Contribution of School Management Strategies and Effective Supervision on Students' Academic Performance in Secondary School in Iringa Municipality in Tanzania

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Abstract

The aims of school management are to promote organization, mobilization and expression of both human and material conditions essential to school instructive processes that endorse the learning activities of students. This study examined the contribution of school management and its effectiveness in supervision in enhancing students' academic performance. The primary data were collected using questionnaire tool from 256 respondents. The study applied linear regression analysis, binary logistic regression model, and simple random sampling technique in respondents' selection. The data were analyzed using Statistical Package for Social Science (SPSS ver. 20, IBM, USA). The study findings revealed that students' academic performance in any secondary school set up depends primarily on the proper orientation of school management strategies. Furthermore, the findings revealed that when school management ensure effective supervision by promoting good teachers' payment, teacher professional development, democratic decision-making system as management strategies leads to increase students' academic performance. The study recommended that, democratization of planned school management strategies is vital not only because many conflicts emanate from unequal involvement in implementation of school strategies, but also because school administration, as advocates of school management democratic ideas and school plan, need to practice what they preach in different school meeting.

Keywords— Administration, Democratization, Head of Schools, Students, Teachers

I. INTRODUCTION

Management strategies in schools play a crucial role in the education sector development worldwide, since they influence students' academic performance. Schools which significantly improve educational and student academic performance often have strong management strategies (Jacob & Thilagaraj, 2022). However, as noted by Kemenanabo, (2019), even with a good learning environment in schools, such as the presence of modern libraries and teaching equipment, students from schools lacking effective managerial practices exhibit poor test scores. According to UNESCO, (2014) and Amadi & Edu, (2020) suggest that academic performance and social outcomes reflecting students' commitment and involvement in schools are effectively promoted in institutions with established lines of authority and strong collaborative organizations. Through control, as a managerial strategy, staff attitudes are thoroughly controlled in their interactions with students, including

teaching, grading, punctuality, and other duties (Amadi and Edu, 2020). Strength of school's management strategies influence discipline and order among teachers which improve their performance since poor performance is considered unacceptable and may be viewed as mis-behavior (Islam & Tasnim, 2021).

In Tanzania school management strategies includes performing different functions in order to manage students' academic performance; these functions include control students' discipline, involving parents in students' learning process and improving teaching and learning environment (Mabula & Mkulu, 2022). Such leaders are more likely to witness improvements in students' academic performance. School management should be a collective effort shared by teachers and other staff members, fostering connections between them, rather than being limited to formal job titles (Turyatunga *et al.*, 2023). When management practices provided to school leaders with greater autonomy in areas they value highly, lead to

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improved students' academic performance (Nghonoli, 2017). Academic performance serves as a benchmark for the effectiveness of school management, which is crucial in motivating teachers and other staff to be effective in their instruction, ultimately impacting students' achievements (Omari & Kiwonde, 2022). The level of accountability of the heads of secondary schools has been questioned due to dynamic academic performance of students in each year (Mabula & Mkulu, 2022).

According to results of Certificate of Secondary Education Examination (CSEE) in Tanzania over the last five years (2014-2019) as reported by the National Examinations Council of Tanzania (NECTA), apprehensions have been raised about the effectiveness of school internal management structures in achieving high academic performance expectations. These concerns extend to the methods used for controlling internal procedures for successful teaching and learning in Tanzanian.

Management issue to the secondary school level is vital for effective teaching-learning and improvement of students' academic performance (Kemenanabo, 2019, Islam and Tasnim, 2021). Management issue as an act of getting things done using people and material resources also stand as the process/structure through which the school supervisors such as head of school, second master, academic master and classroom teachers effectively plan, direct, control and manage the available school resources in order to enable the students perform well academically (Eze, Sunday & Inegbedion 2015 and Kalagbor, 2016). The debate about the role of school management strategies in contributing to a school's academic performance has been strong discussion in comparing student's academic performance in private and public secondary school (Kalagbor, 2016). Students' academic performance in Tanzania stand as the final grade which students get after a systematic and comprehensive measurement and evaluation of the individual student in a school setting through national examination for the purpose of making decision/judgment on his/her cognitive, affective and psychomotor domains (Mabula & Mkulu, 2022).

However, despite the fact that students' academic performance is very important for decision making, especially on the admission of students into institutions of higher learning, observations and studies in recent times have shown that the academic performance of secondary school students in public and private school there is still gaps in the performance of students (Mortuza & Salim, 2018). In this matter due to the fact that syllabus, curriculum, examination structure and guidelines are the same whereby public and private secondary school abide to the same nature but the performance is still very poor in public secondary school compare to private secondary

school which pose a question what are the causes of this difference. Thus, studies such as (Nghonoli, 2017; Mortuza & Salim, 2018 and Kemenanabo, 2019) have investigated several factors influencing students' academic performance in various areas, but it seems that not much empirical research have been conducted on management factors and students' academic performance, especially in Iringa Municipality since all secondary schools abide to the same education policy. The management factors that can cause changes in strategic school management could be internal or external.

There is higher number of students performing between Division I and III compared to those falling into Division zero and IV in private secondary school compared to public secondary schools (URT, 2021). This trend raises doubts about the managerial accountability of heads of schools regarding their daily responsibilities, with a particular focus on the control aspect of school management in public compared to private secondary schools since there is a difference in academic performance. There is little reservation that management factors influence students' academic performance in secondary schools to some extent in Iringa municipality. However, it seems that adequate thoughtfulness has not been given to the influence of management strategies affecting academic performance of students in secondary schools in Iringa municipality, hence the need for this study.

Over the years, students' academic performance in examinations such as National Examination organized by National Examination Council of Tanzania in Tanzania generally which Iringa Municipality is non-exceptional have been different in each year (URT, 2021). Tanzania education policy has been implemented in ensuring that school management perform their duties as planned. The focus of education policy has been to ensure management strategies in secondary schools are in a good control in solving school and students related problems and hereby improving academic performance. The implementation of school management strategies is in line with the current move of promoting the adoption of good and friendly managerial ways including proper resource utilization with the view of improving study environment as perceived to increase students' academic performance.

espite the potential benefit of school management strategies; there is limited empirical evidence on the influence of school managerial strategies towards students' academic performance. The lack of research insight limits and questions the assessment of school management strategies and its effectiveness in supervision towards ensuring students' academic performance. The literature is rich of knowledge on management strategies used by the

head of schools to ensure students' academic performance in general (Kalagbor, 2016; Nghonoli, 2017 and Kemenanabo, 2019), but there is paucity of knowledge on the contribution of school management strategies and its effectiveness in supervision in secondary schools towards students' academic performance since its performance varies each year.

II. MATERIAL AND METHODS

The target population for a study was the entire set of units for which the survey data was used to make inferences. For this study the population comprised secondary schools' students, teachers, and head of schools. The study applied linear regression analysis, binary logistic regression model. Also, the study employed simple random sampling whereby each person had an equal chance of being selected and the required sample size of respondents was proportionally selected from each selected secondary school. The sample size involved 256 respondents. The sample size was calculated based on the formula described by Kothari, (2004). Data were collected from secondary school: mainly Teachers, Students, and Head of Schools using interviews questionnaire. Both descriptive and quantitative analysis were employed. Statistical Package for Social Science (SPSS ver. 20, IBM, USA) was used to statistics findings.

2.1. Research Approach

The study used mixed method which comprised quantitative and qualitative whereby qualitative was applied in relatively small compared to quantitative method. In this approach, the gathered information was scrutinized by both positivism and constructivism in order to provide a better understanding of research problems in a single study. This approach helped a researcher to overcome the weaknesses of each approach since it provided a clear report as long as one approach in data collection may not be enough for better findings. As Almalki, (2016) states that mixed research method enables the researcher to investigate the issue under study using both words and numbers.

2.2. Research Design

This study employed the convergent parallel design as a framework to guide the fact under study. The convergent parallel design was preferred to this study since it employs both quantitative and qualitative data but analyses each approach independently and compares them and uses the results to make the research problem clearly understood.

Also, convergent parallel design enabled the researcher to ensure validation of data, to prioritize the method equally, to keep the data analysis independently and to look for similarities, differences, contradictions and relationships of two sources of data. In that way, the use of parallel design helped the researcher to minimize time and financial resources because both of the two data gathered at the same time and the researcher required awareness, especially on how to combine the two types of approach since it needs equal balance. Furthermore, the convergent parallel design in this study enabled triangulation during data interpretation and discussion by directly comparing the quantitative and qualitative findings.

2.3. Research Participants

The study population comprised secondary schools' students, teachers, head of schools and education officers. From this population the researcher got a required data to understand the study under the subject matter.

There was a rational method of estimating the sample size. Thus, in establishing the required sample size, the first step was to decide how large an error to tolerate in the estimate and the second step was to express the allowable error in terms of confidence intervals. The confidence interval depended on whether the estimate is a population mean or a population proportion. According to Berenson et al. (2002), if the interest is in population proportion, then the sample size, n, can be estimated as follows:

$$n = \frac{z^2 p(1-p)}{e^2} \quad \text{... (1)}$$

Where: Z is the abscissa of the normal curve that cuts off an area at the tails (1 - equals the desired confidence level, e.g. 95%), e is the desired level of precision and p is the estimated proportion of an attribute that is present in the population, e.g. the proportion of students who are registered. With the commonly used 95% confidence level, Z = 1.96, thus equation becomes:

$$n = \frac{1.96^2 p(1-p)}{e^2} , \quad \text{.................................... (2)}$$

Approximately $n = \frac{4p(1-p)}{e^2}$ .... (3)

$$n_i = 4(0.8)\,(1 - 0.8)/0.05^2 = 256$$

To obtain exact sample size of each section, the researcher used the proportional sampling techniques as follows:

Table 1: Respondents' breakdown in the study areas

Wards	Stratum	Sampling Fraction n/N	n/N $_X$ Sub-population
Kihesa	1257	0.05	63
Mkwawa	878	0.05	43
Kitwiru	1389	0.05	68
Mtwivila	1644	0.05	82
Total			**256**

A multi-stage random sampling approach was used to select a representative sample. The first stage involved selecting regions to be studied. Second stage involved the development of a list of districts. The third stage involved the development of a list of wards. Finally, from the list of wards followed by simple random sampling whereby each person has an equal chance of being selected and the required sample size of respondents was proportionally selected from each ward.

2.4. Data Analysis

Quantitative information from the questionnaires was coded, and analyzed using Statistical Package for Social Science (SPSS). Qualitative data from the key informant interviews and focus group discussions was analyzed using the content analysis then presented in short narratives to describe and quantify information gathered during the study as a means of making valid inferences of primary and secondary data.

To achieve the study objectives, statistical techniques was employed as follows;

The Regression Analysis is a statistical tool which analyzes the relationship between quantitative variables. The objective here is to determine how the predicted or dependent variable Y (the variable to be estimated) reacts to the variations of the predictor or independent variables.

The first step in regression analysis determined if there is a relationship between the independent and dependent variables, and if there is any relationship, measure the important of their relationship. The relationship and its important determined through covariance, coefficient of correlation and coefficient of determination. The objective of regression analysis was to build a model which is helpful to make accurate predictions about the impact of variable variations. However, it is possible that in other situation there is more than one independent variable which can cause the variations of a dependent variable.

When building a regression model, if there are many independent variables which are considered, the analysis is called a multiple regression, but if there is one independent variable which is considered, the analysis is a simple linear regression.

The regression model used in this study is shown below

$$Y = \alpha + \beta x_i + \mu \ldots\ldots\ldots\ldots \ldots\ldots\ldots (4)$$

Where by:

Y   = Dependent variable

Xi   = Independent variables

α   = constant term,

μ   = error term

β   = degree to which independent variables influence the dependent variable at a given level.

Linear regression analysis was used in this study to assess the management strategies which influence students' academic performance. The basic assumption which was made in this analysis is linearity among dependent and independent variables. While it is not always true that linearity exists, this assumption was made in order to simplify the computational of the functional form. It was relatively easy to compute the regression coefficients using the ordinary least square technique (OLS). Based on the objective of the analysis, the main aim was to find out how the selected variables can contribute to students' academic performance. Thus, the aim of this analysis was explanation rather than prediction.

A linear regression model is specified as follows:

$$Y_i = \alpha + \beta X_1 + \beta X_2 + \ldots\ldots\ldots\beta X_6 + \mu \ldots\ldots \ldots\ldots\ldots.. (5)$$

Whereby:

Yi = Students' Academic Performance

X1 = Motivation

X2 = Physical Facilities

X3 = Punishing subordinates

X4 = Parents Meeting

X5 = Monitoring teachers' attitudes

X6 = Monitoring students' behavior

β1, β2, β3, β4, β5 and β6 = coefficients of variables (βs indicate the degree to which different school management strategies affect students' academic performance).

α = constant term

μ = error term

Binary Logistic Regression Model

Binary logistic regression model was used to address school management strategies which enhance students' academic performance. This model was usefully to determine among the strategies which is the strongest than the other towards enhancing students' academic performance. The model specification is described below.

The logistic regression model is based on the logistic probability function given as:

$$P_i = f(Z_i) = \frac{1}{1+e^{-Z}} \dots\dots\dots\dots\dots\dots\dots\dots\dots (6)$$

Where P_i is the probability of success i.e. the probability that students' academic performance is affected by appropriate strategies, and Z_i represents exposure to appropriate strategies that may enhance students' academic performance i.e. $Z_i = \alpha + \beta X_i$ and its probability is expressed as:

$$Z_i = \ln\left(\frac{P_i}{1-P_i}\right) \dots\dots\dots\dots \quad \dots\dots\dots\dots\dots (7)$$

Thus;

$$Z_i = \ln\left(\frac{P_i}{1-P_i}\right) = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \dots + \beta_n X_i$$

. (8)

$$Y_i = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_{14} X_{14} + \mathcal{E}_i \dots\dots\dots\dots\dots (9)$$

Whereby: Y_i = Depend variable X_i = Independent variables

β1, β2, β3, β4, β5 … and β14 = coefficients of variables (βs indicate the degree to which different school management strategies affect students' academic performance).

α = constant term μ = error term

Where ε_i is the error term, P_i is the probability of students' academic performance being affected and

$1 - P_i$ is the probability of the students' academic performance not being affected

Furthermore, the descriptive statistics was used to analyze multiple response questions by presenting percentages of each management strategies for enhancing students' academic performance.

2.5 Ethical Consideration

In this study, the researcher requested a permission letter for data collection from the Vice Chancellor of University of Iringa and from there the protocol was followed from the Regional Administrative Secretary, then to the Municipality Administrative Secretary and lastly to the education leaders who allowed the researcher to collect data in their area. Moreover, during data collection, respondents was educated about the target of the study, its significance and how they would participate by filling consent forms. Pseudo-names were maintained through the use of numbers, symbols and alphabets to ensure confidentiality for the respondents. Also, respondent voluntary participation in the research process was ensured through filling consent form alongside with their privacy by not writing the names of respondents during coding and recording process.

III. RESULTS

School management strategies in contributing to students' academic performance

The results from Table 2 show that F-test is statistically significant implying that it is implausible to find out that the factors built-in in the model do not clarify the variations obtained in school management strategies. Thus, due to such strength it signifies that the null hypothesis (There is no significant relationship between management strategies/approaches and students' academic performance in secondary school in Iringa Municipality) should be rejected and alternative hypothesis (There is a significant relationship between management strategies and students' academic performance in secondary school in Iringa Municipality) being accepted.

Table 2: ANOVA

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	8.703	4	2.176	13.724	.000
Residual	39.793	251	.159		
Total	48.496	255			

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Table (3) indicates 0.037, 0.001 and 0.000 as significance responses from the participants which confirm that Teacher's payment, Teacher professional development and Democratic management is the school management strategies which contribute to students' academic performance. The coefficients of teacher professional development, democratic management, teacher's payment, are positive and significant at 5% this implies that teacher professional development, democratic management, teachers' payment is the management strategies which influence students' academic performance. However, school infrastructure is also positive but not statistically significant, signifying a straight relationship between this variable and student academic performance.

Table 3: Management strategies towards academic performance

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.935	.299		3.129	.002
Teachers' payment	.073	.035	.159	2.101	.037
School infrastructure	.020	.036	.041	.536	.592
Democratic management	.146	.045	.209	3.249	.001
Teacher professional development	-.209	.032	-.382	-6.441	.000

During the interview sessions, qualitative findings collected from respondents converge to the quantitative finding.

One of the teachers from school 3 had the following views to say:

> *"Motivation stands as the important aspect in enabling teachers and students to improve their performance. Motivation is one of the management strategies which enable teachers and students to raise interest and morale for work and learning. Thus, this situation makes them to enhance efforts to improve performance, and finally receive rewards provided after results''* (Interviewed Teacher School 3).

This implies that factors which enhance students' academic performance is teachers' motivation since sands as the important aspects towards influence teachers in considering students matters. Similarly, the findings corresponding with the information provided with the head of school that;

> *"I have comprehended that teacher's professional development stand as the motivation factor which is a vital school management strategies in controlling teaching and learning activities without the need for*

> *extreme efforts. When you motivate your teachers through professional development you will witness how they work conscientiously without the need for coercion. I have personally implemented this approach, and the majority of both teachers and students work very diligently, that has significantly contributed to the improvement of our overall students' performance"* (Interviewed Head of School 5).

Effective supervision of management strategies towards to academic performance

The results from Table 4 show that F-value is 10.786 which shows a statistically significant at level .000, implying that null hypothesis should be rejected and accepting alternative hypothesis and it is plausible to conclude that there is strong evidence that effective supervision of school management strategies influence students' academic performance.

Table 4: ANOVA

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	8.606	5	1.721	10.786	.000
Residual	39.891	250	.160		
Total	48.496	255			

The study result shows that effective implementation of decisions/governments' policies, effectively planning and motivating students have significance influence to the students' academic performance. The results are proved by 0.002, 0.000 and 0.045 level of significance which is smaller than 0.05 (Table 5).

Table 5: Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	1.535	.349		4.394	.000
plans school activities and guidelines	-.044	.022	-.138	-1.943	.053
Encourages participation	-.012	.037	-.030	-.319	.750
Consults students	-.050	.047	-.104	-1.072	.285
Motivates students	.093	.046	.133	2.011	.045
ensures plans are effectively	.149	.041	.273	3.665	.000
Effective implementation of governments' policies	.120	.039	.203	3.066	.002

Furthermore, the result from Table 6 shows that F-value is 6.893 showing statistically significant implying that it is implausible to find out that the factors built-in in the model do not clarify the variations obtained in students' academic performance. The coefficients of decision making, motivation and parent's involvement are significant at 5% which implies that motivation, decision making, and parents involvement increases students' academic performance at .000, .002 and .046 level of significance respectively. However, government policy and infrastructure are also positive but not statistically significant, signifying a straight relationship between these variables and students' academic performance. Training shows negative coefficients and statistically not significant to indicate inverse relationship to the students' academic performance.

Table 6: Binary Logistic Regression Results

Variable name	Coefficients	Standard Error	T-Stat	P-value
Motivation	0.880	0.224	4.352	0.000
Government policy	0.024	0.086	1.607	0.109
Training	-0.034	-0.041	-0.771	0.441
Infrastructure	0.011	0.010	0.194	0.846
Decision making	0.021	0.165	3.176	0.002
Parents involvement	0.015	0.105	2.005	0.046
Constant	0.150		3.711	0.000

F-value 6.893

During the interview sessions, qualitative findings collected from respondents seem to support this view. One of the respondents from school A had the following views to say:

"Motivation is a critical aspect in improving performance since is one of the mechanisms that enable teachers and students to raise

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interest and morale for work and learning. This strategy leads them to make efforts to improve performance in which can be motivated by the results and the rewards provided to them" (Interviewee, 2024).

Another respondent also added,

"I realized that motivation is an energetic mechanism which can be applied by school management in controlling teaching and learning activities. When you motivate your teachers fairly, you will witness how they work diligently without the need for coercion. Similarly, when students are motivated, they become more competitive in their classes,

striving for higher performance to attain the rewards. I have personally implemented this approach, and the majority of both teachers and students work very diligently" (Interviewee, 2024).

Students Perception on School Management in Ensuring Academic Performance

In measuring students' perceptions on the subject matter, the study findings (table 7) show that F-value is 4.993 statistically significant at level .000 which allows the study to accept alternative hypothesis and rejecting null hypothesis and providing a room for further discussion and implying that it is reasonable to accomplish that there is strong evidence that students have good perceptions about school management strategies which influence their academic performance.

Table 7: ANOVA

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	6.070	7	.867	4.993	.000
Residual	42.030	242	.174		
Total	48.100	249			

Table (8) indicates 0.002 and 0.000 as significance responses from the participants which confirm that Students are eager to continue with academic achievement and academic competence keeps increasing. However, teachers and parents' satisfaction, academic achievement is better strategy, meeting the set average pass mark in exams and satisfied with achievement in annual examinations are also positive but not statistically significant, signifying a straight relationship between these variables and student academic performance. Students are eager to continue with academic achievement and academic competence keeps increasing due to strongly school management strategies which are provided by school administration. Furthermore, achieving well in quizzes, tests and assignments shows negative coefficients and statistically not significant to indicate inverse relationship to the students' academic performance.

Table 8: Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	-.150	.445		-.337	.737
Satisfied with achievement in annual exams	.067	.060	.079	1.102	.272
Achieved well in quizzes, tests and assignments	-.018	.022	-.052	-.804	.422
I meet the set average pass mark in my exams	.048	.032	.098	1.504	.134
Academic competence keeps increasing	.514	.106	.303	4.862	.000
Academic achievement is better strategy	.027	.132	.016	.201	.841
Teachers and parents are satisfied	.097	.055	.156	1.784	.076
Students' achievement	.376	.121	.190	3.096	.002

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IV. DISCUSSION

This study shows that school management strategies stand as the backbone towards students' academic performance through enhancing teachers' professionalism.

The study is supported by Kemenanabo, (2019) who revealed that management factors like payment of staff, provision of physical facilities and staff motivation influence students' academic performance in senior secondary schools in a high extent. On other side machibya, (2017), found out that student poor academic performance in community secondary schools is influenced by school management factors including unequal distribution of school working staff, both teaching and non-teaching, poor planning, organising, and controlling by school management which led to poor supervision in teaching and learning activities. Furthermore, noted that poor academic performance of students in community secondary school is contributed by unavailability of quality sufficient teaching and non-teaching staff in schools. Lack of adequate subject based seminars/workshops and in-service-training to teachers, both long term and short term is another contributing factor, because some of them had stayed for long time without any seminar, washer, workshop or even short course in-service-training to make them up to date with the new technological developments.

In terms of teacher's professionalism development as the management strategy, the study in supported by Idd and Kiwonde (2022) who revealed that is vital for the teachers to be professional in their conduct, especially, while dealing with students. The main objective of the teachers is to enhance their teaching skills within their subject areas in such a manner that learning and development of the students can be improved. Professionalism of the teachers is depicted primarily in the teaching-learning processes, instructional strategies, communication and their approachable attitude. When the teachers depict professionalism in these areas, then they are revered not only by the principal, staff and other teachers, but they are also appreciated by the students and they take pleasure in learning from them. There have been cases in schools, when teachers get upset and angry (Ngore, Ondieki & Wagude, 2021). This is normally due to incompletion of home-work assignments and deprived academic performance. In such cases, professionalism is depicted when teachers are decent in their communication. They should explain the consequences to the students in a calm manner and any kind of harsh behaviour should be avoided.

The study is in line with Idd and Kiwonde (2022) who revealed that motivating factors tend to influence teachers'

commitment to their teaching and learning processes, therefore promoting students' academic performance. Also, Johnson (2017) revealed that teachers can increase students' motivation to learn while students may have an innate desire to learn, the external support provided by the teacher has a significant impact on students' learning. The teacher's role in motivation includes, creating an environment conducive to learning. Teacher's roles in encouraging support of students' autonomy, relevance and relatedness of the material increases motivation to learn.

Furthermore the study is supported by Kalagbor, (2016) who revealed that effective supervision of school management strategies is possible if there is availability of school facilities and the extent they are put into use, friendly relationship between the teachers and students, prompt complaint to school teachers' welfare needs, including payment of salaries, parental support, principals' and teachers' good working relationships, teachers' supervision is prompt and effective, required professional and qualified teachers, effective utilization of lesson periods, teachers not engaging in deviant conducts and number of students in each classroom.

If the school management strategies are directed to help students to understand and being able to possess the abilities to differentiate between what is appropriate and what is inappropriate their academic performance will increase. In that case goal-oriented students usually possess positive feelings regarding their school experiences, they possess the traits of discipline, diligence, and resourcefulness, tend to devote less time towards recreation and leisure activities (World Bank, 2018). It is vital for the students to possess positive thinking in terms of their school's management, teachers and academic subjects. With positive perception, they will be able to dedicate themselves wholeheartedly towards learning and generate the desired academic outcomes.

The study is in line with Srinivas & Venkatkrishnan, (2016) who revealed that school management should understand the student's daily learning perception since in academic learning; some of the concepts are difficult to learn and understand in which students need support. When problems and difficulties are experienced by the students, then they need to obtain assistance from school management and teachers. When students are unable to achieve the desired grades, then instead of getting angry on them, the school management, teachers and parents need to make provisional help and assistance. They should motivate the students and encourage them to do well in future. Thus, school management need to understand student's weaknesses and help them.

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V. CONCLUSION

The students' academic performance in any secondary school set up depends primarily on the proper orientation of school management strategies. The findings showed that when school promote good teachers' payment, teacher professional development, democratic decision-making system as management strategies leads to increase students' academic performance. It has been evidenced that when school management apply a strategy of paradigm shift system such as take necessary actions leave decisions to be made by teachers, solving problems in cooperation and not interfering good decisions creates a room for all stakeholders to take active part on matters concerning the students' academic performance prosperity. Furthermore, in terms of student's perception, if school management strategies focus on involving students in some matters concerning academic progress, becomes an approach which makes students regard decisions made for them is good for their performance but not night mare. So, the strategy made them to be an author of their academic destiny by being involved in implementation of school management strategies.

RECOMMENDATIONS

In terms of school administrative perspective school management revise the pedagogy system which ensures Motivates to both teachers and students, plans are effectively, governments' policies are maintained so as to pre-determine the positive output in the education system in terms of students' academic performance. While implementing planned management strategies, school management should consider that stakeholders have their own private interests and goals to pursue or defend, and as a result, need to be given effective structures and an enabling environment to follow such pursuits without hindrance as the result students' academic performance will be enhanced. Government policy makers should enhance the application of participatory ways in implementation of school management strategies in order to accelerate the implementation of different strategies concerning development and improvement of students' academic performance

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