

IMPLEMENTATION OF CONTROL PRINCIPLE OF EDUCATION MANAGEMENT TOWARDS TEACHERS' WORKING PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN ILEMELA MUNICIPALITY

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Abstract

This study assessed the implementation of the Control Principle of Educational Management towards teachers' working performance in public secondary schools in Ilemela Municipality, Tanzania. Specifically, the research aimed to propose strategies for improving teachers' working performance. The study utilized Taylor's Scientific Management Theory and employed a mixed research method approach with a convergent parallel research design. A sample of 104 respondents; that is school heads, teachers, and the District Education Officer, were selected through random and purposive sampling. Data was collected using questionnaires and semi-structured interviews, then analyzed through descriptive statistics using SPSS version 20 and thematic analysis. The findings revealed that the strategies in improving teachers' working performance include providing training and seminars for heads of schools on school management, providing motivation to teachers, improving and advancing professional development for in-service teachers, ensuring that school heads are committed to their work, and improving the working environment. The study emphasized the need for training and seminars for school leaders in school management to enhance the positive impact of the Control Principle in educational management. The study recommends further research in other districts to explore the implementation of other educational management principles and their influence on teacher performance.

Keywords: *Control, control principle, educational management, teachers' performance, public secondary schools*

1. INTRODUCTION

Educational management principles are indispensable means of improving teachers' performance. Their implementation plays a significant role in enforcing and motivating teachers to perform their responsibilities in an improved manner. Educational management involves a chain of activities in the form of a cooperative business management process, for a group of people to achieve predetermined educational goals by utilising existing resources and using management functions to achieve those goals effectively and efficiently (Sola et al., 2021). Educational management encompasses planning, organising, commanding, coordinating, and controlling as managerial activities. The setting of plans and the achievement of goals succeed with the implementation of these management principles (Ali & Abdalla, 2017). This study focused on control as a principle of educational management. Control conducts a close check on the activities done by the employees, which helps in reducing employees' unacceptable behaviour and maintaining order and discipline in an organisation (Das, 2019). Staff attitudes are also effectively controlled towards students since they perform their duties in the form of 'teaching, marking, awarding scores, and being punctual at work' (Amadi and Edu, 2020). Through maintaining discipline and order among the staff, this enables teachers to improve their performance, as poor performance is regarded as laziness, which can also be regarded as misbehaviour.

In Europe Barcelona, Spain, control as one of the educational management principles was introduced by Anthony in Barcelona, Spain in 1965 (Carenys, 2012). Anthony explained that the control principle of educational management was the process of ensuring that resources are available and effectively and efficiently used in accomplishing the objectives of organizations. Kloot (1997), as cited in Carenys (2012), notes that the management control principle exists for the purpose of ensuring that organisations achieve their objectives.

In Belgrade, Serbia, the development of the control principle of management as a theoretical discipline was considered a solution to the managerial problems of decentralised corporations, where managers had a problem coordinating and controlling the work of subordinate organisational units within the corporation (Slavoljub et al., 2015; Carenys, 2012).

In Africa, little is known about management, as Haines (1998) points out that the earliest thinking about management indicates business circumstances in developed countries. This concurs with Seny et al. (2015), who argue that management research in the African context is all but invisible in management literature.

For instance, in Nigeria, after gaining independence, it established its own system of controlling the education system under the central government, which took over control of schools and the management of education by publishing the 1977 education policy. Since then, the Federal Government, through the Federal Ministry of Education, has been responsible for the overall control and management of education in the country (Abdulkareem & Muraina, 2015). Despite the overall control of the education system in Nigeria since the Christian missionary era, there is not much literature on the implementation of the control principle at the school level. Currently in Ethiopia, education management is the latest field to be practiced in the country. This is because the concept and practice started in North America, spread to European and Asian countries such as Korea, Japan, and China, and extended into African countries, that is how it was adopted in Ethiopia, especially towards the end of the 20th century when management education expanded its boundaries to the management of government and public systems, including the management of the education system (Pandian & Kasa, 2021).

In general, African countries have been exercising control over their educational systems since the introduction of formal education by the missionaries during the missionary era, colonialism, and after independence. However, there is not enough information in the literature on how these countries have been practicing control principle in managing educational activities at school level. In the education system, control is very important to implement. It is a significant element in any educational institution as it helps in checking mistakes and upholding corrective measures to reduce deviation from stated standards and ensure that institutional goals and objectives are achieved in the desired way (Chenhall, 2003; Terry, 2019; as cited in Amadi and Edu, 2020; and Akpan, 1999). From that ground, heads of schools and district education officers, in collaboration with teachers, have to set standards to guide teachers and other staff in the process of implementing the curriculum and ensuring that the set educational goals and objectives are attained.

The set standards have to be assessed over time and corrective measures taken before it is too late. This indicates that control is of vital importance in educational institutions. That's why this study aims to find out how the control principle of educational management is implemented to improve teachers' working performance. Measures taken through effective control motivate both the teaching and non-teaching staff towards the effective realisation of educational goals and objectives in an educational institution in the desired manner (Amadi & Edu, 2020). This implies that motivation resulting from control measures makes teachers improve their performance, thus achieving the institutional goals and objectives.

Lastly, control measures facilitate coordination in action. It assists school leaders in providing a common direction for all the activities of different departments and the efforts of individual teachers to achieve organisational objectives. However, there has not been effective implementation of the control principle of education management in developing countries, and Tanzania in particular. According to Abebe (2012), poor education management in many developing countries leads to high pupil-teacher ratios, overcrowded classrooms, and high student drop-out rates, resulting in poor quality education. This is a weakness that calls for a study on the implementation of the control principle of educational management in improving teachers' performance in public secondary schools.

As for Tanzania, the development of the control principle of educational management is obscure. Since independence, particularly after the Arusha declaration in 1967, Tanzania has started to provide social services directly to its people through the ideology of socialism and a centrally planned economy. However, it encountered some challenges in an attempt to make public services more performance-oriented because, after independence, the services remained in the hands of the bureaucratic structure. These weaknesses related to traditional public administration were addressed in the adoption of public service reform under the umbrella of New Public Management (Lameck, 2009).

In relation to controlling school activities as a principle of educational management, the Tanzania 2014 education policy requires school heads to execute the following activities: preparing and maintaining teachers' bio-data; maintaining and using school infrastructures efficiently; assigning teachers their roles and responsibilities; managing pupils' enrolment roster; managing pupils' and classroom teachers' attendance register; and preparing a whole school development plan addressing teachers' welfare, to mention just a few (MoEST, 2020). In implementing these activities, the head of the school needs to involve the school board and the community for effective implementation of activities related to the control principle of educational management.

Nevertheless, the provision of education has not been so effective. A majority of public secondary schools' learners still experience low performance in their examinations, as revealed by the National Examination Council of Tanzania, where the majority of the candidates pass with low marks, which is attributed to teaching that does not encourage learners to learn, such as the absence of preparations, teaching and learning resources and aids, and low participation of learners in learning.

However, in Tanzania, specifically in Ilemela Municipality, the control principle has not been effectively implemented by school heads. This is because teachers do not concentrate fully on their teaching activities. For example, according to *Tawala za Mikoa na Serikali za Mitaa (TAMISEMI)* (2022), there are still teachers' truanancies in teaching that do not meet the standards, such as employing the lecture method most of the time for teaching instead of using learner-centred approaches that involve learners in the lesson. Also, there is the inappropriate use of material resources like books, and time for classroom teaching is not satisfactorily considered since some teachers enter classrooms for teaching late while others leave their periods earlier. It is on this ground that the researcher seeks to conduct a study on how the control principle of management is implemented to improve teachers' performance in secondary schools to cover the knowledge gap and add knowledge to the existing body of literature.

1.1 Statement of the Problem

The control principle enables teachers to improve their performance. Control ensures the efficient use of resources, and school leaders use it to administer teachers to use classroom time effectively and employ books and other teaching and learning aids and resources in the teaching and learning process, thus helping teachers to enhance their performance. It strengthens teachers' engagement and increases their efforts (Cabanero, 2022; Paprskárová & Sochanič, 2018). Through control, heads of schools evaluate teachers' performance. Teacher evaluation includes a precise assessment of teaching effectiveness, its robustness, and areas for development, accompanied by feedback, coaching, support, and opportunities for professional development (Bichi, 2017). This implies that the effective implementation of control improves teachers' performance. Heads of schools should strengthen practices to help teachers improve their performance (Nyangarika & Kapinga, 2020). Teachers' performance is still a matter of concern for various stakeholders in Tanzania. Practices such as absenteeism and misconduct, which lead to poor curriculum implementation and consequently, poor academic achievement, are still prevalent in schools (Mgema, 2022; TAMISEMI, 2022). In schools, inadequate performance is also observed due to teachers' reliance on traditional teaching techniques dominated by teacher-centred approaches and a lack of teaching aids (TAMISEMI, 2022). All of these indicate that the control principle is not effectively implemented. Therefore, the focus of this study is to assess the implementation of the control principle of educational management in secondary schools in Ilemela District to rectify the situation and improve teachers' performance in the district.

1.2 Objectives of the Study

The Study was Guided by the Following Objective

i. To examine the strategies that should be employed to enhance the working performance of teachers in Ilemela Municipality

Significance of the Study

This study is expected to assist educational planners and policymakers to better understand how the control principle is implemented in schools and the best strategies for improving teachers' working performance. Teachers will gain insight into how the control principle is implemented in public secondary schools, enabling them to improve their own working performance. Students will benefit from improved teaching performance; leading to enhanced learning outcomes and helping them achieve their educational goals. Parents, guardians, society, and the country as a whole will benefit from producing well-educated individuals who can contribute to the development of their families, communities, and nation.

Scope of the Study

The study assessed the strategies for improving the teachers' working performance in public secondary schools in Ilemela Municipality, located in the Mwanza region. This area was chosen due to the significant number of the target population for the study and the presence of many public secondary schools whose national examination results had not been convincing and encouraging to stakeholders, including parents and students. The study included heads of schools and teachers from the randomly selected public secondary schools in the district.

2. LITERATURE REVIEW

Given the critical role of control in enhancing teachers' performance, it is essential to overcome the challenges and obstacles that hinder its effective implementation. School administrators, as heads of schools, should employ a range of strategies to facilitate the implementation of control and foster improvement in teachers' performance: Administrators are responsible for promoting teachers' professional development to enhance their performance. Effective control involves

monitoring and evaluating teachers' abilities and identifying areas that require remedial measures. Therefore, it is crucial for heads of schools to support their teachers in developing professionally. By providing opportunities for teachers to enhance their knowledge and skills, they become more confident and capable of fulfilling their teaching and learning responsibilities more effectively. This is in line with Katamei and Omwono's (2015) emphasis on capacity building to equip teachers with the necessary skills, fostering confidence in their profession to remain globally competitive.

Motivation plays a significant role in teachers' job performance. Involving teachers in decision-making processes can be a motivating factor. When teachers feel that they have a say in the decisions affecting their work, they tend to be more engaged and committed. As per Akhtar and Iqbal (2017), motivation enhances staff performance and efficiency in educational institutions. Motivated teachers are more focused on educational improvement, and they tend to be more enable to controlling measures. In contrast, a lack of motivation can lead to issues such as teacher absenteeism, lower task commitment, and poor professional conduct, ultimately affecting teachers' performance negatively.

Effective supervision and leadership by school heads play a crucial role in promoting discipline among teachers, staff, and students. Discipline is essential for maintaining an environment conducive to learning and collaboration. The commitment of the school head, coupled with their knowledge, skills, and experience in leadership, is instrumental in the implementation of control and the overall management of the school. School heads who are committed, knowledgeable, skilled, and experienced can effectively use control principles to enhance teachers' performance and ensure that school resources are utilised optimally. Peregrino et al. (2021) highlight the importance of school heads' competency, qualifications, and commitment in ensuring that school employees work effectively and in collaboration, focusing on key aspects of learning, teaching, and school improvement.

In summary, these strategies, including advancing teachers' professional development, providing motivation, and the commitment, knowledge, skills, and experience of school heads, are integral to improving teachers' working performance by effectively implementing control in educational management. They address various aspects of teachers' motivation, capabilities, and the school leadership necessary to enhance performance. Implementing these strategies can contribute to a more effective control process and, consequently, the improvement of teachers' performance.

3.0 METHODOLOGY

This study used a mixed research approach which included both quantitative and qualitative approaches because the combination of both approaches allows for the collection of diverse data to comprehensively address the research questions. Furthermore, a convergent parallel design was used where data was analyzed separately while being compared qualitatively and quantitatively and the interpretation of the results was done at the same time. The study population consisted of 1,147 individuals, including 55 public secondary school heads, 1,091 teachers from public secondary schools, and 1 District Secondary Education Officer, all from Ilemela District. The sample comprised 104 respondents and it was convenient as it was able to provide appropriate information for the study. The study employed both probability sampling method (simple random) for selecting public secondary school teachers (lottery method) and non-probability sampling (purposive) to eleven (11) heads of schools and one (1) DSEO whereby questionnaire and interview (face to face) guides as methods of data collection were used respectively. In order to determine the validity and reliability of the research instruments, the researcher applied content validity and Test-retest reliability procedures respectively. A sample of four (4) teachers and two (2) heads of schools was used for a pilot study. Qualitative data were analysed thematically by sorting out analogous patterns in the respondents' responses based on the research objectives and research questions and grouping them into thematic headings. Quantitative data from questionnaires were analysed using descriptive statistics (frequencies and percentages) based on the nature of the responses with the help of the computer Statistical Package for Social Sciences (SPSS) version 20.00. The demands of ethics in research were observed and for the purpose of avoiding plagiarism, the study ensured proper acknowledgment of all the sources of information cited throughout this document adhering to APA Manual 7th edition.

4.0 RESULTS AND DISCUSSIONS

The results and discussions are brought forward thematically based on the research objective guiding this study.

Strategies that Should be Employed to Improve Teachers' Working Performance

The study sought to establish the possible strategies for improving teachers' working performance. A sample of 92 teachers was asked to tick a suitable statement from a list of statements given. The statements given were: provision of training and seminars for heads of schools, provision of motivation to teachers, advancing professional development for teachers, school heads' commitment to their work and improvement of working environment. Figure 1 presents their responses:

Results from Figure 1 reveals that respondents identified a number of strategies for improving teachers' performance including provision of motivation to teachers (100 percent), advancing professional development for teachers (100 percent), improvement of working environment (100 percent), school heads' commitment to their work (96.7 percent) and managerial training and seminars for heads of schools (95.65 percent). The study indicated that what was given by the teacher respondents were strategies that if well implemented can improve heads of schools' ability in implementing control principle of educational management resulting to the improvement of teachers' performance.

Provision of Motivation to Teachers

In regard to the provision of motivation of teachers, responses from questionnaires and interviews showed that it enabled teachers to improve their performance. The findings indicated that motivation assists greatly in enabling teachers to

improve their performance. Respondents from interviews had strong themes in support of the contention that motivation enables teachers to improve their performance. Feedback from the 11 heads of schools on the provision of motivation to teachers indicated that motivation plays a major role in enabling teachers to improve their performance and they suggested motivation to be provided to teachers who excel in performance. One of the heads of schools said, “positive motivation assists much in making teachers to improve their performance” and added that “since motivation may be positive or negative, teachers who excel should be given positive motivation while those who misbehave should be given negative motivation to enable them all improve their performance” (HoS6: August, 2023). The Scientific Management Theory (Okumbe, 1999) underscores the importance of motivation to enhance performance, advocating for higher salaries as a motivator for increased productivity. In the context of control activities in educational management, school heads should motivate teachers through awards or psychological recognition to improve their performance. In summary, the theory of scientific management provides a valuable framework for understanding the principles of effective management, division of labour, and motivation, all of which are highly relevant to the field of educational management and control.

Advancing Professional Development for Teachers

Furthermore, based on the responses from questionnaires and interviews, the study revealed that advancing professional development for in-service teachers is another suitable strategy for enabling teachers to improve their performance. This is proved by the quantitative findings presented in Figure 1, showing that 100 percent of the respondents said that advancing professional development for in-service teachers is an acceptable strategy for improving teachers’ performance.

Responses from the 11 heads of school respondents throughout the interview supported the quantitative findings that the provision of programmes of professional development for in-service teachers is a suitable strategy for enabling teachers to improve their performance. The respondents indicated that the provision of professional development for teachers is necessary for shaping teachers’ knowledge of content and pedagogy. For example, one of the respondents said, “For teachers to improve performance, they need to have appropriate content knowledge and pedagogy. This makes them confident and therefore employs their knowledge and skills fully to assist teachers in learning. However, as curriculums get improved, resulting in changes to the content to be taught to learners and the introduction of new methods of imparting knowledge to students, teachers seem to be left behind. This raises the need for the provision of professional development to in-service teachers in order to improve their ability to teach” (Interview; HoS 8: August, 2023). This also reveals that professional development is of great importance for teachers to improve their performance, which agrees with Indeed Editorial Team (2020), who asserts that administrators take on the responsibility of developing teachers’ professional development in order to improve their performance.

Improving the Working Environment

Based on improving the working environment, findings from questionnaires and interviews indicated that improvement of the working environment was one of the strategies for improving teachers’ working performance. The quantitative findings presented in figure 1 showing that 100 percent of the respondents mentioned the improvement of the working environment as a strategy for improving teachers’ working performance confirm this view.

Feedback from the 11 heads of school respondents provided support for the information from questionnaires. Data collected from respondents during the interviews indicated that sometimes teachers lose motivation for work due to the poor environment in which they work. For example, one of the respondents was quoted saying:

“Teachers work in a very poor environment, and this causes them to lose interest and morale for work. You find, for example, a school with an inadequacy of classrooms and teachers, which causes class sizes to be very large up to more than 100 students in a single class. In such a situation, you also find the teacher having more than 30 periods to teach. This therefore causes teachers to despair, leading to insufficient performance. Therefore, if the working environment is improved, teachers can have a raised morale for work and hence improve their performance” (Interview; HoS1: August 2023).

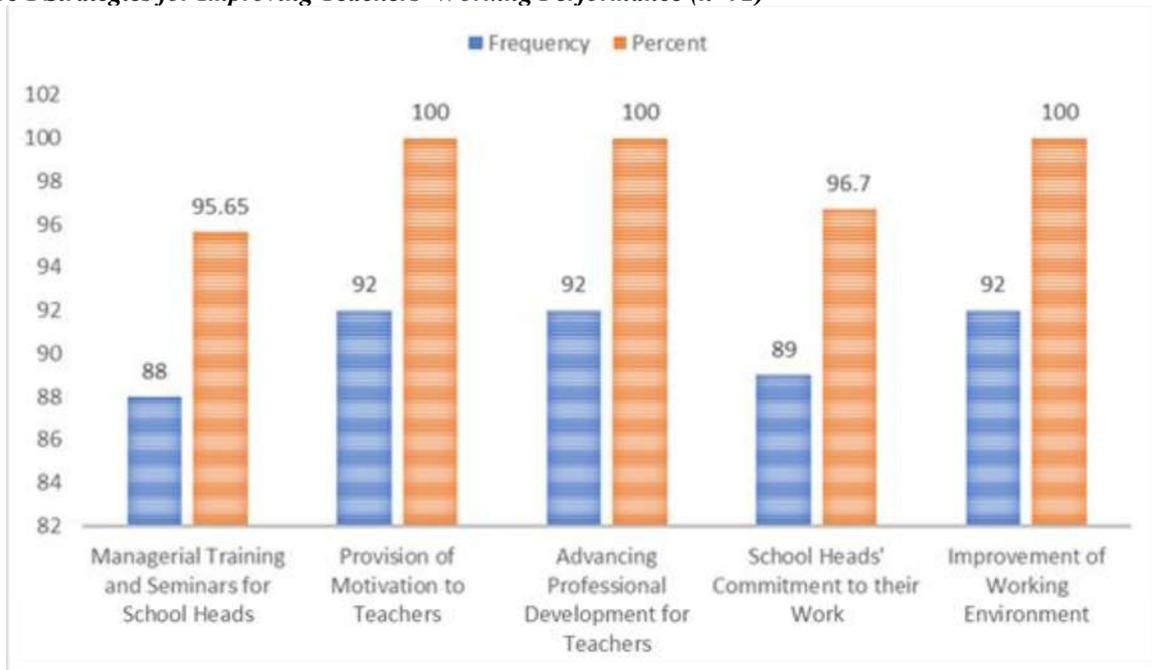
This implies that bad teachers’ working environment acted as a stumbling block for them to improve their performance and therefore, if the environment is improved, teachers’ performance can also be improved.

Furthermore, another respondent among the 11 heads of school during the interview sessions was heard saying:

“Majority of the teachers in these schools’ work in very poor environments, as for example, the majority of the schools have no houses for teachers. This causes teachers to incur the big costs of hiring houses for living, and sometimes they are forced to live a long distance away from schools, which increases their life expenses. At school, they encounter classrooms flooded with students. These situations make teachers despair and thus affect their performance” (Interview; HoS2: August, 2023).

From the quotations above, it is clear that if schools’ working environments are improved, for example building enough classes, constructing houses for teachers, and providing the necessary teaching and learning resources, teachers can increase their performance.

Figure 1 Strategies for Improving Teachers' Working Performance (n=92)



Source: Field Data, 2023

School Heads' Commitment to their Work

Once again, the study indicated that heads of schools' commitment to their work is a crucial strategy for improving teachers' performance. Information presented in Figure 1 from questionnaires shows this without doubt, as it indicates that 96.7 percent of the respondents agreed that heads of schools' commitment to their work is a strategy for improving teachers' performance.

Information collected from the 11 respondents seemed to support the quantitative information that heads of schools' commitment to their work is of importance for improving teachers' performance. Information from interviews showed that heads of schools' lack of commitment to their work lowers teachers' performance. One of the respondents, for example, had the following opinions:

"If the head of school is committed to his or her work, he or she supervises his or her work effectively, and he or she ensures that teachers implement their responsibilities appropriately. where the head of school is not committed, everything in the school is done inappropriately, which lowers teachers' performance. However, it is true that some of the heads of schools are not committed, and therefore performance in their schools is always low." (Interview; HoS2: August, 2023).

Additionally, another respondent had the following to say in respect to heads of schools' commitment to their work:

"Commitment to work is something that causes some of the heads of schools not to be able to improve the performance of their schools. Some of the heads of schools do not much care about school activities and teachers' teaching, and therefore their schools' performance seems to be low every year. Therefore, heads of schools need to be committed to their work in order to supervise teachers effectively." (Interview: HoS3: July 2023). The quotations above indicate, as a proof for quantitative findings, that heads of schools' commitment to their work is necessary for supervising and improving the performance of teachers. This concurs with Peregrino et al. (2021), who reveal that effective school heads are strong educators, fixing their work firmly on vital issues of learning, teaching, and the continuous improvement of schools. Heads of schools who are strong educators are those who are committed to their work.

Managerial Training and Seminars for Heads of Schools

The study indicated that respondents suggested that one of the strategies for improving teachers' performance is the provision of training and seminars to heads of schools so that they can be given the ability to manage schools effectively. This is proved by the quantitative findings presented in Figure 1, which indicates that 95.65 percent of the teacher respondents said that heads of schools should be given training and seminars on school management. This implies that majority of the heads of schools lack managerial techniques, and therefore, through training, their ability to manage schools is shaped.

Comments from the 11 head of school respondents during the interview indicated support for the quantitative findings, as has been presented above. The respondents indicated that some of them are given schools to manage without enough knowledge, skills, and techniques in management, and therefore they find themselves unable to manage schools effectively. For example, one of the respondents had the following views on the provision of managerial training for heads of schools:

"Provision of training and seminars for heads of schools is so important for enabling heads of schools to have enough knowledge and skills for managing schools. It is undeniable that some of the heads of schools are promoted to the position of heading schools without proper knowledge, skills, and experience in management, and therefore they find themselves lacking in the techniques of managing schools, which then result in conflicts within the school. When conflicts arise

among teachers or between some of the teachers and the head of school, the school performance falls down." (Interview; HoS4: August 2023).

When reacting to the same view during the interview sessions, another respondent had the following to say: "Some of us lack enough knowledge, experience, and skills when we are promoted to the position of heading schools. This causes some of the heads of schools not to be able to run schools effectively. It is not surprising that some of the heads of schools cannot set plan, objectives, and goals appropriate for enabling schools to improve performance" (Interview; HoS3: August 2023).

This shows that the provision of training for heads of schools to improve their managerial knowledge and skills is important. This agrees with Akpan (1999), who reports that some heads of schools lack proper knowledge on measures of implementing control for guiding teachers' activities towards effective accomplishment of school goals and objectives, and is supported by Peregrino et al. (2021), who say that it is necessary for heads of schools to have the necessary skills and competencies that will be their weapon in running their schools. As such, training and providing heads of schools are crucial for improving their ability to manage schools.

In general, it can be said that the study findings identified a number of strategies that can be employed to improve teachers' performance. These include the provision of training and seminars for heads of schools in order to shape their knowledge, skills, and techniques of managing schools; providing motivation to teachers; advancing professional development for in-service teachers; and improving the working environment.

5.0 CONCLUSION

Based on the findings of this study, it is shown that there are various strategies that should be employed to improve teachers' working performance. Such strategies include providing training and seminars for heads of schools on school management, providing motivation to teachers, improving and advancing professional development for in-service teachers, ensuring that school heads are committed to their work, and improving the working environment. If these factors are well observed and implemented, the control principle of educational management can be of much help in improving the performance of teachers.

6.0 RECOMMENDATIONS

This study recommends that city, municipal, and district executive directors as public secondary school owners in their areas, should think of providing heads of schools with seminars and training on educational management in order to equip them with managerial skills that can enable them to manage schools effectively.

Public secondary school heads should make personal efforts to ensure that they improve their knowledge of educational managerial skills so that they can be able to implement various managerial activities effectively for school performance. School owners and heads of schools should think of various ways that can be used to motivate teachers in order to improve their work morale and enable them to implement their responsibilities without a force behind them. Furthermore, the study recommends that the Ministry of Education, Science, and Technology and the President's Office, Regional Administration, and Local Government (PO-RALG) should think about setting conditions for a teacher to be appointed as head of school to have good understanding, knowledge, and skills in educational management, including skills in principles of educational management.

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