

**SCHOOL MANAGEMENT IN COMMUNITY SECONDARY SCHOOLS IN
ROMBO DISTRICT: EFFECTS ON THE STUDENTS ACADEMIC
PERFORMANCE**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN
ADMINISTRATION, PLANNING AND POLICY STUDIES OF THE OPEN
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CERTIFICATION

The undersigned certifies that she has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation titled: **“School Management in Community Secondary Schools in Rombo District: Effects on the Students Academic Performance”** in partial fulfillment of the requirements for the degree of Master of Education in Administration, Planning and Policy Studies of the Open University of Tanzania.

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Date

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DECLARATION

I, Leah S. Jengo, do hereby declare that this dissertation is my own original work and that it has not been presented and will not be presented to any other University for similar or any other degree award.

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Signature

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Date

DEDICATION

I dedicate this work to my beloved husband Mr. Joseph Futa and my son Benedict who gave me a lot of support when I was doing this research.

To all my friends and my fellow students who contribute their brilliant ideas in one way or another in accomplishment of this research paper.

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ABSTRACT

The research on Effects of school Management on Students academic Performance in Community Secondary schools in Rombo District Council was done using a sample of 160 respondents consisting of the head of schools, academic masters/mistress, teachers and form four students chosen from thirty-four Community Secondary Schools (CSS) in Rombo. Primary data was collected through questionnaire and interview to assess the capability of heads of schools in managing schools; the strategies they use to improve students' academic performance, and the efficacy of those strategies. The study found out that out of 10 head of schools none had undergone management training. The popular strategies that head of schools use to improve students' academic performance, ranged from motivating teachers to sanctions. Although most of the heads of schools did not have the formal management training, their management strategies were efficient given the situation of the community secondary schools in Rombo district. Summary of the conclusion: The study recommends that the Government should consider training of the school heads so as to ensure quality management of the schools. It is also imploring the school managers to make efforts in developing themselves academically. The study further recommends that management skills to be added in teachers training programme to expose teachers to management issues. Future researchers on this topic try to find out how school heads can collaborate more in their managerial activities so as to enhance efficiency in quality education that is provided in these schools.

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LIST OF ABBREVIATIONS

BRN	Big Results Now
CSEE	Certificate for Secondary Education Examination
DEO	District Educational Officer
ESDP	Education Sector Development Program
ETP	Education and Training Policy
MDG	Millennium Development Growth
MoEVT	Ministry of Education and Vocational Training
NECTA	National Examination Council of Tanzania
NSGRP	National Strategy for Growth and Reduction of Poverty
PEDP	Primary Education Development Program
PISA	Program for International Students Association
SEDP	Secondary Education Development Program
SEMP	Secondary Education Master Plan
SPSS	Statistical Package for Social Scientists
URT	United Republic of Tanzania

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter contains an overview of background of the study, statement of the problem, objective of the study, research questions, and justification of the study and significance of the study.

1.2 Background of the Study

Management of secondary school had been criticized as an ineffective in managing teachers to prepare competent individuals, who can demonstrate competencies in work and life (Benson, 2005). Heads of schools have been accused of devoting less attention in empowering teachers to disempowering them with their condescending attitude, which demoralize and lower their work performance (Wedgwood, 2007). Because of lack of management skills, many teachers in secondary schools in Tanzania teach and supervise students' learning poorly, with the results in poor performance (MOEVT, 2010). The truth is that, the mass failure of our students in secondary schools in Tanzania is the direct reflection of incompetent school leaders; teacher low morale and performance is an index of a combined failure of head of school, who has failed to manage teaching (Ndimbo, 2013).

In my search for the title of this research I came across the word Management. My aim was to talk about leadership in schools but I preferred to use this word, which is having many different connotations. Management, definition if not analyzed properly can be wrongly interpreted as an act of observing others as they work and the boss

sitting by seeing to it that workers complete their piece work. However, managers cannot just exist they need to be prepared for the work that they will be doing. My search for the literature on this subject made me realize how wrongly managerial position is considered in Tanzania. The ways it has been perceived, wrongly has led to a perception that 'everybody can be a manager.

Education is the lifelong process giving man information and wisdom to enable him/her to fit in the society. Ordinary level secondary education defined as post primary formal education offered to person who had successfully completed seven years of primary education and have met the requisite entry requirements [URT, 1995]. The secondary education is therefore regarded as an important stage in the development of a person socially, economically, politically, emotionally and physically.

Rombo district had commenced in 1st July 1972 with five divisions and 20 wards. The main economic activity is agriculture. Subsistence smallholder farming for local consumption and domestic market dominates the economy in the district. Coffee, Banana and Maize are the main cash crops. Education wise Rombo district is providing education as the lifelong process giving man information and wisdom to enable him/her to fit in the society as it is being stipulated in Secondary Education Development Programme II (SEDP II) and Primary Education Development Programme II (PEDP II). Ordinary level secondary education defined as post primary formal education offered to person who had successfully completed seven years of primary education and have met the requisite entry requirements [URT, 1995]. Soon after independence Rombo district, had five secondary schools, one in

each ward, as government effort to provide education to citizens. Since 2004 there had been a rapid increase of schools both government and private secondary schools. The increase was further detected in 2009 due to the introduction community based schools leading to an increase in access of students to secondary schools. The increase in access to secondary education didn't go at par with the rate of academic performance at the end of four years of secondary education. Very few students manage to obtain divisions 1-3, with the majority ending up with a zero division.

Table 1.1: NECTA Results Rombo Form Four 2010 – 2012

School	Year	Division					National Position
		I	II	III	IV	Zero	
Makalema	2010	1	11	33	96	34	1027/3197
	2011	2	1	14	46	60	1246/3108
	2012	0	0	6	31	112	1762/3392
Maki	2010	0	0	5	68	63	1473/3197
	2011	0	0	6	58	54	1416/3108
	2012	0	0	5	29	108	2004/3392
Mashati	2010	0	0	5	61	62	1492/3197
	2011	0	2	10	85	26	545/3108
	2012	0	2	7	55	148	1350/3392
Mkuu	2010	5	10	29	90	50	389/3197
	2011	3	5	16	79	33	421/3108
	2012	0	2	7	75	92	623/3392
Keni	2010	2	16	17	95	24	459/3197
	2011	3	5	16	79	33	421/3108
	2012	1	6	5	58	85	606/3392
Olele	2010	6	19	28	50	33	251/3197
	2011	0	0	11	69	41	891/3108
	2012	0	0	10	63	100	1429/3392
Mema	2010	0	0	8	39	81	1983/3197
	2011	0	0	5	31	28	1235/3108
Kirachi	2012	0	1	3	24	54	1121/3392
	2010	0	2	9	78	39	767/3197
	2011	0	2	6	54	24	654/3098
	2012	0	1	5	46	91	1081/3392

Source: NECTA, 2010 – 2012

The secondary education is regarded as an important stage in the development of a person socially, economically, politically, emotionally and physically. For this reason proper management of community secondary schools is very crucial in developing human capital so as to boost economic growth and eliminate poverty.

The Community Secondary schools then are responsible in provision of secondary education to these students but the performance in form four national examinations is not satisfactory as majority score division IV which is regarded as a pass but a grade that do not enable them to join advanced level secondary education. The form four National results 2011, show that 51% got zero grade (MoE, 2012) and those of 2012 show 63% with zero grade (MoE, 2013).

To improve academic performance particularly in Community Secondary schools, Big Result Now (BRN) was introduced in 2013 and was implemented. The academic performance from 2013-2015 was expected to rise at 60%, 70%, and 80% and above respectively. Still the performances in Community schools were not pleasing. As to why there is low academic performance in these schools, the causes were somehow explained by some researchers, ranging from irresponsive parents, teachers, poor setting of examination, inconsistency syllabus, poor quality of text books, poor teacher training to poor supervisions; so this paper is investigating the effect of school management on academic performance in community secondary schools in Rombo district.

Community schools face a number of challenges but all in all there were an increasing demand for these schools to provide better quality education. The

Government Secondary schools in Tanzania are graded depending on the pass mark that a student obtains from the Primary School leaving Certificate Examination (PSLE).

They are categorized into three classes namely; Special Schools for talented students who had passed well country wide, 'Ordinary schools' these are normal boarding schools for moderately passed students and the third are Community secondary schools which receive students scoring the cut - off points (Hoppers, 2005) Among the three types of schools in Tanzania, Community Secondary Schools are the most challenged and the big challenge is on the deteriorating of academic performance.

The government has approved reasonable budget to the education sector, but reciprocal quality development is that the number of schools and enrollments increased while students achievement deteriorated, (MOEVT, 2010) Komba and Nkomb, 2008). Much efforts had been made to increase number of graduates, yet what is persistently been happening poses the need of research to investigate the causes of deteriorating performance.

Teaching in secondary school had been criticized as an ineffective in preparing competent individuals. They failed to demonstrate competencies in work and life (Benson, 2005). Teachers had been accused of devoting less attention in conceptual teaching to procedural knowledge, which further lead to memorization of facts rather than concept formation (Wedgwood, 2007). This led to poor achievement in examinations where by majority of the students couldn't manage to join high level education (MOEVT, 2010). The truth is that, candidate's performance is the

reflection of many parameters of the learning process; low performance is an index of a combined failure of school system, which is management Ndimbo, (2013).

1.2.1 School Management

Management generally is taken as an activity involved with a technique of getting things done through and with the help of others, Glattet's, (1979, p 16) defines educational management as an activity “with internal operation of educational institutions, and also with their relationships with their communities in which they are set, and with the governing bodies to which they are formally responsible.”

At this juncture mere description of management as an activity of getting things done through others seems not to fit properly. It can be described as a technique of realizing goals through others by redressing their needs and give them an opportunity to grow and progress, it is therefore relevant here to quote definition of management as “the art of getting things done through and with people in formally organized groups.”Harold Koontz, (1986).

It is the art of creating an environment on which people can perform as individuals and yet cooperate towards attainment of group goals. It is the art of removing blocks to such performance, a way of optimizing efficiency in reaching goals.” Therefore I consider any activity helpful to the achievement of educational goals as a part of educational management. In schools, management is done by involving the decision making bodies, such as, the school board, the school management team, teachers, students' council and parents.

While the school board deals with monitoring educational plans, development plans, financial issues and discipline issues of teachers and students, the head of school remains to be the main implementer of all the resolutions. (kiongozi cha mkuu wa shule' MoEVT, 2012) the head of school is also responsible in making sure that academic goals are attained in his/her school as well as being responsible in implementing directives and policies from the government (Educational policy, 1995). This required head of schools to be entrepreneurial in their outlook and functions (Olomi et al., 2013).

1.2.2 Academic Performance

An academic performance in the form of academic achievement is accomplishment of learning objectives and acquisition of skills and competencies are the measure of academic success (York, et al., 2015). This means, how well they did with school and all the activities that go along with it which can be termed as academic performance. English dictionary defines the word academic as an adjective used to describe things that relate to the work done in schools colleges and universities especially work that involves studying and reasoning rather than practical or technical skills.

Performance on the other hand means the manner of functioning or execution of duty, an achievement. In this study academic performance means, an achievement that one gets after doing a test or an examination on a course that one is pursuing in a learning institution. It is also conceptualized as the grade that one gets at the end of ordinary level secondary school that is meant to help one to progress in life endeavors.

1.2.3 School Management and Academic Performance

School Management has a very wide scope than that of Education itself (Kabunga & Iramba, 2011). This is because school management is working towards the achievement of Educational goals of which mainly is Academic Performance of students.

The release of examination results have been sending shock waves to the community and educational stakeholders to the extent of becoming fatal, Ndimbo (2013). School management has been urged to take up ownership of the agenda by finding ways to transforming their schools to assume their initial valued role, Olomi et al (2013).

Uko Esther S., (2015) reflected on the role of school heads and came up with the following idea: it is related to how proficient and creative a school head is which contributes to the overall academic performance. According to Uko, effective school management is very important in up keeping making use and sustenance of facilities as they enhance effective productivity by the teachers and overall performance by the students.

Influence of time management on students' academic performance was a study carried out by F. Aduke (2015) who suggested that, there is a considerable association between time management and academic performance. Even Principals need to have proper usage of time so as to be effective on the job. Aduke also found out that there is a relationship between delaying activities and academic performance, with lack of preparation of daily goals, which affect academic performance.

It is true that students need to be self disciplined in managing their time so as to improve their academic performance. That Management and students should prioritize their time by not spending much time on social activities. Activities that need to be attended at a particular time should be done immediately instead of dilly-dallying with time thinking that there is enough time in the future.

Honigh and Hooye, (2014) researched on the management strategy of teacher collaboration. The Dutch heads of schools and teachers were interviewed on the research question, which was titled. "To what extent do teachers collaborate." The findings were that teachers in Primary schools collaborate more than those in Secondary schools, but they both agree on receiving support from their heads of schools.

All these studies show that school management is striving very hard into making sure that academic performance is raised as number one activity in their job descriptions. However, there has been a stable deterioration of academic performance in secondary schools worldwide. The deterioration of academic performance means poor performing of students in academic activities including national examinations. In Tanzania, community secondary schools perform worse in the national examination results.

1.2.4 Deterioration of Academic Performance Compared

Mass failure in secondary schools cannot be confined to Tanzania alone. Many countries in the world were also faced with the same phenomenon however in different degrees and this is occurring in all countries despite the differences in economic status.

A research in Botswana about implementation of the performance management system in senior secondary schools in Botswana by Bulawa (2011) for example revealed that the country is struggling to raise the academic performance of students. This implied, that there was an academic deterioration .The research was about the education reform known as Performance Management System (PMS) which did not go well in Botswana, and the researcher was looking for reasons and way forward so as to manage and raise the academic performance.

Olorutandare's, (2011) paper on academic deterioration in Nigeria suggests poor academic performance in science subjects in Nigeria. According to him, the general academic performance was deteriorating,” the monster of failure has taken over unleashing its fury on students year after year ”(Olorutandare, 2011). Academic performance deterioration is also evident in developed countries as well due to the following findings.

In USA for example, Lumpkin, (2013) observed that students’ academic performance deteriorated due to poor management of teaching and learning environments. The research by International Journal of Facility management revealed differences in performance in Florida Comprehensive Assessment Test FCAT where two subjects, Mathematics and Reading were tested. Those students using old buildings for learning performed poorly compared to students using new buildings, and according to him, the difference in performance was the result of the improved management in the school building. This was further commented by Global Green USA by arguing that the condition of school building has a direct effect or impact on students performance. The adequate learning environments

achieved by renovating or updating US public school building have been linked to increased students' achievement. The link between the school building and students performance was supported by Lumpkin," we do not do enough to protect our children: unhealthy schools impose grave injustice. State compels children to attend school: 98% of all school age children attend schools- irrespective of conditions. Yet the environmental conditions of decayed facilities close to hazards can damage children's health and ability to learn. At the same time, it is well documented that healthy school facilities can help children learn, grow, and stay healthy."(Healthy School network, 2013, p.5).

Australia is equally facing a decline on mathematics and science subjects and too few in early learning. PISA (programme for International Student Association) had conducted a survey on 15-year-old students, revealed that Australian students were falling behind other countries such as USA and England. Deterioration on the number of qualified teachers was also found to be among the causes of academic deterioration.

They suggested that teacher training must be strengthened and changed on how they value education and invested on it. That included developing the measure to ensure high quality candidates enter teacher education courses. The declined participation in mathematics and science is an indication of academic deterioration. (the conversation.com, 2013).

Kamariah, et al (2010) had researched on the Achievement Motivation Attitude and Academic Performance in Malaysia and findings were that attitude to study

correlates with academic performance as well as achievement motivation was also found to be strongly related to academic performance. All this is true but also the role of school management in students' academic performance had to be considered, on how motivation to teachers can improve academic goals.

Mphale, (2014) from Botswana had researched on the effectiveness of teaching and learning in improving students' performance, what factors contribute to students' low performance and the strategies that will be used to improve the performance. Although the type of respondents used seems correct for the research question on hand, the method that was used in this research, involved use of questionnaires that were posted after communicating with respondents via telephone. In researchers opinion the method used could not be reliable enough to give the needed answers.

Nyandwi, (2014), carried a research in Sumbawanga, Tanzania on how academic performance is affected on students and teachers through lack of learning and teaching materials, parents' economical constraints as well as long distances from schools, incompetence of using English as the medium of instruction properly leading to lack of understanding and thus poor performance in examinations. All other factors considered, the language reason seems not to hold any water since these very same students fail to acquire good marks even in Swahili subject, which is their day-to-day language. Management of the school had to see to it that these barriers are not affecting students' academic performance.

Another researcher suggested in having government committees to monitor school facilities while the school management had to deal with inculcating culture of

maintenance of school facilities in improving academic performance, (Uko, 2015) the researcher considers this as an important factor in creating a conducive academic environment for improving students academic performance in teaching and learning process. Yet this can't be the main factor for students to excel academically. In Rombo Tanzania, according to National Examination Council of Tanzania [NECTA], currently the academic performance of government secondary schools are poor [URT, 2004].

1.3 Statement of the Problem

While secondary education in Tanzania has been given priority to ensure all qualified pupils join secondary education. The education sub-sector is not promising (MOEVT 2010). As number of factors has been identified as the reason for deterioration of secondary education in Tanzania. Among them include failure of the teachers to teach appropriately (Wedgewood, 2007: MOEVT, 2005) is poor teaching poor learning environment (Lumpkin, 2013) unqualified teachers. Deterioration on the number of qualified teachers was found to be among the causes of academic deterioration in Australia.

They suggested that teacher training must be strengthened or changed on how they value education and invest in it. That included developing the standards to ensure high quality candidates enter teacher education courses to remove negative attitude towards teaching on the part of teachers (Kamariah et al., 2010). While these factors are valid explanation of the deterioration of secondary education in Tanzania the literature is silent on the role of heads of schools in promoting the quality of education in secondary schools. This study aims to fill this gap in the literature.

Table 1.2: Number of Schools, Students and Teachers Since Independence

Item/Year	1961	1971	1981	1991	2001	2011
Schools	41	116	158	405	937	4367
Students	11832	43352	67602	166812	289699	1789547
Teachers	764	2199	3262	10928	14352	52126

Source: Ministry of Education and Vocational Training, 2011

The big numbers in 2011 are due to the introduction of community schools, which are shown more clearly in the Table 1.3. The rapid increase of newly constructed schools to meet the millennium goals is shown in Table 1.3 these were community built most were Government day schools.

Table 1.3: Government Secondary Schools in Tanzania 2005 - 2009

Item/Year	2005	2006	2007	2008	2009
Government Schools	1,202	1,690	2,806	3,039	3,819

Source: MOEVT, Basic Education Statistic in Tanzania 2010

The government efforts are good but still Rombo district is facing a decline in academic performance in form four graduands. However the literature is silent on the recruitment and the training of the heads of schools. This is a lacuna in the literature and the goal of this research.

1.4 Objectives of the Study

The main objective is to explore the capacity of school managers in improving academic performance of students in Community secondary schools in Rombo District.

1.4.1 Specific Objectives

- (i) To assess the capability of heads of school in managing Community secondary schools in Rombo District Council.
- (ii) Examine the strategies that heads of schools use to improve students' academic performance in Community secondary schools in Rombo District Council.
- (iii) Determine the efficacy of the strategies that heads of schools use to improve students' academic in Community secondary schools in Rombo District.

1.5 Research Questions

- (i) What are the capabilities of heads of school in managing Community secondary schools in Rombo District?
- (ii) What are the strategies that head of schools use to improve students' academic performance in Community secondary schools in Rombo District?
- (iii) How efficient are the strategies used by the heads of schools to improve students' academic performance in Community secondary schools in Rombo District?

1.6 Justification of the Study

The aim of the study is to investigate the effect of school management in academic performance for Community Secondary schools. In 2012 the ministry of education and vocational training nullified the former national form four results due to poor performance. The first results show that 34.5% passed whereby 65.5% failed. The results were not accepted and NECTA had to were standardize them and come up with still the new results of 43.8% pass and failure was 57.2%. In 2013 the failing

indicators were seen earlier during the operation for Big Result Now. The results of terminal and annual BRN examinations given to form four students were not convincing.

Strategies to improve pass rate by the MOEC in 2013 included changing the grades from Division A, B, C, D and F. to Aggregate grades A, B+, B, C, D, E and F. These efforts were due to poor academic performance of students particularly in Community Secondary schools. Rombo is among the districts in Kilimanjaro whose Community Secondary schools depend on the school management in improving their academic performance.

1.7 Scope of the Study

The data is obtained specifically from schools that mean from heads of schools, teachers students and parents. But also from other relevant sources that can provide information on the subject matter. The main data is on school management and its relationship with students' academic performance. Deductive approach is used to correlate management theories, motivational theories with academic performance of students in Community secondary schools in Rombo District. The sample size is 165, which includes, teachers, student's head of schools and some parents. The method of data collection is mainly qualitative while the research design is the case study.

1.8 Significance of the Study

The study is aimed at providing an account on the effect of school management on academic performance in Community Secondary schools. The outcome and findings of school management on academic performance will be elaborated. The heads of

schools and teacher's capability that leads to academic performance will be stated. Also exploration on how student's involvement in learning process, teacher motivation and involvement in managerial activities that contributes to academic performance will be revealed.

Findings in this study are expected to add salt to existing literature on the subject matter in Rombo District and stimulate further research on the problem. The study too recommends as to which means can be best used in improving school management effect on students' academic performance.

1.9 Key Terms

The following terms will be used in this study:

1.9.1 Academic Performance

Academic performance is a term used to describe an achievement that one receives after a period of study, for students based, how well they are doing in their studies and assessments. The extent to which a student, teacher or institution has achieved their educational goals and whether one can take part in higher education based on examination results (UNESCO, 2009).

1.9.2 Community Secondary Schools

Komba, (2013), the term Community secondary school is used to refer to those secondary schools that are constructed and established by the government within ward localities. The aim is to provide education to all, as a prerequisite for the Government to meet the millennium development goals.

1.9.3 Motivation

Dictionary.com Unbridged (2016) Motivation in management is the term used to denote the level of desire employees feel to perform regardless of the level of happiness. Gupta, (2005) defined motivation as a general inspirational process which gets the members on the team to pull their weight effectively, to give their loyalty to the group, to carry properly the tasks that they have accepted and generally to play an effective part in the job that the organization has undertaken for achievement of the goal.

1.9.4 School Management

It is the art of getting things done in a school through using teachers and students so as to realize the school goals. In schools the management is spearheaded by the head of school.

The head of school is the representative of the District Executive Officer in the District. They are receiving different directives and orders related to education in its categories and deal with its implementation (Standing Orders, 2009).

1.9.5 Teacher

Teacher is a person who instructs, especially as a profession, (dictionary.com) the teacher also provides to the learners knowledge, skills and values that enhance development based on the syllabus in a classroom situation (study.com). Senge, (2000).A teacher also assesses students' progress and supervises an enduring and dependant leadership to an educational order of events.

1.10 Summary

This chapter gives background information about deterioration in academic performance in Community Secondary Schools in Rombo District. The chapter is also defining school management and the role of motivation to teachers in improving students' academic performance.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents the literature related to this study. The first part presents the theoretical literature that is framed within theories: Management theories, Maslow's theory of needs and Herzberg's Hygiene Factor theory. The second part presents a critical review of empirical literature that revolves around the two objectives developed in chapter 1:

1. Capability of heads of school in managing community secondary schools
2. Management strategies to improve students' academic performance

2.2 Theoretical Literature

2.2.1 Management Theories

A theory is a set of statements or principles devised to explain a group of facts or phenomena, especially one that has been repeatedly tested and can be used to make predictions Kambuga & Iramba, (2011). The scientific Theory by Frederick Taylor, (1917) and the Neo Classical Organization Theory also known as the Human relation Theory (Elton Mayo, 1920) will be discussed here in relation to management capabilities and strategies in managing schools:

The main issues in the Scientific theory were; for the management to find the best way of doing each piece of work and carefully looking for a worker befitting each piece of work the workers are to be supervised and the use of rewards or punishment as motivators are to be applied. He also commented that the role of management is

planning and controlling. From this it is surmised that management decides on the best way of performing a job is through supervising observation and collection of data. Managers should have the skills and appropriate training to manage their responsibilities. The workers will be selected, trained and developed; Management must cooperate with workers to ensure that organization goals are met. Management function is to make decisions and workers were to do their job well.

Invalsi & Grassetti (2003) investigated the relationship between the head of school and school performance, student's background and students' achievements in 18 countries. They commented that school leader' actions influence students directly through teaching or mentoring. They further commented that Good school management could add to school improvement by abetting the motivation participation and coordination of the teacher. So time spent by the school leader on academics matters a lot on raising students' academic performance but also parental role and their influence on student studies, have their effects on a student's academic performance.

Abdul-Razak et al,(2014), did a research in Ghana Cheperoni District on the effect of total quality management on school performance. They used was a descriptive survey and the participants were from five Junior High schools out of nine in the district. They found that: effective inspection of teachers and students helped in raising quality of teaching and learning. They suggested that school inspection should be intensified by school management to elevate standard of education and efficient academic performance in Cheperoni district. It was also recommended that school management should be strengthened and therefore should make sure of

grassroots participation in the administration process of schools in the district. Abdul-Razak, et al (2014) had an opinion that involvement of subordinates in decision making is healthy in schools since all stakeholders are responsible in the efficiency running of the school especially in the academic performance.

Human relation theory majored on economic and psychological needs, these two issues always motivates employees. Workers work harder if supported by the management and increased morale increase production in an organization just as well as influence, manipulation, and commutation are important in organization relationships. Therefore, Human Relation Theory prefer democratic rather than authoritarian leadership, in which, communication channels between management and workers are encouraged.

2.2.2 Importance of Motivation on Performance

The motivation theories that will be used in this explanation study are Maslow's and Herzberg theories. Gupta, (2005) suggests that motivation is one of the most crucial factors that determine the efficiency and effectiveness of an organization. All organizational facilities will remain useless unless people are motivated to utilize these facilities in productive manner.

As A. Maslow, (1970) had perceived that motivation is a force, which is founded on certain desires, wants and needs. Heads of schools should be aware of these needs from their teachers and design a mechanism of conversing genuinely with teachers as well as students in setting strategies towards achieving objectives. By using Maslow's theory, the school heads will be dealing with two hypotheses: One, that

unfulfilling needs motivation and second, that as you fulfill a particular need it becomes less of a motivator and in future it becomes more meaningful. Motivation is an integral part of management process and every manager must motivate his subordinates to create in them the need to fulfill their own unique potential. Also by creating a positive environment that will result in best performance of the teachers

The heads of schools in Rombo have shown the will to help their staff in dealing with their basic needs such as housing and lunches, making sure that their vocational rights are obtained timely, although they are not self-actualized as stipulated by Maslow's theory. Even though head of schools can utilize Maslow's theory of needs to motivate teachers, the needs are not in themselves enough to sustain teacher's morale to work and motivation to continue with teaching. Frederick Herzberg's (1959) Hygiene Factor theory can compliment Maslow's theory of needs.

In his Hygiene Factor theory Herzberg, (1959) is talking about factors that are surrounding the job rather than the job itself. In his motivation-hygiene theory he called satisfiers motivators and dissatisfies as hygiene factors. That a worker will be more willing to work if conditions on work place are satisfying although the same conditions will not make him or her work harder if they are not satisfying.

Herzberg believed in motivators, these are the factors that are concerned with work itself such as recognition, promotion and extra responsibilities. School heads can make use of Herzberg two factor theories by acknowledging a member of the school for an achievement to be given a special responsibility example, academic teacher with a responsibility allowance to the title. Zimmerman. (1993) wrote that, teacher's

attitudes are crucial to the success of in depth curricular innovation. Moreover beneficial effort of teachers' attitudes in education reform is reciprocal. Some researches shows that when principals effectively use shared governance strategies and participatory management, teachers feel energized and motivated, and their sense of ownership and empowerment increases. This is also one of the strategies that school heads can use as motivation to teachers by allowing them to collaborate in their teaching activities.

2.3 Empirical Literature

2.3.1 Capabilities of Head of Schools in Managing Community Secondary

Schools

Organization capabilities for being a source of sustainable competitive advantage, was a study done and written by David J. Collis (1994) obtained from the Strategic Management Journal. The author explained that Management capabilities are socially complex routines that determine the efficiency with which organizations transform inputs into outputs.

He further explained that organization capabilities are not manifestations of observable management structures and processes but also are associated with the organization culture and network of employee relations. Organization capabilities if they are good are just like good technologies that allow organizations to be more efficient or effective.

Memon et al,(2006)in his research about Developing Leadership and Management Capacity, done in Karachi Pakistan, to educational officers participating in

professional development programmes at AKU-IED institution. The findings were that, the role of leadership and management in schools is yet to be recognized in schools in Pakistan. That there is a need to focus on personal level of leadership development within schools. Educational leadership and school improvement are inseparable, school leaders should be subjected to such training so as to ensure school efficiency.

Nzoka (2014) did a study on the school management and students' Academic Performance on How Effective are The Strategies Being Employed by School Managers in Secondary Schools in Embu district Northern Kenya. They interviewed 135 respondents among them 45 heads of departments 54 members of the board and 36 members of Parents Teachers Association. Nzoka and Aluko realized that heads of schools are chosen to the post by the virtual of their academic qualifications and by experience in teaching profession. They found out that there are various strategies to improve students' academic performance. The strategies included: inconsistent monitoring of instructional processes and student assessment; subsidizing Government funding through free day secondary education using income generating activities; and uncoordinated guidance and counseling programmes.

They also found that despite these efforts, the expected improved students' academic performance was not realized due largely to the fact that most heads of schools had not undergone management skills training. They suggested that since heads of schools are conversant with management practices, they would be more worthwhile partners of the Kenyan Government in the implementation of policy; therefore it is necessary for heads of schools to undergo intensive leadership training on all aspects

of school management for the enhancement of students' academic performance to be realized.

2.3.2 Strategies that Heads of Schools Use to Raise Students Academic Performance

Management strategies are means and ways that are used by school managers so as to make sure that the school objectives are attained. Here are some of them;

Uko, (2015) Researched on The Principalship and Effective Management of Facilities in Secondary Schools in Cross River State, Nigeria. In her descriptive study Dr Uko involved 36 schools. Interviews and questionnaires were used to obtain data apart from school records, journals and the internet. The research findings were that the head of school must be responsible in management of the school facilities since there is a correlation between school management and the management of school facilities with student's academic performance. Therefore it is important to create an effort to all stakeholders to ensure on the availability of facilities and their proper management so as to enhance students' academic performance.

Nnangwa et al, (2013) investigated the roles o school management team in dealing with education reforms that are taking place in four selected schools in Abia state Nigeria were selected for the study; it involved principals, deputy principals and heads of departments in Secondary schools in Abia.

School management team represents the school structure, which is responsible for implementation of the country educational policies in their schools. The head of schools therefore need to establish school management teams that will assist in the

management of the school. The education reforms are expected to bring growth and development for example the millennium development goals. The role of the school management was mentioned as not only on understanding these changes but also to manage them.

2.3.3 Effectiveness of the Strategies to Improve Students' Performance

A review on this item was done to different countries had this to portray; in a study done in Vihiga district in Kenya where 44 Head of Schools from highest, high and low performing schools were involved. Musungu et al (2008) studied on motivation strategies used by head teachers in academic achievement in secondary schools: brought forward these findings that schools used different motivational strategies such as rewards, discipline, school identity and guidance and counseling.

According to findings, although all heads of schools use the same strategies, they differed in emphasis put to different strategies and that those in low performing schools lacked persistence and consistent in using guidance and counseling, rewards, discipline and school identity. It is therefore imperative that strategies must be used properly so as to bring good results.

Duke, (2011). From Nairobi University was dealing with communication strategies on academic performance in Trans-Nzoia District in Kenya. Duke dealt with a sample of 10 head teachers 50 teachers and 100 students who were questioned on oral communication, written, verbal and non-verbal and notice board. Oral communication is most common and if properly used it brings positive impact towards academic performance since it helps students to open their minds to express

their problems and expectations but if not properly used it brings some impacts to students and teachers as well. Nonverbal communication strategy was rated to teachers who use body movements and gestures, example, walking around with sticks to discourage misbehavior.

Lukingi, (2014) also from Nairobi university, used descriptive design to question thirty heads of schools sixty teachers and sixty student leaders from thirty schools all over Kenya. Lukingi found out that head teachers styles are excellent reinforcement of school rules, provision of facilities, delegation of responsibilities, internal quality assurance, promotion of collegiality but these efforts are being impeded by lack of motivation from teachers and students alike.

2.4 Conceptual Framework

Miles and Huberman (1994), defined conceptual framework as a usual or written product, one that explains graphically or in narrative form the main things to be studied, the key factors concept or variables and the presumed relationships among them.

In our country evaluation is done by examinations, the results are matched with numerical or letter value which are interpreted as performance, Ndimbo, (2013). In this case the input is School Managers Capability (level of education, management skills and leadership traits), which undergoes educational production process. The process is when the heads of schools employs the Management Strategies, which involve school supervision, management of teaching and learning, management of school facilities and assessment. The ultimate result of the process will bring output which is students' performance and teacher motivation and effectiveness.

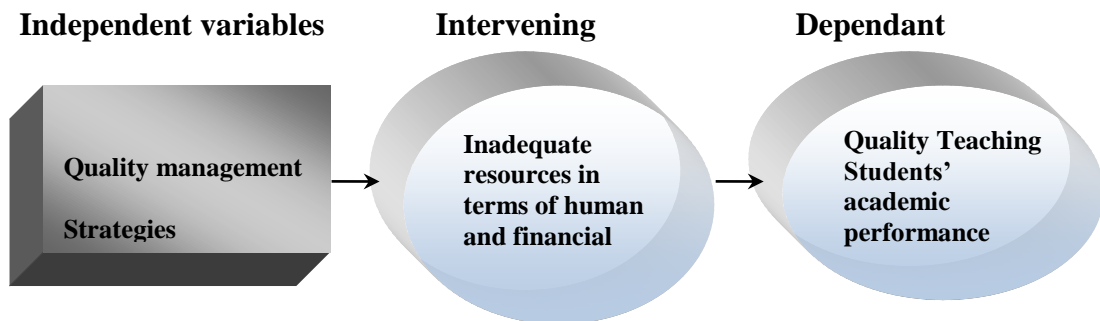


Figure 2.1: Conceptual Framework Model

Source: Researcher, (2016)

2.5 The Model

School management, efforts are offset by having a school with not enough teachers or teachers with no qualifications. Likewise, when there are no enough resources such as finances and appropriate technology, the school management will suffer. Therefore the intervening variables may thwart the efforts of school managers and weaken it from reaching its goals, which is effective teaching and students academic performance.

2.6 Summary

The chapter is about the theoretical review and the Empirical review on school management their capabilities and strategies used to bring motivation to teachers in improving students' academic performance. The competence of school heads in managing community schools was also reviewed using related literature from the different sources mentioned. In the conceptual framework the independent and dependant variables are well described with the relationship between them well shown. School Management should be managed by the personnel that is supposed to be well trained and is conversant with all educational issues.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the methodology, which will be used in conducting the study. It includes research design, area of the study, target population, study population sampling techniques sampling procedures and sample size, data collection methods and method of data analysis.

3.2 Research Design

The research design used to guide this study was case study. Case study is a plan that shows systematical arrangements and strategies that aid the researcher to achieve the set research objectives. It is also a resourceful tool for exploring trends and explicit situations by narrowing a broad field of research into one easily researchable topic. A case study is a published report about a group; it describes the behavior of a group as a whole, not behavior of each individual in a group Massomo et al, (2010). The data is in mainly qualitative with some quantitative data. The case study helps in developing theoretical viewpoint associated with analysis tasks, which removes generalization from a case studied. (Yin, 2009, 2011) Case study is also useful in testing whether scientific theories and models actually work in the real world (Martyn Shuttleworth, 2008).

Therefore the design was selected because it focuses on a particular case and can be able to provide some conclusions that can be used in Rombo district council or for making inferences to other studies elsewhere in Tanzania.

3.3 Area of the Study

The study was carried out in Rombo District. Rombo is one out of eight districts in Kilimanjaro region. Rombo district borders with Kenya on the East, Hai and Moshi Rural districts on the West, Mwanga district on the south and Monduli district on the North side.

Rombo has forty one community secondary schools, and was among the four districts out of eight in Kilimanjaro in which BRN was conducted due to deterioration of academic performance. The form four national examination results from 2010 up to 2012 were used as a vivid example of deterioration of performance. The researcher, who resides and works in Rombo and being familiar with its geography, was able to find adequate data on the effects of school management in academic performance from Community secondary school in Rombo.

3.4 Target Population

The population for study will be; heads of schools or their assistants, academic masters/mistress or their assistants, teachers, and form four students for selected Community Secondary schools as well as a few parents. The study targeted such population since they have best information concerning education management in their specific schools.

3.5 Sample Size

This study will include eight (10) out of forty nine (41) Community based secondary schools in Rombo whereby one hundred and sixty (160) respondents will be chosen out of six hundred and ten (610) members as a sample study. This will include

hundred (100) form four students, forty (40) teachers, ten (10) academic masters/mistress or their assistants and ten heads of schools. Five (05) parents were also included to represent the society where students are coming from. The schools will be selected in consideration of period of existence and location.

Table 3.1: Distribution of Respondents

Respondents	Male	Female	Total
Heads of school or deputies	07	03	10
Academic masters or mistress	08	02	10
Teachers	22	18	40
Students	40	60	100
Parents	03	02	05
Total	80	85	165

Source: Study Survey (2016)

3.6 Sampling Techniques

Simple random sampling techniques was used to select 10 Community based schools for study; the first approach was to make reference to the performance of these schools in the results of National Form Four Examinations. Location of schools was considered so as to have a balanced number of schools located in rural areas and those in urban areas.

In each school selection of teachers was done using snow balling sampling technique that helped in obtaining the more experienced respondents or those who know the school well. As for students simple random sampling was used by making use of their attendance registers.

Heads of school, assistants and academic masters or mistress were picked purposively. This is due to the fact that they are in a position to give the required information on the strategies that the heads of school use to raise academic standards and position of school regarding academic performance.

3.7 Data Collection Tools

Data collection mainly involved primary and secondary data. Collection of primary data was done through questionnaire, interviews, observations and documentary review as a secondary data. Documentary review was a valuable source of information and educational. The researcher used NECTA reports, books, journals, articles and the internet.

3.7.1 Questionnaire

Questionnaire set in appendix 1 will be used for teachers, who will be expected to answer the self-administered questions. Some of the questions are open ended, some are rating scale while some need short answer replies. The method is good since it provides a lot of information within a short time with fairly low cost (Kothari, 2009).

Since the researcher will be asking for the consent to carry out research in different schools, respondents will be gathered together and will be given instructions and questions to answer in written form. Besides the questionnaires could be provided to teachers and the collection of responses could be done later on an agreed day. The method will enable the researcher to structure questions that will provide data needed for the study (UNCDRD, 2004).

3.7.2 Interview Questions

This is a set of structured or unstructured questions that is administered verbally on face-to-face basis between the researcher and the respondent Kothari, (1992). In this case the interview will be done individually to head of school or deputy and academic master, while students will be interviewed as a group. The answers will be written down during the interview. The method is suitable since the researcher will be able to have conversation with respondents and therefore gain a lot of data and seek follow-up information. OUT, (2010) Unstructured and structured interview questions will be applied to teachers...in extracting information; Swahili language will be used where necessary but later on it will be translated into English language.

3.7.3 Observation Schedule

Observation is a process of carefully watching things and tries to understand them in depth, in order to get some information about them. Data is obtained by the help of sense organ (seeing, hearing, smelling, tasting and touching) (Adam and Kamuzora, 2008) Researcher will observe the general environment of the school, the culture of the school as people interact and communicate. The way daily routine is conducted, including how periods are taught and punctuality.

3.7.4 Documentary Review Schedule

Documentary review refers to the data, which have already been collected and analyzed by someone else (Kothari, 2004); Researcher will use various documents in the process of obtaining relevant information for the study. Documents such as books performance reports, secondary education development program documents, and educational research, which comprise NECTA reports, Journals, articles and others

which will be relevant to this study. It helps to have other people view about the study. Also it improves knowledge and understanding of the research. The method is not much costing and fairly less time consuming.

3.8 Methods of Data Collection

The data was collected in a mixture of qualitative and quantitative approach. The qualitative approach was used in a large extent due to the type of research tools that were used. The qualitative questions were open ended, were good for exploring effects and unintended events in the field especially in interview cases. On the other hand quantitative questions were closed and standardized giving a direct response from a respondent. Direct and indirect observation was employed as a means of obtaining data from the environment and to get the picture of events in actual situation.

3.9 Data Analysis Methods

3.9.1 Data Processing

After data collection the researcher processed data through manual sorting, coding, editing, classification and compilation. Thereafter data was summarized on data master sheet ready for analysis. The qualitative data was codified so as to consolidate meaning and explanation Grbich, (2007) Coding is thus a method that helped the researcher in organizing and grouping similarly coded data into categories that share some characteristics.

3.9.2 Data Analysis Procedure

Data was analyzed from both qualitative and quantitative methods; closed ended questionnaires were analyzed quantitatively and grouped into relevant categories

while open questionnaires were analyzed qualitatively. The closed ended questions answers were tabulated, since some were using interval data while some were ordinal data and descriptive data was used to determine the meaning of those answers. From these answers it was possible to quantify answers into numbers and percentages, draw a chart and conclusions.

Qualitative analysis was analysed by using content analysis ,that is by what was said or implied by the respondents. This was followed by coding and classifying and categorizing the content. The Researcher analyzed data and got description, its percentage and frequency which was the basis for discussion and recommendations. The computer Microsoft excels program and statistical package for social scientists (SPSS) was used.

3.10 Ethical Issues

The researcher sought permission from all responsible authorities e.g. District Executive Officer –Rombo, District Education Officer and Rombo-Heads of Schools and was permitted to visit schools and conduct the research, Village Chairman allowed the researcher conduct the research to parents especially during data collection. All ethical issues had been adhered to.

3.10.1 Reliability Issues

The idea behind reliability is that any significant result must be more than a one off finding and be basically repeatable. Without this repetition the research will have not met all the needs of testability. The researcher is very precise on reliability as to allow other researchers to add into what was researched. So the methods to measure

reliability were used and the results correlated by using Pearson Product moment coefficient.

3.10.2 Validity Issues

The research instruments were validated using face and content validity. The face validity was determined by the layout and the structure of questionnaire and the interview. The content validity was provided by the experts in school management. This helped in realizing whether the instrument measure what was supposed to. The questionnaire and interview instruments was constructed in such a way that they related to research questions. Validity encompasses all experimental concepts and established the correctness of the results obtained and fulfilled the needs of the research method.

3.11 Summary

The chapter refers to methodology that was employed by the researcher in obtaining data; different methods that were used in data collection had been mentioned and elaborated. Data coding categorization and data analysis was done. Furthermore recommendations were given based on the data that was collected.

CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSIONS

4.1 Introduction

This chapter provides research findings and discussions based on the questions asked on each objective of the study. The first part provides the profiles of research participants. The second part presents the findings for this study, presented according to the research objectives: capabilities of heads of school in managing Community secondary schools; strategies that head of schools use to improve students' academic performance in Community secondary schools; and how efficient are the strategies used by the heads of schools to improve students' academic performance in Community secondary schools.

Table 4.1: Participants Profile

Participants	Gender		Age	Working Experience
	Male	Female		
Heads of School	07	03	40 to 60	6 to 18 yrs
Academic Teachers	08	02	27 to 40	5 to 10 yrs
Teachers	22	18	27to 52	5 to 15 yrs
Students form 4	40	60	16 to 21	

Source: Field Data (2016)

4.1.1 Capabilities of Heads of Schools in Managing Community Secondary Schools

Objective 1 was set to assess the capability of head of schools in managing community secondary schools. Questionnaire and interviews were used to solicit information from ten (10) heads of schools and forty (40) teachers. Two aspects of

capability were targeted: level of education and experience in teaching. Table 4.2 presents the findings.

Table 4.2: Capability of Heads of Schools

Head of School	Level of Education	Trained HOS	% of Trained HOS	Work Experience	% Of Work Experience
03	Degree	03	30%	8 to 17 yrs	30%
07	Diploma	07	70%	6 to 9 yrs	70%

Source: Field Data, (2016)

4.2 Analysis and Discussion of Data

The level of education for Head of Schools was as follows:

Out of 10 who were interviewed, 3 of them (30%) were degree holders, 7 (70%) Heads were diploma holders.

4.2.1 Work Experience

11 respondents (equivalent to 24.5%) had worked below five years, whereas 28 respondents (62.2%) had been working at the given schools for five to nine years; and 6 respondents (13.3%) had work experience of nine years and above. The findings indicate that most of teachers involved in this study (75.5%) are more experienced (more than five years). This justifies that the information given by teachers about the capabilities of Heads of schools in managing community secondary schools is reliable.

Heads of schools were also asked the same question in order to know about their work experience. 08 out of 10 respondents (70%) had six to nine years work

experience. 3 of 10 (30%) said that they had been working as heads of schools for nine years and above. Analysis shows that most Heads of Schools had good work experience with their position and therefore had enough information about their schools. Table 4.2 shows the distribution work experience among respondents.

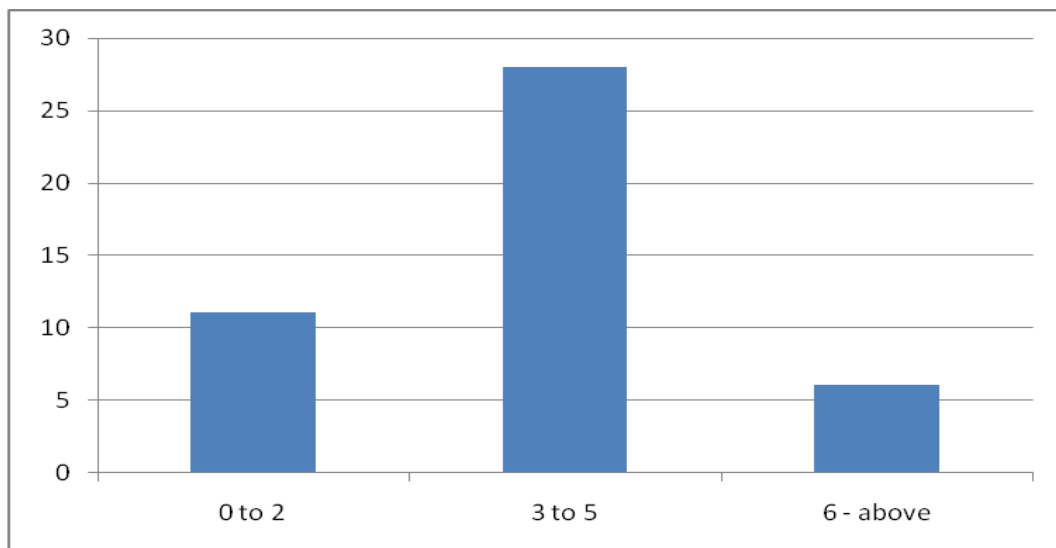


Figure 4.1: Work Experience of School Teachers

Source: Field Data (2016)

According to literature review in chapter two, most heads of schools manage their schools by using their academic qualifications and experience in teaching profession, this is in agreement with Auko and Nzoka (2014) who had commented on the lack of management training for most heads of schools, who for most of these community schools had to deal with a number of responsibilities so as to run the school. Heads of schools are academicians, secretaries, lawyers, treasurers and even police. It is obvious therefore for one to play this multirole post, needs a well-trained personnel. Majority of these heads of school when asked about training they claimed to have three days at the management training centre in Bagamoyo.

The factor of experience in teaching is crucial if one is to become a reliable and a competent head of school. The finding that most of the heads of schools are diploma holders, most were picked up from schools in which they had been working for some time in classrooms and were recommended as suitable to run community schools due to their experience. It is known that experience is a good teacher since long time in a job helps one to know pros and cons of the business. Memon et al (2006) insisted on development of leadership and school improvement to go hand in hand. Therefore lack of training and academic improvement could be one of the reasons for community schools to perform poorly.

4.2.2 Strategies to Improve Students' Academic Performance

Objective 2 was set to solicit information on the strategies that the heads of schools used to improve students' academic performance. Interviews were used to solicit information from the heads of schools, teachers and students. The question was: What strategies do the head of school use to improve students' academic performance?

From the literature review it was revealed that, heads of schools conduct internal quality assurance on teaching and learning activities; heads of schools who spend most of their time in school dealing with academic issues helped a lot in raising students academic performance; many of the schools have established school management teams in assisting management of school and reinforcement of school rules; school management use guidance and counselling, rewards, discipline and school identity; and that heads of schools delegate responsibilities and promote collegiality. From the heads of school in Rombo, these were some of their responses.

Head of school 1: As a leader I ensure that all the teachers come to school and leave on agreed time to allow spending enough time with the students, and I do work very closely with the school management team.

Head of school 2: Spending more time with teachers and students has made teachers to be more responsible in teaching. Whenever, I can, I make sure I spend most of my time in school.

Head of School 3: The key issue on raising academic in schools I believe that with good disciplined students as well as teachers so reinforcing school rules and regulations as well as regular guidance and counselling always helps in improving students academically.

Head of School 4: If teachers are monitored in their teaching and learning activities, students will gain more, of course the provision of facilities needed for the job is crucial. It is also good to award teachers and those students who had done a commendable job.

Head of School 5: Decision making concerning most of the school activities are done using management team, staff meetings school Baraza and the school Board. At the same time teachers are given different duties to manage or monitor in the whole process of helping management activities of the school.

Teachers also responded to the same question and here were their responses:

Teacher 1: The strategies that my school head use to ensure students' performance include. The use of remedial classes, weekly and monthly tests.

- Teacher 2: Students are encouraged to have group discussions but also guidance and counselling that is provided to students concerning their studies help very much.
- Teacher 3: A strategy which is very commonly used is to reward those students who perform well and to punish those who are lagging behind.
- Teacher 4: Head of school is unable to motivate us monetarily, but he encourages us to of us are overloaded work hard using good words. Despite the fact that some with periods, heads of school demand that every lesson must have a lesson plan including teaching aids.
- Teacher 5: Parents are not giving us the necessary support of making sure that students perform their homework's as well as making the necessary follow up on their children school progress e.g. truancy and coming to school late.

Likewise, students were involved in this question and here are their responses:

- Student 1: We are taught well, teachers try their level best in providing us with necessary materials and they help us with difficult topics or questions.
- Student 2: Attending remedial classes, doing lots of homework's given by our teachers is just part of a strategy in helping us so that we can perform well in our final examinations
- Student 3: Regular attendance to school and completing assignments given by our teachers, help us to have to studies and thus promote our memory on what we learn at school every day.

- Student 4: Carrying out character assessment to ensure that we understand school rules and regulations but also in counselling us about general behaviour and our aspirations. Truancy and late coming to school are strictly discouraged.
- Student 5: Heads of school is making everything possible so that we speak English at school that can help us understand our lessons and at the same time help us in answering questions in examinations.
- Student 6: Head of school is educating our parents to get involved in our education, by making sure that parents receive our progress reports and parents are required to provide feedback and opinions or suggestions.

From the above, the responses from the heads of school seem to lean more on ensuring that teachers work. This view is in line with the study by Raj (2009) school improvement on issues such as laboratory equipment and apparatus, teacher offices and housing, general conditions of infrastructure, raised students performance. Responses from 80% of parents were as follows:

- (i) Making sure that they (students) are being taught and that the curriculum is adhered to
- (ii) Provision of school facilities, to enable school activities to be conducted as normal as they should

From the parents responses it seems that there is appositive feedback on the strategies that heads of schools use to ensure students academic performance.

The third and final objective was to determine the efficacy of the strategies that heads of schools use to improve the academic performance of the students.

The efficacy of the strategies that heads of schools use in managing schools are:

Musungu et al found out that motivation strategies such as rewards, discipline, guidance and counselling are used by the head of schools but with a different emphasis in each school. If properly used can bring good results.

Communication strategies Duke (2011), such as oral, written, verbal and non-verbal and notice boards are used but the most common is oral. If these used can bring some impacts to teachers and students as well. Reinforcement of school rules, provision of facilities, delegation of responsibilities, internal quality assurance, promotion of collegiality also can contribute in improving school performance if they are used together with motivation to teachers but also parental involvements in students academic performance is important as shown below

Table 4.3: Participation of Parents /Guardians in Students Academic Performance

Category	Frequency	Percentage
High	5	10.0
Moderate	39	78.0
Low	6	12.0
Total	50	100

Source: Study Survey (2016)

Considering the use of Teaching Aids in Teaching, the Table 4.4 illustrate.

Table 4.4: Use of Teaching Aids

Category	Frequency	Percentage
Strong disagree	1	2.5
Disagree	18	45.0
Agree	11	27.5
Strong agree	10	25.0
Total	50	100.0

Source: Study Survey (2016)

The responses indicated that although most of the respondents felt that the strategies that head of schools use were efficient, still they contradicted themselves in the outcome of these strategies in terms of teachers using teaching aids in facilitating learning. The majority of teachers use teaching aids insufficiently the majority of the teachers rarely make use of artificial ones since is not available but instead half of them are improvising using available resources in their surroundings.

Also through interview with heads of school on preparation of lesson plan, 7 out of 10 heads of school (70.0%) to the visited school said some of their teachers are not able to prepare lesson plan to each lesson due to overloaded of periods. Some of the subjects have one teacher teaching in the whole school; therefore to follow teaching procedure like preparation of lesson, teaching aids, sometimes even lesson notes is difficult. The rest that is 3 equal to (30.0%) said it is possible to prepare lesson plan to each lesson taught.

These prevailing conditions would contribute to late coverage of syllabus which lead to poor academic performance of secondary school students and a key contributor to mass failure in secondary schools however many teachers have a concern on rampant truancy in schools as the following responses indicate;

Teacher 1: Some students do not come to school regularly, some will skip some days in a week while others are habitual absentees, who might not attend school for one or two months to only come back to school after school efforts in searching for his or her whereabouts.

Teacher 2: Students who misbehave or the ones who are involved in promiscuous behaviours or in drug abuse will never attend school very well leading to poor performance.

Teacher 3: For parents who do not make proper follow up on their students school progress, there is a tendency for those students to not studying some of the subjects properly. This condition is termed as subject truancy, which normally affects student's performance.

This is supported by Mathias (2014) in who researched on truancy and its impact on academic performance among secondary school students. The study revealed that poor academic performance among students is due to truancy, since students who are not attending classes at the end of the day will have nothing to answer if it comes to examinations. Also parents do not visit school to check for the progress of their children except in response to disciplinary problems and sometimes when summoned they do not respond immediately at all. Furthermore, Ruth (2014) establishes the relationship between student's school attendance and academic performance in Kenya whereby observation shows that absenteeism influence poor academic performance. The evidence was that students who attend school regularly were performing better academically than the absentees.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summary, conclusion and recommendations of the findings. The purpose of the study was Effect of school management on the academic performance in community secondary schools in Rombo District Council.

5.2 Summary

Management in Community Secondary Schools in this study had covered mainly two key features namely capability of heads of schools in managing these schools and the strategies employed by heads in improving academic performance. Empirical studies came forth with many strategies that were helpful to other schools in Tanzania and other schools in the world. This study revealed many strategies that are used by heads of schools Rombo District but also by teachers who implement them in their respective schools.

5.3 Conclusions

The first Specific Objective was to assess the capacity of school managers in improving academic performance. The study revealed that Heads of schools capability have an effect on management of academic performance. It was noted that majority of the head of schools had no formal management training to help them manage teachers, students and school effectively. Although Gronn, (2000,p 333) advocated for distributed leadership in education and Fulan (2001,p. 134) suggests many leaders in an institution in many secondary schools, even those considered to

be leaders- heads of schools have not undergone leadership training. This implies that the majority of heads of schools lead by position rather than the knowledge. This type of leadership makes it hard to see the transformation in secondary schools. According to Kester et al, (2000) transformative leadership is consultative and participative and this can promote greater commitment and improve efficiency.

Because of the lack of formal leadership skills, the study found that many heads of schools used top-down direction and school hierarchies to lead instead of using distributed and democratic and empowering strategies to teachers for effective teaching in the school. This implies that they try to use their power to try to impose things on the teachers and students. According to Woods et al,(2004),this kind of leadership is detrimental to the creation of teamwork or networking which are both essential in organizational effectiveness.

The multirole position in which most heads of schools find themselves into made it difficult for them to concentrate on their core activity namely Academic. Lack of training to deal with different issues at a go lead to low academic performance to students. The second Specific Objective was to examine the strategies that Heads of Schools use to improve students' academic performance in community secondary schools in Rombo District.

The study revealed that, heads of schools and their teams are striving hard in providing a conducive environment in which students can receive their education well, but these efforts are met by resistance from both parents and students and sometimes by the government due to lack of enough funds. Failure to motivate

teachers as well as students in due time contributed to the poor academic performance.

From this it can be concluded that the strategies that most of the heads of schools use are not efficient in leading and thus, in ensuring effective academic performance of students remains elusive. The third Specific Objective was to determine the efficacy of the strategies that head of school use to improve the academic performance of students.

The efficacy of strategies that school managers use according to the study discovered, are having different impacts in schools since similar strategies are used differently by managers of different schools. This emphasises the need for school managers to have a forum that can enable them to share experiences and also to collaborate in their work so as to achieve their main goal of rising students' academic performance.

5.3 Recommendations

From the results perceived in this study, a researcher had come up with two recommendations. The two are recommendations for research findings and recommendation for future researches:

- (i) The Government should consider training heads of schools to ensure quality management of the schools. The study further recommends management skills to be added in teachers training programme to expose teachers to management issues.

- (ii) Heads of school should strive in developing themselves academically. Good education and experience will help in giving heads confidence but at the same time acquire and make use of strategies that are discovered in the course of learning.

Future researches on this topic try to find out how school heads can collaborate more in their managerial activities so as to enhance efficiency in quality of education that is provided in these schools.

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APPENDICES

Appendix 1: Questionnaire for Heads of Schools

The purpose of this interview is to obtain information on the deterioration of Ordinary Level Academic Performance in Community Based Secondary Schools.

The Information will be treated as confidential.

1. For how long have you been a head of school? What is your academic qualifications.
2. Have you attended any capacity building seminar or course?
3. How do you involve your teachers in school management?
4. What can you say about students' performance in the school?
5. What do you think is the reason for better or poor performance of your school?
6. Do you collaborate with other head of schools in management issues?

Appendix 2: Questionnaire for Teachers

The purpose of this questionnaire is to get information on of the strategies that school management use to raise academic performance.

Ordinary Level Academic Performance in Community Secondary Schools.

Information will be treated as confidential,

Instructions:

- Do not write your name anywhere on this paper
- Choose the answer by putting [v] in the space provided
- Give explanations or mention answers as requested

1) Level of Education is

- (a) Form six []
- (b) Diploma []
- (c) Bachelor Degree []
- (d) Masters Degree []

2) Gender

- (a) Male []
- (b) Female []

3) Experience in teaching post

- (a) Below five years []
- (b) Between five to nine years []
- (c) Nine years and above []

4) Rating scale on investigating if there is relationship between capabilities with academic performance.[Put a tick(✓) where appropriate]

	Strong agree	Agree	Disagree	Strong disagree
To each lesson taught teachers make lesson plans				
Always for insufficient teaching aids, we make natural ones through available materials				
It is possible to cover syllabus on time				
It is possible to use English only as Medium of instruction when imparting Knowledge				
We are collaborating in our teaching activities				

5. Do students participate well in asking and answering questions during teaching process?

i. Yes []

ii. No []

6. Do they do all tests / assignments/ homework or exercises given?

i. Yes []

ii. No []

7. How is your students school attendance, do they attend all periods? Yes () If not, why?

i.

ii.

8. Do all students manage to arrive at school on time in morning and depart according to the time table? Yes ()

If not, what do you think could be the reason for late comers?

i.

ii.

iii.

9. What strategies does the school management take to ensure that students arrive to school on time?

(i). What strategies do you employ to help your students to learn and pass their examinations?

- (ii). What strategies does the school management take to motivate you teachers?
- (iii). How do teachers ensure that students complete the assignments on time?
- (iv). What strategies do teachers use to students who have problem with their assignments?
- (v). What strategies does school management use to ensure students attend school and classrooms?
- (vi). Are you assisted by your fellow teachers in your teaching activities?
- (vii). How do you describe the school management?

Appendix 3: Interview Guide for Students

The purpose of this interview is to obtain information on the Effect of School Management on Academic Performance in Community Secondary Schools. All Information will be treated as Confidential.

1. How do you describe your school.
2. In a few words describe the head of school,
3. How can you describe your teachers? Caring or Uncaring.
4. Can you list and explain the strategies that teachers use to help you learn and pass your examinations?
5. What happens to students who do not come to school on time?
6. What happens to students who do not complete the assignments on time?
7. What happens to students who have problem with their assignments?
8. What happen to students who do not come to school often?
9. Do you attend school every day? If not, Why?
10. For the days that you come to school, do you attend all periods?
11. How do you participate in lesson in order to understand the lesson taught?
12. Which language do you prefer mostly to use when asking or answering questions in the class?
13. When you are not clear with what was presented by teachers what measures do you take?
14. Do you have any group discussions?
15. When do you meet as a group for discussions?

16. After lessons teachers provide homework/ assignment or exercises? Do you manage to do it all on time? If not, Why?
17. According to general school timetable, there is weekly test? Do you attend school on such days and do them accordingly?
18. Do you get feedback on time to such assessments?
19. How do you manage time after school hours at home for private studies?
20. Do you think parents/guardians income can affect your academic performance?

Appendix 4: Interview items for Academic Master/Mistress

1. How is student's school attendance in general?
2. For those who attend school, do they attend all periods according to timetable?
3. How many tests are provided to each subject per term?
4. How is their attendance to such assessments?
5. Do teachers manage to give feedback to each quiz/test or internal examination?
6. Do they make records for all tests/quiz or examination results?
7. Do teachers manage to finish syllabus on time?
8. What measures do teachers in cooperation with Academic teachers take for students who seem to drop academically?
9. What is the total number of periods per week for your teachers?
10. Do you have teachers who are overloaded with periods?(have more than 24 periods per week).
11. Is there any extracurricular activity that is conducted after class session? IF Yes, who supervises it?
12. Is there any program in the school that allows teachers to collaborate?

Appendix 5: Interview Guide for Parents

1. Do you like the school where your children are studying? Can you give the reason to your answer?
2. How do you know that your children attend school every day? If you happen to discover that they skip going to school what will you do?
3. Have you ever visited the school where your children are studying? (If not/yes) Why?
4. When you receive the progress report of your children from the school, what do you do with it?
5. Is there anything that you are doing to make sure that your children are doing well at school?