Influence of School Administration on English Language Acquisition in public Secondary Schools in Rwanda, A Case of Gasabo Public Secondary Schools

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Abstract: English language skills are the main foundation to learning and teaching in a school setting. Target of this study is to assess influence of school administration on English language acquisition in public secondary schools in Rwanda, Gasabo secondary schools. This research was supported with Theory of Jean Piaget child's language development, Theory of Chomsky on children's language development, social learning theory and didactic learning theory. The researcher used descriptive research design for data collections. The participants were students, teachers, Head teacher, deputy head teachers in charges of discipline and studies. The Yamane formula was used to calculate the sample size of 253 respondents from 690 of total population. The participants were chosen by using different methods where researcher used random sampling and purposive sampling. Researcher used questionnaire and interview guide as data collection instruments where questionnaire was designed to students and teachers and interview guide used designed for schools' heads and deputy school heads in charge of disciplines and studies. Researcher used SPSS 22.0 in analysis procedure. Findings reveled that school administration were highly related with English language acquisition in public secondary schools therefore The Pearson correlation coefficient (r) of 0.946, with a p-value of 0.000 for a two-tailed test, indicates a strong positive correlation between the variables and statistically significant means that the well addressed school administration practices enhance English language acquisition and all variables are coherent with the English language acquisitions skills affected with different school administration practices as it is indicated by the regression analysis model with square of 0.894 means that the school administration practices were appreciated to enhance English language acquisitions skills. It is advisable for the government to establish a policy regarding the use of the English language in both public and private educational institutions. This policy should ensure consistent and effective school administration strategies are employed to promote English language acquisition across all schools.All school should establish internal rules and regulation that influencing all and each student to use English in all school activities, School should create more extra curricula activities and maintain more approaches to promotee use of English language in the schools, School should establish and organize different games, languages clubs, students' peers and language debate competitions to raise, enhance the use of English languages, Teachers are recommended to create and maintain the use of teaching aids in teaching and learning process that influence use of English language in the classrooms.

Key words: School Administration, English Language, English Language Acquisition, public Secondary Schools.

1.0 Introduction

English language helps students and general community to enhance all level of understandings, skills knowledge, attitudes and all communications skills needed in all services that human beings meet in any applicable fields. English is about critical thinking and logical items, reasoning towards solutions to problems that to be resolved. Gouba,(2018) stated that English is main subject that is used all over the world, it is therefore, its integration in educations systems so as the preparations learners with basic requirements needed for forwarding to the higher educations, career opportunities and human livings. They remain as basic skills for all subjects thought during learning and teaching in the all schools in the world (Uchechi, 2017).

English play big role in socio economic development of the country through teaching, communications and help all movements cross borders of different countries to raise socio, cultural development and socio function in daily basis work (Gambari,2017).

All educations stakeholders all over the world struggle for quality of educations for all therefore there is a requirement to describe quality of educations needed so that one could manage it from less preferred educations. Researcher and educators who have discussed that there are institutions which enhance the English skills performance specifically.

Researchers suggested many environments to enhance English skills for students like classroom size, school environments, extracurricular activities and all items needed by teachers and school's managers for communication skills and knowledge enhancements (Glass 2016).

When effective teaching to take place, teachers must stimulate, encourage and maintain active participation of students in using English language. Selection of proper instructional strategy including English ensures the achievement of the stated instructional objective effectively. English Language skills are used in the presentation of lesson to help the students learn by ensuring the smooth delivery of the instruction (Berhane,2017).

 Teachers qualifications and standards as one of main reason for low level of English skills teaching and their performance in English language in all schools of Rwanda .Learning and teachings English in Rwandan schools have raised as low level of learning due to the shortage of some students fluent in English skills(Barasa, 2015). Having skills in English language in Rwanda is paramount important for learners to raise their academic packages as well as having very good communication at school level, national and international level (Baker,2017).

Language of communication as English is the core foundation of the school activities when a student has these English skills understands well with confidence all the subjects that require reading and discussion on the other hand when a student does not have these skills, is bored at school, not confident, not interested and prefers to keep quiet in the classroom and when asked question get frustrated (Building Learning Foundation, 2017).

Poor English contents and mastery helps students to acquire all skills, knowledge and attitude in every subject thought in School curriculums while English is the language used in teaching and learning process and capabilities to communicate efficiently will disadvantages their teachings and learnings as well as their social wellbeing (Heugh,2017).

We are still having secondary school leavers who are poor in English specifically in public secondary schools compared with those of private secondary schools and once we consider secondary national examination performance, it revealed that public secondary schools failed national examination rather than private schools , some students complete their secondary schools studies and they leave the schools to the labor market , many institutions and organizations prefer to hire individuals strong workers who have high English language proficiency as one of language of communication at working place, it is very clearly justified by the interviews done before entering to the working place, therefore researcher minded that may be this failure come from the poor English language acquisition and also minded that schools administration have a big role on enhancing the school academic performance in general. Researcher decided to carry out the investigation on the Influence of school administration on English language acquisition skills in Rwanda. Case of Gasabo secondary schools**.** The main purpose of the study was to assess influence of school administration on English language acquisition in Rwanda. Case of public Gasabo secondary schools.

 The specific objectives of this research were the following:
   (i) To Examine the ways that schools administration use to influence English languages acquisition in public secondary school of Gasabo District,Rwanda
  (ii) To determine English language skills needed in public secondary schools of Gasabo district, Rwanda.
 (iii) To examine the problems encountered by the schools administration and students to enhance English languages acquisition in public secondary school of Gasabo District, Rwanda.
  (iv) To examine linkage between schools' administration and English language acquisition

2. LITERATURE REVIEW

2.1 Theoretical Literature

2.1.1 School administration in a secondary school setting

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

2.1.2 English language acquisition skills

Active communicators are, the best listeners. Whenever you listen to your teacher in classroom or to a friend on skype or a family member who wants your guidance and counselling, listening will be one of your most skill (Taylor and Francis group, 2016).
Listening is the dynamic process of getting and answering to verbal communications (Khattak, 2019). Even if listening is a hard work for students but it has a paramount importance in teaching and learning. While learning students need to connect with educators as well as their classmates, students need discussion and debate to improve his/her knowledge otherwise there is no effective learning. Many researchers state that is complex active process that requires much attention, it is the reason why the students should be helped to develop this skill by using all possible strategies. Podcasting as a new technology can enhance skills of listening (Morrison, 2015). Educators have to consider the significance of technology in teaching English language. This motivates learners to develop and improve skills of listening, makes achievement and excites their academic activities. However, this is not the only method to enhance listening skills but also debate, listening to your teacher for intonation, listening to your teacher for stress and have conversation with people who are fluent in English (Lee,2015).

2.2 Theoretical framework

According to Gabriel (2018), organization that could sustain a theory for current study. It explains the theory that support existing of research problem.   The theoretical frame work in research is important because it was lens through which helps researcher to evaluate problems under investigation and to meet study objectives, the researcher presented, the major theories related to skills of English language acquisition and schools administration.

2.2.1. Theory of Jean Piaget child's language development

J. Piaget, was a psychologist in Swiss, he made a research on three children aged six in 1921-22 Rousseau's institute. Those children were in an open class setting, and an adult recorded whatever they spoke, and then outlined it in sentences numbered for analysis. Observers realized that young children are egocentric in their speech because they speak loud and do not want to listen from their friends and According to the observation made by Jean Piaget conversation of children could be separated into two types such as egocentric or monologue speech and social speech.

In Rwanda, the researcher found that English language skills are developed through different activities assigned to them and are eager to correct one another. This one is evident to this study ,it will help school administration to know how the learner develop the skills based on their development and know which stage ,strategies and methods to be used to raise English language skills and its proficiency in schools.

2.2.2. Theory of Chomsky on children's language development

Renowned linguist Noam Chomsky posits in his work "Universal Grammar" that children possess an inherent capacity to grasp the fundamental structure of language. Chomsky's theory suggests that all human languages share a common foundational structure. Notably, the development of language in an individual hinges on three key factors. Firstly, genetic predisposition establishes boundaries on the range of attainable languages, facilitating the process of language acquisition. Secondly, external input is transformed into experiential knowledge, aiding in the selection of a specific language from a limited set. Finally, Chomsky

emphasizes the role of principles that transcend language itself, operating beyond the scope of the Faculty of Language. Consequently, Chomsky argues that a child's ability to discern the underlying structure inherent in any language serves as the foundation for the acquisition of language(James, 2018)".

2.3 Conceptual framework

Conceptual frameworks indicate variables in research at abstract level. Conceptual framework is a graphic presentation of the interrelationships of the variables involved in this research. This study will be conceptualized as shown figure 2.1. It provides explanation in schematic relationship between two variables. These are independent variable which is school administration and the dependent variable which is English language acquisition and the intervening variable indicated by education policies, school discipline rules and regulations and other strategic policies to raise English proficiency in secondary schools..

Independent variable   **Dependent variable**

    School administration   **English language acquisition**

- teaching strategies and approaches,
- provision of adequate teaching aids,
- extra curricula activities,
- Organize language clubs' competition and debate in school.
- Internal rules and regulation enforcement on use of English
- leadership styles

- Readings, writings
- speaking and listening
- effective and efficiency communications
- Translation and interpretation skills

Intervening Variable

- Education policy
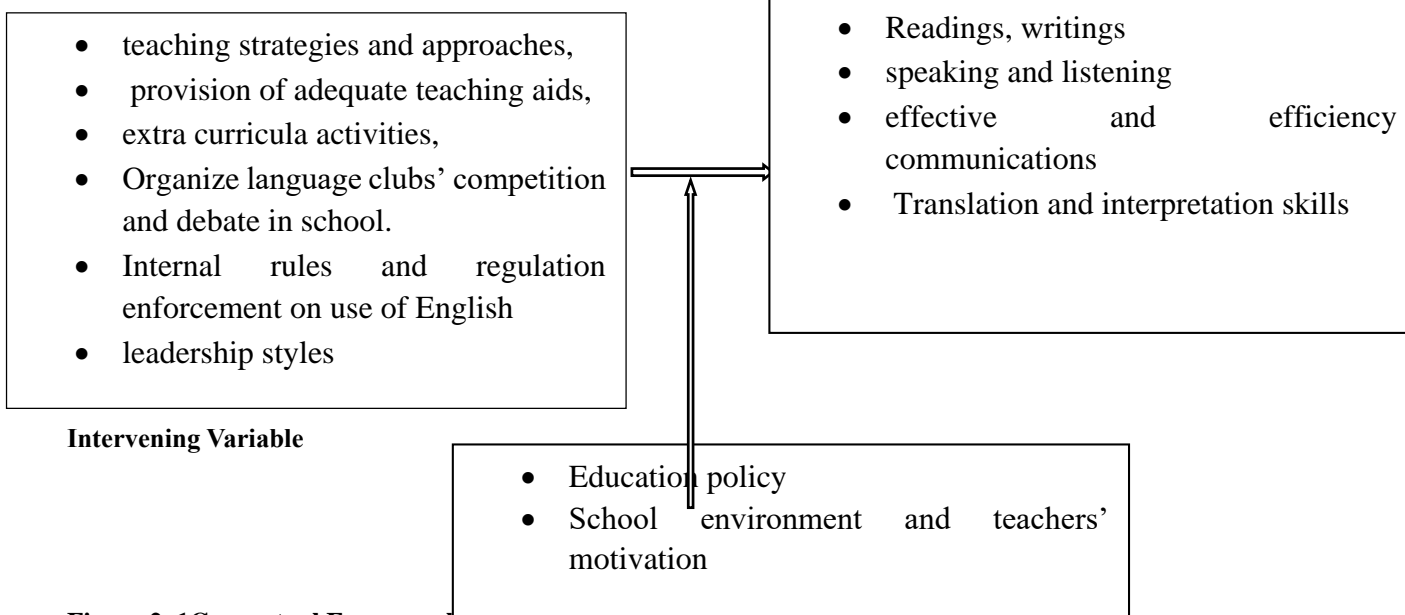- School environment and teachers' motivation

Figure 2. 1Conceptual Framework

Researcher (2023)

3. RESEARCH METHODOLOGY

3.1. Research design

In this study, both descriptive and correlational research designs were employed. Correlational research focuses on describing the extent to which variables are interconnected, measuring the degree of association between two or more quantifiable variables. Thus, this study used a correlation method to collect information for the purpose of assessing whether and to what degree a correlation exists between school administration and English language acquisition in public secondary schools in Gasabo district, Rwanda.

3.2. Target population

The participants were students, teachers, Head teacher, deputy head teachers in charges of discipline and studies. All respondents was 690 including 30 HTs, 30 DOD, 30 DOS. 150 current teachers and 450 students from 30 schools located in Gasabo District, Rwanda.

3.3. Sample design

3.3.1. Sampling techniques

The researcher used stratified sampling technique for selecting teaching staff members relying on their expertise in teaching services. Head teachers and deputy head teachers used selected purposively due to the issues of English language acquisition and school administration.

3.3.2 Sample size

.Researcher chose sample size by using Yamane formula (Yamane, 1970) by using that Yamane formula, sample size were 253 from the population of 690.Simplified formula for sample size (Taro Yamane) is as follows:

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

N represent target population of the study ,e is the expected degree of precisions where e=1-P and P is 0.95 then e=1-0.95, e=0.05

If N is 690

n will **be** $\mathbf{n} = \frac{690}{1+690(0.05^2)} = \mathbf{253}$

Table 3. 1Targeted population and sampled size

Respondents	Population	%	Simple size
HTs	30	4.34	11
D/HT Discipline	30	4.34	11
D/HT Studies	30	4.34	11
Teachers	150	21.73	55
Students	450	65.21	165
TOTAL	**690**	**100**	**253**

Researcher (2023)

3.4 Data collection methods

Data collections instruments in this research were questionnaire, interview guide. Questionnaire were utilized as main data collection materials .the questionnaire will be designed to students and teachers and interview guide were designed for HTs and all D/HT

3.5 Data analysis procedures

SPSS 22.0 was used for data analysis procedures the results was summarized in the numbers by means of statistical materials such as means, percentage, standard deviation and correlation coefficients, ANOVAs, Model summary, coefficients as regression model to ensure the for impact and relationship between two variables

4. RESEARCH FINDINGS AND DISCUSSION

4.1. Characteristics of the respondents

. The respondents were composed of Headteachers, students, teachers, deputy headteachers in charge of discipline and deputy headteachers in charge of studies. The total number of the respondents was 253 and they were made of 55 teachers ,165 students,11 deputy head teachers in charge of discipline,11 deputy headteachers in charge of studies and 11 headteachers.

Table 4. 1Gender of the respondents

Respondents		TEACHERS	Percent
Valid	Female	26	47.27
	Male	29	52.73

		Total	**55**	**100.0**
		STUDENTS		
Valid	Female		100	60.6
	Male		65	39.4
	Total		**165**	**100.0**
		DODs		
Valid	Female		2	18.18
	Male		9	81.82
	Total		**11**	**100.0**
		DOS		
Valid	Female		4	36.36
	Male		7	63.64
	Total		**11**	**100.0**
		Headteacher		
Valid	Female		1	9.09
	Male		10	90.91
	Total		**11**	**100.0**

Primary data,2023

4.1.2 Schools who participated in the study

Research tried to give equal chances to sampled schools by respecting each category of the respondents like headteachers, deputy headteacher in charge of discipline, headteacher in charge of studies, students and teachers. The findings were shown in the table 4.2.

Table 4. 2Students participations and their respective schools

	Schools	**Frequency**	**Percent**
Valid	G.S Musave	14	8.48
	G.S Gihogwe	23	13.93
	G.S Gikomero	15	9.09
	G.S Ntora	18	10.90
	G.S Jabana	12	7.27
	G.S Kacyiru II	19	11.51
	G.S Kimironko I	11	6.66
	G.S Rugando	13	7.87
	G.S Kagarama	18	10.90
	G.S Remera Cath	9	5.52
	G.S Ndera cath	13	7.87
	Total	**165**	**100.0**

Primary data,202

Table 4. 3Teachers and their respective working schools

	schools	**Frequency**	**Percent**

Valid	G.S Musave	5	9.09
	G.S Gihogwe	7	12.72
	G.S Gikomero	7	12.72
	G.S Ntora	5	9.09
	G.S Jabana	3	5.45
	G.S Kimironko I	5	9.09
	G.S Kacyiru II	4	7.27
	G.S Rugando	6	10.90
	G.S Remera Catholique	5	9.09
	G.S Kagarama	2	3.68
	G.S Ndera Catholique	6	10.90
	Total	**55**	**100.0**

Primary data,2023

4.1.3 Students levels as classes

Table 4. 4Class participations

	Classes	Frequency	Percent
Valid	S1	13	7.87
	S2	14	8.48
	S3	27	16.36
	S4	28	16.96
	S5	28	16.96
	S6	55	33.85
	Total	165	100.0

Primary data,2023

4.1.4 Ages of Respondents

The researcher minded that to integrate the aged respondents which are strong enough to provide research information and researcher wanted the respondents who were enough mature to participate in the study for the assurance of the research. Findings based on ages of participants were indicated in the figure 4.1

Figure 4. 1Age of students
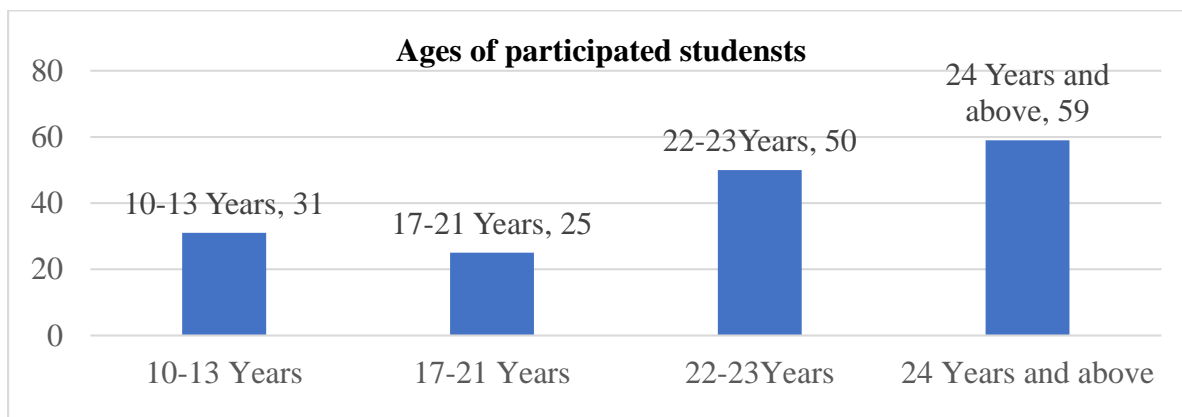
Primary data,2023

Researcher wanted to know if the age can contribute to this research to ensure the students maturity to provide information about their level of English and how the school administration influence it. The age also is key factors of the data collection to ensure the

credibility and expertise of the respondents. Results indicated that students who participated in the research were in range 10years up 24 years and above means students of range of 10-16 years were 31, range of 17-21years were 25, range of 22-23 were 50 and lastly the range of 24 years and above. this means the majority of students were enough mature to participate in the research as it is shown in figure 4.1.

Figure 4. 2Teacher's age range
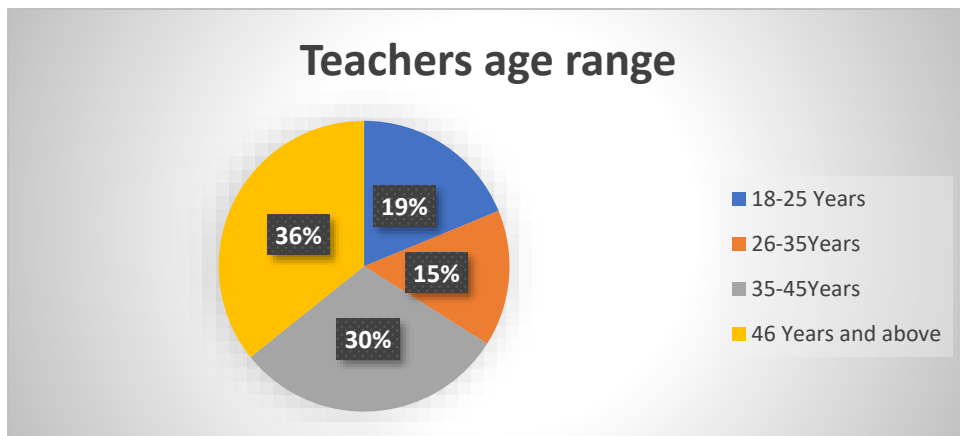
Primary data,2023

The study established the age of teachers and findings shown in the figure 4.2 which indicated that the majority of teachers participating in the study have more than 25 years means all teachers are more likely to provide study information. As it is indicated in the figure 4.2 , teachers ages are established in ranges where rang of 18-25 years were 19% of all teachers who participated in the study , range of 26-35 years were 15% of all teachers participated in the study, range of 35- 45 years were 30% of all teachers participated in the study while range of 46 years and above were 36% of teachers participated in the study.

4.1.5 Education level of Respondents

The qualification of all respondents was distributed into four parties such those who have A 'level certificate, bachelor's degree, diploma and postgraduate. Majority of respondents were qualified in education with other specialization which is linked with the needs and academic performance of the students.

**Figure 4. 3Educations levels of Respondents**
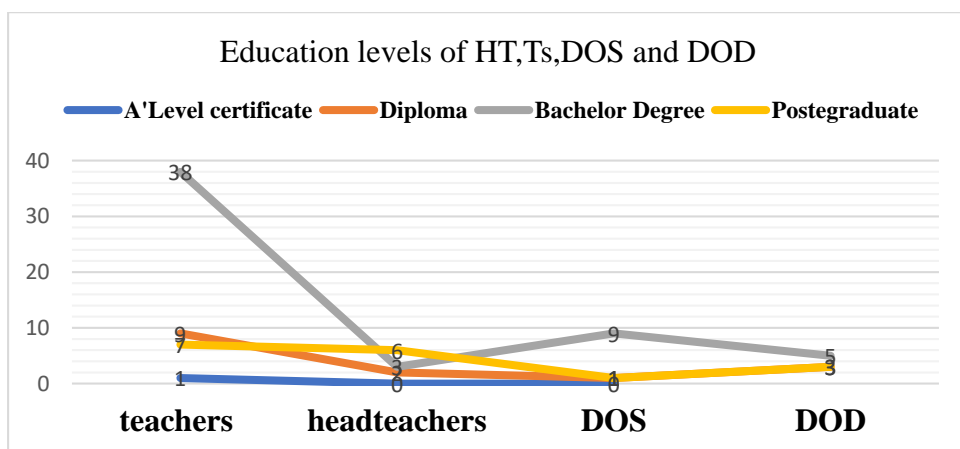
Primary data,2023

4.1.6 Working experience of respondents

Researcher intended to know the working experience of teachers, Headteachers, Deputy headteacher in charge of discipline and deputy headteachers in charge of studies to ensure their expertise in the promotion and provision of English language acquisition and skills to help students to be more user of English language in their respective schools and the community. Findings are indicated in the figure 4.4

Figure 4. 4Working experience
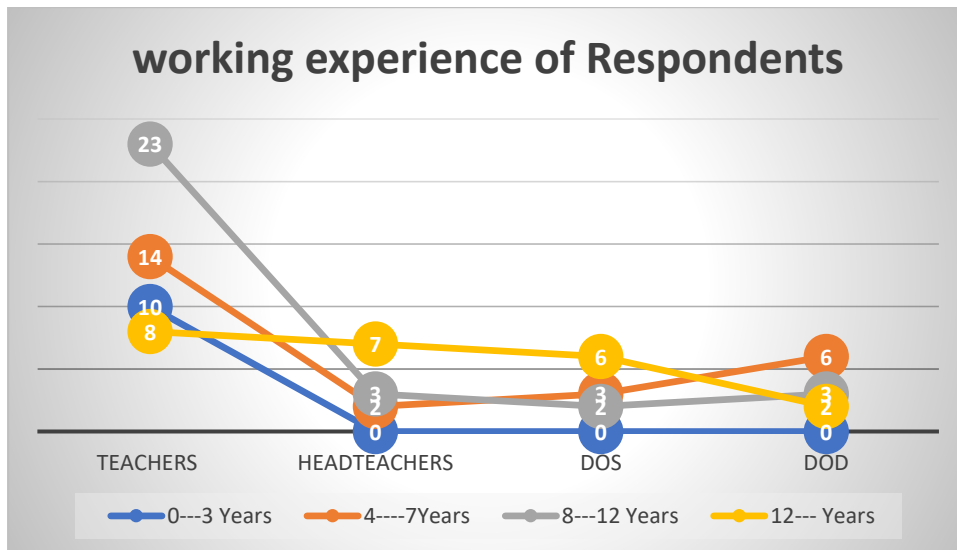
Primary data,2023

Working experience were established in ranges, 10 teachers have experience from1up 3years ,14 teachers are experienced int the range of 4 years up to 7 years , 23 teachers were experienced in the range of 8years up to 12 years while 8 teachers were experienced in the range of 12 years and above, all headteachers ,all DOD and all DOS have more than 5 years of working experience meaning that all participated respondents are well experienced and able to influence English language skills to every student within the school.

4.2 Presentation of the Findings

The specific objective of the study was three as they are the following: to Examine the ways that schools administration use to influence English languages acquisition in public secondary school of Gasabo District, Rwanda ,to determine English language skills needed in public secondary schools of Gasabo district, Rwanda, to examine the problems encountered by the schools administration and students to enhance English languages acquisition in public secondary school of Gasabo District, Rwanda, to examine linkage between schools' administration and English language acquisition in public secondary school of Gasabo District, Rwanda. Data collection were based on the above specific objectives and the findings were highlighted.

4.2.1 The ways that school administration use to influence English languages acquisition

The first objective of the study was based on the investigation of the ways that school administration use to influence English languages acquisition in public secondary in Rwanda specifically in Gasabo public secondary schools.to achieve this objectives , researchers drafted a questionnaire and interview guide for different respondents such as students , teachers , headteachers ,deputy headteachers in charge of discipline and deputy headteachers in charges of studies. Here, respondents were required to show their perceptions by indicating the extent to which they agreed with the statements given as; SA(1) for Strongly Agree, A(2) for Agree, N(3) for Neutral, D(4) for Disagree and SD(5) for Strongly Disagree. Several items in the questionnaire were presented to the respondents to rate their availability and the findings are shown in Table 4.5. As it is shown in table 4.5 researcher wanted to know

if the teachers use English in their every life as it is recommended by the government of Rwanda as English is language of instructions and the results revealed that 36.4% agreed strongly that their teachers use English in teaching and learning process ,49.7% of all students respondents agreed that their teachers use English in their daily activities like teaching and learning process but 3.6% of respondents were refused to indicate their views about their Teachers use English in teaching and learning process everyday, 4.9% were strongly indicated that their teacher do not use English in teaching and learning process while 5.4% of all respondents indicated that their teachers do not use English as language of instruction.

Table 4. 5 Perception of students about the ways that school administration use to influence English languages acquisition.

Statements	SD Fr	%	D Fr	%	N Fr	%	A Fr	%	SA Fr	%
Teachers use English in teaching and learning process everyday	8	4.9	9	5.4	6	3.6	82	49.7	60	36.4
School administration use varied Leadership styles to influence use of English skills	16	9.6	5	3.1	5	3.1	77	46.6	62	37.6
Teachers use more and varied Teaching methods to influence English language skills	26	15.8	34	20.6	28	16.9	41	24.9	36	21.8
School Internal rules and regulations settled by the school administration are influencing students to use English in all school activities	10	6.0	8	4.9	5	3.1	79	47.9	63	38.1
School Extra curricula activities are promoting use of English language	9	5.4	4	2.5	3	1.8	104	63.1	45	27.2
Students Peer groups are interested to use English language	62	37.6	49	29.7	24	14.5	17	10.3	13	7.9
Use of teaching aids in teaching and learning process influence use of English language	3	1.8	4	2.5	0	0	83	50.3	75	45.45
Languages club competition and debate are promoted to influence use of English	10	6.0	7	4.2	5	3.1	60	36.4	83	50.3

Primary data,2023

Last ways stressed by the researcher on how the English language can be improved were the Languages club competition and debates, 50.3% of respondents strongly accepted that language clubs competition and debate have positive impact on English language acquisition for students , 36.4% of respondents were appreciated the use of language clubs and completions to enhance the English level of students, 3.1% of respondents refused to show their sides on the use of language clubs competitions and debate to promote English language within the schools, 6.0% of respondents were strongly indicated that language clubs competitions and debate can not help students to enhance their English skills and knowledge while 4.2% of respondents said that language clubs competitions and debate have no influence on the English language promotion within the school. Techers also indicated that use of more teaching methods can facilitate students to improve and to raise their level of English language,23.7% of all teachers participated in the study encourage and appreciated use of varied teaching methods , 67.3% of all respondents agreed that Teachers

use more and varied Teaching methods to influence English language skills,3.6% of all respondents were strongly disagreed that Teachers use more and varied Teaching methods to influence English language skills, 1.8% of respondents disagreed that Teachers use more and varied Teaching methods to influence English language skills while 3.6% of all respondents refused to show their views on the role of using more teaching methods to enhance English language skills for students.

Table 4. 6Perception of teachers about the ways that school administration use to influence English languages acquisition.

Statements	SD Fr	%	D Fr	%	N Fr	%	A Fr	%	SA Fr	%
School administration use varied Leadership styles to influence use of English skills	1	1.8	3	5.4	0	0	3	5.4	48	87.4
Teachers use English in teaching and learning process everyday	1	1.8	4	7.3	5	9.1	16	29.1	29	52.7
Teachers use more and varied Teaching methods to influence English language skills	2	3.6	1	1.8	2	3.6	37	67.3	13	23.7
School Internal rules and regulations settled by the school administration are influencing students to use English in all school activities	5	9.1	4	7.3	8	14.5	15	27.3	23	41.8
School Extra curricula activities are promoting use of English language	4	7.3	2	3.6	2	3.6	23	41.8	24	43.7
Students Peer groups are interested to use English language	6	10.9	6	10.9	7	12.7	26	47.3	10	18.2
Use of teaching materials in learning and teaching process influence use of English language	12	21.8	4	7.3	0	0	9	16.4	30	45.5
Languages club competition and debate are promoted to influence use of English	5	9.1	2	3.6	2	3.6	26	47.3	20	36.4

Primary data,2023

4.2.2. English language skills needed in public secondary schools

Second objective of the study were the investigation of the problems encountered by the schools administration and students to enhance English languages acquisition in public secondary school of Gasabo District, Rwanda.Researchers drafted a questionnaire and interview guide for different respondents such as students , teachers , headteachers ,deputy headteachers in charge of discipline and deputy headteachers in charges of studies. Here, respondents were required to show their perceptions by indicating the extent to which they agreed with the statements given as; SA (1) for Strongly Agree, A (2) for Agree, N (3) for Neutral, D(4) for Disagree and SD(5) for Strongly Disagree. Several items in the questionnaire were presented to the respondents to rate their availability and the findings are shown in Table 4.7 and all results were focused on the English language skills needed to the public secondary schools in Rwanda.

Table 4. 7 Perception students on English language skills needed in public secondary schools

Statements	SD Fr	%	D Fr	%	N Fr	%	A Fr	%	SA Fr	%
School administration use English in their respective offices and classrooms to raise English language skills **(Speaking skills)**	4	2.4	5	3.1	4	2.4	73	44.3	79	47.8

Statements	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%
Students are influenced to use English in all school activities and environments **(speaking skills).**	2	1.2	2	1.2	5	3.1	32	19.4	124	75.1
School library is well equipped to raise students' English proficiency **(reading skills).**	1	0.6	2	1.2	1	0.6	95	57.6	66	40.0
Teachers use English in teaching and learning process to enhance English skills **(Listening skills).**	5	3.1	4	2.4	2	1.2	5	3.1	149	90.2
School administration promote debate and clubs' completion to influence English language skills **(writing skills).**	5	3.1	3	1.8	0	0	49	29.7	108	65.4
Interpretation and translation of English materials are used in school environment to raise English language skills **(speaking, reading, writing and listening)**	3	1.8	5	3.1	3	1.8	96	58.2	58	35.1

Primary data,2023

Second points were based on how students were advised and forced to use English in all school activities and

environments ,75.1% of all students participated in the study agreed strongly that they advised to use English in their all school activities and 19.4% of all students participated in the study agreed that use of English in all school activities and schools environments is encouraged by every school administrators,3.1% of the respondents were neutral to the statements , 1.2% of all respondents disagreed strongly and 1.2% of all respondent said that school administrators do not advise and force students to use English language skills.

Table 4. 8Perception teachers on English language skills needed in public secondary schools

Statements	N	SD Fr		D Fr		N Fr		A Fr		SA Fr	%
School administration use English in their respective offices and classrooms to raise English language skills (Speaking skills)	55	8	14.5	3	5.4	2	2.6	19	34.5	23	43.0
Students are influenced to use English in all school activities and environments (speaking skills)	55	3	5.4	1	1.8	1	1.8	28	50.9	22	40.1
School library is well equipped to raise students' English proficiency (reading skills)	55	7	12.7	5	9.1	6	10.9	26	47.3	11	20.0
Teachers use English in teaching and learning process to enhance English skills (Listening skills)	55	5	9.1	6	10.9	2	3.6	14	25.4	28	51.0
School administration promote debate and clubs' completion to influence English language skills (writing skills)	55	6	10.9	3	5.4	6	10.9	23	43.0	17	29.8

Interpretation and translation of English materials are used in school environment to raise English language skills (speaking, reading, writing and listening)	55									
		4	7.3	2	3.6	3	5.4	19	34.5	27	49.2

Primary data,2023

4.2.3 Challenges faced by the school administration and students to enhance English languages acquisition

Third objective of the study were based on the assessment of the problems encountered by the schools administration and students to enhance English languages acquisition in public secondary school of Gasabo District, Rwanda.Here, respondents were required to show their perceptions by indicating the extent to which they agreed with the statements given as; SA (1) for Strongly Agree, A (2) for Agree, N (3) for Neutral, D(4) for Disagree and SD(5) for Strongly Disagree. Several items in the questionnaire were presented to the respondents to rate their views and the findings are shown in Table 4.9

Table 4. 9Perceptions of the students based on the problems encountered by the school administration and students to enhance English languages acquisition

	SD		D		N		A		SA	
Statements	**Fr**	**%**	**Fr**	**%**	**Fr**	**%**	**Fr**	**%**	**Fr**	**%**
Lack of available facilities to develop English language like Audio materials, e-library and internet.	1	0.6	1	0.6	1	0.6	70	42.4	92	55.8
Lack of in –service teacher training on use and practice of English in teaching and learning process.	3	1.8	5	3.1	3	1.8	11	6.6	143	86.6
Students and teachers are not interested and motivated to use English language in school (in and out of classroom).	7	4.2	5	3.1	4	2.4	13	7.9	136	82.4
Misuse of proper teaching strategies in classroom based on level of the students to enhance English language skills	4	2.4	21	12.8	9	5.5	59	35.7	72	43.6
Lack clear rules and regulations established to raise level English language skills	9	5.4	3	1.8	3	1.8	27	16.4	123	74.6
School management system and strategies of leaderships to raise level of English language skills	17	10.3	6	3.6	4	2.4	67	40.6	71	43.1

Primary data,2023

First challenges highlighted in the findings was lack of facilities develop English language like Audio materials, e-library and internet, Results indicated in the table 4.9 revealed that the majority (55.8%) of all respondents agreed strongly that there is an issues of available facilities like e-library ,audio materials and internet to help students to enhance their English level by exploring those facilities, 42.4% of respondents agreed too that public secondary school need more facilities to help their students to enhance

their English skills ,0.6% of all students participated in the study refused to indicate their views on Lack of available facilities to develop English language like Audio materials, e-library and internet, 0.6% of all respondents participated in the study indicated that their have all facilities to enhance English language acquisition while 0.6% of all respondents also accepted that their schools do not have any issues aboutfacilities to develop English language like Audio materials, e-library and internet.

Table 4. 10 Perceptions of the teachers based on the problems encountered by the school administration and students to enhance English languages acquisition

Statements	SD Fr	%	D Fr	%	N Fr	%	A Fr	%	SA Fr	%
Lack of available facilities to develop English language like Audio materials, e-library and internet.	10	18.1	7	12.7	5	9.1	18	32.8	15	27.3
Lack of in –service teacher training on use and practice of English in teaching and learning process.	7	12.7	4	7.3	3	5.4	28	51.9	13	23.6
Students and teachers are not interested and motivated to use English language in school (in and out of classroom).	5	9.1	5	9.1	8	14.5	17	30.9	20	36.4
Misuse of proper teaching strategies in classroom based on level of the students to enhance English language skills	7	12.7	5	9.1	5	9.1	17	30.9	21	38.2
Lack clear rules and regulations established to raise level English language skills	0	0	7	12.7	4	7.3	23	41.8	21	38.2
School management system and strategies of leaderships to raise level of English language skills	5	9.1	5	9.1	4	7.3	26	47.2	15	27.3

Primary data,2023

Findings indicated in the table 4.10 were based on teachers' perception about challenges faced by their schools to enhance English language for students. One of the challenges ticked was the Lack of available facilities to develop English language like Audio materials, e-library and internet, results revealed that 27.3% of all respondents' teachers accepted that their school have challenges of facilities to develop English language like Audio materials, e-library and internet,32.8 of respondents also mentioned that there is a shortage of available facilities to develop English language like Audio materials, e-library and internet, 9.1% of all respondents teachers refused to say anything about lack of internet , audio materials and e-library at school while 18.1% of all respondents indicated that their schools have more facilities to develop English language like Audio materials, e-library and internet and 12.7% of all respondents also told that their schools have good facilities to develop English language like Audio materials, e-library and internet.

4.2.4 Relationship between school administration and English language acquisition

The fourth objective of this research project aimed to investigate the connection between school administration and the acquisition of English language skills in public secondary schools in Gasabo District, Rwanda. The findings related to this objective were

presented in Table 4.11, which showcased the respondents' perspectives and insights regarding the relationship between school leadership styles and the improvement of students' English language skills. The initial phase of the study involved establishing correlations between leadership styles and English language acquisition, and the outcomes of this analysis are summarized in Table 4.1.

Table 4. 11Correlations of leadership styles and English language acquisition

Statements		leadership styles	English language acquisition
leadership styles	Pearson correlation	1	.909**
	Sig. (2-tailed)		.000
	N	219	219
English language acquisition	Pearson correlation	.909**	1
	Sig.(2-tailed)	.000	
	N	219	219

Primary data,2023

The findings presented in Table 4.11 reflect the respondents' perceptions regarding the relationship between leadership styles and the acquisition of English language skills. The results revealed a significant correlation with a p-value of 0.000, which is less than the typical significance level of 0.05, indicating a very strong positive correlation. This high degree of positive correlation was further substantiated by the Karl Pearson correlation coefficient (r), which was calculated to be 0.909 means that the school leadership styles is highly appreciated to enhance English language acquisition and the table 4.12 highlight the correlation between use of teaching aids and English language acquisition skills and the findings are indicated in the table 4.12

The findings presented in Table 4.12 reflect the respondents' perceptions regarding the correlation between the use of teaching aids and the acquisition of English language skills. These results indicated a significant correlation with a p-value of 0.000, which is less than the conventional significance level of 0.05, signifying a very strong positive correlation. This high positive correlation was confirmed by the Karl Pearson correlation coefficient (r), which was calculated to be 0.890. This suggests that the use of teaching aids is highly recommended and valuable in the teaching and learning process to enhance English language acquisition skills.

Table 4. 12 Correlations of use of teaching aids and English language acquisition skills

Statement		use of teaching aids	English language acquisition skills
use of teaching aids	Pearson correlation	1	.890**
	Sig. (2-tailed)		.000
	N	219	219
English language acquisition skills	Pearson correlation	.890**	1
	Sig.(2-tailed)	.000	
	Pearson correlation	219	219

**. Correlation is significant at the 0.01 level (2-tailed).
Primary data,2023

Table 4. 13Correlations of debate and clubs comppetition, and English language acquisition skills

Statement		debate and clubs comppetition	English language acquisition skills
debate and clubs comppetition	Pearson correlation	1	.889**
	Sig. (2-tailed)		.000
	N	219	219
English language acquisition skills	Pearson correlation	.889**	1
	Sig.(2-tailed)	.000	
	Pearson correlation	219	219

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

Primary data,2023

Findings also established correlation between debate and clubs competition and English language acquisition skills. The research examined the correlation between debate and club competitions and their impact on English language acquisition skills, with the results presented in Table 4.13. These findings indicated the perceptions of respondents regarding the relationship between debate and club competitions and the acquisition of English language skills.The results from Table 4.13 showed a significant correlation with a p-value of 0.000, which is lower than the conventional significance level of 0.05, indicating a very strong positive correlation. This high level of positive correlation was further supported by the Karl Pearson correlation coefficient (r), which was calculated to be 0.889. This suggests that promoting and valuing debate and club competitions at the school level can greatly enhance students' English language acquisition skills. The findings presented in Table 4.14 portray the respondents' perspectives regarding the relationship between internal rules and regulations and the acquisition of English language skills. T

Table 4. 14Correlations of internal rules and regulations and English language acquisition skills.

Statements		internal rules and regulations	English language acquisition skills.
internal rules and regulations	Pearson correlation	1	.934**
	Sig. (2-tailed)		.000
	N	219	219
English language acquisition skills.	Pearson correlation	.934**	1
	Sig.(2-tailed)	.000	
	Pearson correlation	219	219

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

Primary data,2023

he results indicated a significant correlation with a p-value of 0.000, which is less than the typical significance level of 0.05, signifying a very strong positive correlation. This robust positive correlation was further substantiated by the Karl Pearson correlation coefficient (r), which was computed to be 0.934. This implies that there is a highly positive association between adhering to internal rules and regulations and the enhancement of students' English language acquisition skills, means that the school internal rules and regulations factors is highly encouraged to be respected in the school to facilitate students to raise English language acquisition skills.

Table 4. 15Correlations of Use of various teaching methods and English language skills

statements		Use of various teaching methods	English language skills enhancement
Use of various teaching methods	Pearson correlation	1	0.870**
	Sig. (2-tailed)		.000
	N	219	219
English language skills enhancement	Pearson correlation	0.870**	1
	Sig.(2-tailed)	.000	
	Pearson correlation	219	219

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

Primary data,2023

The findings presented in Table 4.15 represent the respondents' views regarding the relationship between the use of various teaching methods and the enhancement of English language skills. The results indicated a significant correlation with a p-value of 0.000, which is lower than the conventional significance level of 0.05, demonstrating a very strong positive correlation. This robust positive correlation was further confirmed by the Karl Pearson correlation coefficient (r), which was calculated to be 0.870. This suggests that emphasizing and incorporating diverse teaching methods during the teaching and learning process is highly recommended to enhance English language skills.

Table 4. 16Correlations of Use of English language in all service at school and English language acquisition

Statements		Use of English in all service at school	English language acquisition
Use of English in all service at school	Pearson correlation	1	.951**
	Sig. (2-tailed)		.000
	N	219	219
English language acquisition	Pearson correlation	.951**	1
	Sig.(2-tailed)	.000	
	N	219	219

Primary data,2023

The results presented in Table 4.16 portray the respondents' opinions regarding the relationship between the use of English in all school services and the acquisition of English language skills. These findings revealed a significant correlation with a p-value of 0.000, which falls below the conventional significance level of 0.05, indicating a very strong positive correlation. This robust positive correlation was further validated by the Karl Pearson correlation coefficient (r), which was computed to be 0.851. This underscores the importance of promoting and endorsing the use of English in all aspects of school life, as it can significantly contribute to improving English language acquisition among individuals within a school environment.

4.2.5 Correlation of variables

This research focused on two variables: independent variables, represented by school administration practices, and dependent variables, represented by English language acquisition. The primary aim was to understand the correlation between these two variables and establish a regression analysis model. Table 4.17 in the study revealed a strong relationship between school administration practices and English language acquisition in public secondary schools. This relationship was substantiated by a Pearson correlation coefficient (r) of 0.946, which was associated with a statistically significant p-value of 0.000 for a two-tailed test. This suggests a highly positive and statistically significant association between well-implemented school administration practices and the enhancement of English language acquisition skills. These findings align with previous research, such as Hall (2005), who advocated for the establishment of additional school administration strategies to address the needs of students in the context of English language acquisition in public secondary schools in Gasabo district, Rwanda

Table 4. 17Correlations of variables

Statements		School administration practices	English language acquisition
School administration practices	Pearson Correlation	1	.946[**]
	Sig. (2-tailed)		.000
	N	219	219
English language acquisition	Pearson Correlation	.946[**]	1
	Sig. (2-tailed)	.000	
	N	219	219

**. Correlation is significant at the 0.01 level (2-tailed).
Primary data,2023

Table 4. 18 Regression analysis Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.946[a]	.948	.0.894	.45717	.395

a. Predictors: (Constant), school administration practices
b. Dependent Variable: English language acquisitions skills
Primary data,2023

The findings also found in table 4.18 that all variables are coherent with the English language acquisitions skills affected with different school administration practices as it is shown by the regression analysis model with Square of 0.894 means that the school administration practices were appreciated to enhance English language acquisitions skills.

5. CONCLUSION AND RECOMMANDATIONS

5.1 Conclusion

This research has provided a comprehensive overview of school administration's impact on English language acquisition skills. In conclusion, all the respondents have consistently emphasized the necessity of implementing various school administrative practices to facilitate the acquisition of English language skills. The research has highlighted that the effective utilization of these school administration practices can significantly contribute to the ease and speed of students' English language skill development.

Furthermore, the third objective of the study has demonstrated a strong and positive correlation between school administration practices and English language acquisition. As a result, it is recommended that school management teams should prioritize the establishment of clear and effective school administration strategies aimed at promoting and enhancing the use of English in all school activities and within the community.

5.2 Recommendation

The research findings have led to the following recommendations:

The research findings have led to the following recommendations:

> ➢ It is advisable for the government to establish a policy regarding the use of the English language in both public and private educational institutions. This policy should ensure consistent and effective school administration strategies are employed to promote English language acquisition across all schools.
> ➢ Schools should actively enforce language rules within their premises. This can significantly improve students' spoken English skills and reduce the use of the mother tongue during school hours.
> ➢ School administrators are advised to use more Leadership styles to influence use of English skills to the students within their respective schools

➢ All school should establish internal rules and regulation that influencing all and each student to use English in all school activities

➢ School should create more extra curricula activities and maintain more approaches to promotee use of English language in the schools

5.3 Suggestion for Further Studies

Further which should be done for learners with mental disabilities should be the following:

The study was conducted at public secondary schools in Gasabo district, Rwanda therefore.

➢ It is suggested that a similar study be done in private secondary schools to know if they are comfortable with the use of English language.

➢ The study suggested that further research should be done on the effectiveness of teaching methods   on use of English language in all academic institutions or schools

➢ The study also suggested that further study to be done on the school leadership styles to be adopted to ensure good use of English so as to give uniform and reliable results of students' performance and good English languages skills

➢ It is suggested that further research on the role of the government and development partners in delivering and promoting use of English language acquisitions in Rwanda.

➢ .

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