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Participatory Leadership and Educational Management: Enhancing School Performance in Secondary Schools in Kigali City, Rwanda.

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Abstract

Effective educational management is essential for improving teaching quality, institutional performance, and student learning outcomes. In Rwanda, ongoing education reforms have increased the need for school leaders to adopt management practices that promote collaboration, accountability, and continuous improvement. This study investigates the influence of participatory leadership on educational management in selected secondary schools in Kigali City, Rwanda. Specifically, It examines how the involvement of teachers, students, and other key stakeholders in school decision-making contributes to improved institutional effectiveness, teacher motivation, and overall school performance. Using a quantitative research approach, data will be collected through structured questionnaires administered to school leaders and teachers in selected secondary schools. The findings are expected to demonstrate that participatory leadership strengthens communication, enhances transparency, promotes shared responsibility, and supports evidence-based decision-making within schools. The study also explores the challenges school leaders encounter in implementing participatory management practices, including limited stakeholder engagement, resource constraints, and policy implementation issues. By providing empirical evidence from Kigali City's secondary schools, this research contributes to the broader discussion on educational policy and leadership in developing countries. The findings are expected to offer practical recommendations for policymakers, school administrators, and education stakeholders seeking to strengthen educational management and improve the quality of secondary education in Rwanda through more inclusive and effective leadership practices

Keywords: Accountability; Educational Governance; Organizational Culture; Stakeholder

Engagement; Teacher Participation.