

**SCHOOL MANAGEMENT DECISIONS AND STUDENTS ACADEMIC
PERFORMANCE:
A CASE OF KIZIMKAZI AND DIMBANI SECONDARY SCHOOLS IN
UNGUJA, TANZANIA**

By

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**A Dissertation Submitted in Partial Fulfillment for the Requirements of the
Degree of Masters of Arts in Education (MAED) of Mzumbe University.**

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CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by Mzumbe University a dissertation entitled: *School Management Decisions and Students' Academic Performance: A Case of Kizimkazi and Dimbani Secondary Schools in Unguja, Tanzania* in partial fulfillment of the requirements for award of the degree of Master of Arts in Education of Mzumbe University.

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DECLARATION

I, **Huba M. Kombo** declare that this thesis is my original work and that it has not been presented and will not be presented to and other university for a similar or any other degree award.

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DEDICATION

This work is dedicated to my parents Mr. & Mrs. Kombo, my sister Maryam, and brothers: Swaghir, Ridhaa and Salum. And my best friends Juweiriya Suleiman and Zakaria Iddi Kinole.

LIST OF ABBRIVIATIONS AND ACRONYMS

CIPP	Context Input Process Product
CSEE	Certificate of Secondary Education Examination
MA-ED	Master of Arts in Education
MoEVT	Ministry of Education and Vocational Training
NGOs	Non- governmental Organisations
SEDP	Secondary Education Development Programme
TDV	Tanzania Development Vision
UNESCO	United Nations Educational, Scientific and Cultural Organisation
URT	United Republic of Tanzania

ABSTRACT

The study focused on assessing the school management decision and students' academic performance, case study of South District Unguja, Zanzibar; whereby Kizimkazi and Dimbani Secondary Schools were among the school affected with poor performance especially in science subjects and English language subject. The schools are located in South District in Unguja Zanzibar. In order to achieve this, specific objectives were formulated, including: to explore school based procedures used in giving out school management decisions, to assess the implementation of school management decisions and to explore the measures for improving students' academic performance from the school management decisions. A sample of sixty four respondents was selected and data collected through questionnaires and interview. Data were analysed qualitatively and found out that, if the school management can apply the good style of leadership and allow the teachers and students to participate well in classroom together with their learners the positive results of academic performance will occur. From the findings, the majority of teachers had positive perception of the democratic leadership style which was good for enhancing students' academic performance. Also, the study revealed that, inadequately trained teachers, shortage of books and other teaching and learning materials, unconducive learning environment, large class size, and transport and school infrastructure are the main difficulties which led to contribute poor academic performance of the students from school management decisions.

Finally, the study recommended that more efforts should be made so as to improve teacher's motivation and training, conducive learning environment, conducting remedial classes, parent's involvement and community awareness and teaching and learning materials so as to reduce difficulties faced by the students' and teachers in improving students' academic performance and education as whole.

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CHAPTER ONE

INTRODUCTION AND PROBLEM SETTING

1.1 Introduction

This chapter presents the background of the study, statement of the problem, general and specific objectives and research questions. Moreover, it explains the significance of the study, scope of the study, limitation and organisation of the study.

1.2 Background of the study

There has been concern on student's poor academic performance in Africa. The issue of declining academic performance of students is extensively reported across the continent (Ajao, 2001; Ogunsaja, 2004; Mphale & Mhlai, 2010). Whereas there might be varied factors contributing to poor student performance, it is evident that the quality of education and performance of students depends on the teachers as reflected in the discharge of their duties and how committed they are in the implementation of their tasks for student excellence academically and disciplinary (Ajao, 2001). Over time pupils' academic performance in both internal and external examinations had been used to determine the effectiveness of teachers and teaching (Ibid).

Poor academic performance has been a major concerned and well documented topic in most of sub-Saharan countries where Nigeria, Ethiopia, Chad and the Democratic Republic of Congo has been affected with the low achievement in education, most of students perform poorly in their examinations (Kimondo, 2003). There were certain behaviours and environmental circumstances that became valid predictors of poor performance achieved in schools, such that lack of role models and mentors who play as mirror for students to reflect their behaviours (Brown, 2008). Also, socio-economic background plays great role in influencing students' performance, where most of sub-Saharan countries belong to bad home and they have low income which might hinder students to get advanced supports in their learning process, hence made them fail to purchase proper learning materials that might boost their academic

performance as result failed to achieve better grade in school and poor academic performance increased (Fatuma & Daniel, 2006).

In Tanzania like other sub-Saharan African countries, poor academic performance in schools has been a major concern (URT, 2017). There is sizeable body of literatures that reflects on the poor academic performance in Tanzania students at all levels of education where the status of education had not been stable which lead to unsatisfactory examination results. For instance between 2005 and 2010 the pass percent of the students has declined continuously from 82.3 percentage to 50.74 percentage (Laddunuri, 2012). Literature show that the quality of secondary education in Tanzania measured by Certificate of Secondary Education Examination (CSEE), has slightly improved from 70 percentage in 2016 to 77.09 percentage in 2017 (URT, 2017).

Zanzibar is not spared from this problem. Data show that students' performance in Certificate of Secondary Education Examination (CSEE) has marginally improved from 51.9 percentage in 2016 to 52.0 percentage in 2017 (URT, 2018). It is further evidence that poor academic performance in secondary schools is more prevalent in science subjects than the arts (Ameru, 2000).

Poor students' academic performance is a problem because it has a multiple impacts. Researchers stress that poor students' academic performance endangers the academic future of a country has it not only annoying students and parents on it is effects, but it disturb many and it is a common problems in all spheres of sciences (Adesemowo, 2005; Kiwia, 2009 & Kirby, 2002). It is argued that poor academic performance has potential negative effects in social, economic, political and environmental aspects of a society. Logically, it is likely to lead to low living standard of an individual and society at large and increase illiterate level (Karande, 2005), in addition poor academic performance contribute to rise number of jobless in urban areas, criminals and drug addicts, early marriage and prostitution (Kiwia, 2009). Apart from that, poor school performance is said to be the key reasons for adolescent pregnancy in school where poor academic performance often leads to repetition, meaning that girls physically matured while in school and experience a lot of peer influence to have earl

sex debut (Kirby, 2002; Hallman & Grant, 2006).The problem of students' low academic performance in secondary schools is centred on the quality and quantity of knowledge delivered in these schools, poor techniques, methods in teaching and learning process and ineffective implementation of teachers in school management decision.

In a study about students' poor academic performance Ameru (2000), Akiri and Ugborugbo (2009) found that high rate of poor academic performance among African students is a function of various reasons such as language barrier, lack of academic motivation and low achievement. Though the problem of students' low academic performance in secondary schools can be associated with the quality and quantity of knowledge delivered including poor techniques and methods in teaching and learning process, Ramsdal (2013) demonstrates that lack of academic motivation seems to be a prominent problem for numerous high school students' poor performance. Motivation can be both internal and external (Ibid).Whereas students are responsible for internal motivation, the external part of it which in a way influences internal motivation, is expected to be born out of the teaching and learning environment including facilities, teachers and peers. This suggests the idea that teachers have a central role in motivating and guiding students to concentrate in their studies. Research so far has shown that teacher's effectiveness has an influence on the students' academic accomplishment (Afe, 2001).

Teachers and students do not meet in a vacuum. They meet in schools. Schools are institutions which operate under specified regulations, procedures, and rules which are made and implemented through regular school management decisions. Teachers as the most powerful influence in learning, they need to be directive, influential, caring and actively engaged in the passion of teaching and learning (Hattie, 2009).This can hardly happen in the absence of well-crafted and implemented school management decisions. It means that, school leaders and teachers need to create school, staffroom, and classroom environment where error is welcome as an opportunity for learning. The question is to what extent do school management decisions are made towards creating and sustaining such environment and how effective are such decisions been implemented? As well noted by Ohba (2009),

having shortage of teachers, ineffective implementation of teachers, lack of morale among teachers, lack of basic facilities, community interferences, poor teaching methodology, and administrative related factors such as poor management of school resources have been noted as some of the factors hindering the progress of students' discipline and academic performance. This might explain why efforts done by the Tanzania government and Zanzibar in particular, in improving students' performance by improving infrastructure such as construction of science laboratories and assurance of school desks (Hassan et al., 2015), has not yet brought the expected improved students' performance.

Teaching as a facilitation process depends on the availability of well competent teachers, accessibility of teaching and learning resources, and proper use of language of communication. If teachers are well competent and effectively implement all school management decisions, there are potentials of improved students' academic performance. It was on this scenario that this study was set to investigate how school management decisions were made and implemented to the effect of improving students' performance.

1.3 Statement of the Problem

The school management decisions have been recognised at the educational policy level in the World. Many studies have been conducted on the issues of school management decision towards school development (Maalim, 2000; Abdulrahman, 2011; Himid, 2012; and Mohamed, 2012). However, the studies have less emphasis on issues related to the effectiveness of the school management decisions towards students' academic performance. Many aspects related to the school management decisions towards students' academic performance remain unknown. As a result the education stakeholders remain uninformed on issues related to the students' academic performance which resulted by school management decisions. Therefore, this study intended to assess the effectiveness of School management decisions towards the students' academic performance. Students' academic performance and discipline have remained to be permanent items of the agenda in school management meetings. If all decisions made by the school management on students' academic

performance and discipline would have fully implemented, it would have resulted into improved students' performance in examinations and moral characters. Despite all the decisions made by school management meeting aimed at improving students' academic performance. Students' academic performance has not been improving significantly, thus questioning on the teachers effectiveness in implementing school management decisions with the assumption that if the decisions would have effectively implemented by teachers who are the key actors, the students' performance and moral characters would have been improving. Studies by Malekela (2000), Galabawa (2000), Mosha (2000) and Omari (1995) have concentrated on factors associated with academic performance and discipline in school. Thus, this study aimed to investigate how teachers effectively implement school management decisions on students' academic performance.

1.4 Research objectives

1.4.1 General objective

The main objective of this study was to assess the effectiveness of school management decisions towards students' academic performance.

1.4.2 Specific Objectives

In specific terms, the objectives of study were;

- i. To explore school based procedures used in giving out school management decisions.
- ii. To assess the implementation of school management decisions.
- iii. To explore the measures for improving students' academic performance from the school management decisions.

1.5 Research questions

This study was guided by the following questions;

- i. What are the school-based procedures used in giving out school management decisions?
- ii. How teachers implement school Management decisions?
- iii. How can students' academic performance education provision be improve from school management decision?

1.6 Significance of the study

The study has the following significances:

The study provide useful information, knowledge, awareness and challenges to teachers, managers, administrators and other interested individuals which can serve as empirical data for suggestions on improvement of teachers to implement the school management decisions effectively and to improve students' academic performance

Also, this study might benefit teachers as it might give them the starting point on paying attention on the areas discussed in the school management meeting as core agenda for students and schools development and enhance them to perform it accordingly. Moreover, it might made them to be alert on the challenges hindering them in the implementation of those decision made by the school management and to find solutions on how to overcome those challenges.

Furthermore, the findings of this study might help in identification of new gap(s) for further research and benefit the schools, teachers and policy makers in making policy review and increment on various laws, rules and regulations toward teachers' effectiveness in implementation of school management decision.

1.7 Scope of the study

The study was restricted in South District in Unguja Zanzibar based on Kizimkazi and Dimbani Secondary schools and it focused on the effectiveness of teachers in implementing of school management decision on student academic performance. The study also included heads of schools, academic masters and members of school boards, teachers and students themselves as they based on Secondary school. The study did not cover any other areas beyond teachers' effectiveness in implementing school management decisions on students' academic performance and discipline matters in secondary school in South District in Unguja Zanzibar.

1.8 Limitations of the Study

The initiated drawback to the study was limited time. Due to that, the research covered only South District in Unguja Zanzibar where only two public Secondary

schools were visited. In addition, this limitation reduced by providing more time on reading and finding different review related materials. In spite of this shortcoming the study completed as necessary as possible.

1.9 Organisation of the dissertation

This report divided into five chapters namely;

Chapter one which presents the introduction of the study, background of the problem, statement of the problem, objectives of the study, research questions, and significance of the study, scope of the study and organisation of the study. Chapter two which covers the literature review. Chapter three which describes the research approach, research design, area of the study, population of the study , sampling and sampling procedure, data collection methods, data analysis and ethical consideration. Chapter four which is about the data presentation and analysis and chapter five it describes the discussion of research findings, and Chapter six is the summary, conclusion and recommendation of the study

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents a review of related literature on the study toward teachers' effectiveness in implementation of school management decisions on students' academic performance. It discusses the effectiveness of teachers in implementing school management decisions on the issue of students' performance. Also, along with reviewing literature, it provides definition of terms, theoretical framework and review of empirical studies and lastly describes the research gap that will guide the study.

2.1 Conceptual Definitions

2.1.1 School management

This refers to the process of managing activities in order to reach the general and intended objectives of the schools (Knezevich, 1961). This is because it is positively correlated with the student's outcomes. In the study, school management is a day to day operation of the programme within the context of strategies, policies, processes and procedures that have been established by the governing school body. In so doing it concentrates on the implementation of systems where Head master or Head mistress in concert with the management committee is responsible for operation of management of the schools.

2.1.2 Academic performance

According to Thomac and Marshall (1979) performance is described as an action of a person or group when given a learning task. In education, performance is often presented as synonymous with achievement or attainment in carrying out of a task, assignment or a course. Hawes and Hawes (1982) defined achievement as a successful accomplishment or performance in a particular subject, area, and course usually by reasons of skill, hard work inter typically realised in various types of grades and marks. Academic performance in education can be seen as synonymous with a scholastic performance, or a scholastic achievement. However, in the current study academic performance perceived as the attainment of good grade for students

in their examination and to produce better outcomes with the assistance of teachers on how well organising the different learning and teaching activities so as to improve such developmental characteristics within the premises of the implementation of school management decisions.

2.1.3 School Leadership

According to Wandera (2008), school leadership means all the leader's activities intended to plan, organise, staff, direct and control students and teachers at school. Bush (2003) defines leadership as the process of influencing others' actions in achieving desirable goals or ends. So, within the context of this study school leadership can be defined as the process of influencing others' actions in achieving the desirable goals of a school. A central element of most definitions of school leadership is that it involves a process of intentional influence of one person over other people to structure the activities and relationships in the school and it is also seen as the art of getting a group of people to do something as a team, because they individually believe it is the right thing to do.

2.1.4 Leadership Style

According to Oyetunji (2006) as quoted in Nsubuga (2008), leadership style involves the manner in which the leader performs the roles and directs the affairs of the organisation. In this study, leadership style involves the manner by which secondary school heads perform their Schools.

Leadership style is a leader's style or manner of providing direction, implementing plans, and motivating people. Different situations call for different leadership styles. Thus there are various styles of leadership that can be exhibited in schools. These styles of leadership range from hierarchical, transformational, to facilitative style of leadership styles.

2.2 Theoretical framework

This involves theories that related with the problem. It is constructed by using an established, coherent explanation of the certain phenomena and relationship (Eiserhart, 1991). This study is more based on Administrative Management Theory.

2.3 Administrative Management Theory

Administrative management theory was developed by Fayol in 1916. He strongly believed management theories could be developed and taught to others. He strongly explored the possibility of an idea way to put all jobs together and operate an organisation. Administrative management theory emphasised on the finding “the best way” to run an organisation (Wren, 1972).

Apart from that Fayol developed a unified concept of management and broad administrative principle applied in managerial levels. He focused on the Managerial activities and propounded functions of any management consist planning, organising, commanding, coordinating and controlling. He also presented 14 principles of management as general guideline for management practice. They dealt with division of work, authority and responsibility, discipline, unity of command, unity of direction, and subordination of individual interest to general interest, remuneration, centralisation, scalar chain, order, and equity stability of tenure of personnel, initiative and esprit de corps (Kalpana, 2008)

Therefore, this theory was preferred to guide the current study due to some inherent strengths. The Fayol approach gives students and teachers the freedom of making team spirit which give the organisation the sense of unity under the principle of “*Esprit de Corps*”. This method enables students and teachers to develop their problem solving skills, creativity and communicative skills (Wren, 1972). Likewise, this theory guides teachers to prepare the teaching and learning materials keeping in view of the rules and agreements that govern the schools, whereby teachers can easily implement the planned tasks so as to reach the schools expectations. Moreover, it provided new insights to accomplish of group goals by following proper functions of management such that proper planning of resources, quality decisions taken and control of all human behavior so as to achieve the excellence results as expected. Furthermore, authority creates responsibility, discipline, obedience and respect between schools and its employees and students based on clear and fair agreements is absolutely essential to the functioning of any organisation. Good discipline requires managers to apply sanctions whenever violations become

apparent. Conversely, this theory was not an exception from some weaknesses too. Some of its weaknesses were: social cooperation and interactive play is not highly valued, little attention on creativity, it is too formal and it did not pay attention to the workers (URT, 2011).

Despite the weaknesses mentioned above, this theory seems to be relevant in investigating teachers' effectiveness in the implementation of school management decisions on students' academic performance.

2.4 Theoretical Literature Review

In order to understand better the problem and know how far teachers' effectiveness in the implementation of school management decisions in toward students' academic performance in Zanzibar, different studies were reviewed. Therefore, this part comprised of theoretical and empirical studies which have been done concerning the effectiveness of teachers in the implementation of school management decisions on students' academic performance.

2.4.1 Procedures of school decision making

The study of Gibbs and Slate (2004) examined how principals in secondary schools make decisions. Their study divided principals into two groups based on their governing styles, either bureaucratic or democratic. Bureaucratic principals put everything in writing, made clear directives, and were in complete charge of the school. Disparately, democratic principles shared their authority with various administrative teams and gave these teams a high degree of authority in making decisions (Gibbs & Slate, 2004). Although the principals 'leadership skills determined which model was chosen for decision making. Apart from that school size impacted how the head delegated authority in decision making. In general the size of the school affected hierarchical communication, which was often established according to the delegated responsibilities to others and which job responsibilities were held at the school levels (Ibid).

Call for meeting: some decisions making process, the head master or Head mistress call for a group to provide inputs after reviewing all alternatives and before making

any conclusions either to support or not to support the proposed solution. The head of school, in his or her role as the lead decision maker, can make these decisions without input (Gordon & Alston, 2009). The meeting of making decision might include students, teaching staffs and non- teaching staffs and school committee respectively. After a decision is reached, the implementation plan is usually left to the team in charge of implementing it. In spite of the details discussed during the decision process, it is uncommon that a specific implementation plan comes out from a decision meeting. Decision evaluation criteria are rarely generated either. As a result, relevant information is dealt outside the meeting and in most cases is not made available to meeting participants.

When people make a decision, they often do it under some time pressure. In most cases there is no time to go into implementation details. It is left to the implementation group to solve eventual problems and ambiguities. However, the chosen options might sometimes change the essence of the decision. Thus, some interaction between decision-making and implementation groups is desired (Borges, 2002). If this possibility is not readily available, then either the implementation work is postponed until another meeting is scheduled, or the implementation group takes upon themselves the decision about the option to be followed.

2.4.2 Factors influencing decisions making

Over years students' academic performance has been influenced by the top school management in decision making process. The success of students' academic performance determines the types of decision taken. There were various influencers of schools decision making. Such that:-

Context factors: under this, individual context where attitudes, behaviour, personality and perceptions determine the decisions (Rollison, 2008). Also context determines the decision in its climate, culture and politics, where in school decisions based on management styles, organisation compatibility, knowledge of individuals, managerial capabilities together with authority.

Lack of competence in making appropriate strategic decisions for improving students' academic performance. Usually decision making in public sectors such as

school is often political and not base upon economic situation and competent experts of the field (Bannister, 2001) thus might decisions become unsophisticated. Thus, the successful decision making might lead success in students' academic performance.

Ethics and values: This can be termed as individual moral beliefs about what is right or wrong and provide the guide to the behaviour (Rollison, 2008, Ford & Richardson, 1994). This might serve as a basis for undertaking that ethics and values related to decision making where it might be accepted legally and morally to the large part of organisation. In schools the decision might determine the values and ethics of individual and context variables so as to cope to the needs of the surrounded people and to reach the maximum results of what we expect.

Management styles: The success of students in their academic can be associated with an open management styles (Quinn, 1986). If top management would support the implementation, the organisation continuously focuses on creating and innovating new strategies that might enhance student academic performance. Here it means that high level of effective management can have a positive impact on students' academic performance.

Freeman (2007) argued that in order for an organisation to succeed, the goals and environment of the organisation as a whole, needs to match closely the leaders' leadership and decision-making styles. Still, board members have encouraged schools to adopt strategic planning and total quality management processes to improve the performance of schools (Cray & Inglis et al., 2007). As they noted, research on strategic decision making reveals that many decision-making processes depend on both the conditions within the organisation and the context of the organisation.

A study by Marches and Martin (2002) as cited by Wilson (2013), revealed that there are internal factors to the school and can be influenced, changed and realigned more directly. These include different dimensions poor quality of teachers as well as poor classroom instruction, inadequate teaching knowledge and skills, limited teaching experience, teachers assigned to teach subjects for which they are not trained, high

turnover of teachers and low teaching morale. This review also identifies ineffective leadership and inadequate resources are common causes of school failure.

Despite the review of various studies on the factors affecting students' academic performance based on social, economic and even political and strategic ways to reduce the problem, this study might examine the effectiveness of teachers in the implementation of school management decisions on students' academic performance as it is left behind.

2.5 Empirical Literature Review

Many researchers have conducted studies on the effectiveness of teachers in the implementation of school management decisions on students' academic performance. From the studies it has been observed that the problem is critical outside of Tanzania and developing countries including Tanzania.

2.5.1 Review of related study outside of Tanzania

Educational policies across Europe have focused on improving the quality of education, in particular through increasing the capacity for innovative teaching and reinforcing the professionalization of teachers. This places new demands on teachers increasing their responsibilities, widening their duties and, more generally, changing their working conditions and status. Besides an enhanced knowledge of the fundamentals of teaching emanating from, amongst other things, continuing professional development and the adoption of innovative teaching practices, teachers must have the ability to reflect on and adapt to local learning environments both individually and collectively as part of the school's teaching team (Eurydice, 2008). They are among the key actors in the implementation of school management decisions on enhancing students' academic performance and discipline.

A study conducted by Akiri and Ugborugbo (2009) on the Teachers effectiveness and students' academic performance in the public Secondary schools in Nigeria. Stated that the issue of poor academic performance has been so much concerned to all and different people tend to acclaimed about fallen standard of education. Usually quality of education depends on the teachers reflected in the performance of their

daily duties and how committed they are in the implementation of their tasks for student excellence academically and disciplinary. Here, over time students' academic performance in examination has been used to determine effectiveness of teachers and teaching process (Ajao, 2001). Similarly, teachers' effectiveness has been shown to have important influence in the students' academic performance. If teachers are well committed and being effective in implementation of their roles in the education attainment possibly the problem of poor performance and immoral characters will be perished (Afe, 2001). This is because teachers are the key actors in the implementation of school management decisions and translating policy into action and changing the students' behavior from negative to positive.

A study of Akiri and Ugborugbo (2009) on the Teachers effectiveness and students' academic performance found that teachers who were the pointed as ineffective, actually produced students with a low academic ability and having immoral characters. However, the different found that in the academic performance of the students was statistically not significant. This idea supported by studies of Adu and Olatundun (2007), Lockhead and Komenan (1988) and Maduka (2000) which depicted that effectiveness of teachers produced high performing students and well disciplined. But statistical means of academic performance of students was low than the mean effectiveness of teachers in the implementation of their education tasks.

Also, the Baguada Seminar Reports on Quantities and Qualities in Nigeria Education (NERC, 1988) as cited by ESA (2005) shared the ideas that, teachers are the main determinants of the quality in education, if they are pathetic, uncommitted, immoral, and antisocial probably the whole nation will be depressed. Also if they are ignorant in the disciplines, they will impart wrong information, they are not only useless but dangerous. Therefore, the kind of teachers trained and posted to school may well determine the next generation will be like.”

From the statement mentioned, if teachers are well committed and effectively implemented on their on their attainment of goals is likely the students' academic performance and discipline will also be improved.

Moreover, the study conducted by Mphale and Mhlauli (2010) on the investigation of students' academic performance in Botswana, found that the level of students' performance has an impact on the role played by educational actors, that including teachers as the key actors in the implementation of educational attainment. Even though students achievement is influenced by various numbers of factors, such that school leadership, teachers quality and willingness, parental support and students themselves. These factors are the determiners of students' high or low academic performance (MacNeil & Maclil, 2005).

Bangbade (2004) found that teachers' attributes have significant relationship with students' academic performance; such that teachers' knowledge of the subject matters, communication ability, emotional stability good human relation and interest in the job. Under this Rena (2000) stated that for students to perform well in any examination one of the fundamentals is that their teachers must know them and have profound knowledge of their state of physical, intellectual and psychological readiness in the implementation of their education task so as to attain the stated goals effectively.

The study of Nawaz and Saeed (1999) who found that teachers were willing to teach in the school whereby there is good management because they feel more comfortable. Moreover, teachers were often reluctant to teach classes by pointing at their lack of knowledge and experience in teaching learners and demanded additional training. Similarly, research so far has shown that teachers' effectiveness has an influence on students' academic performance (Afe, 2002). This is because teachers are the key facilitators in the whole process of teaching and learning. Here seem that teachers is becoming the focus of interest because of the key role that he or she plays in the provision of quality education to the learners and to transform them positively (Taal, 1996). It means that teachers remain the good agent of change and development of the students.

2.5.2 Review of related studies from Tanzania

According to Stanley (2014) attributed that, students poor performance are highly caused by levels of indiscipline among students. However, there is no highly

agreement among scholars on the degree of these issue on influencing students' achievement in schools, even teachers are assuming that discipline and students' academic performance are the core items in today's education. Poor academic performance and immoral characters among the students has been linked with the poor teachers' performance in terms of accomplishing their tasks, unwillingness to perform, ineffective implementation of school management decisions, negative attitude to work and lack of motivation (Ofoegbu, 2004). From that argument, we need well competent and responsible teachers who can perform well his or her duties so as to avoid poor performance and immoral characters for students.

Croningers and Lee (2001) as cited by Nzoka and Orodho (2014) found evidence that the degree in which teachers caring and interacting with students reported by the parents and teachers has a significant impact on students' academic performance. Addition to that commitment to success for all, being responsible, flexible, and shared visions, tends to stimulate teachers and build strong discipline as a result school effectiveness will also be improving (Zepeda, 2007; Fullan, 1991).

Moreover, Holliday (1993) detects that raising the weakening morale and motivation of teachers in most sub Saharan African countries, especially Tanzania is a key challenge, this is because many teachers tend to lack self-worth self-esteem and work commitment to their profession. This challenges about lack of self-esteem, self-worth and work commitment relatively to lack of participatory management styles, which he claims are poorly understood or applied in Africa. Here means that if we have poor participatory mechanism in running the school the work commitment will go down and students' performance will be doomed.

A study by Murphy, David and Brown as cite in Keung (2002), teachers participation in decision making tends to improve job satisfaction and commitment, which are positive indicators for effective management. This is because teachers who participate in decision making are expected to make more sincere efforts to implement those decisions (Ojukuku, 2014) since they will develop the sense of ownership and belongingness on that matter.

The study was done in association with MOEVT (2011) on quality of education in Zanzibar and effective school leadership. The study focused on providing voices to the heads of the schools others in the school system. The study revealed numbers of factors that affect the quality of education such as lack of necessary authority to head teachers, inefficient resources, recognition and respect and hence affect the quality of education. Several recommendations have been made to MOEVT on recognition of teachers to participate in decision making so as to improve teacher's development and to enhance performance excellence.

Tanzania development vision (TDV) of 2025 proposed that education should be major strategic means for transformation of mind set so as to solve the challenges which face the nation. From that Tanzania government initiates education policy in secondary school including Secondary education development programme (SEDP) so as to have greater access of education and to improve students' academic performance so as to build good citizens with high moral characters (URT, 2004).

Regarding the efforts made by the Tanzania government and educational stakeholders on improving students' academic performance and discipline, still these problem exist in most public secondary school.

2.6 Research gap

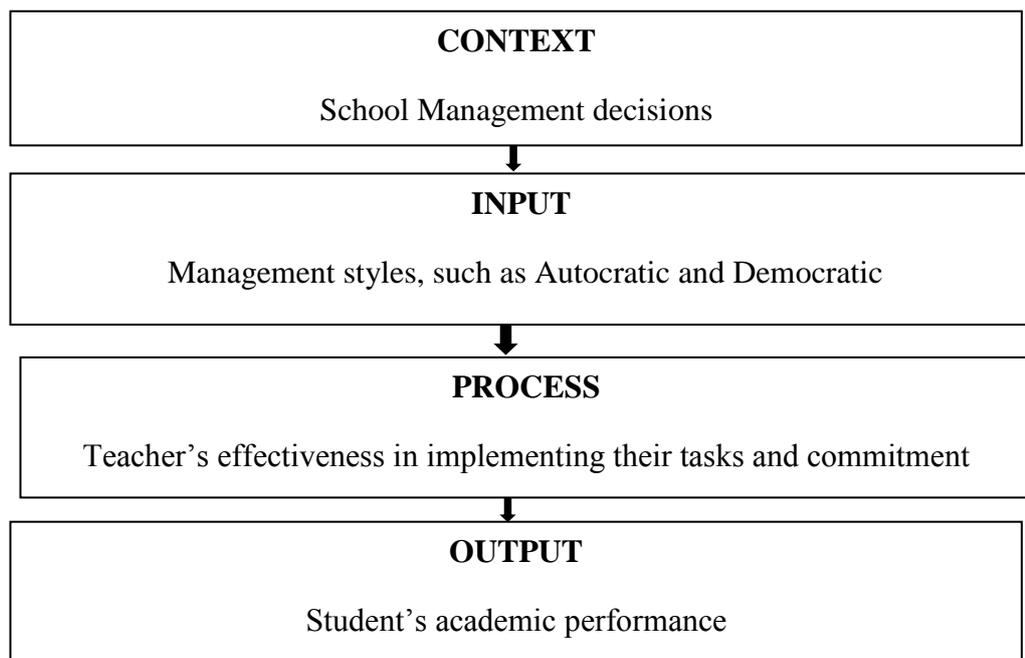
By reflecting from the review of empirical studies it can be observed that many of these studies have largely pointed out the factors affecting students' academic performance based on social, economic and even political and strategic ways to reduce the problem, but still the problem was overlooked about the how teachers are effectively implement the decisions made by the school managements on improving students' academic performance so as to boost the schools outcomes. If teachers well implement well the school management decisions the problem will be solved. But still, there is no enough and clear empirical evidence which shows how teachers are effectively implementing the school management decision on students' academic performance in pubic secondary school in order to attain the positive outcomes of the schools. Therefore, this study intended to add and fill the existing gap toward

teachers' effectiveness in implementing school management decisions on students' academic performance in public secondary schools.

2.7 Conceptual framework

Conceptual framework is an abstract symbol concerned to the research tasks goal that directs the collection and analysis of data (David, 2003). David continue to argue that conceptual framework is a structure from which a set of broad ideas and theories that help researchers to properly identify the problem they are looking at, frame their questions and find suitable literature. So, the research used the CIPP evaluation model developed by Stufflebeam (2003).CIPP stand for context, input, process and product. The model makes evaluation of context, input, process and outcome.

Figure 2.1 Conceptual framework



This conceptual framework has been modified from Stufflebeams (1971) CIPP model. In this model, the acronym CIPP stands for context, inputs, processes and products. Context evaluation means the identification of needs, goals and specific objectives for the programme which help decision makers to define goals, priorities and judge the product. In this study, context evaluation enables teachers to enhance their work performance and professionalism.

Input evaluation assess alternative approaches, competing action plans, and looking the good styles of managing the organisation so as to meet targeted needs and achieves desired goals. Process evaluation assess the implementation of the plan to help workforce carry out activities and later help the broad group of users judge decisions performance and interpreted outcomes, examines daily running activities in terms of utilization of resources identified in the input stage through good governance and good management.

Product evaluation identifies and assesses outcomes intended and unintended, short and long term and to help a staff keep creativity focus on achieving important outcomes. This model was applied to the teachers in order to assess themselves how they achieve the national goals of students' academic performance and discipline.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

Methodology refer to the coherent group of methods that complement one another to deliver data and findings that reflect the research question and suit the research purpose (Henning, 2004). This chapter presents important aspects in the research methodology part which are research design, area of the study, population of the study, sampling procedures and methods of data collection and data analysis as well as validity and reliability and ethical issues.

3.1 Research design

Research design refers to as a framework used as guide to collect and analyse data (Lacobucci & Churchill, 2009). It gives the guidelines or specific steps to be followed in the collection and analysis of data so as to get the evidence in relation to the question of the study. The research design was used to generate answers, structure the research and show how the entire parts of the research project work together in order to address the central research questions (Orodho, 2003). Research design is a blue print or outline, for conducting the study in such a way that maximum control exercised over factors that could interfere with the validity of the results (Polit & Beck, 2004).

This study employed exploratory research design based on case study design used in this study as it tends to assess the effectiveness of teachers in implementation of school management decisions on students' academic performance in Public Secondary schools. The case study has been selected so as to obtain detailed information concerning teachers' effectiveness in implementation of those decisions made by school management on students' academic performance in Public Secondary schools. Furthermore, case study design was preferred because the study was focused on specific areas based on two Secondary schools in South District at Unguja Zanzibar, therefore it did not cover the whole country.

3.2 Research approach

This study used qualitative approaches; this determined the nature of questions. Thus qualitative data dominated over study. The purpose of using this method was to examine further into the problem to understand the meaning and to verify findings from other method. Qualitative approach was used in investigating the teachers' effectiveness in implementing school management decisions on students' academic performance in school and this approach also was used to collect information from respondents through interview, documentary review and questionnaires. Particularly, qualitative research approach exploring and organising data into different themes and sub-themes for an in-depth analysis.

3.3 Research area

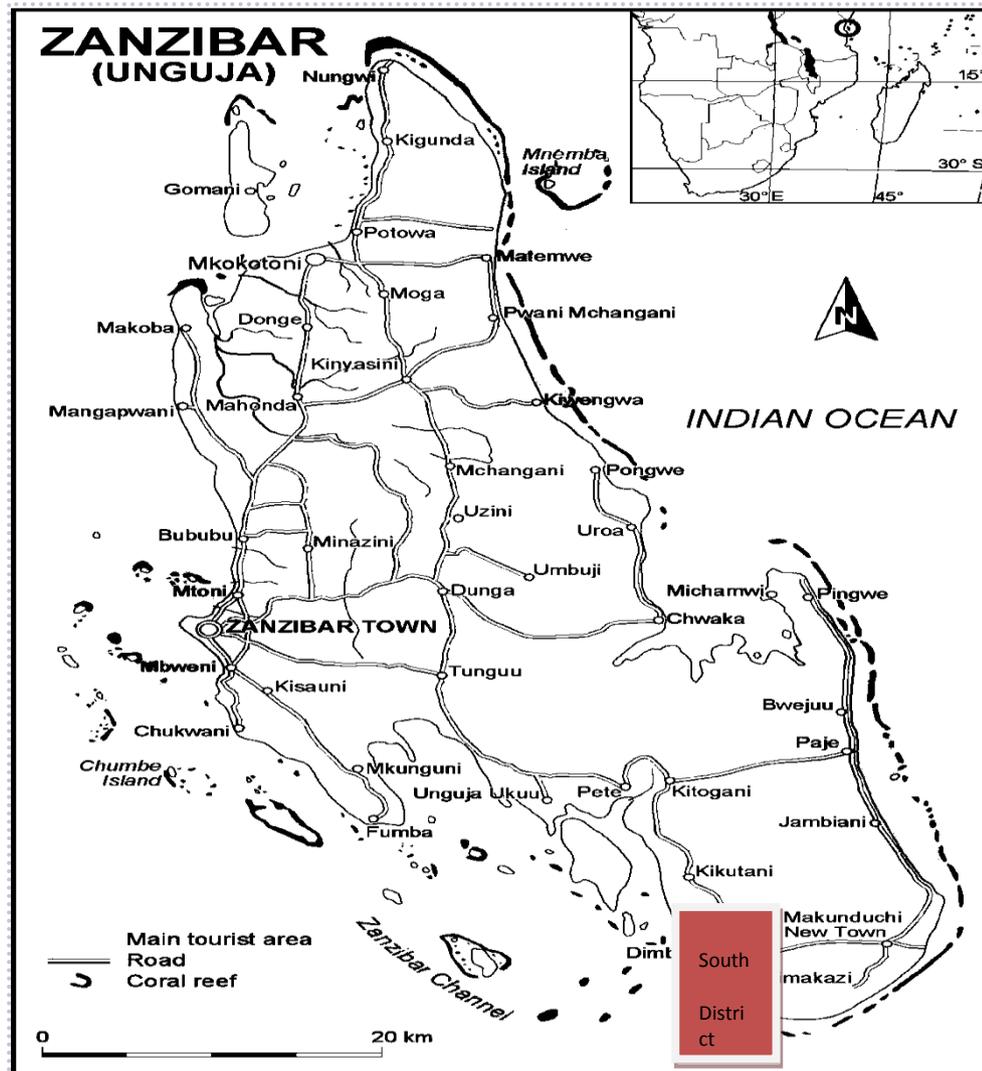
3.3.1 Location of the Study

This study concentrated on the assessment on the effectiveness of School management decisions towards students' academic performance. This study was not mean to generalise to the whole of Zanzibar, but to provide comprehensive understanding of issues on the school management decisions towards academic performance. The study was conducted at South District in Unguja Zanzibar, whereby two Secondary schools were used namely Kizimkazi and Dimbani from Muyuni constituency.

Unguja is hilly island, about 85 kilometers (53 miles) long (north- south) and 30 kilometers (19 miles) wide (east-west) at its widest, with an overall area of about 1,666 square kilometers (643 square miles). It is located at southern half of the Zanzibar ordered to the Indian Ocean, about 59 kilometers (37 miles) south of the second largest island of the archipelago, Pemba. Unguja is surrounded by a number of smaller islands and islets, with only two of them, Tumbatu and Uzi being inhabited. Unguja and the surrounding islands are divided in three regions: Zanzibar Central/south, Zanzibar North, and Zanzibar Urban or west. As of the 2012 census, the total population of Unguja was 896,721, mostly concentrated in the Zanzibar Urban Region (National census, 2012). The reasons of choosing these case study, is that schools were selected because they show very poor performance compared to

other schools in similar settings or you would say one is performing well while the other is doing bad.

Figure 3.1 The map of Zanzibar showing the location of the Study South District



Key:  South District.

Source: <https://www.lonelyplanet.com/maps.africa/tanzania/zanzibar/>

3.4 Population Target

Target population is a group about which the researcher is interested in gaining the formation and drawing conclusion (Cohen, 2000). In this study the target population involves various educational stakeholders of secondary schools in South district Unguja, whereby school board, head of schools, academic masters, teachers and students from two selected secondary schools in South district in Unguja were included. However, due to the reason that the target population was too large for the researcher to work with, the researcher was limited to a small size that is a sample.

3.5 Sample and Sampling procedures

3.5.1 Sample

A sample is a part of the large population selected by a researcher for the aim of gaining knowledge and information that represents the total population (Cohen, 2000). The sample for this study includes a total number of ten teachers were selected at each school, one head master at each school and five members of school board, one academic master and fifteen students, thus making a total number of sixty four respondents.

Table 3.1 Sample of respondents

No	Secondary school selected	Teachers	Student	Head of school	Academic masters	School board members	Total
1	Kizimkazi	10	15	1	1	5	32
2	Dimbani	10	15	1	1	5	32
Total		20	30	2	2	10	64

3.5.2 Sampling techniques

Kothari (2004) defines sampling technique as the procedure used to select some elements of a population in such a way that they represent the actual characteristics of the population. This study employed two kinds of sampling techniques or strategies. Firstly, simple random sampling was used for students because the study intended to select a representative without bias from the accessible population. This ensured that each member of the target population had an equal and independent chance of being included in the sample. In the current study, the 15 students at each

school were simply selected by picking any one nearly because they were the one who experience the academic failures.

Secondly, purposive sampling procedure was used where head masters, academic officers and school board members and teachers were selected purposively to enable the researcher to select respondents who possess the most appropriate characteristics so as to provide the requisite insights in the study. The reasons for purposively selecting the teachers, head masters, academic officers and school board members is that they possessed important information about the school management decision and how students perform in their academic journey. Whereby teachers used to participate in school decision making and to put into action all the decisions made, with the assistance of the school board rules and regulations.

3.6 Data collection methods

Data collection in this study was conducted using, interview, questionnaire and documentary analysis.

3.6.1 Interview

The interview method was used to gather intensive investigations from school teachers, head masters and members of school board. The interview involved the oral questioning technique which employed face to face interaction (Kothari, 2004; Enon, 1995). Unstructured questions were used to collect data, since are flexible for supplementary or omit certain questions. This allowed the interviewees to have the opportunity to express their ideas using their own words instead of having to fit their thoughts and understanding into fixed sets driven by the researcher.

Also, the interview designed in a way that more specific and truthful answers obtained. This method is preferred because of its flexibility and ability to provide new ideas on the subject.

3.6.2 Questionnaire

The questionnaire as an instrument for data collection is used to gather data from large sample and diverse regions (Kombo & Tromp, 2006). The questionnaire is the most appropriate tool as it allows the researcher to collect information from a large

sample with diverse background, the findings will remain confidential, questionnaire save time and since they are presented in a paper format and there is no opportunity for bias (Ibid). So this was employed to the students and teachers in order to collect more details in short time. Questionnaire has the ability to gather large information from several respondents within a short time. This study employed an open ended questionnaire because it generates information and it gives the chance to the respondents to express his or her views.

3.7 Data analysis

Data analysis refers to the computation of certain measures along with searching for patterns of relationships that exist between data groups (Kothari, 2010). In this context data analysis involve sorting, editing, coding and interpretation of data to obtain accurate and relevant information related to the study. In this study, data obtained from the field were analysed in accordance to the methods employed to collect the data. In the current study qualitative data were used to collect information where it has multiple interpretations. Also, interpretation analysis involved a systematic procedure to classify qualitative data so as to ensure construction of important themes. Data that were obtained from the questionnaires and interviews were classified to obtain themes and sub themes (Gall et al, 2005).

This current study employ steps suggested by Miles and Huberman (1994) might be followed in analysing data.

- Data reduction: this involved summarized data both from interview and observation
- Data organisation: this was done through generating major themes and sub-themes from oral observation and written text
- Making of important quotes from data
- Categorization of information into themes and sub-themes

3.8 Validity and Reliability

Validity and reliability in this study were addressed so as to make sure that the research has a foundation on scientific procedures. These were:

3.8.1 Validity

Validity refers to the degree to which a test or measuring instrument actually measures what it is supposed to measure or how well a test or a measuring instrument fulfils its function (Klingher & Vaughn 1999 cited in Himid, 2012). In this study validity attained through the following techniques:

3.8.2 Reliability

Reliability is defined as the consistency with which repeated measures produce the same results across time and observers (Patton, 2006). To ensure reliability of research instruments in this study, a pilot study was conducted at one of the Secondary school in South District in Unguja. This aimed at checking the clarity of the questionnaires and interview guides that used in the study; their instructions and layout so as to eliminate ambiguity as well as checking reliable time required.

3.9 Ethical considerations

This study considered and observed all fundamental research ethics. The consent of respondents and confidentiality was closely observed. The consent of the respondents was maintained by using good communication skills so as to convince them to provide responses. No harm should come to participants as a result of their participation in the study. In order to ensure the ethical aspects of this study, the participants were informed about the procedures, risk and expected benefits of the research.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, AND DISCUSSION

4.0 Introduction

The purpose of this study was to assess the effectiveness of school management decisions towards students' performance. The study involved 64 respondents from two government secondary schools in South District. Schools were anonymously named "A" and "B" for ethical purposes. This chapter presents and analyses the data. The chapter is organised in four sections. The first section is about an introduction and the second is about on respondent's demographic characteristics. The third section covers presentation of findings with their data analyses and the fourth section is summary of the chapter. The findings, presentation is organised into three main themes based on objectives and questions of the study, whereby exploration of the school based procedures used in giving out school management decisions, assessment of the implementation of school management decisions and exploration of the measures for improving students' academic performance from the school management decisions.

These three main themes were synthesized from the specific objectives and questions set to guide the study. The main themes were used in data analysis process to subdivide the massive amount of raw information. The raw information was coded into repeating ideas where sub-themes were established.

4.1 Respondent's Demographic Characteristics

This section gives brief characteristics of respondents involved in this study. It presents the characteristics associated with sex of the respondents, age group and education level of respondents. This data were obtained through interview and questionnaire. This demographic information of respondents is very important in addressing diversity of respondents to avoid biasness so as to get valid information.

4.1.1 Respondent's Sex Structure

Both males and females participated in this study. The frequency of male account to 41(64.06%) while the frequency of female account to 23 (35.93 %.) The highest number of respondents was that of males rather than females, this is because the majority of teachers in this two selected secondary schools were males. The discrepancy in the number of participants according to sex was unavoidable. This is because, in the visited schools, there were more male teachers than the female ones. However, this study tried to get information required by considering both gender to be involved. Moreover, more students 30 (46.87% of all participants) participated than other categories of respondents. This was due to the fact that they are the ones who are mostly affected in terms of academics performance by management decisions adopted by heads of schools.

4.1.2 Respondent's Age Group

The respondent's age ranged from 13 to 65 years. The highest frequency was between 13-35 years which accounted 45 (70.31%) of the respondents. The smallest frequency was between 56-65 years which accounted four (6.25%) of the respondents. Generally the data show that, the large group of respondents ranged between 13- 35 and others ranged from 36-55 were 15 (23.43%).

4.1.3 Respondent's Educational Level

Respondents were also asked to provide their educational qualification. This was important in capturing data from appropriate respondents who were qualified to teach in secondary schools or otherwise. The education level varied from primary education level to Master. The highest frequency of education level was that of students who have secondary education which accounted about 30 (46.87). The smallest frequency was shown in the level of Master Education which accounted two (3.12%). Teachers Diploma education accounted 03 (4.68%) of the respondents. Teachers Degree education accounted 25 (39.06%) of the respondents and other group of Primary Education who involved school board members were accounted 04 (6.25).

Generally the data show that the large group of the respondents were the student and followed by

Table 4.1: Respondent’s Demographical Characteristics

Age	Levels of education								Percentage (%)
	Primary education		Secondary education		Diploma		Degree		
	Male	Female	Male	Female	Male	Female	Male	Female	
13-35			10	12			3	2	42.1
36-55	2	2	4	3	2	1	11	6	48.4
56-65			1		1	1	2	1	9
Total	2	2	15	15	3	2	16	9	100

Source: Field Data, 2018

4.2 Data Presentation of Research findings and Analysis

4.2.1 To explore school based procedures used in giving out school management decisions

In order to obtain data related to the link between schools based procedures and on students' academic performance in Zanzibar’s secondary schools, the interview for heads of schools, academic masters and school boards were used, questionnaire for students and teachers were used as instruments.

Generally, the responses of informants revealed a relationship between procedures used and students’ academic performance in internal and external examinations.

4.2.1.1 Call for schools meetings and Students’ Academic Performance

The results from the study indicated that there was a positive relationship between student’s academic performances of students in the selected secondary schools in Zanzibar.

Establishment of schools meeting which might involve teachers, students and school committee was found to be the most frequently procedure used in the selected secondary schools in order to involve members to participate in making decisions. Teachers were of the view that the school meetings provided them with an opportunity to participate in decision making concerning different matters of the school. The participation enabled them to provide constructive ideas which were

meant to improve the academic performance of students. They reported that they participated in making decisions with regard to such matters as buying of teaching and learning materials and ensuring students' academic performance.

The participation made school heads buy relevant teaching and learning materials like books and wall charts to mention a few. The availability of books encouraged students to study hard and hence passed the internal and external examinations-.

Through teacher's participation in controlling student's discipline, students were easily managed. Such indiscipline cases as truancy and irresponsibility among students were controlled because each teacher felt that it was his/her responsibility to do so. Control of student's indiscipline made them concentrate on studies and hence achieve desirable results in both internal and external examination.

Schools school internal and external examination results it was found that school B which most frequently make school meetings had better results than school A which applied slightly.

For instance, the evidence from Certificate of Secondary Education Examination (CSEE) showing that school B perform a little bit well where In 2017 the results was that DIV - I = 4; DIV - II = 1; DIV - III = 2; DIV - IV = 14; DIV - 0 = 2. While the school A the result was DIV - I = 0; DIV - II = 1; DIV - III = 0; DIV - IV = 11; DIV - 0 = 17. (NECTA, 2017)

One among of the respondent from school B reported that:

Involvement of teachers in school meetings motivated them to work hard. Their comments were grounded on the fact that participation encouraged them to be transparent and accountable of their duties. (Interviewee school B, March, 2018).

Transparency reduced doubts and queries among subordinates while accountability motivated subordinates to work hard. Students were of the opinion that, provided them with an opportunity to participate in school meetings made them to propose their needs that can boost and improve their studies and to motivate them to study hard. It ensured availability of some learning materials. It also ensured teachers

regular classroom attendance. Teacher's attendance in classrooms ensured timely coverage of the syllabus. In this case, students had a greater chance of performing better in examinations. Moreover, students added that created a good rapport and interaction between them and teachers. The rapport and friendly interaction enabled them to access their teachers easily when they were in need of both academic and social assistance. One student said that:

“...We have a good relationship with our teachers. It is because we usually interact with them in different matters like meetings for decision making. This makes us not fear them and enables us access them easily when we are in need of their help...”
(Questionnaire from school B, March, 2018).

This comment was in agreement with James and Connolly (2000) who argue that good student teacher interaction creates a conducive environment for students to seek academic and non-academic help from teachers. The said researchers added that teachers have always direct impact on students' academic success or failure. They further argued that if teachers are fully engaged in all matters of students, whether academic or not, students' academic performance will always be desirable.

4.2.1.2 Procedures of writing all directives of school activities towards students' academic performance

There were some head of schools put everything in writing, made clear directives, and were in complete charge of the schools. The study findings indicated that there was a negative relationship between this style of writing directives for teachers and students' academic performance in the selected secondary schools. The negative relationship means that it leads to poor student's academic performance in internal examinations. In support of these findings, Nsubuga (2008) found that there was a strong negative relationship between authoritarian and school performance in Uganda. The said researcher calculated the relationship by using Pearson Product Moment Correlation Coefficient. The researcher found that the relationship was - 0.65 which implied a strong negative relationship with students' academic performance. He added that school leaders who adopt coercive power led to poor academic performance. This is because creates a reign of terror and bullying of the subordinates. In this sense, subordinates worked under a greater tension struggling to fulfil the orders of their boss without question.

Therefore, the work performance was poor because the subordinates worked reluctantly and they would always wish to see things going wrong so that their boss becomes accountable. From the questionnaire with teachers, they reported that some students became truant because of harshness of their heads or assistant heads. Students were always punished even in slight mistakes. Truancy made students miss lessons in classrooms and those who were punished spent most of the time doing the punishment outside the classroom. These situations made them pay less attention to academic matters; as the result they performed poorly in examinations. The teachers further added that reluctant to work, work under pressure and discontent of their heads of schools. Given these conditions, they would always wish to see problems excelling in their schools so that the heads are accountable to higher authorities. For them, poor students' academic performance was not a problem. It is something that happened by virtue of being led under unacceptable leader. One teacher from school A commented that:

Let them (students) fail; I am even not accountable for that. The head of school is responsible. For that matter, if he is always accountable to the higher authorities, perhaps he will build a good relationship with us. He will abandon dictatorship and therefore discuss with us on how a school should be run.

This comment implied that teachers done this deliberately to punish the heads of schools although the fate was for the students. A review of students examination results at this school indicated that the students of school A, performed poorer than the school B. the students at school B passed there examination at the capacity of good grade compared to school A. Such as school B results was DIV - I = 4; DIV - II = 1; DIV - III = 2; DIV - IV = 10; DIV - 0 = 2. While the school A the result was DIV - I = 0; DIV - II = 1; DIV - III = 0; DIV - IV = 11; DIV - 0 = 17. (NECTA, 2017).

Due to these results, it was concluded that this procedure of taking a power affected students' academic performance in examinations. Students contended that, it has greater contribution to student's poor academic performance in examinations. This made them spend most of their study time doing outdoor punishments and therefore,

concentrated more on punishments than studies. For them, poor performance was outright due to applying of this style.

4.2.1. 3 Team working and students 'Academic Performance

The study recognized that other head of school applied team work for controlling their school and making school decision. This style is very friendly for the subordinates to the working place. One among of student from school B revealed that:

We sit together with our teachers in order to discuss different issues concerning our academic development. This led to us to be free in arranging the strategies on how to perform well.

The study recognised that there was a moderate positive relationship between team working and students' academic performance in the selected secondary schools. According to the heads of schools, team working adopted with situational. The moderate performance was grounded on the fact that the heads of schools adopted this procedure under discussion in few instances involving a particular stretch of time. At that particular stretch of time, heads, assistant heads, and teachers worked collaboratively to realise the school goals and it provided an opportunity for teachers to advise the heads on how to handle particular issues affecting the school. In so doing, the heads were able to get ideas which helped to run schools so smoothly. For example, when they involved teachers on issues pertaining to teaching and learning materials, teachers advised them on the kind of materials to be bought. Teachers also advised the heads on how big classes could be split. The advice on splitting big classes ensured proper management of students. It also made them feel that their ideas were valued by their heads of schools. The spirit of togetherness encouraged teachers to team up against deficiencies in some subjects. Subjects which lacked teachers could be complemented by the available ones basing on their prior experiences. A teacher at school B commented that:

We also work collaboratively. In case of teacher shortages, we use volunteers among us who happened to have experiences or knowledge of the subject that is missing a teacher even at the level of advanced or ordinary secondary school. This helped students learn something rather than nothing.

The comment implied that, teachers were ready to work even without pay. This observation concurred with that of James and Connolly (2000) who argues that team encourages workers to work hard in order to achieve the organisational goals. Contrastively, students were of the view that team working led to student's poor academic performance in school examinations. They were suspicious that full involvement in managerial activities could cause wastage of time that could be used for studying. Therefore, should involve only in collaboration between heads of schools and other subordinates than students.

4.2.2 To assess the implementation of school management decisions

After the decisions being made, they put all decisions into action for implementation and follow up. Despite the decisions made bureaucratically or democratically but must be implemented. Those decisions that have been made in participatory form tend to be implemented with success than those out of involving other subordinates. From questionnaire, one teacher from school B commented that.

“...Because we made decisions in participatory ways, everyone feel the sense of belonging and doing work with higher expectations and to implement duties and responsibilities so as to reach school expectation...”

This implied that, teachers and other subordinates were ready to take full responsibility to perform their duties as a result students' academic performance improved. This is because they were involved and considered as important members in school decision making.

Apart from that, those decisions that have been made in coercive power tend to lose the attention of subordinates and to maximize poor academic performance. This implementation became difficult for follow up because the implementers were not free and they work under pressure and fear of boss. From the questionnaire, one teachers commented that.

“...some time we leave everything aside, we remain silence even if we know how to solve the particular problem because we did not have proper channel of communication with boss...”

This implied that, lack of proper communication and interaction between boss and subordinates might hinder the progress of implementation of decisions. Interaction should also be provided for rapid problem solving. Ideally these interactions should also be documented contributing to future recovery.

One teacher contended that:

Frequent directions on how to do a task does not necessarily make someone competent. It sometimes demoralizes them because they feel as perceived unable to do anything. Performance is the result of teachers and students efforts. If neither the teachers work nor the students study, there will be no good performance.

The comment implied that the authoritative had low contribution to students' academic performance. Teachers who recognized the role of authoritative demoralized in enhancing students' performance.

4.2.2.1 The challenges facing teachers and students in implementing school management decisions

This section presents the perception of the teachers and students on the difficulties facing them during the implementation of school management decisions. Findings presented here based on data collected through personal interviews and questionnaire. The findings revealed that, the students 'academic performance faced the following difficulties: inadequate competence teachers, insufficiency teaching and learning materials, unconducive learning environment, large class size, transport and school infrastructures.

4.2.2.1 Inadequate of Teaching and Learning Materials

Through questionnaire with teachers, it was revealed that, insufficiency of teaching and learning materials is among the difficulties encountered by Students' Academic Performance. The respondents showed that many of teaching and learning materials were not available in the school where the teaching and learning process took place. For example, classroom tools which helped them to facilitate their learning. During the questionnaire, one of the teachers who teach the school A, answered that:

“...our school is one among of the schools which conduct teaching and learning process, but there are no teaching and learning materials for science students. This condition leads us to teach them without using teaching aids related to their topics; as a result poor performance occurred.....”(Questionnaire paper from school A, March. 2018).

4.2.2.2 Financial Difficulties

Through personal interviews it was found that, lack of financial services to support learners in learning process affected achievement of the learners. School board members argued that the financial support was inadequate to run the al operation of the schools. That means, they could not get financial support through development grants as it was earmarked only for learners. This contributed to the lack of motivation to learn. For example, one school board member from school A during the interview argues that:

“...The government has not provided additional financial services to schools to enable learners to buy teaching and learning materials and other supportive devices for better academic achievement, many schools faced with a lot of problems concerning the teaching and learning materials and how well operate the schools in good direction.....”(Interviewee school A, March, 2018).

4.2.2.3 Unconducive Learning Environment

From the researcher’s questionnaire with teachers, the findings affirmed that, poor learning environment and other necessary services such as library, health and other related to teaching and learning affect the good achievement of learners. The researcher observed the school environment of learners. Classes, steps, toilets and path ways are not friendly for the students both physically impaired students and normal one. Presence of poor infrastructures, which impact negatively the Students’ Academic Performance within the context of education model, led many obstacles to the students because many buildings and schools are not accessible users. Classrooms are not equipped with group system teaching aids to facilitate teaching and learning process.

One of the teachers during the questionnaire from school B stated that:

“.....there is no barrier-free access into classrooms, toilets, library, playing fields, pathways and other services at the schools for learners, their academic and social interaction being poor, this condition decreases academic performance...” (Questionnaire paper from school B, March, 2018).

Eventually, the observations made in the sampled schools revealed that in some of the schools the environment was not conducive.

4.2.2.4 Large Class Sizes

From the personal interview and researcher's observation revealed that, many schools which conduct teaching and learning process face a problem of fewer classes, as a result the large number of pupils learn in one class. Teachers who teach in these classes cannot afford to serve these situations.

From questionnaire paper, one of the teachers from School A revealed that:

“..... No rooms of helping students because there are a large number of pupils in one class. This condition leads to be in a hard condition.....”(From questionnaire paper of school A, March, 2018).

Another academic master from the same school A during interviews blamed that:

“...Students are not getting good services in the classrooms due to the presence of large number of students in the classroom which caused by few classes...” (Interviewee school A, March, 2018).

4.2.2.5 Transport Problems

Through questionnaire with teachers, it was revealed that transport is the main challenge which faced the teachers to implement well the school management decision because other teachers live far from school compound. The researcher communicated with some teachers who teach at school A in questioning them in order to know their perception in terms of transport problem which faced them. One of the teachers from school A, who teaches the students at school A stated that:

“.... Some teachers are coming from the next area, which is far away from our school, so it is difficult for them to go for breakfast and come back to school. What happens, they just remain at school while others are breaking for breakfast. As a result they are tired during the teaching and learning process, this lead to perform poor in their

teaching process.....”(questionnaire paper from school A, March, 2018).

Poor transport service can affect student in their academic achievement. Transport services were categorized in terms of daily transport shuttling the learners between the school and their homes; and long-distance transport services. The researcher observation found that, some learners were moving to school more than 2 kilometres using their own mode of transport especially bicycles. It was found that teachers were very dissatisfied with the transport facilities used by learners.

4.2.2.6 School Infrastructures

Through the researcher observation and personal interviews it was found that many secondary schools have poor infrastructures for learners. Classroom buildings, toilets, school path ways, desks and general school environments are not friendly for the teaching and learning process. This condition has led the students to perform poor.

4.2.2.7 Inadequate Trained Teachers

Through the personal interview, researcher’s observation and documentary reviews. It was found that, many schools have inadequate trained teachers especially science teachers. The reviewed documentary from two selected schools showed that, in school A the total number of science teachers is only 4 out of 23 teachers while in school B, the total number of science teachers is 3 out of 21.

These affect the students’ academic performance especially in science subjects.

These findings indicate that, the majority of teachers who teach in these two selected schools were arts teachers. Apart from that there are some teachers who come from primary level to teach and helping secondary level with low ability to teach and they were unqualified to teach that particular level.

4.2.3 The measures for improving students’ academic performance from the school management decisions

The findings presented here based on data that were collected through personal interviews, questionnaires and researcher observation. The findings revealed that, the

teachers who teach in this school proposed many suggestions in order to improve provision of students' academic performance. Such that, teacher's motivation and training, conducive learning environment, conducting remedial classes, parent's involvement and community awareness and availability of teaching and learning materials.

4.2.3.1 Teachers' Motivation and Training

Through questionnaire with the teachers, it was insisted that, motivation and training of teachers as indispensable in improving the academic performance of the learners.

One of teachers from School B during the questioning proposed that:

“...Because of limited number of teachers and large number of learners in the classroom, we are forced to teach a lot of learners. Normally, we fail to help each learner in the specified period of time. We suggest that the number of trained teachers should be increased. Also they should be given workshop and capacity building should be maintained. So that training especially in-service training is also a motivation for teachers....” (Questionnaire paper from school B, March, 2018).

Similarly, in the questionnaire paper, one of the teachers from School A commented that:

“...The concerned authority should increase the number of teachers and motivate them through in-service training, this will help to get more teachers who will teach the students and lead to improve the academic performance of the students....” (Questionnaire paper of school A, February, 2018).

Likewise, the other interviewed academic teachers also suggested that, the academic achievement of students will be improved when the teachers are provided with in-service training. Eventually, one of the interviewed academic teachers suggested a workable solution:

“....The number of qualified teachers for education is a national challenge; but those teachers in public schools are needed to fulfill their responsibilities effectively using experiences they have got in their teaching profession....”

(Interviewee school A, March, 2018).

4.2.3.2 Conducive Learning Environment

Through questionnaire with the teachers, it was found that all the teachers who were asked suggested that, their school classrooms should have large classes to allow spacing; should contain relevant teaching and learning materials according to the needs of individual learners; sports fields which are free from obstacles; and access of food. During interviews one of the teachers from school A, who teaches the students blamed that

“..So the school should provide at least food for the students in order to help them since they coming far away from the school, and it is difficult for them to go for breakfast and come back to school. This it will make the learning environment to be attractive for them”(Interviewee school A, March, 2018). Similarly the government should provide the relevant teaching and learning materials that would be appropriate to the need of the learners.

One of the teacher suggested that, the presence of good classrooms, toilets, library, playing fields, pathways and other services to learners, will easy the academic and social interactions, hence improving their academic achievement.

Eventually, the sampled schools revealed that, in some of the schools the environment was not conducive. It is obvious that for effective achievement of learners with disabilities, the physical environment of the school should be convenient. Schools are important socializing locations which shape the future social, moral, intellectual, physical and emotional development of the learners. Therefore, the schools should have conducive environment to learners for high academic achievement.

4.2.3.3 Conducting Remedial Classes

From the personal interview it was revealed that conducting remedial classes is one of the useful ways for academic achievement. During the interview, one of the academic teachers from School B suggested:

“....Teachers help the learners, by preparing to teach extra classes for them; they have problems to learn as fast as normal learners. It will be helpless if they attend schooling and harvest nothing. Learners should be provided with extra classes so that they could be helped to achieve more.....” (Interview of school B, March, 2018).

In addition, teachers recommended the use of remedial classes. One teacher from School B during the questioning of one among the teacher stated that,

“...Handling the classes of students is not a joke; you have to spend much of your time to make those slow learners understand what you are teaching. Even though we have a lot of classes to attend, a lot of things to do, let us find extra time to help those learners, because we are the ones responsible for their schooling. Even twenty minutes per day even formulating some permanent group discussions and discussing the lesson with collaboration and cooperation among them....”

(Questionnaire paper of school B, March, 2018).

4.2.3.4 Parents’ Involvement and Community Awareness

Through personal interview, it was found that Parents’ involvement, community awareness and teachers’ co-operation is necessary for academic achievement of learners. This research has revealed that many community members on these selected areas have little awareness on the education matter. Thus, it has suggested to improve parental involvement and to raise awareness among them so as to attain the expected education excellence.

One of the school board members in school A, during the interviewed complained that:

“...Many community members in these selected areas have little awareness on the education matter. They did not provide valid support for students about education. They just influence early married and religions education...” (Interview of school A, March, 2018).

4.2.3.5 Teaching and Learning Materials

Through the questionnaire, it was suggested that, it is very essential to use teaching and learning materials during the teaching in the classroom. Both groups of learners are needed to learn by using teaching aids, not only for the physically impaired but even for those who are not physically impaired. This is helpful on both sides for the teacher and for the learners. In terms of teacher helped to reduce more talking concerning the concept or topic while in term of students it helps them to learn the topic or concept easily and make long term memory for the learners.

When one teacher from school A when asked to suggest the steps to be taken to improve the academic achievement of the learners he suggested that:

“.... Teachers should teaching by using instruments and teaching aids so as to enhance and widen the scope of understanding for learners, without using these tools the teaching and learning process might be uninterested”(Questionnaire paper from school A, March, 2018).

Furthermore, it was found that ensuring availability of teaching and learning materials was another factor that would make schools favorable place for learning.

The remarks and findings were consistent with other studies which revealed that most regular schools had inadequate teaching and learning facilities especially for learners. (Kisanji 1995; Mmbaga, 2002).

One of the teacher from school A when asked to suggest the steps to be taken to improve the academic achievement of the learners he suggested that:

“...Government should provide enough facilities and materials for teaching and learning. By doing that reduces the sharing of one book for many students hence hindering their development process in learning and academic performance at large...” (Questionnaire paper from school A, March, 2018).

4.3 Summary of the Chapter

This chapter has dealt with the presentation and analysis of the data collection from the field. It begins by presenting and analysing demographic characteristics of the respondents, and then the findings data obtained from research question one, two and three together with the direct quotations from the respondents. The following chapter deals with the discussions of the study findings in relation to the findings from other studies or literature reviews

CHAPTER FIVE

DISCUSSION OF RESEARCH FINDINGS

5.0 Introduction

The purpose of this chapter is to discuss the findings of the study as presented on chapter four. The discussion is in line with the research objectives and research questions as depicted on the previous chapter.

5.1 The exploration of school based procedures used in giving out school management decisions

The findings of the study demonstrated that the majority of teachers, students and school board members had positive perception of the administration system in the school management decisions which allow the subordinates to participate by calling the meeting. This stands as democratic leadership style.

Democratic leadership style and students' academic performance. Through various teachers from the two selected schools, interviews and researcher's questionnaire during data collection, the findings show that many teachers prefer well the democratic leadership style because they get a chance of discussing together with their leaders in various issues concerning the academic performance through involving in school meetings. These findings are in line with the study of Abdulrahman (2010) who found that, many teachers perceived positively on this democratic type of leadership. Also, the findings revealed that there were some teachers who perceived negatively. Also the findings of this study show that, the students can learn in a good manner if there is a good management in the school because their brain capacity are remain freely. These findings were inconformity with the study of Wahid and Ishfaq (2000) who observed that teachers believed that students develop their reading, writing, accounting and vocational skills like other children if the school management decision is friendly for the teacher and students. .

In additional, the findings of this study expressed that, if the school management can apply the good style of leadership and allow the teachers and students to participate well in classroom together with their learners the positive results of academic

performance will occur. These findings are supported by the study of Nawaz and Saeed (1999) who found that teachers were willing to teach in the school whereby there is good management because they feel more comfortable. Moreover, teachers were often reluctant to teach classes by pointing at their lack of knowledge and experience in teaching learners and demanded additional training.

Moreover, the findings of this study revealed that the students can perform well and integrate well, if the school management will prepare the good learning environment needed for teachers and students in the schools. These findings parallel with the study of Stough (2003) who revealed that “when the students are positively integrated into school life, they are more likely to maintain a high level of commitment to perform well” but if there are negatively integrated the performance are more likely to be poor performance.

Autocratic Leadership Style and Students’ Academic Performance. The study findings indicated that there was a negative relationship between autocratic leadership style and students’ academic performance in the selected secondary schools. The negative relationship means that autocratic leadership style led to poor student’s academic performance in internal examinations. In support of these findings, Nsubuga (2008) found that there was a strong negative relationship between autocratic leadership style and school performance in Uganda. The said researcher calculated the relationship by using Pearson Product Moment Correlation Coefficient. The researcher found that the relationship was -0.65 which implied a strong negative relationship between autocratic leadership style and students’ academic performance. He added that school leaders who adopt coercive style of leadership led to poor academic performance. This is because the autocratic leadership style creates a reign of terror and bullying of the subordinates. In this sense, subordinates worked under a greater tension struggling to fulfil the orders of their boss without question. These findings are also supported with the study of Walker (2006) who found that in some schools the administration applied non democratic leadership style which led them to rise conflict in the institution among the staffs with their administration. This problem led the teacher to be uncomfortable to work and participate in academic issues. The result reduced implementation to

what school management decided to do take place and poor academic performance occurred.

5.2 Assessment the implementation of school management decisions

Findings of this study show that, the success of students in their academic can be associated with an open management styles (Quinn, 1986). If top management would support the implementation, the organisation continuously focuses on creating and innovating new strategies that might enhance student academic performance. Here means that high level of effective management can have a positive impact on implementation of school decisions and to enhance students' academic performance.

Also, from the finding, stated that if the top management use coercive power in leading tend to lose the attention of subordinates, create fear and to maximize poor academic performance. In this the implementation became difficult for follow up because the implementers were not free and they work under pressure and fear of boss. The result reduced implementation to what school management decided to do take place and poor academic performance occurred. In spite of that, the implementation process has got some challenges that hinder to take place effectively. Some of them are as follow:-

5.2.1 The challenges facing teachers and students in implementing school management decisions

This section is discusses the challenges facing teachers and students in implementing school management decisions.

The discussion presenting here is based on the data presented on chapter four and literature reviews. The journey of implementing the school management decision have been found to be facing many challenges during the process of teaching and learning in order to get positive academic performance. Among of them are as follows;

5.2.1.1 Inadequate of Teaching and Learning Materials

The findings of this study revealed that, there was inadequate of teaching and learning materials. This difficulty faced the effort of rising students' academic

performance in the process of teaching and learning. The data collected by the researcher show that, many teachers who teach in these two selected schools have faced with the problem teaching and learning materials. Therefore, they need to use the teaching and learning materials during the teaching and learning process which will help them to simplify their teaching process to the students according to their levels. This point commented by the Xitlhabana (2008) who revealed that, insufficient resources, impact negatively on the governance of schools having learners with the context of education model. Classrooms are not equipped with aids to facilitate teaching and learning. Also, other remarks and findings were consistent with other studies like that of Kisanji 1995 and Mmbaga, (2002) who revealed that, most regular secondary schools had inadequate teaching and learning facilities especially for learners who study science subjects. Also, these findings are in line with the study of Kwame, (2009) who commented that, the vocational education faces multiple problems such as financing, unavailability of up-to-date tools and materials for teaching and learning.

5.2.1.2 Unconducive Environment of Learning

The findings of the study demonstrated that, many schools have no good friendly environment for learning, this lead them to perform poorly. The government should engage in preparing the good environment for the secondary school students. This will help them to learn in good condition. This statement is supported by the Mariga et al. (2014) who argue that, the government is committed to education for all but faces many infrastructural difficulties in achieving this target by 2015, including an acute shortage of classrooms, inadequate and poorly Education in trained teachers, large class sizes and high teacher: students ratios (officially 1:40 but extending to 1:80 in underserved areas), and inadequate teaching and learning materials as most expenditure goes to teacher salaries. International donors contribute around 70% of the education budget. Also these findings supported with the study by Sameshima's (1999) who expressed that, most of the secondary school students affected with many difficulties of low quality of education, lack of awareness about important of using teaching and learning aids. For the head of schools and institutions of education,

office coordinators should but into consideration about how to simplify the teaching and learning process through teaching aids.

5.2.1.3 Large Class Size

The findings of this study revealed that over size number of students in one class affected the good academic performance. The students need more time to learn various things with their teachers who will help them to improve the academic performance. These findings are supported with the study of Nawaz and Saeed (1999) who found that, teachers were willing to include students who had different level of understanding and effort to learn in separate classes if resources for teachers were available to support, that. Moreover, teachers were often reluctant to teach classes by pointing at their lack of knowledge and experience in teaching learners and demanded additional training. The study suggested that government support for training, financial incentives and provisions for inclusion in the educational policy are enabling factors for effective teaching of learner's schools in order to raise the students' academic performance.

5.2.1.4 Transport and Infrastructures

The findings of this study recognized that, many secondary school students faced by this problem of transport because most of them were came from the poor economic families. This statement is supported by Danda (2009) who found that, lack of support services, such as transport, led to poor academic achievement, poor attendance and drop-out among learners. Thus, transportation is a very important service for learners in schools as it ensures safety, good attendance and the health of the learners. These findings are related to the same study findings by Mitchell (2008) who revealed that, unsuitable infrastructure and transportation contributed to hindering schools from practicing effectively.

Therefore, in order to avoid this problem from affecting the secondary school students, the government should prepare good transport for the students and building good infrastructures for all schools which are implementing the school management decisions. These findings concur with the study of Singal (2008) who expressed that,

many buildings and schools are not accessible to users. Classrooms are not equipped with group system teaching aids to facilitate teaching and learning process.

Also, the findings of this study recognised that, there was the financial difficulty in many secondary schools whereby the students learned. These findings were supported with the study of Pick-Bowes (2003) who emphasised the importance of financial services and achievement of the learners especial in academic performance. He suggested that funds were required for assistive devices, modifications to the physical structure, and reorganisation of classrooms. These changes would practically create a positive impact on all learners, including in academic performance.

5.2.1.5 Inadequate Trained Education Teachers

The findings shown that many schools which conducting teaching and learning process faced by the problem of unqualified teachers who can teach the students. The result all the students who presences in these schools were not treated well because no one can serve them effectively. This statement supported by Mariga et al. (2014) who argues that, education assumes that there is a separate group of students who have learned science subjects but faced with challenges of teachers who specialized science subjects. This assumption is led to reduce the effort of students' academic performance because many students experience difficulty in learning their subjects. However, a study of Akiri and Ugborugbo (2009) on the teachers' effectiveness and students' academic performance found that teachers who were the pointed as ineffective, actually produced students with a low academic ability and having immoral characters. Many students have faced problem during the learning process, only in access to suitable teaching and learning opportunities. Most students want to learn when given the appropriate environment and encouragement. It is now clear that students with severe knowledgeable and learn very well in certain areas or at certain stages of their life, if their needs are recognised and if the right teaching methods are used together with the effective and qualified teachers who can teach them by rules and regulations of schools. This implies that effective organisation of

learning processes will ensure academic achievement of the learners. (Al-Khaateeb, 2004, Dash, 2007 & Senkondo, 2010).

Also, these findings linked together with the study findings of Eleweke & Rodda, (2002) who found out that, inadequate provision of specialized training and resources to equip teachers in handling students. Economic factors such as poverty and unemployment of some children's parents contribute great to many learners dropping out of school because most of them they didn't afford the cost of buying various facilities of their children such as books, fees and uniforms

5.3 To explore the measures for improving students' academic performance from the school management decisions

The discussion presented here is based on the findings on chapter four and together with other researchers in term of improving education provision and to improve academic performance for students.

5.3.1 Teacher's Motivation and Training

The findings of this study which were collected to the respondents by using various ways such as interviews and questionnaire, reported that, teacher's motivation and training is an essential thing to improve the academic performance. The presence of teacher's motivation and training about education helps to improve the students' academic performance because those who get education will know how to serve the students. These finding concur with the study by the Nziga (2010) who acknowledged that, the main influences that would improve academic achievement of the learners of secondary schools and pedagogical inputs, pedagogical practices, school organisation and the trained teachers about education. Also, these findings are in line with the study of Nawaz and Saeed (1999) who suggested that, government support for training, financial incentives and provisions of education as in the educational policy are enabling factors for effective teaching of learners of secondary schools.

5.3.2 Conducive Learning Environment

The findings of this study revealed that, the presence of conducive learning environment lead to positive improvement for the secondary school students. These findings linked together with the study findings of Senkondo (2010) found that success and failure of the schools could be assessed by the academic achievement of the learners.

These findings are in great harmony with the findings of Nziga (2010) who in her study emphasised that in order to improve academic achievement of the learners of secondary school pedagogical inputs, pedagogical practices, school organisation of learning and climate variables are the main influences. Moreover, studies on education programmed about classroom practices, teaching styles, curriculum and assessment have been carried out by various researchers. The findings of all these studies have confirmed the importance of factors of effective organisation of learning such as teacher subject knowledge, challenging learning tasks, friendly teacher-learner interaction, the use of appropriate methods of teaching and the use of teaching aids according based on the needs of the individual learners . The presence of these factors create a good conducive environment of learning as a result the students will perform well (Dash 2007; Senkondo 2010; Nzima, 2010; Mvanda 2011; Wilson 2011).

5.3.3 Teaching and Learning Materials

The findings of this study through data collected from the various respondents revealed that in order to improve academic achievement of the learners of schools there is need for the effective organisation of learning processes such as the use of appropriate instructional materials and planning the teaching strategies and assessment in such a way that there is integration and linkage flowing from the beginning to the end of the lesson. Improvement in curriculum, teaching and learning methods, teaching and learning material and teacher training have become key concerns. Hence, teachers are the key elements of school and school climate which influenced learner's academic achievement. These findings are linked with the study findings of Smith (1980) and Good (1981) as cited in Dash (2007) who indicates

that, in addition to school and classroom environment, the teacher's organisation of learning also influences learner's academic achievement positively.

5.3.4 Curriculum Integration

The findings of this study recommended that training of student-teachers in teacher training colleges can also help to overcome the problem of exclusion of students. Also, this suggestion was provided by teachers during interviews sessions. It was recommended that training of teachers in colleges of education on issues related to education and learners should be intensified like other cross cutting issues, such as diseases, gender issues, environment issues and child labour. These findings are supported with the study findings which proceedings of UNESCO (2006) which observed that, it will be cost-effective to train student-teachers in colleges, rather than organising in-service training after they have graduated.

5.3.5 Parent's Involvement and Community Awareness

The findings of this study under this aspect recommended that parent groups and organisations dealing with learners should be involved in the education process at all levels. Integrated education and community-based programmed should be seen as complementary approaches in providing cost elective education and training. National community based programmes should encourage communities to use and develop their resources to provide local education". Similar suggestions were provided of Said (2010) who proposed that, government and non- governmental organisations should sensitise the community and parents to drop their negative perception towards the school management decisions towards the student's academic performance. Hence, in order for learners learn happily and comfortably, they need support from parents, peers and the community around them.

Based on the analysis it can be concluded that there is positive relation between organisation of learning processes and academic achievement of the learners of schools. The findings of the present study affirm the assumption that academic achievement is a product of various factors namely organisation of learning processes, qualification of teachers, supportive services, practices of different extensional activities and school backgrounds. This is in correlation with many

studies which reported that organisation of learning processes will improve the academic performance of students. Teacher's role and teaching experience were effective factors in improving academic achievement of the learners of schools. This implies that effective organisation of learning processes will ensure academic achievement of the learners. (Al-Khaateeb, 2004, Dash, 2007 & Senkondo, 2010).

5.3.6 Conducting Remedial Classes

The findings of this study recommended that, extra time of helping the secondary school students to assess well education. These reflected the study of Senkondo (2010) who suggested that, remedial teaching should be provided to motivate and help learners to have higher expectations, good self-esteem and remove prejudices between them. Apart from remedial classes, teachers, together with the school administration, should arrange regular parental meetings to discuss on the ways to help learners so as to achieve good academic performance.

5.3.7 Transport and Infrastructure

The findings of this study from various respondents during the data collection was blamed that, transport from home to school is very essential because this helps them to attend to school easily. Also, the infrastructural facilities such as buildings, library, toilet, hostel, playground, the presence of expert teachers, availability of teaching and learning materials and community awareness are of importance in improving the teaching and learning environment and the quality of secondary schools and the academic achievement of learners (Senkondo 2009; Nzima 2010; Nziga 2010; Yesaya 2011).

Moreover, stakeholders in education should help in providing funds, infrastructure, suitable for teaching and learning materials. There should be a vigorous public education through the mass media aimed at eliminating all forms of negative attitudes, beliefs about white education (Kwame 2009). These findings supported with the study findings of a voluntary organisation, Save the Children (2002), argues that, schools should provide ease of access so that all the learners, regardless of their abilities to move independently around the school environment without obstructions. The environment should provide learners barrier-free access into offices, classrooms,

library, playing fields, pathways and other services at the schools. When the services are barrier-free, it becomes easy for learners to interact with others academically and socially.

It is obvious that for effective achievement of academic performance of the learner's, environment of the school should be convenient. Schools are important socializing locations which shape the future social, moral, intellectual, physical and emotional development of the learners. Therefore, the schools should be environmental conducive to learners for high academic achievement.

5.4 The Implication of the Findings to the Current Education System in Zanzibar

Schools with moderate or lower level of learner achievement need attention of the educational authorities. They should make periodic visits to such schools and inspect the classroom-teaching and interact with the head-teacher on ways to improve the performance of the teachers. Head teachers should persuade the teachers to adopt the learner-centred methods of teaching, impress upon the teachers to assign regular homework and classroom assignment to the learners and provide feedback for improving their academic achievement.

Moreover, educational authorities should identify the learning materials/aids not available in the schools and provisions for their availability and allocate funds to sustain supportive teaching and unique services. At the same time, pre-service and in-service training of teachers, teacher educators and experts should lay emphasis on the development of education so as to cope with the need of the world. Without education we will remain to be down in the world.

5.5 Summary of the Chapter

This chapter has presented the discussions of the study findings in relation to the findings from other studies or literature reviews. It has observed the various related researchers who discussed the same issues concerning the assessment on the effectiveness of school management decisions towards students' academic performance by looking the difficulties faced and improving provision of students'

academic performance towards school management decisions. The following chapter deals with the summary, conclusion and recommendations of the study.

CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATIONS OF THE STUDY

6.0 Introduction

This chapter presents the summary, conclusions and recommendations. The study aimed at assessing on the effectiveness of school management decisions towards students' academic performance

6.1 Summary of the Study

This study focused on three research objectives which are to explore school based procedures used in giving out school management decisions, to assess the implementation of school management decisions and to explore the measures for improving students' academic performance from the school management decisions.

The study was conducted at South District in Unguja, Zanzibar in the two selected government secondary schools where the secondary schools were found. The main participants of the study were the secondary school teachers, students, school board members, and academic masters from selected government secondary schools of South district in Unguja Zanzibar. Administrative management theory was the best theory which used in this study because it concerned with the construction of various ideas, attitudes and perception of the phenomena. The main tools used to collect data were questionnaire and interviews. The qualitative research approach was used in analysing the collected data. Exploratory research design was employed in this study since it provides a deep understanding and explore well of the phenomena.

The main issues which emerged throughout of this study were as follows;

The findings of the study demonstrated that the majority of teachers had positive perception of the democratic leadership style was the better for administration system in the school management decisions so as to enhance students' academic performance.

Through various teachers from the two selected schools, interviews and researcher's questionnaires during data collection, the findings show that many teachers prefer

well the democratic leadership style because they get a chance of discussing together with their leaders in various issues concerning the academic performance.

Also, the study revealed that, Inadequate trained teachers, shortage of books and other teaching and learning materials, Unconducive learning environment, large class size, transport and school infrastructure are the main difficulties which faced by the effort of students' academic performance. These difficulties led to contribute poor academic performance of the students from school management decisions.

Finally, the findings of the study revealed that, teacher's motivation and training, conducive learning environment, conducting remedial classes, parent's involvement and community awareness and teaching and learning materials are the main solution of reducing difficulties which faced by the students' and teachers in improving students' academic performance and education as whole.

6.2 Conclusion

Basing on the findings presented on chapter four, this study draws the following conclusions: The findings of the study demonstrated that the majority of teachers had positive perception of the democratic leadership style was the better for administration system in the school management decisions.

Through various teachers from the two selected schools, interviews and researcher's questionnaire during data collection, the findings show that many teachers prefer well the democratic leadership style because they get a chance of discussing together with their leaders in various issues concerning the academic performance.

Similarly, Inadequate trained teachers, shortage classrooms, shortage of books and other teaching and learning materials, unconducive learning environment, large class size, poor transport and school infrastructure are the main difficulties faced by the effort of students' academic performance. These difficulties lead to contribute to poor academic performance of students towards the school management decisions. Lastly, teacher's motivation and training, conducive learning environment, conducting remedial classes, parent's involvement and community awareness and

teaching and learning materials are the main solution of reducing difficulties which faced by the students' academic performance.

Generally, teacher's motivation and training is the immediately measures which needed to be taken in order to improve provision and to reduce the difficulties which faced secondary school especial in academic performance.

6.3 Recommendations of the study

The following are recommendations derived from the findings and conclusions of the study.

6.3.1 Recommendation for Actions

This study recommends that, the government of Zanzibar through Ministry of Educational and Vocational Training, all education stakeholders such as parents, teachers and Non-governmental organisations (NGO) and private school owners to implement the policy of Education for All, as adopted at the Salamanca (Spain) World Conference (UNESCO, 1994). Also, to consider the policy shifts required to promote education, developing ways for schools to serve all children particularly provide children's right to attend their local schools.

Presence of good democratic leadership style required inputs such as suitable classrooms infrastructures for learners, teacher- students ratio for classes enough teaching and learning materials such as teaching aids and books should be provided in order to improve the educational needs for learners in order to improve the academic performance..

School management decisions should use few specialized teachers to provide seminars to non-specialized teachers in order to enable them to help the learners in the teaching and learning processes. Likewise, using specialized teachers, administrators should arrange seminars to teachers who teach other teachers at least once per month.

Establishment of cooperation and collaboration between students and students, students with teachers, teachers and teachers, students with their parents and teachers with the students' parents.

The school management should introduce a well strategies and plans that can cut the roots of performing very poorly among the students. And teachers should commit themselves to implement those strategies initiated by the school management so as to improve students' academic performance.

6.4 Recommendations for Further Research

This study concerned with the school management decision towards students' academic performance on two selected public secondary schools within education. It is recommends similar studies to be conducted in private secondary schools and other levels of education such as primary, colleges and Universities in different socio-cultural contexts so that the results that emerge would contribute to further knowledge in this area of study.

The current study was confined at South District involving only two public secondary schools, so its results are limited to an extent that it cannot be generalised to the whole country. It thus recommends conducting similar studies in other districts so as to get generalised information applicable to the whole nation.

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APPENDICES

APPENDIX I

Interview Guide for Head of schools

Dear Head of school,

I am Huba Mohamed Kombo, a Master of Arts in Education student in the Faculty of Social Sciences, Mzumbe University. As part of the requirements for my degree programme, I am conducting a study on the Teachers' effectiveness in implementation of school management decisions. I therefore kindly request you to help me in this study by responding to this interview.

You are kindly requested to respond carefully to each question and give your response to the best of your knowledge. Your answers are highly confidential and any information gathered here will be used for research purposes only and not otherwise. Your participation is voluntary and you can stop at any time, though I will be grateful if you can respond to this interview in full.

Name of school _____ Ward _____ District _____

Academic qualifications.....

1. Do you think teachers and communities around your school are effective in improving academic performance in your school?
2. How can you substantiate the answer in question 1?
3. How are you ensuring your management improve academic performance is improved in your school?
4. To what extent does teachers are committed in implementing school management decision?
5. What are the challenges hindering implementation of various school management decisions?
6. What are the measures do you take to overcome those challenges?

7. Do you normally call teachers' meetings to share ideas on how to improve performance and maintain discipline at your school?
8. How many times in a term or year do you conduct school meetings?

Thank you for your cooperation.

APPENDIX II

Interview Guide for School's Discipline Master

Dear school's Discipline Master,

I am Huba Mohamed Kombo, a Master of Arts in Education student in the Faculty of Social Sciences, Mzumbe University. As part of the requirements for my degree programme, I am conducting a study on the Teachers' effectiveness in implementation of school management decisions. I therefore kindly request you to help me in this study by responding to this interview.

You are kindly requested to respond carefully to each question and give your response to the best of your knowledge. Your answers are highly confidential and any information gathered here will be used for research purposes only and not otherwise. Your participation is voluntary and you can stop at any time, though I will be grateful if you can respond to this interview in full.

Name of school_____ Ward_____ District_____

Academic qualifications.....

1. For how long have you been serving in this position at this capacity?
2. What are the strategies taken by your office to ensure discipline is improved and maintained at your school?
3. What are the challenges facing your office in performing your duties as discipline master?
4. What are measures taken by your office to overcome those challenges?
5. How do ensure teachers are highly committed to improve the discipline of students in your school?
6. What is your general comment on the discipline of your school?

Thank you for your cooperation

APPENDIX III

Interview guide for Academic teachers.

Dear Academic teacher,

I am Huba Mohamed Kombo, a Master of Arts in Education student in the Faculty of Social Sciences, Mzumbe University. As part of the requirements for my degree programme, I am conducting a study on the Teachers' effectiveness in implementation of school management decisions. I therefore kindly request you to help me in this study by responding to this interview.

You are kindly requested to respond carefully to each question and give your response to the best of your knowledge. Your answers are highly confidential and any information gathered here will be used for research purposes only and not otherwise. Your participation is voluntary and you can stop at any time, though I will be grateful if you can respond this interview in full.

Name of School..... Ward..... District.....

Level of Education.....

1. What do you understand about academic performance improvement?
2. How do you ensure the improvement of academic performance of your school?
3. How do you relate the academic performance and students' discipline in your school?
4. Do you think which of the leadership style is appropriate in improving students' academic performance?
5. To what extent does your teachers committed in implementing school management decisions concerning academic performance?
6. Which kind of leadership style if employed in your school?
7. If you are given a chance to suggest on the leadership style, which one will you suggest to be used?

Thank you for your cooperation

APPENDIX IV

Interview Guide for School Board Member

Dear School Board Member,

I am Huba Mohamed Kombo, a Master of Arts in Education student in the Faculty of Social Sciences, Mzumbe University. As part of the requirements for my degree programme, I am conducting a study on the Teachers' effectiveness in implementation of school management decisions. I therefore kindly request you to help me in this study by responding to this interview.

You are kindly requested to respond carefully to each question and give your response to the best of your knowledge. Your answers are highly confidential and any information gathered here will be used for research purposes only and not otherwise. Your participation is voluntary and you can stop at any time, though I will be grateful if you can respond to this interview in full.

A Name of a school_____

Ward_____

sex_____

Age_____

Level of education_____

1. How long have you been serving as a member of school board?
2. Can you comment on the academic performance and students' discipline of your school?
3. Are you participate in school management decision? If yes/ No what kind of management style used in your school?
4. To what extent does academic performance and students' discipline are discussed as an agendas on school board meetings?
5. 5 What are the strategies taken by a school board to in order to ensure students' academic performance?
6. What are the measure to be taken so as to improve the academic performance of the students?

Thank you for your cooperation

APPENDIX V

Questionnaire for Teachers

Dear teachers,

I am Huba Mohamed Kombo, a Master of Arts in Education student in the Faculty of Social Sciences, Mzumbe University. As part of the requirements for my degree programme, I am conducting a study on the Teachers' effectiveness in implementation of school management decisions. I therefore kindly request you to help me in this study by completing this questionnaire.

You are kindly requested to respond carefully to each question and give your response to the best of your knowledge. Your answers are highly confidential and any information gathered here will be used for research purposes only and not otherwise. Your participation is voluntary and you can stop at any time, though I will be grateful if you can complete the questionnaire in full.

Name of School----- Ward----- District-----

1. sex----- Age-----

2. Academic background

3. Are you involved in school management meeting? Yes/No

4. If yes, what kind of leadership style employed in your school??

.....

5. Do you think which of the leadership style is better than the other?

.....

.....

6. Are there any decision made in your school to improve students' academic performance? Yes/ No

6 a) If yes what kind of decisions made in your school so as to improve students' academic performance?

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7. What are the challenges facing you during the implementation of those decisions made by the school management?

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8. What is you recommendation on the improvement of student's academic performance?

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Thank you for your cooperation

APPENDIX VI

Questionnaire for students

Dear Education Inspector,

I am Huba Mohamed Kombo, a Master of Arts in Education student in the Faculty of Social Sciences, Mzumbe University. As part of the requirements for my degree programme, I am conducting a study on the effectiveness of the institutions for monitoring policy changes on public primary schools. I therefore kindly request you to help me in this study by completing this 2

You are kindly requested to respond carefully to each question and give your response to the best of your knowledge. Your answers are highly confidential and any information gathered here will be used for research purposes only and not otherwise. Your participation is voluntary and you can stop at any time, though I will be grateful if you can complete the questionnaire in full.

Sex -----

Class -----

1. Are teachers provide enough assignment or exercise per topic? Yes/No

1 a). If yes, how many assignment or exercise provided for topic?

.....

2. Do teacher mark and provide corrections for all assignment? Yes/No-----

3. Which kind of subject do perform poorly?-----

.....

.....

4. What are the reasons of performing poorly on the subject as you mentioned above?

.....
.....

5. Is your school having enough teaching and learning materials? Yes/No

5 a) If no, how do you survive in learning?

.....
.....
.....
.....

6. Are there any indiscipline behaviors in your school?

6a) what are they?

a).....
a).....
c).....
d).....

7. Is there any relationship between poor performance and indiscipline among the students? Yes/No

a) If yes, give reasons

.....
.....
.....

8. Do you think what should be done so as to improve academic perform for students?

.....
.....
.....

Thank you for your cooperation.