

Contribution of School Management Strategies to Student's Academic Performance in Primary School in Misungwi District, Tanzania

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Received: 15 Sep 2026, Received in revised form: 10 Oct 2026, Accepted: 16 Oct 2026, Available online: 20 Oct 2026

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Abstract

The major role of leadership aspects in influencing the academic outcomes of the students is based upon the administration and management of the school. Management of education particularly in primary schools takes into deliberation the application of management policies in designing, developing and producing resources towards achievement of students' academic performance. There is a growing body of information from various scholars which have made an attempt to scrutinize the effect of school management and the academic performance of students which support this study. This study ascertains the Effective Supervision of School Management Strategies in Contributing to Student's Academic Performance in Primary School. The primary data were collected using questionnaire tool from 256 respondents. The sample was chosen from each selected Primary School by simple random sampling technique. The data were analyzed using Statistical Package for Social Science (SPSS ver. 20, IBM, USA). The findings revealed that school management take necessary actions and delegation of power as the school administrative strategies which contribute to students' academic performance. The study recommends that, planned school management strategies and their implementation should be promptly communicated to all consulting groups and stakeholders such as students, teachers, parents and other employees from all levels.

Keywords— Administration, Management, Academic performance, School, Head of School

I. INTRODUCTION

School management strategies play's a crucial role in the education sector development worldwide, because influence students' academic performance (Khuzwayo, 2007 & Amadi & Edu, 2020). Strong management strategies significantly improve educational and student academic performance (Kemenanabo, 2019). Strength of school's management strategies impact discipline and order among teachers which improve their performance since poor performance is

considered unacceptable and may be viewed as misbehaviour (Islam and Tasnim, 2021).

In a modern world, the educational sector has experienced a drastic increase in school management responsibilities with the rise of global economic pressure (World Bank, 2018 & Ezech & Ogara 2020). School management play generous roles in improving the quality of education around the world (UNESCO, 2024). In Europe such as Germany the development and implementation of management control systems

gained recognition after achieving success in the US in the early 20th century and in Europe in the second half of the 20th century (Dimov and Iliev, 2010).

The initiatives to enhance the quality and efficacy of education in Sub-Saharan Africa is the effort to improve school management. Example South Africa has provided leadership training for school administrators, which focus on improving the quality of instruction in line with Senegal's Improvement Plans (SIP) which was established in 2014. Also, Kenyan government has shown a commitment to improve the quality of education. Among of the strategies used is administrators' improvement and establishment of a department responsible for quality control, and enhancements in the managerial aspects of the education system in the country (Republic of Kenya, 2014 & Turyatunga *et al.*, 2023). 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 and Mkulu, 2022). Academic performance serves as a benchmark for effectiveness of school management strategies, which is crucial in motivating teachers to be effective in their instruction, ultimately impacting students' achievements (Omari and Kiwonde, 2022)

Kalagbor, (2016) revealed that students in private schools are more positively influenced in their academic performances by most of the factors namely: Availability of school facilities and the extent they are put in to use, friendly relationship between the teachers and students, prompt complaint to school teachers' welfare needs including payment of salaries, students' high parental status, 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 ranges from 1-50 than students in the public schools, although, students were better influenced by the quality of teaching manpower than their private schools counterpart.

Islam and Tasnim, (2021) shows that regular attendance, regular study, hard work, dedication and self-Confidence and support by family members and others have a high impact on the students' academic performance. The main areas that have been taken into account include, factors influencing the academic

performance of the students, academic performance and large number of students in class, parental and associated factors relating to academic achievement, contribution of school factors towards the academic performance of students, influence of poverty on academic achievement of students and other causes of low academic achievement (Eze, Sunday & Inegbedion, 2015).

Idd and Kiwonde (2022) revealed that the government should improve the working conditions for teachers in public schools through the following: improve working conditions by building more teachers' houses with availability of services such as electricity and water, increasing teachers' salaries and annual increments, timely teachers' promotion, building of laboratories with equipment as well as provision of mobile laboratories to enhance effective teaching and learning process, improving classrooms conditions and teaching facilities to facilitate easy teaching-learning process and laying down education policies that enhance teachers' motivation.

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 school management strategies are in a good control in solving school students related problems and hereby improving academic performance (URT, 2024). Despite the potential benefit of school management strategies; there is limited empirical evidence on the contribution of school managerial strategies towards students' academic performance in Misungwi District. The lack of research insight limits and questions the assessment of management strategies contribution towards students' academic performance in primary school in Misungwi District. The study therefore, aimed at assessing the contribution of management strategies towards students' academic performance in primary schools in Misungwi District for the purpose of drawing practical lesson of good students' academic performance since the school management strategies spells out good students' academic performance of which primary schools in Misungwi District is non-exceptional.

Theory Guiding the Study

Transformational leadership enhances the motivation, morale and performance of followers through a variety of mechanisms. The transformational leadership theory, was developed by James V. Downton in 1973, serves as the guiding framework for this study. Transformational leadership theories emphasize the

relationships formed between leaders and their followers. This hypothesis is often compared to charismatic leadership theories, which suggest that leaders who possess specific traits, such as confidence, extroversion, and positive values, are better at motivating followers in this case, teachers.

Transformational leadership theory assumes a variety of roles, including coaching or mentoring, delegation, effective communication, follower development, and control. Promote collaboration and strengthen group cohesion (Jacob & Thilagaraj, 2022). In the context of this study, the theory tactics associated with transformational leadership are expecting to have a significant impact on the study subject matter (Jacob & Thilagaraj, 2022). The transformational leadership theory is selected to guide the study since it centers on how a head of school places emphasis on elements that foster the potential growth of teachers, motivating them as integral members of a team working in achieving academic goals. Head schools assess the potential of their subordinates to help identify and realize the school's vision and mission. The transformational leadership theory principles emphasize that the leadership process is geared toward ensuring that, the subordinates uphold the ethical values and responsibilities.

The transformational leadership theory has been criticized by some scholars by for favoring elite subordinates and possibly undermining democratic principles. Also, may disqualify individuals who do not seem to possess the relevant personality traits, as leaders in organizations may have significant influence over the organization's destiny by dictating how employees should behave and function. Although the theory weakness highlighted but still have strong application towards this study subject matter.

The theory is relevant to this study since it addresses the effectiveness of managerial strategies that can trigger control techniques practiced by heads of schools to enhance students' academic performance. The transformational leadership style includes motivating teachers, stimulating intellectual growth, providing in-service training, ensuring the recruitment of qualified teachers, supervising teachers, and regulating teaching and learning processes within a given school. This theory directly related to the study

by highlighting the connection between the management factors used by the head of schools in private primary schools in Misungwi District, which ultimately leads to the improvement of students' academic performance. Subsequently, the use of transformational leadership theory reveals head of school as leaders who exert significant influence impacting their teachers and fostering higher morale and commitment, all in the pursuit of enhancing students' academic performance.

II. MATERIAL AND METHODS

The study employed 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 selected Primary School. The sample size involved 256 respondents. The sample size was calculated based on the formula described by Berenson et al. (2002). Data were collected from Primary 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.

III. RESULTS AND DISCUSSIONS

School Management Strategies in Ensuring Students' Academic Performance

The result from Table 13 shows 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 students' academic performance. The coefficients of decision making, motivation and parent's involvement are significant at 5% this implies that decision making, motivation and parents involvement increases students' academic performance. 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 1: Regression results: School Management Strategies

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 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, 2026).

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, 2026).

The study findings implies that effective implementation of decisions, governments’ policies, effectively planning and student’s motivation have significance influence to the students’ academic performance due to effective supervision by the school management. Also, decision making, motivation and parent’s involvement are significant which implies that decision making, motivation and parents involvement increases students’ academic performance.

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.

School Administrative Strategies in Contributing to Students' Academic Performance

The results from Table 2 show that F-test is statistically significant implying that it is plausible to conclude that there is strong evidence that school administrative strategies influence students' academic performance in a good aspect.

Table 2: ANOVA

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	5.240	5	1.048	6.057	.000
Residual	43.256	250	.173		
Total	48.496	255			

Table (3) indicates 0.003 and 0.000 as significance responses from the participants which confirm that school management always take necessary actions and delegation of power is the school administrative strategies which contribute to students' academic performance. However, School management leaving

decisions to be made by teachers, subordinates solve their problems in cooperation and school management does not interfere good decisions are also positive but not statistically significant, signifying a straight relationship between these variables and student academic performance.

Table 3: School administrative strategies

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	.856	.142		6.038	.000
Take necessary actions	-.164	.055	-.276	-2.999	.003
Decisions made by teachers	.100	.064	.147	1.557	.121
Subordinates solve their Problems in cooperation	.022	.028	.049	.769	.443
Not interfere good decisions	.019	.030	.040	.649	.517
Delegation of power	.410	.103	.241	3.962	.000

Table 4: Administrative ANOVA

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	12.000	6	2.000	13.645	.000
Residual	36.496	249	.147		
Total	48.496	255			

The study findings show that providing conducive environment, evaluating and Supervision, and assigning subjects to teachers is the administrative strategies which have strongly significance towards influencing students' academic performance. This is evidenced by the level of significance of 0.000, 0.000 and 0.010 respectively which is smaller than 0.05

(Table 8b). However, there is other variable which are positive namely: boosting morale, providing professional guidance and providing guidance but not statistically significant, suggesting a straight relationship between these variables and student academic performance.

Table 5: Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	.838	.271		3.087	.002
Assigning subjects to teachers	.262	.101	.182	2.596	.010
Providing guidance	.041	.039	.066	1.059	.290
Providing Professional Guidance	.163	.121	.082	1.346	.179
Evaluating and Supervision	.134	.029	.282	4.703	.000
Providing conducive environment	-.383	.069	-.379	-5.517	.000
Boosting morale	.052	.030	.115	1.748	.082

Qualitative findings obtained from interviews with respondents appear to converge with the quantitative results, indicating a significant relationship of the administrative strategies implemented by school management regarding students' academic performance.

For-instance, one respondent said that,

“Many of the strategies employed by school administrative are effective, even though their effectiveness can vary depending on the specific strategy used. For instance, when heads of schools rely heavily on supervision and controlling instead of motivation, it can demotivate teachers and subsequently lead to lower performance. Thus, situations such as cross-checking students' notes and classroom teaching, motivation is often more effective than warnings” (Interviewee, 2026).

Another participant if FGD said that:

“Among of the administrative strategy which ensure students' academic performance is providing guidance in cross-checking students' as it enables the correction of students' mistakes and errors. However, many teachers encounter difficulties in effectively cross-checking students' notes, often citing reasons such as large class sizes

and a heavy teaching workload. The strategies currently in use have not effectively addressed this issue, resulting in students carrying mistakes and errors from one class to another” (Interviewee, 2026).

The study findings revealed that school management take necessary actions and delegation of power as the school administrative strategies which contribute to students' academic performance. However, School management leaving decisions to be made by teachers, subordinates solve their problems in cooperation and school management does not interfere with good decision. In this matter school management ensures administrative strategies stand as the proper way of running up daily activities in order to increase students' academic performance. Also, the study findings show that providing conducive environment, evaluating and Supervision, and assigning subjects to teachers is the administrative strategies which have strongly significance towards influencing students' academic performance.

Furthermore, qualitative findings obtained from interviews with respondents appear to align with the quantitative results, indicating that strategies employed by school administrative are effective, even though their effectiveness can vary depending on the specific strategy used. For instance, when heads of schools rely heavily on supervision and controlling instead of motivation, it can demotivate teachers and subsequently lead to lower performance. The findings are in line with Maina, (2010) who revealed that the principal, teachers and the administrative staff members of the school are vested with the authority to

implement the managerial functions of planning, organizing, controlling, and directing the activities. The principal primarily has the right to make decisions. The decisions can be made either at one's own discretion or they may consult others and seek ideas and suggestions from teachers and other staff members of the school. The major role of leadership aspects in influencing the academic outcomes of the students is based upon the administration and management of the school. When there are proper rules, policies and management is put into practice in an appropriate manner, then there would be improvement in academic performance of the students.

IV. CONCLUSION AND RECOMMENDATION

The study findings revealed 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. Planned school management strategies and their implementation should be promptly communicated to all consulting groups and stakeholders such as students, teachers, parents and other employees from all levels. 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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