**THE ROLE OF SCHOOL MANAGEMENT TEAM IN ENHANCING STUDENTS' ACADEMIC PERFORMANCE IN SECONDARY SCHOOLS:**

**A CASE OF HANANG DISTRICT**

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

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**2021**

# CERTIFICATION

The undersigned certifies that he has read and hereby recommends for the acceptance of a dissertation titled: “**The Role Of School Management Team In Enhancing Students' Academic Performance In Secondary Schools: A Case Of Hanang District**". In partial fulfillment of the requirements for the award of Degree of Master of Education in Administration, Planning and Policy Studies of The Open University of Tanzania.

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……………………………………

Signature

……………………………………

Date

# DEDICATION

This study is dedicated to my dearest mother for her encouragement and contribution in my life.

# ACKNOWLEDGEMENT

Without knowledge and inspiration, I would like to convey my gratitude to Almighty God, the source of everything, for enabling me to complete my dissertation in good health and with joy. I acknowledge the contribution of Doctor Cosmass Mnyanyi for his assistance to me. I would like to express my great gratitude to my parents, guardians, and other friends for their cooperation during my studies since then. My sincere thanks go to the head of school in Hanang's secondary school and other secondary schools, as well as staff teachers, parents, and Zonal school inspectors with the DEO, DAO, and administratorsin Hanang district for their readiness to provide me with all the information I need from them. Last but not least, I would like to thank everyone who has contributed in one way or another to my dissertation.

**Thank You All and May God Bless You**

# ABSTRACT

This study investigated the role of the school management team in enhancing secondary school students' student academic performance. The study focused on head of school views on the SMT, the role of SMT, and the factors influencing the SMT in enhancing student academic performance. The study was conducted in Hanang' district, in which six secondary schools were sampled out of 36 schools in Hanang District comprising 114 respondents,  including six heads of schools, 30 teachers, 60 students, 15 parents, and three administrators. Data was gathered through the use of a questionnaire and an interview guide, and it was analyzed through the use of descriptive statistics and content analysis. The study found that there were misscommunications between teachers and the SMT members that led to confusion about school visions and strategies and less availability of school resources. The study concludes that the raising or falling of student academic performance may be hampered by the unfriendly working situation, hence the SMTs stand as a cornerstone between the school head and the staff or non-staff members. There is a need for SMTs and school teachers to create awareness-creating opportunities to share school matters. Moreover, teachers and students would like to have a friendly environment where they can talk about their problems, feelings, and attitudes. They would also like to be listened to and cared for, hence the SMT's need to be good listeners to students' and teachers' feelings and problems.

***Keywords:*** *School management, secondary school, student academic performance*

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# LIST OF ABBREVIATIONS

CSEE Certificate for Secondary Education Examination

DSEO District Secondary Education Officer

EFA Education for All

ESDP Education Sector Development Program

MDGS Millennium Development Goals

MOEVT Ministry of Education and Vocational Training

NECTA National Examination Council of Tanzania

NSGRP National Strategies for Growth and Reduction of Poverty

PEDP Primary Education Development Program

SAP Structure Adjustment Program me

SEDP Secondary Education Development Program

SMT School Management Team

TIE Tanzania Institute of Education

TLM Teaching and Learning Materials

UNESCO United Nations Educational, Sufficient and Culture Organization

UNICEF United Nations International Children's Emergency Fund

URT United Republic of Tanzania

# CHAPTER ONE

# INTRODUCTION AND BACKGROUND OF THE STUDY

# Introduction

This chapter introduces the background of the problem, statement of the problem, the purpose of the study, objectives of the study, research hypothesis and significance of the study. Also, consists of scope and delimitation of the study and definition of terms as well as the summary of the study.

# Background to Student Academic Performance

Education is a vital human right and a catalyst for economic growth and human development (Okumu, 2008). It is valued because it contributed to national development through the provision of human resources that helped to stimulate productivity and eliminate hunger, poverty, diseases, and ignorance as scourges of development. According to Schult (2002), in Sub-Saharan, the government invested in education to create progress and growth in newly developed countries. However, some Sub-Saharan countries, such as Mali, have been slow to invest in the education system at various levels, such as primary, secondary, and tertiary, through enrollment and improving educational products.

The poor quality physical working condition inconveniences the teachers, makes them less committed to their jobs and end up with occupational issues such as absenteeism, lateness to work, high turnover and negligence of duties (Orji and Enobun, 2018). School can be viewed as an organized environment where educational curricular are interpreted. It is a formal structured organization which serves as a transitional stage in life between family and the society.

In ensuring the benefits of school investment, a concept of school management team (SMT) emerged as kind of transformation from the kind of management where decisions are taken by individuals from top management and imposed onto the subordinates to participative decisions. It sought to ensure that all stakeholders participate fully in the schools’ activities. The participation by teachers in school management is both their right and duty.

According to Ntuzela (2018) and Masomo, Lyamtane and Muteti (2021), the School Management Team (SMT) is the school's governing body. Its main responsibility is to provide leadership guidance, direction, and assistance to the school head. In the African context, the School Management Team (SMT) occupies a formal position of leadership inside the school organizational structure. The SMT represents the administrative structure in which school leadership is delegated to various junior staff members and the appointed community members to guide school activities. Teachers are expected to assume a variety of leadership positions, including those of a leader, manager, and administrator, in supporting the school head with school management. According to Ntuzela (2018), there is still a stronger conventional model of school management as a one-man job than the proposed distributed leadership approach.

REPOA (2008) supported the aim of investing in education, which is to produce graduates who can thrive in a fast-challenging world, meet challenges in solving problems and creating jobs, and be critical and active citizens. Atieno (2012) shows the question of the provision of good education continues to be a leading concern for both consumers and providers of education in Kenya and developing countries at large. For ensuring access to the fundamental human right, education, one needs to have an effective school management team that can facilitate effective provision of education services. Deker (1981) argued that Academic performance could be measured by the ability of the learner in school subjects as well as particular skills. Thus academic achievements have to do with learner's scholastic ability and attainment as it regards his schoolwork, normally measured through tests and examination and assignments.

UNESCO (2011) added that the expansion of students and enrollment led to inadequate resources as it resulted in lower progress in creating unexpected outcomes. Thus, the school management team with the school head has become more complex, difficult, and enterprise than a few decades ago. The school head with the SMT is in a difficult position to scale up in improving students' academic performance in the period of inadequate resources. However, the head of school with the SMT has to be fully committed to playing their role effectively to raise the students' academic performance. Moreover, Woods (2007) argues that ESDP (1997) and the two sub-sectors programs (PEDP) and (SEDP) were expressed to meet (EFA) goals targeted at improving the state of education, particularly the state of infrastructure and enrollment.

 The purpose of the school management team is to guarantee that there is a smooth flow of interactions between managers and managers, managers and teachers, and teachers and teachers within the framework of the specified school organization procedures (Bo, 2019; Tyala, 2004; Lu & Hallinger, 2018). In Tanzanian school system the school management team goes down to influnce parents and children in schools. Indeed, it is also the exchanges and movement of a diverse range of "social resources" or "expectations" in a various forms and on a number of levels. The most prevalent distributions are top down hierarchical flows: superior managers of coercers control a diverse wide variety of resources and benefits, as well as their distribution rights; as coerced individuals, secondary managers or teachers accept different forms of coercion from superior managers directly or indirectly. In return, the coercers give a range of social resources and interests to the coerced. Similar coercive operation processes include the regulation, distribution, and even competition of social resources isguised as various forms of grand "insecurity" or "sociocultural mask" – a large group of people at various levels in schools engage in essentially "inhuman" transactions through the use of the external form of people and school organizations.

According to Bo (2019) and Tyala (2004), school administrators are the masters of others, it is all too easy to foster a mentality and attitude of "do whatever I want." This mentality will become even more prominent if other managers or teachers are unable to inhibit it in a variety of ways. This ideology essentially seeks to "privatize" organized public power. Indeed, managers' existing authority is delegated by their institution; there is much flexibility for managers individually; managers use their corresponding authority solely on behalf of the organization as a whole. Legitimate public rights are weakened and ultimately diminished during the process of "privatization" of public power. Managers' personal wills eventually become "public" and "popular."

Ndimande (2005) added to the academic performance of learners that is primarily dependent on the SMTs' initiative and endeavours to design strategic planning programs created especially to promote and sustain quality and excellence in schools. Whereby schools with poor strategic planning is likely to under-achieve by the end of the year. The study further reveals that SMTs do not implement programs, as well as not involve parents in learner performance in enhancement programs where teachers are not fully motivated to enhance learners' performance. Also, ineffective communication between SMTs and the staff at some teachers are not familiar with the vision and mission of the school. Generally, poor strategic planning in some schools adversely affects learner performance.

Mosibudi (2012) argued that commitments of teachers were affected by lack of motivation from SMT, which play a major role in the academic performance of learners at schools. It continues to suggest that the lack of parents encouragement to be more involved in school matters and disallowing them to be conversant with almost all the achievements made by the school is an error from the SMT part.

In the context of school management, strategic planning is a systematic function of the SMT that involves the process of envisioning a desired future of the school and translating this vision into broadly defined goals or objectives. Van (2014) supported that through a strategic plan that a school can be effective because it helps to identify and express goals, key improvement strategies, action plans and, finally, monitor and evaluate the school's progress for change management.

Research by Bambi (2013) points to the fact that heads of department have a sense of their role as instructional leaders but are hampered by, amongst others, rigid educational frameworks, uneven distribution of power within the school, inadequate training and administrative duties. This implies that the principal should create conditions that allow heads of department to execute their role as instructional leaders. In this case, principals should embrace empowering and distributing leadership instead of clinging to power and trying to be supermen and superwomen who perform all duties in the school. Instead of concentrating on empowering management teams with instructional leadership to improve teaching and learning, most principals deal with financial, resource management and policy issues (Bush and Heystek, 2006).

Sometimes principals do not understand their role in supporting heads of department in instructional leadership (Bambi, 2013). Kruger (2003), indicate a move away from the authoritarian modes of the past to a more collaborative approach and recommend that principals to make an effort to empower teachers (including deputies and heads of department) to enable them to fulfil their roles as principals are unable to fulfil their duty of supporting the SMT in executing their instructional leadership roles.

According to Ndyali (2013), school heads without proper leadership who motivate others to accomplish their tasks effectively and with high achievement could not be realized in secondary schools by overruling the administration and management through incompetence.

In Tanzania Vision 2025, reveals the need to have a well-educated and learned community which emanated from the National Strategies for Growth and Reduction of Poverty (NSGRP) and access to high quality student performance, URT (2012) reported that student academic performance in some regions had deteriorated, hence others are trying to improve. Education improvement was supported by national examination results (Table 1.1).

#### Table 1.1: NECTA form IV Examination results of students for some secondary schools at Hanang District

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Year | Schools | Candidates  Exams Registered | DIV I & II | % | DIV III | % | DIV IV | % | DIV 0 | % |
| 2016 | Gabadaw | 16 | 3 | 19% | 1 | 6% | 10 | 63% | 2 | 13% |
| Gidahababieg | 32 | 0 | 0% | 1 | 3% | 9 | 28% | 22 | 69% |
| Gisambalang | 31 | 2 | 6% | 6 | 19% | 17 | 55% | 6 | 19% |
| 2017 | Gabadaw | 12 | 0 | 0% | 1 | 8% | 7 | 58% | 4 | 33% |
| Gidahababieg | 10 | 0 | 0% | 2 | 20% | 6 | 60% | 2 | 20% |
| Gisambalang | 8 | 2 | 25% | 0 | 0% | 3 | 38% | 3 | 38% |

**Source:** Modified from DSEO (2016 – 2017)

According to URT (2017) reports some regions with the percentage of poor to high academic performance in secondary school students as follows: From the bottom, there were regions such as Tabora 36.6%, Simiyu 36.7%, Mara 38.2%, Dodoma 38.2%, Ruvuma 38.8% and Manyara 58.5%, while the performance percentages of the top regions were Dar-es-Salaam 75.2%, Kilimanjaro 65.6%, Iringa 65.2%, and Tanga 61.5%. In Hanang district the academic performance in some schools has been declining as shown by National Examination Council of Tanzania (NECTA) form four result (Table 1.1). Thus, it was most interesting in this study to access the SMTs' role in academic performance for secondary students in Hanang District.

# Statement of the Problem

The Tanzanian government creates more efforts to ensure increased access to secondary education through the construction of (CSSs), which have only noticed in terms of quality in improving students' academic performance. However, students' performance in CSEE stands as a criterion for the selection of good performing students for further education, certificate, training as well as direct employment. URT (1995) argued that increasing the number of students that has not been accompanied by an increase in schools' infrastructure and facilities may affect the academic performance of the students.

UNESCO (2000) supported this by showing that improving student academic performance is not simply a question of injecting more resources into the system, but the management of these resources (materials) at the level of school is fundamental. Ogumbanjo (2001) added that children were not born underachievers. However, underachievement may stem from emotional causes such as pressure to conform, fear of failure, and low self-esteem as it relates to environmental causes such as cultural influences, lack of a supportive academic environment, and an unsupportive family structure, including living a transient lifestyle. Few researchers give the contribution of poor academic performance to different areas by exploring some factors such as unstable or divorced families, among others. What is not known in this study is the contribution of the school management team (SMT) to the secondary school student's academic performance, as the study will intend to examine.

# Objectives of the Study

# General Objective

The general objective of this study is to explore the role of the school management team in secondary school student academic performance

# Specific Objectives

The study is specifically intended to:

1. Examine the views of school heads on the contribution of SMT to enhancing students' academic performance in secondary schools.
2. Determine the strategies used by the SMT to enhance student academic performance in secondary schools.
3. Identify the factors that influence SMT participation in enhancing student academic performance in secondary schools.

# Research Questions

1. What are the views of school heads on the contribution of SMT to enhancing students' academic performance in secondary schools?
2. What are the strategies used by the SMT to enhance student academic performance in secondary schools?
3. What are the factors that influence SMT participation in enhancing student academic performance in secondary schools.

# Significance of the Study

The findings of this study are important for SMT, who are responsible for assisting students, teachers, and school heads to understand the use of knowledge in improving methods of teaching and learning, which may ultimately improve secondary school students' academic performance. Also, it could shed light on School Management Teams (SMTs) on how to achieve quality education in low-performing secondary schools. The study might provide insight into the problems whose solutions might help inform specific actions to be taken to efficiently and effectively deal with poor performance in secondary schools. This study would not only assist the School Management Teams of low performing schools to improve their level of performance, but it would also provide strategies to guide the secondary school teachers on how to improve the performance of secondary school students.

Moreover, the study is further intended to be directly useful to the SMT in improving secondary education in the country. Also, the findings will assist education stakeholders such as Education Quality Assurance, NGOs, and the government through the Ministry of Education Science and Technology to share the knowledge with other parts of the country with similar schools and problems to overcome students' underperformance.

# Scope of the Study

The study explores the contribution of SMT toward enhancing secondary school students academic performance in Manyara and not look to another level of education. The main focus of this study was to examine school management teams on secondary school students' academic performance. Its findings are directed focusing on SMT toward enhancing secondary school students' academic performance. The study was a case study targeting Hanang Public Secondary Schools. The population in this study included the school heads, deputy school heads, classroom teachers, school and the secondary school students as they are the ones directly involved in the process of formulating and implementing strategies resulted to the secondary school students' academic performance. The students involved might have views that would improve their performance.

# Limitations of the Study

This study experienced some limitations, such as the reluctances of some respondents to give their time for responding to the research questions. The time factor also might limit the study processes because secondary schools are scatted across Hananga district in the sense that researcher needed much time to visit and collect data for the study. The study also faced challenges in locating SMT members not all are members of school staff.

# Definition of the Key Terms

**School community** refers to the various individuals, groups, businesses, and institutions that are invested in the welfare and vitality of a public school and its community. It encompasses with the school administrators, teachers, and staff members who work in a school, the students who attend school, parents and families as well as residents and organizations that have a stake in the school's success.

**School Performance (SP)** can be defined in terms of student achievement using a variety of measures, both status and growth-related. Status performance is defined by a student s absolute performance on a specific assessment.

**Academic performance** is the extent to which a student, teacher or institution has achieved their short or long-term educational goals.

**A student** is used for anyone who is [learning](https://en.wikipedia.org/wiki/Learning), including mid-career adults who are taking [vocational education](https://en.wikipedia.org/wiki/Vocational_education) or returning to university. In the widest sense of the word, a student is anyone seeking to learn or to grow by experience.

**Teaching and learning materials (TLM)** is a commonly used acronym that stands for teaching/learning material. Broadly the term refers to a spectrum of educational materials that teachers use in the classroom to support specific learning objectives as they set out in lesson plans.

**School Management Team** as it is a new structure with the sole function of giving leadership guidance, direction and assistance in the teaching/learning situation. Involves parents and other stakeholders appointed by the appointing authority. The SMT represents the administrative structure in which school leadership is delegated to various junior staff members and the appointed community members participation in guiding the school activities. In Tanzania, SMT involvers appointed chairperson and other members and when conducting meeting, the head of school become the secretary.

# Organisation of the Study

This dissertation covers five chapters. Chapter one covered the background to the problem, statement of the problem, research objectives, research questions, scope of the study, the significance of the study. Chapter two deals with the literature review in which models that guide the researcher are included and themes in the study area. Chapter three deals with the study methodology in which research design, population, sampling techniques and sources of data are included. Chapter four deals with data presentation and discussion and chapter five give a summary of the research findings, conclusions and recommendations.

# CHAPTER TWO

# LITERATURE REVIEW

# Introduction

This chapter addressed ideas concerning the school management team and student academic performance relevant to some literature studies. It will include a theoretical framework, empirical studies, conceptual framework, research gap  and the summary of the chapter.

# Theoretical Framework

Eisenhart (1991) defined a theoretical framework as a structure that guides research by relying on a formal theory constructed by using an established coherent explanation of certain phenomena and relationships. This study is guided by theory of instructional leadership and human capital theory.

# Theory of Instructional Leadership

The literature reveals various understandings on the concept of instructional leadership. Glanz (2006) indicates that an instructional leader ensures that the school offers the core function of the school, which is instruction. Research studies indicate that the principal as an instructional leader should ensure that the school offers the core function which is instruction (Glanz, 2006). It is expected from principals to act as instructional leaders who know that successful leadership supports successful teaching and learning. To this end, Bush (2007) posits that instructional leadership focuses on the direction of influence, managing teaching and learning as the core activities of educational institutions. In addition, Sharma (2012) agrees that instructional leadership is crucial in the development and sustenance of an effective school which focuses on learners’ achievement.

Mosoge and Mataboge (2021) hold a view that the introduction of instructional leadership may salvage failing schools. Therefore, the principal and the management team are held accountable for the academic performance of the learners and students. Head of schools are thus required to empower management teams with instructional leadership skills in order to enhance teaching, learning and learners’ or students’ performance. Notably, Bendikson, Robinson and Hattie (2012) distinguish between direct and indirect instructional leadership. Scholars (Bendikson, Robinson & Hattie, 2012; Bush, 2007; Mosoge & Mataboge, 2021; Sharma, 2012) explain that on the one hand, direct instructional leadership is leadership that focused on the quality of teacher practice, including the quality of curriculum, teaching as well as assessment. Whilst on the other hand, indirect instructional leadership refers to the creation of conditions for good teaching and teacher learning by ensuring aspects such as policies, routines, support high quality effective teaching and learning.

Sharma (2010) added that learners have to be positively motivated to get higher achievement and the school has to coordinate the efforts of teachers, students, and school-based factors to achieve the desired goal. He also argued that the key element and motivation level of an effective school lie with the school management team as well as the school head. As a leader, he/she has to play a role in harnessing school resources while giving school strategies and directions in terms of visions and mission. Due to the motivation level leads to the significant factors which shape the learning environment and climate as the school head articulates clear goals, expectations, vision and mission. The instructional theory envisaged that a student's high performance corresponded with the teacher's characteristics, teachers' qualifications, teaching strategies, teaching experience, and the teacher’s attitude. Other factors can include the availability of materials for instruction like textbooks and reference books, syllabi, and the availability of human resources as well as curriculum supervision records.

According to Eccles and Wigfield (2000), human beings are motivated to learn by passing through selective reinforcement of progressively more adequate approximations of the desired behaviour (performance) and extinction of bad behaviour. Student academic performance is inspired by the SMTs as well as staff teachers who provide moral support and control the learner's emotions, environmental destructor and peer pressures in schools.  It is widely accepted that employees who attract good performance and contribute to organizational achievement are those who are satisfied with their work through attitudes and motivation, productivity, and high performance.

Teachers are the key motivators for their learners (Eccles &Wigfield, 2000). They have understood not only the learners but also created ways which are used to motivate and inspire higher achievement. On the other hand, some factors deter the efficiency of student performance, such as mental limitations, poor teaching, and unsuitable curricular and peer pressures.

# Human Relations Theory in Organizations

Classical theorists focused on building formal organizations for high productivity.

Elton Mayo, in contrary, focused on the building of informal organizations. Through Hawthorne experiments, various management aspects that determine organization productivity reveals employees would like to have a friendly environment where they can talk about their problems, feelings and attitudes and they would like to be listened and cared hence improving student academic performance (Onday, 2016; Onuka, 2012; Orji & Enobun, 2018).

The theory enlightens important skills to SMT members to be good listeners of employees' feelings and problems. The theory thus emphasizes the idea that attitudes, relationships, and leadership styles play a key role in motivating educators and promoting the academic performance of an organization. Mullins (2005) Human relations principles focus on social organization, groups and informal relationships. Managerial control under human relations principles is to enhance interpersonal influence through interactions and communication among the staff teachers and the SMT members, which results in the improvement of the student academic performance.

# Empirical Literature Review

Empirical research is the process of testing a hypothesis using experimentation direct or indirect observation and experience. Researchers conducted their studies and revealed the outcomes with different studies on the role of SMT to secondary student academic performance in different levels of education. Ngirwa (2013) shows the factor lower the student academic performance such poor working environment, inadequate resources as well as heavy workload which linked to context conducive for teaching. Beecher (2009) supported that lack of trained teachers in schools contributed to the poor performance; hence Tanzanian gives the establishment of different sectors such as BEMP, PEDP, as well as SEDP to scale up to professional and Management training for the provision of quality education.

# The role of SMT in Enhancing Student Performance

According to Waddy (2002), strategic initiatives that will lead the school to action-oriented goals cannot be planned.Hence, the school management team should be accountable for any improvement initiatives within the educational institution. According to NDOE (2002), planning is a management duty which is an indispensable part of ongoing school improvement. Chetty (1998) agreed that it should be viewed as a deliberate path chosen by an institution to get from where it is to where it wants to be a feature.West Burnham (1994) added that strategic planning is concerned with an essential matter of bridge-building between the perceived present situation and the desired feature situation and the desired feature situation. For example, questions from parents may be about what this school will be like in a year from now. To respond to the question needs to plan for a feature of academic performance. Waddy (2002) revealed that strategic planning consists of six steps, which are vision, mission, properties, action plans, implementation, and evaluation. Hence, for the school to be effective, it needs to become proactive rather than reactive.

**School Vision:** Africa argues that strategic planning leads the school to be successful in all its activities as it will be driven by the value and vision of the school. The value should be developed and owned by teachers, non-teaching staff, learners, parents, and the community as well. These are the people most likely to support the SMT in archiving the best for learners. Glatter (1997) argued that failure of the vision occurs when the school head fails to interpret the environment correctly and does not convert the vision into policy and practice as the vision is determined by the situation on the ground.

This effective management ensures that school vision should be clearly articulated to all educators for them to assist learners to improve their performance. The vision to be realized A mission statement needs to be developed as a second step in strategic planning.

**The Mission Statement:** Janson (1996) argued that the mission statement is regarded as the foundation of the school's purposes, policy, and existence. The SMT would ensure the mission is clear by answering the question of how the school will enhance the students' learning and academic performance. This will ensure the persistence of the vision and clarify the main activities in the institution and its desired positions, intentions, and aspirations.

Bush (1994) concludes that the mission statement's focus on producing a sense of direction and purpose, setting criteria for policymaking, and generating consistency of action since it provides the work for the intentions to enhance student academic performance.

**Plan of Action:** Naicker (2002) revealed that an action plan helps the school move toward the vision related to a practical and concrete project. Chetty (1998) added that the action plan corresponds with three factors, namely vision, mission, and prioritization. As an action plan to minimize feature problems, the SMT should work collaboratively with the staff, learners, and parents to make a plan for enhancing student learning and academic performance that is workable.

**Priority:** Through the school's mission statement, goals need to be set and prioritized. Creamer (1996) revealed that setting priorities corresponds with reconciling differences in the process of improving student academic performance. Hopkins (1991) added that they should be consulted about the possible priorities as they have been arranged. SMTS has to state the activities which create problems for students' performance; hence the action plan has to minimize the problems.

**Implementation:** Waddy (2002)argued that there are several guidelines for the plan to be implemented which are to keep your action plan; hence the action and the costs have to be into the due date. Work should be well organized and coordinated by the volunteers, as well as motivating for team members. Waddy added that many teams create wonderful plans but fail to implement them. SMT has to involve all stakeholders in the implementation to ensure the goals are in line with the vision of the school. Chetty (1998) argued for the role of SMT by supporting the implementation of an action plan in order to keep the school accountable. SMT'S commitment, enthusiasm and monitoring school progress is crucial to the success of improving learners' results

# Enhancement of Educational Resources

Wiseman (1997) argued that poor quality of education is related to higher dropouts and class repetitions, which are caused by overcrowded as well as lack of educational facilities and equipment, shortage of qualified educators, and inadequate inspectorate services.

In order to improve school academic performance, there should be enough teaching and learning materials, school human capital, and parental involvement. Thus, both human and material resources are essential for attaining high student academic performance.

**School Discipline:** Son (1999) elaborated that school discipline is about self-respect and respecting others. It seems in a school context that discipline consists of the establishment of an environment that is healthy to work in for both educators and learners. Chonco (2001) supported SMT in terms of school discipline and classroom management in order to ensure good academic performance. Without discipline and authority, chaos may reign in the classroom, resulting in poor school learning performance.

# Creating Learner Motivation

Educators need to have a positive motivation to teach learners who have high performance. Educators need to have positive motivation for learners who improve their performance and respect other guiding by SMT members. Darlin (1998) researched that SMT should work with educators so as to prevail in the culture of excellence and also to motivate them. A network of common beliefs, norms, values, attitudes and behaviours are the cultural components which enable educators to create positive influence on learners.

# Factors That Hinder Students' Academic Performance

Olembo (2006) argued the barriers to student academic performance by supporting the involvement of SMT members, indiscipline headteacher, and leadership style as the factors that determine student academic performance.

# Communication between Teachers and the SMT

Misunderstanding between teachers, learners and the school management team may create lower morale where people do not know how to improve things. School heads lack the authority to lead schools as they do not have any procedures to deal with grievances related to the role and responsibility confusion.

# Lack of Motivation For Teachers

Teachers do not motivate them to perform their work with inspiration and enthusiasm, as they lack determination and commitment. Those who put more effort do not employ the motivation strategies to inspire, which keeps their performance below standard. Those who put more effort do not reward.

# Teaching and Learning Materials

The under-resourced learning environment created by educators limits students' ability to acquire enough knowledge and skills. Teachers cannot be resourced well to perform their duties. Thus, the SMT should find a means to acquire the resources needed by the educators. Hence, a lack of teaching and learning resources contributes to low academic performance.

# Lack of School Goals

Morris (1990) revealed that schools should manage according to specific goals in order to improve students' teaching and learning performance.He increases by supporting the good behaviour expected inside the school is to carry over into life outside. At the same time, discipline is based on following school rules and respecting each other, as communication judges the school's behaviour outside. It is in the school head's interest to promote a kind of discipline last. Hence, discipline has been defined as part and parcel of raising a student's academic performance.

# Research Gap

Researchers Bambi (2013), Ntuzela (2018), Masomo, Lyamtane Muteti (2021), Mosoge and Mataboge (2021), Orji and Enobun (2018) and Sharma (2012) indicate importance of school management team in creating an environment that enhance students’ academic performance. Little is known about role of school management teams in improving academic performance in secondary school specifically in Hanang' District in Tanzania. This study differs from other previous researchers' studies as it required focuses on exploring the role of the school management team (SMT) on academic performance in Hanang' District.

# Conceptual Framework

A conceptual framework is the broader of research which contains key concept and some issues which researchers need to explore for the student academic performance. Haki Elimu (2008) argued despite the effort made by Tanzania government to succeed the goal of providing education for all to school-age children, lower performance of the student has been a symptom reflecting the bigger number unqualified students.

Ngirwa (2009) argued that employee's knowledge, skills, experience and attitudes are needed in order to make a high input to learners to perform their job better for the achievements of their organizational goals. It is the bridge between the input process and output in raising academic performance. Input stands as independent variables which have such factors as inadequate of teachers, poor parental involvement and infrastructure and the process involves teaching and learning and the output stands as student performance which is dependent variable (Figure 1). Therefore lack of infrastructure, poor teaching and parental involvement may affect positively or negatively and ultimately the performance.

**PROCESS**

* Increased learning time
* Enhanced teaching and learning process.
* Variety of teaching strategies.
* Assessment and feedback
* Frequent home works.

**OUTPUT**

* Improved Students’ Academic Performance

**INPUT**

* Strategic vision of the school development.
* School administration
* School relationship with the committee.
* Teaching supervision.

**The Role of SMT to Student Academic Performance in Secondary Schools**

Figure 2.: Represent conceptual framework

(Researcher, 2021)

The study was focus was to explore the extent to which school academic is performing poorly by using poor techniques. Such those are poor physical facilities, unequal relationship between teachers and students in their studies, insufficient teaching and learning resources and others will determine the poor academic performance in Hanang district.

Several types of research have been done by different scholars on the same topic yield different results. Thus reviewed literature revealed that administration style of school head might determine the school performance positively or negatively. Moreover, some studies also show student performance may affect by the frequency range of some teachers, shortage of professional teachers who lower the provision of quality of education in school, which lead to dismal performance. Thus the current research is expected to enrich the literature review on the school-based factors for the role of SMT on student academic performance in Manyara region.

From the drawn above the conceptual framework consist of the three parts, which are input, process and output. Input stands as independent variables which have such factors as inadequate of teachers, poor parental involvement and infrastructure, and the process involves teaching and learning also the output stands as student performance which is the dependent variable. There is a lack of infrastructure, poor teaching and parental involvement may affect positively or negatively and ultimately the performance.

# CHAPTER THREE

# RESEARCH METHODOLOGY

# Introduction

This chapter presents the research methods and procedures that were employed to accomplish this study. This chapter consists of research design, area of the study, sampling techniques and sample size, data collection techniques, data analysis, ethical issues, validity and reliability of the study.

# Research Approach

The study used mixed method approach where qualitative approach predominated the study. Although quantitative data were qualified by qualitative approach, both the quantitative and qualitative approaches were considered important to explore the role of school management team in enhancing secondary school students’ academic performance in Hanang district. Both qualitative and quantitative approaches have been applied in researches to facilitate triangulation of the data (David, 2007). Indeed, no single research approach was thought to be completely independent; for good research results the combining of both approaches normally yield good results in most of the social science researches. Therefore, both the quantitative and qualitative research approaches were used for both data collection and analysis.

Qualitative research approach considers collecting information from the participants in order to understand the phenomenon under the study from the perspective of those involved in the research (Ary, Jacobs & Sorensen, 2010). Likewise, Merriam (1998) argues that qualitative approach facilitates in understanding the meaning people have constructed, and how they make sense of their world and the experiences they have on this issue. This study, therefore, will use this approach in order to have a detailed account of school management team knowledge in enhancing secondary school students’ academic performance.

# Research Design

This study employed a case study design. A case study design according to Gerring (2007) entails the intensive study of a single case where the purpose of that study is - at least in part to shed light on a larger class of cases (a population). A case study research design further means an empirical investigation of a contemporary phenomenon within its natural context using multiple sources of evidence (Yin, 2004). Thus, case study design was useful as it is meant to examine the role of SMT in enhancing secondary school students’ academic performance in Hanang district to capture the uniqueness of such particular place a researcher was interested in carrying out a study.

# Study Area and Target Population

# Study Area

The study was carried in Hanang district in Manyara region. In Manyara region in 2018 had Biology laboratory availability by 58.2%, Chemistry Laboratory by 46.4% and Physics available laboratories by 62.7% (URT, 2018), indicating a need for SMT to enhance teaching and learning of science subjects and Hanang district included. By 2021 Hanang had 36 secondary schools of which one was a non-government school that had enrolled a total of 12,740 (7,349 females) (BEST, 2021). Secondary schools in Hanang district represent all secondary schools in Tanzania, as SMT is implemented in all schools in Tanzania. These schools were easily accessible. Also, time and financial constrains could not allow the researcher to visit other districts, Hanang district is also easily accessible and the distance from one school to another was minimal to allow researcher collect data as per specified period.

# Target Population

The target population for this study was all SMT in all the 36 secondary schools in Hanang (BEST, 2021). The SMT members were expected to provide adequate information on the role of SMT in enhancing secondary school studets’ in Hanang District in terms of the views of head of schools, their roles and strategies they use to enhance secondary school students’ academic performance. In this study only teachers were involved as the issue was how teachers implement inclusive education in schools and what challenges they face.

# Sampling and Sampling Techniques

The probability sampling was used to select questionnaire sample while non-probability sampling was used to select the interview sample. Sampling techniques refers to procedures or methods used for selecting the participants or sample to be included in the study from the population (Kothari, 2004). Purposive, Snowballing and Stratified sampling techniques were used to get the sample (participants) for this study, SMT members.

# Sampling Techniques

Sampling refers to as the selection of a small number of individuals that can provide enough information for the research to understand the phenomenon under the study (Gay et al., 2009). In this study, both simple random and purposive sampling procedure was used. Random sampling was used for sampling the teachers in schools where each of the teachers will have an equal chance to participate in the study. Purposeful was used to sample the SMT members including the head of schools.

# Simple Random Sampling

Simple random sampling is a way of selecting subjects in which every element in the population has an equal chance of being selected (Sekaran, 2003). The procedure was chosen because it provides each subject with an equal probability of being selected (Kothari, 2004). The respondents from the study area were selected randomly. Basing on the simple random sampling each primary school was chosen randomly by writing the names of all secondarys schools in Hanang District on a pice of paper and put them into a box and mix them thoroughly, and then draw the required number of slips for sample one at a time without replacement until the sample of six secondary schools. The procedure was used to obtain a total sample of SMT in 6 secondary schools selected for this study based on limited time and financial constraints.

# Purposive Sampling

Purposive sampling is the deliberate selection of the particular unit of the universe for constituting a sample on the basis that the small mass that they so select out of huge one was typical or representative of the whole (Kothari,2004). The purposive sampling procedure was used in obtaining key information from SMT in six secondary schools.

# The Sample Size

Sample size refers to the number of items to be included in the sample. Patton (2002) argues that sample size selection is influenced by the time and resources available for the collection of data in a particular research study. To achieve this goal and compromise with time, in this study data were selected from the sample of six secondary schools in Hanang District. The sample was randomly selected. A total 114 respondents in six secondary schools participated in the study (Table 3.1). The criteria used to select schools were the lottery procedure.

#### Table 3.1: The study sample

|  |  |  |
| --- | --- | --- |
| **SN** | **Type of Respondent** | **Number** |
| 1 | Head of schools | 6 |
| 2 | Teachers | 30 |
| 3 | Students | 67 |
| 4 | SMT member other than teachers | 12 |
| 5 | District Secondary Education Officer | 1 |
| 6 | Chairpeersons of SMT | 6 |
| 7 | Ward Education Officer | 2 |
| **Total Number of respondents** | | **124** |

# Data Collection Methods

The study used a total of two techniques of data collection. These are questionnaire and observation. The researcher was influenced to use more than one technique because of the view that no single research technique is adequate in gathering the requisite information (Patton, 1990). The notion is also supported by Oppenheim (1992) who suggests that a combination of two to three methods makes data highly reliable, that is, consistency of obtaining the same results if the same information is collected through different methods.

# Questionnaire

This study used questionnaire survey to collect information from secondary school teachers and secondary school children. The questionnaire had both open and closed ended questions items. The decision to use both closed and open-ended questions is on the fact that the researcher had an intention to collect both quantitative and qualitative data. Closed ended questions were included in the questionnaire to collect quantitative data while open ended questions were included in the questionnaire to collect the qualitative data (see Appendix I).

# Individual Interview

The study did not use a rigid procedure to seek answers to sets of preconceived questions in data collection. Such data collection method is usually carried out in structured, semi-structured or unstructured interviews. Merriam (1998) admit that interviews have the advantage of enabling the researcher to establish rapport with potential participants and therefore, gain their experience and cooperation. According to Cohen *et al*. (2007), an interview is described as a conversation with a purpose. In this study interview guide for parents and SMT (Appendix III -VIII) in Hanang District.

# Data collection

The process of data collection was conducted after obtaining the permission from Hanang District Director and obtained the consent of the respondents from the study area. Self-administered questionnaire and individual interview mode was used. The model was used to provide the respondents with ample time in responding to the questions. Both closed and open-ended questionnaires were used to explore the role of SMT in enhancing secondary school students’ academic performance.

# Interviews

The interview involves presentation of oral-verbal stimuli and replies in terms of oral-verbal responses (Kothari, 2004). The study used the semi-structured interview to tap information from officials and other relevant stakeholders in inclusive education. It was a face-to-face conversation between interviewee. Interview lasted 30-45 minutes. Consultation to the key informants was made one day before to avoid inconveniences that may interfere discussion. The interview guide question was used to each interviewee during the interview session. This technique was purposely selected because it allows the researcher and participants to work together and to arrive at the heart of the matter (Best and Kahn, 2006). Also, it gives a chance to find out what is in and in someone else's mind, like feelings, perceptions and intentions (Patton, 1990).

# Documentary Reviews

The documentary reviews was used to collect data from documents obtained from different Government publications and documents like books, articles and journals as well as research papers helpful in complementing data which was obtained by using other methods.

# Data Analysis

Orodho (2012) observed that data analysis involves some manipulations of data which

are collected through the use of statistical tools in order to compute a number or a percentage. In this study data that were obtained from the use of questionnaire were edited and assigned serial numbers for easy identification during the coding process and rechecking of information on the questionnaire during data entering an exercise. Then, Computer Software Statistical package for the Social Sciences (SPSS) 20th version was used in analyzing the data. On the other hand, the qualitative data which were collected through open-ended questions in the survey questionnaire, as well as interview, were transcribed, coded and analyzed using thematic content analysis.

# Validity and Reliability

Validity is defined as the degree to which a test measures what is supposed to measure (Gay, 2002). The validity of the data is essential to guarantee that the study findings were measured accurately by the instrument used. The validity of this study is assured through proper identification of research problem and the use of different research methods of data collection such as questionnaire survey, interview and documentary review as a way of triangulating the information.

Reliability is the degree to which test consistently measures whatever it measures (Mugenda, 2003). Reliability was established through test and pre-test method during a pilot study. Reliability was maintained by ensuring the use of appropriate sampling techniques which were purposive and simple random sampling and different methods in data collection such as questionnaire, survey, interview and documentary review as well as translation of questionnaire from English to Kiswahili to enable every teacher who was chosen from each primary schools to participate in data collection.

# Ethical Issues and Considerations

A researcher adhered to ethical consideration as Saunder et al. (2003) recommended that ethical key issues are about the nature of research, requirement of taking part, implications of taking part, participants’ rights, the use of data collected and the way in which it is reported with strong emphasis on confidentiality requirements. Hammersley and Traianou (2012).  defines ethics in terms of code of behaviour appropriate for academics and the conduct of research.

All research ethics were observed, the researcher was given a letter from the Open University of Tanzania (OUT) (See Appendix VIII) that introduced to the informants and their employers in order to undertake the study at hand without causing any inconvenience from the respondents. Also, a researcher was given a research permit at the Hanang District office in order to conduct a study in the selected secondary schools (See Appendix VII). Moreover, the researcher observed the consent from respondents and assured them that the data collected from them would be used for the sole purpose of the study. Therefore, respondents participated voluntarily in the study. Lastly, all unethical attempts were avoided during the study because they could lead to loss of validity and reliability of the study.

This chapter detailed the method employed in conducting the research. There were different techniques which a researcher used to carry out the study. Among others, the researcher employed the qualitative and Quantitative method, questionnaires, interview as well as documentary review as the instruments of data collection. Moreover, the chapter had narrated six secondary schools as the study area. Simple random and purposive sampling techniques were also indicated as the major techniques used in acquiring respondents. Another was the procedure used in data processing and management, which were statistical and descriptive analysis as well as qualitative analysis.

# CHAPTER FOUR

# DATA PRESENTATION, ANALYSIS AND DISCUSSIONS

# Introduction

This chapter presents the findings of the study on the role of SMT in enhancing secondary school students’ academic performance in Hanang district drawing from a sample of 124 respondents. The chapter is divided into four sections. The following specific objectives guided this study:

1. To examine SMT views on contribution of school vision on enhancing students' academic performance in secondary schools.
2. To determine the strategies used by the SMT to enhance student academic performance in secondary schools.
3. To identify the factors that influence SMT participation in enhancing student academic performance in secondary schools.

# School Vision and the Secondary School Students’ Academic Performance

The researcher intends to examine the strategic vision found in the school and how SMT view their contribution to enhance a student's academic performance in secondary schools. The research involves various respondents such: school management team, School heads, teachers, parents, students DEO and other administrators.

# The Contribution School Strategic Vision On Academic Performance

The researchers focused on understanding how SMT viewed the contribution of school vision on students' performance. The researcher intends to examine the strategic vision found in the school to enhance a student's academic performance in secondary schools. The study aimed to determine the school vision that focuses on improving students’ academic performance. Findings indicated 6 (18%) of the SMT other than teachers were aware of school vision, and 27 (81%) of the teachers were aware of the availability of school vision. Some of the school heads stated that they have a vision, but nothing has been implemented.

*In my school we have a school, the school vision is difficult to implement as school do not have science laboratories whereas our vision is “Science is back borne of the national development.” We need a lot of support as we also have only 3 scince teachers teaching over 600 secondary school students enrolled in my school* (Head school C).

The statement from the Head School C indicate a relation between the school vision and the academic performance. There were other heads who indicated similar challenges. One of the six school heads who were interviewed responded that due to not having enough funds to run their school, they had created a school vision that encouraged stakeholders' contributions. However, they failed to implement the vision, which stated "To become a centre of excellence in teaching secondary school education through theory and practical work." What was observed here is the availability and the arrangement of strategic vision in the school without implementation. The schools used to receive funds (capitation) for improving the school environment, such as the employment of part-time teachers, building more libraries, buying textbooks and other equipment, but they failed to fulfill it due to insufficient funds they received as they remained with the vision created.

Hence, Uwazi (2010) supported that since 2002, there has been a drop in the value of

the capitation grant; hence the budget allocated and proven by the SEDP was not sufficient to run the school. On the contrary, some administrators responded to the reason for the school head not having and implementing the vision that was due to the negligence of school heads, others did not attend leadership courses, and others lacked the financial means to run their school. Thus, some teachers indicate that 94% indicates that most of the school has had the strategic vision without implementation. Moreover, not involving SMT members to strategize led the school not to move anywhere so as to achieve sustainable development especially Goal Number 4 and the Goal 17 on partnerships contributing to the poor academic performance of the students.

The schools involved in this study had a school motto and an action plan that was implemented. The results are in line with Tatum (2013), who pointed out that having those strategies without implementation is like wasting efforts as well as having an adverse effect within a school. The SMTs have to play their part in ensuring the school strategies created are part and parcel of all school members, involving students and non-staff members, and thus will increase school progress. Some of two SMT members in different schools were interviewed to state their school Motto, findings indicated 84% were able to state them. Most of the motto focused on: Education for improving life (e.g., Education for a better life, Quality education for success), but they argued that these were created without any implementation.

*These motto in most cases were created but not implemented. You know what how will education improve future life when we do not have guidance and counselling services in schools and we also do not teach our children life skills. Our schools also are not doing entreprenership so children can transfer the skills from school to home and workplace* (SMT 4)

When asked the teachers (30 participating), findings indicated 84% of the SMT members do not have the capacity to elaborate school Motto and its implications on student's academic performance and the role enhancing academic performance to the student. One of the teachers was interviewed and stated that apart from seen the school Motto on the school signposts on the way leading to his school, he had never seen the school Motto anywhere else. In contrary, few teachers were commented that they still remembered their secondary school Motto, which states that "Elimu, Nidhamu na Mazingira (Educational discipline and environment) researcher's translation. Wonderfully was one of SMT's member of a certain school was interviewed to explain the content of her school Motto. She proclaimed

*What is the school Motto? I did not ever hear such a word like that. In our school, I have many things to do, and I did not put such a word into my memory and understanding* (SMT3).

*We have a school motto in our school that focus on education “Creating Our Children’s Future” however we face a challenge of not having experts to teach our children on life skills and there is no guidance and counselling service (*Teacher SMT5)

Not all can know the Meaning of school Motto. However, some teachers have tested their knowledge about school Mottos and the implications to the students' academic performance. Examples of one interviewed teacher explain that her school Motto was seen obeyed and implemented. The only problem was poor participation of the SMTs member and the other staff teachers.

According to Korir and Kipkemboi (2014) and Too, Kimutai and Kosgei (2012), school motto, vision and a Mission need to be clearly understood and followed by students and the school community as they contribute to enhancing school expectyations including enhancing academic performance.

# The Role of SMTs to Student Academic Performance

The second specific objective of this study indicates the role of SMTs to enhance student academic performance to secondary schools. The data were obtained through Questionnaires to students as well as the interview held with the SMT members, parents, teachers and DEO and administrators. The following were observed;

The students' academic performance to a certain three sampled schools using NECTA result in four years which are (2014, 2015, 2016, and 2017), show a need to improve secondary school students' academic performance as in all three years division I-III pass are less than 30% (very good, good and average) Table 4.1.

#### Table 4.1 Form Four Performance in the year 2014, 2015, 2016, and 2017

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Year | 2014 | | | 2015 | | | 2016 | | | 2017 | |
| School/division | 1. 111 | % |  | | % | 1-111 | | % | 1 – 111 | | % |
| 1. School X | 8/140 | 5.7 | 9/99 | | 9 | 11/110 | | 10 | 13/50 | | 26 |
| 1. School Y | 11/152 | 7.2 | 6/142 | | 4.2 | 13/115 | | 11.3 | 12/64 | | 18.7 |
| 1. School Z | 0/55 | 0 | 2/40 | | 5 | 5/45 | | 11 | 3/29 | | 10.3 |

**Source:** extracted from NECTA results (2014 – 2017)

Data in Table 4.1 show that for the four given consecutive years from 2014 – 2017 with the student poorly performed in secondary schools with below 12 percent, and in contrary, the National target which is 100 per cent of students to score division 1- 111 (URT 2004) this performance, therefore, were revealed poor position which is below as it was targeted by the nation which is 100% which were started earlier.

School Y had the worst performance in the year 2014, where the highest score was 7.2% in meanwhile the lowest and the poor performance was school Z which scores 0% in the same year. In the year (2017) school X tried to create their school policy which states that; "F and D are not our divisions. Hence within the year, the performance showed 18.7% still it was a poor performance as they did not reach the percent targeted by the government.

Moreover, in the school, heads were in similar responses for the students' poor performance. The main result was the shortage of teachers a well as lack of professional personnel. Trough documentary review, as well as group discussion with teachers and the interview with the schools' heads, revealed that management systems were the source of the poor performance of schools. According to Alphonce (2000) argued that education leadership style is part and parcel of the success or failure of any educative process. However, the shortage or absence of supporting from non--teaching staff in schools was found to cause the schools' management team to be occupied with no management school activities, to make up for the deficit of staff.

According to Timson, Priest and Clark-Carter (2012), there was an inadequate provision of in-services teachers, inadequate school-based supervision, inadequate allocation numbers of staff as well as qualifications, the finding reveals on how the management school team can raise the students' academic performance. Lewis (2001) shows that the student academic performance can not only be caused by the school management team, but there are other factors such class size, the commitment of the teachers, through self – perception, quality of the leaner instruction material also the school culture and the surrounding school environment. Therefore what matters regarding students performance involves not only management factors but also a combination of factors.

Teachers also had some views on relations between SMT and the academic performance for example, a teachers from School A.

*The examination performance of the students was poor as it caused by a poor management system which does not deal with the allocation of enough teachers and the supervision of daily teaching practice* (T4).

Through an interview with some teachers, there were different views about what contributed to the students' poor performance. A teacher at another school argued that

*shortage of staff is the main cause of poor performance; hence the government have to be blamed for not supplying the school with enough staff, both teaching and non-teaching ones. As you can see that we are very few, some of us were given non–teaching responsibilities such as storekeeping, matron accountancy and others* (T6).

Another teacher added on the same issue

*The indiscipline students in our schools are great causes of poor performance. The good thing the SMT do meet to set strategies to curb the indiscipline. Teachers alone cannot manage to stop indiscipline as the school do not have a boarding facility and thus secondary school students live in the community (*T4).

Besides, the interview with the SMT members were almost the same reasons for the poor performance caused by a shortage of teachers as well as inadequately trained teachers which led to the poor result. Through the documentary review, focus group discussion, SMT members, as well as staff teachers and the school head, implied that the mentioned reasons for indisciplined students are the main causes of poor academic performance. Alphonce (2000) states that educational leadership is at the heart of the failure or success of any educational progress associated with the supervision of teaching staff as well as indisciplined students. Hence, what raised student academic performance was not only management factors but also a combination of factors.

The first task drawn from the second objective was to find out if the SMT members prepared the school almanac and how they implemented it. The questionnaires were administered to teachers and students to check if the school almanac was prepared and the implementation was successful. The result was summarized on the table as follows. The responses of those who answered that there was a school almanac with implementation were 54%, while 46% revealed that there were school almanacs without implementation.

 Among the most important things to remember among others is the school almanac, as it reveals the planned events to take place within the academic year. However, one respondent was asked if the school prepared the school almanac and how it was implemented. The answer was given that there was the preparation of the school almanac through involving stakeholders with the participation of SMTs. The concepts argued about the implementation were regular through the adherence of teachers and students, as well as the almanac structured into daily activities. Other responses implied that the implementation of the school almanac considers the dichotomy such as Mock and National Examinations as well as other programs from the government plans. Further, some responses added that even when the school almanac was created, it was not communicated properly to other members, such as SMT students and teachers, for joint implementation.

Parents, teachers, and students were asked about the need to have record-keeping strategies. Teachers (23%), parents (2%), and students (75%), according to the findings, believe that the importance of keeping students' academic records is to maintain the records to support student improvements.Students did not take their academic results home as their results were replaced in the report form, but the parents did not receive the report form as they judged that the results were not recorded, while others did not look at their student's report at all. Some teachers indicated difficulties in keeping students' reports.

The responses from the responded on interviewed about acquiring of sufficient personnel to both teachers and non teaching staff were given as Most school heads were interviewed and responded that the Secondary School management obtained teachers and non teaching staff from the Ministry of Education officer (DSEO).

*It was a long time I was asked for more teachers in science and mathematics subject from permanent secretary Ministry of science and technology through our District Secondary Education Officer (DSEO) but ending with given promise with a priority of the next allocation of teachers. Up to now I am still suffered with the numbers of teachers*

Most of the school heads responded to the same issues that had challenges with having more teachers and nonteaching staff. One of the head of school said

*the case of not having enough teachers to assist in teaching process, also the allocation of teachers and non teaching staff to the schools was done by Permanent Secretary MOEVT and REO hence the school heads sent the report to them while poor implementation as the result they hire temporary form six leavers (*HD1).

# Classroom Supervision in Teaching and Learning

The school head mostly does classroom supervision. School-based supervision has its importance in facilitating teaching and learning in schools. The researcher investigated the school administrators to what extent they conducted classroom teaching observation, whereby the responses were as follows:

*It is the role of SMT's, head of school and the academic master to ensure implementation of teaching and learning in the school. One of the important supervision is ensuring all teaching sessions are facilitated by the teachers according to the school timetable. By that we prefer self-observation and evaluation by teachers themselves hence they have already insisted well teaching in the classroom* (HD4)

In another second school, the headmaster found replied that,

*There is no implementation had done by school head or SMTs or any department member. While I'm only Mathematics teacher in this school, I wasn't able to get a time to make an observation in each class when teachers were teaching (*HD2).

Furthermore the researcher made group discussion with teachers, SMTs and academic officer. Hence their responses revealed that poor and inadequacy of classroom teaching and learning affect mostly teaching and learning. Also to third school the academic mistress replied that,

*To my side, absence of classroom teaching and learning observation cannot affect performance of the student, unless teachers are not trained well and have no confidence in their work, while it comes for non teacher former student to teach the subjects with high deficit* (AC3).

The SMT member added that,

*Classroom teaching and learning supervision is important. Teaching in classes may become loose if this not be done. Some teachers are not prepared themselves while entering in the classes with a little teaching and learning efficiency. This may affect academic performance as they have affected in delivering skills and knowledge to their students* (SMT2)

Two science teachers on the same school supported each other that,

*…the problem here is when running the practical works. A form six leaver is hired as a temporary teacher to teach science subject.. The teachers' assumption that he/she know while he/she do not know. Hence they are preparing students incorrectly. This affects much the performance of the learners* (ST3).

These voices indicate how school administer Questionnaires to students to find out the extent to which the classroom teaching is being done to the sampled school.

#### **Table 4.2 Response from student on rate of teachers Peer observation**

|  |  |  |  |
| --- | --- | --- | --- |
| Student response on Frequency of being done | | | Number of response |
| Frequency | Rarely | Not used | Response |
| 0 | 10 | 34 | 44 |

**Source:** Field data sept 2020

The finding in Table 4.4 Shows that most of school contains none implementation or inadequate done of the classrooms teaching and monitoring.

By that the researcher findings through interview given to headmistress and teacher's group discussion as well as Questionnaire provided to the student concluded that there were inadequate close supervision either by school management team or other administration similar to Fawe (2006) supported that there was a little ongoing classroom teaching observation. According to Costa(2000) added that it is beneficial to make supervision in the class so as to provide professional guidance and advice to teachers concern also to improve classroom instructional and management.

# Sufficience of Teachers

The responses from the responded interviewed on acquired of sufficient personnel to both teachers and non teaching staff was given by the fourth school head who interviewed and responded that teachers and non teaching staff were obtained by the Secondary School management from the Ministry of Education officer (DSEO).

Another response from School D head of school said:

*It was a long time that I was asked for more teachers in science and mathematics subject from permanent secretary from Ministry of science technology through our District Secondary Education Officer (DSEO) but ending with given promise with a priority of the next allocation of teachers. Up to now I am still suffered with the numbers of teachers* (HT5)

The sixth school head responded to the same issues that,

*..in the case of not having enough teachers to assist in teaching process had already posted request but still waiting for the allocation of teachers and non teaching staff from the Permanent Secretary MOEVT and REO hence we normally sent the report to them while poor implementation as the result we hire temporary form six leavers* (HT4).

On the whole, availability of teachers in schools have impact in student performance. According to Daso (2013) and Akpo (2012), a number of teacher variables which include years of teaching experience, level of educational attainment or academic qualifications, teacher development programmes, availability of qualified teachers, teacher-student ratio, teacher attitude, degree of job satisfaction, motivation and salary affect students‟ learning outcomes. Abuseyi (2001) used a questionnaire to assess student and teacher-related characteristics as predictors of secondary school students' academic achievement in Chemistry in the Epe and Ibeju-Lekki Local Government Areas of Lagos State, Nigeria. He found that teacher age, gender, qualifications, and experience both had a direct causal effect on students' Chemistry achievement.

# Financial Management

The researcher also involves assessing if the school has a proper way of managing the finance. Some answers from a certain school included that; They did not have any proper way but assigned for a certain teacher who was not professional on that work. One SMT member was asked if there was any professional personnel who assist in managing school finance and his response was;

*..no one but there was a temporary selected finance teacher under the guidance of District Treasure (DT) through budgeting and expenditure which was done every month with the finance teacher under the SMT members* (SMT 3)

Thus there was no open mechanism that helps to communicate the financial matters to the most schools members, especially teachers, students and community at all. Hence no proof had been presented on allocation or uses of the fund in the school expenditure. Due this reveals most of the schools related to the lack fund to buy academic facilities to run different school activities such as stationeries, inter and intra-school examinations as well as printing tests which create negatively impact on teaching and learning to student's academic performance.

# SMT Strateges to Enhance Secondary School Students Academic Performance

The third objective of this study aimed to examine how the SMTs members had improved to enhance student academic performance. Through these, it includes the aspects of having sufficient books, preparation of lesson, assessment procedures for the parent meeting, the involvement of stakeholders as well as inspection of the classroom teaching. Each of their aspects was discussed in the following subsections.

# Availability of Books

The SMT members have to ensure or focus on the supply of books to Secondary schools as it is the most needed for teaching and learning process. Questionnaires were administered to teachers and students; hence their responses were given as "the textbooks, reference books, supplementary course books and other useful books were supplied inadequately".

Most of the student stated that the adequate supply of books was 8.5% while inadequate supplied of books were 91% hence some teachers argued that there is 00% adequate supply of books and 100% for inadequate supplied of books. The response shows that both students and teachers were suffered greatly in searching for information for the teaching and learning process. Through that, it was the role of the school management team with the school head to ensure the provision of adequate books in enhancing the teaching and learning process.

Haki elimu (2012) supported textbooks and other teaching and learning materials were scarce; hence secondary schools face significant deficiencies in physical facilitate such science laboratory as science subject be taught theoretically rather than practically. Thus the government should standardize for textbooks also class size and laboratories to schools that most have not been met.

# Preparation of Lessons

It is the role of SMT, which includes the school head and the academic department, to assess the effective preparation of lessons taught by various teachers. Such lessons are a scheme of work, a lesson plan, lesson notes, and the instructional materials (teaching materials) and how they are qualified. The interview was administered to respondents in a certain school with a total number of 27 teachers to determine whether the lessons were prepared well before the actual classroom teaching and the information gathered from teachers reveals the following results.

Figure 4.: Preparation of lesson

**Source:** Field Data (2020)

According to researcher's work on the role of SMT in raising students' academic performance, a certain school revealed that 17 (62%) used to prepare a scheme of work while 13 (48%) were not preparing. Also, 25% were present in the classroom with the preparation of lesson plans, except 23 (85%) of the teachers were not prepared. Also, 11 (40.7%) of teachers prepare lesson notes, while 19 (70%) do not prepare lesson notes. Due to this data, the SMT has to play its role in providing close supervision of all implementation of action plans. Thus, most of the teachers entered the classroom without any preparation of lesson notes as well as teaching aids, while carrying the only textbook.

On their side, teachers claimed that among the most boring, tedious, and tiresome activities in teaching were the preparation of lesson plans and other teaching aids. Through these, the secondary school students ended up with poor performance in their academic studies.

# Procedures for Evaluation

The role of SMT is to ensure the effective assessment procedures that have been discussed during their meetings and brought to teachers for implementation. The procedures include the internal assessment, which includes class exercises, tests, quizzes, weekly tests, monthly tests, homework assignments, midterm, terminal, and annual examinations.

 Students were administered the questionnaires so as to assess how well quizzes, tests, and exercises were provided. Also, annual, midterm, and terminal tests were provided. Most students' responses indicated that 89% in provision of annual, terminal, and midterm tests, while a few students responded with 2% in provision of monthly and weekly tests, and others responded that few exercises are provided. Through that data, it revealed some secondary school teachers were paying attention to midterm, terminal, and annual exams and very little attention was paid to daily, weekly, and monthly tests.

 According to Madsen (1983), supported by the state drawn from the Tanzanian syllabus of 1995, every teacher will periodically assess his or her students to identify their strengths and weaknesses so as to help the week and encourage the good ones appropriately. Through assessing the students' achievement does not mean to measure only their progress but also the effectiveness of the course, the teacher's method use and teaching style. Thus, the teacher will be able to make recommendations on the designed course, materials, and teaching style. Therefore, the teaching and learning process should examine students' academic progress on a continuous basis, beginning with the classroom activities such as exercises, tests, quizzes, as well as weekly and monthly tests as they are described as formative evaluation, rather than waiting for the end of the term or year, which is called summative evaluation.

# Parents' Meeting

This study found that the SMT should understand the importance of making a schedule for conducting parent meetings as part of the action plan. Through organizing meetings with parents, they will discuss the matters related to their children, such as absenteeism, students' poor discipline, students' illness, the most needed contributions, and the like. One school principal was interviewed about organizing a parent meeting, and her responses were that few parents responded to invite them, and they mostly complained about the high cost of payment for contributions in building repair, payment of temporary teachers, purchasing of reams, sportswear, and many other facilities that they could not afford.Also, parents do not provide feedback, hence they complain about not receiving even the students' report.

Figure 4.: Conduct of parents' meeting

**Source:** Field Data (2020)

The given data revealed that 12% of the parents did not attend the meeting, while 88% of the parents attended the meeting with a lot of complaints. Due to that, the school head with the SMTs' members was responsible for harmonizing and encouraging parents to attend school meetings, as supported by Clinton and Hattie (2013), who state that the advantage of parents being involved in school meetings is Though participating in decision-making on all affairs would affect children's learning progress, also, through parents' involvement in fundraising, providing accommodation for teachers, renovating school buildings, payment of additional tutoring to teachers after classes, monitoring teachers and students for performance and attendance create a conducive environment with effective results.

# Involvement of Stakeholders

Most of the school management team were asked about the involvement of stakeholders in raising students' academic performance. The response from the SMT stated that "the school head used to have several meetings with DEO, DAO, DAS, and other administrators as well as the school board to discuss different matters related to academic excellence, and the school head used to receive information regarding improving the academic performance of the students. After all, he/she has to call SMTs' meetings and discuss the matters. Then the arrangements should be taken to the staff members as well as the parents for implementation. In a nutshell, the findings of this study revealed that most schools used to involve stakeholders in conducting different meetings and good strategies for improving the school were discussed, but implementation remained challenging. For example, one of the SMT members suggested that he organize a meeting with the academic office and a few subjects of teachers, hence different facilities and book titles were identified to be purchased as school properties. Unfortunately, none of the identified facilities were bought even though the request for the discussed facilities was sent to the concerned organ.

This chapter has dealt with the presentation, analysis and discussion of the research findings. The chapter has explored the role of SMTs in enhancing student academic performance. The finding revealed most of the schools played a part in the lower performance. Hence, they were hampered by unfriendly working conditions where the schools operate under a shortage of teachers, poor facilities, lack of funds, and other stakeholders had fewer commitments among stakeholders in implementing the decision made.

 Many factors contribute to the poor academic performance of students, which include lack of professional personnel, poor infrastructure facilities, insufficient books, and frequent changes in the curriculum, hence most teachers do not attend in-service teacher training. In contrast, a good leadership style as well as a conducive environment create high progress for the student, as a researcher found that an employee would like to have a friendly environment where they can talk about their problems, feelings, and attitudes, and they would like to be listened to and cared for.

# CHAPTER FIVE

# SUMMARY, CONCLUSION, AND RECOMMENDATIONS

# Introduction

The chapter contains the summary of the entire research as it provides the general summary of the study, which reflects the problem, objectives, and methodology used in the data collection. Moreover, the chapter shows a summary of findings guided by the objectives of the study. After that, it recommends that both actions and areas contain further studies.

# Summary

# Summary of the Study

This study reveals the role of SMT to student academic performance in secondary schools. The study also intended to probe the relationship to the role of SMT with the school heads and students’ academic performance in order to reach the goal, objectives and the research question which were set in chapter one. The literature views revealed in chapter two and indicated how the school management team plays its part in their roles in raising the students’ academic performance. Chapter three presents the methodology of carrying out the research study. Both random and purposive sampling techniques were used to obtain a total number of respondents from whom data were generated, and the information collected employed questionnaires which supplied to the students and teachers. The interviews were held with some of the staff members, SMT members, school heads, parents as well as DEO and other administrators.The obtained data were collected, analyzed, synthesized and reported in quantitative and quantitatively way.

The findings of this study intended to base on specific objectives of the study which involves the following:

1. To examine SMT views on contribution of school vision on enhancing students' academic performance in secondary schools.
2. To determine the strategies used by the SMT to enhance student academic performance in secondary schools.
3. To identify the factors that influence SMT participation in enhancing student academic performance in secondary schools.

Through the first objectives, the study found that the SMTs in some schools have strategic visions but they lack implementation as they poorly communicate with other staff members, while others remain communicative so they can create an implementation plan. Furthermore, it revealed that a lack of funds to put the visions into action was a significant challenge.Involvement in schools' vision works together with the school action plan and the school mottos. A school action plan, school vision and motto were part and parcel of leadership skills.

 Concerning the second objective, it was found that some of the SMT had prepared the school visions and the almanacs, hence they did not involve other staff members, students or other stakeholders. Most of the SMT played their roles well in preparing and keeping students' records and in continuous assessment, but they did not show good participation in strategic planning scheduled for staff members.

About the third objective, the study shows the factors that assist the SMT in improving student academic performance were multifunctional factors that involve supervision resources and facilities available in secondary schools, as well as the supply of library materials like articles, textbooks, laboratory materials (chemicals), and other teaching and learning facilities that were assessed. Other factors that hindered school performance were the shortage of science books, especially mathematics and physics, and the lack of libraries and books.

However, it was found that there was a shortage of teachers to handle the teaching and learning process. Worse enough, the availability of teachers was not competent enough for the successful execution of teaching and learning responsibilities. The new syllabus was so demanding that the teachers had to go to some training or seminars to teach the competent-based syllabus. Thus, some heads of schools hire part-time teachers who cannot produce a good product as they are overloaded and can not attend classes as per timetable.

Moreover, the physical inspection of the actual teaching in the classroom should be done to ensure the high performance of the students. However, school leaders were unable to make close-physical visits inside the classroom because they were walking around outside the classroom without paying much attention to what was going on inside.

Also, there was the problem of the assessment procedure for the students’ academic performance, which involves daily classroom activities, monthly and weekly tests, as well as tests and quizzes, which were not given time to the students due to the shortage of teachers as well as overcrowded classes. Only the midterm tests, terminal exams, and annual exams were involved in assessing students’ progress. Thus, the combination of all these factors creates the students' poor academic performance. Likewise, the findings indicated the importance of involving the community and other stockholders in school matters. That they develop an understanding of the income and expenditure of the school's finance and other affairs; hence, they will be involved in the contribution of decision making for the development of the school as well as student academic performance.

The analysis of two years of the form four national examinations of 2016 and 2017 shows that the performance was characterized by more failures of the students than passing ones. This shows the failure of the government to create a conducive school environment and the poor participation of SMTs in creating it. To a great extent, this shows the failure of the government to achieve the goal of assisting well-performed students in their national examinations.

# Conclusion

The researcher concludes that there should be a staff member relationship between the school management team and the students as well as the school community. Moreover, it might be impossible for someone to expect high performance where the schools have insufficient and incompetent relevant teachers. Teaching and learning also aids other physical facilities, such as enough buildings and other instruments such as chemicals for practical learning. Therefore, the SMT members have to play an important role in enhancing students’ academic performance.

# Recommendation

According to the study findings, analysis, discussion and conclusion drew, this study made a recommendation for further studies.

# Recommendation for Action

The following is the recommendation for action.

1. The government has to create a strategy to build libraries and laboratories in secondary schools.
2. The government should create a conclusive working environment for teachers through providing a housing allowance, a good salary, and other remunerations which enable a teacher to stay happily in the teaching profession.
3. The government should provide frequent seminars and workshops to equip the personnel with the desired skills to comply with the new changes emanating from the new syllabus approach.
4. All newly appointed leaders or school heads should be provided with the leadership course while they are already practicing seminars to improve their ability to implement the reforms for secondary school academic performance.

# Recommendation for Further Studies

The finding cannot be taken as conclusive, but it has provided facts and real images regarding the role of the school management team in students’ academic performance in secondary schools. The recommendation for further studies reveals the government's need to make more exploration of secondary schools, such as public secondary schools, central government and non-centre government to investigate the same issue. Moreover, the study could investigate the role of school heads to enhance student academic progress as well as the contribution of community schools to student academic performance.

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# ****APPENDICES****

**Appendix I: Questionnaires for Teachers**

The objective of this research is to explore the role of school management teams in achieving student’s academic performance to secondary schools in Hanang’ district. That I request you to provide reliable information concerns the role of SMT in your school. I assure you that the information given will be used for this research only.

1. FACTORS THAT ENHANCE STUDENT ACADEMIC PERFORMANCE.

**KEYS.**

SA – Strong Agree

A – Agree

U – Uncertain

D – Disagree

SD – Strong disagree

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | SMT HAVE TO | SA | A | U | D | SD |
| i | Engage in strategic with the staff members in planning to enhance learners’ academic performance. |  |  |  |  |  |
| ii | Advices parents in creating conducive a home environment to learners for learning |  |  |  |  |  |
| iii | Arrange the extra classes after the school to enhance the learner’s school academic performance |  |  |  |  |  |
| iv | Create a positive and conducive environment to achieve the learners academic performance |  |  |  |  |  |
| v | Create a high sound and good relationship with learners |  |  |  |  |  |
| vi | Prepare a sense of co – responsibility for teaching among the staff members |  |  |  |  |  |
| vii | Give the staff opportunity to express their views about improving learners academic studies |  |  |  |  |  |

1. Does your SMT have strategic plans to raise the leaner’s academic performance?

*(If yes*) narrate in briefly what are does plans and *(If no)* why?

1. Study carefully in the given table below and put tick in the space provided for “YES” if the concerned item available at your school compound and X for NO. If the item is not available.

|  |  |  |
| --- | --- | --- |
| ITEM | YES – AVAILABLE | NO – NOT AVAILABLE |
| School Vision |  |  |
| School Action Plan |  |  |
| School Motto |  |  |
| School Almanac |  |  |

**Note:** If your answer is YES (available) for any of the items above attempt also question 4 and 5 below if your answer is No (not available), skip questions (4 and 5) and then attempt questions 6.

1. In the table below, tick ( ) in the space for YES if the item is implemented at your school or No. If the item is not implemented.

|  |  |  |
| --- | --- | --- |
| ITEM | YES – IMPLIMENTED | NO – NOT IMPLIMENTED |
| School Vision |  |  |
| School Action Plan |  |  |
| School Motto |  |  |
| School Almanac |  |  |

1. Does your SMT have strategic plans to raise the leaner’s academic performance?

Comment on the degree/extent of implementation of items in the following table by ticking ( ) in the appropriate space for each of the items.

|  |  |  |  |
| --- | --- | --- | --- |
| Item | Extent | Implementation |  |
| School Vision | Well Implemented | Somewhat implemented | Poorly Implemented |
| School action plan |  |  |  |
| School Motto |  |  |  |
| School Almanac |  |  |  |

1. For each of the items below, provided reasons in the space provided that why the items is not implemented(if the items is not implemented)

a). The school Vision

Reason (i) …………………………………………………..............................

(ii)………………………………………………………………………………….….

(iii)…………………………………………………………………………….…....…

b). The school Action plan

Reasons. (i)……………………………………………………….……………

(ii)…………………………………………………………….….…

(iii)…………………………………………………………….……

c) School Motto

Reasons (i)…………………………………………………………………….

(ii)……………………………………………………………………

(iii)………………………………………………………………….

***For each of the following questions put tick where applicable***

1. Are all students’ academic records kept well in your school?
2. Do you attend all your classes and streams to teach your subject?
3. Yes
4. No
5. Is your school having enough teachers proportional to the demand and number of students?
6. Yes
7. No
8. Are there enough qualified personnel for propel procedures of managing finance at your school?
9. Yes
10. No
11. Does your school prepare and provide annual school development report?
12. Does your school organize and conduct parents meetings each year?
    1. Yes
    2. No
13. Does your school head pay physical classroom inspections when you are teaching?
    1. Yes
    2. No
14. Do you prepare all necessary documentary (scheme of work, lesson plan, lesson notes and teaching aids) before teaching?
15. Yes
16. No

15. If you do not prepare those documents briefly provided the reasons.

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (b) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (c)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Apart from your subject of your specialization, do you teach any other subjects

(a)Yes \_\_\_\_\_\_\_\_\_\_\_\_\_\_ (b) No \_\_\_\_\_\_\_\_\_\_\_\_\_

1. Below is the common of the list assessment devices.

(G) Others ( ) specify

…………………………………………………………………………………………

**Appendix II: Questionnaires for Students**

The objective of this research is to assess the role of SMTs in archiving students’ academic performance in secondary schools in Hanang’ district. I request you to provide me with reliable information concerning the role of SMT’s in your school I assure you that the information given will be used for the purpose of this research only. Thank you

Tick in the appropriate answer.

1. Do you know your school Motto?

(A)Yes

(B) No

1. Are the academic records kept properly at your school?

(A)

(B)

1. Are your academic records communicated your parents or guardians?

(A) Yes

(B) No

1. Are there important building like laboratory and library in your school.

(A) Yes

(B) No

5. Are there enough laboratory and library materials (books, dictionaries, etc.?

(A) Yes

(B) No

1. Does your school conduct meeting with parents
2. Yes
3. No
4. Are there enough teachers for all subjects in your school?

(A)Yes

(B)No

1. Do your teachers attend classes regularly?
2. Yes
3. No
4. Are the available teachers able to assist you properly in the classroom

(A)Yes

(B) No

1. Are there part time teachers in your school, especially in your class?

(A)Yes

(B) No

1. How is the attendance of the part time teachers

(A)Good

(b)Poor

If it’s poor, provide some reasons.

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. If your teacher provides with you the following assessment, tick where applicable.
5. Daily classroom tests and quizzes
6. Weekly tests
7. Monthly test

Midterm tests

1. Terminal examinations
2. Annual examinations
3. Others ( ) specify.
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. What is the general students’ academic in your school? (Tick)

(A)Very Good

(B) Good

(c) Poor

(d) Very poor

Appendix III: Interview Guide for School Heads

Dear school heads, the researcher is conducting a research work with objectives of assessing the role of SMT in achieving students’ academic performance in secondary schools in Hanang, your school is one of the selected samples. Please you are request to be one of my sampled respondents and hence provide me with required information for the achievement of this study’s objective. I understand the terms condition and sense of confidentiality in caring out the research work thus the information given will not be beyond the purpose of this study.

1. Do you have school vision*? (If yes),* may you please explain briefly the procedures employed in creating a school vision*? (If no)* why don’t you have a school vision? How then do you run your school without school vision?
2. Do you have the action plan in this year 2020? (*If yes)* may you please explain in briefly the procedures employed in creating the plan? How do you implement the school action plan? (*If no*), Why don’t you have the school action plan?
3. State the Motto of your school?

Do the members of your school understand the school Motto? How do you implement the ideas/message addressed in the school Motto?

1. Are the staff members/ SMT and students support the school Motto?
2. Have you prepare the school almanac of the year 2020? How did you prepare the school almanac?

May you please comment on the implementation of school almanac?

1. Are there any professional personnel who assist you managing school finance?

*(If no),* How do you do to make sure the effective supervision and management of school finance? Do the alternative means employed make the effective management of school finance? Do the alternative management of school resources? How can you report on the school income and expenditure to other school members in general?

1. Do you usually prepare the school annual development report (*If yes*) How do you prepare it, and how do you do so to communicate the annual development report to the other school members, school community and other stake holders? (*If no*) why did not have a preparation and a communication of annual development report?
2. Do you have a tendency of sending a student progressive report to their guardians and parents? (*If yes*)How is the success of and how is the failure of the system? (*If no*) narrate the reason for establish a clear system of this purpose?
3. Do you have enough personnel in your school? (*If yes*) Do you use to make the close supervision on the preparation of schemes of work, lesson plan, lesson notes and other instructing aids among the teachers? (*If no*) Explain why you don’t do that. If you don’t have required numbers of teacher’s how do you do to make sure that all subjects to all classes are attended? Is the alternative you employ reliable? (*If no*), why? Also are the available teachers competent enough to handle in successfully the teaching process?
4. May you please narrate in Shorty about the availability and the efficiency of school science laboratory and library in your school?
5. Do you make the tendency of visiting or allow SMT or allow SMT to make classrooms inspection on how teaching process is going on? (*If yes*) what do you observe inside the classroom?

(*If no*)Why don’t you do that? What other alternatives do you employ to make sure the effective classroom supervision? Does the alternative work properly?

1. Give the assessment procedures do your teachers use in assessing the learners’ continuous progress in the classroom activities tests quizzes weekly and monthly tests, midterm, terminal and annual examination on why the procedures are recommended in your school and not otherwise?
2. Please give your comment on the form four national examinations in the year (2017, 2018 and 2019) in your school.

* After the SMTs’ meeting do they prepare a report and give feedback to your office? *(If yes*) How do you ensure and asses the implementation of the arranging strategies so to raise the student academic performance. (*If no*) How?

**Appendix IV: Interview Guide for Teachers**

Dear teachers, this research work is conducted by a researcher on the role of the SMT to student academic performance to secondary schools in Hanang’ District. Through that you have been requested to be among the respondents hence giving the information for the success of this study objective. You are assured that, the all information given will be used for the purpose of this study and also for confidentiality.

1. As a SMT and staff members, may you please comment on the creation and the implementation of your school vision, action plan, Motto and almanac.
2. Give the comment on how your involvement in the creation and implementation of your school vision, action plan, Motto and almanac affect the students’ academic performance.
3. How do you keep your student’s academic records?
4. Do you have adequate books for supplying to all your students? Where do you keep books for students to study?
5. Explain how the place where you kept books affects students learning process and their academic progress.
6. Do you implement what have been strategized by the SMT member? (*If yes*) How? (*If no*) why?
7. Please comment on the system of managing school finance at your school.
8. Comment on the students’ academic performance in relation to the roles of school head in your school.

# 

**Appendix V:** **Dodoso la Utafiti kwa Wazazi**

Ndugu wazazi, mtafiti anafanya utafiti kuhusu utekelezaji wa majukumu ya walimu na jinsi utekelezaji huo unavyoathiri matokeo ya wanafunzi katika shule za sekondari. Mnahakikishiwa kuwa taratibu zote za kufanya utafiti zimezingatiwa na hata taarifa mtakayoitoa ni siri pia ni kwa ajili ya kutimiza malengo ya Utafiti huu tu.

1. Ninyi kama wazazi mnashirikishwa kwa namna gani maendeleo ya watoto wenu na shule kwa ujumla?
2. Ni habari gani mnazopatiwa juu ya maendeleo ya shule wanazozisoma watoto wenu.
3. Je katika shule wanazozisoma watoto wenu mnapewa fursa ya kushiriki au kufanya mikutano ya wazazi ikiwa ni pamoja na kuchangia maendeleo ya shule na elimu kwa ujumla?
4. Je mnapatiwa taarifa yeyote ya mapato na matumizi ya shule ambazo wanasoma watoto wenu?
5. Eleza ni kwa namna gani shule zinawapatia taarifa juu ya maendeleo ya taaluma ya watoto wenu.
6. Eleza jinsi mnavyozifanyia kazi taarifa mletewazo juu ya maendeleo ya watoto wenu.
7. Kwa kutumia uelewa wenu na kwa taarifa mlizonazo eleza ufaulu wa watoto wenu kwa kutumia matokeo ya kidato cha nne kwa muda wa miaka mitatu iliyopita yaani 2017, 2018 na 2019.

Nashukuru sana.

**Appendix VI: Interview Guide for DEO and other administrators**

Dear administrators, the research work is conducted by a researcher on the role of SMT’S to student academic performance in Hanang district with regard to your position, the researcher believes that, you have important information useful for this study. Thus the researcher would like to request you to be one among the respondents and also provide the information for the objective of the study to be achieved.

You are assured of confidentiality as well as the information given will be used for the purpose of the study only.

1. Do the school headsets school vision, action plan, school motto and almanac?
2. Please narrate more on how the school vision, action plan, motto and school almanac implement and reflect the student academic performance.
3. Give the challenges that school heads and the SMT members face in creating and implementing the school vision action plan, motto and almanac in Secondary schools.
4. Do the secondary schools have the enough teachers? (*If yes*) How do you hire them and (*If no)* How do you solve the problem.
5. Do the secondary schools contain enough buildings (Library and laboratory)?
6. Do the secondary schools conduct the meeting with parents?
7. Please comment on the involvement of SMT and other educational stakeholders in school matters in secondary schools.
8. What hinders or facilitates effective execution of SMT, staff teachers and school heads to secondary schools? And what is its impact to student’s academic performance?
9. May you narrate on how are the form four results on your zone? What strategies have you prepare to improve it?
10. Please give your comments on the form four examination results in the year of 2017, 2018 and 2019 to Secondary schools.

Your participation is highly appreciated



