

## **ACADEMIC ACHIEVEMENT OF STUDENTS NOT ONLY DEPENDS ON THE PROCESS OF TEACHING AND LEARNING BUT ALSO EFFECTIVENESS OF STAFF MANAGEMENT**

**Omari Hemedi Makore**

Certain Secondary School Known Kiparang'anda Sec  
School, Tanzania  
hemedomary76@gmail.com

**Hamidu Saleh Shukuru**

Master of Public Administration  
China University of Sciences, China  
giftedthanks532@gmail.com

**Abstract:** It is known that the academic achievement is obtained after process of teaching and learning take place. It also depends on the enrichment of input and output of educational aspect to predict the outcome. The school management is the main workforce and machinery to manage the teaching and learning for the purpose of achieving best performance. Therefore any good achievement of the school depends on the managerial effectiveness. A head teacher or senior manager must not only perform management tasks competently and be skilled in different aspects of the role but also be able to organize so that personal, time and energies are used to the best advantage. In today's schools this is far from easy. This paper aims to explain the role school staff management towards student academic performance, not only head teachers and senior manager they should play their role but also the whole staff management should act to achieve one goal the performance of their student's.

**Keywords:** staff management, community secondary school (CSS), student's performance

### **I. INTRODUCTION**

Staff Management is the management of subordinates in an organization. Often, large organizations have many of these functions performed by a specialist department, such as Personnel or Human Resources, but all line managers are still required to supervise and administer the activities and well-being of the staff that report to them. Staff management is a motivated staff as a central resource for the success of an organization, Staff management has a task to recognize, deploy and promote the working potential of all staff members in such a way that it makes an effective contribution to the objectives of organization. What is crucial here is to cover the quantitative and qualitative staffing requirements of the organization, not only currently but also in a permanent and sustainable way.

Therefore School Staff Management is the management of subordinates in a school that have a role of accomplishing a task of achieving school goals; staff management of the school includes Deputy Actor, Senior Academic, discipline master, School Bursar, Head of subject department and Maintenance teacher. Academic Performance refers to how students deal with their studies and how they cope with or accomplish different tasks given to them by their teachers. Or is the ability of to study and remember facts and being able to communicate your knowledge verbally or down on paper. Academic Performance is the outcome of education institution the extent to which student, teacher or institution has achieved their educational goals. Individual differences in academic performance have been linked to differences in intelligence and personality.

Community is a social unity of any size that shares common value or geographical area example village, town and they have important relationship to their social identity and practice. Secondary school refers a school which provides secondary education after primary school and before higher education. In Tanzania secondary school is for children from age 14

or 18 to 17 or 20 and divided into two parts the ordinary level (O- Level) aged 14 to 17 and Advanced level (A-Level) who aged 18 to 20. Community secondary school (in United State) is a type of publicly funded school that serves as both an educational institution and Centre of community life. Therefore community secondary school is both a place and a set of partnerships between the school and other community engagement leads to improve students' learning, its integration focus on academic health and other social services.

### **Background**

Community secondary schools were established in 2000s but since then the schools were blamed by the community for the poor academic performance. Actually the school staff management has a role of improving academic advancement by using managerial roles of resolving various issues in the schools. Organizational management has correlation with the academic achievement of the student <sup>[1]</sup>. The study revealed that one of the major factors for mass failure in community secondary schools in Tanzania is the ineffective fulfillment of the managerial roles by the school staff management. The managerial roles ineffectively performed include planning, organizing, leading, and controlling, Lack of vision in the management of the school often lead to imbalance in the allocation of and use of resources <sup>[1]</sup>.

Teacher's motivation crisis is another critical managerial failure in Tanzania community secondary schools. These teachers earn low salary, work in poor working condition, they are provided with poor and inadequate facilities and they are also denied of incentives like teaching allowance, rent allowances and transporting allowance <sup>[2]</sup>. Teachers are the most important input in education process. It is true to say that the most likely way to improve the quality of education is to invest in teachers. In any education system the availability and quality of teaching force is an indication of the quality of education in that system.

Respect for the role of teacher, resources for teaching, improved teacher living condition, positive government influence, improving basic needs, pre-service training time, structured teacher training college program and for more in-training service opportunity<sup>[3]</sup>.

When Tanzania started to establish community secondary school the citizens have thought in their mind that have got a liberal on their critical issue of missing secondary education to their children. Before establishment of community secondary school, the peasants' children were not able to acquire secondary education unless otherwise they should have special ability in academic capability. The government after declared to establish community secondary school and convincing community to contribute in order to make sure that every Tanzanian should acquire secondary education, hence it creates great hope, dreams and high expectations to Tanzanian that the government have deliberate planning on eradicate poverty, ignorance and diseases. Those three enemies are critical problem in developing countries like Tanzania.

The dreams disappeared among Tanzanian after implementation of those ward secondary school in 2006, due to experience various challenges like inadequate teachers, where some subjects in schools have no teachers to teach them science subjects, lack of teaching and learning materials, lack of laboratory, library, school staff house and few classes were build, hence it lead to undermine academic performance in those community secondary schools.

### **Objective and Failure of Establishment of CSS**

Establishment of Community Secondary school has influenced by the problem of scarcity opportunities of joining Secondary Education for primary school leavers. The secondary schools were few in number therefore the Government cooperated with communities and decided to establish community secondary school in order to provide opportunities for those pupils who have got requisite requirement pass to join in secondary school education. When Community secondary schools established the government has experienced the problem of poor academic performance due to face by various challenges to those community secondary schools like inadequate teachers, lack of teaching and learning materials, absence of laboratory, libraries and few classes and school staff housing were few built. In some extend the problems were solved but the mass failure still existed to those community secondary school, therefore the study revealed that there is managerial ineffectiveness which influence community secondary schools.

Over enrollment lead the problem of inadequate teachers in turn it results into poor academic performance. During the time of Establishment of CSS the number of student's increases to compare a number of available Teachers in those schools, hence it cause the poor performance in academic in those schools<sup>[4]</sup>. The effectiveness of the school management is linked with several agencies like local community, regional or province officers and district educational officers as well as staff teachers

who play part in daily operations of the school roles, they have highly contribution of uplifting school academic performance, when applied their role responsibility and fulfill their duties<sup>[4]</sup>. The head teacher is in hard position, being expected to deliver better quality education under minimum resources. This research did not relate the school management with academic performance of the student the same to most of the researchers which investigated student's academic performance in community secondary schools.

The factors and reasons described by various researchers about mass failure in community secondary schools were, Inadequate of staff teachers, Over control of curriculum, Motivation crisis, Scarcity of resources like financial, physical and human resources, Poor payment of school staff teachers, Implementation of free secondary education, overcrowding classes due to enrollment of students at the number which exceed classroom capacity, Poor communication between teacher and parents, Poor relationship between teacher and students.

## **II. THE ROLES OF STAFF MANAGEMENT TOWARDS STUDENT'S ACADEMIC PERFORMANCE TO THE COMMUNITY SECONDARY SCHOOL (CSS) IN TANZANIA**

### **Domestic Studies**

The community secondary school had challenged with various obstacles which lead the impact of poor performance in academic aspect, due to that situation more researchers had discussed on that issues. Among challenges are inadequate teacher, which lead to overload to the few available teachers, also lack of libraries, laboratories and teaching and learning resources. The study revealed that there are some subjects in community secondary schools are not taught for more than six months that indicate some subject miss teacher in those school especially science subject. Therefore the shortage of teacher become as the terrible to the schools achievement. Various studies had investigated on that situation to know what reasons of down trend of academic performance in community secondary schools.

One of the domestic studies which investigate the role of school management in academic performance in CSS in Tanzania, on teacher's turnover, teacher shortage, and school organization has a great impact on school academic performance. It revealed that availability of inadequate teachers lead into poor in academic of the student<sup>[5]</sup>. Some limitation of administrative structure related to financial control, staff development and training, decision making, education quality control Lead to poor academic performance in community secondary school<sup>[6]</sup>.

The power of information towards school management has emphases the participation of local community on making school decision concerned about school implications, the community have the right to know the progress of those community secondary school and their dreams to get progressive

report for their schools like financial report, academic report and having a participation of deciding to make school budget through their organ as parent committee and school board. "It is possibly one day students and parents may have understanding concerned about school budget or to ask question about it. Where school board will have meeting with local community to discuss and to solve school problems" <sup>[7]</sup>. Teacher and societies have important contribution on providing decision to the schools through school board, also emphasizes that information has more important to the community but it's crucial cannot be accessible when the information could not delivered to many people and to make changes to the society. When more people received information it helps to create hot debate and to provide changes. Therefore information trigs the development in any community.

### **Overseas study**

Among challenges facing community/public secondary Schools is the implementation of free secondary education, lack of resources such as teachers and physical resources like library laboratory and classes as well as lack of financial resources. Still School needs other expenses to run it. The school capitation is not enough to run school activities so it needs to have other source of school income in order to meet purchasing power for schools' costs. Hence the researcher suggested that the government should prepare enough budget to facilitate daily activities are accomplished to those public secondary schools. Also all required resources should be allocated to those schools but it is noon sense to establish free education while the required resources are missing in the secondary schools <sup>[8]</sup>. The School and its organizational management have correlation with the academic achievement of the students. Checking of teachers and students academic work, eradicate cheating among students, encourage syllabus coverage, organized remedial teaching in school, briefing teachers on performance of students, it may lead good performance in academic aspect in secondary school <sup>[11]</sup>.

More emphases should be also directed on retrain school management teams not only on curriculum implementations even other areas that affects their performance as school managers. The school managers and teachers are the most important factors for the success in comparison with the other factors which contributed in Academic performance in secondary schools. Education managers and planners must consider to have well-trained school managers and teachers while preparing strategic plans, targets, and projects on education to obtain better success, higher productivity, and to increase the quality of education" <sup>[10]</sup>. Participation of educational stakeholder in the school decision matters is very crucial because teachers are involves daily in school activities he/she knows more challenges so when involved to provide decision and policy formulation his/her contribution will work effectively. The aims and objectives of education can be better achieved if the headmaster involves all stakeholders in the formulation and implementation of school policies. Headmasters need

to be democratic in policy formulation and implementation <sup>[11]</sup>.

### **School Based Management Model**

School Based Management model is an advanced model developed by Eric in Prince William Country in (13-16 Nov.1988). It explains the shift from a "top-down" to a "bottom-up" school-based management approach based on input from parents, teachers, students, and principals within a framework of school board policy and administrative regulation <sup>[12]</sup>. School Based Management refers as the process of decentralizing of school authority from central to School community based on making decision to the areas like policy, personnel, school budget, and instructions <sup>[13]</sup>. Before establishment of school based management there believed that public secondary schools were not performed well because decision was based in bureaucracy of district office, decision authority and responsibility seems being far away to reach a students at school, the school based management started to be applied as a strategic of improving school performance in public secondary schools.

School funds and other resources are under the decision of teachers and community who involved direct in school activities, the access of school fund and other resources seems easy to be managed and being accessible, when it decentralized to the parents, teachers and students at school <sup>[11]</sup>. School based management has adopted by various countries in the world wide like united states, Australia, Canada, France, New Zealand, Scandinavia, Spain, Hong Kong, United King Dom, Indonesia and other countries. School Based Management as essential strategy for improving the quality of education in the world wide, it has been established for three decades now, most of developed countries had adopted that strategy to improve education performance in their secondary schools both private and public schools. Assumptions of school based management focused on decentralizing of school authority and responsibility, participatory of decision making, involvement of entire school community like principals, Teachers, Staff, Parents and Community and based on achievement orientation rather than methodology.

### **The Importance of the Theory**

The School Based Management becoming a crucial model to the Public and Private Secondary Schools, SBM has uplifting the performance of Secondary Schools in the country to compare with the school management under central/ district Authority level which based on centralizing of school Authority, the District bureaucratic office had centralized the authority and responsibility which hinder provision of school resources at a time needed and sometime allocation of resources mislead due to political unwillingness, to those government officials also create some grievances to the teachers and school community when some needed resources are missing in the school so it become difficulty to run daily school activities.

Therefore the SBM model seems as the better strategy to solve the challenges to the public secondary schools which always experience poor performance in academic advancement and associated with various problems, the SBM become as the best solution to that existing challenges.

Application of SBM model had brought more autonomy to the individual school can Plan and allocate resources which seems are scarce in the particular area at school, it make flexibility of school to organize and control the available resources, like funds, physical and personnel resources also can propose the policies which might improve academic development because they have full managerial autonomy.

SBM had great changes in Education sector because more countries had experience its effectiveness in the implementation and provide positive impacts to their Schools, it lead to make changes in educational policies, example in Hong Kong in 2004 had made educational amendment," all Hong Kong primary and Secondary school are required to set up Incorporated Management Committee (IMCs) for the purpose of improving educational performance. After implementation of school based management the performance of students was increases, and also teachers' performance had predicted positive impact to those schools which adopt that strategy also the strategy have revealed changes in the learning outcomes, the teachers actions, Parents behavior has changed after more involved and improved School managerial autonomy.

#### **Challenges which face staff management in CSS**

According to *Shukuru* on his dissertation submitted for his master degree in China University of Geosciences finds the Community Secondary Schools faced many challenges that hindering students' performance. The head masters had contribute to mention some challenges which facing their school and that hinder improvement of academic advancement in community secondary schools.

#### **Resources deficit management**

In community secondary school resources deficit is the critical problems the respondents argued that there is a shortage of resources at their schools and they suggested the way how managing those problem: "informing the high authority about the scarcity of particular resources, like District and regional educational officer should be informed about the scarce of the school resources, also the proposed that to buy few resource for every year that could solve the problem of resources deficit, after five years the problem will be solved for 80%, using school fund to hiring part-time teachers, involvement of parents about that issues so they contribute to fill the deficit of the particular resources, as well as to find donors to supply resources".

The respondents argued that the scarcity of school resources can be solved by several ways like informing the high authority, to buy resources like books by using school fund even in little quantity for

every year also involving parents and donors to contribute in order to solve the resources deficit.

#### **Managing Teachers who are irresponsible**

The researcher has explored the information about how headmasters help teachers who are irresponsible to their duty in such a way that, the School heads assigned the duty to a particular teacher then he/she refused how you deal with that behavior. The respondents replied that: "solving the issue by using meeting method, also by following laid laws and regulations, in-house training and guidance and counseling, advising them as well as writing warning letter and tolerate them". Obviously in community secondary school it happened some subject teacher were incompetence in their subjects they have no ability to master the content of the particular subject while others are competence but they can loss the interest of teaching because of various factors like unchecked his/her work documents like lesson plan, scheme of work and lesson notes the middle school management like head of subject department did not make short meeting and discussion with subject teachers which could explain their challenges which facing them and to be advised and encouraged to the area where they doing well thus why they loss the teaching interest.

#### **Managing teachers' misbehavior**

Some staff teacher are misbehavior in community secondary schools they can do some situation which is out of our ethics like the way of dressing, bad relationship with their students at school, you as a head of school how do you manage that situation, the respondents had provide several responses which shows how they deal with that behavior. Calling the concern and discuss the issues, telling the particular teacher to follow roles and regulation, counseling them and having common talk between two parts. Teachers are needed to show good example of having good behavior and discipline to both their fellow teachers and to their student at school because students always imitating the teachers' behavior. Therefore it become a difficult to command a student to follow school rules and regulation while a concerned teachers were misbehavior, when school management could able to control staff teachers' behavior and even students behavior will be better and that will improve student discipline and academic performance at school.

#### **Language barrier**

All head masters mentioned English language become challenge in accomplishing their duty most students did not understand English language because they lack of foundation since from primary school they study all subjects in Swahili language. Although we taught them English course but still English language hinder to pursue their academic, also we use block to wear them when speak Swahili in school area.

### III. CONCLUSION AND SUGGESTION

#### Conclusion

An aspiring manager needs to study a variety of models, looking for ways of dealing with situations and people and for aspects of management and leadership style which may be appropriate. This means deliberately studying how other people do the job and selecting what seems to the individual to fit, to be a way in which he or she feels it possible to work. Within the school this kind of opportunity should be part of overall staff development for those in middle management. Most schools are gradually moving towards a more collegiate mode of operation and few head teachers now work in isolation. The leadership of schools is usually in the hands of a senior management team rather than a single person. Democratic forms of leadership offer good staff development opportunities, because in order to make a sensible decision a group needs to study the situation carefully. It is also valuable to involve students in some decision making, since part of the school's task is to train young people for life in a democratic society.

#### Suggestion on the managerial challenges

Adoption of SBM as only way of solving above challenges in community secondary schools, most of developed countries are not faced that challenges in their secondary school education because they have applied that strategies which brought about positive impact. Like improving school academic achievements, and easy to manage them because had granted full autonomy to an individual school to run its activities and solving its problems through participatory (sharing) decision making with the school community, those problems had experienced in developing countries especially in Africa.

School Based Management encouraged sharing of decision making, completely authority power granted to an individual school (decentralization), educational policy reform, modification and flexibility of school management as well as involvement of school community in school decision, therefore any challenges occurred at school it solved immediately because there is no bureaucracy. Hence the school performance easy to be evaluated, in both parties for students, teachers and school heads.

Therefore it is a time now for developing countries like Tanzania to apply SBM strategy to improve academic performance in community Secondary Schools. Because all problems can be easily managed, due to sense that selection and recruitment of school staff and non-stuff will be under decision of individual school, so the school will have a chance of selecting competence and effective staffs also allocation of resources are being under control to an individual school because they knows which resources they have and which they doesn't have. So scarcity of a certain resources will be solved by an individual school, also will be easy to control irresponsibility of staff teachers at school because the school management has power to decide either to chase out or to retain at school. The Government should have only one task to those school to grant subsidize and loans for the

purpose of empower them and act as donor but not interfere its activities any more. When they proved failure no government to be blamed except an individual school and it will make high competition of doing well in order to satisfy society needs.

Secondly, changing the language media of instruction, when you observe any developed countries are developed in terms of infrastructure, technology, education, economic, security, energy and power as well as social advancement because they prefers to use their mother tongue language in their education for teaching and learning process, example China, Japan, UK, USA, Germany, France, Turkey, Italy, Sweden, Malaysia as well as Russia. Therefore when Tanzania will decide to use Swahili Language as the media Language of instruction from kindergarten to University, it will solve the problem of mass failure in secondary schools. Because you cannot develop when being a slave of using foreign language and you leave your own language which is well known to your people. It shows that you still being colonized in ideological context; the Educational stakeholders should take serious decision to uplift education quality of the society.

Thirdly, to make changes of Educational and training policy amendment of 1995 which shifted the school management responsibility from region to district and to local community and individual school, the practice of educational institutions should reflect with implementing of that educational policy reform because for what happened the local community has no full participation on providing school decision except the school board which represent the community, community participation should consider school community like teachers, students, head of school and parents, and an individual school should give complete authority to run daily activities of the school as an organization.

#### REFERENCES

1. Oluremi O. F. Principals' Leadership Behavior and School Learning Culture in Ekiti state Secondary School, the Journal of International Social Research, 2013, 2, (2).
2. Lyimo G. E. Analysis of Teachers' low payment in Tanzania. International Journal of Education and Research 2014, 2 (2).
3. Macharia J. M. et al. An investigation into the Deputy Principals' Preparedness in Discipline Management in Secondary school in Kenya, International Journal of Education and Research, 2014, 2,(6).
4. Mbelle A. School Enrolment, Performance and Access to Education in Tanzania, University of Dar Es salaam,, 2003 Research report No. 03.1
5. Ingersoll R. M. Teacher Turnover, Teacher Shortages and the Organization of Schools. University of Pennsylvania, 2001, Document R-01-1.
6. Kiwia S. F. N. The operational Efficiency of the Administrative Organization of Tanzania Education System, Utafiti (New series) 1994, 1 (2) 71.
7. Makongo J. and Rajani R. (2003), Uwezo wa Taarifa katika utawala wa shule, Hakielimu 2003.IS

8. Murunga F. et al. Emergence issues in Secondary School Education in Kenya, *International Journal of Advanced Research*, 2013, 1, (3) :p 231-240
9. Nwangwa K. C. K. and Omotere T. The new role of school managers in managing Educational changes in Nigerian school. *European scientific journal*, 2013, 9 (25)
10. Ates .H and Atuner. G. The importance of school management has been increasing in student Academic success, based on international exams, *international journal on new trends in education and their implications* July 2013,4 (3): article 20.
11. Khan S. et al. The supervisory role of the Headmaster at the higher secondary level: A Teacher's Perception *Public policy and Administrative research* 2014, 4 (9).