

**APPLICABILITY OF HIGH PERFORMANCE ORGANIZATION
FRAMEWORK TO STUDENTS' ACADEMIC ACHIEVEMENT IN
TANZANIA THE CASE OF CATHOLIC SCHOOLS IN DODOMA
MUNICIPALITY, JECAS-DODOMA**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT FOR THE
REQUIREMENTS OF THE DEGREE OF MASTER OF HUMAN
RESOURCE MANAGEMENT OF THE OPEN UNIVERSITY OF
TANZANIA**

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CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation titled; Applicability of High Performance Organization Framework to Students' Academic Achievement: The Case of Catholic Secondary Schools in Dodoma Municipality, JECAS-Dodoma in partial fulfilment of the requirements for the degree of Master of Human Resource Management of Open University of Tanzania.



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27/08/2018

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DECLARATION

I, Peter Samson Thomas, 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 a similar or any other degree award.

.....

Signature

.....

Date

DEDICATION

I dedicate my dissertation to my late father and Mother, Mr and Mrs Thomas Samson, whose words of encouragement and push for tenacity ring in my ears. May God rest your souls in peace

I also dedicate this dissertation to my beautiful and beloved daughter ABIGAEL whose happiness is my strength. May God be upon you in everything.

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ABSTRACT

Students academic achievement is a plan and vision that related to high performance organizational framework (HPOFramework). The HPOFramework factors are Management Quality, Openness and Action-Orientation, Long term Orientation, Continuous Improvement and Work force quality. Schools in Tanzania have been searching for the elements that constitute continuous schools academic achievement. The aim of the study is to identify whether the high-performance organisation HPOframework could help a secondary school to become one of the first high-performance educational school in Tanzania. The design of the research was based on descriptive design whereby data was collected from selected sample area using questionnaires. The findings of the study show that the largest group of the respondents was aged between 10 and 25 years old. Among the respondents, 44.5% were male and 55.5% female. The findings show that HPO framework can actively be used in Tanzania to improve academic achievement of Tanzanian schools. The statistics indicate that there is relationship between the HPO Factors to Students academic achievement. It is possible to identify factors that determine continuous school success in Tanzania, and that Head of schools can be offered a framework that adds focus to improvement. Managers and head of schools should make sure that all persons within their schools understand all activities that should be carried out. Teachers, parents and students are part and parcel of a school. They should not be apart from the school's plans. Further research should be conducted to explore the application of HPOFramework factors, the results obtained shall be compared to this study.

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LIST OF ABBREVIATIONS

CI	Continuous Improvements
HPO	High performance organisational factors
IBM_AMOS_24	Internation Business Mashines Analysis of a Moment Structures
IBM_SPSS	International Business Mashines_Statistical Package for the Social Science.
JECAS-DOM	Joint Examinations of Catholic Schools in Dodoma
LC	Long Term Commitments
MQ	Management Quality
NECTA	National Examinations Council of Tanzania
OPO	Openness and Action Orientation
SAA	Students Academic Achievement
WQ	Work Force Quality

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Academic achievement represents performance outcomes that shows the level a student or person has attained to his/her specific goals that were the objective, mission and vision or focus during instructional environment. The school system and school administration always have the focus toward students academic achievement and school performance in general. The school that focus much on students academic achievement will also focus on the wellbeings of teachers and students.

The instruction given by teachers should be helpful and with the intention of helping students to achieve their big dreams. Academic achievement should be considered to be a point of focus because it comprises different domains of learning because the field of academic achievement is very wide-ranging and covers a broad variety of educational outcomes (Steinmayr, 2014). The definition of academic achievement can vary, it depends on the indicators used to measure it. There are various indicators that show academic achievement , mostly indicators can be considered from the test or examination results of a student (Spinath & Birgit, 2012).

The grades range used by authority commission also are good examples of the academic achievement reached by a specific student and the school in particular. All criteria have in common that they represent intellectual endeavors and thus, more or less, mirror the intellectual capacity of a person (steinmayr, 2014). In Tanzania for example, The National Examination Council of Tanzania (NECTA) uses grades to measure academic achievement of a student.

1.2 High Performance Organization (HPO) Framework

The High Performance Organization (HPO) Framework is a conceptual and scientifically prepared system that teachers and head of schools can apply for planning what to take on in order to improve students academic achievement in their schools. The HPO Framework have the following factors;

Quality of Management which deals with how head of schools and school managers within the school or organization are supposed to establish and maintain relationships with teachers through valuing their efforts and helping them where necessary. The management can maintain relationship by treating them fairly and encouraging them in performing teaching duties and other duties as assigned.

Openness and Action Orientation- the practice of openness and action orientation within the school environment is conducted through head of school or school manager having frequently consultation with teachers as well as consider them in all teaching and learning process and plans. Lack of openness within the school will create uncondusive and unsafe environment because teachers will not trust the management

Long-Term Committment- whenever teachers and the school management have a long term committment students academic achievement can be attained. Teachers and school management should have an agreement that gives them long term committment. Having long term committment between them will give more time and opportunity to teachers to study and experience their working environment through analysing the cons and prons in teaching and learning (Schreurs & Meingast, 2015). Using an HPO as a strategy will help to create working committment.

Continuous Improvement - The process of continuous improvement and renewal starts with an HPO officer or head of school applying a unique strategy that will set the school apart through developing many ways for the students' academic achievement. The school can continue improve its process and strategies by doing analysis for the existing process and strategies to see if changes and improvement needed.

Quality of Workforce, The quality of workforce in the school or organization can foster development. Having workforce who are qualified and experienced in teaching and learning industry will promote teaching and learning and enhance students' academic achievement. An HPO makes sure the school have diversity and complement workforce and hires people with integrity and creativity in solving teaching and learning issues. An HPO give an opportunity to head of schools to develop their teachers by training, letting teachers learn from others.

The National Examinations Council of Tanzania is the one responsible and authorised to provide examinations to primary, secondary and some level of colleges. It has set grade ranges (A, B, C, D, E for ordinary level and A, B, C, D, E, and S) for advanced secondary students as well as Divisions, (I, II, III, IV, and 0). For ordinary level students are required to have three credits that is; three Cs to qualify to advance level. The criteria set by NECTA are the ones followed by all schools in Tanzania. Additionally, the catholic schools and others have set their own grades which are apart from the ones given by NECTA so that they can motivate teachers and students to aim higher. According to NECTA a student who has got division I, II, III, or IV has passed the exam. Unfortunately, the one got III or IV has low achievement.

The focus and determination in the study is to explore and reveal the secret of getting division I or II which is higher achievement.

1.3 Statement of the Research Problem

The researching on students academic achievement has resulted to many empirical studies and underlying progress. The theoretical and empirical insight provide the determinants of students academic achievement and its assessment. Furthermore, students academic achievement is a broad topic which many literature and readings have tried to focus on especially on the selected aspects of students academic achievement, such like promoting and strengthening academic achievement or specific predictors of academic achievement. The emphasis on the importance of students academic achievement should be regarded to defferent perspectives such as individual person and the community at large. Unfortunately, there are no enough studies that have been conducted into the area of study to relate it to students academic achievement. The study could help employers, employees and students to acquire extraordinary academic achievement in their respective schools.

Therefore, the study will explore HPO factors to identify the level of academic achievement of catholic schools in Dodoma municipality. Also, the study is going to bring awareness to managers, teachers, students and other stakeholders on how should they incorporate and interpret HPO factors to academic achievement plans.

The study is conducted in this area because there is no any study that has been conducted on this particular subject to these particular people. So this research is very important and will fulfil the gap of knowledge that exist on students academic achievement.

1.4 Research Objectives

1.4.1 General Objective

The general objective of the study is to assess the influence of high performance organization framework to students' academic achievement in Dodoma Municipality.

1.4.2 Specific Objectives

- i. To determine the applicability of management quality in Catholic secondary schools academic plans on students' academic achievement.
- ii. To evaluate the practices of openness and action orientation in Catholic schools .
- iii. To examine the application of long-term orientation of workforce on students' academic achievement.
- iv. To determine the applicability of continuous improvement in Catholic schools academic strategic plans on sustainable academic achievement.
- v. To examine the application of quality of employees in Catholic schools on students' academic achievement.

1.5 Research Questions

1.5.1 General Research Question

What is the influence of high performance organization framework to students' academic achievement in Dodoma Municipality?

1.5.2 Specific Research Questions

The study was guided by the following specific questions:

- i. In what ways does the quality of management of Catholic schools in

Dodoma Municipality influences students' academic achievement?

- ii. How does the practice of openness and action orientation in the Catholic schools influence students' academic achievement?
- iii. How does the practice of long-term commitments of workforce in the Catholic schools promote students' academic achievement?
- iv. To what extent does the process of continuous improvement in the Catholic schools facilitate students' academic achievement?
- v. How does quality of teachers in the Catholic schools facilitate students' academic achievement?

1.6 Relevance of the Study

The study is very useful to all stakeholders like government, private schools, employees, the Catholic schools and others who are in education industry. The findings of this study will be helpful to minimize the challenges around the issue of students' academic performance. In this context school owners, students and employees will have an opportunity to develop in their interactions and work performance. Furthermore, the study will be very useful to new established schools; it will give them prerequisite information on handling issues related to students' academic achievement. They will be able to incorporate the factors and characteristics of high performance organization framework to their plans.

The study will serve as the basis for future plans of action, policy design, human resources practices by companies or organizations administrators as well the government with regard to the necessary actions that should be taken to ensure that the duties and responsibilities assigned to employees are related to their knowledge

and skills. And, lastly- the study will serve as a theoretical model for future studies of the same nature if ever the existing problem has penetrated in this case will exist in the future. Future researchers will benefit from the study, and it will provide them the facts needed to compare their study during their respective time and usability.

1.7 Limitations of the Study

The researcher was aware of limitations or challenges that occurred during researching, there were some challenges expected in this work. In the research, the researcher expected the following as limitations in the process of researching. Limited time, the time in data collection was so much needed, so distance from one school to another was a challenge in terms of time and money. And during data collection some clients were asking if there was payment, others did not want to be given questionnaires. It becomes very difficult for the researcher to collect data as planned.

Fortunately, The researcher was aware of those constraints outlined above; they did not become burden to him because he had already established solution for each limitation. For example, he planned a good time table which was very flexible. He had the budget for the research. Furthermore, the use of internet helped a researcher to find some other relevant data for the study so it reduce operational cost.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

According to HPO center by De waal, (2012) (HPO center), The High Performance Organization (HPO) Framework is a conceptual, scientifically validated structure that managers can use for deciding what to focus on in order to improve organizational performance and make it sustainable. The HPO Framework is not a set of instructions or a recipe that can be followed blindly rather it is a framework that has to be translated by managers to their specific organizational situation in their current time, by designing a specific variant of the framework fit for their organization.

2.2 Theoretical Review

HPO is not a new management theory. Rather it is the bringing together of existing theories and good practice evidence from a number of management disciplines covering such areas as innovation and improvement, corporate governance, continuous improvement and human resource and workforce management. According to de Waal (2012), an organisation that achieves financial results that are better than those of its peer group over a longer period of time, by being able to adapt well to changes and react to these quickly, by managing for the long term, by setting up an integrated and aligned management structure, by continuously improving its core capabilities, and by truly treating the employees as its main asset.

The HPO research showed that there is a direct and positive relationship between the five HPO factors and competitive academic achievement the higher the scores on the

HPO factors (HPO scores), the better the results of the organization, and the lower the HPO scores the lower the competitive performance (de Waal, 2012). The effectiveness of the HPO Framework has, since its inception in 2007, been evaluated in many longitudinal studies in which the performance of organizations applying the framework was tracked over several years.



Figure 2.1: High Performance Organization (HPO), developed by Andre de Waal

The evaluation showed that if an organization works with discipline on the recommendations from the HPO Diagnosis its financial and non-financial performance will improve. This is true for organizations in virtually every industry and every country. This makes the HPO Framework unique in the world as it is the only one with a solid scientific foundation and of which its workings and effectiveness has been proven. According to De Waal (2012), the school that has higher score on HPO factors experience better results in academic as well as financially.

Apart from the HPOFramework which is the basic theory of the study (that has been stated and described into objectives, research questions, conceptual framework and every part of the research) there are other theories that are connected to management and supervision like Decision-Making Approach, Scientific Leadership, Motivational Theories and Classical management theory.

2.3 Methodological Review

The research is quantitative in nature it was looking forward to assess the existing theory of high performance organization framework to catholic schools students' academic achievement in Tanzania particularly in Dodoma municipality. The quantitative data collection methods rely on sampling and structured data collection instruments that fit diverse experiences into predetermined response categories. The researcher employed probability sampling to select participants. Questionnaires as data collection method was employed to collect data from chosen sample that also was inferred to large population.

2.4 Empirical Review

An empirical review refers to the surveying scholarly articles, books, dissertations, conference proceedings and other resources which are relevant to a particular issue, area of research, or theory and provides context for a dissertation by identifying past research. Research tells a story and the existing literature helps us identify where we are in the story currently. Compiles significant research published on a topic by accredited scholars and researchers; Examines contrasting perspectives, theoretical approaches, methodologies, findings, results, conclusions. (Shields and Rangarajan, 2013) and (Granello, 2001)

According to Peters and Waterman, (1982) and Collins and Porras, (1997), there has been a strong interest in identifying the characteristics of high performance organisations. This interest has grown even more because of the rapid changes in the competitive environment of companies, forcing them to adapt faster to growing international demands for flexibility and speed and to compete simultaneously on the basis of development cycle time, price, quality, flexibility, fast and reliable delivery, and after-sales support for their products (Kasarda and Rondinelli, 1998). As a result of the changes in industry and society, governmental agencies are subject to change. They have to reshape themselves rapidly into nimble and flexible organisations which focus attention on the interests of stakeholders (Zeppou and Sotirakou, 2002; Pollitt, 2003). As a consequence, there has been an increase of literature describing high performance frameworks and the characteristics of high performance organisations in recent years.

This study is founded on the high performance organisations framework, developed by the author in previous studies (de Waal, 2007, 2008, 2010), which is based on a descriptive review of 290 studies on excellence and high performance, and a worldwide survey. High performance organisations are in this framework defined as organisations that achieve results both financial and non-financial which are better than those of their peer group over a period of time of at least five to ten years (de Waal, 2008). The previous high performance organisations research by Waal was done in two phases. The first phase, descriptive literature review, consisted of selection of the studies on high performance and excellence that were to be included in the research.

The selection criteria were that the study should (1) specifically aim at identifying high performance organisations factors or best practices; (2) consist of either a survey with a sufficiently large number of respondents, so that its results could be assumed to be (fairly) generic, or of in depth case studies of several companies, so that the results were at least valid for more than one organisation; (3) employ triangulation by using more than one research method (e.g. a questionnaire and interviews) (Jack and Raturi, 2006); and (4) include written documentation containing an account and justification of the research method, research approach and selection of the research population, a clear analysis, and clear retraceable conclusions and results so that the quality of the research method could be assessed.

For the literature search, the business Source premier, Emerald and Science Direct databases were reviewed, and Google was also used to look for relevant sources. Search words used were: high performance, excellence, high performing organisations, high performance managers, high performance workforce, accountable organisation, adaptive enterprise, agile corporation, agile virtual enterprise, democratic enterprise, flexible organisation, high performance work system, high reliability organisation, intelligent enterprise, real time enterprise, resilient organisation, responsive organisation, robust organisation, and sustainable organisation. In addition, books were reviewed, most of these from the business and management fields.

The literature search was conducted in 2017. Based on the four search criteria, the literature search yielded 290 publications which satisfied the criteria wholly or partly. The publications were divided into three categories: (a) Publications

describing studies which satisfied all four criteria. These studies formed the basis for identifying high performance organisations characteristics; (b) Publications describing studies which satisfied criteria 1 and 2, but not criterion 3 and criterion 4 only partly.

The research approach seemed (fairly) thorough, yet no clear description and justification of the method used was mentioned. These studies provided additional input for identifying the high performance organisations characteristics; (C) Publications describing studies which basically satisfied criteria 1 and 2, but not criteria 3 and 4. No basis was therefore present for generalizing the study findings. These studies could be used to illustrate the high performance organisations characteristics identified in categories A and B.

The absence of quality control measures and the lack of a national qualifications framework do not help to quickly address and solve this issue. The effectiveness problem of the institutions is furthermore augmented by a lack of skills in information and communication technology and research experiences (de waal & Chachage, 2009). The educational side of the institutions also suffers from a multitude of problems, amongs which are under-qualified and unmotivated teachers, inadequate or lack of teaching and learning materials, poor infrastructure, out of date curriculum and lack of management skills at various levels

With all these issues to deal with, it is no wonder managers in Tanzanian education institutions are increasingly looking for ways to improve the performance of their institutions (Saint, 2009). The research described that the HPO framework can be

used to assess the strength and improvement progress of an educational institution. Combined with interviews and workshops, the framework also provides information on the improvement points the educational institution needs to work at. In this respect, the HPO framework may help a university to focus on what is really important to improve and thereby fosters the improvement process. The research shows that the quality of management and the quality of the dialogue process are of paramount importance for a successful transition to HPO and therefore the implementation of modern management techniques deserves the utmost attention (Makkar et al, 2008).

From these previous studies we can summarize by saying that, the importance of incorporating five factors of high performance organization framework to school plans and strategies can facilitate to improve student's academic achievement. Any school that wants students to perform well should have quality management, quality of workforce, continuous improvement and renewal, long-term commitment as well as openness and action orientation. The application of HPO framework characteristics provide the school management with integrity and knowledge on planning and development of different plans and projects established in school. The five factors will be tested in this respect to see if the catholic schools perform well due to the application of HPO characteristics in planning and management.

2.5 Research Model

Research Model is a collection of logical and mathematical relationships that represents aspects of the situation under study. Models describe important relationships between variables; include an objective function with which alternative

solutions are evaluated, and constraints that restrict solutions to feasible values (Jensen, 2004). They are also used to describe the overall framework used to look at reality, based on a philosophical stance like empiricism, positivism, postmodernism and others.

Research models identify basic concepts and describe what reality is like, and the conditions by which we can study it. The ideas identified in models are called concepts. Creswell, 2003 as cited by Clarke, 2005 defined a research model as a general expression of a particular phenomenon. He further explained it as the relationship between the word or symbol and an idea and its conception signs. Broadly speaking there are two major types of research models or research paradigms. The two types of research models are namely quantitative research model and qualitative research model. The quantitative research model is also known as traditional, positivist, experimental or empiricism as advanced by authorities such as Comte, Mill, Durkheim, Newton and Locke (Clarke, 2005). While the qualitative research model is also known as constructivist, naturalistic, interpretive, post positivist or postmodern perspective as advanced by Ditley; Kant; Wittgenstein; Foucault; and Miles and Huberman 1994 (Clarke, 2005).

The ideas identified in models are used to impose some sort of coherent meaning on the world. It is through them that we can make sense of reality and perceive order and coherence. They are also used to communicate our experience of the environment around us. Our perception of our surrounding is therefore highly dependent on the scale of our knowledge and our familiarity with a wide range of concepts (Clarke, 2005). The model of the study is to examine the applicability of

(HPO). Factors for high performance organisation are Management quality, Openness and action orientation, Long term orientation, Continuous improvement and Quality of employee (De Waal, 2008). Once (HPO) improved lead to improved management, improved job performance, good service delivery, Job satisfactions, Employees satisfaction and lastly lead to students academic achievement.

2.6 Conceptual Framework

Conceptual framework as a network, or 'a plane' of interlinked concepts that together provide a comprehensive understanding of a phenomenon or phenomena. The concepts that constitute a conceptual framework support one another, articulate their respective phenomena, and establish a framework-specific philosophy. Conceptual frameworks possess ontological, epistemological, and methodological assumptions, and each concept within a conceptual framework plays an ontological or epistemological role (Jabareen, 2009).

Independent variables include Management Quality (Quality management ensures that an organization, product or service is consistent. It has four main components: quality planning, quality assurance, quality control and quality improvement. Quality management is focused not only on product and service quality, but also on the means to achieve it), Openness and Action Orientation. In addition to having an 'Openness and Action Orientation' culture, an HPO uses the school's openness to achieve results. In an HPO, management values the opinion of teachers by frequently having dialogues with them and involving them in all important plans and school processes). Continuous Improvement (A continual improvement process, also often called a continuous improvement process (abbreviated as CIP or CI), is an ongoing

effort to improve products, services, or processes. These efforts can seek "incremental" improvement over time or "breakthrough" improvement all at once).

Long-term committment (Building lasting peace is a long-term commitment. Transforming the way a society deals with conflict is a complicated process that cannot be achieved instantly. Our peacebuilding efforts take this into account and are designed as long-term initiatives.) and Workforce Quality (Having a good strong workforce behind you will make your job much easier knowing it is not all on your shoulders), while Students Academic Achievement (Academic achievement or (academic) performance is the extent to which a student, teacher or institution has achieved their short or long-term educational goals. Cumulative GPA and completion of educational degree such as High School and bachelor's degrees represent academic achievement).

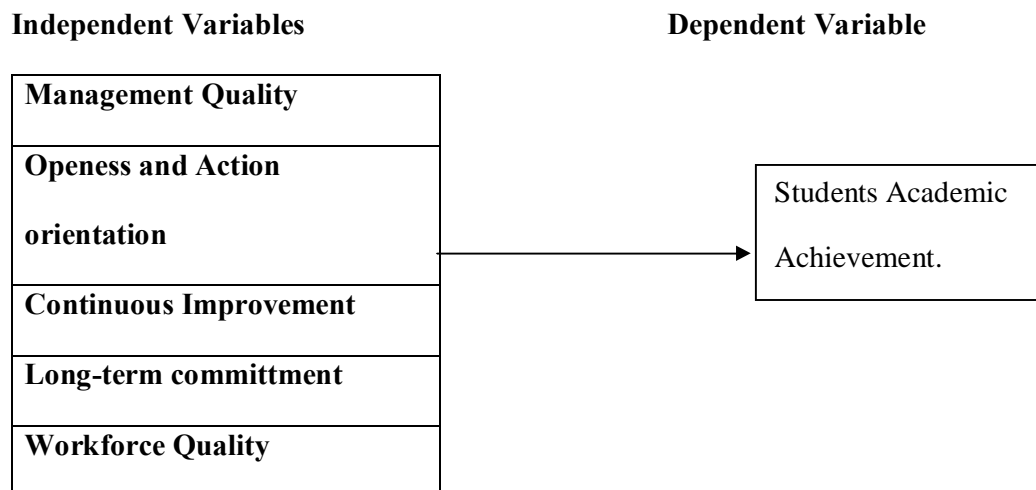


Figure 2.2: Conceptual Framework showing the relationship between Variables

Source: Reseachar (2017)

2.7 Historical Review

Although the concept and measurement of high performance organisations are relatively new to management theory, they have roots that extend at least back to the beginning of the Industrial Revolution. At the dawn of the Industrial Revolution, various employers strove hard to change workers' attitudes from an agrarian or craft-tradition mindset to a factory mindset. Workers had to develop new habits such as punctuality, regular attendance, mechanical pacing of work effort, and standardization. Some observers of the day held a dim view of the prevalent work ethic.

One author wrote, "If a person can get sufficient (income) in four days to support himself for seven days, he will keep holiday the other three, that is, he will live in riot and debauchery" (Powell 1972, quoted in Briggs 1969). This line of thinking was picked up by others, and theories emerged that bolstered the idea of controlling workers through policy, structure, and organisation. Another line of reasoning was championed by Robert Owen, a successful cotton manufacturer in England during the early 1800s, who chided his colleagues for failing to understand the human element.

According to Owen, managers spent time improving machines, specializing labor, and cutting costs, yet they made no investments in workers themselves. Owen said that money spent on improving labor would "return you not 5, 10, or 15% for your capital but often 50 and in many cases a 100%" (Butt, 1971). These early viewpoints provide the roots for thinking about how to develop a high-performance organisation. As industry grew, so did the theories about how to produce more or

better products in the factories, and the dichotomy between focusing on people versus focusing on tasks and structures continued to evolve.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Overview

The nature of the study is quantitative research. The quantitative research is to determine the relationship between one thing [an independent variable] and another [a dependent or outcome variable] within a population. For example, in this study the researcher is assessing the relationship between the high performance organization framework to students academic achievement. The two variables were assessed using available methods and data to see if the application of HPO framework factors facilitate the academic achievement in Catholic schools. This study is descriptive. It is establishing the associations between two variables (the HPO factors against students academic achievement).

3.2 Research Philosophy

Research philosophy is a belief about the way in which data about a phenomenon should be gathered, analyzed and used. For example, the term epistemology (what is known to be true) as opposed to doxology (what is believed to be true) encompasses the various philosophies of research approach. The purpose of science, then, is the process of transforming things believed into things known: doxa to episteme. Two major research philosophies have been identified in the Western tradition of science, namely positivist (sometimes called scientific) and interpretivist (Galliers, 1991). Generally, research philosophy has many branches related to a wide range of disciplines. Within the scope of business studies in particular there are many main research philosophies, some of them are; Pragmatism, Positivism, and Realism.

In this study the philosophical approach used by the researcher is positivism because in this philosophical approach the study focused much on testing the applicability of HPO framework to students academic achievement. Positivism is a philosophical theory stating that certain ("positive") knowledge is based on natural phenomena and their properties and relations. Thus, information derived from sensory experience, interpreted through reason and logic, forms the exclusive source of all certain knowledge.

Positivism also holds that society, like the physical world, operates according to general laws. Although the positivist approach has been a recurrent theme in the history of western thought, the modern sense of the approach was formulated by the philosopher Auguste Comte in the early 19th century. Comte argued that, much as the physical world operates according to gravity and other absolute laws, so does society, and further developed positivism into a Religion of Humanity (Cohen, 2007).

3.3 Research Strategies

3.3.1 Description of the Study Area

Catholic schools are among the education institutions established in Tanzania which are non-profitable. These schools are located mostly in all regions in Tanzania mainland and Zanzibar. Some of these schools are in Dodoma region such as Huruma Girls, Selasian Seminary, Bihawanna Secondary, Maria De Mattias, and Saint Peter Clevery. These schools have been performing well in NECTA examinations and they have formed their syndicate known as JECAS which means joint examinations for the catholic secondary schools. The area of study was very

useful to this study because of the academic records of these schools. The data collected from these five schools were very reliable and they can be inferred to other areas in Tanzania. The recent NECTA results of 2017, showed that these five schools performed well regionwise and nationwide in general.

3.4 Sampling design and Procedures

3.4.1 Target Population

Population refers to the complete set of events, people or things that a researcher is interested in and from which any sample is taken (Haslam & Garty, 2003; Spata 2003; Kombo and Tromp, 2006). The target population of this study were Teachers, and students (JECAS). The area had more than 2,200 population. Teachers are approximated to be 200.

3.4.2 Sample Size

Table 2.1: Sample Size

Margin of error	Size of population					
	>5000	5000	2500	1000	500	200
$\pm 10\%$	96	94	93	88	81	65
$\pm 7.5\%$	171	165	160	146	127	92
$\pm 5\%$	384	357	333	278	217	132
$\pm 3\%$	1067	880	748	516	341	169

Source: Haslam & Garty, (2003)

A sample is a finite part of statistical population whose properties are studied to gain information about the whole (Webster, 1985 cited by Kombo and Tromp, 2006;

Spata, 2003; Haslam and Garty, 2003; Godwin, 2005). The sample was taken from these five schools (JECAS-DODOMA). The sample size of 220 was obtained which was ten percent of the whole target population. The sample was accepted for the study due to the fact that the total population members 2200 were homogeneous, they just have the same characteristics as suggested by some scholars such as Kamuzora and Aman (2008). This sample size found to be very convenient to the study.

3.4.3 Sampling Techniques

Sampling is the process of obtaining information about an entire population by examining only a part of it (Kothari, 2004). Both probability and non-probability procedures were applied. Probability sampling technique involved each section of the population had equal chance of being sampled for the study (Haslam and Garty, 2003; Kombo and Tromp, 2006; Kamuzora and Adam, 2008: 127). The main types of probability sampling methods are simple random sampling, stratified sampling, cluster sampling, multistage sampling, and systematic random sampling. The key benefit of probability sampling methods is that they guarantee that the sample chosen is representative of the population. In the study the researcher used simple randomly sampling to select the sample whose were convenient to the findings obtained. Teachers and students were put into separate buckets and selected.

Simple randomly sampling refers to as the obtaining of a complete listing of the population of the interest whereby every individual, member, events or object of the population has equal chance to be sampled (Haslam and Garty, 2003; Kombo and Tromp, 2006; Kamuzora and Adam, 2008). The technique was used because it

provides an equal and independent chance of being selected as a member of the sample to all individuals in the defined population (Haslam and Garty 2003; Kombo and Tromp, 2006; Kamuzora and Adam, 2008: 128).

3.5 Types of Data Collected

The study involved two major sources of data namely primary data and secondary data.

3.5.1 Primary Data

Primary data is information gathered directly from the respondents. In this study data collected through using questionnaires. In this method people at the study area were assessed on the way they think on their students' academic achievement with regard to the high performance organisations characteristics.

3.5.2 Secondary Data

Documentary review used in collecting secondary data. The collection and analysis of published and documents from internal sources which include reports, records, internet and other necessary documents are involved in this study.

3.6 Methods of Data Collection

The study employed two methods of data collection namely questionnaires and documents review based method for secondary data. Questionnaires is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents. Although they are often designed for statistical analysis of the responses, this is not always the case. The advantages of

this method during data collection was its practical, Large amounts of information were collected from a large number of people in a short period of time and in a relatively cost effective way. And its results was usually be quickly and easily quantified by a researcher through the use of a software package SPSS.

3.7 Data processing, Analysis and Presentation

Data processing and analysis was guided by the research objectives (specific), research questions and the theoretical frame work for the study. Calculations were done on the quantitative information and percentages were calculated and presented in tables and figures. A descriptive analysis of data has been done using the following approaches. The analyzed data then processed by using computer program, namely Statistical Package for Social Sciences (IBM-SPSS) and (IBM-AMOS). The computer program suggested because of its ability to handle large data sets and various ranges of analytical techniques in the program.

3.8 Validity and Reliability

According to Patton (2001) suggest that, reliability and validity are the two most important quality control objects in research design. Therefore, it was very important for the researcher to make sure that the results were reliable and valid.

8.1 Reliability

Research instruments healthy was achieved because the researcher participated fully to cooperate with the research supervisor for assessment of research instruments before field study and then the instruments pre-tested to check whether wording of questions are clear to respondents and whether all research objectives are covered.

The reliability measured by the use of questionnaires and review of secondary data. Reliability measured by the use of appropriate sample technique that is simple random and selection of appropriate sample size. The data collection method employed influenced to have knowledge through the access to the original raw data and the analyzed sample represented the population.

8.2 Validity

According to Tabachnick, (2007) argues that validity refers to the degree to which study accurately reflect or assesses the specific concept the researcher is attempting to measure. To ensure validity questionnaires and documentary review was done. Furthermore, the simple descriptive statistics analysis was done using (IBM-AMOS) in order to determine the perception of the teachers and students at their respective schools on how good they think their schools are performing on the high performance organisations characteristics and academic achievement.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.1 Introduction

The chapter presents the empirical findings and examines the extent of the application of high performance framework that influence students academic achievement to these five schools (JECAS-DODOMA).

4.2 Demographic Characteristics of the Respondents

Simple random sampling technique was used to select teachers and students from five selected Catholics Schools namely, Huruma Girls, Bihawanna School, Maria De Mattias, Selesian Seminary and Saint Peter Clevery in Dodoma municipality. Teachers and students were assigned to select written numbers one or two and those who chosen number one were given the questionnaire(s). The largest group of the respondents aged between,10 and 25 years old were 89.1%, followed by those who aged between 26 and 50 years old were 8.1% and lastly 51 to 70 years old were 2.7%. Most of the respondents were female (55.5%) while the male were only 44.5%. About 89.1% of the respondents were students and 10.9% were teachers.

89.1% of respondents had secondary education and still studying, while 1.8% had diploma, 8.2% had degree and only .9% of respondents had masters. 92.6% were single, 7.3% were married, and .5% were widows. About 100% of the respondents were in education department. 7.7% of respondents (teachers) were at work for almost 1 to 5 years, .9% of respondents were at work for almost 6 to 10 years, .9% of respondents were at work for almost 15 to 20 years and lastly, 1.3% of respondents were at work for more than 20 years.

Table 4.1: Sample Characteristics of Respondents

SN	Variable	Categories	Frequency	Percentage
1	Age of respondents (teachers and students)	10-25 years	196	89.1
		26-50 years	18	8.1
		51-70 years	6	2.7
2	Gender	Male	98	44.5
		Female	122	55.4
3	Occupation	Students	196	89.1
		Teachers	24	10.9
4	Education Level	Secondary	196	89.1
		Diploma	4	1.8
		Degree	18	8.2
		Masters	2	.9
5	Marital Status	Single	203	92.6
		Married	16	7.3
		Widowed	1	.5
6	Department	Education	220	100
7	Duration at work	1-5 years	17	7.7
		6-10 years	2	.9
		15-20 years	2	.9
		20 years and more	3	1.3

Source: Researcher, 2017

4.3 Response Frequency

After analysis using IBM-SPSS, the response frequency Table which illustrates the general idea of the teachers and students perceptions on the level of HPOFramework to their schools. The response frequency tables (Appendix 2) express frequency of respondents, percentage of respondents, and cumulative percentage of respondents.

4.3.1 Continuous Improvements

This Variable of continuous improvements comprises eight items which are shown in table 3.1. About 14% of the respondents strongly disagreed on the practice of continuous improvements, 13% disagreed while 30% were neutral. The respondents

who agreed are 29% and those who strongly agreed were 14%. This shows that average score for those who agreed are 43% while for those who disagreed are 27% and the 30% are neutral. Also, 44% of the respondents agree that, the school adopted a strategy that sets it clearly apart from other schools, whereby 33% disagree and only 23% are neutral. About 49% of the respondents agreed that school processes are continuously improved, 20% were neutral while 31% disagreed.

Table 4.2:Continuous Improvements

SN	Items	Performance (%)				
		SD	D	N	A	SA
O1	The school has adopted a strategy that sets it clearly apart from other schools	23.2	10.0	22.7	31.8	11.8
O2	The school processes are continuously improved	9.1	21.8	20.5	39.5	9.1
O3	The school processes are continuously simplified	11.8	18.6	39.1	25.0	5.5
O4	The school processes are continuously aligned (work as a team)	15.9	10.0	20.0	32.7	19.5
O5	Everything that matters to performance is explicitly reported	9.5	8.2	15.5	34.1	32.3
O6	Both financial and non-financial information is reported to school boards	12.3	10.0	51.8	19.1	6.8
O7	The school continuously innovate its core competencies	14.1	11.4	31.4	25.5	17.3
O8	The school continuously innovate its processes and services	19.5	11.4	39.1	23.6	6.4
	Average	14	13	30	29	14

Source: Researcher (2017)

Furthermore, About 31% of the respondents agreed that school processes are continuously simplified, while 39% are neutral and only 30% disagreed. 52% of respondents believe that the school processes are continuously aligned (they work as a team), while 20% are neutral and 26% disagreed. 66% of respondents believe that everything that matters to performance is reported, while 16 were neutral and 18% of

respondents disagreed. 23% of respondents disagreed about the financial and non-financial information that are being reported to school board, while 26% of them agreed and 52% are neutral. 43% of respondents believe that the school continuously innovate its core competencies, while 31% are neutral and 26% disagreed. Lastly, 30% of respondents agreed with the school to continue innovating its processes and services, while 39% are neutral and 31% disagreed.

4.3.2 Openness and Action Orientation

Openness and action orientation is variable which formed by six items which are: - Management frequently engages in a dialogue with teachers, The school spends much time on communication, knowledge exchange and learning, the school community is always involved in important processes, management allows teachers, parents and students to making challenges to them, management welcomes change and the school is performance driven.. The average performance scores for this variable of openness and action orientation was as follows: 18% of respondents strongly disagreed and 13% disagreed while 25% are neutral. The respondents who agreed are 33% and those strongly agreed are 11%. This show that average scores for those who agreed are 44% while those who disagreed are 31% and the 25% are neutral.

44% agree that Management frequently engages in dialogue with teachers, while 27% disagreed and 29% are neutral. 25% of the respondents disagreed about the school to spend much time on communication, knowledge exchange and learning, while 31% of respondents agreed on the item and 24% are neutral. Furthermore, 31% of respondents are neutral on the school community being involved in

important processes, while 33% agreed and 25% of respondents disagreed on the matter. Additionally, 51% of respondents disagreed on the issue of management to allow teachers, parents and students to make challenge to them, in the same item, 21% of respondents are neutral and 29% agreed on the matter. 22% of respondents are neutral on the issue of management to welcome change, while 47% of respondents agreed and 30% disagreed. And lastly, on whether the school is performance driven; 62% of respondents agreed while 25% were neutral and 16% disagreed.

Table 4.3: The Practice of Openness and Action Orientation

SN	Items	Performance (%)				
		SD	D	N	A	SA
A1	Management frequently engages in dialogue with teachers.	15.5	11.8	29.1	34.5	9.1
A2	The school spends much time on communication, knowledge exchange and learning.	13.6	21.4	23.6	28.6	12.7
A3	The school community is always involved in important processes	13.6	11.8	30.5	31.8	11.8
A4	Management allows teachers, parents and students to making challenges to them.	36.5	14.1	20.5	19.1	9.5
A5	Management welcomes change.	20.5	9.5	22.3	34.5	12.3
A6	The school performance is driven	5.0	10.9	21.4	50	12.3
	Average	18	13	25	33	11

Source: Researcher (2017)

4.3.3 Applicability of Management Quality (MQ)

Management quality involved 11 items. The average scores for this variable were as follows: - 17% of the respondents strongly disagree that there is no applicability of management quality for high performance in Catholics schools in Dodoma, 12% disagreed whereby 27% are neutral, while 30% agreed and 14% strongly agreed that there is applicability of management quality in their respective schools. The total

scores for those who disagreed are 29% of the respondents while for those agreed are 44% and 27% are neutral.

Among the 11 items, 27% agreed that Management is trusted by school community, while 36% disagreed and the same score 36% are neutral, this indicates that Management is not trusted by their school community. 40% of the respondents are neutral about if management has integrity, while 34% agreed and 26% disagreed that the school management does not have integrity. 46% of the respondents who respond on the item that management is a role model for school community.(staffs, non-staffs and students) disagreed, while 29% are neutral and 25% agreed. 46% of the respondents agreed that management applies fast decision making, while 28% disagreed and 24% of the respondents are neutral.

The big number of respondents that is 46% agreed that management applies fast action taking, while 31% disagreed and 21% of respondents are neutral. Furthermore, 47% agreed that management coaches teachers to achieve better results, while 29% are neutral and 23% of respondents disagreed. Additionally, 74% of the respondents agreed on the item state that, management focuses on achieving better results and this implies the school community is believing the efforts provided by their management on achieving better results, while 14% are neutral and 11% of the respondents disagree.

41% of the respondents believe that their school management is very effective, while 30% of respondents are neutral and 29% disagreed. 44% of the respondents agreed that management applies strong leadership, while 32% of them disagreed and 23%

neutral. 51% of the respondents agreed that management is confident in decision making, while 32% disagreed and 23% are neutral. And lastly, on the 11 item, 51% of the respondents agreed that management is decisive with regard to non-performers, while 30% are neutral and 18% disagreed.

Table 4.4: The Applicability of Management Quality

SN	Items	Performance (%)				
		SD	D	N	A	SA
M1	The school is trusted by school community	24.5	11.8	35.5	27.3	.0
M2	Management has integrity	12.7	13.6	40.0	26.4	7.3
M3	Management is a role model for school community. (staffs, non-staffs, and students)	26.8	19.1	28.6	25.5	.0
M4	Management applies fast decision making	13.6	14.1	24.1	32.7	13.2
M5	Management applies fast action taking	18.2	13.2	20.9	31.4	14.5
M6	Management coaches teachers to achieve better results	14.1	9.1	28.6	30.0	16.6
M7	Management focuses on achieving better results	5.9	5.9	13.6	40.0	33.6
M8	Management is very active	16.4	12.3	29.5	29.1	12.3
M9	Management applies strong leadership	17.3	15.0	23.2	31.8	12.3
M10	Management is confident in decision making	12.3	11.4	23.6	30.9	20.0
M11	Management is decisive with regard to non-performers	11.8	5.9	29.5	23.2	28.2
	Average	17	12	27	30	14

Source: Researcher (2017)

4.3.4 Application of Work Force Quality (WQ)

Work force quality comprises five items namely, management always holds and motivate teachers and students who perform better, management inspires teachers and students to accomplish extraordinary results, Teachers are trained to be resilient and flexible, the school has a diverse and complementary workforce and the fifth item is the school grows through partnerships with parents and the government.

The average scores of the application of work force quality for high school academic performance were as follows; 15% of the respondents strongly disagreed with the application of workforce quality, while 10% disagreed, 27% of respondents were neutral and 28% agreed as well as 20% of the respondents strongly agreed. The total scores of this high performance feature were; 25% disagreed on the applicability of workforce quality in their respective schools, while 27% are neutral and 48% of the respondents agreed on the application of workforce quality to catholic schools.

On the other hand, particularly to every item of workforce quality, these were their scores. 67% of the respondents agreed that management always holds and motivate teachers and students who perform better, while 18% are neutral and 14% of the respondents disagreed on the item. On the second item which is management inspires teachers and students to accomplish extraordinary results, 57% agreed while 27% were neutral and 15% disagreed. This indicates that catholic schools motivate teachers and students which inturn promotes students academic achievement in their respective schools.

Additionally, 36% of the respondents disagreed on the teachers training to be resilient and flexible, while 34% are neutral and 30% of the respondents agreed. 42% of the respondents agreed that the school has a diverse and complementary workforce which enhance students academic achievement in their schools, while 35% of respondents were neutral and 21% disagreed. And lastly, 42% of the respondents disagreed that the school grows through partnerships with parents and the government, while 37% agreed and 20% of the respondents are neutral.

Table 4.5: The Application of Work Force Quality

SN	Items	Performance (%)				
		SD	D	N	A	SA
W1	Management always holds and motivate teachers and students who perform better.	8.6	5.5	18.2	25.9	41.4
W2	Management inspires teachers and students to accomplish extraordinary results	8.2	7.3	27.3	36.4	20.5
W3	Teachers are trained to be resilient and flexible	21.8	14.5	33.6	23.2	6.4
W4	The school has diverse and complementary workforce	8.2	12.3	34.5	27.7	14.1
W5	The school grows through partnerships with parents and the government	30.9	11.8	20.0	25.0	12.3
	Average	15	10	27	28	20

Source: Researcher (2017)

4.3.5 Long Term Commitment (LC)

Long term orientation encompasses five items namely; The school maintains good and long-term relationships with teachers, parents and government, The school is aimed at servicing the students as best as possible, Management has been with the school for a long time, New management is promoted from within the school community, and lastly The school is a secure workplace for staffs and non-staffs.

The average scores for the application of long term orientation for high performance to catholic schools in Dodoma were as follows: - 13% of the respondents strongly disagreed that there was long term commitment that facilitate high performance to catholic schools, 11% disagreed, while 26% of the respondents are neutral and 33% agreed as well as 16% were strongly agree to. The total scores of those agreed were 49% of the respondents, while 26% are neutral and 24% of the respondents disagreed that there was the application of long-term commitment.

34% of the respondents disagreed that the school maintains good and long-term relationships with teachers, parents and government, while 27% are neutral and 39% of the respondents agreed that the school maintains good and long-term relationships with teachers, parents and government. Furthermore, 29% of the respondents disagreed that the school is aimed at servicing the students as best as possible, while 18% are neutral and 53% of the respondents agreed. 32% of the respondents were neutral on if the management has been with the school for long time. While 49% of respondents agreed and 17% disagreed on the item. 41% of the respondents agreed that new management is promoted from within the school community, while 23% of the respondents disagreed and 35% are neutral. And lastly, 63% of the respondents agreed that the school is a secure workplace for staffs and non-staffs, while 20% disagreed and 17% are neutral.

Table 4.6: Applicability of Long Term Commitments

SN	Items	Performance (%)				
		SD	D	N	A	SA
L1	The school maintains good and long-term relationships with teachers, parents and government.	21.4	11.8	27.3	30.0	9.1
L2	The school is aimed at servicing the students as best as possible	14.5	14.5	17.7	33.2	19.5
L3	Management has been with the school for long time	7.7	9.5	31.8	31.8	17.7
L4	New management is promoted from within the school community	13.2	9.5	34.5	32.7	8.6
L5	The school is a secure workplace for staffs and non-staffs	10.0	9.5	17.3	35.9	26.8
	Average	13	11	26	33	16

Source: Researcher (2017)

4.3.6 The Focus on Students' Academic Achievement

The variable consists of six items which are; Attitudes, behaviours, and strategies promote students' academic success, motivation is the reasoning behind a student's

academic success, teaching and learning materials are enough, organized extracurricular activities have yielded a positive relationship with high academic achievement, and Individual differences in academic achievement are given priority as well as parents' academic socialization is highly taken and considered.

The average scores of this variable according to respondents are as follows; those who strongly disagree were 10%, while for those who disagreed are 10% and those who agreed that the focus is on students academic achievement are 31%, while neutral are 19% and 29% of the respondents agreed. The total scores for this variable is that, 60% of the respondents agreed that the focus of these catholic schools is on students academic achievement, while 19% are neutral and 20% of the respondents disagreed.

Table 4.7: The Focus on Students' Academic Achievement

SN	Items	Performance (%)				
		SD	D	N	A	SA
AA1	Attitudes, behaviours and strategies promote students' academic success	3.2	4.1	8.6	28.6	55.5
AA2	Motivation is the reasoning behind a student's academic success	7.7	7.3	9.5	28.6	45.5
AA3	Teaching and learning materials are enough	10.9	13.2	20.9	35.5	18.6
AA4	Organized extracurricular activities have yielded a positive relationship with high academic achievement	12.7	14.1	25.9	29.5	16.8
AA5	Individual differences in academic achievement are given priority	11.4	11.8	26.4	34.5	15.5
AA6	Parents' academic socialization is highly taken and considered.	16.4	9.5	24.1	27.3	21.8
	Average	10	10	19	31	29

Source: Researcher (2017)

4.5 Reliability

Reliability refers to the consistency and stability of the findings that enables the findings to be replicated (Burns & Burns, 2008). A reliability analysis using Cronbach's alpha () was conducted to estimate the reliability of the predictor variables. Cronbach's analysis is a useful way of determining internal consistency and homogeneity of groups of items in tests and questionnaires (Burns & Burns, 2008).

Table 4.8: Reliability of High Performance Framework

SN	Factors for High Performance Framework	Number of items	Cronbach's coefficient
1	Continuous improvement	8	.800
2	Openness and action-orientation	6	.624
3	Management Quality	11	.748
4	Workforce quality	5	.621
5	Long-term commitment	5	.708
6	Students academic achievement	6	.626

Source: Researcher (2017)

The variables were tested for reliability and they found to have coefficient ranging from 0.626 to 0.800. Thus all variables were found to be reliable.

4.6 Validity

Validity means an extent whereby the testing instrument actually measures the construct or concept declared to measure (Burns & Burns, 2008). In this study validity was measured using confirmatory factor analysis (CFA) to see the items loaded as predicted (IBM-SPSS_ AMOS_24). When the confirmatory factor analysis (CFA) was performed the model was not exactly fit, but the relationship between the items were substantial and very strong relationship. The graphic presentation

displayed the standardized regression weights (factor loadings) on each of the items. The square multiple regression R^2 describing the amount of variance also displayed as shown.

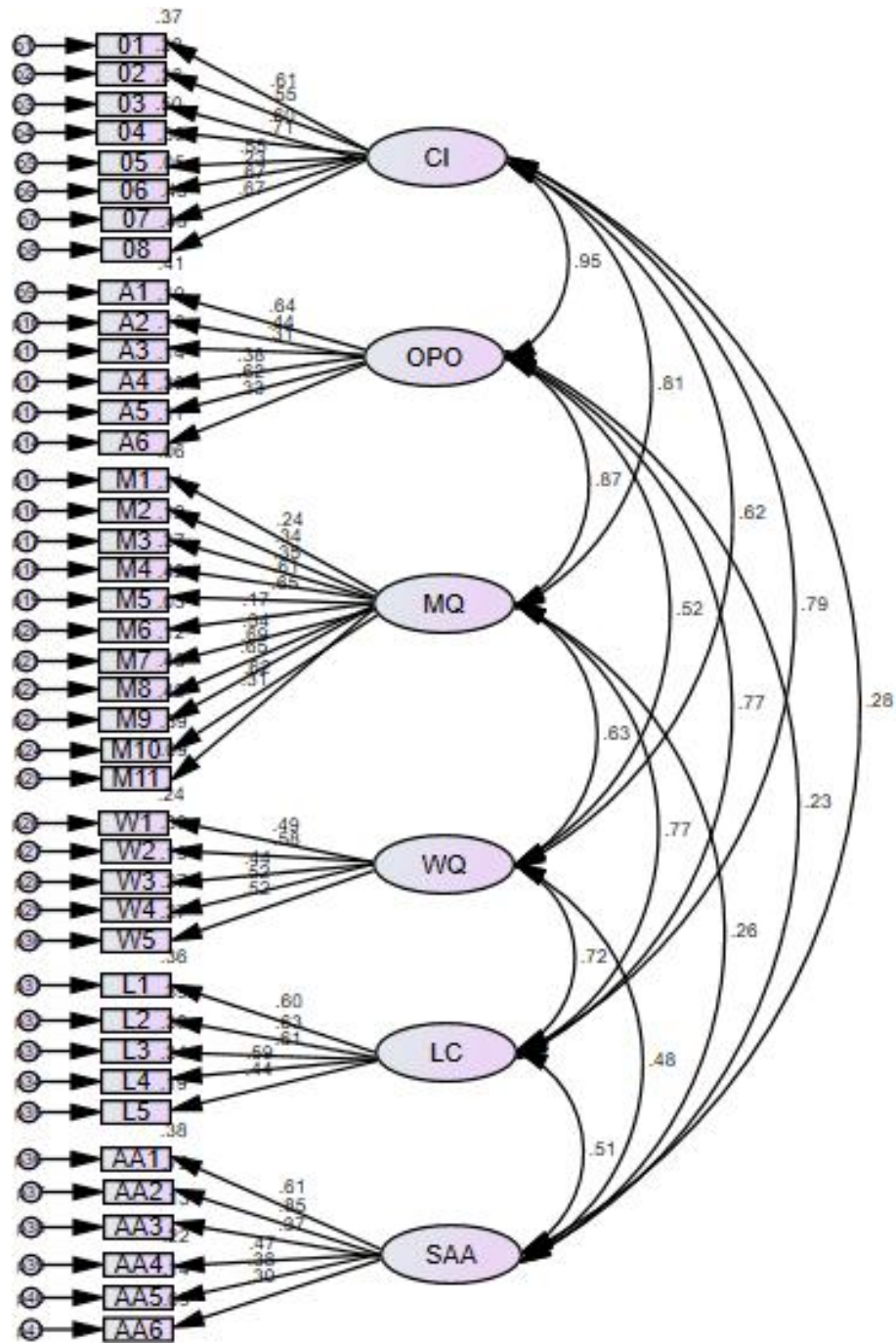


Figure 4.1: Graphic Presentation with 41 Items

To interpret the result, the guidelines has been adopted from the Missouri Department of transportation (MDoT, 2008) were used (Table 4.9).

Table 4.9: Coefficient Levels

SN	Level of relationship	Correlation coefficient
1	Very strong relationship	0.70 and above
2	Substantial relationship	0.50 ó 0.69
3	Moderate relationship	0.30 ó 0.49
4	Low relationship	0.10 ó 0.29
5	Negligible relationship	0.01 ó 0.09
6	No relationship	0

Source: MDoT, (2008)

The largest percentage of variance was accounted in students academic achievement item (AA2) with standardized regression analysis of .85 and $R^2 = .13$. This means that the students academic achievement explains about 13% of the variance in item (AA2). Followed by item (04) in continuous improvement with standardised regression weight of .71 and $R^2 = .06$ The least amount of variance found in management quality item (M5) which is .03 and it has standardised regression weight of .65, followed by continuous improvement item (05) which has R^2 amount of .55.

The relationship between variables can be observed as follows; Continuous improvement(CI) and Openness and action orientation (OPO) has factor loading of .95 which is very strong relationship, while Continuous improvement and management quality has factor loading of .85 which is very strong relationship. The factor loading between Long-term commitment and students academic achievement is .51 which is substantial relationship among the variables. And lastly, the loading factor between Workforce quality and Students academic achievement is .48, while

management quality to students academic achievement is .26, Openness and orientation to students academic achievement is .23 and Continuous improvement is .28 which indicate low relationship between the variables.

Table 4.10: Standardized Regression Weight and R^2

SN	Predictor variable	Item	Standardized regression weight	R^2
1	Continuous Improvements	01	.61	.30
		02	.55	.36
		03	.60	.50
		04	.71	.06
		05	.55	.05
		06	.23	.45
		07	.67	.45
		08	.67	.41
2	Openness	A1	.64	.19
		A2	.44	.19
		A3	.31	.14
		A4	.38	.38
		A5	.62	.11
		A6	.33	.06
3	Management quality	M1	.24	.11
		M2	.34	.12
		M3	.35	.37
		M4	.61	.42
		M5	.65	.03
		M6	.17	.12
		M7	.34	.48
		M8	.69	.42
		M9	.65	.39
		M10	.62	.09
		M11	.31	.24
4	Work force Quality	WI	.49	.33
		W2	.58	.19
		W3	.44	.27
		W4	.52	.27
		W5	.52	.36
5	Long term commitments	L1	.60	.33
		L2	.63	.38
		L3	.61	.34
		L4	.59	.19
		L5	.44	.38

SN	Predictor variable	Item	Standardized regression weight	R ²
6	Students academic achievement	AA1	.61	.72
		AA2	.85	.13
		AA3	.37	.22
		AA4	.47	.14
		AA5	.38	.04
		AA6	.30	.03

Source: Researcher (2017)

4.7 Correlation Analysis

The relationship between two persons and variables were analysed. The pearson correlation is a standardized measure of the strength of the relationship between two indexed variables (Burns & Burns, 2008). The correlation analysis matrix was produced using SPSS to determine the relationship between variables. The correlational matrix indicated that, age has significant correlation with occupation, education level, marital status, and duration at work, while occupation has significant correlation with educational level and marital status. Education level has significant correlation with marital status. Continuous improvement has significant correlation with openness and action orientation, management quality, workforce quality, long term commitment, and students academic achievement.

Furthermore, openness and action orientation has significant correlation with management quality, workforce quality and longterm commitment. Management quality has significant correlation with workforce quality, longterm commitment and students academic achievement. Lastly, longterm commitment has a very significant correlation with students academic achievement.

Table 4.11: The Correlational Analysis Matrix

Correlations													
		Age	Gen	occu	Ed. Level	Mar.st.	Dur, at work	CI	OPO	MQ	WQ	LC	SAA
Age	Pearson Correlation	1											
gender of respondent	Pearson Correlation	-.088	1										
Occupation	Pearson Correlation	.883**	-.105	1									
education level	Pearson Correlation	.874**	-.080	.855**	1								
marital status	Pearson Correlation	.682**	-.059	.671**	.746**	1							
duration at work	Pearson Correlation	.432	-.160	.177	.117	.028	1						
CI	Pearson Correlation	-.221**	-.146*	-.217**	-.231**	-.147*	.055	1					
OPO	Pearson Correlation	-.010	-.091	.015	-.003	.018	-.270	.658**	1				
MQ	Pearson Correlation	-.188**	-.147*	-.132	-.165*	-.082	-.190	.650**	.611**	1			
WQ	Pearson Correlation	-.277**	-.001	-.283**	-.233**	-.165*	-.192	.446**	.378**	.481**	1		
LC	Pearson Correlation	-.237**	-.061	-.215**	-.214**	-.136	-.199	.586**	.455**	.562**	.456**	1	
SAA	Pearson Correlation	-.227**	-.146*	-.117	-.156*	-.089	-.149	.292**	.199**	.298**	.346**	.473**	1

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

*. Correlation is significant at the 0.05 level (2-tailed).

Source: Research Findings (2017)

In nutshell all independents variables such as quality management, openness and action orientation, workforce quality, long term committments and continuous improvement have positive positive significant correlation with students academic achievement which in this respect is dependent variable.

4.8 Multiple Linear Regression Results

A multiple linear regression analyses were calculated to predict and examine the relationship between the independents variables which are Workforce quality, Management quality, Openness and action orientation, Continuous improvement, Long-term committments against the dependent variable Students academic achievement. Table 4.12 summarizes the descriptive statistics and analysis results.

Table 4.12: Summary Statistics, Correlations and Results from the Regression Analysis

Variables	Mean	Std	Correlation with SAA	Multiple regression weights
SAA	21.3364	4.47066		
CI	25.0682	6.25120	.289	.000
OPO	18.3909	4.39717	.258	.000
MQ	34.3182	7.35149	.289	.000
WQ	16.0682	4.01935	.382	.000
LC	21.3364	4.47066	1.000	1.000

a. Dependent Variable: SAA

b. Predictors: (Constant), LC, OPO, WQ, MQ, CI

Source: Research Findings (2017)

As can be seen each of the Continuous improvement scores is positively and significantly correlated with students academic achievement with correlation scores of .289, Openness and action orientation scores is positively and significantly correlated with students academic achievement with correlation scores of .258, Management quality scores is positively and significantly correlated with students

academic achievement with correlation scores of .289, Workforce quality scores is positively and significantly correlated with students academic achievement with correlation scores of .382 and lastly, Long-term commitments scores is positively and significantly correlated with students academic achievement with correlation scores of 1.000.

The multiple regression model with all five predictors produced $R^2 = 1.000$, $p < .001$. As can be seen in Table 4.11, the Analytic and Quantitative scales had significant positive regression weights, indicating that the application of HPOFramework in the learning and teaching processes will increase students academic achievement to these catholics schools and Tanzania in general

CHAPTER FIVE

DISCUSSION OF THE FINDINGS

5.1 Introduction

The general overview of the applicability of HPOFramework to students academic achievement for Catholics Schools in Dodoma Municipality.

5.2 Continuous Improvements

Continuous improvement includes eight items which are; The school has adopted a strategy that sets it clearly apart from other schools, the school processes are continuously improved, the school processes are continuously simplified, the school processes are continuously aligned(work as a team), everything that matters to performance is explicitly reported, both financial and non-financial information is reported to school board(s), and the school continuously innovates its core competencies as well as the school continuously innovates its processes and services (de Waal, 2009).

According to the results obtained from the way respondents respond and calculated using SPSS is that, large number of respondents agreed that the management is continuously improving school strategies and planning toward students academic achievement in their respective schools. The scores show that, 43% of the respondents agree, while for those who disagreed were 27% and 30% were neutral. The clear indication of these scores is that, most of respondents think that their management are not deeply working on improving their plans, processes, objectives and strategies that they are working with. Having only 43% of the respondents who agreed that management is not deeply working on improving their plans, processes

to a school that want to be the best in the country. They need to intergrate the whole system in their adoption of strategies, processes, and innovate new ways that will act as a catalyst toward students academic achievement which is also the most admiration of all school Managers, Head of schools, Teachers and Students. Management should have some processes and strategies that are known to teachers, students and other school workers who are much concerned to students academic growth and development.

Also, looking on the particular item is that; 44% of the respondents agreed that the school adopted a strategy that sets it clearly apart from other schools, whereby 33% disagreed and only 23% were neutral. The implication of these scores is that, teachers, students and other school workers do not believe much that their schools have the strategies in ensuring students academic performance is achieving. It looks like schools management committees are not creative and innovative to create ways and strategies of teaching and learning that will differentiate them from other schools alike. 44% of the respondents indicate that schools of these type needs to find new strategies that will help them to pave ways toward students academic achievement in their respective schools. Intergration and cooperation of schools is not a bad thing but the school should identify itself from other schools with good plans and strategies that focus much on how students will excel in their academic.

Furthermore, 49% of the respondents agreed that school processes are continuously improved, 20% were neutral and 31% disagreed. Here teachers and students who responded to this item do not believe if their respective schools are continuously improving their processes for students academic achievement. 39% of the responded

were very neutral on the item state that, the school processes are continuously simplified, while 31% agree on the matter. The implication of these results is that, many teachers and students to these schools do not agree with their management on how they simplify teaching and learning processes so that learning will be easier to both teachers and students. Simplifying teaching and learning processes influences students academic achievement because everybody in the school will understand the way things are moving and be part of the processes.

52% of the respondents agreed that the school processes are continuously aligned which means they work as a team, and this is very important because working as a team will help the school to achieve goals and objectives agreed. Teachers and students will not waste time because everyone knows what to do in the right time and right place, nothing will not be accomplished because the failure of some one is also the failure others so they will ensure evrything is just fulfilled as it needed. Teachers and students believe that their succesion in academic is because the school community work as a team.

Also 66% of the respondents believe that everything that matters in the development of students performance is explicitly reported but were not sure that if the financial and non-financial information are reported to school boards because 52% of the respondents were neutral. The implication of their neutrality that, it shows lack of information that should be given by the management. Teachers and students are not sure if the school financial and non-financial matters are being reported to the school board(s). Lastly, 43% of the respondents believe that the school is continuously innovate its core competencies while 26% of them disagreed and 31% were neutral

as well as 31% of the respondents agreed that their schools continue innovating their processes and services toward students academic achievement while 39% were neutral and 31% were disagree. The implication of these scores show that, both teachers and students are not satisfied much with the way the management innovate their processes and services to achieve their agreed goals and objectives for academic performance which is their main target. Few things have been observed from the scores shown by respondents. The following views can be tracked.

Firstly, Teachers and students in these schools do not believe if their management have strategies, processes that are very distinguishable from other schools. Strategies that will improve students academic achievement. The school should have strategies and processes which are very unique from other schools but also strategies which have association to the environment the school has. Failure to incorporate teachers and students to those strategies will lead to poor interpretation of strategies as well as poor students academic achievement.

Secondly, school management lack innovation which can improve and enhance students academic achievement. The innovation that dedicated to methods of teaching and learning processes. School management supposed to initiate the innovation that others will follow the path. School innovation involves creating good time table for both teaching and private studies of students, flexible manpower who are ready to volunteer and help the needy students. The provision of rewards which can be in form of money or appreciation is also a recommended for raising and motivating teaching and learning in schools.

According to Schneider et al. (2005) suggested that leaders who emphasized the importance of service quality would be likely to do the things necessary to create a climate for service such as recognising and appreciating high-quality service, removing obstacles to service delivery and setting clear standards for service. They found that service climate indeed positively influenced the so-called students centred education.

5.3 Openness and Action Orientation

Openness and action orientation is variable which formed by six items which are: - Management frequently engages in a dialogue with teachers, The school spends much time on communication, knowledge exchange and learning, the school community is always involved in important processes, management allows teachers, parents and students to making challenges to them, management welcomes change and the school is performance driven.. The average performance scores for this variable of openness and action orientation was as follows: 18% of respondents strongly disagree and 13% disagree while 25% were neutral. The respondents who agree were 33% and those strongly agreed were 11%. This show that average score for those who agreed were 44% while those who disagreed were 31% and the 25% were neutral.

The scores implication show that teachers and students do not agree with the way the issue of practice of openness and action orientation is observed within the school. Because the engagement of teachers and students to schools plans is only 44% which is lower than ahalf. The indication of this is that teachers and students are not satisfying with the way the management engages them in every process that is taking

toward academic achievement of students. Failure to engage teachers and students in the planning process will also create poor coordination in the school system. 31% of respondents agreed that the school spend much time on communication, knowledge exchange and learning. This is very low score and it seems teachers and students do not know and understand programs, process and strategies that schools have. Communication is a very crucial variable toward development, when people understand what should be taken, when and where they become knowledgeable and very ready to perform and succeed. It seems that the school management do not spend much time communicating to teachers and students on what they should do so that students academic achievement can be attained.

Furthermore, 33% of the respondents agreed that the school community is always involved in important processes. This also is a very low score which can not be tolerated if and only if the school wants to achieve its goals and objective. If the school community is not involved in the school plans and vision nothing will be achieved as the plans are known by the school management and not the whole community. Teachers, students and other non-staffs are there to work together with the school management as a system. The disintegration of part will lead to the collapse of the whole system. So its very important to involve the school community in the school processes.

Additionally, 51% of the respondents did not agree that management allows teachers, parents and students to making challenges to them. The score is very high which is acceptable and is very easy for a person to believe that the school management do not allow teachers, students and parents to making challenge to

them. If the school management does not allow to be challenged then its very difficult for the school to reach and live on its goals and plans. The management that allows challenges likelihood to understand its strengths and weaknesses and be ready to take some necessary steps for further improvement. But if the management is dictatorial; teachers, students and parents will not have opportunity to challenge or give out any advantageous input which influence students academic achievement.

The next item which also is related to this namely; management welcomes change. In this item most of the respondents were neutral and disagreed while only 47% of the respondents agreed that management is welcoming changes. Lastly, 62% of the respondents agreed that the school performance is driven in its good direction. The score is very high and give some hope to these catholic schools on the way they work toward school academic performance. But what they should also consider is the other factors that facilitate the school performance. Few views can be drawn from the way respondents respond and the following are views that can be observed.

Firstly, School management do not frequently engage teachers to dialogue especially to matters related to students academic performance. Even if some claims that they are engaged but to some extent the consideration of teachers to school plans and objectives is not a priority for many school management. The habit is very dangerous and a thorn to students academic achievement because teachers are the ones that are very familiar to students academic dynamics. Engaging them will give a chance to management to understand what students want and what teachers want so that the school can attain its goals. Secondly, School management do not allow to be challenged, most of the respondents disagreed on if the school management allow

challenges. Challenges are motivation, influences or something that improves a certain situation.

Management are advised to welcome opposing views which are constructives. When the management sees that they know and understand everything and do not consider other views especially from teachers, students and parents they are in wrong perspective. Allow challenges will improve academic achievement of students but also they will work as a team, anything goes wrong it will not be a problem or shame of one person but the whole community. In the study by De Waal et al. (2012), the authors acknowledged that in order to have high performance partnerships amongst teachers, students and parents, it required that each of the partners is performing his/her duties on a high level. That is, any partnership can only be as strong as the weakest link in the system.

According to de Waal (2010), Action orientation is the degree in which performance information actually stimulates action-taking to improve performance. Action orientation is a good predictor of the effectiveness with which performance management is being applied. After all, if performance information does not lead to action, the added value of this information will be nil. To stimulate action orientation, an organization has to take three elements into consideration: integration, corrective action management and preventative action management (de Waal, 2010). Integration is the degree in which performance information is integrated in daily operational management. When there is good integration, performance information is regarded by organizational members as indispensable for their being able to do their regular jobs effectively (de Waal, 2010). This means

that information is the main basis for decision making. The management reporting set contains standard exception, analysis and action reports and is always discussed during management team meetings and departmental meetings.

Corrective action management entails organizational members taking immediate action on lagging results in order to influence these results favorably. This asks for consistently and continuously making transparent how the organization is performing, regularly monitoring progress and always analyzing how performance can be improved (de Waal, 2010). In addition, According to de Waal (2010) it has to be clear to organizational members what corrective actions have to be taken and who is responsible for these actions. Finally, a consistent evaluation has to be made of the results of the corrective actions. Preventative action management entails organizational members taking preventive action on unfavourable prognosis in order to prevent problems from actually occurring.

5.4 Management Quality

The findings in this variable indicate that, 17% of the respondents strongly disagreed that there is no the applicability of management quality to catholic schools in Dodoma, 12% of them were disagreed whereby 27% were neutral, and 30% agreed that there is the applicability of management quality to their schools, while 14% were strongly agreed. The total score for those who disagreed were 29% of the respondents while for those who agreed were 44% and 27% were neutral. The implication of these scores show that, less than half of the respondents agreed that school has a quality management. The problem of this is that teachers and students do not trust their management that's why they did not agree if there is management

quality in their respective schools. 36% of the respondents were disagreed that management is trusted by school community, the same score is on neutral. Teachers and students do not trust their management which means the way management runs business is not trusted. Teachers and students did not understand if their management has integrity in management because 40% of the respondents were neutral.

46% of the respondents disagreed about the management to be their role model, as well as 47% of the respondents agreed that management coaches teachers to achieve better results. The implication of these scores is that, if the management is not acting as a role model to teachers and students performance of tasks will go down. The school management supposed to act as they want their subjects to act, if they want teachers to work they should work first but also also if they just want teachers and students to perform extraordinary then they should give what is necessary for the performance. On the other hand, respondents agreed that to some extent but not convinced management is coaching teachers to achieve better results.

Furthermore, 74% of the respondents agreed that management focuses on achieving better results. The implication of this score which is very high compared to other scores is that, respondents are very satisfied with the way their management focuses on achieving better academic achievement in their schools. The focuses should move hand in hand with the school plans, mission and vision. Teachers and students with the management should work as a team to reach what the management is focusing and that is academic achievement of students.

Lastly, 51% of the respondents agreed that their management is very confident in decision making as well as the same respondents agreed that their management is very decisive with regard to non-performers. And this is very crucial and the spirit and secret of these schools academic performance. They always not entertain a non-performer whether is the student or a teacher. The accountability of everyone should be seen in the results. Failure to excel in academic achievement leads to other measures that are in place.

Few views can be drawn from the way respondents respond to this variable; Firstly, Teachers and students do not trust their school management especially toward students academic achievement. The plans and efforts taken by the school management do not seen as the right and real for students academic achievement. As well as respondents believe that school management is not their real model in teaching and learning. Secondly, respondents believe that their management always focuses on achieving better academic results. And this goes with the way management is coaching teachers so that they should be update in teaching as well as helping students by considering their diversity. Thirdly, respondents believe that their school management is very confident to action taken as well as plans set. They also agree with their management to be very decisive with those who are non-performers whether a student or a teacher.

To ensure that all these are taken to level of satisfaction to both teachers, students and management. Management has the ability to set plans and strategies on financial and non-financial matters which will facilitate to improve the standard of teaching as well as learning. School heads with an effective style are able to explicitly steer on

results while simultaneously giving support to teachers to help them in obtaining the desired results. When the management style is restricted to only steering, a directive style without much regard for the importance of individual responsibility will be the result. However, when the management style is limited to only supporting and coaching, decreased commitment and disorientation will be the result. The combination of result-oriented steering and coaching equals the style of ÷result-oriented coaching (de Waal, 2008).

According to de Waal, (2008). to stimulate this management style, a school has to take three elements into consideration: visible commitment, clear steering and support. Visible commitment entails that management uses the performance management system in such a way that it is clear and visible to the other members of the organization. Visible commitment goes far beyond pronounced commitment. It is about visible behavior and conduct with which a school head shows to teachers and other employees that he is genuinely committed. In a formal context school heads show commitment by using performance information during management team meetings and departmental meetings to discuss progress, problems and improvements (de Waal, 2008),.

According to de Waal (2008), Managers show commitment in an informal context by regularly expressing real interest in the advancements of employees and the progress of their improvement actions, and by investing time in visibly obtaining good results. The exemplary role model of management is essential. Only when management continuously shows it takes performance information seriously and bases its actions on it, with organizational members be enticed to also dedicate themselves to

obtaining the desired results (de Waal, 2008),. To focus the attention of organizational members maximally on the desired performance, forceful steering by management is necessary. He continues stating that Forceful steering is characterized by setting clear goals, drafting clear improvement plans, monitoring progress in a disciplined way and swiftly formulating additional corrective actions if necessary (de Waal, 2008). To prevent a noncommittal attitude, the manager has to confront employees on lagging results and their accountability for this.

In his view, de waal write that the manager should also notice and publicly acknowledge improvements made by his employees. While steering is primarily focused on increasing accountability, support is aimed at stimulating the sense of individual responsibility of organizational members. Unilaterally imposing goals and targets and point-blank confronting people with lagging results will normally not stimulate and increase their sense of own responsibility (de Waal, 2008), The latter asks for a coaching style, aimed at letting organizational members think about their own opportunities for influencing results favorably.

This entails, for instance, involvement of members during the formulation of their goals and targets. It is of importance to entice members, during progress meetings, to think about which of their behaviors may have caused certain results and about how they themselves can improve these results. This requires phrasing questions in a different way than the traditional rational one (÷What is the reason for these bad results?÷) because that stimulates organizational members to look for excuses in the external environment or to shift the blame to others (de Waal, 2008).

5.5 Work force Quality

Work force comprises five items namely, management always holds and motivate teachers and students who perform better, management inspires teachers and students to accomplish extraordinary results, Teachers are trained to be resilient and flexible, the school has a diverse and complementary workforce and last item is the school grows through partnerships with parents and the government. The total scores of the application of work force quality for high school academic performance were as follows; 25% of the respondents were disagreed, while 27% were neutral and 48% of the respondents agreed that there is the application of workforce quality to their respective schools.

Even if the agreed score is very less to a half but still respondents indicate that their schools have workforce which is quality. Having workforce quality promotes students academic achievement. The essence of student academic achievement lies on the quality of teachers the school has. If teachers are not well qualified in teaching and they are not the master of their relevant subjects they will be struggling and the performance will not be good. In other schools especially the ones that doing well in academic they recruit diverse and complementary workforce with maximum work flexibility. As it is seen in the score, to these catholic schools, they do consider to hire teachers who are well qualified and very competent in teaching.

On the other hand, respondents believed and agreed by 67% that management is always holding and motivating teachers and students who perform better. The motivation given influences students to study very hard, they are very ambitious as well as determined. Teachers also teach earnestly to ensure that they are motivated in

terms of recognition, promotion and sometimes money. About 57% of the respondents were agreed that management is inspiring teachers and students to accomplish extraordinary results. The implication of this score is that, the catholic schools are very keen at inspiring teachers and students toward accomplishing extraordinary results. 42% of the respondents agreed that the school grows through partnerships withh parents and the government. The implication of this score show that the catholoc schools in Dodoma do not pay attention that much to parents contributions because the score is very less to ahalf which is poor indication of the partenerships that exist. Teachers and students believe that there should be strong partnerships between the school, parents and the government.

5.6 Long term Commitments

Long term orientation includes five items namely; The school maintains good and long-term relationships with teachers, parents and government, The school is aimed at servicing the students as best as possible, Management has been with the school for a long time, New management is promoted from within the school community, and lastly The school is a secure workplace for staffs and non-staffs. The average scores for the application of long term orientation for high performance to catholic schools in Dodoma were as follows: - 13% of the respondents strongly disagreed that there was long term commitment that facilitate high performance to catholic schools, 11% disagreed, while 26% of the respondents were neutral and 33% were agreed as well as 16% were strongly agreed to.

The total scores of those agreed were 49% of the respondents, while 26% were neutral and 24% of the respondents were disagreed that there was the application of

long-term commitment. The implication of these scores suggest that, there is, but not that much the long-term commitment between teachers, parents and government with the school. The long term commitment provided by the school management to parents, teachers and the government facilitates and influences students academic achievement because plans and strategies set will be known to all who concern, wherever needed these agents will cooperate to ensure everything is put into control and students will be the center.

Furthermore, 29% of the respondents were disagreed that the school is aimed at servicing the students as best as possible, while 18% were neutral and 53% of the respondents were agreed. The implication of these views suggest that, catholic school have strategies and plans that are students academic orientend. Respondents believe that the school management is always striving to ensure they provide what is needed by both parents and students. The quality of services provided by these schools are good and thats why they still get students and perform well in their examinations.

49% of the respondents agreed that their school management have been with the school for long time, while 17% disagreed. The implication of these scores is that, it seems to some schools that the management is not there for long time but to some of the respondents are no sure if their school management have been there for long time and this can be proven by 32% who were neutral. And lastly, 41% of the respondents were agreed that new management is promoted from within the school community. The score is below ahalf but it seems the catholic schools are promoted the new management with the school commuinty, using the manpower that they have and

known to them. The use of the management that is very familiar to school environment and knowledgeable to students behaviour and psychology promotes students academic achievement because these are people who know what to do and when to do it. 63% of the respondents believe that the school is a secure workplace for staffs and non-staffs. The working environment is crucial factor for better students academic achievement, because it will attract teachers and non-staffs to work tirelessly for the school performance. The schools have staffs offices, clean and other services like breakfast and lunch are provided. These services retain teachers and other staffs to work for long time and give them energy.

5.7 The Focus on Students Academic Achievement

This variable consists of six items which are; Attitudes, behaviours, and strategies promote students' academic success, motivation is the reasoning behind a student's academic success, teaching and learning materials are enough, organized extracurricular activities have yielded a positive relationship with high academic achievement, and Individual differences in academic achievement are given priority as well as parents' academic socialization is highly taken and considered. The average scores of this variable according to respondents are as follows; those who strongly disagreed were 10%, while for those who disagreed were 10% and those who agreed that the focus is on students academic achievement were 31%, while neutral were 19% and 29% of the respondents were agreed.

The total scores for this variable is that, 60% of the respondents agreed that the focus of these catholic schools is on students academic achievement, while 19% were neutral and 20% of the respondents were disagreed. The high score suggest that, the

focus of the catholic schools in Dodoma is on the students academic achievement, teachers and students believe on that, and this is because of the strategies, initiatives and processes that are being taken by the school management. They have been arranging and organized various joint examinations which have the intention for improving students commitment but also the academic achievement.

The study also show that, favourable attitudes, good behaviour and strategies promotes students academic achievement. This can be proved because 74% of the respondents were agreed. The behaviour and attitudes of students, teachers and the management toward academic achievement is something that should be taken very seriously when dealing with it. For example, when teachers loose teaching concentration and creativity will also affect the development of a students academically. Similar to the management if its attitude is very negative to tecahers the performance of teachers will go down. 49% of the respondents agreed that, parents academic socialization is highly taken and considered. The indication of this score is that, school management should have plans that are friendly to parents, plans that accomodate parents.

Parents have contributions to students academic achievement, firstly, are the parents to children but also are the ones who know their children very well since childhood, and thirdly, they just pay the school fees. So its very important to include parents to programs and processes taken in schools so that they may understand what is going on and participate. Respondents believe that motivation is the reasoning behind a students academic success in their school because 74% of the respondents agreed on that. Additionally, in these schools individual differences in academic achievement

are given priority, 50% of the respondents agreed on that while the other 50% are neutral and disagreed. Even if some schools consider individual differences in the learning and teaching processes these schools should put much consideration to students who are very weak and need further assistance. This help is very crucial to those who are slow learners and as well fast learners. School management should initiate plans that act as a catalyst for the challenge.

Lastly, 46% of the respondents believe that organized extracurricular activities have yielded a positive relationship to students academic achievement. The score indicates that, there are extracurricular activities that are taking place to these schools but are not enough but also not well organized. Sports and games help a student to be physically and mentally alert, so its very important to initiate students to different sports and games. The effectiveness of the HPOFramework has, since its inception in 2007, been evaluated in several studies, in the British information and communications technology sector (De Waal, 2012), the Dutch retail sector (De Waal, 2012),

The Tanzanian education sector (De Waal, and Chachage, 2011), The Nepalese banking sector (De Waal and Frijns, 2011). In all these cases, the performance of the organizational increased over time. Most of these studies conducted to profit organizational except for that of De Waal and Chachage. This is similar to this study, where catholic schools identified themselves as non-profit schools and they are the service providers.

CHAPTER SIX

SUMMARY, CONCLUSION AND POLICY IMPLICATIONS

6.1 Introduction

Presentation of the summary, conclusion and policy implications of the findings.

6.2 Summary of the Findings

The general objective of this study was to examine the influences of high performance organisations framework to catholic school students academic achievement in Dodoma municipality. The specific objectives were to determine the use of management quality in Catholic schools academic plans that influences students academic achievement. Evaluate the practices of openness and action orientation in Catholic schools. Assess the application of long-term orientation of workforce that influences students academic achievement. Determine the use of continuous improvement in Catholic schools academic strategic plans for sustainable academic achievement and lastly to examine the application of quality of employees in Catholic schools to academic achievement.

The general question of the research was to what extent high performance organization framework influences catholic schools students academic achievement in Dodoma municipality. The research had 51 items in the questionnaires. Generally, 48% of the respondents were agreed that there is the applicability of high performance organisational framework to catholic schools towards students academic achievement, while 24% of the respondents were neutral and 26% of the respondents were disagreed. As it can be noted that below 50% of the respondents were agreed (48%) that the schools apply high performance organization framework

in teaching and learning process. The following interpretation can be drawn from these scores. Firstly, Teachers and students do not engaged well to schools plans and objective. The impact of not intergrating teachers and students to plans that affect their activities will create disatification and discontent to the management.

What management should do is to intergrate and cooperate with teachers and students as well as parents and the government so that the students academic achievement can not the need of one part but to both teachers, parents, management, students and the government. Better cooperation inside and outside the school teachers cooperate more and better, both internally with the school management as well as students. They are more open to ideas from other people and they see themselves as part of school value chain which has to function effectively along all its links. There are better and more frequent dialogues between head of school and teachers that will help to solve challenges and discontent arise. Unity is strength when there is teamwork and collaboration, wonderful things can be adhered where there is unity there is always victory.

Secondly, Management should change its management style so that teachers and students will feel and take more responsibility for improving the school services and processes. They take more initiative and the degree of innovation increases. There is also a more positive mentality and higher engagement of teachers and students to schools plans and processes. There is more focus and discipline to teachers and students as well as the management also become strong corporate social responsibility. This makes that the school enjoys a better reputation both in the education area and in society in general.

Thirdly, if these schools applied the HPO framework in their management, they could be more unique compared to their school competitors. The uniqueness can be found on the way the school sets its strategy and the content in teaching and learning process. This sets the school clearly apart from other schools, which raises its attractiveness to new students and parents who want to bring their students to the school. Fourthly, the results also indicates that in these schools teachers are not satisfied with salaries and other incentives given by their management.

The school academic performance increases but salaries and other incentives are not. This situation causes a lot of discontent to teachers and can not perform to their best because of the psychological issues that may affect them. Its very clear that school management should understand that when increases salaries and other incentives will influence and motivate teachers to do more, and with more success. Fifth, Teachers are not given training and other necessary skills that can improve their teaching style. Things have changed especially in education system, previously the system of education was based on the content but recently is on competence based but teachers did not given any training that would help them to understand what is competence based education.

Examinations and tests given are still measuring the content instead of competence. Hence school performance drops and can not be compared to those schools that allow teachers to advance their careers in teaching and provide with them relevant teaching training sessions. And lastly, Achieving higher HPO scores means better financial results, and when the school achieves the highest average HPO score in the sector it also has the best financial results in comparison with its competitors. The

same is true for school units when these are compared to each other: the units with the highest average HPO scores also have the best financial performance of all the units, and vice versa.

6.3 Conclusions

It is observed that, The application of high performance organization framework to these schools toward students academic achievement was 48% of all respondents. The score is very low which indicates that even if these schools could be seen performing somehow good in regionwise but in nationwide they still struggle and this can be due to the less application of HPO framework to schools plans and processes that enhance Students Academic Achievement. For them to become very strong competitors nation wide they should clearly adopt the HPOframework. The school management has to work very hard to make sure that they apply and take seriously the HPO framework. School management are advised to carry out HPOFramework to their management style.

The following are the suggestions of this study based on the specific objectives of the study; The first specific objective was to determine the use of management quality in Catholic schools academic plans that influences students academic achievement. As it has been seen that 44% of all respondents agreed that catholic schools adhered principles of management quality in running their schools, the indication of this score is that people do not convinced with the way these schools are managed. School managers and School heads should make sure that Quality management ensures school teaching and learning processes are well planned and controlled so that they can facilitate academic achievement to students. Quality

management, therefore, uses quality assurance and control of processes to achieve more consistent quality in teaching and learning process (Rose, 2005). Under quality management, heads of schools learn their duties and responsibilities and take on leadership and oversight to help teachers and students to achieve goals and objectives agreed.

The second objective was to evaluate the practices of openness and action orientation in Catholic schools. 44% of respondents agreed that catholic schools practices openness and action orientation. The practice of openness and orientation in schools management is important because research has shown that organizational boundaries (i.e. business unit, job function, office location) have a negative influence on who interacts with whom inside the organization (de Waal, 2008). People who work together or interact everyday (some hours) need to have openness between them. The importance of this is that a member staff feels honesty and trust to one another.

So if school heads or managers do not pay their attention to regular information sharing and exchange of experiences with teachers and students, they run the risk that their schools turn into a conflict place. Talking or sharing information will cater the need of people becoming unknowing of what is taking place in the school. School heads get together to talk about processes that should be common, common problems that they might have, common strategies they might be pursuing, and in that way they are creating good working environment (Zaleznik, 2004) Furthermore, the third specific objective was to assess the application of long-term orientation of workforce that influences students academic achievement. In this specific objective

49% of respondents agreed that catholic schools apply long-term commitment of workforce. In an HPO, long-term commitment gain is far more important than short-term profit. This long-term orientation is extended to all head of schools, teachers and the school community (de Waal, 2008).

Staffs that have long term solid likely to know and understand each other because time makes people to know and understand their differences and similarities. Having long term commitment will promotes knowledge and skills, trust and duties commitment to both teachers and the management. People who sticking together for long time likelihhod to perform greater and excellent than those of part time. This also will create a good environment to both teachers and management, neither teachers will think to leave the job nor management will think to terminate the contract. So long term commitment has a huge outcome in academic performance.

The fourth specific objective was to determine the use of continuous improvement in Catholic schools academic strategic plans for sustainable academic achievement. The process of continuous improvement and renewal starts with an HPO adopting a unique strategy that will set the company apart by developing many new alternatives to compensate for dying strategies (de Waal, 2008). The process of continuous improvement is an important factor for the school to invest on. Every time heads of schools should make sure that the school is updating its strategies and processes. For examples, syllabus, scheme of works and lesson plans. Continuing improving teaching strategies and processes will stimulate and promote students academic achievement. School heads are advised to make a review everytime to see if a certain part needs improvement.

The last specific objective of this study was to examine the application of quality of employees in Catholic schools to academic achievement. An HPO makes sure it assembles a diverse and complementary workforce and recruits people with maximum flexibility to help detect problems in teaching and learning processes and to incite creativity in solving them (de Waal, 2008). The process of recruiting teachers and other staffs is different from one school to another school and this is because schools lack professional practitioners who are knowledgeable in recruitment.

Experiences indicate that mostly school heads use traditional and probabilities process on hiring. The application of quality teachers in teaching and learning process promotes well understanding to students and enhance students academic achievement. Schools perform well when have good teachers who know how to deliver and impart knowledge to students. School heads are advised to be keen while interviewing their prospective teachers. It takes time to trust a teacher, the head can wait until the teacher has a product.

6.4 Recommendations

The following are the recommendations given by the researcher basing of the scores as well as specific objectives of this research. The first objective was to determine the use of management quality in Catholic schools academic plans that influences students academic achievement. 44% of the respondents agreed, which is less than half of all respondents. Based on this result the researcher is recommending as follows;

- i. Management, school heads, teachers, parents and students should have a common goal amongst. Having common goal will create unity and solidarity

in the teaching and learning process. The school head will be feel to commuincate to teachers, parents and students as well as teachers will be very open to management, parents and students. Students also will likely look their teachers as guardians and will be free to communicate their challenges.

- ii. Head of schools, school management and teachers should be role models to students. Students need people who can show them the right path everytime when they interact. Showing commitment, respect and help to them will increase their understanding and promotes academic achievement.
- iii. Head of schools and the management should look at teachers as professionals and experts of their respective subjects. Teachers need respect from the management. They need to be respected, trusted and paid accordingly. They should be given priority and consulted to any program established because are the ones facilitate learning and teaching in the school. They should be coached and trained to avoid them become outdated and this will help to achieve better and desired academic results in the school.
- iv. The management should be very responsible and strict to teachers who do not fulfill their duties accordingly, non-performers teachers should also be asked to give comments why they do not perform well in their subjects. By doing that schools will likely alert their teachers every time but also it will promote academic achievement.

The second objective was to evaluate the practices of openness and action orientation in Catholic schools. And 44% of the respondents were agreed, the

indication of this score is that the management is not that much open to teachers and students. The way processes and strategies conducted in the school is not known to teachers and students that's why the score is less than half. The following is the recommendations to school heads as suggested by the researcher;

School management, head of schools and teachers should frequently have communication. They should communicate from the beginning especially during school opening this will help to clear any misunderstanding that can arise due to lack of communication. They should communicate about the plans, strategies and results obtained. School management should allow teachers to take their challenges and see those challenges as a lesson. School management and school heads should allow teachers to stimulate changes in teaching and learning processes, the change initiated by teachers can continuously improve academic achievement and develop teachers awareness in teaching and learning.

The third objective was to assess the application of long-term orientation of workforce that influences students academic achievement. The objective scored 49% of the respondents who agreed that the school applies long-term commitment. The following is a recommendation proposed by the researcher to school management. School management and school heads should make sure that they hold their talented teachers who always striving for better academic achievement. They should know that those kind of teachers are not easily available in job market. Teachers of that caliber should be treated in the manner that make them feel to stay longer and deliver expected services. Long-term stay is better than short-term because learning and experience depend on the time spent. School management should understand

values, building excellent relationships and having direct contact with teachers and students, involving them in the school's affairs, being responsive to them, and focusing on continuously enhancing academic value (Bart, 2015).

The fourth objective was to determine the use of continuous improvement in Catholic schools academic strategic plans for sustainable academic achievement. The objective has been agreed by 43% of all respondents who said that, schools apply and use continuous improvement strategies to achieve students academic performance. The score is very low than needed and the following are the recommendations suggested by the researcher; School management should understand that the process of continuous improvement starts with an HPO adopting a unique strategy that will set the school apart by developing many new alternatives to compensate for dying strategies. After that, an HPO will do everything in its power to fulfill this unique strategy (de Waal, 2010).

The school also measures and reports everything that matters, so it measures progress, monitors goal fulfillment and confronts the brutal facts. It reports these facts not only to management but to everyone in the school, allowing all school members to access financial and non-financial information needed to drive improvement. The school continuously innovates processes and services, constantly creating new sources of competitive advantage by rapidly developing new processes and services to respond to academic performance changes.

The fifth objective of the study was to examine the application of quality of employees in Catholic schools to academic achievement. The results show that, 48%

of all respondents were agreed that, schools apply quality of employees in their respective schools. The following are the recommendations suggested by the researcher; School management should apply and adhere to the maximum on HPO because it makes sure that it assembles a diverse and complementary workforce and recruits people with maximum flexibility to help detect problems in teaching and learning processes and to incite creativity in solving them (Bart, 2015). School management should always works on the development of its teachers by giving them relevant training that inturn will help teachers to be current but also letting them learn from others. Giving teachers an extra study will improve their teaching skills but also will make them to be the master of the teaching subject(s). They will be ready to take other responsibilities and accomplish extraordinary results and become creative in teaching and learning.

6.5 Direction for Further Researches

As the results reached suggest there is a great important to conduct further studies on this areas once more. Other researchers have a room to further find and test the applicability of high performance organization framework toward students academic achievement in Tanzanian schools, so that they may determine the level of academic performance versus the applicability of HPO framework. The researcher is suggesting that this study can be conducted after five years and the finding will be compared from the result of this findings and will identify clearly if there are some improvement after the school management work the recommendations given the researcher.

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APPENDIXES

Appendix 1: Research Model (HPO) Items

Research Model (HPO) Items were;

	High performance organisation characteristics
	<i>Continuous improvement</i>
O1	The School has adopted a strategy that sets it clearly apart from other schools.
O2	The School processes are continuously improved.
O3	The School processes are continuously simplified.
O4	The School processes are continuously aligned (work as a team).
O5	Everything that matters to performance is explicitly reported.
O6	Both financial and non-financial information is reported to school boards.
O7	The School continuously innovate its core competencies.
O8	The School continuously innovate its processes and services.
	<i>Openness and action-orientation</i>
A1	Management frequently engages in a dialogue with teachers.
A2	The School spends much time on communication, knowledge exchange and learning.
A3	The School community is always involved in important processes.
A4	Management allows teachers, parents and students to making challenges to them.
A5	Management welcomes change.
A6	The school is performance driven.
	<i>Management quality</i>
M1	Management is trusted by school community.
M2	Management has integrity.
M3	Management is a role model for school community (staffs, non-staffs and students).
M4	Management applies fast decision making.
M5	Management applies fast action taking.
M6	Management coaches teachers to achieve better results.
M7	Management focuses on achieving better results.
M8	Management is very effective.
M9	Management applies strong leadership.
M10	Management is confident in decision making.
M11	Management is decisive with regard to non-performers.
	<i>Workforce Quality</i>

W1	Management always holds and motivate teachers and students who perform better
W2	Management inspires teachers and students to accomplish extraordinary results.
W3	Teachers are trained to be resilient and flexible.
W4	The School has a diverse and complementary workforce.
W5	The School grows through partnerships with parents and the government.
	<i>Long term commitment</i>
L1	The school maintains good and long-term relationships with teachers, parents and government.
L2	The School is aimed at servicing the students as best as possible.
L3	Management has been with the school for a long time
L4	New management is promoted from within the school community.
L5	The School is a secure workplace for staffs and non-staffs.
	Students' academic achievement
A1	Attitudes, behaviors, and strategies promote students' academic success.
AA2	Motivation is the reasoning behind a student's academic success.
AA3	Teaching and learning materials are enough.
AA4	Organized extracurricular activities have yielded a positive relationship with high academic achievement.
AA5	Individual differences in academic achievement are given priority.
AA6	Parent's academic socialization is highly taken and considered.

Appendix 2. Research Questionnaires

Dear respondent, the purpose of this survey is to examine factors influencing students' academic achievement to catholic schools in Tanzania specifically in Dodoma Municipality. Its purely academic. The data divulged by the respondents will be kept secret and will be used for academic purpose in Open University Of Tanzania. Kindly you are requested to respond to these 41 questions to enable to get finding that will be analyzed to fulfill the requirements of this study.

SECTION A: SOCIAL CHARACTERISTICS OF RESPONDENTS:

Direction: Use the space provided.

Age:	Gender:	Male/ Female	Occupation:
Salary Scale: Eg. TGSD etc		Education level: E.g. Form IV	
Marital Status: Single, Married, Separate, Divorced, Widowed			
Department	Administration, Planning, Economic, Health, Education, Water, Finance,		
Duration at Work: 1 - 5 years, 6 - 10 years, 10 - 15 years, 15 - 20 years, 20+			

SECTION B: The High Performance Organisation Characteristics:

Direction: Please indicate your level of agreement or disagreement with each of these statements regarding 41 characteristics of High Performance Organisational.

Put a "CYCLE" on one number listed in each factor. **NOTE: 1 strongly Disagree, 2**

Disagree, 3 Neutral, 4 Agree, and 5 Strong Agree.

SN	High performance organisation characteristics	SD	D	N	A	SA
	<i>Continuous improvement</i>					
O1	The School has adopted a strategy that sets it clearly apart from other schools.	1	2	3	4	5
O2	The School processes are continuously improved.	1	2	3	4	5
O3	The School processes are continuously simplified.	1	2	3	4	5
O4	The School processes are continuously aligned (work as a team).	1	2	3	4	5
O5	Everything that matters to performance is explicitly reported.	1	2	3	4	5
O6	Both financial and non-financial information is reported to school boards.	1	2	3	4	5
O7	The School continuously innovate its core competencies.	1	2	3	4	5
O8	The School continuously innovate its processes and services.	1	2	3	4	5
	<i>Openness and action-orientation</i>					
A1	Management frequently engages in a dialogue with teachers.	1	2	3	4	5
A2	The School spends much time on communication, knowledge exchange and learning.	1	2	3	4	5
A3	The School community is always involved in important processes.	1	2	3	4	5
A4	Management allows teachers, parents and students to making challenges to them.	1	2	3	4	5
A5	Management welcomes change.	1	2	3	4	5
A6	The school is performance driven.	1	2	3	4	5
	<i>Management quality</i>					
M1	Management is trusted by school community.	1	2	3	4	5
M2	Management has integrity.	1	2	3	4	5
M3	Management is a role model for school community. (Staffs, non-staffs and students.	1	2	3	4	5
M4	Management applies fast decision making.	1	2	3	4	5
M5	Management applies fast action taking.	1	2	3	4	5
M6	Management coaches teachers to achieve better results.	1	2	3	4	5

SN	High performance organisation characteristics	SD	D	N	A	SA
M7	Management focuses on achieving better results.	1	2	3	4	5
M8	Management is very effective.	1	2	3	4	5
M9	Management applies strong leadership.	1	2	3	4	5
M10	Management is confident in decision making.	1	2	3	4	5
M11	Management is decisive with regard to non-performers.	1	2	3	4	5
	Workforce Quality					
W1	Management always holds and motivate teachers and students who perform better	1	2	3	4	5
W2	Management inspires teachers and students to accomplish extraordinary results.	1	2	3	4	5
W3	Teachers are trained to be resilient and flexible.	1	2	3	4	5
W4	The School has a diverse and complementary workforce.	1	2	3	4	5
W5	The School grows through partnerships with parents and the government.	1	2	3	4	5
	Long term commitment					
L1	The school maintains good and long-term relationships with teachers, parents and government.	1	2	3	4	5
L2	The School is aimed at servicing the students as best as possible.	1	2	3	4	5
L3	Management has been with the school for a long time	1	2	3	4	5
L4	New management is promoted from within the school community.	1	2	3	4	5
L5	The School is a secure workplace for staffs and non-staffs.	1	2	3	4	5
	Students' academic achievement					
AA1	Attitudes, behaviors, and strategies promote students' academic success.	1	2	3	4	5
AA2	Motivation is the reasoning behind a student's academic success.	1	2	3	4	5
AA3	Teaching and learning materials are enough.	1	2	3	4	5
AA4	Organized extracurricular activities have yielded a positive relationship with high academic achievement.	1	2	3	4	5
AA5	Individual differences in academic achievement are given priority.	1	2	3	4	5
AA6	Parent's academic socialization is highly taken and considered.	1	2	3	4	5