EFFECT OF LEADERSHIP COMPETENCIES ON PERFORMANCE OF LOCAL GOVERNANCE IN RWANDA

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ABSTRACT

Leadership competencies are needed for the local government not only to be successful with current undertakings, but also to be successful in the future. This study established the effect of leadership competencies on performance of local government in Rwanda. The study used a cross-sectional survey research design. The study's population was the Districts of Rwanda. The unit of observation was 30 districts. The unit of analysis was the Mayors of districts who implement and sign performance contracts before the President of the Republic. The study used stratified sampling technique to come up with the sample. The sample size was 30 mayors of district. The study used primary data, which was collected through questionnaires. Descriptive analysis was utilized to analyze the data. The data was presented using tables. The result was obtained by analyzing the effect of leadership competencies on and the level of performance attainment of local government. Results revealed that self-awareness, self-management, and relationship management leadership competencies had a positive significant relationship with the performance of local governments in Rwanda. The influence between social awareness leadership competency and local governments was positive but insignificant. The magnitude of the influence differed among the specific studies leadership competencies. Self-awareness leadership competency had the largest effect followed by self-management leadership competency, and relationship management leadership competency.

Key Words: Leadership, Governance, Self-Awareness, Self-Management, Relationship Management

INTRODUCTION

1.1. Background of the Study

There are four skills that together make up leadership competencies: self-awareness, self-management, social awareness, and relationship management. These skills pair up under two primary leadership capabilities: personal competence and social competence. (Goleman, Boyatzis and McKee, 2015)

The development of leadership competencies should be based on the global business strategy which determines what kind of presence is desirable, how many and what types of jobs, projects, task forces, and other types of interactions exist. (McCall & Hollenbeck, 2012) Competency development process should start from an analysis of the dynamics of the environment and the core competencies, continuing to identifying the profiles of resources and ending with identification of necessary competencies for specific jobs/functions. (Suutari, 2010)

As Goleman (2010) puts it, "Empathy is our social radar, It requires being able to read another's emotions; at a higher level, it entails sensing and responding to a person's unspoken concerns or feelings. At the highest levels, empathy understands the issues or concerns that lie behind another's feelings". The dynamics, complexity and diversity, now characteristic of operational environment, are diffusing into the organization needs making increasing demands on management and leadership competencies at all organizational levels (Harvey & Buckley, 2011) Competency development process should start from an analysis of the dynamics of the environment and the core competencies, continuing to identifying the profiles of resources and ending with identification of necessary competencies for specific jobs/functions (Suutari, 2010).

Mitullah (2014) says, Local Governance has been glorified as a panacea for development worldwide due to its positive attributes in development. In Africa, Local Governance has been believed to improve the relationship between citizens and the state. This view may be viable but the reality could be different in that many citizens are dissatisfied with the performance of Local Authorities in service delivery and get disengaged from local processes put in place to address local development. In Kenya, since independence the Government has been implementing local government reform programs with the view of enhanced service delivery and good performance thus this effort have met several challenges. This is the baseline why this study seeks to investigate the effect of strategic leadership on the performance of developed government systems. The study will assume that leadership competencies affects performance of local authorities. Leadership competencies will be viewed in terms of strategic intent/vision articulation, integrity/ethical issues, influence, and the style of leadership execution.

Adejimi (2016) has analyzed the situation of leadership in Nigeria, he noted that in Nigeria, instead of the leaders being honest and liberal, leaders are leading in corruption behavior. Most are distracted to the point of forgetting the policies that should be helping for improving the society. It is evident that most leaders have poor leadership skills not to mention mismanagement deeds. In-spite of a variety of studies on obstacles and constraints that many Nigerians of eastern regions face under the hands of leaders of bad leadership, it warrants for further research on accountability and effective leadership to enable improvement and capability of leaders.

Since 2000, Rwanda has adopted a sweeping National Decentralization Policy to ensure equitable political, economic, and social development throughout the country. While the implementation of this policy has yielded effective decentralization reforms, the country still faces the challenge of empowering its civil society for greater participation (MINALOC, 2011). However, leadership competencies are most essential needs in the local governance to enhance and reach to the good performance.

In Rwanda, local government is provided for by the Organic Law 2005, and it is enshrined in Chapter 1 of the constitution. The Ministry of Local Government is responsible for local government, which is in four tiers, comprising 30 districts; 416 sectors; 2,148 cells; and 14,837 villages, Local elections are held every five

years. The local authorities have revenue-raising powers, and derive income from property taxes and license fees, as well as receiving regular and one-off transfers from national government. They provide public services in partnership with other agencies, which include primary health care; environmental management; water supply; waste disposal; rural electrification; promoting local economic development; town planning; and local transport.

1.2 Statement of the Issue

Leadership is considered a very important, an almost magical variable in enhancing management capacity, in providing higher-quality goods and services, in providing higher levels of satisfaction among employees, and in improving organizational performance. Leadership is seen to be an answer to many intractable problems, also in public organizations. (Leinonen & Juntunen 2015).

From the study conducted in the Rwandan Local Governments, one of the major challenges that were found to be affecting the performance of Local Governments was that there is duplication of roles and responsibilities at the Province/Kigali City and District levels. In the District, the Mayor is responsible for the implementation of all the decisions taken in the District and the Vice Mayor for Economic Affairs is in charge of issues related to financial matters while the one in charge of Social Affairs is responsible for all social issues. The Executive Secretary is the Budget Manager and in charge of General Administration. While each of the four want to safeguard and maintain the status quo, sometimes conflicts arise in relation to implementation of some issues. (RALGA 2010).

Balancing between the changing administrative and political fields, not to mention the effects of local governance reforms on municipal management and operation models, require multidimensional leadership competence. For some years now, leadership competence has been considered to be essential for enhancing public sector performance. It is also easy to agree that today's public sector leadership has the same kinds of leadership competence demands as the private sector (networks, cooperation, coordination, human resources, etc.) Public sector leaders are also progressively required to have such qualities as integrity, tolerance for ambiguity, and adaptability. (Leinonen & Juntunen 2015).

There exists lack of empirical evidence in Rwanda about the effect of leadership competencies on local government performance. Referring to the research conducted by Zakaria and Taiwo (2015), the effect of team leader skills and competencies team based with the assumption that self-management leadership do affect team performance. Achoch, Gakure and Waititu (2016) conducted a study on the influence of self-awareness leadership on transformation of public service reform initiatives. Sabir, Iqbal, Rehman, Shah and Yameen (2012) conducted a study on the impact of corporate ethical values on Social awareness leadership and employee performance in the context of Pakistan. And RALGA (2010) sought to assess the challenges facing local government in Rwanda.

These studies did not link leadership aptitudes to local governance performance. Therefore, the contradictory findings in other countries and lack of empirical evidence in Rwanda about the effect of leadership competencies on local government performance leave a wide knowledge gap which this study sought to fill.

LITERATURE REVIEW

2.1 Description of the issue

2.1.1 Theoretical framework

A theoretical framework is a collection of interrelated concepts. The concept of leadership competencies has been in existence for so many years all over the world. However, it was not developed as it is today due to some factors like political instability, war, political conflict, etc. There are number of theories that have been developed in describing the effect of leadership competencies on performance of local governance. This

study will review the following theories; trait theory, agency theory, stewardship theory and internal control theory.

2.1.1.1 Trait Theory

Modern trait theory proposes that individuals emerge as leaders across a variety of situations and tasks; significant individual leadership traits include: intelligence, adjustment, extroversion, conscientiousness, openness to experience, and general self-efficacy. Underlying this research is the assumption leadership that capabilities are rooted in characteristics possessed by individuals. Research in the field of trait theory has shown significant positive relationships between effective leadership and personality traits such as intelligence, extroversion, conscientiousness, self-efficacy, and openness to experience. These findings also show that individuals emerge as leaders across a variety of situations and tasks."The trait theory of leadership, generally considered the first modern theory of leadership, became popular during the second half of the twentieth century and, despite scholarly criticism, has continued to be popular," (Shriberg and Shriberg. 2011).

The theory states that certain innate traits are common to leaders. Although the identified traits vary, the most common are intelligence, self-confidence, determination, integrity, and sociability. "the theory emphases on the character of a leader that makes him/her a successful leader, it means in this study that, leadership competencies are applicable in local government. This theory is relevant to this study since it elaborates on the characteristics of a good leader. For instance, the theory posits that the Character of a leader is what determines whether he/she will be a good or a bad leader. This theory addresses the variable leadership competencies.

2.1.1.2 Agency theory

Agency model is considered as one of the oldest theory in the literature of the management and economics (Daily & Wasserman, 2016). Agency theory discusses the problems that surface in the organization due to the separation of owners and managers and emphasizes on the reduction of this problem. This theory helps in implementing the various governance mechanisms to control the agents' action in the jointly held corporations. In a joint stock company, the ownership is held by individuals or groups in the form of stock and these share- holders (principals) delegates the authority to the managers (agents) to run the business on their behalf (Jensen & Meckling, 2011), but the major issue is whether these managers are performing for the owners or themselves.

2.1.1.3 Stewardship theory

The stewardship theory, also known as the stakeholders' theory, adopts a different approach from the agency theory. It starts from the premise that organizations serve a broader social purpose than just maximizing the wealth of shareholders. Stewardship theory is also about the employment relationship between two parties, the principal (owner) and the steward (manager); Davis et al., 2019). It too examines this relationship from a behavioral and a structural perspective. Theory suggests that stewards will behave in a pro-social manner, behavior which is aimed at the interest of the principal and thus the organization (Davis et al., 2019). This behavior is fostered by the quality of the relationship between the principal and steward and the environment and ideals of the organization. This theory informs this study in that it asserts that the abilities of the leaders impact the performance of local government directly. Thus, it is expected that good leadership capabilities would translate to better performance of the local government.

2.1.2 Conceptual Framework

When clearly articulated, a conceptual framework has potential usefulness as a tool to assist a researcher to make meaning of subsequent findings. It forms part of the agenda for negotiation to be scrutinized, tested, reviewed and reformed as a result of investigation and it explains the possible connections between the variables. The conceptual framework guiding the study is as illustrated in Figure 1.
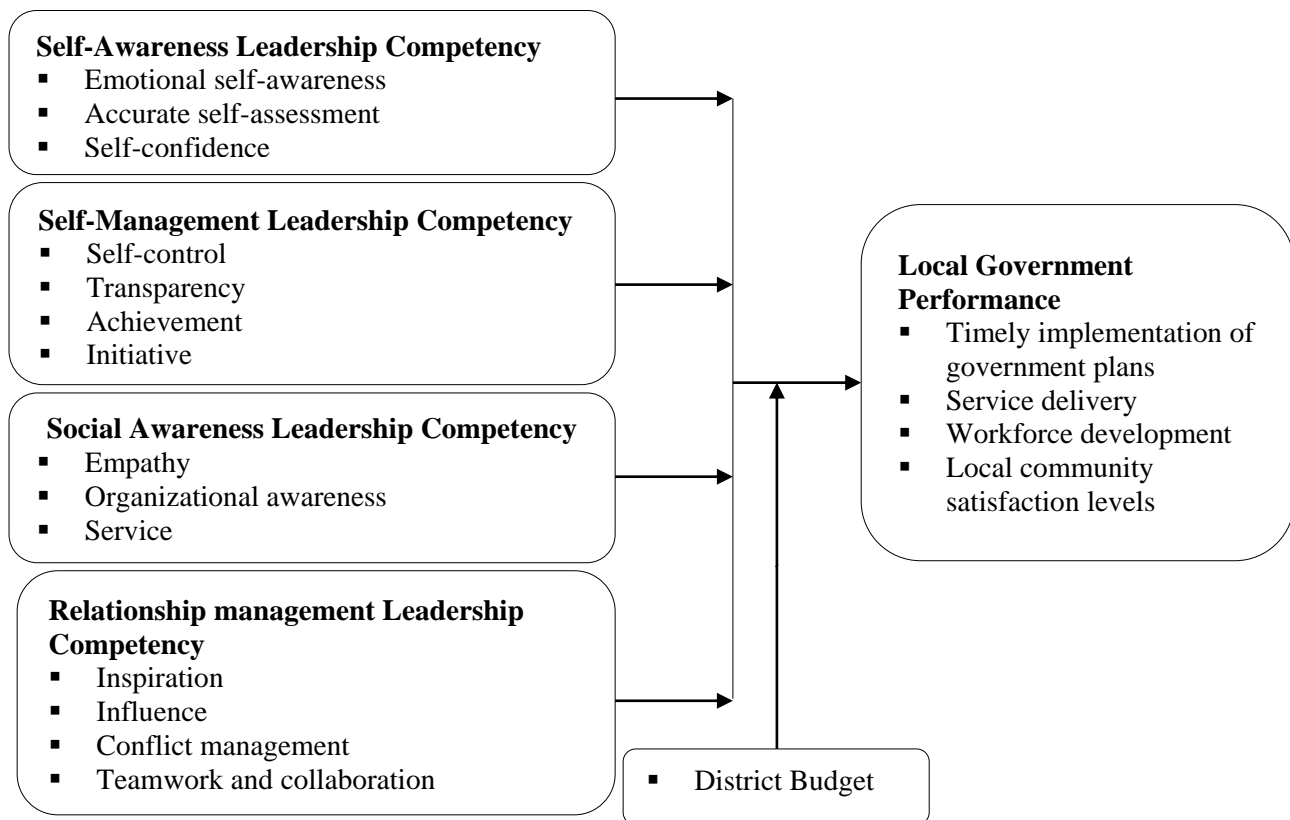
Independent Variable

Figure 1: Conceptual framework

Source: Researcher, 2020

2.1.3 Description of Variables

2.1.3.1 Self-awareness Leadership

Self-awareness is an honest understanding of your own values, desires, thought patterns, motivations, goals and ambitions, emotional responses, strengths and weaknesses, and effect on others. This awareness takes years to fully develop, requires commitment, and is supplemented by others' feedback. Once developed and practiced regularly, self-awareness enables you to manage your behavior, improve your interactions and relation-ships, and gain or increase your influence. The level of self-awareness is related to the level of influence and performance, (Sekaran, 2010).

Self-awareness leadership competencies are structured in the following elements:

Emotional self-awareness. Leaders high in emotional self-awareness are attuned to their inner signals, recognizing how their feelings affect them and their job performance. They are attuned to their guiding values and can often intuit the best course of action, seeing the big picture in a complex situation. Emotionally self-aware leaders can be candid and authentic, able to speak openly about their emotions or with conviction about their guiding vision.

Accurate self-assessment. Leaders with high self-awareness typically know their limitations and strengths, and exhibit a sense of humor about them. They exhibit a gracefulness in learning where they need to improve, and

welcome constructive criticism and feedback. Accurate self-assessment lets a leader know when to ask for help and where to focus in cultivating new leadership strength. Self-confidence. Knowing their abilities with accuracy allows leaders to play to their strengths. Self-confident leaders can welcome a difficult assignment (Eddleston & Kellermanns, 2011).

2.1.3.2 Self-management Leadership

Self-management leadership management is structured in the following element:

Self-control. The ability of leaders to manage their impulses and disturbing emotions is achieved through leaders with emotional self-control. A trademark of ability to self-control is apparent over a leader with an ability to be calm and sober under high pressure and/or crisis

Transparency. Transparent leaders are true to their values.it is an original truthfulness about oneself as well as other people beliefs and feelings and thus allowing integrity. Leaders with such character are quick to admit faults as well as counter any unethical character instead of ignoring it.

Adaptability. This character enables leaders to juggle between multiple expectations without losing their synergy. They portray flexibility in their adaptation to new challenges.

Achievement. This character gives leaders the ability to achieve high personal standards thus driving them to seek improvement in terms of performance for both self as well as those they represent.

Initiative. These leaders have all that it takes to control their own destiny and excel in their own personal initiative. Their ability to seize opportunities is excellent and won't hesitate to dive into risky situations as well as bend the existing rules when the bright future depends on it

Optimism. These type of leaders use challenges and/or threats as a motivation and wont be thrown back by challenges but rather will be a push button. They will always see the best in others and will expect highly of them. Their ability to embrace the 'glass is half full' concept enables them to have a positive outlook of the future always and life generally. (Eddleston & Kellermanns, 2011).

2.1.3.3 Social Awareness Leadership

Social awareness leadership management is structured in the following elements:

Empathy. Leaders with empathy are able to attune to a wide range of emotional signals, letting them sense the felt, but unspoken, emotions in a person or group. Such leaders listen attentively and can grasp the other person's perspective. Empathy makes a leader able to get along well with people of diverse backgrounds or from other cultures. Organizational awareness. A leader with a keen social awareness can be politically astute, able to detect crucial social networks and read key power relationships. Such leaders can understand the political forces at work in an organization, as well as the guiding values and unspoken rules that operate among people there.

Service. Leaders high in the service competence foster an emotional climate so that people directly in touch with the customer or client will keep the relationship on the right track. Such leaders monitor customer or client satisfaction carefully to ensure they are getting what they need. They also make themselves available as needed (Pieper 2010).

2.1.3.4 Relationship management Leadership

Relationship Management includes the identification, analysis, and management of relationships with people inside and outside of your team as well as their development through feedback and coaching. It also incorporates your ability to communicate, persuade, and lead others, whilst being direct and honest without alienating people. (Goleman, 2011)

Relationship management is structured in the following elements:

Inspiration; Leaders who inspire both create resonance and move people with a compelling vision or shared mission. Such leaders embody what they ask of others, and are able to articulate a shared mission in a way that inspires others to follow. They offer a sense of common purpose beyond the day-to-day tasks, making work exciting. Influence; Indicators of a leader's powers of influence range from finding just the right appeal for a given listener to knowing how to build buy-in from key people and a network of support for an initiative. Leaders adept in influence are persuasive and engaging when they address a group.

Developing others. Leaders who are adept at cultivating people's abilities show a genuine interest in those they are helping along, understanding their goals, strengths, and weaknesses. Such leaders can give timely and constructive feedback and are natural mentors or coaches.

Change catalyst. Leaders who can catalyze change are able to recognize the need for the change, challenge the status quo, and champion the new order. They can be strong advocates for the change even in the face of opposition, making the argument for it compellingly. They also find practical ways to overcome barriers to change. Conflict management. Leaders who manage conflicts best are able to draw out all parties, understand the differing perspectives, and then find a common ideal that everyone can endorse. They surface the conflict, acknowledge the feelings and views of all sides, and then redirect the energy toward a shared ideal.

Teamwork and collaboration. Leaders who are able team players generate an atmosphere of friendly collegiality and are themselves models of respect, helpfulness, and cooperation. They draw others into active, enthusiastic commitment to the collective effort, and build spirit and identity. They spend time forging and cementing close relationships beyond mere work obligations. (Goleman, 2011).

2.1.3.5 Local government Performance

Performance measurement is an important element of local government modernization as outlined in the fifth national social partnership agreement Programme for Prosperity and Fairness (2000).In developing performance measurement systems for local government, it is useful to establish a broad framework to provide a common language and focus for measurement initiatives. Such a framework must be consistent with national initiatives such as the promotion of value-for-money studies and the development of performance management in the public service. Essential features of a framework should include: the dimensions of performance to be measured; the criteria to be considered in selecting indicators; and the establishment of a balanced set of measures. (Ibietan & Ndukwe, (2016).

It is important that performance indicators are developed for all levels of local authority

Performance, from the strategic, through operational program, down to the level of the team/ individual. The performance management system for the civil service, which is likely to be used as a reference point for performance management in local government, emphasizes three perspectives on performance: service delivery; financial management; and human resource management (Lamidi & Adeyeye, 2015).

Most researcher observes that the quality of Leadership competencies directly and greatly influences an organization's performance leading to increasing interest in various Leadership competencies models such as transactional, transformational, servant and situational. The Leadership competencies and performance involves communicating to people worth and potential. Day (2009) states that leadership competencies enables organization achieve specific goals through team building by creating, and maintaining a sense of vision, culture and interpersonal relationships. The core functions of leadership competencies include valuing, visioning, coaching, empowering, team building, promoting quality and listening to the grievances raised by the team members.

2.1.3.6 Performance contracts

Performance contracts are contracts between the President of Rwanda and government agencies detailing what the respective institution sets itself as targets on an extract from the template for performance contracts for the

financial year (FY). A similar table is constructed for the four pillars of the performance contracts (governance, justice, social and economic development). The extract is taken from the economic development pillar.

When preparing the performance contracts each local government administrative unit determines its own objectives (with measurable indicators), taking into account national priorities, as highlighted in the International and National strategic documents, such as the Millennium Development Goals (MDGs), VISION 2020, Economic Development and Poverty Reduction Strategy (EDPRS), District Development Plans (DDPs) and Sector Development Plans. Local authorities are held accountable to their targets, and civil servants can be fired for below-average performance. (Bruno, 2012)

2.1.4 Empirical Review

This section will reviews literature from prior scholars regarding the effect of self-awareness leadership competencies, self-management leadership competencies, social awareness leadership competencies and relationship management leadership competencies on performance of local government.

2.1.4.1 Self-awareness Leadership

Self-awareness means that a person has a deep understanding of his/her emotions, strengths and weaknesses, needs and drives, sources of frustration and reactions to problems (Van Wart, (2015). maintains that one has to become aware of one's own defensiveness and its operation before one can realistically assess one's problem or what one's resources are to deal with it. Self-insight enables one to listen to others and assess the value of what they have to offer.

Achoch, Gakure and Waititu (2016) conducted a study on the influence of self-awareness leadership competencies on transformation of public service reform initiatives. The exploratory study was conducted on 178 respondents in the civil service deployed in Nairobi using questionnaires. The study found that a leadership competency is important in terms of both perceptions of leader effectiveness and follower satisfaction. Knowing one's strengths and weaknesses is viewed as essential for conscious personal transformation and development. In other words, we cannot change what we don't know. Gupta and Govindarajan (2012).

2.1.4.2 Self-management Leadership

Zakaria and Taiwo (2015), conducted a study on the effect of team leader skills and competencies team based on the assumption that Self-management leadership competencies do affect team performance. The study was conducted in University of Technology Petronas (UTP) using a survey method on 176 faculty staffs. Structural equation modeling (SEM) technique was employed to analyze the data. The outcomes of the study revealed that team leaders' human skills and team self-evaluation significantly influence the effective performance of the team. Also, team self-evaluation had a direct effect on technical skills.

Moore and Rudd (2011), sought to identify the major leadership competencies skill areas and specific leadership competencies within each skill area needed by Extension leaders. Purposive sampling of 7 administrative heads of agriculture was used. The findings identified six major Leadership competencies skill areas needed by extension leaders: human, conceptual, technical, communication, emotional intelligence, and industry knowledge skills.

Rahman and Castelli (2015).

Investigated the impact of empathy on leadership competencies effectiveness by testing four hypotheses to determine the relationships between empathy, leadership competencies effectiveness, and leaders' backgrounds using a sample of 216 business leaders located in the United States (51.9%) and Malaysia (48.1%). The results indicate that American business leaders have significantly higher empathy than Malaysian business leaders, and that leaders with higher empathy appear to be more effective.

2.1.4.3 Social Awareness Leadership

Walumbwa*et al.* (2011), investigated the link between social awareness leadership competencies and performance using data from the People's Republic of China. Consistent with social exchange, social learning, and social identity theories, the study examined leader–member exchange (LMX), self-efficacy, and organizational identification as mediators of the Social awareness leadership competencies to performance relationship. Results from 72 supervisors and 201 immediate direct reports revealed that Social awareness leadership competencies was positively and significantly related to employee performance as rated by their immediate supervisors and that this relationship was fully mediated by LMX, self-efficacy, and organizational identification, controlling for procedural fairness.

Sabir*etal* (2012), conducted a study on the impact of corporate ethical values on social awareness leadership competencies and employee performance in the context of Pakistan. The study was conducted considering three variables i.e. corporate ethical values, Social awareness leadership competencies and employee performance. The findings showed that social awareness leadership competencies having no ethical manners is harmful, vicious and even poisonous. Results also revealed that a corporate ethical value is the most important factor for Social awareness leadership competencies and employee performance.

Mainga (2012), sought to investigate the inherent steps taken by the specific government entities within the public service in adoption of ethical behavior in line with this piece of legislation. The study adopted a descriptive survey of the target population which is local government. Data collection instruments will comprise of both closed and open-ended questionnaires and Likert-based questionnaire items. The researcher will undertake descriptive statistics using the Statistical Package for Social Scientists (SPSS) and it will be presented in tables and further interpretation will be provided.

2.1.4.4 Relationship management Leadership

Both, the Relationship management and networking skills are frequently discussed under the single term of "relationship management". Here, a distinction is made between the two approaches. Compared with networking skills, which will be discussed next, the Relationship management emphasizes the more informal, person-to-person interaction. In the hallmarks of relationship management, Goleman (2008, 2010) includes effectiveness in leading change and being a change catalyst, ability to take charge and inspire with a compelling vision, visionary leadership, developing others, conflict management, expertise in building and leading teams, teamwork and collaboration, communication and listening skills, persuasiveness and ability to influence, building bonds and finding a common ground with all kinds of people.

Leadership Intelligence can lead to an increased moral amongst employees. An individual's leadership intelligence can be seen to dictate interpersonal relationships. In his findings, Cooper (2019) affirmed that leadership that is properly managed can, and do have successful outcomes. Carefully managed intelligent can drive trust, loyalty and commitment as well as increase productivity, innovation and accomplishment in the individual, team and organizational sphere. Several authors: Salavey and Shyter (2011) and Goleman (2012) suggest that leadership intelligence is essential for effective leadership. It is believed that even if one has the best training in the world as well as a "high intelligence" level without leadership intelligence, the person would still not make a good leader. Studies show that leadership intelligence facilities individual adaptation and change.

Moran and Riesenberger (2012) maintain that socially skillful mangers are able to motivate employees to excellence, negotiate conflicts, and lead and participate effectively in multicultural teams. Mumford *et al.,* (2010) refer to social performance skills that include communication, persuasion, negotiation, and conflict management. Similarly, Brake's (2011) definition of Relationship management include influencing, cross-cultural communication, conflict management, negotiation, inspiring others, fostering collaboration, and change a gentry. Bennis and Thomas (2012) emphasize the influencing ability referring to Relationship

management as ability to engage others in shared meaning and express oneself with a distinctive and compelling voice.

According to Spreitzer*et al.* (2011) interpersonal skills help leaders in bringing out the best in people, increasing their capability for cooperation and team building, ability to attract and develop talent, capacity to motivate and align people to one vision, and oral and written communication. Overall, Relationship management is outcomes and culminations of other dimensions of emotional intelligence, and combine logical intelligence, emotional intelligence and technical skills into coherent global leadership competence.

2.1.4.5 Local government Performance

Knowledge alone is never enough but it takes something more to lead others effectively. In government institutions, the human resource department carries out continual performance appraisals which is used to promote the staff or for other development agendas basing on the performance appraisal guidelines (Bruno, 2012).

In order to measure local government performance, various indicators will be used not limited to achievement of government agendas, timely implementation of the set goals at various departments as well as accurate and effective decision making as well as society satisfaction by the government institutions.

2.2 Critique of issue

The term of "competency" plays the important role in improving job performance and in turn qualifies human resources. Especially, under the climate of globalization, the workplace requires business practitioners to acquire a new set of knowledge, skills, and attitudes to face the diversity and complication of the new business environment successfully. There is a variety of research that clarifies the relationship between competencies and organization performance (Van Dijk, 2015). For example, findings of Volman, (2011) study demonstrate the suitability and potential usefulness of their competency-based model that reflects elements of both performance behaviors and outcomes in predicting the performance. Similarly, there are other research (Wildenboer and Moynihan, 2015) highlighting the validity and utility of competencies in predicting organization performance. However, there are still some confusion and skepticism about the relation between competencies and performance. These are mainly because of the difficulties in assessment of competencies and the complex and lengthy process required for identifying the appropriate competency performance relationship (Vakola, *et al.*2010).

The literature review of on the effect of type of leadership competencies on performance reflects that leadership competencies are critical in ensuring good organization performance (Karamat, 2015). There is lack of explicit data on performance outcome competencies processes from various researchers have warranted the need for study on leadership competencies describing the importance and causalities or different competencies. These have had adverse effects on the performance of many organizations since they are not informed on which competencies matches an organization in a particular sector. This mismatch has resulted to poor performance of these organizations (Baruch, 2012).The study will be conducted to assess if the appropriate leadership competencies are employed in the local government for high level of performance achievement.

2.3 Summary of the issue

The independent and dependent variables are explained using various reviewed theories. To start with is the trait theory which attempted to recognize physical, personality, mental, and characteristics associated with leadership competencies success. The theory argues the unique feature that differentiates leaders from other people is their ability to express themselves better than other people. Secondly, is the agency theory and it is concerned with analyzing and resolving problems that occur in the relationship between principals (owners or shareholders) and their agents or top management. Thirdly, is the stewardship theory and it holds that corporations are social entities that affect the welfare of many stakeholders where stakeholders are groups or

individuals that interact with a firm and that affect or are affected by the achievement of the firm's objectives. Fourthly, is the internal control theory. This theory believes that all behavior is motivated internally. It's believed that a company can have an effective internal control system only when the management maintains a business environment which emphasizes appropriate level of conscious control.

For instance, self-awareness leaders are influenced by managerial knowledge, goal orientation and inquisitiveness. Self-management leadership competencies are influenced by problem solving, tactical, technical skills and conflict management. Social awareness leadership competencies are influenced by cross-cultural communication, integrity and divertible change manager.

Relationship management leadership competencies are influenced by social judgment skill, inspiring others and fostering collaboration. The dependent variable (local government performance) is depicted by performance contracting ranking. The chapter also explored the conceptualization of the independent and the dependent variables by analyzing the relationships between the two set of variables. With regard to self-awareness leadership competencies, the achievement or fiasco of the local government depend on self-awareness leadership competencies employed by the leaders. Leaders have to ensure that changes in an organization are accepted and implemented in a way resulting not only in better local government performance but also in general understanding and satisfaction of all. With regard to leadership competencies, a focus on self-management leadership competencies development promotes better leadership competencies as skills needed for a particular position may change depending on the specific leadership competencies level in local government.

With regard to social awareness leadership competencies, When leaders prove again and again that ethics are an essential part of the rational and metaphysical framework they use to comprehend and recount to the world, its an evident that they have social awareness leadership competencies which are demanded as ethical behavior of all the time, thus making them ethical all the time. With regard to relationship management leadership competencies, districts performance should be related to the aggregate effects of leaders at different hierarchical levels. It is evident from the review that self-awareness leadership competencies, self-management leadership competencies, social awareness leadership competencies and Relationship management leadership competencies affect local government performance. This effect will either be positive or negative.

2.4 Research Gap

A critical review of past literature showed that several conceptual and contextual research gaps existed in the influence of self-awareness leadership competencies, self-management leadership competencies, Social awareness leadership competencies and relationship management leadership competencies on the performance of local government. Achoch, Gakure and Waititu (2016) conducted a study on the influence of self-awareness leadership competencies on transformation of public service reform initiatives. There exists an objective gap since this study did not address other variables such as social awareness leadership competencies, and relationship management leadership competencies. In addition, there exists a contextual gap in that this study focused on the public service in Kenya while this study will focus on local government in Rwanda.

Taiwo and Zakaria (2015) conducted a research on team leader skills effect and team based competencies, assuming that self-management leadership competencies do affect performance of teams. The study was conducted in University of Technology Petronas (UTP) using a survey method. Since this study did not address other variables such as social awareness leadership competencies, self-awareness leadership competencies and relationship management leadership competencies it leaves an objective gap. Similarly, there exists a contextual gap in that the study focused on a university while this study will focus on local government. Sabir*et al*. (2012) conducted a study on the impact of corporate ethical values on Social awareness leadership competencies and employee performance in the context of Pakistan. Since the study did

not address other variables such as leadership competencies, self-awareness leadership competencies and relationship management leadership competencies, an objective gap exists in this study. In addition, there exists a contextual gap in that the study was conducted in Pakistan while this study will be conducted in Rwanda.

DYNAMICS OF THE ANTICIPATED SOLUTION

3.0 Introduction
This chapter highlighted the goal(s) and the objective(s) of the investigation as well as the methods used while collecting the data and how the research was conducted in general. It includes important aspects like, research design, population and selection of sample. It includes the methods that were used in data collection, analysis and interpretation as well as the problem encountered by the researcher during the study.

3.1 Goals and objectives of the investigation

3.1.1. General Objective
The general aim of this study was to assess the effect of leadership competencies on performance of local governance in Rwanda.

3.1.2. Specific Objectives
The study pursued the following specific objectives:
- To determine the effect of self-awareness leadership competency on performance of local government in Rwanda
- To establish the effect of self-management leadership competency on performance of local government in Rwanda
- To examine the effect of social awareness leadership competency on performance of local government in Rwanda
- To assess the effect of relationship management leadership competency on performance of local government in Rwanda

3.1.3 Hypothesis
This study tested the following research hypothesis:
- **$H_0$1:** Self-awareness leadership competency does not have a significant influence on the performance of local government in Rwanda
- **$H_0$2:** Self-management leadership competency does not have a significant influence on the performance of local government in Rwanda
- **$H_0$3:** Social awareness leadership competency does not have a significant influence on the performance of local government in Rwanda
- **$H_0$4:** Relationship management leadership competency does not have a significantly influence on the performance of local government in Rwanda

3.1.4 Justification of the Study
Leadership competencies are an important function in any four tiers of local government as it involves motivating, inspiring and influencing others towards a common organization goal. Each style of and approach in leadership skills impacts local government performance differently necessitating this study on how leadership aptitudes have influenced performance of local government. Rwandan history shows that Rwanda experiences a high inequality in Politics, economics and social development. Thus, the study would be beneficial to the following groups of persons due to its informational value.

3.1.4.1 Local government leaders

Leadership competencies affect the development, functioning and management of local government thus improving the performance of these of local government. In Rwanda, due to poor Leadership skills, different tiers of local government still are facing political, economic and social development problems. The study will provide invaluable input on Leadership skills which they will adopt in formulating laws and regulations affecting their local government performances.

3.1.4.2 Rwandan Citizens

Strengthening leadership capabilities at local government level might be a viable option for Rwanda as a country which is faced by major Leadership capabilities challenges characterized by corruption and misallocation of resources. Better performing public sector owing to good Leadership skills would contribute to the improvement of economic performance which will be beneficial to the entire country. Besides, better performance would lead to better efficient and effective service delivery to the citizens.

3.1.4.3 Researchers and Scholars

Lastly, given the limited knowledge in the same field, the findings of this study will also be used as a source of reference for other researchers. Similarly, this study will be of great significance to the academicians and Leadership consultants as they seek to increase their knowledge on the effect of Leadership abilities on the performance of local government in Rwanda.

3.1.5 Scope of the Study

The study focused on the effect of leadership competencies on performance of local government in Rwanda between 2015-2019, the unit of analysis will be all thirty districts, the geographical scope will be Rwanda.

3.2 Research Design

Research design is a conceptual structure within which research is conducted; it constitutes the points for the collection, measuring and analysis of data. Decision regarding what data is required to answer, from whom the data is obtained and exactly what is the best way to gather the data, where the study is carried, when the study was taken, by what means concerning an inquiry or study constituted design. A good research design had a clearly defined purpose and had consistency between the research questions and the proposed research method (Mugenda and Mugenda 2015). This study used a cross-sectional survey research design. Cross-sectional surveys involve data collection from a population, or a representative subset, at one specific point in time and have an advantage over other research designs that only seek individuals with a specific characteristic, with a sample, often a tiny minority, of the rest of the population (Kothari, 2011).

3.2.1 Research philosophy

Research philosophy relates to the development of knowledge and the nature of that knowledge, and contains important assumptions about the way in which researchers view the world. (Young-Yun, 2015).

There are two extreme philosophical views regarding knowledge and reality (schools of thought). These are Positivism (sometimes referred to as deduction research) and Phenomenology (also known as induction research). This study will be guided by the positivist paradigm where scientific processes will follow hypothesizing fundamental laws then deducing the observations so as to determine the truth or falsify the said hypothesis about the relationship that exists between the types of leadership competencies and the performance of local government in Rwanda while taking into account the moderating effects of District budget and district population. True to the positivism paradigm, cross-sectional surveys ensure that researchers record the information that is present in a population, but do not manipulate variables which enhance objectivity. Through cross-sectional survey, all population elements were considered to ensure the comprehensive findings that will be obtained on the subject matter.

3.3 Target Population

Population is generally a large collection of individuals or objects that is the main focus of a scientific query and to whose benefit the study is done. According to Mugenda and Mugenda, (2015) a research population is a well-defined collection of individuals or objects known to have similar characteristics and usually have a common, binding characteristic or trait.

The study's population was the districts of Rwanda.

The population study was the local government of Rwanda. The local government of Rwanda is structured in four tiers: 30 Districts; 416 Sectors; 2,148cells and 14,837 Villages. The research was focused on 30 districts' Mayors as the unit of analysis since are the one who sign the contract performance with the president of the republic of Rwanda.

3.4 Pilot Test Study

The purpose of the pilot test exercise was to analyze the data and establish the validity and reliability of the psychometric measures in the data collection instrument (Cooper (2012)). Additionally, the piloting exercise helped the researcher identify and adjust questions not well understood by the respondents. This involved the ensuring of validity and reliability of the research instruments to be used in this study.

3.5 Sample Size and Sampling Technique

Sampling is the process of selecting units (people, organizations) from accessible population so as to fairly generalize results to the target population (Wildenboer, 2011). This study used stratified random sampling technique. Stratified random sampling technique was used to ensure that all the categories of local government are well represented. According to Adejimi, Oyediran and Ogunsanmi (2010), stratified technique is advantageous as it samples each sector (stratum) independently by grouping members of the population into relatively homogeneous sub-groups before sampling. This improves the representativeness of the sample by reducing sampling error.

3.6 Data Collection Instruments

Data was collected by using structured questionnaires. Since the data collected in this study was majorly qualitative, the researcher developed a five point likert scale (1- strongly disagree to 5- strongly agree) that was used to collect data on the independent and dependent indicators. Each section had adequate and relevant research items on the variables. This study used primary data. The field data was collected in the form of observation, interviews and structured questionnaires that are precisely designed to gather important primary data. This method was convenient and easy way of data collection. Structured questionnaires refer to questions which are accompanied by a list of all possible alternatives from which the respondents select the answer that best describe their situation.

3.7 Data Collection Procedure

This research used Questionnaires which was employed. The questionnaire was semi-structured and as such contained both open and closed ended questions. This provided the simplicity of the closed ended questions while allowing the respondent to explain further as necessary.

Ethics obligate the researcher to inform the participants about all the objectives and other elements of the study that may influence them to opt out of it (Robson, 2016). This study ensured that before issuing the questionnaires and conducting the interviews and focus group discussions, the researcher sought consent from the respondents through a letter that was attached on the questionnaire. Integrity was upheld by ensuring that the information obtained was kept confidential and only used for academic purposes. The respondents were not coerced or forced by the researcher to fill in the interviews and participate in the focus group discussions (Kombo and Tromp, 2011)

OVERALL OUTCOMES

4.1 Introduction
This chapter presents the overall outcomes of the research findings collected by the researcher. The chapter is divided into two sections. The first presents the strategy and techniques used, the second presents the results for the study

4.2 Strategy and Techniques

4.2.1 Validity of the Instrument
Mugenda & Mugenda, 2015 states that validity determines whether the research truly measures that which it was intended to measure or how truthful the research results are. In other words, does the research instrument allow you to hit "the bull's eye" of your research object? In this study, the Researcher shared the questionnaire with various experts as well as the university supervisors before using them in the field to ascertain that the questions asked met the objectives of the research.

4.2.2 Reliability of the Instrument
This refers to the stability, consistence and/or dependability of the data. It's the aim of every investigator to ensure that that the measurements provide the consistency and dependable results during the variable measurements (Cooper & Schindler, 2012). The degree of error is the most common influential factor of reliability in research. Generally, reliability decreases with random error increase, (Mugenda & Mugenda, 2009). The usability of results in further research steps is determined by their reliability and validity. Internal consistency measures the correlations between different items on the same test (or the same subscale on a larger test) and whether several items that propose to measure the same general construct produce similar scores. Castillio (2009) provide the following rules of thumb: >0.9 – Excellent, >0.8 – Good, >0.7 – Acceptable, >0.6 – Questionable, >0.5 – Poor and <0.5 – Unacceptable.

4.2.3 Data Analysis and Presentation
As explained by Griffin et al (2010), data analysis denotes the submission of reasoning with an aim of understanding the gathered data in order to determine the patterns consistency while relevant details summaries are being revealed during the investigation. Consequently, Hyndman (2011), notes that data processing involves the translation of the questionnaire responses into a manipulatable form to produce statistics. Generally, it involves data entry, editing, coding as well as the monitoring of procedures of data processing. Through the analysis of the data collected under the guidance of the aims and objectives of this study as well as the measurement of the collected data, the patterns revealed in the data collected regarding the selected variables will be determined.

After quantifying data gotten via the use of questionnaires, researcher edited while dealing with blank responses, coding as well as categorizing and keying into SPSS software. The application of the new SPSS was guided by the fact that it is easy and user friendly.

Descriptive statistics comprised of frequencies and percentages while inferential statistics comprised of multiple linear regression model. In order to complement SPSS mostly in production of tables and diagrams, Microsoft excel was used. Additionally, this study carried out investigative tests. This comprised the familiarity test and the multi-collinearity test. Multiple linear regression model was used to assess the association between the independent and dependent variables as explained in this model. This regression model helped to enlighten the extent and direction of the relationship between variables of the research utilizing the coefficients such as the correlation coefficient of determination as well as the significance levels.

$$Y = a + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + e$$
Where:
Y = Performance of local government

i. { βi; i=1,2,3,4,} = The various independent variables coefficients

ii. Xi denoting;

X1 = Self-awareness leadership competency

X2 = Self-management leadership competency

X3 = Social awareness leadership competency

X4 = relationship management leadership competency

In the model a is the constant term while the coefficient β_1 to β_4 will be used to measure the sensitivity of the dependent variable (Y) to unit change in the independent variable (X_1, X_2, X_3,X_4,).$e$is the error term which will help to capture the unexplained variations in the model. The results will be presented in form of tables, pie charts and graphs. Using SPSS, the regression model will be tested to depict the effect of independent variables on dependent variable.

4.3 Results

4.3.1 Demographic profile of respondents

Table 1: Gender of Respondents

Gender	Frequency	Percent
Male	17	56.7
Female	13	43.3
Total	30	100.0

Source: Primary Data, 2020

As shown in Table 1, 56.7% of the respondents were of the male gender and 43.3% were of the female gender. The sample was dominated by the male gender, which mirrored the real gender distribution of mayors in the country.

Table 2: Age of Respondents

Age	Frequency	Percent
35-40 years	2	6.7
41-45 years	17	56.7
46-50 years	7	23.3
51 years and above	4	13.3
Total	30	100.0

Source: Primary Data, 2020

As presented in Table 2, respondents who aged between 35 and 40 years represented 6.7% of the total sample, 41-45 years represented 56.7%, 46-50 years represented 23.3%, and those who were 51 years and above represented 13.3% of the sample. Clearly, the sample was dominated by respondents who aged between 41-45 years, with the youngest (34-40 years) respondents being the least. Age is wisdom, which is required in leadership, hence age representation represented a mature sample with adequate experience in leadership suggesting that they were able to offer accurate and more informed responses for the study.

Table 3: Highest Education Level of Respondents

Education Level	Frequency	Percent
Undergraduate	13	43.3
Masters	13	43.3
PhD	4	13.4
Total	30	100.0

Source: Primary Data, 2020

Table 3 shows the distribution of respondents according to highest educational level. 43.3% had Undergraduate, 43.3% had master's education level, and 13.4% had attained PhD level. Respondents who had attained diploma and undergraduate education levels dominated the sample, suggesting that the respondents were adequately educated to lead the community. Besides, they were able to read and understand the content of the questionnaire and therefore offer valid responses.

Table 4: Respondent's Number of Years in Current Employment

Duration	Frequency	Percent
Less than 1 year	3	10.0
1-2 years	8	26.7
3-5 years	14	46.7
More than 5 years	5	16.7
Total	30	100.0

Source: Primary Data, 2020

As shown in Table 4, 10% of the respondents had served as mayors for less than 1 year, 26.7% had served for 1-2 years, 46.7% had served for 3-5 years, and 16.7% had served for more than 5 years. The sample was dominated by respondents who had served for 3-5 years with those that had served for less than 1 years being the least in the sample suggesting that most of the respondents had adequate experience to offer rich information for the study.

4.3.2 General presentation of the findings

4.3.2.1 Effect of Self-awareness leadership competency on Performance of Local Government
The first research objective was to determine the effect of self-awareness leadership competency on performance of local government in Rwanda. The researcher sought to find out how frequently the district sponsored trainings on self-awareness for leaders within the last five years and findings documented in Table 5.
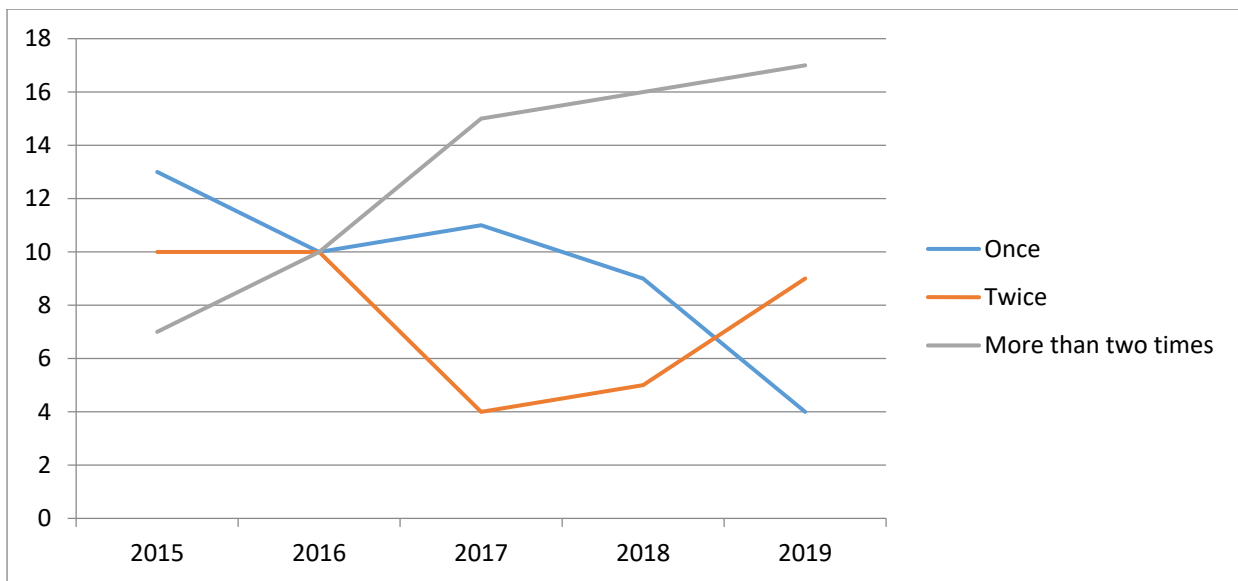
Table 5: Frequency of District Sponsored Trainings on Self-Awareness (2015-2019)

Number of Times	2015	2016	2017	2018	2019
Once	13	10	11	9	4
Twice	10	10	4	5	9
More than two times	7	10	15	16	17
Total	30	30	30	30	30

Source: Primary Data, 2020

As shown in Table 5, respondents indicated that the frequency of self-awareness trainings sponsored by the district had significantly increased over the years. The trend is as illustrated in Figure 4.1.

Figure 2 illustrates an increase in the trend of district sponsored trainings on self-awareness. The trend line suggesting that trainings occurred once in a year reduced gradually from 2015 to 2019 while that indicating that the trainings occurred more than two times increased sharply from 2015 to 2019.

Source: Primary Data, 2020
Figure 2: Trend of District Sponsored Trainings on Self-Awareness (2015-2019)

As indicated in Table 4.6, 10% of the respondents indicated that self-awareness leadership competency had increased service delivery by 0-5%, 40% indicated that the increase in service delivery was by 6-10%, and 50% indicated that the increase in service delivery was by more than 10%.

Table 6: Percentage of which Self-Awareness Leadership Competency Influenced Service Delivery

Percentage	Frequency	Percent
Increased service delivery by 0-5%	3	10.0
Increased service delivery by 6-10%	12	40.0
Increased service delivery by more than10%	15	50.0
Total	30	100.0

Source: Primary Data, 2020

As shown in Table 6, 10% of the respondents indicated that the use of the right combination of self-awareness leadership competencies had influenced the performance of the district by increasing the ability of leaders to be visionary, 30% indicated that the influence was on increasing the managerial knowledge of leaders, 46.7% indicated that the influence was on enhancing the ability of leaders to be goal-oriented, and 13.3% indicated that the influence was enhancing the ability of leaders to be inquisitive.

Table 7: How the Use of Right Combination of Self-Awareness Leadership Competencies Influenced the Performance of the District

Response	Frequency	Percent
Increased the ability of leaders to be visionary	3	10.0
Increased the managerial knowledge of leaders	9	30.0
Increased the ability of leaders to be goal oriented	14	46.7
Increased the ability of leaders to be inquisitive	4	13.3
Total	30	100.0

Source: Primary Data, 2020

4.3.2.2 Effect of Self-management leadership competency on Performance of Local Government

The second research objective was to establish the effect of self-management leadership competency on performance of local government in Rwanda. The researcher sought to find out how frequently the district
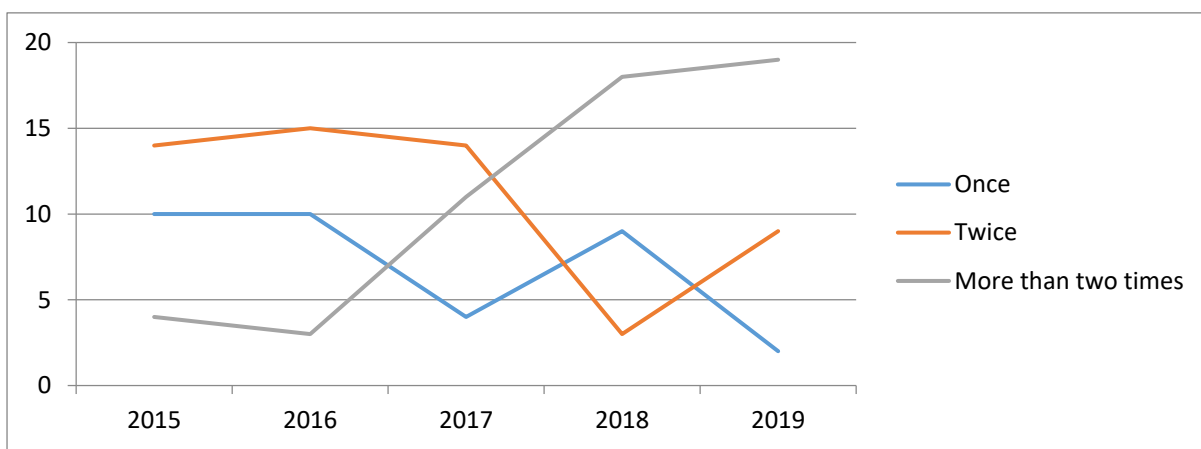
sponsored trainings on self-management for leaders within the last five years and findings documented in Table 8.

Table 8: Frequency of District Sponsored Trainings on Self-Management (2015-2019)

Number of Times	2015	2016	2017	2018	2019
Never	2	2	1		
Once	10	10	4	9	2
Twice	14	15	14	3	9
More than two times	4	3	11	18	19
Total	30	30	30	30	30

Source: Primary Data, 2020

As shown in Table 8, respondents indicated that the frequency of self-management trainings sponsored by the district had significantly increased over the years. The trend is as illustrated in Figure 3.

Source: Primary Data, 2020

Figure 3: Trend of District Sponsored Trainings on Self-Management (2015-2019)

Figure 4.2 illustrates an increase in the trend of district sponsored trainings on self-awareness. The trend line suggesting that trainings occurred once in a year reduced gradually from 2015 to 2019 while that indicating that the trainings occurred more than two times increased sharply from 2015 to 2019.

Table 9: Percentage of which Self-Management Leadership Competency Influenced Service Delivery

Percentage	Frequency	Percent
Increased service delivery by 0-5%	4	13.3
Increased service delivery by 6-10%	13	43.3
Increased service delivery by more than10%	13	43.3
Total	30	100.0

Source: Primary Data, 2020

As indicated in Table 9, 13.3% of the respondents indicated that self-management leadership competency had increased service delivery by 0-5%, 43.3% indicated that the increase in service delivery was by 6-10%, and 43.3% indicated that the increase in service delivery was by more than 10%.

Table 10: How the Use of Right Combination of Self-Management Leadership Competencies Influenced the Performance of the District

Response	Frequency	Percent
Increased the ability of leaders to solve problems	6	20.0
Increased the tactical and interpersonal skills of leaders	9	30.0
Increased the ability of leaders to manage conflicts	11	36.7
Increased the ability of leaders to think strategically	4	13.3
Total	30	100.0

Source: Primary Data, 2020

As shown in Table 10, 20% of the respondents indicated that the use of the right combination of self-management leadership competencies had influenced the performance of the district by increasing the ability of leaders to solve problems, 30% indicated that the influence was by increasing the tactical and interpersonal skills of leaders, 36.7% indicated that the influence was by increasing the ability of leaders to manage conflicts, and 13.3% indicated that the influence was by increasing the ability of leaders to think strategically.

### 4.3.2.3 Effect of Social Awareness leadership competency on Performance of Local Government

The third research objective was to examine the effect of social awareness leadership competency on performance of local government in Rwanda. The researcher sought to find out how frequently the district sponsored trainings on social awareness for leaders within the last five years and findings documented in Table 11.

Table 11: Frequency of District Sponsored Trainings on Social Awareness (2015-2019)

Number of Times	2015	2016	2017	2018	2019
Never	3	2	5	3	2
Once	13	11	16	14	6
Twice	9	11	5	8	17
More than two times	5	6	4	5	5
Total	30	30	30	30	30

Source: Primary Data, 2020

As shown in Table 11, respondents indicated that the frequency of social awareness leadership trainings sponsored by the district were increasing. However, the increase was not gradual. The trend is as illustrated in Figure 4.
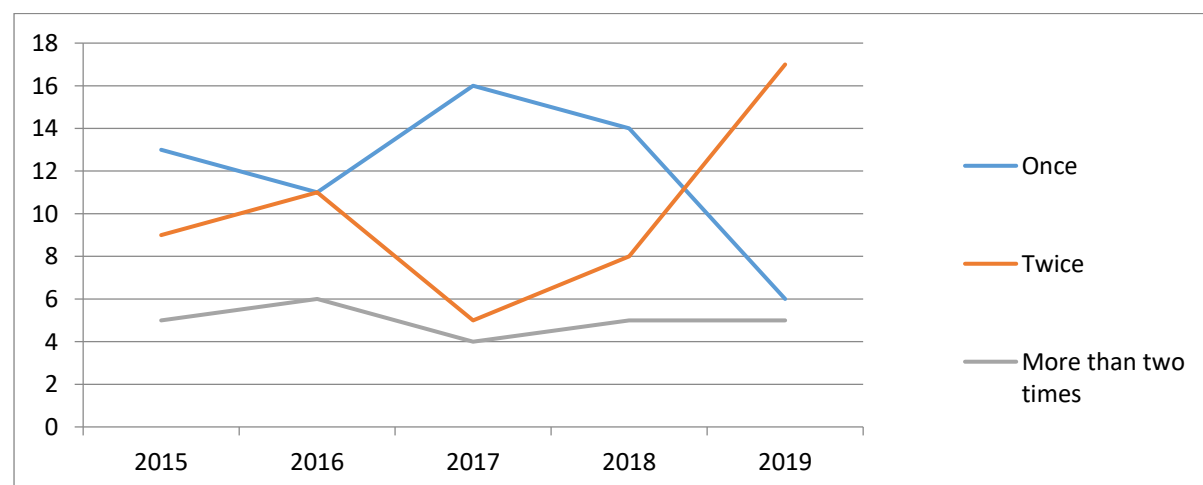
Source: Primary Data, 2020

Figure 4: Trend of District Sponsored Trainings on Social Awareness (2015-2019)

Figure 4 illustrates an irregular trend in the increase of district sponsored trainings on social awareness. The trend line suggesting that trainings occurred once in a year decreased from 2015 to 2016, then increased in 2017, and dropped significantly between 2017 and 2019. Trainings occurring twice in a year increased between 2015 and 2016, decreased significantly in 2017, and sharply increased between 2017 and 2019. Trainings occurring more than two times increased and decreased unsystematically between 2015 and 2019.

Table 12: Percentage of which Social Awareness Leadership Competency Influenced Service Delivery

Percentage	Frequency	Percent
Increased service delivery by 0-5%	4	13.3
Increased service delivery by 6-10%	14	46.7
Increased service delivery by more than10%	12	40.0
Total	30	100.0

Source: Primary Data, 2020

As indicated in Table 12, 13.3% of the respondents indicated that social awareness leadership competency had increased service delivery by 0-5%, 46.7% indicated that the increase in service delivery was by 6-10%, and 40% indicated that the increase in service delivery was by more than 10%.

Table 13: How the Use of Right Combination of Social Awareness Leadership Competencies Influenced the Performance of the District

Responses	Frequency	Percent
Increased cross cultural communication in the district	5	16.7
Increased the virtue of integrity in the district	12	40.0
Increased the aspect of divertible change management in the District	13	43.3
Total	30	100.0

Source: Primary Data, 2020

As shown in Table 13, 16.7% of the respondents indicated that the use of the right combination of social awareness leadership competencies had influenced the performance of the district by increasing cross cultural communication, 40% indicated that the influence was by increasing the virtue of integrity, and 43.3% indicated that the influence was by increasing the aspect of divertible change management in the district.

4.3.2.4 Effect of Relationship Management leadership competency on Performance of Local Government

The fourth research objective was to assess the effect of relationship management leadership competency on performance of local government in Rwanda. The researcher sought to find out how frequently the district sponsored trainings on relationship management for leaders within the last five years and findings documented in Table 14.
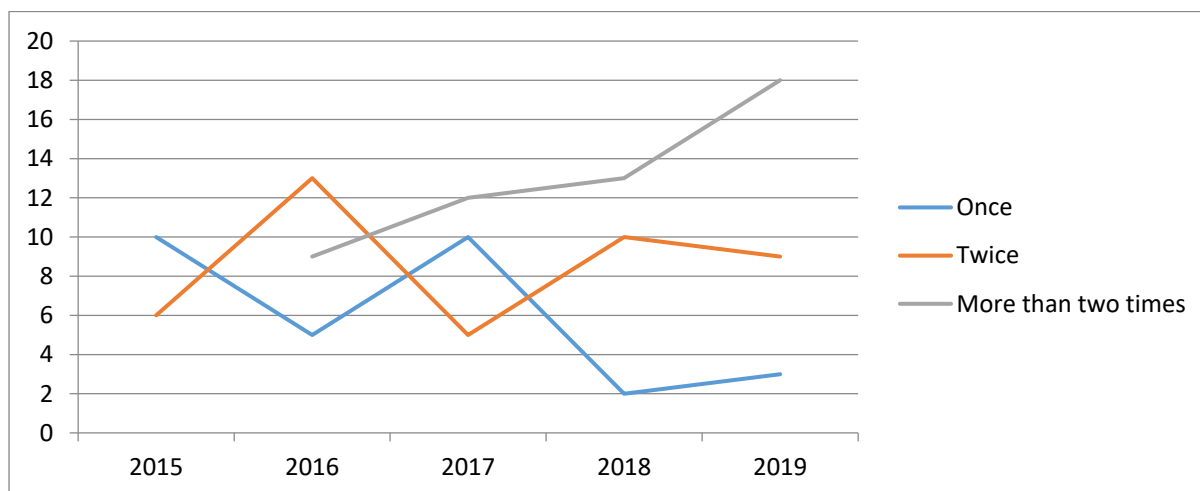
Table 14: Frequency of District Sponsored Trainings on Relationship Management (2015-2019)

Number of Times	2015	2016	2017	2018	2019
Never	14	3	3	5	
Once	10	5	10	2	3
Twice	6	13	5	10	9
More than two times		9	12	13	18
Total	30	30	30	30	30

Source: Primary Data, 2020

As shown in Table 14, respondents indicated that the frequency of relationship management trainings sponsored by the district had significantly increased over the years. The trend is as illustrated in Figure 4.4.

Figure 5 illustrates an increase in the trend of district sponsored trainings on self-awareness. The trend line suggesting that trainings occurred once in a year reduced from 2015 to 2019 while that indicating that the trainings occurred more than two times increased from 2016 to 2019.

Source: Primary Data, 2020
Figure 5: Trend of District Sponsored Trainings on Relationship Management (2015-2019)

As indicated in Table 4.15, 10% of the respondents indicated that relationship management leadership competency had increased service delivery by 0-5%, 26.7% indicated that the increase in service delivery was by 6-10%, and 63.3% indicated that the increase in service delivery was by more than 10%.

Table 15: Percentage of which Relationship Management Leadership Competency Influenced Service Delivery

Percentage	Frequency	Percent
Increased service delivery by 0-5%	3	10.0
Increased service delivery by 6-10%	8	26.7
Increased service delivery by more than10%	19	63.3
Total	30	100.0

Source: Primary Data, 2020

As shown in Table 15, 26.7% of the respondents indicated that the use of the right combination of relationship management leadership competencies had influenced the performance of the district by increasing the magnitude of social judgmental skills amongst the leaders, 40% indicated that the influence was by increasing the ability of leaders to inspire others, and 33.3% indicated that the influence was by increasing the ability of leaders to foster collaboration.

Table 16: How the Use of Right Combination of Relationship Management Leadership Competencies Influenced the Performance of the District

Responses	Frequency	Percent
Increased the magnitude of social judgmental skills amongst the leaders	8	26.7
Increased the ability of leaders to inspire others	12	40.0
Increased the ability of leaders to foster collaboration	10	33.3
Total	30	100.0

Source: Primary Data, 2020

4.3.2.5 Performance of Local Government

The study sought to determine the performance level of local governments in Rwanda. Respondents were provided with performance indicators and requested to indicate the levels of performance based on the indicators using a scale of 1 – 5, with 1 indicating very low performance and 5 indicating very high performance. Means were used to illustrated the findings as follows; mean values between 5 and 4.5 illustrated very high performance, 4.4 – 4.0 high performance, 3.9 – 3.0 moderate performance, 2.9 – 2.0 low performance, and 1.9 – 1.0 very low performance. Findings were as documented in Table 4.17.

Table 17: District Performance (2015-2019).

Performance Indicator	2015	2016	2017	2018	2019
Timely implementation of government plans	4.0667	4.2000	4.4667	4.6333	4.7333
Service Delivery	3.3667	3.9667	4.1333	4. 1667	4.2667
Workforce development	3.9333	4.1333	4.2333	4.3000	4.6667
Local community satisfaction	3.6000	4.1333	4.4333	4.5333	4.5667

Source: Primary Data, 2020

As shown in Table 17, the means for all the performance indicators increased gradually from 2015 to 2019. For the timely implementation of government plans, the mean increased from 4.0667 in 2015 to 4.7333 in 2019. For the service delivery performance indicator, the mean increased from 3.3667 in 2015 to 4.2667 in 2019. For the workforce development performance indicator, the mean increased from 3.9333 in 2015 to 4.6667 in 2019 and for local community satisfaction performance indicator the mean increased from 3.6 in 2015 to 4.5667 in 2019. Hence, the findings indicated a gradual increase in performance in the districts.

4.3.2.6 Relationship between Leadership Competencies and Performance of Local Government

The study sought to test the hypotheses that leadership competencies (self-awareness, self-management, social awareness, and relationship management leadership competencies did not have a significant influence on the performance if local government in Rwanda. Correlation and regression analysis were conducted to determine the relationship between the variables.

As indicated in Table 18, the findings suggested positive correlations between self-awareness leadership competency and all the predictors of performance of local government – timely implementation of government plans (r .905[*], p .023), service delivery (r .407[*], p .015), workforce development (r .475[*], p .025), and local community satisfaction (r .607[*], p .032). All the correlations were statistically significant given that the p values were < 0.05. The implication was that high levels of self-awareness leadership competencies would significantly improve the performance of local governments by enhancing timely implementation of government plans, service delivery, workforce development, and local community satisfaction.

ANALYSIS

5.1 Introduction

This chapter highlights the in-depth analysis of the results based on the objectives of the study as well as questions about the alternatives.

5.2 Correlation analysis

Table 18: Correlation Analysis

		Self-Awareness	Self-Management	Social Awareness	Relationship management	Timely implementation of government plans	Service delivery	Workforce development	Local community satisfaction
Self-Awareness	Pearson Correlation	1	.975*	.237	.875*	.905*	.407*	.475*	.607*
	Sig. (2-tailed)		.036	.208	.030	.023	.015	.025	.032
	N	30	30	30	30	30	30	30	30
Self-Management	Pearson Correlation	.975*	1	.454*	.940*	.462*	.608*	.307	.967*
	Sig. (2-tailed)	.036		.012	.014	.012	.038	.099	.044
	N	30	30	30	30	30	30	30	30
Social Awareness	Pearson Correlation	.237	.454*	1	.778*	.938*	.987*	.856*	.520
	Sig. (2-tailed)	.208	.012		.045	.015	.019	.035	.122
	N	30	30	30	30	30	30	30	30
Relationship management	Pearson Correlation	.875*	.940*	.778*	1	.502*	.281	.881*	.329
	Sig. (2-tailed)	.030	.014	.045		.020	.133	.032	.076
	N	30	30	30	30	30	30	30	30
Timely implementation of government plans	Pearson Correlation	.905*	.462*	.938*	.502*	1	.834	.373*	.764
	Sig. (2-tailed)	.023	.012	.015	.020		.080	.042	.057
	N	30	30	30	30	30	30	30	30
Service delivery	Pearson Correlation	.407*	.608*	.987*	.281	.834	1	.909*	.848*
	Sig. (2-tailed)	.015	.038	.019	.133	.080		.022	.037
	N	30	30	30	30	30	30	30	30
Workforce development	Pearson Correlation	.475*	.307	.856*	.881*	.373*	.909*	1	.191
	Sig. (2-tailed)	.025	.099	.035	.032	.042	.022		.311
	N	30	30	30	30	30	30	30	30
Local community satisfaction	Pearson Correlation	.607*	.967*	.520	.329	.764	.848*	.191	1
	Sig. (2-tailed)	.032	.044	.122	.076	.057	.037	.311	
	N	30	30	30	30	30	30	30	30

*. Correlation is significant at the 0.05 level (2-tailed).
Source: Primary Data, 2020

There were positive correlations between self-management leadership competency and all the predictors of local government performance– timely implementation of government plans (r .462*, p .012), service delivery

(r .608[*], p .038), workforce development (r .307, p .099), and local community satisfaction (r .967[*], p .044). The correlations between self-management leadership competencies and timely implementation of government plans, service delivery, and local community satisfaction were statistically significant given that the p values were < 0.05. However, the relationship between self-management leadership competency and workforce development was not statistically significant given that the p value was >0.05. The implication was that high levels of self-management leadership competencies would significantly affect the performance of local governments by enhancing timely implementation of government plans, service delivery, and local community satisfaction. On the other hand, the effect of self-management leadership competency on workforce development could not be explained given that the relationship was not significant.

There were positive correlations between social awareness leadership competency and all the predictors of local government performance– timely implementation of government plans (r .938[*], p .015), service delivery (r .987[*], p .019), workforce development (r .856[*], p .035), and local community satisfaction (r .520, p .122). The correlations between social awareness leadership competencies and timely implementation of government plans, service delivery, and workforce development were statistically significant given that the p values were < 0.05. However, the relationship between social awareness leadership competency and local community satisfaction was not statistically significant given that the p value was >0.05. The implication was that high levels of social awareness leadership competencies would significantly affect the performance of local governments by enhancing timely implementation of government plans, service delivery, and workforce development. On the other hand, the effect of social awareness leadership competency on local community satisfaction could not be explained given that the relationship was not significant.

There were positive correlations between relationship management leadership competency and all the predictors of local government performance– timely implementation of government plans (r .502[*], p .020), service delivery (r .281, p .133), workforce development (r .881[*], p .032), and local community satisfaction (r .329, p .076). The correlations between relationship management leadership competencies and timely implementation of government plans and workforce development were statistically significant given that the p values were < 0.05. However, the correlations between relationship management leadership competency withservice delivery and local community satisfaction were not statistically significant given that the p values were>0.05. The implication was that high levels of relationship management leadership competencies would significantly affect the performance of local governments by enhancing timely implementation of government plans and workforce development. On the other hand, the effect of relationship management leadership competency on service delivery and local community satisfaction could not be explained given that the relationship was not significant.

A multiple regression analysis was carried out to determine how leadership competencies influenced the performance of local governments in Rwanda when local government performance was regressed against the independent variables. The Durbin Watson (DW) statistic is was used to test for autocorrelations in the residuals arising from a statistical regression analysis. The ideal value for the dw statistic is between 0 and 4. Values between 1.5 and 2.5 suggest that autocorrelation was not detected in the sample.

5.3 Model Summary

Table 19: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.857[a]	.727	.612	.62996	1.608

a. Predictors: (Constant), Relationship management leadership competency , Self-management leadership competency , Self-awareness leadership competency , Social awareness leadership competency

b. Dependent Variable: Local government performance

Source: Primary Data, 2020

As shown in Table 19, the $AnR^2 = .612$, suggesting that 61.2% of relationship management, self-management, self-awareness, and social awareness leadership competencies could be explained by local governance performance leaving 38.8% of the variation in the independent variable to be based on other variables other than local government performance. The Durbin-Watson d = 1.608 was between the two critical values of 1.5 < d < 2.5. The findings suggested that the local government performance met the assumptions and there was no first order linear auto-correlation in the data.

Table 20: Analysis of Variance

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.445	4	.361	.911	.043[b]
	Residual	9.921	25	.397		
	Total	11.367	29			

a. Dependent Variable: Local government performance
b. Predictors: (Constant), Relationship management leadership competency , Self-management leadership competency , Self-awareness leadership competency , Social awareness leadership competency
Source: Primary Data, 2020

Table 20 displays the F-test of the analysis of variance (ANOVA) results on local government performance with F =29 and .911 degrees of freedom of the test, suggesting that the test was highly significant, and was thus assumed that the model did not have a linear relationship, and a 0.043 probability was an indication that the model was significant in predicting the influence of leadership competencies on local government performance given that the p value was < 0.05.

Table 21: Regression Analysis, Correlation Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	.539	.267		.726	.000
Self-Awareness Leadership Competency	.767	.179	.772	.375	.011
Self-Management Leadership Competency	.863	.188	.770	.334	.041
Social Awareness Leadership Competency	.709	.193	.620	.561	.080
Relationship management Leadership Competency	.793	.172	.719	.403	.047

a. Dependent Variable: Local Government Performance
Source: Primary Data, 2020

The regression model derived from Table 21 was as follows:

$Y = .539 + 0.772X_1 + 0.770X_2 + 0.620X_3 + 0.719X_4 + e$, where Y is local government performance; X_1 is self-awareness leadership competency; X_2 is self-management leadership competency; X_3 is social awareness leadership competency; X_3 is relationship management leadership competency; and e is the significance level. The significance levels of the independent variables were; self-awareness leadership competency (p=.011); self-management leadership competency (p = .041); social awareness leadership competency (p=.080); and relationship management leadership competency (p = .047). The model was significant in predicting the influence of self-awareness, self-management, and relationship management leadership competencies on the performance of local governments given that the p values were < 0.05. However, the model did not predict the influence of social awareness leadership competency on the performance of local governments given that the p value was >0.05.

The positive coefficient demonstrated that an increase of 1% on self-awareness leadership competency was attributed to 0.772% improvement in local government performance and the t-statistic value (.375) indicated

that the effect was statistically significant at the 95% confidence level. An increase of 1% on self-management leadership competency was attributed to 0.770% improvement in local government performance and the t-statistic value (.334) indicated that the effect was statistically significant at the 95% confidence level. An increase of 1% relationship management leadership competency was attributed to 0.719% improvement in local government performance and the t-statistic value (.403) indicated that the effect was statistically significant at the 95% confidence level.An increase of 1% social awareness leadership competency was attributed to 0.620% improvement in local government performance and the t-statistic value (.561) indicated that the effect was not statistically significant at the 95% confidence level. The statistical control established by the regression model indicated that the performance of local governments was exhibited in terms of self-awareness, self-management, and relationship management leadership competencies and hence depicting that the null hypothesis was rejected and alternative hypothesis accepted in the case of self-awareness, self-management, and relationship management leadership competencies.

The findings were consistent with the assertion by Laguna, Wiechetek and Talik (2012) citing leadership competencies as significant predictors of success in organizations. The findings were also consistent with those by Avery (2004), Yulk(2006), and Mwithi, Were, and Muturi (2019). Avery (2004) linked the quality of leadership competencies with significant influence on organizational performance, Yulk (2006) suggested the existence of fundamental link between leadership competencies and organizational performance, and Mwithi et al. (2019) suggested a positive and significant relationship between self-awareness, self-management, social awareness, and social skills leadership competencies with performance of state corporations in Kenya.

As illustrated in Figure 6, the normal P-P plot of regression standardized residual illustrated that the data was normally distributed along the diagonal line in a linear manner. The pattern revealed that the variables were distributed in a multimodal manner and hence indicating that the pattern of responses differed significantly among the participants based on their attitudes and preferences.
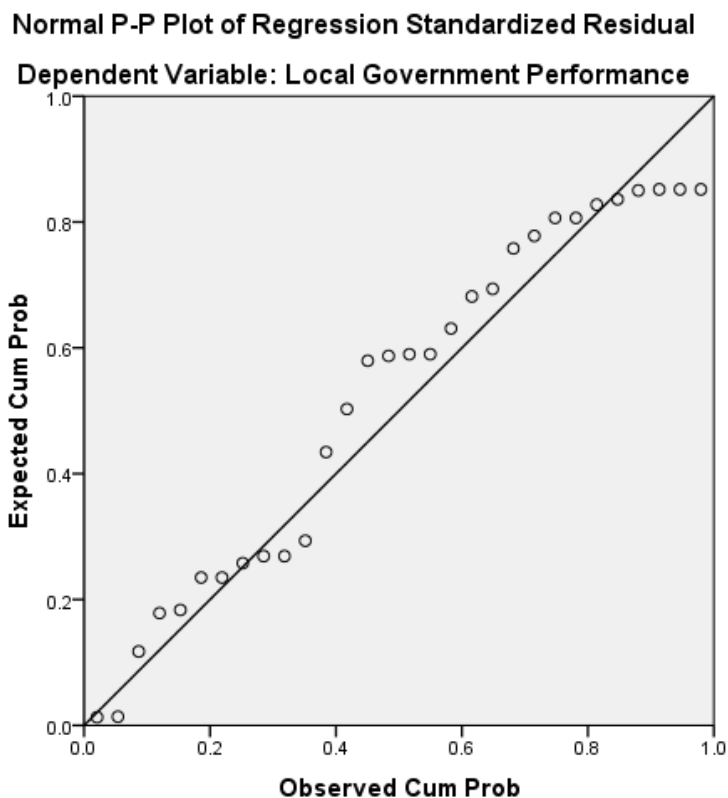

Figure 6: Regression Standardized Residual
Source: Primary Data, 2020

5.4 Discussion of Findings and Hypothesis Testing

The study sought to test the following research hypothesis:

- **H_01:** Self-awareness leadership competency does not have a significant influence on the performance of local government in Rwanda
- **H_02:** Self-management leadership competency does not have a significant influence on the performance of local government in Rwanda
- **H_03:** Social awareness leadership competency does not have a significant influence on the performance of local government in Rwanda
- **H_04:** Relationship management leadership competency does not have a significantly influence on the performance of local government in Rwanda

The rule was to reject the null hypothesis in the case that the independent variable was significantly correlated with the dependent variable. Significance levels were tested using P value of 0.05 and findings documented in Table 22.

Table 22: Discussion of Findings and Hypothesis Testing

Objective No.	Objective	Hypothesis	Rule	P-value	Comment
1.	To determine the effect of self-awareness leadership competency on performance of local government in Rwanda	Self-awareness leadership competency does not have a significant influence on the performance of local government in Rwanda	Reject H_01 if performance of local governments is <0.05	0.011	The hypothesis was rejected
2.	To establish the effect of self-management leadership competency on performance of local government in Rwanda	Self-management leadership competency does not have a significant influence on the performance of local government in Rwanda	Reject H_02 if performance of local governments is <0.05	0.041	The hypothesis was rejected
3.	To examine the effect of social awareness leadership competency on performance of local government in Rwanda	Social awareness leadership competency does not have a significant influence on the performance of local government in Rwanda	Reject H_03 if performance of local governments is <0.05	0.080	The hypothesis was not rejected
4.	To assess the effect of relationship management leadership competency on performance of local government in Rwanda	Relationship management leadership competency does not have a significantly influence on the performance of local government in Rwanda	Reject H_04 if performance of local governments is <0.05	0.047	The hypothesis was rejected

Source: Primary Data, 2020

CHAPTER 6: CONCLUSIONS

6.1 Introduction

This chapter presents the general discussions and recommendations as pertains the study topic in line with the objectives.

6.2 General discussions

6.2.1 Self-Awareness Leadership Competency and Performance of Local Government

The first research objective was to determine the effect of self-awareness leadership competency on performance of local government in Rwanda. The findings suggested an increase in the trend of district sponsored trainings on self-awareness. Trainings occurring once in a year reduced gradually from 2015 to 2019 while trainings occurring more than two times annually increased sharply from 2015 to 2019. 10% of the respondents indicated that self-awareness leadership competency had increased service delivery by 0-5%, 40% indicated that the increase in service delivery was by 6-10%, and 50% indicated that the increase in service delivery was by more than 10%. 10% of the respondents indicated that the use of the right combination of self-awareness leadership competencies had influenced the performance of the district by increasing the ability of leaders to be visionary, 30% indicated that the influence was on increasing the managerial knowledge of leaders, 46.7% indicated that the influence was on enhancing the ability of leaders to be goal-oriented, and 13.3% indicated that the influence was enhancing the ability of leaders to be inquisitive.

6.2.2 Self-Management Leadership Competency and Performance of Local Government

The second research objective was to establish the effect of self-management leadership competency on performance of local government in Rwanda. The findings suggested an increase in the trend of district sponsored trainings on self-management. Trainings occurring once in a year reduced gradually from 2015 to 2019 while trainings occurring more than two times annually increased sharply from 2015 to 2019. 13.3% of the respondents indicated that self-management leadership competency had increased service delivery by 0-5%, 43.3% indicated that the increase in service delivery was by 6-10%, and 43.3% indicated that the increase in service delivery was by more than 10%. 20% of the respondents indicated that the use of the right combination of self-management leadership competencies had influenced the performance of the district by increasing the ability of leaders to solve problems, 30% indicated that the influence was by increasing the tactical and interpersonal skills of leaders, 36.7% indicated that the influence was by increasing the ability of leaders to manage conflicts, and 13.3% indicated that the influence was by increasing the ability of leaders to think strategically.

6.2.3 Social Awareness Leadership Competency and Performance of Local Government

The third research objective was to examine the effect of social awareness leadership competency on performance of local government in Rwanda. The findings suggested an irregular trend in the increase of district sponsored trainings on social awareness. The trend line suggesting that trainings occurred once in a year decreased from 2015 to 2016, then increased in 2015, and dropped significantly between 2015 and 2019. Trainings occurring twice in a year increased between 2015 and 2016, decreased significantly in 2015, and sharply increased between 2015 and 2019. Trainings occurring more than two times increased and decreased unsystematically between 2015 and 2019. 13.3% of the respondents indicated that social awareness leadership competency had increased service delivery by 0-5%, 46.7% indicated that the increase in service delivery was by 6-10%, and 40% indicated that the increase in service delivery was by more than 10%. 16.7% of the respondents indicated that the use of the right combination of social awareness leadership competencies had influenced the performance of the district by increasing cross cultural communication, 40% indicated that the influence was by increasing the virtue of integrity, and 43.3% indicated that the influence was by increasing the aspect of divertible change management in the district.

6.2.4 Relationship Management Leadership Competency and Performance of Local Government

The fourth research objective was to assess the effect of relationship management leadership competency on performance of local government in Rwanda. The trend line suggesting that trainings occurred once in a year reduced from 2015 to 2019 while that indicating that the trainings occurred more than two times increased from 2015 to 2019. 10% of the respondents indicated that relationship management leadership competency had increased service delivery by 0-5%, 26.7% indicated that the increase in service delivery was by 6-10%, and 63.3% indicated that the increase in service delivery was by more than 10%. 26.7% of the respondents

indicated that the use of the right combination of relationship management leadership competencies had influenced the performance of the district by increasing the magnitude of social judgmental skills amongst the leaders, 40% indicated that the influence was by increasing the ability of leaders to inspire others, and 33.3% indicated that the influence was by increasing the ability of leaders to foster collaboration.

6.2.5 Relationship between Leadership Competency and Performance of Local Government

The study sought to test the hypotheses that leadership competencies (self-awareness, self-management, social awareness, and relationship management leadership competencies did not have a significant influence on the performance if local government in Rwanda. Correlation and regression analysis were conducted to determine the relationship between the variables. The findings suggested positive correlations between self-awareness leadership competency and all the predictors of performance of local government – timely implementation of government plans (r .905[*], p .023< 0.05), service delivery (r .407[*], p .015< 0.05), workforce development (r .475[*], p .025< 0.05), and local community satisfaction (r .607[*], p .032< 0.05). There were positive correlations between self-management leadership competency and all the predictors of local government performance– timely implementation of government plans (r .462[*], p .012< 0.05), service delivery (r .608[*], p .038< 0.05), workforce development (r .307, p .099>0.05), and local community satisfaction (r .967[*], p .044< 0.05). There were positive correlations between social awareness leadership competency and all the predictors of local government performance– timely implementation of government plans (r .938[*], p .015< 0.05), service delivery (r .987[*], p .019< 0.05), workforce development (r .856[*], p .035< 0.05), and local community satisfaction (r .520, p .122>0.05). There were positive correlations between relationship management leadership competency and all the predictors of local government performance– timely implementation of government plans (r .502[*], p .020< 0.05), service delivery (r .281, p .133>0.05), workforce development (r .881[*], p .032< 0.05), and local community satisfaction (r .329, p .076>0.05).

Findings from the regression analysis indicted that the AnR^2 = .612, suggesting that 61.2% of relationship management, self-management, self-awareness, and social awareness leadership competencies could be explained by local governance performance leaving 38.8% of the variation in the independent variable to be based on other variables other than local government performance. The Durbin-Watson d = 1.608 was between the two critical values of 1.5 < d < 2.5. The findings suggested that the local government performance met the assumptions and there was no first order linear auto-correlation in the data. The significance levels of the independent variables from the correlation coefficient model were; self-awareness leadership competency (p=.011); self-management leadership competency (p = .041); social awareness leadership competency (p=.080); and relationship management leadership competency (p = .047). The model was significant in predicting the influence of self-awareness, self-management, and relationship management leadership competencies on the performance of local governments given that the p values were < 0.05. However, the model did not predict the influence of social awareness leadership competency on the performance of local governments given that the p value was >0.05.

6.3 Conclusion

The study concluded that self-awareness, self-management, and relationship management leadership competencies had a positive significant relationship with the performance of local governments in Rwanda. The influence between social awareness leadership competency and local governments was positive but insignificant. The magnitude of the influence differed among the specific studies leadership competencies. Self-awareness leadership competency had the largest effect followed by self-management leadership competency, and relationship management leadership competency.

6.4 Recommendations

The study recommended that;

The national government should device policies aimed at enhancing social awareness skills among its mayors given that the social awareness leadership competency had an insignificant effect on the performance of local governments. An evaluation of the training concept used should be done in order to assess the possible challenges leading to failure.

Local leaders should conduct periodical meetings to assess the implications of their leadership competencies to the performance of their respective districts and strive to learn from each other on how to improve leadership among their subordinates.

6.5 Suggestions for Future Studies
Future studies should examine how specific leadership styles impact the performance of local governments.

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