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Applicability of High Performance Organization (HPO) Framework to Students' Academic Achievement in Tanzania: A Case of Catholic Schools in Dodoma, Tanzania

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Abstract:

Purpose: The general objective of the study is to assess the influence of high performance organization framework (HPO) to students' academic achievement in Tanzania specifically on the case of Catholic schools in Dodoma. The specific objectives were; to determine the applicability of management quality in Catholic Secondary Schools academic plans on students' academic achievement, to evaluate the practices of openness and action orientation in Catholic schools, to examine the application of long-term orientation of workforce on students' academic achievement, to determine the applicability of continuous improvement in Catholic Schools academic strategic plans on students sustainable academic achievement, and to examine the application of quality of employees in Catholic Schools toward students' academic achievement.

Methodology: The study employed two methods of data collection namely questionnaires and documents review based for secondary data. Questionnaires is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents, although they are often designed for statistical analysis of the responses, this is not always the case. The method is helpful in collecting large amounts of information from a large number of people in a short period and at a relatively low cost. Its results were usually quickly and easily quantified by a researcher through the use of a software package SPSS.

Conclusion: it is observed that, The application of High Performance Organization Framework to Catholic Schools in Dodoma seems to be very low. 48% of the respondents agreed that there were HPO Framework applications in their respective schools which is under a half. Many researchers have found that HPO Framework has a great relationship to performance or achievement. This can be proved by this study because the Catholic Schools in Dodoma are not the best schools in Tanzania. If they could apply these HPO Framework their performance would likely be higher than expected.

Contribution to theory, practice and policy: The researcher is recommending that other researchers should take an in-depth analysis of the applicability of higher performance organization framework to students academic achievement in Tanzania.

Keywords: Higher Performance Organization Framework (HPO) and students' academic achievement

1. Introduction

A High Performance Organization is an organization that achieves financial and non-financial results that are exceedingly better than those of its peer group over a period of time of five years or more, by focusing in a disciplined way on that which really matters to the organization (Dr. De Waal, HPO Center). The high performance organization framework is a conceptual and scientifically validated structure that managers can use to focus on in order to improve organizational performance and make it sustainable. The HPO Framework is not a set of instructions that can be followed blindly. It is a framework that has to be translated by managers to their specific organizational situation in their current time, by designing a specific variant of the framework fit for their organization (Dr. De Waal, HPO Center).

Many academic and management publications in the area of high performance and excellence were studied in order to be able to build the HPO Framework. Subsequent statistical analysis of the collected data showed that there are 35 characteristics that have a direct positive relation with competitive performance. These characteristics always appear in five groups, the so-called HPO factors. When an organization scores higher on these five HPO Factors than its peer group, then it performs financially and non-financially also better than the peer group (Dr. De Waal, HPO Center).

The HPO Framework consists of five factors of high performance, with each factor consisting of several underlying HPO characteristics. These are the five factors; Quality of Management, Openness and Action Orientation, Long-Term Orientation, Continuous Improvement and Renewal and Quality of Employees.

On the other hand the definition of academic achievement can vary, it depends on the indicators used to measure it. There are various indicators used to measure and show academic achievement, mostly indicators can be considered from the test or examination results of a student (Spinath & Birgit, 2012). Students' academic achievement represents performance outcomes that shows the level a student or person has attained to his/her specific goals that were the

objectives, mission and vision or focus during instructional environment. Academic achievement should be considered to be a point of focus because it comprises different domains of learning because the field of academic achievement is very wide-ranging and covers a broad variety of educational outcomes (Steinmayr, 2014).

The grades range used by authority commission also are good examples of the academic achievement reached by a specific student and the school in particular. All criteria have in common that they represent intellectual endeavors and thus, more or less, mirror the intellectual capacity of a person (Steinmayr, 2014). In Tanzania for example, the examination council uses divisions from Division One (the higher achiever) to Division Zero (the failed candidate) to show academic achievement achieved by a certain student.

The HPO research shows that there is a direct and positive correlation between the 5 HPO Factors and organizational results, regardless of sector, industry or country, as shown below. Literature shows that organizations that are high performing outperform their peer groups by; Revenue Growth +4 to 44, Return On Assets (roa) +to 12, Profitability +4to 44, Return On Equity (ROE) +9to 25, Return On Investment (ROI) +15 to 26, Return On Sales (ROS), 2 to 18, Total Shareholder Return +4to 42. In other area of non-financial performance HPOs repeat this feat, they achieve much higher customer satisfaction, customer loyalty, employee loyalty, and quality of products and services than their less able counterparts (HPO Center)

1.1. Problem Statement

The expected goal of every school or company is to do their potentials or be the best in the competitive world in their business. Employees are encouraged to work optimally in their duties and responsibilities assigned. In the recent competitive world, schools need to capitalize on any opportunity to set themselves apart from their competitors by increasing students' academic achievement years after years. Many researchers have studied the application of HPO Framework in relation to quality education, de Waal and Chachage, (2009) in their study suggested that the absence of quality control measures and lack of a national qualifications framework do not help to quickly address and solve the problem.

The educational side of the institutions suffer from a multitude of problems, amongst which are poor students academic achievement, underqualified and unmotivated teachers, lack of teaching and learning materials, poor infrastructure, outdated curriculum and lack of management skills at various levels. The emphasis on the importance of students' academic achievement should be regarded to different perspectives on individual persons and the community in general.

Generally, many schools are struggling to improve or maintain academic achievement of their respective students. Despite having many studies of HPO Framework to organizational performance, few studies have paid attention to HPO Framework to Students Academic Achievement. This study aims to address the gap by studying the application of HPO Framework to students' academic achievement. Therefore, the study explored HPO Factors applicability to students academic achievement in some Catholic owned schools in Dodoma, Tanzania. The study is going to bring awareness to managers, teachers, students and the government about incorporating HPO Factors to academic strategic plans.

1.2. Objectives of the Study

1.2.1. General Objectives

The general objective of the study is to assess the influence of high performance organization framework toward students' academic achievement.

1.2.2. Specific Objectives

- To determine the applicability of management quality in secondary schools plans on students academic achievement.
- To evaluate the practices of openness and action orientation in schools
- To examine the application of long-term orientation of workforce on students academic achievement
- To determine the applicability of continuous improvement in schools strategic plans on sustainable academic achievement
- To examine the application of quality of employees in schools.

1.3. Significance of the Study

The study will be significant to various schools (both public and private schools) and academic institutions in minimizing challenges around poor performance of their pupils/students by applying the HPO Framework in their day to day activities. The study will also benefit people who want to establish schools because it will give them the prerequisite information about handling issues related to students' academic achievement. Furthermore, The study will serve as the basis for future plans of action, policy design and human resources practices by companies or organizations administrators, consultants as well as the government. Last but not least, the study will serve as a theoretical model for future studies of the same nature if ever the existing problem has penetrated in this case will exist in the future.

2. Literature Review

2.1. Conceptual Overview

2.1.1. High Performance Organization (HPO) Framework

According to the HPO center by De waal, (2012). The High Performance (HPO) Organization Framework is a conceptual, scientifically validated structure that managers can use for deciding what to focus on in order to improve organizational performance and make it sustainable. The HPO Framework is not a set of instructions that can be followed blindly rather it is a framework that has to be translated by managers to their specific organizational situation in their current time by designing a specific variant of the framework for their organization. De waal proposed the five success factors of the High Performance Organization.

2.1.1.1. Quality of Management

Especially with immediate managers, is an essential determinant of organizational performance. Managers with a sharp and clear set of ethics and values are the ones to bring in the integrity to their respective teams. Managers that act both as role models are the ones to drive high performance teams which then go on to build high performance organizations (Lobo, 2019).

2.1.1.2. Openness and Action-Oriented

High-performance oriented managers live by the open-door policy in the organization. They not only allow their employees to make mistakes by taking initiatives but are also open to criticism themselves. They make their employees feel secure to make mistakes and learn from them.

2.1.1.3. Long-term Orientation

Long term commitment from all the stakeholders not only benefits the company but also all the participating parties. A long-retainer relationship is a mutually beneficial equation.

2.1.1.4. Continuous Improvement and Renewal

High-performing organizations do not wait for the market to knock on their doors to make improvements. Instead, they are internally driven to strive for continuous growth and development. This constant state of renewal is often the best competitive advantage an organization can have. The proactive approach instead of the reactive approach for improving business processes and products is the best way to build and sustain a high-performance organization.

2.1.1.5. Employee Quality

As HPOs continually strive for growth, their employees are equally motivated in the same direction. This motivation is not entirely inherent to individuals and is often a result of excellent culture and autonomy to function.

2.1.2. Student's Academic Achievement (SAA)

Many schools, colleges and universities are turning to educational practices that enhance student engagement and serve to promote student achievement and success (National Survey of Student Engagement, Annual Report, 2007). Students academic achievement represents performance outcomes that shows the level a student has attained to his/her studying. A host of best practices in the field of higher education have demonstrated track records in engaging students, inside and outside of the traditional college classroom setting. In 2007, the National Leadership for Liberal Education and America's Promise (LEAP) identified innovative practices in education in their report, College Learning for the New Global Century. These high-impact educational practices (HIEPs) include rich experiences, such as first-year seminars, common intellectual experiences, writing-intensive courses, collaborative assignments and projects, internships, learning communities, capstone experiences, diversity/global learning, and service-learning. All these can influence academic achievement to students. Academic achievement should be considered to be a point of focus because it comprises different domains of learning.

2.1.3. Historical Review of High-Performance Organization

Although the concept and measurement of high performance organizations are relatively new to management theory, they have roots that extend at least back to the beginning of the Industrial Revolution. At the dawn of the Industrial Revolution, various employers strove to change workers' attitudes from an agrarian or craft-tradition mindset to a factory mindset. Workers had to develop new habits such as punctuality, regular attendance and mechanical pacing of work effort.

According to Owen, managers spent time improving machines, specialized labor and cutting costs, yet they made no investments in workers themselves. Money spent on improving labor would return you not 5%, 10% or 15% for your capital but often 50% and in many cases a 100% (Butt, 1971). If a person can get sufficient income in four days to support himself for seven days, he will keep holiday the other three days, that is, he will live in riot and debauchery (Powell, 1972). This idea of thinking was picked up by others and theories emerged that bolstered the idea of controlling workers through policy, structure and organization.

These previous viewpoints indicate the roots for thinking about how to develop a high-performance organization. As industry grew, it provided the assumptions about how to increase production or performance and more better output

in the organization. Educational industry is amongst which focuses on academic achievement of the customers through ensuring tasks are performed in an agreed manner.

2.2. Theoretical Review

2.2.1. The High-Performance Organization Theory

HPO is a management theory that brings together existing theories and good practice evidence from a number of management disciplines covering such areas as innovation and improvement, corporate governance, continuous improvement, human resource and workforce management.

According to de waal (2012), an organization that achieves financial results are better than those of its peer group over a longer period of time, by being able to adapt well to changes and react to these quickly, by managing for long term, by setting up an integrated and aligned management structure, by continuously improving its core capabilities and by truly treating the employees as its main asset.

The evaluation shows that if an organization works with discipline on the recommendations from the HPO Diagnosis its financial and non-financial performance will improve. This makes the HPO framework unique in the world as it is the only one with a solid scientific foundation and of which its working and effectiveness has been proven.

The HPO researches have shown that there is a direct and positive relationship between the five HPO factors against the organization performance and achievement, the higher the scores on the HPO factors, the better the results of the organization, and the lower the HPO scores the lower the competitive performance (de waal, 2012).

2.3. Empirical Review

According to Collins and Porras (1997), there has been a strong interest in identifying the characteristics of high performance organizations. The interest has grown even more because of the rapid changes in the competitive environment of companies, forcing them to adapt faster to growing international demands for flexibility and speed and to compete simultaneously on the basis of development cycle time, price, quality, flexibility, fast and reliable delivery and after-sales support for their products (Kasarda & Rondinelli, 1998).

The absence of quality control measures and the lack of a national qualifications framework do not help to quickly address and solve the problems in education. The effectiveness problem of the institutions is furthermore augmented by a lack of skills in information and communication technology and research experiences (de waal & Chachage, 2009). The educational side of the institutions also suffers from a multitude of problems, amongst which are under-qualified and unmotivated teachers, inadequate or lack of teaching and learning materials, poor infrastructure, out of date curriculum and lack of management skills at various levels.

With all these challenges to deal with, it is no wonder managers in Tanzanian educational institutions are increasingly looking for ways to improve the performance of their institutions.

The research done by Makkar et al (2008), indicates that, HPO framework can be used to assess the strength and improvement progress of an educational institution. It can help an educational institution to focus on what is really important to improve and thereby fosters the improvement process. The quality of management and the quality of the dialogue process are of paramount importance for a successful transition.

3. Research Methodology

The study is finding whether there is a relationship between the HPOFramework factors to students academic achievement in Tanzania. Dodoma was selected as the study area particularly Dodoma City that inference has been taken to all regions in Tanzania. Huruma Girls, Selasian Seminary, Bihawanna School, Maria De Mattias and Saint Peter Clevery were the specific study areas chosen. Their academic achievement is somewhere between high and moderate. They do not perform to their full potential and capabilities even though their process of selecting students is intact and impenetrable. The study area has an interesting point, these are the schools that people thought to be performing well because of having good management and facilities. It's an area where the community believes that teachers and other workers are paid well, Students are highly listened to and cared for, training and development schedule is in place all the time and the management is proactive.

The sample size of 220 participants were selected and accepted for the study due to the fact that the total population estimated to be 2200 members and were homogeneous, they just have the same characteristics as suggested by some scholars such as Kamuzora & Aman (2008).

The study used two types of data that were primary and secondary data. Questionnaires and Documents review were the two data collection methods used. Large amounts of information were collected from a large number of people in a short period of time and in a relatively cost effective way.

The data were collected through providing questionnaires to the head of schools, teachers and students from the mentioned schools. Books, Journals and other past sources were used to collect data for this study. The collected data were analysed and processed using a computer program called IBM-SPSS and IBM-AMOS.

4. Presentation of Findings

4.1. Response Frequency

4.1.1. Continuous Improvements

The variable has eight items which are shown in the table. About 14% of the respondents strongly disagreed on the practice of continuous improvements in the mentioned catholic owned schools, 13% Disagree, 30% were also neutral, and only 29% agreed, while 14% were strongly agreed on the continuous improvements of the schools activities.

SN	Items	Performance (%)				
		SD	D	N	A	SA
01	The school has adopted a strategy that sets it clearly	23.2	10.0	22.7	31.8	11.8
	apart from other schools					
02	The school processes are continuously improved	9.1	21.8	20.5	39.5	9.1
03	The school processes are continuously simplified	11.8	18.6	39.1	25.0	5.5
04	The school processes are continuously aligned	15.9	10.0	20.0	32.7	19.5
	(work as a team)					
05	Everything that matters to performance is explicitly reported	9.5	8.2	15.5	34.1	32.3
06	Both financial and non-financial information is reported to school boards	12.3	10.0	51.8	19.1	6.8
07	The school continuously innovate its core competencies	14.1	11.4	31.4	25.5	17.3
08	The school continuously innovate its processes and services	19.5	11.4	39.1	23.6	6.4
	Average	14	13	30	29	14

Table 1: Continuous Improvements

4.1.2. Openness and Action Orientation

The main question was how management frequently engages in a dialogue with teachers and students in carrying out activities. 18% of the respondents strongly disagreed, 13% disagreed while 25% were neutral. Furthermore, 33% were agreed, 11% were strongly agreed.

SN	Items	Performance (%)				
		SD	D	N	A	SA
A1	Management frequently engages in dialogue with teachers.	15.5	11.8	29.1	34.5	9.1
A2	The school spends much time on communication, knowledge exchange and learning.	13.6	21.4	23.6	28.6	12.7
A3	The school community is always involved in important processes	13.6	11.8	30.5	31.8	11.8
A4	Management allows teachers, parents and students to make challenges for them.	36.5	14.1	20.5	19.1	9.5
A5	Management welcomes change.	20.5	9.5	22.3	34.5	12.3
A6	The school performance is driven	5.0	10.9	21.4	50	12.3
	Average	18	13	25	33	11

Table 2: The Practice of Openness and Action Orientation

4.1.3. Applicability of Management Quality

The question was to see how far management quality is applied to those selected schools. 17% of the respondents strongly disagreed, 12% disagreed whereby 27% were neutral, while 30% agreed and 14% of the respondents strongly agreed.

SN	Items	Performance (%)				
		SD	D	N	A	SA
M1	The school is trusted by school community	24.5	11.8	35.5	27.3	.0
M2	Management has integrity	12.7	13.6	40.0	26.4	7.3
M3	Management is a role model for the school community. (staffs, non-staffs, and students)	26.8	19.1	28.6	25.5	.0
M4	Management applies fast decision making	13.6	14.1	24.1	32.7	13.2
M5	Management applies fast action taking	18.2	13.2	20.9	31.4	14.5
M6	Management coaches' teachers to achieve better results	14.1	9.1	28.6	30.0	16.6
M7	Management focuses on achieving better results	5.9	5.9	13.6	40.0	33.6
M8	Management is very active	16.4	12.3	29.5	29.1	12.3
M9	Management applies strong leadership	17.3	15.0	23.2	31.8	12.3
M10	Management is confident in decision making	12.3	11.4	23.6	30.9	20.0
M11	Management is decisive with regard to non-performers	11.8	5.9	29.5	23.2	28.2
	Average	17	12	27	30	14

Table 3: The Applicability of Management Quality

4.1.4. The Application of Workforce Quality

15% of the respondents strongly disagreed with the application of the quality of workforce, 10% of them disagreed, 27% also were neutral, 28% were agreed and lastly 20% were strongly agreed.

SN	Items	Performance (%)				
		SD	D	N	A	SA
W1	Management always holds and motivates teachers and students who perform better.	8.6	5.5	18.2	25.9	41.4
W2	Management inspires teachers and students to accomplish extraordinary results	8.2	7.3	27.3	36.4	20.5
W3	Teachers are trained to be resilient and flexible	21.8	14.5	33.6	23.2	6.4
W4	The school has diverse and complementary workforce	8.2	12.3	34.5	27.7	14.1
W5	The school grows through partnerships with parents and the government	30.9	11.8	20.0	25.0	12.3
	Average	15	10	27	28	20

Table 4: The application of workforce quality

4.1.5. Long Term Commitment

13% of the respondents strongly disagreed that there was long term commitment of workers that facilitate high performance to selected schools, 11% disagreed, while 26% of the respondents were neutral and 33% agreed as well as 16% were strongly agreed.

SN	Items	Performance (%)				
		SD	D	N	A	SA
L1	The school maintains good and long-term relationships with teachers, parents and government.	21.4	11.8	27.3	30.0	9.1
L2	The school is aimed at servicing the students as best as possible	14.5	14.5	17.7	33.2	19.5
L3	Management has been with the school for long time	7.7	9.5	31.8	31.8	17.7
L4	New management is promoted from within the school community	13.2	9.5	34.5	32.7	8.6
L5	The school is a secure workplace for staffs and non-staffs	10.0	9.5	17.3	35.9	26.8
	Average	13	11	26	33	16

Table 5: Applicability of Long Term Commitments

4.1.6. The Focus on Students' Academic Achievement

Those who strongly disagreed were 10%, while those who disagreed were 10% and those who agreed that the focus is on students' academic achievement were 31%, while those who were neutral were 19% and 29% of the respondents were strongly agreed.

SN	Items	Performance (%)				
		SD	D	N	A	SA
AA1	Attitudes, behaviours and strategies promote students' academic success	3.2	4.1	8.6	28.6	55.5
AA2	Motivation is the reasoning behind a student's academic success	7.7	7.3	9.5	28.6	45.5
AA3	Teaching and learning materials are enough	10.9	13.2	20.9	35.5	18.6
AA4	Organized extracurricular activities have yielded a positive relationship with high academic achievement	12.7	14.1	25.9	29.5	16.8
AA5	Individual differences in academic achievement are given priority	11.4	11.8	26.4	34.5	15.5
AA6	Parents' academic socialization is highly taken and considered.	16.4	9.5	24.1	27.3	21.8
	Average	10	10	19	31	29

Table 6: The Focus on Students' Academic Achievement

4.2. Correlation Analysis

The relationship between two variables were analysed. The correlation analysis matrix was produced using SPSS to determine the relationship between the variables. For instance; Continuous improvement has significant correlation with Openness and action orientation, management quality, workforce quality, long term commitment and students academic achievement.

Furthermore, Openness and action orientation has significant correlation with management quality, workforce quality and long term commitment. And lastly but not least, Long term commitment has a very significant correlation with Students academic achievement.

Figure 1

5. Discussion of Findings

5.1. Continuous Improvements

From the findings obtained and calculated using SPSS, a large number of respondents but were below a half agreed that their schools management are continuously improving their schools strategic plans toward their academic achievement. The scores show that, 43% of the respondents agreed, while for those who disagreed were 27% and 30% were neutral. Most of the respondents are unsure (57%) or think that their management are not seriously working on improving their schools plans, processes, and have no clear objectives and strategies that can facilitate students academic achievement. Integration of the whole system in the adoption of continuous improvements of strategies and processes that will act as a catalyst toward students academic achievement.

5.2. Openness and Action Orientation

The average performance scores for this variable of openness and action orientation was as follows: correspondents who agreed were 44% while those who disagreed were 31% and the 25% were neutral. The scores' implication shows that teachers and students do not agree with the way the issue of practice of openness and action orientation is observed within their schools. The engagement of teachers and students to schools plans is only 44% which is lower than a half. Teachers and students are not satisfied with the way the management engages them in every activity related to academic achievement. Failure to engage teachers and students in the planning process will also create poor coordination in the school system. The practice of openness in a school working environment has a great influence to teachers and students who later understand what has to be done in schools concerning academic related issues.

According to de Waal (2010), Action orientation is the degree in which performance information actually stimulates action-taking to improve performance. Action orientation is a good predictor of the effectiveness with which performance management is being applied. After all, if performance information does not lead to action, the added value of this information will be nil. To stimulate action orientation, an organization has to take three elements into consideration: integration, corrective action management and preventative action management.

5.3. Management Quality

The total score for those who disagreed were 29% of the respondents while for those who agreed were 44% and 27% of the respondents were neutral. Less than half of the respondents agreed that school has quality management. The implication is teachers and students do not trust their management thus why they did not agree about the management quality in their respective schools. The administrative and academic decisions taken by their schools' administration do not focus and influence students' academic achievement. The school administration should be trusted otherwise it will not be there to influence workers and students to work harder toward academic achievement. This also is a proof to their average academic achievement. The best the administration, the best the academic results. Leaders and managers are there to influence the subordinates to take hard and difficult roles that have positive results.

According to de Waal, (2008). To stimulate this management style, a school has to take three elements into consideration: visible commitment, clear steering and support. Visible commitment entails that management uses the performance management system in such a way that it is clear and visible to the other members of the organization. Visible commitment goes far beyond pronounced commitment. It is about visible behavior and conduct with which a school head shows to teachers and other employees that he is genuinely committed.

5.4. Workforce Quality

The total scores of the application of workforce quality for high school academic achievement were; 25% of the respondents disagreed, while 27% were neutral and 48% of the respondents agreed that there is the application of workforce quality to their respective schools. Even if the agreed score is very less to a half but still respondents indicate that their schools have quality workforce. Having a quality workforce promotes students' academic achievement. The essence of student academic achievement lies in the quality of teachers the school has. If teachers are not well qualified and trained in teaching as well as they are not the master of their respective subjects they will be struggling and likely their delivery performance will not be good. In other schools especially the ones that are doing well in academics they always recruit diverse and complementary workforce with maximum work flexibility. Most of these kinds of schools recruit qualified and trained teachers; the challenge can be the issue of on-job training.

5.5. Long term Commitments

The long-term commitments of teachers in schools would guarantee the availability of teachers who are experienced and knowledgeable in their area of expertise. Teacher turnover always affects schools academic achievement. As it can be noted that, the total scores of those agreed that there are long-term commitments in their schools were 49% of the respondents, while 26% were neutral and 24% of the respondents disagreed. It seems that there are somehow commitments between teachers and the schools and the impact of this can be seen to academic results. When teachers are daily leaving their jobs and replaced with another one it becomes difficult for students to cope with the new teacher, furthermore, teachers are not the same, they differ in terms of skills and lesson delivery. The long term commitment provided by the school management to parents, teachers and the government facilitates and influences students academic achievement because plans and strategies set will be known to all who concern, wherever needed these agents will cooperate to ensure everything is put into control and students will be the center of learning.

5.6. *The Focus on Students Academic Achievement*

This variable consists of six items which are; Attitudes, behaviours, and strategies promote students' academic success, motivation is the reasoning behind a student's academic success, teaching and learning materials are enough, organized extracurricular activities have yielded a positive relationship with high academic achievement, and Individual differences in academic achievement are given priority as well as parents' academic socialization is highly taken and considered. The total scores for this variable is that 60% of the respondents agreed that the focus of their schools is on students' academic achievement, while 19% were neutral and 20% of the respondents disagreed.

The focus of the schools is on the students' academic achievement, teachers and students believe that, and this is because of the strategies, initiatives and processes that are being taken by the school administration. They have been arranging and organizing various joint examinations which have the intention for improving students' commitment but also the academic achievement.

The study also shows that favourable attitudes, good behaviour and strategies promotes students academic achievement. For example, when teachers lose teaching concentration and creativity will also affect the development of a student academically. Similar to the management, if its attitude is very negative to teachers, the performance of teachers will go down.

6. Conclusions and Recommendations

6.1. *Conclusions*

It is observed that, (i) The HPO Framework has a major relation to students academic achievement, (ii) The application of high performance organization framework to the mentioned schools toward students academic achievement was 48% of all respondents. The score is very low and not convincing at all which indicates that even if these schools could be seen performing somehow good in Dodoma but nationwide they still struggle with average academic achievement and this can be due to the less application of HPO framework to schools plans and processes that enhance Students Academic Achievement. For them to become very strong competitors they should clearly adopt the HPO framework as the major framework in running schools activities.

6.2. *Recommendations*

Management, school heads, teachers, parents and students should have a common goal amongst. Having a common goal will create unity and solidarity in the teaching and learning process.

School management, head of schools, and teachers should be role models to students. Students need people who can show them the right path every time when they interact. Showing commitment, respect and help will increase their understanding and promote academic achievement.

Teachers need respect from the administration. They need to be respected, trusted and paid accordingly. They should be given priority and consulted to any program established because they facilitate learning and teaching in the school. They should be coached and trained to avoid becoming outdated and will facilitate to achieve better and desired academic results in the school.

School administration should be very responsible and strict to teachers who do not fulfill their duties accordingly, non-performers teachers should also be asked to give comments why they do not perform well in their subjects.

School administration, head of schools and teachers should frequently have communication. They should communicate about the plans, strategies and results obtained. School management should allow teachers to take their challenges and see those challenges as a lesson.

School management and school heads should make sure that they retain their talented teachers who are always striving for better academic achievement. They should know that those kinds of teachers are not easily available in the job market. Teachers of that caliber should be treated in the manner that makes them feel to stay longer and deliver expected services. Longer-staying is better than shorter-staying.

School management should apply and adhere to the maximum on HPO because it makes sure that it assembles a diverse and complementary workforce and recruits people with maximum flexibility to help detect problems in teaching and learning processes and to incite creativity in solving them (Bart, 2015).

Lastly but not least, School management should always focus on the wellbeing of their teachers and other workers. Paying them good salaries and other benefits will stimulate and promote teachers to work hard and value their work hence higher academic performance can be achieved.

7. Direction for Further Researches

The researcher suggests that the study should be taken on larger areas (to include larger populations) such as both private and public schools in other regions apart from Dodoma in Tanzania. Researchers have a room to further find and test the applicability of high performance organization framework toward students' academic achievement in other parts of the country. so that they may determine the level of academic achievement in relation to the applicability of HPO framework.

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