

## The effect of leadership in implementing English as the medium of instruction on academic performance: A comparison of public and private primary schools in Karongi District, Rwanda

Sinabubaraga Emmanuel<sup>1</sup>  
Abdulrazaq Olayinka Oniye<sup>2</sup>

<sup>1</sup>[esinabubaraga@gmail.com](mailto:esinabubaraga@gmail.com)

<sup>2</sup>[oabdulrazaq@uok.ac.rw](mailto:oabdulrazaq@uok.ac.rw)/ [oniyeraz@gmail.com](mailto:oniyeraz@gmail.com) (+2348033824865)

<sup>1</sup><https://orcid.org/0009-0003-8421-6481>

<sup>1,2</sup>University of Kigali, Rwanda

<https://doi.org/10.51867/ajernet.6.2.62>

Submitted: 13<sup>th</sup> May 2025; Accepted: 6<sup>th</sup> June 2025; Published: 19<sup>th</sup> June 2025

### ABSTRACT

This study examines the effect of leadership in implementing English as the Medium of Instruction (EMI) on academic performance, comparing public and private primary schools in Karongi District, Rwanda. Supported by Bandura's Social Learning Theory and Policy Implementation Theory, the research employed a descriptive survey design using a mixed-methods approach, combining both qualitative and quantitative methods. A total of 145 participants were targeted across six schools during the study through a universal sampling technique, including 139 teachers and 6 head teachers. Data were collected through questionnaires, classroom observation checklists, document reviews, focus group discussions with 18 parents, and interviews with 6 school leaders and 1 Sector Education Inspector. Sampling techniques included simple random, stratified, purposive, and quota methods. The data were analyzed using R-square, regression, and model summary, and hypotheses were tested through descriptive statistics. The findings revealed significant inequalities in EMI implementation between public and private schools. Quantitative results indicated that school leadership strongly influences learners' academic performance in English ( $R = 0.540$ ,  $R^2 = 0.291$ ,  $p = 0.000$ ), particularly when the school vision is clearly communicated (Mean = 3.57). However, practices such as daily English use in meetings and activities recorded low scores (Mean = 2.64), indicating unreliable implementation. Teachers' English proficiency did not significantly influence learner imitation behaviors ( $p = 0.784$ ), suggesting that other factors—such as teaching methods, parental involvement, and school and classroom environment—also play a role. The availability of English language resources, including internet tools, significantly impacted learners' proficiency ( $R = 0.761$ ,  $R^2 = 0.580$ ,  $p = 0.000$ ), with regression results confirming a strong model fit ( $F = 97.292$ ). Additionally, the use of English as the medium of instruction had a statistically significant effect on both learner participation and academic performance ( $F = 5188.326$ ,  $p = 0.000$ ). Qualitative findings from observations, document analysis, and focus group discussions further highlighted gaps in policy implementation, the dominance of mother tongue in both schools and classrooms, and poor resource allocation by school leaders, particularly in public schools. The study recommends enhancing school leadership, providing regular training, monitoring EMI policy implementation, fostering an English-speaking culture across all school levels, and utilizing idle capacity and time within schools.

**Keywords:** Academic Performance, Comparison, English as the Medium of Instruction, Leadership, Public and Private Primary School

### I. INTRODUCTION

Leadership within educational institutions, particularly at the school administrative level, plays a great role to raise the academic attainment and influencing learner achievement. This environment is headed by school administrators who are recommended to guide staff and learners, foster an encouraging environment to learning, and driving the school towards its objectives (Şenol, 2019). This means that there is a clear link between the effectiveness of school leadership with the achievements of learners. School leaders can positively model to inspire collective action towards the school's vision (More-Keddy et al., *n.d.*). Leadership is more than just a position; it is a catalyst for creating a positive and productive educational ecosystem (Ongaga et al., 2020). Interpersonal skills, discipline, strategic thinking, and a forward-thinking approach can be part of leadership to elevate human performance through motivation, skill enhancement, and the cultivation of a supportive environment. Establishing clear objectives, designing organizational frameworks, and providing explicit instructions are crucial elements of effective leadership, which fosters collaboration among families, communities, and staff, distributes responsibilities, and aligns resources with institutional goals (Memela & Ramrathan, 2022).

According to Kapur (2021) presented that leadership has a critical role in the success of educational institutions across the globe. Countries where education systems is In fixed such as the United States and England, school administrators are expected to guide, assist, and motivate both staff and learners to achieve institutional objectives (Olowoselu & Rodrigues, n.d) due to it is characterized by strong relationships, discipline, vision, and strategic guidance which enhance school performance through clear goal-setting, organizational development, and supportive work environments (Leithwood, 2021). As pinned by Musabwayire and Sikubwabo (2024), also revealed on how a good leadership enables family and community engagement, teamwork, responsible staffing, and the alignment of resources with school objectives. Importantly, effective leadership adapts to evolving school contexts over time.

It was noted in the United States and Canada via Empirical studies that a strong school leadership positively effects learner achievement (Richards & Pun, 2023). However, in developing countries, the effectiveness of school leaders is often undermined by policy implementation gaps and deficient leadership training. Nzarugarura & Ndagijimana (2025) revealed that in Nigeria and Uganda, leadership significantly inspires teacher well-being and instructional outcomes (Liebowitz & Porter, 2019; Boateng & Mensah, 2024). Meanwhile, Ascenzi-Moreno et al. (2016) identified school leaders as agents of change, crucial in implementing policies, although some administrators, especially in the U.S., have been uncertain in imposing language policies. In contrast, school leaders in Mexico's Chiapas region showed stronger policy agreement, reflecting the importance of local leadership in national policy enforcement (Blair, 2024).

Critically in sub-Saharan Africa, cases such absenteeism, misconduct, and lack of professionalism among school leaders keeps growing in school system toward poor performance. Case of Mali's Mopti region, faced high dropout and absenteeism rates mostly for girls which were attributed to poor school leadership and inadequate learning conditions (World Bank, 2021). Heystek and Emekako (2020) observed that leadership significantly influences school quality by motivating teachers and fostering better academic performance. In South Africa, Du Plessis (2019, 2020) advocated for greater institutional autonomy to promote collaborative leadership and collective problem-solving. This approach aligns with policy intentions and enhances stakeholder engagement in school governance (Aber et al., 2021).

Globally, English is a dominant language, officially used in 67 countries and employed in education in 27 others (Gherwash, 2024). According to Matsuda (2024) reported that in multilingual African contexts, there have to balance the need for respect of international communication with local languages. By policymakers. Despite its official status in many African countries, English often presents learning barriers. It has been shown by many researches that a lot of learners struggle with English, and limiting its effectiveness as a medium of instruction (Adamson, 2022). Nonetheless, English remains the official medium of instruction in several African countries, including Rwanda, Uganda, Tanzania, and Ghana (Foster, 2023).

Since Rwanda reformed its medium of instruction from French to English in 2008, both school leaders, teachers and learners face significant challenges (Sibomana, 2022). Studies indicate that over 85% of primary teachers possess only beginner or elementary proficiency in English, negatively affecting learner outcomes (Ndizeye, 2022; Ingabire et al., 2024). Learners struggle with listening, speaking, reading, and writing in English, which reduces their ability to express themselves and comprehend classroom content (Silliman et al., 2020).

Academic performance, a key motivation for learners and educators alike, is strongly influenced by the language of instruction, teacher proficiency, available resources, learning environments, and especially leadership quality (Mahoro et al., 2024; Crawford & Marin, 2021; Patrick, 2020; Babirye, 2022). Research highlights that poor leadership contributes to teacher burnout, demoralization, high turnover, and underperformance in schools (Nomnian & Arphattananon, 2018). In Rwanda, the Rwanda Basic Education Board [REB] (2021) and University of Rwanda College of Education (2023), both identified school leadership as a critical factor affecting teacher commitment, student outcomes, and overall school performance (Ministry of Education [MINEDUC], 2008).

According to National Examination and School Inspection Authority [NESA] (2023) reported that it has been faced performance disparities from 2018 to 2024 between public and private schools. The report of the Sector Education Inspector of Rubengera sector for primary schools on 3/1/2024 In the Rubengera sector of Karongi District, showed that public schools underachieved significantly compared to private counterparts. For instance, while private schools like Indatwa and Ecole Etoile Rubengera School saw fluctuating performance, public schools such as EP Rubengera II and Rubengera I Primary School reported low success rates, particularly in English and mathematics. Based on the above, there is significant barrier, particularly in resources constrained public schools to practice English as the medium of instruction (Crawfurd & Hares, 2021).

Due to better resource allocation and management, teacher motivation and follow up and instructional practice private schools often outperform public institutions (Abonyi & Sofo, 2021). Studies in Ghana and Rwanda have shown that while public schools often have certified teachers, they are hindered by ineffective supervision, lack of incentives, and poor leadership (Adu-Baffoe & Bonney, 2021).

## 1.1 Statement of the Problem

School leadership plays an important role in effective policy implementation and learners achievement, as proved by various studies (Cisneros-cohernour, 2021). Research led in the United States, Canada, and Mexico's Chiapas region indicates that well-managed schools tend to enhance learner outcomes (Blair, 2024). Conversely, in developing countries such as Nigeria and Uganda, weak leadership and limited training contribute to implementation failures and poor school performance (Liebowitz & Porter, 2019). Lauterbach et al. (2024) further reveal that poor school leadership accounts for approximately 80% of implementation challenges in Mali, Nigeria, and Uganda, as leaders struggle to translate policies into actionable strategies (Ali & Mushtaq, 2024; Muspitasari, 2024).

In Rwanda, despite the policy adoption of English as the Medium of Instruction (EMI) in 2008, aimed at aligning with Vision 2020 for global integration (Ngabonziza & Kagwesage, 2024), numerous challenges remain. Many Primary Six learners lack Basic English skills, adversely affecting their performance in subjects like Mathematics, Social Studies, and Science. The 2023 National Examination and School Inspection Authority (NESA) report highlights weaker English proficiency compared to other subjects, with only 39.3% of learners meeting the Global Proficiency Framework (GPF). Language barriers, combined with issues such as absenteeism, resource limitations, poor supervision, and ineffective policy execution (Heystek & Emekako, 2020), hinder EMI implementation and contribute to high failure rates in district and national exams, especially among Primary Four, Five, and Six learners.

Recent assessment data from the Rubengera sector shows that in the 2023-2024 school year, the success rates in the First Term Comprehensive Assessment were 73.4% for P4, 75.6% for P5, and 69.6% for P6, with failure rates of 26.6%, 24.4%, and 30.4% respectively. The Second Term results indicate only 61.9% of P4 learners, 66.2% of P5 learners, and 51.1% of P6 learners passed, emphasizing ongoing challenges. Notably, private schools in Karongi District have effectively implemented EMI, benefiting from better resource management, teacher preparation, and parental support, aligning with Epstein's engagement model and Johari Window Theory (Budukh, 2021). This study aims to explore the role of leadership in EMI implementation within six elementary schools in Karongi District, focusing on school management, teachers' adaptation, and learners' performance, to identify best practices for improving leadership and academic success.

## 1.2 Research Hypothesis

*H0<sub>1</sub>*: There is no significant relationship between school management practices and learners' academic performance in English in public and private primary schools in Karongi District.

*H0<sub>2</sub>*: There is no significant relationship between teachers' proficiency in English and learners' engagement and participation in classrooms in public and private primary schools in Karongi District.

*H0<sub>3</sub>*: There is no significant relationship between the availability of English language resources and learners' proficiency in English in primary schools in Karongi District.

*H0<sub>4</sub>*: There is no significant relationship between English as the medium of instruction and learners' academic performance and overall proficiency in English in public and private primary schools in Karongi District.

## II. LITERATURE REVIEW

### 2.1 Theoretical Review

The paper used social learning, policy implementation, due coding, and academic performance theories to contribute to the research problem and objectives. A researcher chose the theories because they are linked to the objective of the study and would be used to draw conclusion on the problems faced.

#### 2.1.1 Social Learning Theory

Albert Bandura developed this hypothesis in 1977. According to the theory, learning is facilitated by cognitive processes, modelling, reinforcement, self-efficacy, and observation (Ilmiani et al., 2021). School administrators may use them to affect students' English language skills. Through observation, students could mimic the actions of their professors, friends, or school administrators during interactions in the classroom and school setting. This included motivation, attention, retention, and reproduction, according to Bandula (De Felice et al., 2023).

#### 2.1.2 Policy Implementation Theory

This theory was developed by Merilee S. S.Grindle in 2018 with the goal of comprehending how policies are put into practice. This links policy decisions to actual program execution are all part of this intricate process. English as medium of instruction as after being created, teachers' and school administrators have to put in practice at school level (Bland, 2019). However, at school level, some obstacles to putting education policy into effect frequently was resulted from poor coordination, a lack of organisational resources, actors' inadequate capabilities, or opposition to changes (Bowden et al., 2024). This policy advises school leaders what to do to effectively implement policy through good planning, resource allocation, and good poor execution and others (Muhammad et al., 2024).

## 2.2 Empirical Review

### 2.2.1 School Management Practices on Learners' Academic Performance in English in Public and Private Primary Schools

School leadership is crucial in determining how well students perform academically, especially when it comes to the efficient application of educational programs. Ineffective leadership has been recognised as a significant obstacle to the implementation of policies on a global scale. For instance, according to Muspitasi (2024), 80% of policy implementation issues in Mali, Nigeria, and Uganda are caused by inadequate school leadership. These problems frequently show themselves as poor plan implementation, insufficient resource allocation, poor supervision, and absenteeism.

Leadership deficiencies have a similar impact on educational performance in Rwanda. Head teachers usually assign curriculum and policy-related tasks to teachers, which leaves them without enough assistance. Ninety percent of teachers said they needed more leadership advice, according to a Rwanda Education Board assessment. These leadership deficiencies affect students' academic achievement by impeding the successful adoption of English as the Medium of Instruction (EMI) (Anicet & Aphrodis, 2017).

According to Mwanasiti (2019), school administrators greatly enhance the quality of instruction and teaching methods when they concentrate on their primary responsibilities, which include upholding educational policies. A pleasant school atmosphere and improved student accomplishment are the results of effective leadership, which includes providing teachers with motivating support (Cruickshank, 2024). Leadership practices and academic outcomes are also linked in Pakistani research, which demonstrates that while superior school facilities have a beneficial impact on performance, teacher absence has a negative correlation (Ali & Mushtaq, 2024). Report of MINEDUC (2008) showed to use English in school it is mandatory. This defines that strong leadership, continuous teacher development, and improved resources are essential for the effective implementation of EMI in schools.

According to Leithwood (2019), learning results can be enhanced, especially in English instruction, by matching resources with school objectives, properly staffing teaching positions, and promoting shared leadership among stakeholders. Supportive settings that improve English language instruction and learning are produced by collaborative leadership techniques. The situation in Rwanda differs from reality since schools there are poorly run and the majority of new regulations are poorly carried out. This demonstrates how support and techniques used in schools cause private and public schools to perform differently academically, with private schools consistently outperforming public schools (Ansaah, 2021). In fact, due to inadequate resource allocation by school administrators, policies are not implemented effectively in schools (Nawas et al., 2024; Shaturaev, 2021).

### 2.2.2 Teachers' Proficiency in English and Learners' Engagement and Participation in Classrooms

English language competency of teachers has a significant impact on learners' academic performance, especially in situations where English is the primary language of instruction. Using pertinent research and data, this essay investigates the relationship between instructors' English language competency and student engagement and achievement (Yuksel et al., 2023).

The English language competency of teachers has a big influence on how well learners learn and participate in class activities. Improved learner performance is a result of teachers who are fluent in English being better able to conduct classes, use teaching resources wisely, and give correct feedback (Davis & Maher, 2020). High English proficiency instructors, for example, are better at explaining difficult ideas to their pupils, which lowers miscommunication and improves comprehension (Bruton, 2025). Furthermore, skilled English teachers are more likely to use a variety of teaching techniques that encourage learners to actively participate in class activities that accommodate various learning preferences, therefore enhancing the overall experience (Mohammed, 2024).

Studies show a significant relationship between learners' engagement and academic performance and teachers' English language competency. Research indicates that pupils instructed by highly skilled English teachers typically exhibit superior engagement and performance on evaluations and standardised examinations. Marquez (2018) discovered, for instance, that pupils in schools with highly proficient English-speaking teachers achieved far better scores on English language evaluations. Additionally, fluent English speakers are better at involving their students in interactive and communicative teaching techniques, which increases student enthusiasm and academic performance (Khamis et al., 2024). Based on the research hypothesis and empirical study show that 85% of primary school teachers in Rwanda have only beginner or elementary English proficiency. This negatively impacts learners' performance (Ndizeye, 2022). Studies link teachers' English skills to learners' success (Ingabire et al., 2024).

### 2.2.3 Availability of English Language Resources on Learners' Proficiency in English

The availability of teaching aids is often limited to regular classes, which negatively impacts student participation through English usage. Research indicates that merely instructing teachers on how to use these aids is insufficient; it is also essential to emphasise their importance (Ndahayo & Ndayambaje, 2024). For primary-aged

children, who are full of energy and potential, the opportunity to take responsibility for their learning is crucial. When instructional resources are available in tangible forms, learners can physically engage with them, allowing them to categorise, organise, and better understand the content being taught. This hands-on interaction fosters greater engagement between learners and their teachers (Muhammed et al., 2024).

Libraries play a crucial role in enhancing reading skills and promoting the use of the English language among students, teachers, and school administrators. Schools that offer a diverse range of reading materials, such as storybooks, periodicals, dictionaries, newspapers, and subject-specific books, are better positioned to foster these abilities. However, Rwandan schools often face challenges due to poorly stocked libraries, which hampers the application of English in the school environment and contributes to the country's overall low performance in the language. Factors such as a weak reading culture, inadequate public libraries, lack of interest and practice, poor comprehension skills (including hearing impairments), insufficient assessment of language components, and inadequate guidance significantly hinder academic performance (Harerimana et al., 2024).

Having sufficient English language resources and utilising them effectively and efficiently is crucial for enhancing educational outcomes. Johnson et al. (2020) assert that strategy within a management context involves planning for both direction and scope of an organisation. This principle is equally applicable to educational settings, where resources must be strategically utilised to meet educational objectives, even in challenging environments. For students in higher education, the scope of using these resources can range from maximising learning to achieve academic goals to minimising effort to pass exams. Effective coping strategies become necessary when students perceive that available resources are insufficient to meet their goals or assessment requirements. In a multilingual setting, these strategies are essential for overcoming learning challenges and ensuring academic success (Mutambo et al., 2022).

Schools that lack sufficient infrastructure, targeted teacher training, and educational materials face challenges in implementing effective EMI, which directly affects students' academic performance (Atuhura & Nambi, 2024; Smith et al., 2020). When critical resources like textbooks, digital tools, and other instructional aids are limited, students' ability to understand English-based content diminishes, irrespective of their conversational skills (Lee, 2020). Consequently, as recent research emphasises, factors such as teacher qualifications, instructional methods, motivation, strategic planning, and efficient resource management are crucial for closing this academic literacy gap and improving overall educational quality (Jones & Ahmed, 2020).

#### **2.2.4 Medium of Instruction on Learners' Academic Performance and Overall Proficiency in English**

Rwanda approved English as its medium of instruction in 2008, aiming to align with Vision 2020 for global integration (Ngabonziza & Kagwesage, 2024). Despite efforts in early childhood education, challenges continue in EMI implementation. Many Primary Six pupils have no Basic English skills, affecting Mathematics, Social Studies, and Science performance. The 2023 National Examination and School Inspection Authority (NESA) report underlined weaker English proficiency compared to other subjects. Despite teacher training, many still underlay to their mother tongue, and school leaders struggle with management. The data provides a comparison of pass rates for Primary Mathematics, Sciences and Technology, Social Studies, and English exams in rural and urban areas for the years 2021 and 2022. English, pass rates for English were 91.2% in rural areas and 97.1% in urban areas in 2021. By 2022, the rates were 89.7% in rural areas and 95.1% in urban areas. While the rural pass rate for English slightly decreased, urban areas saw a decrease in pass rate as well. The data shows the pass rates for primary students in English exam categorized by school ownership (Public, Private, and Government Aided) for the years 2021 and 2022. With English subject, in 2021, private schools had the highest pass rate (96%), with both Public and Government Aided schools having equal rates (92%) and in 2022, private schools maintained the highest pass rate (98%), Public schools experienced a slight drop (90%), while Government Aided schools remained consistent at 90%. Generally, private schools achieved higher pass rates across all English subject compared to Public and Government Aided schools from 2021 to 2022 (NESA, 2023).

A medium of instruction is expected to serve as a tool that facilitates the learning of content subjects (Richards & Pun, 2023). Globally, countries have been compelled to adopt English in their teaching and learning processes (Tan, 2019). Language proficiency is a critical factor influencing academic performance, as seen in Murray and Christinon (2019) report on the challenges faced by Australian students due to weak language skills.

In many African countries in sub Saharan Africa, such as Ghana, Botswana, Kenya Uganda, and Tanzania face the same challenge to employ English as their primary language of education (Foster, 2023). Also in these countries which already adopted English contributes to lower engagement and comprehension, particularly in Sub-Saharan Africa (Crawfurd & Hares, 2021). However, the adoption of English is complicated by the dominance of numerous indigenous languages, creating challenges for national and local governments in selecting official languages for education (Heugh, 2022). A notable example is Ethiopia, where the transition from mother tongue to English varies by region and type of school. Private schools often teach English from the kindergarten level, while public schools adhere to national policies with varying degrees of success (Clegg, 2021). This disparity, coupled with criticisms of poor teaching methodologies that inhibit communicative competence contributes to the debate over whether English facilitates or obstructs learning in different educational contexts (Yallew, et al., 2021).

Many researches done showed that institutions lack of use of English in their environment (Irakoze & Sikubwabo, 2024). Over 90% of teachers surveyed presented that they needed support from school leaders to manage the implementation of the policy in schools. However, many school leaders don't perform their duties effectively to support teachers in public schools (Heystek & Emekako, 2020).

### III. METHODOLOGY

The researcher employed a descriptive survey research design using a mixed methods approach that integrated both quantitative and qualitative methods to gain a comprehensive understanding of the research problem (Cruikshank, 2024). The research was conducted in Karongi District, Rubengera Sector, Western Province of Rwanda targeting teachers and school leaders from public and private primary schools. The target population was composed by 145 participants include 139 teachers and 6 school leaders from six purposefully chosen schools were included to ensure balanced representation across school types. Data were collected using Questions, interview, checklist, documentation analysis and observation. . The research design facilitated triangulation of data sources and methods to enhance the validity and depth of findings. A pilot study was employed in two schools not involved in the main study, involving 15 teachers and 2 school leaders, to test and refine the instruments based on feedback. Internal consistency was established through statistical tests using SPSS, and the tools' stability was confirmed by reliability coefficients. Quantitative data were analysed using SPSS version 20, applying descriptive statistics (means and standard deviations) and inferential statistics (regression analysis and Analysis of Variance [ANOVA]), while qualitative data from interviews, focus groups, and document analysis underwent thematic analysis to identify recurring patterns and themes. Triangulation was applied to cross-validate findings across all data sources, and pseudonyms were used to protect participant identities.

**Table 1**

*Accessible Population Based on the Institution*

| Institutions 'name         | Frequency  | Percent      |
|----------------------------|------------|--------------|
| Ecole Etoile Rubengera     | 22         | 15.2         |
| Gacaca Primary School      | 18         | 12.4         |
| Indatwa School Rubengera   | 25         | 17.2         |
| Rubengera 2 Primary School | 43         | 29.7         |
| Rubengera I Primary School | 26         | 17.9         |
| Wisdom School Rubengera    | 11         | 7.6          |
| <b>Total</b>               | <b>145</b> | <b>100.0</b> |

The table 1 presented data on the distribution of respondents according to their respective institutions within the Rubengera sector. Out of a total of 145 participants, Rubengera 2 Primary School had the highest number of respondents, contributing 43 individuals, which accounts for 29.7% of the total. This is followed by Rubengera I Primary School with 26 respondents (17.9%) and Indatwa School Rubengera with 25 respondents (17.2%). Ecole Etoile Rubengera contributed 22 respondents (15.2%), while Gacaca Primary School had 18 (12.4%). Wisdom School Rubengera recorded the lowest participation with 11 respondents, representing 7.6% of the total. Overall, the data indicates a fair representation from different institutions, with the majority coming from public schools in the Rubengera sector.

**Table 2**

*Positions*

| Positions    | Frequency  | Percent      |
|--------------|------------|--------------|
| Head Teacher | 6          | 4.1          |
| Teacher      | 139        | 95.9         |
| <b>Total</b> | <b>145</b> | <b>100.0</b> |

The table 2 showed the distribution of respondents based on their professional positions. Out of a total of 145 participants, the majority were teachers, accounting for 139 respondents, which represents 95.9% of the total. Only 6 participants, or 4.1%, were head teachers.

## IV. FINDINGS & DISCUSSION

### 4.1. School Management Practices on Learners' Academic Performance in English in Public and Private Primary Schools in Karongi District

Based on the objective number one, table 3 presented descriptive statistics and provided insight into the perceived effects of school management practices on learners' academic performance in English in public and private primary schools in Karongi District.

**Table 3**

*Effects of School Management Practices on Learners' Academic Performance in English in Public and Private Primary Schools in Karongi District*

| Guided questions for H0.1                                                                                                                                                          | N   | Mean | SD    | Variance |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|------|-------|----------|
| School leaders clearly communicate the vision and goals for improving learners' academic performance in English                                                                    | 145 | 3.57 | 1.257 | 1.580    |
| School leaders during the academic meetings, minutes of the meeting is taken in English, reported in English and clearly communicate in English for improving the usage of English | 143 | 2.64 | 1.484 | 2.203    |
| School leaders have introduced policy of using English in entire school from morning up to the evening.                                                                            | 143 | 2.64 | 1.484 | 2.203    |
| School leaders introduced clubs or competitions or discussion or public speaking activities to promote English usage in schools and talents of learners.                           | 143 | 2.64 | 1.484 | 2.203    |
| School leaders promote English usage from P1-P6                                                                                                                                    | 143 | 2.82 | 1.513 | 2.291    |
| School leaders plan a day of English in school or daily English usage.                                                                                                             | 143 | 2.82 | 1.513 | 2.291    |
| School leaders allocate competent and experienced teachers in lower level such as P1, 2, 3 or upper P4, P5, P6                                                                     | 143 | 2.82 | 1.513 | 2.291    |

Based on the objective number one, on the table 3, presented descriptive statistics and provided insight into the perceived effects of school management practices on learners' academic performance in English in public and private primary schools in Karongi District. The responses from 143 to 145 participants revealed varying levels of implementation and emphasis on English language promotion. The highest mean score is 3.57 (Std. Deviation = 1.257), indicated that most respondents agreed that school leaders clearly communicate the vision and goals for improving learners' academic performance in English. This suggested strong leadership focused on academic outcomes. However, other school management practices such as the use of English in meetings, setting English-only policies, organizing clubs and competitions, promoting English across all grades, planning English days, and allocating competent teachers received lower mean scores ranging from 2.64 to 2.82, with standard deviations around 1.484 to 1.513. These scores indicated a neutral to slightly disagreeing trend among respondents, suggesting that these practices are either inconsistently applied or not strongly emphasized in schools. Overall, the data showed that while school vision and communication are positively rated, there was a need to strengthen other practical strategies that enhance English usage and improve learners' academic performance across both public and private primary schools in Karongi District. Poor implementation was also revealed as ineffective leadership strategies by teachers from schools (REB, 2021 & URCE, 2023).

**Table 1**

*Model Summary using R-Square for School Management Practices and Academic Performance in English*

| Model Summary <sup>b</sup> |                   |          |                   |                            |                   |          |     |     |               |
|----------------------------|-------------------|----------|-------------------|----------------------------|-------------------|----------|-----|-----|---------------|
| Model                      | R                 | R Square | Adjusted R Square | Std. Error of the Estimate | Change Statistics |          |     |     |               |
|                            |                   |          |                   |                            | R Square Change   | F Change | df1 | df2 | Sig. F Change |
| 1                          | .540 <sup>a</sup> | .291     | .286              | 1.067                      | .291              | 57.522   | 1   | 140 | .000          |

a. Predictors: (Constant), 5 of school management practices

b. Dependent Variable: 5 academic performance in English

The table 4 above presented the Model Summary with the results of a linear regression analysis that examined the influence of school management practices on academic performance in English. The model revealed that school management practices have a moderate positive effect on learners' academic performance in English, with a correlation coefficient (R) of 0.540. The R Square value of 0.291 indicated that approximately 29.1% of the variation in academic performance in English can be explained by the school management practices examined. The model is statistically significant, as shown by the F-value of 57.522 and a p-value of .000, suggesting that the relationship between the variables is not due to chance. This means that without school leaders' efforts without a good implementation of English policy in schools. This aligned with Shaturaev (2021), showing a gap between leadership and policy implementation.

**Table 2***Analysis of Variance of School Management Practices and Academic Performance in English*

| ANOVA <sup>a</sup> |            |                |     |             |        |                   |
|--------------------|------------|----------------|-----|-------------|--------|-------------------|
| Model              |            | Sum of Squares | df  | Mean Square | F      | Sig.              |
| 1                  | Regression | 65.504         | 1   | 65.504      | 57.522 | .000 <sup>b</sup> |
|                    | Residual   | 159.426        | 140 | 1.139       |        |                   |
|                    | Total      | 224.930        | 141 |             |        |                   |

a. Dependent Variable: 5 academic performance in English

b. Predictors: (Constant), 5 of school management practices

The table 5 showed data analysed through ANOVA was and determined whether school management practices significantly influence academic performance in English. The results revealed a statistically significant effect,  $F(1, 140) = 57.522$ ,  $p < .001$ . The sum of squares for Regression is 65.504, which indicated the portion of the total variance in academic performance in English explained by school management practices. The Residual Sum of Squares is 159.426, representing unexplained variance (error). The Total Sum of Squares is 224.930, showing the total variance in academic performance in English among students. The Mean Square for Regression is 65.504, and for Residuals, it's 1.139. The F-value of 57.522 with a p-value of .000 (which is less than .05) suggests that the regression model is highly significant. This indicates that the correlation between English academic performance and school management techniques is not the result of chance and is probably going to persist in the general population. The p-value of 0.000 indicated that the results were not a coincidence and that school management techniques actually affect academic achievement in English. This indicates that academic performance is not an accident and is probably a real, persistent effect. According to Leithwood (2021), Mutua (2024), and Cruickshank (2024), these matched the successful integration of English as the Medium of Instruction in schools, which requires strong leadership and resource allocation.

**Table 6***Relationship between Teachers' Proficiency in English and Learners' Engagement and Participation in Classrooms in Public and Private Primary Schools in Karongi District*

| Guided questions for H0.2:                                                                                       | N          | M    | SD    | V     |
|------------------------------------------------------------------------------------------------------------------|------------|------|-------|-------|
| Teachers demonstrate a high level of proficiency in English when delivering lessons                              | 139        | 4.00 | .876  | .768  |
| Daily communication by teachers is done in English in order to improve learners' academic performance in English | 143        | 2.64 | 1.484 | 2.203 |
| Learners sincerely imitate to what teachers speak or write either mistakes or corrects.                          | 139        | 4.00 | .876  | .768  |
| Teachers' English proficiency inspires learners to improve their own language skills.                            | 139        | 4.00 | .876  | .768  |
| <b>Valid N (listwise)</b>                                                                                        | <b>137</b> |      |       |       |

The table 6 above presented descriptive statistics on the relationship between teachers' proficiency in English and learners' engagement and participation in classrooms. The findings showed teachers' ability to demonstrate a high level of proficiency in English while delivering lessons had a mean score of 4.00 (with a standard deviation of 0.876), indicated that most teachers are perceived as proficient in English. In contrast, the practice of daily communication by teachers in English improves learners' academic performance received a mean of 2.64 (with a standard deviation of 1.484), suggested a more neutral or less frequent use of English for communication in classrooms. Indeed, the point of learners' imitation of what teachers speak or write (whether correct or incorrect) also scored a mean of 4.00, similar to the other proficiency indicators, implying that learners frequently imitated teachers' language either positive or negative. Means teachers have to practice English properly. The influence of teachers' English proficiency on inspiring learners to improve their own language skills similarly scored 4.00, the findings suggested that learners were motivated by their teachers' language skills. The data indicated that while teachers are generally seen as proficient in English and have a strong impact on learners' language imitation, there appeared to be less emphasis or frequency in using English daily for communication aimed at improving academic performance. The overall relationship suggested that teachers' proficiency positively influences learners' engagement and participation. These findings aligned with Bandura's Social Learning Theory of where learners learn through observation, self-efficacy, reinforcement, modeling, and cognitive process in learning (Rumjaun & Narod, 2020), and the Policy Implementation Theory, underscoring the importance of leadership and resources in supporting teacher effectiveness.

**Table 3**

*Analysis of Variance of Teachers' Proficiency in English and Learners Sincerely Imitate to what Teachers Speak or write either Mistakes or Corrects*

| ANOVA <sup>a</sup> |              |                |            |             |       |                   |
|--------------------|--------------|----------------|------------|-------------|-------|-------------------|
| Model              |              | Sum of Squares | df         | Mean Square | F     | Sig.              |
| 1                  | Regression   | 21.130         | 2          | 10.565      | 5.096 | .007 <sup>b</sup> |
|                    | Residual     | 290.227        | 140        | 2.073       |       |                   |
|                    | <b>Total</b> | <b>311.357</b> | <b>142</b> |             |       |                   |

a. Dependent Variable: Learners sincerely imitate to what teachers speak or write either mistakes or corrects.

b. Predictors: (Constant), teachers' proficiency in English

The findings from the table 7 showed the ANOVA results for the overall regression model which is statistically significant, with an F-value of 5.096 and a p-value of .007. Since the p-value is less than 0.05, it indicated that the combination of the predictors (in this case, teachers' proficiency in English) significantly predicts the dependent variable, which is learners sincerely imitating what teachers speak or write, whether correct or incorrect. This means the relationship between teachers' English proficiency and learners' imitation behavior is unlikely to be due to chance, and teachers' proficiency plays a meaningful role in shaping how learners imitate language use in the classroom. Literature review showed lack of engagement in classroom and outside of the class discussions through English usage and impact negatively to the performance from the research conducted in Nigeria, Uganda, Rwanda and Mali. This showed a gap between leadership and implementation of policy (Shaturaev, 2021).

**Table 4**

*Model Summary for Teachers' Proficiency in English and Learners' English Proficiency*

| Model Summary |                   |          |                   |                            |
|---------------|-------------------|----------|-------------------|----------------------------|
| Model         | R                 | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1             | .261 <sup>a</sup> | .068     | .055              | 1.43981                    |

a. Predictors: (Constant), teachers' proficiency in English

The table 8 showed the regression analysis with a weak positive relationship between teachers' proficiency in English and the dependent variable (learners sincerely imitating what teachers say or write), with an R value of .261. The R Square = .068, meaning that only 6.8% of the variation in learners' imitation behavior is explained by teachers' English proficiency. The Adjusted R Square = .055, which slightly adjusts for the number of predictors. This indicated that while there is a relationship, it is weak, and teachers' proficiency in English does not strongly predict learners' imitation behavior in this model. This means that there is not powerful enough to confidently say that teachers' English proficiency alone causes learners to imitate what they say or write. There are other factors such as teaching methods, classroom environment, student motivation, school policy, school environment, resources, internal and external motivations.

**Table 5**

*Coefficients of Teachers' Proficiency in English and Learners Proficiency*

| Coefficients <sup>a</sup> |                                                 |                             |            |                           |       |      |
|---------------------------|-------------------------------------------------|-----------------------------|------------|---------------------------|-------|------|
| Model                     |                                                 | Unstandardized Coefficients |            | Standardized Coefficients | t     | Sig. |
|                           |                                                 | B                           | Std. Error | Beta                      |       |      |
| 1                         | (Constant)                                      | .859                        | .571       |                           | 1.505 | .135 |
|                           | Teachers' proficiency in English                | .178                        | .648       | .107                      | .275  | .784 |
|                           | Teachers' English proficiency inspires learners | .265                        | .663       | .155                      | .399  | .690 |

Dependent Variable: Learners imitating what teachers say or write (whether correctly or incorrectly). The findings from table 9 of the regression analysis revealed that teachers' proficiency in English and the belief that teachers' English proficiency inspires learners do not significantly influence whether learners imitate what teachers say or write. This is evident from the high p-values for both variables (teachers' proficiency = .784, and inspiration from teachers' proficiency = .690), which are above the 0.05 threshold. This means that their impact on learners' imitation behavior is not statistically significant. Additionally, the constant value (B = .859, p = .135) also lacks statistical significance. Overall, the results suggested that these teacher-related factors do not have a meaningful predictive effect on learner imitation in this model. This means that there are other factors which contribute to learners' proficiency if the p-value = .784, is much greater than 0.05, indicating that this predictor is not statistically significant. This means when teachers' proficiency in English increased leads to increased level of learners. However, it is not reality because there are other

factors such as teaching methods, school resources, learner motivation, classroom environment, school support, school environment which can contribute to increased learners' proficiency.

**Table 10**

*The Availability of English Language Resources Impact Learners' proficiency in English in Primary Schools in Karongi District*

| Guided questions for research H0.3                                                                                                                                                                                                      | N   | Mean | SD    | Variance |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|------|-------|----------|
| The school provides sufficient English textbooks for all learners.                                                                                                                                                                      | 138 | 3.70 | 1.131 | 1.279    |
| Learners have access to a well-stocked library with books and materials to improve their English skills.                                                                                                                                | 139 | 3.35 | 1.233 | 1.520    |
| Audio-visual materials, such as audio tapes, recordings, broadcast, television, maps, PPT, videos and language labs, are used effectively in the classroom to support English learning.                                                 | 139 | 2.88 | 2.241 | 5.021    |
| Teachers have access to adequate resources such as radio programs and podcasts, films, textbooks, short story books, display materials, games, PPT, worksheets, social media, software, TED ED for preparing effective English lessons. | 140 | 2.58 | 2.146 | 4.605    |
| Internet resources are available such as search engine ( google, REB e-learning, blogs, social media, google scholar, GPT chat, websites, multimedia and used to support English language learning in classrooms.                       | 143 | 2.82 | 1.513 | 2.291    |

The findings from the table 10 presented descriptive statistics on the impact of the availability of English language resources on learners' proficiency in English. The table 10 showed the highest mean (**3.70**) which meant the most schools provided sufficient English textbooks, which is positively perceived by respondents. A slightly lower mean (3.35) suggested moderate access to libraries, which also contributes to English proficiency but is not fully adequate in all schools. However, the use of audio-visual materials (Mean = 2.88) and internet-based resources (Mean = 2.82) is relatively limited. The lowest mean (2.58) is for teachers' access to diverse digital and non-digital teaching resources, showing a notable gap in instructional support for English teaching.

**Table 6**

*Analysis of Variance of Availability of English Language Resources and Improving Learners' English Skills*

| ANOVA <sup>a</sup> |            |                |     |             |        |                   |
|--------------------|------------|----------------|-----|-------------|--------|-------------------|
| Model              |            | Sum of Squares | df  | Mean Square | F      | Sig.              |
| 1                  | Regression | 127.935        | 2   | 63.967      | 97.292 | .000 <sup>b</sup> |
|                    | Residual   | 92.704         | 141 | .657        |        |                   |
|                    | Total      | 220.639        | 143 |             |        |                   |

a. Dependent Variable: improve Learners' English skills.

b. Predictors: (Constant), Internet resources are available, availability of English language resources

The findings from the table 11 relied on the regression model which examined the impact of English language resources (including internet resources) on improving learners' English skills. The result showed statistically significant. In fact, the above means the F-value is 97.292 with a p-value of .000, which is less than 0.05. This means the model is highly significant, and the predictors (availability of English language resources and internet resources) have a meaningful effect on learners' English proficiency. In other words, the relationship is not due to random chance, and these resources strongly contribute to improving English skills among learners in the schools surveyed.

**Table 7**

*Model Summary for Internet Resources Availability, Availability of English Language Resources and Improving Learners' English Skills*

| Model Summary |                   |          |                   |                            |
|---------------|-------------------|----------|-------------------|----------------------------|
| Model         | R                 | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1             | .761 <sup>a</sup> | .580     | .574              | .81085                     |

a. Predictors: (Constant), Internet resources are available, availability of English language resources

The findings from the table 12 showed the correlation coefficient (R) is 0.761, which indicated a strong positive relationship between the availability of English language resources (including internet resources) and learners' English proficiency. The R Square value is 0.580, meaning that 58% of the variation in learners' English proficiency can be explained by the availability of these resources. The Adjusted R Square (0.574) confirmed that the model remains strong even after adjusting for the number of predictors. It was suggested that the availability of English language resources and internet tools significantly contributes to improving learners' English skills in primary schools of Karongi District.

**Table 8***Coefficients of Availability of English Language Resources, and Improving Learners' English Skills*

| Model |                                            | Unstandardized Coefficients |            | Standardized Coefficients | t      | Sig. |
|-------|--------------------------------------------|-----------------------------|------------|---------------------------|--------|------|
|       |                                            | B                           | Std. Error | Beta                      |        |      |
| 1     | (Constant)                                 | .120                        | .243       |                           | .495   | .621 |
|       | availability of English language resources | .776                        | .061       | .711                      | 12.703 | .000 |
|       | Internet resources are available           | .130                        | .046       | .158                      | 2.827  | .005 |

a. Dependent Variable: improve Learners' English skills.

The findings from the table 13 showed the constant is not statistically significant ( $p = .621$ ), meaning it does not meaningfully contribute when other variables are zero. The availability of English language resources has a strong and statistically significant positive effect on improving learners' English skills:  $B = .776$ ,  $Beta = .711$ ,  $p = .000$  this indicated that as English resources increase, learners' English skills improve significantly. Internet resources also have a positive and significant impact:  $B = .130$ ,  $Beta = .158$ ,  $p = .005$ . While the effect is smaller than English resource availability, it is still statistically meaningful. Both the availability of English language resources and internet access significantly improve learners' English proficiency, with physical/digital resources having the strongest influence. Comparative studies by Akram et al. (2020) and Davis & Maher (2020) reinforced that teacher fluency directly affects student engagement and performance, particularly when resources and professional development are insufficient. If are available, there are other factors.

**Table 14***Descriptive Statistics English as the Medium of Instruction on Learners' Academic Performance and Overall Proficiency*

| Guided questions for research H0.3                                                                                                                               | N   | Mean | SD    | Variance |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|------|-------|----------|
| Using English as the medium of instruction has improved learners' overall/ general proficiency in English                                                        | 143 | 2.82 | 1.513 | 2.291    |
| Learners perform better academically in subjects (social studies, SET, Mathematics) when taught in English compared to other languages.                          | 139 | 3.94 | .957  | .916     |
| Teachers read notes of Social Studies, SET, and Mathematics in English and switch explanations in their mother tongue to facilitate learners ease understanding. | 143 | 2.82 | 1.513 | 2.291    |
| English as the medium of instruction makes learning more accessible and relevant to learners' cultural backgrounds.                                              | 143 | 2.82 | 1.513 | 2.291    |
| Learners are more likely to participate in class discussions when English is the medium of instruction.                                                          | 143 | 2.82 | 1.513 | 2.291    |
| The use of English as the medium of instruction positively affects learners' performance in other subjects (e.g Social Studies, SET, Mathematics).               | 145 | 3.57 | 1.257 | 1.580    |
| Valid N (listwise)                                                                                                                                               | 138 |      |       |          |

The table 14 presents descriptive statistics regarding the English as the medium of instruction influences learners' academic performance and English proficiency in public and private primary schools in Karongi District. The findings revealed Highest Mean (3.94) with Learners perform better academically in subjects like Social Studies, SET, and Mathematics when taught in English, showing a positive effect of EMI on content subject performance. It also showed Moderately Positive Effects (Means around 2.82 – 3.57): with the use of English improves general proficiency (Mean = 2.82). The EMI positively affects performance in other subjects (Mean = 3.57). With participation in discussions and connection to learners' cultural backgrounds have shown moderate agreement (Mean = 2.82). The findings also showed that there is switching between languages. Teachers often switch to mother tongue while explaining subjects, indicating a need for bilingual support for better comprehension (Mean = 2.82). Based on the findings, the data suggested that while EMI enhances learners' academic performance in core subjects and improved their English proficiency, the average responses (mostly around 2.82) also indicated that challenges remain such as learner participation and language accessibility. Recommends to reinforce language policy by school leaders (Coleman, 2023). These findings aligned with previous research by Irakoze & Sikubwabo (2024), which emphasized the negative impact of insufficient English use in institutions, underscoring the importance of effective English language integration in educational settings.

**Table 9**

*Analysis of Variance for English as the Medium of Instruction and Learners' Participate in Class Discussions and Overall Performance*

| ANOVA <sup>a</sup> |            |                |     |             |          |                   |
|--------------------|------------|----------------|-----|-------------|----------|-------------------|
| Model              |            | Sum of Squares | df  | Mean Square | F        | Sig.              |
| 1                  | Regression | 322.894        | 1   | 322.894     | 5188.326 | .000 <sup>b</sup> |
|                    | Residual   | 8.900          | 143 | .062        |          |                   |
|                    | Total      | 331.793        | 144 |             |          |                   |

a. Dependent Variable: Learners' participate in class discussions and overall performance

b. Predictors: (Constant), English as the medium of instruction

The findings from the table 15 showed Regression Sum of Squares = 322.894; that the most of the variation in learners' participation and performance is explained by English being used as the medium of instruction. Residual Sum of Squares = 8.900: This is the unexplained variation, which is very small compared to the regression sum, suggesting a strong model. F-value = 5188.326 and Sig. (p-value) = .000: This very high F-value and the p-value of less than 0.001 indicate that the model is statistically significant. This was interpreted as there is a strong and statistically significant relationship between the use of English as the medium of instruction and learners' participation and overall academic performance. The use of English significantly improves how learners engage in discussions and perform academically in school.

**Table 10**

*Model Summary for English as the Medium of Instruction and Learners' Participate in Class Discussions and Overall Performance*

| Model Summary |                   |          |                   |                            |
|---------------|-------------------|----------|-------------------|----------------------------|
| Model         | R                 | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1             | .986 <sup>a</sup> | .973     | .973              | .24947                     |

a. Predictors: (Constant), English as the medium of instruction

The findings from the table 16 showed R = 0.986: with a very strong positive correlation between English as the medium of instruction and learners' participation in class discussions and overall performance. The R Square = 0.973 which means that 97.3% of the variance in learners' participation and performance can be explained by using English as the medium of instruction. With Adjusted R Square = 0.973 confirmed the model which is highly reliable, even after adjusting for the number of predictors. The Standard Error of the Estimate = 0.24947 with a small value indicated that the model's predictions are very close to the actual observed values. Using English as the medium of instruction has a very strong and significant impact on learners' engagement and academic performance in primary schools. The model explained almost all the variation, showing it is highly predictive.

**Table 11**

*Coefficients for English as the Medium of Instruction and Learners' Participate in Class Discussions and Overall Performance*

| Coefficients <sup>a</sup> |                                      |                             |            |                           |        |      |
|---------------------------|--------------------------------------|-----------------------------|------------|---------------------------|--------|------|
| Model                     |                                      | Unstandardized Coefficients |            | Standardized Coefficients | t      | Sig. |
|                           |                                      | B                           | Std. Error | Beta                      |        |      |
| 1                         | (Constant)                           | .010                        | .044       |                           | .220   | .826 |
|                           | English as the medium of instruction | .989                        | .014       | .986                      | 72.030 | .000 |

a. Dependent Variable: Learners' participate in class discussions and overall performance

The findings from the table 17 showed the Constant (B = 0.010, Sig. = 0.826): The interrupt is not statistically significant, meaning it doesn't meaningfully affect the dependent variable on its own. Means that there are other factors. English as the medium of instruction (B = 0.989, Beta = 0.986, t = 72.030, Sig. = 0.000): The unstandardized coefficient (B = 0.989) showed that for each one-unit increase in the use of English as the medium of instruction, learners' participation and performance increase by 0.989 units. The standardized coefficient (Beta = 0.986) indicated a very strong positive relationship. The t-value (72.030) is extremely high and the p-value (Sig. = 0.000) is highly significant, showing this result is not due to chance. Using English as the medium of instruction has a statistically significant and strong positive effect on learners' participation in class discussions and their overall academic performance.

**Table 12***Summary on Tested Hypotheses*

| No | Hypotheses                                                                                                                                                                                                         | P. Value     | Verdict  |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|----------|
| 1  | There is no significant relationship between school management practices and learners' academic performance in English in public and private primary schools in Karongi District.                                  | <b>0.000</b> | Rejected |
| 2  | There is no significant relationship between teachers' proficiency in English and learners' engagement and participation in classrooms in public and private primary schools in Karongi District.                  | .784         | Accepted |
| 3  | There is no significant relationship between the availability of English language resources and learners' proficiency in English in primary schools in Karongi District?                                           | .000         | Rejected |
| 4  | There is no significant relationship between English as the medium of instruction and learners' academic performance and overall proficiency in English in public and private primary schools in Karongi District. | 0.001        | Rejected |

The table 18 showed that if the p-value is less than 0.05, it means that the probability of obtaining the observed data, or data more extreme, under the assumption that the null hypothesis is true is very low (less than 5%). The results from the hypothesis testing reveal important insights into factors influencing learners' academic performance and English proficiency in public and private primary schools in Karongi District. The first hypothesis, which proposed no significant relationship between school management practices and learners' academic performance in English, was rejected ( $p = 0.000$ ), indicating a strong and significant link. Similarly, the third and fourth hypotheses were also rejected ( $p = 0.000$  and  $p = 0.001$  respectively), showing that both the availability of English language resources and the use of English as the medium of instruction significantly affect learners' proficiency and academic performance. However, the second hypothesis, concerning the relationship between teachers' English proficiency and learners' classroom engagement, was accepted ( $p = 0.784$ ), suggesting no statistically significant relationship in that area. These findings highlight the importance of school leadership, resource availability, and instructional language in shaping educational outcomes.

## V. CONCLUSION & RECOMMENDATIONS

### 5.1. Conclusion

It has been seen that school leadership plays a crucial role in enhancing English proficiency, but there are notable gaps in policy implementation and leadership commitment. It is also seen that school leadership plays a crucial role in addressing the challenges related to resource availability and utilization for enhancing English learning. Many respondents called for stronger leadership and clearer policy enforcement to ensure the effective use of English. Teachers' English proficiency has no significantly influence on learners' imitation highlighted the role of other factors.

### 5.2 Recommendations

Based on the findings, the study is suggested that school leaders should establish structured monitoring and follow up mechanisms. School leaders should guarantee the regular application of the English policy by establishing strong strategies and responsible measures to address gaps in execution and enforcement. Should assign skilled teachers to early-grade classes and The, Ministry of education, Rwanda Basic Education Board (REB), National Examination and School Inspection Authority (NESA), and NGOs should apply idle capacity and establish mentorship and coaching programs in schools. It is also recommended to schools to invest in regular Continuous Professional Development (CPD) initiatives to enhance teachers' English proficiency and enforce policies that promote daily communication in English among teachers and students. The schools should arrange investing in and expanding access to technological tools to facilitate collaborating English learning and bridge existing gaps. Teachers should receive training on effectively incorporating audio-visual resources like videos, educational podcasts, and collaborative media to enhance English language acquisition in the classroom. It is also recommended that schools should implement targeted language support initiatives, such as remedial English classes and peer tutoring, to help learners overcome language barriers and improve comprehension in all subjects and carry out regular assessments to track learner progress, identify language related challenges, and refine instructional approaches to maximize learning outcomes. Both Ministry of Education, REB, NESA, NGOs and school leaders should establish daily English hours, debate clubs, and peer mentorship. Lastly, Ministry of education, REB, NESA, and NGOs should conduct needs assessment at school based on finding the problem behind of not applying English in the classroom effectively as it is policy.

## REFERENCES

- Aber, J. L., Dolan, C. T., Kim, H. Y., & Brown, L. (2021). Children's learning and development in conflict- and crisis-affected countries: Building a science for action. *Development and Psychopathology*, 33(2), 506–521.
- Abonyi, U. K., & Sofo, F. (2021). Exploring instructional leadership practices of leaders in Ghanaian basic schools. *International Journal of Leadership in Education*, 24(6), 838–854.
- Adamson, L. (2022). Fear and shame: Students' experiences in English-medium secondary classrooms in Tanzania. *Journal of Multilingual and Multicultural Development*, 45(8), 3275–3290. <https://doi.org/10.1080/01434632.2022.2093357>
- Adu-Baffoe, E., & Bonney, S. (2021). A study of job satisfaction and retention amongst public and private basic school teachers in Ghana. *Journal of Education and Practice*, 12(3), 136–149.
- Akram, H., Yang, Y., Ahmad, N., & Aslam, S. (2020). Factors contributing to low English language literacy in rural primary schools of Karachi, Pakistan. *International Journal of English Linguistics*, 10(6), 335–346.
- Ali, R., & Mushtaq, S. (2024). Head teachers' perspectives on management challenges in public and private secondary schools. *Pakistan Social Sciences Review*, 8(3), 352–367.
- Anicet, K., & Aphrodis, N. (2017). The role of monitoring and evaluation on assessing VVOB Rwanda projects' paradigm in improving school management and leadership. *International Journal of Education*, 7(7), 138–165.
- Ansah, A. O. (2021). *Math achievement of low-socioeconomic status students: A comparative study of public-school settings* (Doctoral dissertation). University of Denver.
- Ascenzi-Moreno, L., Hesson, S., & Menken, K. (2016). School leadership along the trajectory from monolingual to multilingual. *Language and Education*, 30(3), 197–218.
- Atuhura, D., & Nambi, R. (2024). Competence-based language curricula: Implementation challenges in Africa. *ELT Journal*, 78(3), 245–254.
- Babirye, S. (2022). *Comparison of academic performance in mathematics in day and boarding schools at UCE* (Doctoral dissertation). Busitema University.
- Bandura, A., & Walters, R. H. (1977). *Social learning theory* (Vol. 1, pp. 141–154). Prentice Hall.
- Blair, A. (2024). Distributed liderazgo: The making of spaces and leadership structures for a multilingual school ecology. *International Journal of Multilingualism*, 1–16. <https://doi.org/10.1080/14790718.2024.2340750>
- Bland, J. (2019). Teaching English to young learners: More teacher education and more children's literature! *Online Submission*, 7(2), 79–103.
- Boateng, A. Y., & Mensah, K. O. (2024). Evaluating head teachers' leadership styles and the perceived job satisfaction of public basic school teachers in Ghana. *Global Journal of Education and Learning*, 12(1), 1–18.
- Bowden, R., Uwineza, I., Dushimimana, J. C., & Uworwabayeho, A. (2024). Learner-centred education and English medium instruction: Policies in practice in a lower-secondary mathematics class in rural Rwanda. *Compare: A Journal of Comparative and International Education*, 54(2), 294–313.
- Bruton, C. (2025). Exploring holistic development and HRD 5.0 in English-medium instruction: Promoting well-being for local language students. In *Humanizing the hyperconnected workplace* (pp. 281–316). IGI Global.
- Budukh, M. (2021). *Developing and evaluating a training programme for leadership behaviours focusing on psychological theory of transactional analysis* (Doctoral dissertation). The University of Waikato.
- Cisneros-Cohernour, E. J. (2021). The key role of administrators in supporting teacher leadership and professionalism in southern Mexico. *Research in Educational Administration and Leadership*, 6(1), 313–340.
- Clegg, J. (2021). Multilingual learning in Anglophone Sub-Saharan Africa: How to help children use all their languages to learn. In *Multilingual learning and language supportive pedagogies in Sub-Saharan Africa* (pp. 144–169). Routledge.
- Coleman, H. (2023). A language policy framework for professional and occupational contexts. *Journal of Applied Linguistics and Professional Practice*, 17(2), 206–230.
- Crawford, M., & Marin, S. V. (2021). Loud and clear: Effective language of instruction policies for learning. *World Bank Policy Approach Paper*, 102. World Bank.
- Crawford, L., & Hares, S. (2021). The impact of private schools, school chains, and public-private partnerships in developing countries (No. 602). Center for Global Development.
- Cruikshank, E. G. (2024). *Principal feedback: A mixed methods study on how teachers respond to informal feedback* (Doctoral dissertation). Concordia University Irvine.
- Davis, R., & Maher, M. (2020). The role of teacher language proficiency in student success. *Educational Review*, 72(3), 319–334.
- De Felice, S., Hamilton, A. F. D. C., Ponari, M., & Vigliocco, G. (2023). Learning from others is good, with others is better: The role of social interaction in human acquisition of new knowledge. *Philosophical Transactions of the Royal Society B*, 378(1870), 20210357.

- Du Plessis, A. (2019). School governance and management decentralisation and school autonomy in the South African education system (Doctoral dissertation). North-West University.
- Du Plessis, A. (2020). The emergence of decentralised centralism in the South African education governance system. *Journal of Southern African Studies*, 46(1), 165–183.
- Foster, D. (2023). Language of instruction attitudes in rural Tanzania: Parental discourses and valued linguistic capabilities. In *Multilingual learning: Assessment, ideologies and policies in Sub-Saharan Africa* (pp. 123–145). Routledge. <https://doi.org/10.1080/14790718.2024.2340750>
- Gherwash, G. (2024). A socio-historical analysis of English in Libya. *World Englishes*, 43(1), 71–85.
- Grindle, M. S. (2018). Despite the odds: The contentious politics of education reform.
- Harerimana, E., Kamanzi, A., Tabaro, C., & Nshimiyimana, E. (2024). The contribution of English reading materials to improving students' English performance in lower secondary schools in the Shyira Sector of Nyabihu District, Rwanda. *African Journal of Empirical Research*, 5(2), 507–516.
- Henderson, R. W., & Cunningham, L. (2023). Creating interactive sociocultural environments for self-regulated learning. In *Self-regulation of learning and performance* (pp. 255–281). Routledge.
- Heugh, K. (2022). Linguistic citizenship as a decolonial lens on southern multilingualisms and epistemologies. In *Struggles for multilingualism and linguistic citizenship* (pp. 35–38).
- Heystek, J., & Emekako, R. (2020). Leadership and motivation for improved academic performance in schools in low socio-economic contexts. *International Journal of Educational Management*, 34(9), 1403–1415.
- Ilmiani, A. M., Wahdah, N., & Mubarak, M. R. (2021). The application of Albert Bandura's social cognitive theory: A process in learning speaking skill. *Ta'lim al-'Arabiyyah: Jurnal Pendidikan Bahasa Arab & Kebahasaaraban*, 5(2), 181–192.
- Ingabire, M. Y., Nizeyimana, G., Mukingambeho, D., & Tusiime, M. (2024). Influence of teacher-learner classroom interactions' strategies on learners' learning performance in lower primary. *International Journal of English Literature and Social Sciences*, 9(3), 438–448.
- Irakoze, J., & Sikubwabo, C. (2024). Determinants of students' mastery of English language as the medium of instruction in Rwandan universities. *African Journal of Empirical Research*, 5(3), 614–628.
- Johnson, J., Whittington, R., Regnér, P., Angwin, D., Johnson, G., & Scholes, K. (2020). *Exploring strategy*. Pearson UK.
- Jones, M., & Ahmed, T. (2020). *Effective instructional methods for language proficiency*. Academic Press.
- Kapur, R. (2021). Leadership role in educational institutions. *International Journal of Information, Business and Management*, 13(3), 27–37.
- Khamis, N., Yunus, M. M., & Mansor, A. Z. (2024). Language learning strategies used by Malaysian ESL students to improve English communication: A systematic literature review. *International Journal of Learning, Teaching and Educational Research*, 23(2), 461–477.
- Lauterbach, S., Crawford, L., Kirezi, J., Nsabimana, A., & Peeraer, J. (2024). Improving school leadership in Rwanda (No. 691).
- Lee, J. (2020). Resource management in English medium schools: Challenges and strategies. Routledge.
- Leithwood, K. (2019). Characteristics of effective leadership networks: A replication and extension. *School Leadership & Management*, 39(2), 175–197.
- Leithwood, K. (2021). A review of evidence about equitable school leadership. *Education Sciences*, 11(8), 377.
- Liebowitz, D. D., & Porter, L. (2019). The effect of principal behaviors on student, teacher, and school outcomes: A systematic review and meta-analysis of the empirical literature. *Review of Educational Research*, 89(5), 785–827.
- Mahoro, C., Nshimiyimana, A., Majyambere, E., Ntagwabira, V., Hakizimana, J., & Mitari, M. (2024). Techniques used by primary teachers when using English as medium of instruction in Rubavu District, Rwanda. *African Journal of Empirical Research*, 5(1), 445–455.
- Marquez, C. C. (2018). Differences in reclassified fluent English proficient students' academic achievement between dual language and structured English immersion programs (Doctoral dissertation). Northcentral University.
- Matsuda, P. K. (2024). Let's face it: Language issues and the writing program administrator. In *Landmark essays on writing program administration* (pp. 135–153). Routledge.
- Memela, G. K. S., & Ramathan, L. (2022). The perspective of school leadership and management: The role of the school principal in academic learner performance. *South African Journal of Education*, 42(2), 1–8. <https://doi.org/10.15700/saje.v42n2a2071>
- MINEDUC. (2008, July). *School management: Training manual for secondary school head teachers, administration of secondary schools*. Kigali, Rwanda: Ministry of Education.
- Mohammed, A. A. (2020). Review paper on university teachers' performance appraisal. *Open Access Library Journal*, 7(7), 1–18.

- Mohammed, D. D. A. M. A. (2024). Boosting language assessment literacy and positive backwash: A skill-based language teaching approach for EFL graduate students. *Journal of Research in Curriculum Instruction and Educational Technology*, 10(1), 267–324.
- More-Keddy, G. K., Mpuangnan, K. N., Dick-Sagoe, C., & Roboji, Z. (n.d.). Leadership practices at public high schools in Gaborone, Botswana. *International Journal of Educational Best Practices*, 8(1), 1–20.
- Muhammad, A., Abubakar, M., & Yankaba, B. A. (2024). Management support and financial resource availability in the implementation of technical and vocational education and training policy in Nigeria. *African Journal of Educational Management, Teaching and Entrepreneurship Studies*, 13(2).
- Murray, D. E., & Christison, M. (2019). *What English language teachers need to know: Volume I: Understanding learning*. Routledge.
- Musabwayire, J., & Sikubwabo, C. (2024). Effect of school leadership practices on the commitment of secondary school teachers in Musanze District, Rwanda. *African Journal of Empirical Research*, 5(2), 550–563.
- Muspitasari, Y. (2024). *Environmental assessment (EA) follow-up in energy infrastructures: A comparative study of practice in the Netherlands, Iceland, and Denmark* (Doctoral dissertation), University of Iceland, Reykjavik.
- Mutambo, N., Mwange, A., Manda, R., Chiseyeng'i, J., Mashiri, G., & Bwalya, J. (2022). Principles and practices of strategy for effective and efficient performance of business organisations. *European Journal of Business and Management*, 14(14), 52–68.
- Mutua, D. K. (2024). Assessing the use of technological applications to promote English language learning in upper primary schools in Kitui County (Doctoral dissertation). Machakos University.
- Mwanasiti, M. M. (2019). Influence of head teachers' management role on learners' academic performance in public primary schools in Kisauni Sub-County, Kenya (Doctoral dissertation). KEMU.
- Nawas, A., Darmawan, I. G. N., & Maadad, N. (2024). Sekolah versus madrasah: Navigating the varied effects of multilevel factors on student English reading performance. *School Effectiveness and School Improvement*, 35(4), 413–456.
- Ndahayo, J., & Ndayambaje, I. (2024). Computer-assisted language learning in English teaching: Availability of teaching and learning resources to enhance students' performance in English as a subject in technical secondary schools, Nyanza District, Rwanda. *African Journal of Empirical Research*, 5(1), 84–91.
- Ndizeye, A. (2022). Students' and lecturers' attitudes towards English medium of instruction in engineering courses at Rwanda Polytechnic (Doctoral dissertation). University of Rwanda (College of Education).
- NESA. (2023, April). *Report on analysis of general education, TTCs, and TVET national examination results (2019–2022)*. National Examination and School Inspection Authority.
- Ngabonziza, J. D. A., & Kagwesage, A. M. (2024). Teachers' perspectives on translanguaging strategies in English medium instruction in Rwanda. *Journal of African Interdisciplinary Studies*, 8(7), 259–271.
- Nomnian, S., & Arphattananon, T. (2018). School administrators' competencies for effective English language teaching and learning in Thai government primary schools. *IAFOR Journal of Education*, 6(2), 51–69.
- Nzarugarura, M. E., & Ndagijimana, J. B. (2025). Effects of head teachers' professional development programs on effective school leadership: A case of secondary schools in Rubavu district, Rwanda. *African Journal of Empirical Research*, 6(2), 504–521.
- Olowoselu, A., & Rodrigues, A. L. (n.d.). Educational leadership and management techniques in educational administration. In *International perspectives on educational administration using educational inquiry* (pp. 53–62). Routledge.
- Ongaga, K. O., Ombonga, M., Finch, K. K., & Turner, J. S. (2020). High school principals' leadership roles and use of time. *Journal of Education and Practice*.
- Patrick, M. S. (2020). Effects of language of instruction on students' academic performance in community secondary schools in Bunda District (Doctoral dissertation). The Open University of Tanzania.
- Richards, J. C., & Pun, J. (2023). A typology of English-medium instruction. *RELC Journal*, 54(1), 216–240.
- Rumjaun, A., & Narod, F. (2020). Social learning theory—Albert Bandura. In *Science education in theory and practice: An introductory guide to learning theory* (pp. 85–99).
- Rwanda Basic Education Board. (2021). *Annual education report*. Kigali: REB.
- Şenol, H. (2019). Professional development of educational leaders. In *Educational Leadership*. IntechOpen.
- Shaturae, J. (2021). Financing and management of Islamic (Madrasah) education in Indonesia. *Zeszyty Naukowe Politechniki Częstochowskiej. Zarządzanie*, (42), 57–65.
- Sibomana, E. (2022). Transitioning from a local language to English as a medium of instruction: Rwandan teachers' and classroom-based perspectives. *International Journal of Bilingual Education and Bilingualism*, 25(4), 1259–1274.
- Silliman, E. R., Bahr, R. H., & Wilkinson, L. C. (2020). Writing across the academic languages: Introduction. *Reading and Writing*, 33, 1–11.



- Smith, E. M., Williamson, M., Shuster, K., Weston, J., & Boureau, Y. L. (2020). Can you put it all together: Evaluating conversational agents' ability to blend skills. *arXiv preprint arXiv:2004.08449*.
- Tan, P. J. B. (2019). An empirical study of how the learning attitudes of college students toward English e-tutoring websites affect site sustainability. *Sustainability*, 11(6), 1748.
- University of Rwanda College of Education. (2023). *Report on teacher motivation and school leadership in Rwandan schools*. Kigali: URCE.
- World Bank. (2021). *The Mali improving education quality and results for all project*. Western and Central Africa Region: Education Global Practice.
- Yallem, A. T., Langa, P. V., & Nkhoma, N. (2021). English language in African higher education: A systematic review. *Southern African Linguistics and Applied Language Studies*, 39(1), 5–29.
- Yuksel, D., Soruç, A., & Horzum, B. (2023). Examining the role of English language proficiency, language learning anxiety, and self-regulation skills in EMI students' academic success. *Studies in Second Language Learning and Teaching*, 13(2), 399–426. <https://doi.org/10.14746/ssllt.38280>