Influence of Strategic Planning on Student's Academic Performance in Public Secondary Schools in the Tigania East Subcounty of Kenya

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Abstract: The purpose for this study, which was conducted in public secondary schools in Tigania East Sub County, Kenya, was learning how strategic planning influences students' academic progress. This study aimed to address numerous issues concerning how principals could affect student performance in public secondary education in Tigania East Sub County. Two theories informed the variables of the study: Kurt Lewin's Theory of Change and Havelock's Theory. Target population for the study consisted in five hundred and four students from twenty-25 separate public high schools in Tigania East Sub County. The group consisted in 250 teachers from 25 different schools and 25 managers (one from every institution), together with 200 student leaders from every one of the 25 participating universities. The choice of the study site was guided by the research challenge. The study applied a mixed-methods approach combining non-numerical data collecting with numerical ones. Multiple linear regression analysis also helped to explain around 66.6% of the variation in the student's academic performance by the independent variable.

Key words: strategic planning, academic performance, Kurt Lewin's Theory

I.   Introduction

The Sustainable Development Goals (SDGs) should be the focal point of education management in the twenty-first century on a global scale. In 2015, as part of the 2030 Agenda for Sustainable Development, these objectives were set by a joint effort of 193 nations, Kenya included. All participating nations have pledged to work together over the next 15 years to reduce extreme poverty and create lasting change. Education, gender, inequality, and the incorporation of technological advances are only a few of the important areas addressed by the SDGs. The SDG performance goals have several modular components, as highlighted by Hoosain, Paul, and Ramakrishna (2020). Furthermore, Reimers (2021) highlights the importance of major changes to guarantee that students' learning progresses in the present day. According to Hofmann and Jaeger-Erben (2020), who back this idea, changes in the economy, technology, the market, the law, and other areas all contribute to the transformation of educational institutions. Interactions between society and politicians. Schools, as places of learning, must also record a similar shift, which is called management dynamics here.

According to Provinzano, Sondergeld, and Knaggs (2020), the goals of principals' management dynamics are to help schools implement systemic changes that benefit the whole student body. These plans are an attempt to make the school better in general, with specific goals for the classroom, the curriculum, the students' progress, and the school climate. Management dynamics, according to Sahlberg (2021), is a shift in the school's physical setting that brings about changes in the following areas: the curriculum as a whole, individual departments and teachers, instructional strategies, the role of the government and students, and unforeseen developments. Most importantly, a shift that improves students' ability to learn. In order to better serve their students, several schools in Australia have adopted new pedagogical practices that cater to the needs of their multicultural student bodies (Conway & Andrews, 2016). These schools are starting to lead the way in academic accomplishment, according to research.

Educational reforms and school practices that attempt to improve educational effectiveness and student academic performance have been implemented in many nations around the world, according to Cheng (2022). According to Sahlberg (2021), in order to increase the supply of goods and services, people working for an organization go through a process of change. As part of their

organizational reforms, schools are expected to use management dynamics, given that they are organizations. It is believed that students' academic performance will increase when school principals use these change processes in their efforts.

New York school principals require direction on policy shifts and management alternatives, according to research by Orphanos and Orr (2013). Administration within educational institutions. Institutions, according to Shava and Tlou (2018), need to embrace school-wide change for students to get improved learning results.

According to Seroney's (2021) research in Canada, TPAD is a powerful instrument for bettering both classroom instruction and supervisory practices. This proves that principals require a tracking tool to measure each teacher's expected performance in order to improve management dynamics. (Elliot, 2015) found that TPAD is crucial for evaluating teachers. A similar study was conducted in Melbourne, Australia, and the authors of that study suggested that TPAD should give educators more chances for student participation in group projects and classroom collaboration.

There is a clear structural shift in schooling in the African region. The majority of nations have a hard time introducing the necessary changes and innovations into their educational systems. According to Madsen (2015), principals should have a growth mindset that incorporates many changes that can save lives. In this model, the principle acts as a catalyst for change, enhancing schools through innovative teaching methods. Considering that 37% of South Africa's population is under the age of 25, the country's lack of facilities, learning materials, and resources is having a negative impact on students' academic performance (Wills & Hofmeyr, 2019). Education in South Africa will undergo a transformation for the better as a result of the study's further confirmation that a variety of management dynamics targeted at increasing managerial capacity will bring about such a shift. According to Wills and Hofmeyr (2019), a linguistic deficit is the main cause of South African pupils' poor academic performance on national and international assessments. Some have stated that the impact on language is more significant than any other indirect or direct factor affecting South African schooling (Woo, Maguire & Gau, 2018). According to the research, English is one of the languages that South Africans who speak a second language can typically get private lessons in.

The report from South Sudan's Ministry of General Education and Instruction Juba (2017) emphasized the nation's efforts to educate its population and transition its economy from one dependent on oil to one driven by knowledge, with the goal of achieving prosperity. In their complete strategy for implementing change within schools, Ansari and Khan (2020) underlined the need of teamwork, according to an Egyptian study. This method encompasses a variety of changes aimed at raising pupils' academic performance, and it includes all relevant parties. Mpiza (2022) examined Tanzania's training and educational programs and concluded that improving student performance in the classroom is still an uphill battle. Accordingly, it may be required to implement principal's management dynamics.

In line with its Vision 2030, which aims to industrialize the nation by 2030, Kenya is striving to achieve the Sustainable Development Goals (SDGs) (Society for International Development, 2010). According to the Vision 2030 delivery secretariat (2015), in order to accomplish these goals, a clearly defined educational management framework that involves all parties involved is required. Changes in training and education have progressed in tandem with Kenya's efforts to alter society, a central tenet of the Kenya Vision 2030 (Nyaboke, Kereri&Nyabwari, 2021).

The Head of UNESCO highlighted the significance of teachers on World Teachers' Day 2016, stressing the role they play in delivering equitable and high-quality education. The message stresses the importance of systems that are well-equipped, efficient, and controlled, and it emphasizes the need of hiring qualified teachers, providing them with competitive pay and benefits, and encouraging and supporting them in their work (UNESCO, 2018). Consequently, it is critical that school administrators and teachers participate in ongoing professional development in order to improve student achievement through the implementation of school-wide change initiatives that promote equity and excellence in education. Improving the learning results of Kenyan students can be achieved through effective educational management. Management actions have a significant impact on whether or not organizations can reach their educational objectives (UNDP, 2017). According to Inyega et al. (2021), a dynamic and gradual change in governance is necessary to meet the rising demand for secondary education in Kenya through responsible institutional management. This research delves into the ways in which school-wide reform strategies put into action by principals can lead to positive gains in student performance.

Students in Kenya are required to take the Kenya Certificate of Secondary Education (KCSE) test during their final year of secondary school. This test serves as a national assessment tool for students' academic performance. Obtaining the necessary grade—a C+, or 7 out of 12 points—for university admission is a major challenge for many pupils. Many students do not go on to higher education since more than half of those who take the test do not get the required minimum score of 7 points. There is a clear decrease in pass rates during the duration of this study, as seen in Table 1. From 2018 to 2022, the KCSE results for Meru County were dismal, according to data from the Ministry of Education (MOE). Only 16.75% of students in the county managed to pass with C+ or higher grades, and 44.8% of those students did very poorly with Ds or lower.

In Tigania East sub County, despite its better resources and higher number of trained educators, experienced a decline. On average, only 7.3% of candidates achieved grades of C+ and above in the sub County. This drop in performance raise concerns among education stakeholders and parents. Notably, on average 48.8% of the candidates in the four years score grade D (plain) and below, despite efforts by the MOE, principals, and teachers to enhance academic performance through school improvement programs, KCSE results consistently indicated below-average performance, as evident in Table 1. Consequently, this research aimed at investigating whether school principals' strategic planning have the anticipated positive impact on students' academic achievements.

Table: KCSE Results at Tigania East Sub County

Year	2019	2020	2021	2022
Total Candidates	1383	1475	1516	1596
Grade C+ and above	128(9.3%)	111(7.5%)	81(5.3%)	112(7.0%)
D (plain) and below	754(54.5%)	621(42.1%)	811(53.5%)	721(45.2%)

Objective of the study
The study sought to examine the influence of strategic planning on students' academic performance in the Tigania East subcounty of Kenya**.**

Research question
What is the influence of strategic planning on students' academic performance in the Tigania East subcounty of Kenya?

II.   Literature Review
Management of Strategic Planning and Students' Academic Performance
Strategic planning is a wonderful approach to improve organizational performance, according to companies and government agencies all over (Bryson, 2018). The solution is found in the fact that it determines the course of every given company. Nickols (2016) define a strategy as a general road map for achieving long-term goals of an organization by means of coordinated utilization of its resources. Strategic planning is used by public and non-profit organizations, claims Edwards, Slyke, and Bryson (2018), to improve organizational performance. This planning brings about basic decisions and activities as well as outlines what the company does and why it does it, therefore reflecting its daily operations.

A comprehensive school strategic plan should specify how to implement the strategy, actions to be taken to bring it to pass, and benchmarks to evaluate performance. Furthermore included should be a strategy for distributing money and making required changes to those funds during the implementation stage (Mukhametzyanova et al., 2020). The study emphasizes the significance of examining the strategic developmental issues of an institution inside its strategic plan. School principals guide this process—which consists in carefully assessing objectives, developing plans to handle found issues, and then putting these ideas into action—to raise student academic performance.

The federal government passed the No Child Left Behind (NCLB) Act in 2001 (Linn et al., 2002) in an attempt to reform American education according on criteria. No Child Left Behind's main objective was to ensure that every kid, from different socioeconomic backgrounds or with special needs, had access to high-quality education (Linn et al., 2002). Research by Kucerik (2002) indicates that those involved in the NCLB structure wanted a well-crafted strategy plan to hold administrators, instructors, and students responsible for academic performance.

Although responsibility policies have generated most of the student academic success data, data on the organizational elements administrators must modify to support ongoing

development in student accomplishment is few (Elliott, 2015). This study aims to delve more into this phenomena and pinpoint the organizational aspects that school administrators must address to carry out accountability-based reform projects like NCLB and guarantee that children consistently achieve academic progress.

Research by Chimuka (2016) at several Zambian schools in the Lundazi District examined how secondary school strategic planning affected student accomplishment. The findings revealed that although the plans were present, they were not implemented very effectively, hence their impact on classroom performance among students was minimal. Schools that routinely assessed their students' development saw notable increases in academic performance, claims Chimuka. Based on the report, one of the most significant steps schools have taken to raise students' academic achievement is educating teachers to be more strategic planners. The study found that students' academic performance was much influenced by the management and oversight of instructional techniques.

Based on Chimuka's studies, school strategic plans greatly and favorably influence children's academic performance; teacher preparedness is the most crucial component. When schools gave strategic planning top priority and combined regular student assessments with effective instruction management, students' academic achievement improved dramatically.

Researchers Kwaslema and Onyango (2021) asked teachers about three significant areas of school strategic planning: how well the process of creating plans works, how well plans are implemented in terms of academic success, and how to make planning even better. The study comprised mixed techniques and applied a convergent parallel design. The study included 2,844 total students from five different schools; 185 of them were chosen at random.

According to the results, teachers felt their schools' approaches for guiding development process was good. Teachers also thought that using these strategies improved the academic achievement of their pupils. The study then delved into great detail on the numerous strategies school officials employ to bring the strategic goals to pass. The most successful way the researchers found to improve strategic planning was extensive professional development programs for teachers. Furthermore underlined was the need of raising stakeholder involvement and support all during the planning process. To match evolving school needs, effective

strategic planning also calls for ongoing observation, review, and plan realignment (Kwaslema and Onyango, 2021).

Effective schools today routinely examine their mission and vision, assess their current condition, create plans of action to get to those objectives, and monitor their development toward those objectives (Bryson, 2018). If leaders of a company cannot develop and carry out a reasonable plan, its performance may suffer (Amason & Ward, 2020). This research supports the theory that, in terms of improving student performance, schools might gain from a well-considered strategic plan. Al Kadri and Widiawati (2020) advise strategic planning to consider many internal and external factors in order to attain the best potential outcomes and to look at numerous approaches to minimize the influence of present activities on the future. With Tigania East Sub County as a case study, this paper aims to investigate this incidence.

Kache (2018) focused on the need of creating and implementing a school-wide strategic plan. This helps the school to create a shared future vision for which the administrator, teachers, and students can all unite in their quest of better academic achievement. According to Kache (2018), appropriate communication of the specified goals to stakeholders via the principle is essential to evaluate success. Strong, cohesive teaching teams cooperating toward a same purpose are among the most revealing indicators of an excellent institution.

This joint effort motivates the leadership of the institution to exchange ideas, therefore fostering better performance from all around. This also allows one to carefully allocate school resources toward a coherent and targeted performance strategy. All things considered, this process best fits as the application of strategic planning ideas to the more general field of educational management. The present study aims to explore this incidence in Tigania East Sub County even more.

Mukabi (2022) investigated the elements influencing the implementation of strategic plans in public secondary schools spread around Kakamega County, Kenya. The results show that three elements—school administration, principal and teacher professional development, and resource allocation—have a significant impact on the capacity of educational institutions to formulate and implement strategic plans: Furthermore advised by the study is the provision of school-specific strategic plan formulation and implementation training to teachers as well as administrators. This is the background against which the present research aims

to probe the phenomenon under issue more thoroughly.

Results of a 2018 Thuranira and Mwangi study on the elements influencing effective institutional strategic planning in public secondary schools in Meru District, Kenya, show that although 93% of principals had received training in strategic planning, many of them had not applied it at their respective institutions. Research on strategy performance in Kenyan public secondary schools by Kyai (2019) shows that students' academic achievement was better arranged at the few institutions with well-executed strategic plans. Most of the schools had mission statements displayed on the walls and entrance gates, according to a different study by Seje, Ombati and Maithya (2021), which examined how public secondary school principals in Nyamira County, Kenya, used strategic planning to improve performance management techniques. The study found that teachers did not completely understand the material—statements or otherwise—shown on classroom walls. Conflicts arose also since many institutions lacked a designated date for these presentations. The aim of this study is to augment these findings by offering a more complete assessment and further recommendations.

Ogada's (2023) study sought to find the correlation between the academic performance of secondary school pupils in Nairobi City County, Kenya, with regard to strategic planning. Their studies revealed that the academic achievement of these elite universities was favorably connected with their performance of their strategic objectives. This work motivates the present study aimed at investigating similar patterns in secondary schools located in Tigania East Sub County. In this specific geographic setting, we aim to enhance educational results by means of more informed recommendations that might enhance the procedures of strategic planning.

Theoretical literature
Two theories underpin the study; Kurt Lewin theory of change and Havelock's theory

Kurt Lewin's Theory of Change
Kurt Lewin's theory of change has been a major source of empirical research for scholars studying organizational transformation on a global scale (Mohd & Esa, 2017). Otto (2016) claims that by drawing comparisons between the unfreezing, altering, and refreezing processes, Kurt Lewins' basic model of change offers a theoretical foundation for the idea of change. Fundamentally, transformation is a profoundly dynamic

psychological process that impacts both individuals and groups. As one attempts to rearrange their own mental models, it involves discarding old, irrelevant talents without surrendering pride, finding new, relevant ones, and then relearning how to keep the new ones (Jeremy, 2004). Jeremy claims that the Lewin model offers a helpful foundation for understanding transformation. Studies have demonstrated that some organizational behaviors can assist people in navigating their own personal transitions, even though no two transformations or life experiences are ever the identical (Abbas & Asghar, 2010). The authors claim that change management offers an organized method for assisting individuals inside an organization in moving from their current situation to their desired future state. In the context of their management dynamics, principals can draw inspiration from Kurt Lewin's change model. By employing this tactic, administrators can help teachers more effectively in their daily interactions with kids. One must first identify the processes that have impeded their advancement, then unlearn old habits without allowing their ego to get in the way, then actively participate in change while accepting new inventions, and finally commit to the challenging effort of relearning in order to make progress. Bringing about the needed changes in managerial dynamics is the aim of this conceptual reformation.

By encouraging teachers to adopt more creative methods and renounce the status quo, principals can assist educators in raising student accomplishment. According to Kurt Lewin, for change to take place, people must first recognize the need for change and then undergo personal transformation. One of the most important aspects of this transition is realizing that change is not only possible but also required. Lewin asserts that people typically do nothing with their knowledge until they feel compelled to change, at which point they take action. This drive for change may be sparked by learning new things, gaining new skills, or experiencing a transformative educational event. Until this pivotal moment occurs, everything is as it is today (Jamal, Talib, & Akram, 2018).

Kurt Lewis's change theory model states that before implementing any form of change, any organization, including educational institutions, must go through organizational change. According to Sweeney and Whitaker (2004), poor change preparedness accounts for half of all management initiatives that fail in large organizations. In low-performing schools, children's academic performance may stagnate for a while if the

principal's management dynamics are poorly controlled.

Kurt Lewin's three-stage model of change has led change management experts and analysts to offer a variety of strategic methods for "unfreezing" long-held attitudes and behaviors and then creating plans to implement change (Weiner, 2009). These strategies include determining how to go from your current situation to your desired one, feeling dissatisfied with your current situation, planning to perform better in the future, and having faith in your ability to succeed. This approach might help school administrators incorporate management dynamics into their procedures. Finding out how instructors feel about the ways principals have employed these strategies is one part of them.

Lewin's model of change has been the subject of numerous studies on managing change in education. According to Rohana and Aziz's (2017) study on applying Kurt Lewin's theory of change, the educational system must teach the future generation 21st-century skills in order for them to catch up to other growing nations. Lewin's thesis states that well-thought-out school reform has the power to change students' perspectives, which could improve their academic performance. In the unfreezing phase of Lewin's theory, the principal of the school has the responsibility of promoting change. According to research by Norshidah (2015), the principle has a duty to inform teachers about the reforms that are required to improve students' academic performance in accordance with the intended goals. When this occurs, he stresses, the principal's role in influencing teachers' confidence and conduct to carry out the transformation plan—especially in the classroombecomes vital. The administrator needs to convince teachers that the modification that will improve students' academic performance is suitable and pertinent to the school's structure, culture, and current educational system in order for them to accept it (Jeremy, 2004; Jamila, 2012).

According to Norshidah (2015), the author asserts that educators must work harder to incorporate new innovations in teaching and learning into the management dynamics in the second stage of Kurt Lewin's theory. Based on his research, he concluded that the whole change must first identify, then plan, and then implement appropriate techniques in order for the change force to overcome the barrier force. He also underlined that in order to guarantee the transition is carried out successfully, the school requires the appropriate teaching and learning materials as well as the information and communication technology (ICT)

infrastructure. The third and last stage of change implementation, refreezing, could take longer than the first two. At this stage, Leithwood (2002) claims that Kurt Lewis' theory of change should be applied in order to preserve the new culture for the change process that is probably already in place. Mohd and Esa (2017) state that in order for an organization to successfully stabilize change, the management team must fully accept it. This will allow the new components to be incorporated into the system by offering individuals support, encouragement, and reinforcement as they adjust to the new normal. This can be achieved in this study through open forum strategies, student council participation, and collaborative support. School principals might apply strategies from Kurt Lewin's theory of change in their administration's management dynamics to accomplish the intended improvement in students' academic attainment.

Havelock's Theory

Various models have evolved, according to Sillins and Mulford (2007), since linear models are too rigid and fail to account for the complexities of real-world situations. Swanburg(2009) claims that, like Lewin's change theories, Havelock's follow a linear structure; but, unlike Lewin's theories, Havelock's place more emphasis on planning and recognize the possibility of resistance to change from both people and systems. According to Otto (2016), it is crucial to follow a systematic process in Havelock's Theory of Change, which begins with acknowledging the need for change and ends with the subject's ability to manage a change system efficiently. When applied to the process of managing dynamics, this theoretical framework is useful.While the desire for change is admirable, it is often forgotten that a successful and long-lasting transition requires careful preparation and a lot of work from managers. Recognizing the need for careful change planning and tolerating opposition to change are two of the six steps that comprise Havelock's Theory of Change (Ralph, 2012). An educational setting could benefit from such an organized method.

The procedure is described in a school setting using the six steps. Relationship: According to Havelock, one must form a bond with the system that requires reform. In the context of schools, this might be viewed as "pre-contemplation" about the causes of pupils' poor academic performance. Teachers are able to determine whether a change is required at the diagnosis phase through thinking. Gather resources to implement change: Everyone involved, but notably the faculty, is aware that

something has to give. Acquiring as much pertinent information as can be mustered ought to kick off the process of discovering a solution. Going along a certain road. In the fourth stage of Havelock's theory of change, the school's teaching staff develops a strategy for change based on the available possibilities and puts it into action. Make a change and embrace it: All parties involved must accept the change once it has been put into action. To formalize the adjustment as part of the new pattern for behavior, the principal may need to provide guidelines for instructors to follow. Students and teachers alike will have met or exceeded their academic goals for the class if they are able to adapt to the shift. Distinct from the altered individual or group. Managers and organizations typically gain self-awareness at this point; in a school setting, this means that administrators and teachers adjust to change and stick to their new tactics for keeping kids' grades up.

Teachers and students may initially resist change when it's a reaction to outside forces, but with the principal's watchful eye over school-wide change strategies, they may come around and even embrace it. This is according to Havelock's theory of change in the context of a school. To achieve the necessary level of academic performance among students, the entire school system must undergo transformation, and this transformation will address critical areas that must undergo transformation as a whole.

III.   Research Methodology
The research methodology adopted was a mixed methodology approach, with both numerical and non-numerical data being collected. Mixed approaches enabled the researcher to combine the basics of numerical and non-numerical investigation tactics, such as using non-numeric and numeric ideas, information gathering, scrutiny, and inference methods for the broader purposes of breadth and depth of understanding and justification. The mixed approaches study required a determined mixture of approaches in information gathering, analysis, and interpretation of the evidence. The crucial term was "mixed," as a vital step in the mixed approaches was information connection, or incorporation, at a suitable stage in the study process. Purposeful information incorporation allowed investigators to pursue a more panoramic view of their research landscape, seeing phenomena from diverse perspectives and through different research lenses (Johnson et al., 2007).

Research Design

This study used concurrent triangulation with descriptive survey designs, in which the researcher used both numerical and non-numerical methodologies equally and within the same time frame.

Target Population
According to Asia mah, Mensah, and Oteng-Abayie (2017), researchers try to obtain samples from specified groups of persons, which is known as the target population. A total of 504 participants will be selected from 25 public secondary schools in Tigania East Sub-County to make up the target group for this study. A total of 250 educators, including 10 from each school, 25 principals (one from each school), 4 representatives from the County Director of Education's office, the Teachers Service Commission, and the Ministry of Education, and 25 school board chairpersons will make up this group. There will also be 200 student leaders at each of the 25 participating institutions. As they have first-hand knowledge of how school management works on a daily basis, teachers were asked to participate. As the head of their respective schools, principals play a key role. Important school-wide management matters are considered by the Boards of Management. Information on school-wide change strategies and their impact on students' academic performance within the sub-county should be triangulated from the representatives of the Teachers Service Commission, the Ministry of Education, and the Sub-County Director's office, all of which oversee education in their respective areas.

IV.   Data Analysis Procedures
Independently, the researcher gathered quantitative and qualitative data. The researcher's goal was to collect diverse data that would later be put together in a way that was harmonious. The combined use of the quantitative and qualitative methods helped to compensate for their respective shortcomings (Creswell, 2006). We used both quantitative and qualitative methods to examine the collected data. Percentages, frequencies, means, and standard deviations were used in the descriptive quantitative data analysis. The inferential statistics made use of multiple regression analysis and Pearson's correlation. The intensity and direction of the relationship between the independent and dependent variables were shown via Pearson correlation. Finally, the study's variables were associated through the application of regression.

Verbatim citations and narratives were used to portray the qualitatively studied data, while graphs, tables, and descriptions were used to present

the statistically assessed data. Creswell (2006) made the case that descriptive statistics were crucial because, by offering concise summaries of the sample and the measures, they assisted in describing the features of the data utilized in an inquiry. Regression analysis is the study of how a response variable depends on one or more predictors, according to the International Encyclopedia of the Social & Behavioral Sciences (2001). The regression prototype that follows was projected.

The following regression model will be estimated.
$$Y = \beta o + \beta 1X1 + \varepsilon$$

Where:
Y = student's academic performance
X1 = strategic planning

β i; i=1,2,3,4} = The coefficients for the various independent variables
ε =Error term

V.   Research Findings and Discussions

Management of Strategic Planning and Students' Academic Performance

The primary goal was to ascertain how strategic planning management affected the academic achievement of pupils in public secondary schools in Kenya's Tigania East subcounty. On a 5-point Likert scale, where 5 represents strongly agree and 1 represents strongly disagree, respondents were asked to score five items that gauged their attitudes in this regard. The standard deviation and mean replies are displayed in the table 2.

Table 2: Principals' Management of Strategic Planning

	N	Min	Max	Mean	Std. Deviation
In order to encourage teachers to take ownership of the school's vision and mission and enhance students' academic performance, the principal used shared management methods.	104	1.00	5.00	3.88	0.972
The administrator puts pressure on instructors to create goals and reward them when they are met, which enhances students' academic performance.	104	1.00	5.00	3.90	0.987
Teachers utilize the timetables in the school's strategic plan, which was started by the principal, to help kids do better academically.	104	1.00	5.00	4.02	0.874
Through lesson observation using TPAD (TSC observation tool), the principal oversees professional lesson plan documents, which has improved students' academic achievement.	104	1.00	5.00	4.07	0.879
By overseeing ongoing assessment and correction, which has improved pupils' academic performance, the principal addresses the reasons behind poor performance.	104	1.00	5.00	4.10	1.001
Valid N (listwise)	104				

The chart clearly shows that instructors agreed (Mean=4.07, Std. Dev=0.879) that the principals' use of TPAD to oversee teachers' professional documentation has improved student academic progress. Teachers also agreed that principals should use shared management strategies with them to encourage ownership of the school's vision and mission. Students' academic performance therefore improves (Mean=3.88, Std. Dev=0.972).

Teachers also agreed (Mean=4.10, Std. Dev=1.001) that when principals address the underlying causes of poor performance through supervision, continuous evaluation, and correction, students' academic performance improves.

Principals' implementation of school strategic plans, which include deadlines for teachers to meet, has increased students' academic achievement (Mean=4.02, Std. Dev=0.874). Higher student accomplishment is also a result of administrators setting goals and providing instructors with rewards for achieving them (Mean=3.90, Std. Dev=0.987).

These findings are in line with previous studies by Edwards et al. (2018), Gakenia et al. (2017), Phiri and Chileshe (2016), and Chimuka (2016), which demonstrated that staff members are better positioned to perform when strategic planning guidelines for student academic performance are

implemented,   ultimately   improving   student   outcomes.

Inferential Analysis
correlation

Table 3: Correlation

		Strategic Planning	Academic Performance
Strategic Planning	Pearson Correlation	1	
	Sig. (2-tailed)		
	N	104	
Academic Performance	Pearson Correlation	0.431	1
	Sig. (2-tailed)	0.003	
	N	104	104

The results showed that there was a positive relationship between students' academic performance and the strategies that principals used to implement strategic planning guidelines (r=0.431, p=0.003).

Regression Analysis
The summary table 4 of the model fit displays the extent to which each independent variable (the management dynamics of principals) accounts for the dependent variable (students' academic success) in percentage terms.

Table 4: Model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.756[a]	0.666	0.628	0.49450

a. Constant, strategic planning

The table 4 findings showed that the predictor variables (R^2=0.666) accounted for 66.6% of the variation in the students' academic performance. This suggested that a large portion of the variation in the value of student academic performance may be explained by the greater usage of principals' management dynamics. Other factors not covered in this study account for the remaining 33.4% of the variation in students' academic performance.

Table 5: Analysis of Variance (ANOVA)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.705	4	0.426	21.743	.000[b]
	Residual	24.209	99	0.245		
	Total	25.913	103			

a. Dependent Variable: students' academic performance
b. Predictors: (Constant), strategic planning
The equivalent F statistic, with a significance level of 0.000, was 21.743. Consequently, the model was regarded as a significant predictor of students' academic achievement, with $F_{(1, 288)}$ = 21.743 and p =.000. Given that the significance level was below p = 0.05, the substitute

Table 6: Regression Analysis

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		

1	(Constant)	1.320	0.160		8.261	0.000
	Strategic planning,	0.265	0.045	0.149	1.426	0.007

a. Dependent Variable: students' academic performance

Source: Researcher (2024)

The table 6 regression results showed that, while all other study factors stayed the same, students' academic performance was predicted to rise by 0.265 of a point for each unit increase the use of strategic planning standards. and showed a positive coefficient of 0.327. For every unit increase in ICT use in teaching and learning, the predicted academic performance of students rose by 0.327 units.

VI.   Conclusion

The results of the investigation validated a number of hypotheses. One of them was that children's academic performance much improves when managers employ monitoring and continuous evaluation to solve the fundamental reasons of inadequate performance. To improve student learning outcomes, principals have to constantly watch and remark on teaching practices. Respondents believe that shared management techniques and strategic planning are crucial since a feeling of responsibility for the vision and goal of the school improves the academic performance of the children. When teachers actively participate in decision-making and when certain strategic goals are developed, classroom cooperation improves student performance

The final predictive model calculated the following formula to predict students' academic performance: 1.320 + 0.265 strategic plan + 0.215 collaborative support + 0.327 ICT + 0.361 student council forum.

Bradshaw et al. (2020) found similar outcomes and argued that school-wide preventive initiatives are in line with the overall educational purpose while also supporting students' academic progress, civic involvement, and healthy lifestyles. Similarly, Horner et al. (2019) found that after a school-wide positive behavior support strategy was put into place, antisocial behavior in a big urban school significantly decreased. Teachers reported that this had a major positive impact on the students. However, Smith and Jones (2022) claim that despite the implementation of several educational reform measures, including curricular changes, funding models, teacher standards, and assessment methods, student outcomes in Australia have remained unchanged. Of the four school-wide transformation strategies examined, favorable opinions of the ICT strategy's integration had the biggest impact on raising student academic attainment.

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