationship with students, concealed friendship with girl students, no morality and syllabuses are being curtailed and covered just for the sake of formality; in a nutshell, the teaching career is regarded as pastime, fifth wheel and waiting place from which one expects to get new opportunities for a better job. Teachers consider themselves as unemployed. Once students have paid fees, basically they do not care; they only need grades and diplomas. Their performance and behavior in the society are not appreciated. Their writing skills and their mental calculations are low.

Apart from low salaries, decline in discipline, globalization, insecure context, failure to supply ad hoc materials, arbitrariness in scoring students, etc. The leadership styles of head teachers have been reported to be the key factor bringing about this state of affairs. Such leadership styles were either autocratic, democratic, or laissez-faire. These leadership style

tendencies have been used inappropriately in such a way that they negatively affect school performance when applied without considering the magnitude of the issues at hand. Being knowledgeable about education and management, we acknowledge financial and pedagogical issues in a particularly tense contextual climate. Inputs are invested in these six Goma secondary schools but the expected outcome as regards school performance is meagre. This is the problem. As stated earlier, this inadequacy encompasses a panoply of grounds; we hereby scrutinize on the interaction between head teacher leadership styles and teachers' performance. The continuation of such a situation implies that this state of things can result into worse consequences in Goma sampled in the six secondary schools. If no in-depth analysis is dealt with, this chaotic situation may lead to total collapse of the education system in Goma; hence the pressing need for conducting the study that intends to find out the effect of different leadership styles used by head teachers on the performance of teachers.

Accordingly, this problematic framework displays the relationship between the independent and dependent variables in our case studies constituted of six secondary schools in Goma. The topic independent variable which is the head teacher's leadership styles is split into three variables, that is, autocratic, democratic and laissez-faire leadership styles. The way they are handled, that is, the manner of consensus, authority, commanding language, decision-making, staff development, power delegation, management are approached; these leadership practices impact on the dependent variable that is the teacher's performance. The head teacher's leadership styles conducted regardless of such factors as the situation, the people, the task, the organization and other environmental Variables-Bolden, et al 2003-hinder the teacher's performance which is multifaceted. In accordance with the requirements, the school performance in our targeted schools encompasses a wide range of aspects namely the students' grades, discipline, timeliness, the school material and financial resources, progress evaluation, commitment and teamwork, and participation in school activities. The leadership practices impede the furtherance of the aforementioned school performance components.

The purpose of the study was to examine the effect of leadership styles and school performance in CBCA secondary schools in Goma, DRC. After analyzing the data, the researcher made necessary recommendations to the concerned stakeholders for the betterment of education standards in DRC in general and Goma in particular.

The study focuses on how autocratic leadership impacts on teachers' performance and to what extent the democratic leadership, but also, we wondered if there would be any positive effect of laissez-faire and which leadership style is best suited for the Goma CBCA secondary schools. The research hypotheses dealt with the appearance of head teachers' autocratic, democratic and the laissez-faire leadership styles on the performance of teachers.

Significance of the Study

It goes without saying that this topic is worth being dealt with due to the fact that the concept ''performance'' is felt by the whole society. The individual, parents, employers, church, state, environment, teachers, head teachers, administrative, political and pedagogical authorities… all take advantage of the performance. The performance scrutiny has disclosed the lack of equilibrium in the society. Hence, this factor must be approached in a holistic way. At our level, we posit that the study of the head teacher's styles and practices in tandem with the teachers' performance will illuminate the bridging of the gap which is embedded in the society and will contribute to the educational stakeholders' preparedness in order to tackle the issue under scrutiny.

Education stakeholders have carried out research on what could be the cause of the declining educational standards in Goma, little has been done or undertaken to examine the effect of head teachers' leadership styles on teacher performance as one of the serious factors

that can cause a decline in the school performance and standards. This study will help in understanding how different leadership styles affect teacher performance due to the fact that teacher performance directly determines the student performance. Thanks to this study, after data analysis, the researcher will use the findings to make the necessary recommendations on how head teachers can use effectively the leadership styles to enhance teacher performance that will yield better performance in schools and the education standards in Goma.

Scope of the Study

Pursuant to the time limit, basically, it tends to be hypothetical to investigate in-depth all challenges and issues related to school management.

Subject scope. The effects of the head teacher's leadership styles and practices on teachers' performance. The study focused on three leadership styles, that is, Autocratic leadership, Democratic leadership, Laissez-faire leadership and the effect the three leadership styles have on teacher performance in relation to students' grades, timeliness, progression evaluation, and teamwork. The researcher's framework highlights the correlation between the principals' kind of leadership and the teachers' implementation.

Geographical scope. The study was carried out in North Kivu, Goma, and is restricted to the CBCA secondary schools in Goma, DRC where the sampling relates to six government-aided secondary schools; namely Majengo, Visoke, Amina secondary schools located in Karisimbi Commune and Himbi, Bethanie and Kasika secondary schools situated in Goma Commune.

Time scope. The study covered the period from September 2019 to September 2021 because it is, according to the researcher's observation, in this span that the relationship between the head teacher's leadership styles and teacher performance has shown a declining trend as reflected in the teachers' unease as regards the free primary school education hurriedly initiated and implemented by the current president while solutions to economic, political and social problems are not responsive and are still far from being satisfactory.

Literature Review and Research Methodology

This literature review encompasses four strands, namely the conceptual review, the theoretical review, the empirical review and the research case studies. This chapter focuses on the guiding theory of the study and a review of literature related to the different leadership styles adopted by leaders and the relationship they have with the job performance of employees. The review mainly focuses on the framework of leadership and leader, the different leadership styles and how they influence employee performance. Different sources were consulted, among others, journals, research reports, text books, official documents.

Conceptual Review

Conceptual framework

The conceptual framework shows the Relationship between head teachers leadership styles and teacher performance. The framework is a many to one, that is to say the independent variable (leadership styles) is split while the dependent variable (teacher performance) is intact.

The study is examining the relationship between the independent variable which is leadership styles which is split into three variables, that is autocratic, democratic and laissez-faire leadership styles and the dependent variables which is teacher performance is measured by students grades, timeliness, progression, evaluation, commitment and teamwork, participation in school activities.
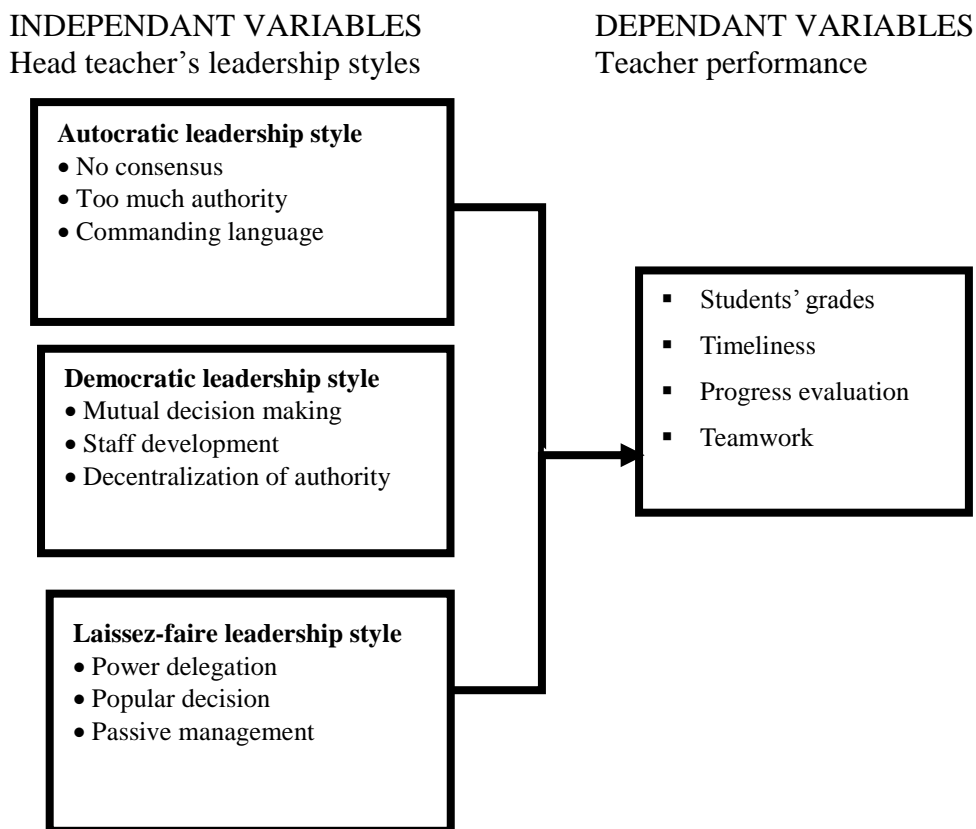
INDEPENDANT VARIABLES
Head teacher's leadership styles

DEPENDANT VARIABLES
Teacher performance

Autocratic leadership style
- No consensus
- Too much authority
- Commanding language

Democratic leadership style
- Mutual decision making
- Staff development
- Decentralization of authority

Laissez-faire leadership style
- Power delegation
- Popular decision
- Passive management

- Students' grades
- Timeliness
- Progress evaluation
- Teamwork

Figure 1: Conceptual framework
Note: Adopted from Peter Senge's leadership organization theory (1990) and modified by the researcher

The Effect of Autocratic Leadership Style on Teacher Performance

The autocratic leadership style is also known as the authoritarian style of leadership. Power and decision-making reside in the autocratic leader. The autocratic leader directs group members on the way things should be done. The leader does not maintain clear channel of communication between himself or herself and the subordinates. He or she does not delegate authority nor permit subordinates to participate in policy-making (John, 2004). Autocratic leadership style erodes satisfaction of work desired by most high performing workers (Mudima, 2002). Similarly, it was found that autocratic leadership style is most oppressive, domineering and it forces teachers to work under pressure (Nammudu, 2004).

Authoritarian leaders make decisions independently with little or no input from the rest of the group. This, in a school setting implies that all decisions are made by the head teacher and teachers will be required to implement the decisions without fail. Common observations show that teachers tend not to effectively implement what they did not decide on.

The Effect of Democratic Leadership Style on Teacher Performance

The democratic style of leadership emphasizes group and leader participation in the making of policies. Decisions about organizational matters are arrived at after consultation and communication with various people in the organization. The leader attempts as much as possible to make each individual feel that he/she is an important member of the organization. Communication is multidirectional while ideas are exchanged between employees and the leader (Heenan & Bennis, 2009).

Heather and Kreitner maintain that this leadership will potentially be most feasible when leaders do not have full insight into the consequences of a specific decision and an involvement of subordinates may strengthen the outcome of the decision. More so that the

advantage of this leadership is that subordinates will feel more motivated and that any given decision will be enriched by the knowledge derived from the consultation (Lewin et al., 1939). Democratic leadership is that which allows sharing decisions, encourages teamwork, creates innovation and creativity, initiates job training and motivates staff, however in situations where roles are unclear or time is of the essence, democratic leadership can lead to communication failures and uncompleted projects (Luthans, 2002).

It was revealed in the findings that democratic leadership style in schools in Goma significantly influences teacher performance. It was then noted that head teachers lack the ability and training to determine when to apply this style of leadership.

The Effect of Laissez-Faire Leadership on Teacher Performance

Laissez-faire leaders as the French words state were hands off and extremely passive. This indicates a very low influence of the leader in an organization like a school. In an early study of laissez-faire leadership, it was found that this style led to lower productivity and satisfaction among followers when compared to autocratic and democratic leadership styles, (Lewin et al., 1939).

The leader's ability to lead is contingent upon various situational factors, including the leaders' preferred style. However, Contingency theories of leadership support a great deal of empirical freedom to leadership (laissez-faire) (North, 2001). In this assertion, it is believed that most effective leadership style depends on the ability to allow some degree of freedom to employees. Unfortunately, in the African and the DRC Goma context in particular, laissez-faire leadership has been hardly practiced in totality due to interference of politics. Much as North believes in it, he does not explore satisfactorily the major applicable points of this style, a reason why the researcher hypothesizes it as having a positive sway on employees, teachers in particular. However, study findings reveal that this style is largely not applicable because it needs highly skilled teachers who require less or no supervision, yet such teachers were not available in most secondary schools in the district. This finding is supported by Garret (1996) who contends that laissez-faire leadership style is appropriate in organizations with highly skilled and experienced and professional staff that have own drive to achieve the set goals with the leaders' directives.

Leadership Practices that Contribute to School Success

a. Setting Directions

A critical aspect of leadership is helping a group to develop shared understanding about the organization and its activities and goals that can undergird a sense of purpose or vision (Hellinger & Heck, 2002). This is supported by the fundamental theoretical explanations for the importance of leaders' direction setting practices from the goal-based theories of human motivation (Bandura, 1986). According to such theory, people are motivated by goals which they find personally compelling, as well as challenging but achievable. Having such goals helps people make sense of their work and enables them to find a sense of identity for themselves within their work context.

Directions are set through practices like identifying and articulating a vision, fostering the acceptance of group goals and creating high performance expectations. This is enhanced by monitoring organizational performance and promoting effective communication and collaboration.

b. Developing People

The ability to engage in practices that help develop people depends, in part, on leader's knowledge of the technical core of schooling that is required to improve the quality of teaching and learning invoked by the term "Instructional leadership" or leaders' emotional intelligence (Goleman, Boyatzis & McKee, 2002). Emotional intelligence displayed for example through a leader's personal attention to an employee through the utilization of the employee's capacities, increases the employee's enthusiasm and optimism, reduces

frustration, transmits a sense of mission and indirectly increases performance (McColl-Kennedy & Anderson, 2002).

Leadership practices that significantly and positively help develop people include offering intellectual stimulation, providing individualized support and providing an appropriate model.

c. Redesigning the Organization

The changing nature of learning organizations and professional nature of communities calls for change in organizational cultures and structures to facilitate the work of members to match the changing nature of the school's improvement agenda. Practices like strengthening the school cultures, modifying organizational structures and building collaborative processes must be embraced by the school leadership.

d. Management Skills

Running a school today is an enormously demanding job. Good leaders must be good managers knowledgeable about finance. They should have the ability to communicate and collaborate with people inside and outside the school. Leadership should be a shared process involving leaders, teachers, students, parents and the community. An effective leader should coalesce people around meaningful goals and inspire them to work together to accomplish these goals. He/She should develop powerful ways of connecting with others and know how to build constituencies that push for change and breakdown institutional barriers to teaching and learning.

Research Methodology

In this chapter we are going to show the population of the study, the sampling, the data collection techniques and tools will follow

Methodology is a series of methods, techniques and procedures followed in order to conduct a study. This methodology section includes the research design, the population, sampling, the data collection techniques and tools, the validity and reliability of instruments, the data collection procedure, the data analysis methods and ethical considerations. An overview of the methodology is a general statement of the methods to be used. Methods can be qualitative, quantitative or mixed.

Research methodology must be as clear as possible. The researcher must state in an unambiguous way each method of the research. By research methodology, we frame all the activities that the researcher gets involved in as regards collecting his/her data and the theories she/he uses to interpret them. In a nutshell, by research methodology, we refer to the different techniques and methods we use in data collection and analysis.

The population of the study

A population is the complete set of all items in which an investigator is interested. A population is the set of outcomes from a system or a process that is to be studied (Kothari, 2001). The total population of the study is constituted of all the CBCA secondary schools located in Goma namely Majengo school, Visoke school, Amina school, Asifiwa school, Katendere school, Ararati school, Bethanie school, Himbi school, Kasika school. The study was conducted in six (6) selected CBCA secondary schools in Goma. The schools that were selected were the sampling units. They were chosen from the government- aided schools, namely Majengo School, Visoke school, Himbi school, Kasika school, Amina school and Bethanie school. The researcher selected the schools and the head teachers using purposive sampling because these were key informants who have in-depth knowledge about the variables under scrutiny. The researcher employed simple random sampling in selecting the staff of 55 teachers. A questionnaire in a 5 likert-scale form was used in data collection.

Sampling

Sampling is the process of selecting units (people, organizations) from a population of interest so that by studying the sample we may fairly generalize our results back to the population from which they were chosen (Trochim, 2005). It is believed that when a sample is carefully obtained, it is then possible to generalize the results to the whole population as suggested by Amin (2005). The study was conducted in six (6) selected CBCA secondary schools in Goma. The schools that were selected were the sampling units. They were chosen from the government-aided CBCA schools, namely Majengo school, Visoke school, Himbi school, Kasika school, Amina school and Bethanie school. As a matter of fact, the six (6) head teachers of these schools are part and parcel of the sample. The researcher selected the schools and the head teachers using purposive sampling because these were key informants who have in-depth knowledge about the variables under scrutiny. Thus, the researcher chose this sample based on whom she thought would be appropriate for the study. The researcher employed simple random sampling in selecting the staff of 55 teachers. The researcher sampled a total of 61 employees from the population of the six (6) targeted schools, that is, six (6) head teachers and fifty-five (55) teachers.

Data collection techniques and tools

Primary data

Research techniques are tools, instruments or activities used in data collection. Following are the research techniques: questionnaires, interviews, observation, testing and recording. As regards our study, the researcher collected data thanks to the questionnaire technique. The term questionnaire is an umbrella one to encompass all the techniques of data collection in which each respondent is asked to answer the same set of questions in a predetermined order. The questionnaire is due to contain clear questions that will seek to collect the views of different people for the sake of validity, reliability and consistency of the collected information.

A questionnaire is a list of questions to which a respondent has to supply answers. With respect to the form, questions can be evaluated into two groups: open-ended questions and close-ended questions. Open-ended questions allow people sitting for the tests to answer in their own ways. Close-ended questions, also known as fixed questions, compel the respondents to choose the right answers among a set of the proposed ones. They can be subcategorized into: polar, alternative, completion, graded or scholar questions and matching test. Polar questions also known as binary questions, present the respondents with two choices in terms of right/wrong answers or yes/no answers, Alternative questions present the respondents with two or more answers in which to choose one. In matching tests, the respondent makes pairs by associating each element in the first column with another in the second one. Completion questions contain blanks that respondents have to complete with appropriate words for the sentence to make sense.

Unlike the polar or binary questions which basically limit or restrict the respondents' choice to 2 options, graded or scholar questions help to offer more options in order to express attitudes or views towards issues. The answers are presented in line with the Likert-scale. We have two types of graded or scholar questions. The first type includes intensity; the respondent shows how she/he feels about something. The second type is concerned with frequency, the respondent shows how often the event happens. Therefore, she/he uses adverbs of frequency: always, usually, sometimes, rarely, never. In brief, as long as possible, use close-ended questions because they are easy to process.

As regards our study, in our primary data, we made use of the questionnaire technique, specifically the close-ended questions, exactly the graded or scholar questions. In collecting data, these graded or scholar questions in scale (5 Likert) form were used:

Scale	Description	Interpretation
5	Strongly Agree	Very High
4	Agree	High
3	Not Sure	Average
2	Disagree	Low
1	Strongly Disagree	Very Low

17 questions were addressed to head teachers and 20 questions to teachers. This method was used because it allows for the collection of information from a wide coverage of respondents as was in the study which had targeted 61 respondents. Also, this technique was used because it helps to frame motives and feelings in Likert scaling (Creswell, 1994).

Secondary data

Secondary data was obtained by reviewing or exploring documents and books. Secondary data, also assimilated to the documentary method/approach or the desk book method, is the technique where documentation is handled. As regards the study at hand, we consulted with maximum heed books, journals, newspapers, research papers, reports, websites so as to gather reliable material. In this regard, electronic sources offered a supportive documentation that we fully excavated. Secondary data or documentary/desk book method provided substantial elements in relation to the head teacher leadership and the teachers' performance.

Data collection procedure

After approval of the research proposal, after getting the supervisor's authorization to conduct research in the field, the researcher, prior to her presence at the level of the targeted schools, made calls so as to set appointments, to explain the purpose of her arrival and to frame the people to meet. The researcher scheduled dates and time and went to the respective selected CBCA secondary schools in Goma, DRC and met head teachers and teachers who are the informants. As agreed in the preliminary contacts, for the sake of the reliability grounds, the respondent answered the questions in the presence of the researcher himself, in terms of the date and time set beforehand between the researcher and the informant.

This procedure ensured the researcher that the responses were stemming straight from the respondent and that the answers epitomized the innermost feelings, attitudes, perceptions and behavior of the informant. No clues, no influence from outside; only the researcher and the respondent were concerned. Primary data was collected from teachers and head teachers from the selected schools through questionnaires. While administering the questions, everything was held and run under the researcher's control, there was no point in appointing an assistant.

Data analysis methods

Quantitative data was generated by the use of questionnaires. Questionnaire method involved the use of self-administered questions to respondents in relation to the topic. The statistical analyses were manipulated thanks to SPSS, that is, the Statistical Package for Social Sciences, and presented using frequency distribution tables provided with histograms.

The percentage calculations related to each question and each answer was helpful to determine the existing relationship among the autocratic leadership and the teacher performance, the extent to which democratic leadership is related to the teacher performance, and the laissez-faire leadership impact on the teacher performance.

Presentation of Data, Analysis of Findings

Responses for Teachers

Table 1: The head teacher's encouragement

The head teacher encourages me to perform well in the classroom		
	Frequency	**Percentage**
Strongly Disagree	3	5,45%
Disagree	2	3,64%
Not sure	4	7,27%
Agree	33	60,00%
Strongly Agree	13	23,64%
Total	55	100,00%
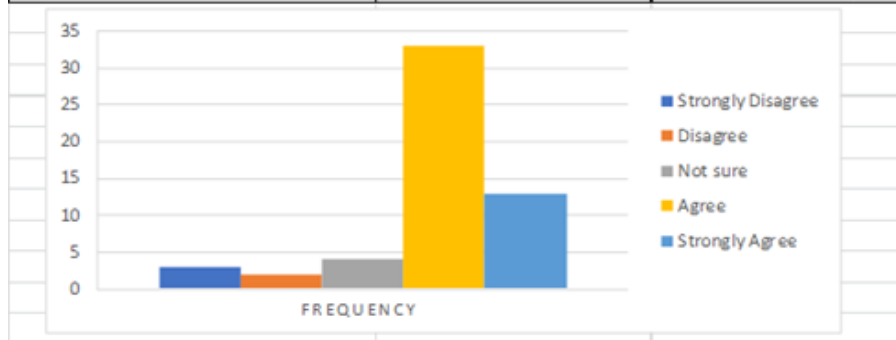
Figure 2: The head teacher's encouragement

From the findings in the table above, out of 55 teachers, 5,45% answered Strongly Disagree, 3,64% said Disagree, 7,27% responded Not Sure, 60% answered Agree and 23,64% answered Strongly Agree.

Table 2: Head teacher's imposition as regards the curriculum

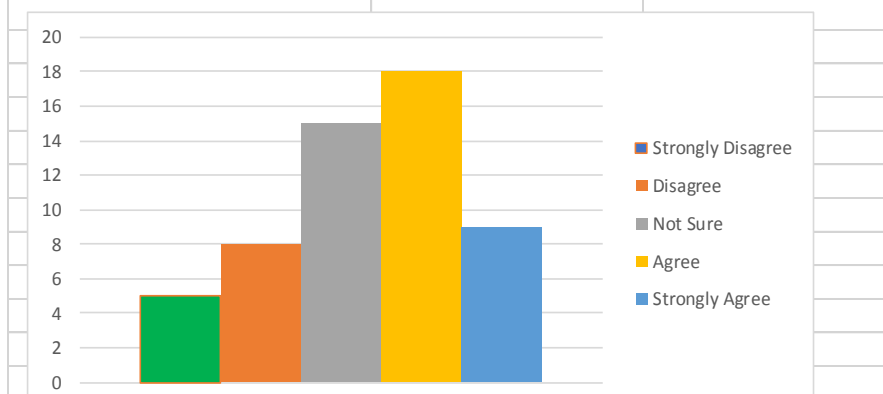| Head teacher exerts a lot of influence in determining the curriculum that is taught		
	Frequency	**Percentage**
Strongly Disagree	5	9,09%
Disagree	8	14,55%
Not Sure	15	27,27%
Agree	18	32,73%
Strongly Agree	9	16,36%
Total	55	100,00%

Figure 3: Head teacher's imposition as regards the curriculum

In this table, out of 55 teachers surveyed 9,09% responded Strongly Disagree, 14,55% said Disagree, 27,27% said Not Sure, 32,73% noted Agree and 16,36% said Str.

Table 3: Encouragement of the teacher's experience

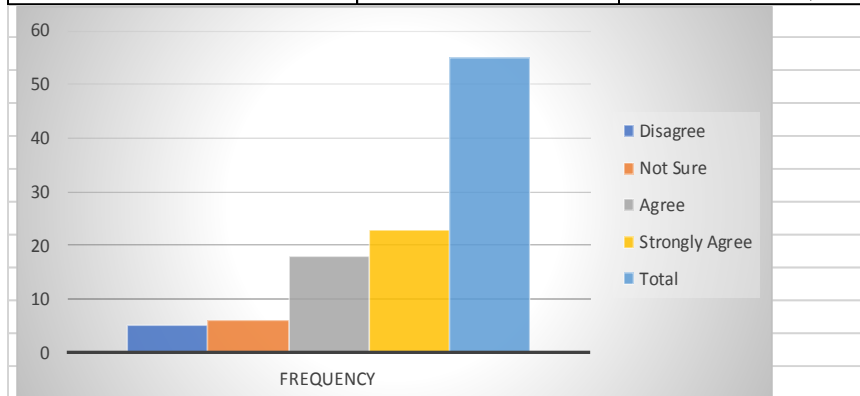| The head teacher encourages my experience for improving the students' learning		
	Frequency	Percentage
Strongly Disagree	3	5,45%
Disagree	5	9,09%
Not Sure	6	10,91%
Agree	18	32,73%
Strongly Agree	23	41,82%
Total	55	100,00%

Figure 4: Encouragement of the teacher's experience

In this table, out of 55 teachers surveyed 5,45% responded Strongly Disagree, 9,09% said Disagree, 10,91% said Not Sure, 32,73% noted Agree and 41,82% said Strongly Agree.

Table 4: The head teacher's authoritative behavior

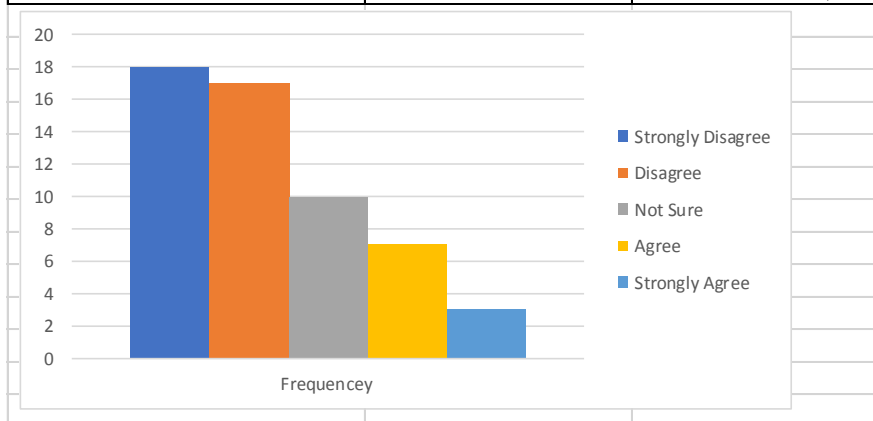| The head teacher is too much authoritative, he/she does not need any input from me, he/she thus creates in me hypocrisy		
	Frequencey	Percentage
Strongly Disagree	18	32,73%
Disagree	17	30,91%
Not Sure	10	18,18%
Agree	7	12,73%
Strongly Agree	3	5,45%
Total	55	100,00%

Figure 5: The head teacher's authoritative behavior

From the findings in the table above, out of 55 teachers, 32,73% answered Strongly Disagree, 30,91% said Disagree, 18,18% responded Not Sure, 12,73% answered Agree and 5,45% answered Strongly Agree.

Responses for Head Teachers

Table 5: Involvement in decision-making process

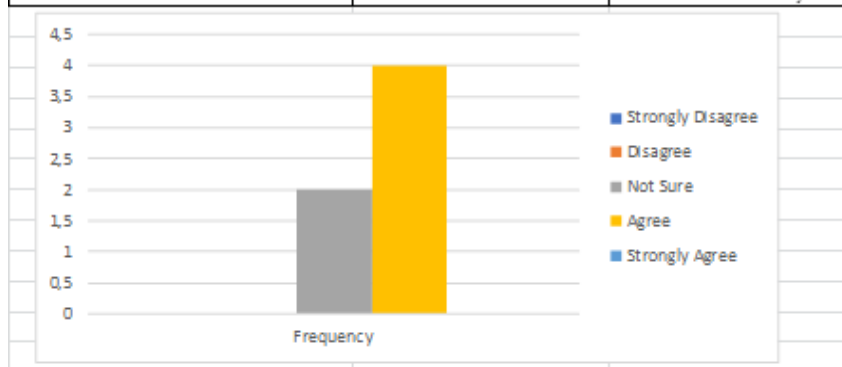| I involve teachers in the decision-making process		
	Frequency	Percentage
Strongly Disagree	0	0,00%
Disagree	0	0,00%
Not Sure	2	33,33%
Agree	4	66,67%
Strongly Agree	0	0,00%
Total	6	100,00%

Figure 6: Involvement in decision-making process

From this table, out of 6 Head teachers surveyed 0% responded Strongly Disagree, 0% said Disagree, 33,33% said Not Sure, 66,67% noted Agree and 0% said Strongly Agree.

Table 6: Creativity and innovation encouragement

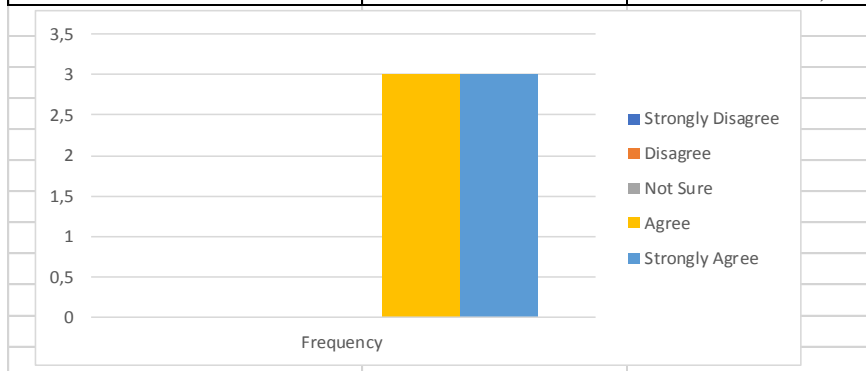| I encourage teachers to use creativity and innovation		
	Frequency	Percentage
Strongly Disagree	0	0,00%
Disagree	0	0,00%
Not Sure	0	0,00%
Agree	3	50,00%
Strongly Agree	3	50,00%
Total	6	100,00%

Figure 7: Creativity and innovation encouragement

From this table, out of 6 Head teachers surveyed 0% responded Strongly Disagree, 0% said Disagree, 0% said Not Sure, 50% noted Agree and 50% said Strongly Agree.

Table 7: Total submission

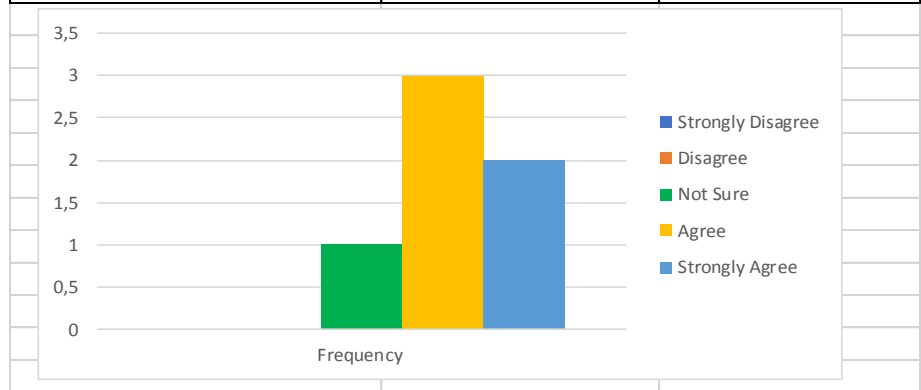| I am very strict and insist on teachers'absolute abedience and compliance to what I dictate		
	Frequency	**Percentage**
Strongly Disagree	0	0,00%
Disagree	0	0,00%
Not Sure	1	16,67%
Agree	3	50,00%
Strongly Agree	2	33,33%
Total	6	100,00%

Figure 8: Total submission

From this table, out of 6 Head teachers surveyed 0% responded Strongly Disagree, 0% said Disagree, 16,67% said Not Sure, 50, % noted Agree and 33,33% said Strongly Agree.

Table 8: Autocratic financing

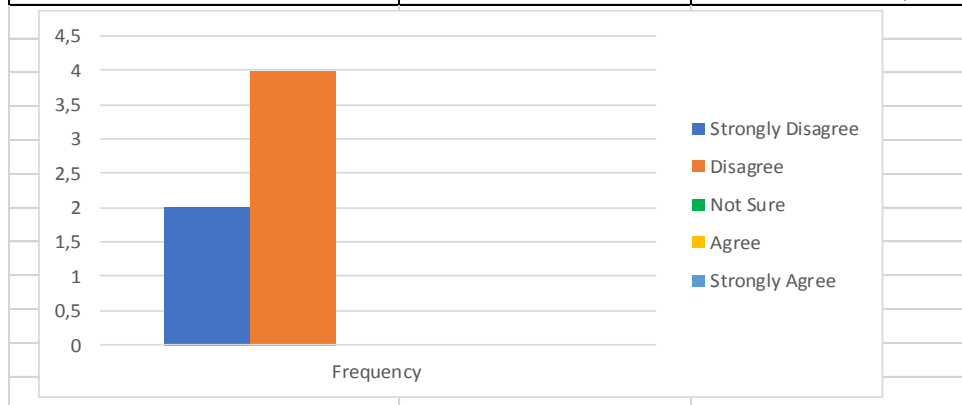| As for finance, I impose teachers to accept my proposal		
	Frequency	**Percentage**
Strongly Disagree	2	33,33%
Disagree	4	66,67%
Not Sure	0	0,00%
Agree	0	0,00%
Strongly Agree	0	0,00%
Total	6	100,00%

Figure 9: Autocratic financing

From this table, out of 6 Head teachers surveyed 33,33% responded Strongly Disagree, 66,67% said Disagree, 0% said Not Sure, 0% noted Agree and 0% said Strongly Agree.

Summary, Discussions, Conclusions

The study examined the leadership styles or practices and school performance in CBCA secondary schools in Goma, DRC. The study specifically looked at autocratic leadership style, democratic leadership style and laissez-faire leadership style and how these influence teacher performance in secondary schools in Goma. This chapter presents the summary, discussion, conclusions, recommendations and area for further research of the study and these are presented according to the findings in chapter four.

Summary of Findings

The study adopted the quantitative approach. The study looked at how autocratic leadership style, democratic leadership and laissez-faire leadership styles affect teacher performance in CBCA secondary schools in Goma.

In hypothesis one; there is a significant negative effect of head teacher's autocratic leadership style and teachers' performance in CBCA secondary schools in Goma 32,4% for teachers and 28,3% for head teachers accept the use of the style autocratic and this was the most dominant leadership style when it is the finance and the school curriculum. This implies that in autocratic leadership where there is no consensus, too much authority, and commanding language, the nature of performance among teachers is likely to be affected as teachers sometimes act in fear of head teachers to just fulfil what they are supposed to but without any willingness or passion for such work and this yields poor teacher performance.

In hypothesis two; there is significant positive effect of head teacher's democratic leadership style on teachers' performance. That is 67,6% for teachers and 71,7% for head teachers. This implies that any betterment in democratic leadership style would lead to improvement in teachers' performance as teachers exercise mutual decision -making process, enjoy staff development, participate as well in decentralized authority at school in the decision- making process.

In hypothesis three; the practice of the head teacher's laissez-faire leadership style is insignificant, this entails the fact that, as regards the teachers' performance, it is trivial and it goes without saying that it does not deserve our heed at all. The dissection of the respondents' view regarding this kind of leadership displays aloofness.

In hypothesis four; the democratic leadership style is the most appropriate in Goma CBCA secondary schools. That is 69,65% for the democratic style and 30,35% for the autocratic style.

The advantages of a democratic leadership style are that every group member has a say, and there is a transfer of power from the leader to subordinates, which can allow group members to develop their knowledge and skills (Kane & Patapan, 2010). To maintain stability and peace in a democratic school, principals must be decisively enough to quell conflicts that may arise because of freedom of speech, lack of experience and knowledge. Gill (2016) noticed that a democratic leadership style requires an extremely intuitive and observant leader who acts decisively when conflicts arise among team members. Van Deventer and Kruger (2005: 144) list the following positive effects of democratic leadership style: staff, parents and learners are motivated to realize the school's aims, staff experience, job satisfaction; there is two-way movement of information and ideas; human relations are good; an atmosphere prevails in which staff and learners can develop to their full potential; staff turnover is low. Jay (2014) notices that teamwork and participation of stakeholders are the common key characteristics of successful democratic schools. Jay (2014: 12) observes the following characteristics of democratic leaders: They tend to be more flexible and are

responsive to one's needs; they are able to motivate followers to participate in decision-making and are respectful; they emphasize group and leader participation in the making of policies; they make sure that decisions about organizational matters are arrived at after consultation and communication with various people in the organization; these leaders attempt, as much as possible, to make each individual feel that he/she is an important member of the organization; communication is multidirectional while ideas are exchanged between employees and the leader. A democratic leader consults and discusses an issue with other people before decision is taken. Although it seems a long process, but the outcomes are accepted and owned by people than those of autocratic leader. As participation takes time, this approach can lead to things happening more slowly but often, the end result is better (Bhatti et al., 2012).

The disadvantages of democratic leadership

Van Deventer and Kruger (2005: 144) observe that the disadvantages of democratic leadership is that "a great deal of time can be lost because too many people have to be consulted and for that reason, discussions may be too long." Furthermore, every decision can entail such a slow process that it can lead to opportunities being missed or risks being avoided too late (Peteman, 2000: 7). Gill (2016) lists the following disadvantages of democratic leadership: leaders can become overly dependent on the expertise and experience of subordinates; collaboration can consume valuable time getting input from people who are not in agreement; fast, incisive decisions may be difficult or even impossible, resulting in missed deadlines; relying on consensus from people who are misinformed or lack accurate data can be costly; leaders can become burdened by the challenge of overseeing experts on collaborative teams.

Discussion of Findings

The findings are discussed in accordance with the questions of the study and details are presented below. Study findings revealed a negative significant effect of the autocratic leadership style on teachers' performance in secondary schools. Therefore, in autocratic leadership where there is no consensus, too much authority, commanding language, the nature of performance among teachers is likely to be affected as teachers sometimes act in fear of head teachers, teachers behave as hypocrites just to fulfil what they are supposed to but without any willingness or passion for such work. This finding is related to Jered Slusher (2013), who asserts that in autocratic leadership style workers lose their commitment to the organization because the autocratic style of leadership strips them off their responsibility of the organizational success. This shows that isolating teachers by head teachers in decision-making lessens their commitment to taking full responsibility of the school programmer which they ought to do as per their profession. Without a sense of ownership in the organization, workers do not feel as committed.

This means that any improvement in autocratic leadership style is significantly and positively associated with improved teachers' performance in secondary schools in Goma town.

In line with John (2004), who asserts that, with autocratic leaders' power and decision-making reside in the autocratic leader. The autocratic leader directs group members on the way things should be done. The leader does not maintain clear channel of communication between himself or herself and the subordinates. He or she does not delegate authority nor permit subordinates to participate in policy-making.

This is related to Price (2012), who explains that democratic leaders often involve subordinates and groups in the decision-making process. The respective leader will have the final say, but only after having consulted the subordinates. They maintain that this leadership is potentially most feasible when leaders do not have full insight into the consequences of a

specific decision and an involvement of subordinates may strengthen the outcome of the decision. More so that the advantage of this leadership is that subordinates will feel more motivated and that any given decision will be enriched by the knowledge derived from the consultation.

However, when used appropriately this leadership style is one of the most effective and creates higher productivity, better contributions from group members and increased group morale. Democratic leadership can lead to better ideas and more creative solutions to problems because group members are encouraged to share their thoughts and ideas. This is in line with Luthans (2002), who says that democratic leadership is that which allows sharing decisions, encourages teamwork, creates innovation and creativity, initiates job training and motivates staff. In situations where roles are unclear or time is of the essence, democratic leadership can lead to communication failures and uncompleted projects. Democratic leadership works best in situations where group members are skilled and eager to share their knowledge. It is also important to have plenty of time to allow people to contribute, develop a plan and then vote on the best course of action.

Conclusions

Our study focused on the examination of the leadership styles or Practices and Schools Performance in the CBCA Secondary Schools in Goma DRC. The research Paper was led by four research objectives which were to find out the effect of democratic leadership style on teacher performance, the effect laissez-faire leadership on teacher performance and the kind of leadership which fits for the Goma CBCA Secondary Schools. The study used cross-sectional survey design with quantitative results.

Next, on the basis of the problems statement, different questions have brought in the result to the hypotheses from which all of them have been asserted presently as follows.

The leadership styles of head teachers have been reported to be the key factor bringing about this stake of affairs.

Such leadership styles were either autocratic, democratic, or laissez-faire. Inputs are invested in these six Goma secondary schools but expected outcome as regards school performance is meager. This is the problem.

A questionnaire in a 5 Likert-scale form was used in data collection.

In hypothesis one; there is a significant negative effect of head teacher's autocratic leadership style and teachers' performance in secondary schools in Goma 32,4% for teachers and 28,3% for head teachers accept the use of the style autocratic and this was the most dominant leadership style when it is the finance and the school curriculum. The nature of performance among teachers is likely to be affected as teachers sometimes act in fear of head teachers to just fulfill what they are supposed to but without any willingness or passion for such work and this yields poor teacher performance.

In hypothesis two; there is significant positive effect of head teacher's democratic leadership style on teachers' performance. That is 67,6% for teachers and 71,7% for head teachers.

In hypothesis three; the practice of the head teacher's laissez-faire leadership style is insignificant, it does not deserve our heed at all; the dissection of the respondents' view regarding this kind of leadership displays aloofness.

In hypothesis four; the democratic leadership style is the most appropriate in Goma the CBCA secondary schools. That is 69,65% for the democratic style and 30,35% for the autocratic style.

The study concluded that democratic leadership style influenced teachers' performance on a greater extent. Teachers revealed there was high respect for democratic leadership style.

Apart from the democratic leadership style, the study concluded that head teachers as regards some key aspects, are eager to practice the autocratic leadership in order to implement efficiently the national curricula and the finance management.

There is no need to mention the laissez-faire leadership style as long as throughout the research, the study evidenced that this practice is not relevant in the case study under scrutiny.

In fact, the applying of the above recommendations would help to the well set of the communication, which remains the key of the performance development at the School background.

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