

THE INFLUENCE OF STRATEGIC ANALYSIS PRACTICES ON SCHOOL PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN TANZANIA: A REFLECTION TO THE STRATEGIC PLANNING MODEL

ABSTRACT

This study sought to appraise the empirical evidence on the influence of strategic analysis practices on school performance in public secondary schools in Tanzania. Specifically, the study intended assess the influence of strategic analysis practices on school organisation performance; assess the influence of strategic analysis practices on teacher performance; and evaluate the influence of strategic analysis practices on students' academic performance. In order to achieve the its intended objectives, the study was guided by the Johnson and Scholes model of strategic planning as its underlying theoretical underpinning. The study was conducted within the framework of a mixed research approach in which it employed a convergent research design through which data were collected by using survey questionnaire, interview and documentary review methods. The study sample comprised of 342 teachers including 38 Heads of schools, 10 Ward Education Officers and 2 District Education Officers. Quantitative data were analysed by using descriptive statistics and Structural Equation Modelling (SEM) while qualitative data were analysed through content analysis.

The findings revealed that, strategic analysis practices is positively and significantly related to school organisational performance ($\beta=0.425$; $p=0.013$; $R^2=0.2$); On the other hand, it was found that, strategic analysis practices is not significantly related to both teacher performance ($\beta = 0.288$; $p = 0.112$; $R^2=0.1$) and students' academic performance ($\beta = 0.354$; $p = 0.118$; $R^2 = 0.1$). Nevertheless, it was further observed that, strategic analysis is indirectly related to both teacher performance and students' academic performance through its mediating effect on school organisational performance as evidenced by the CFA results and qualitative findings. Therefore, based on the study findings, it was generally concluded that, strategic analysis practices is an antecedent to school performance. It is therefore recommended that; the school management teams should optimise their potential in enhancing school performance by ensuring proper adoption of strategic analysis practices in their school development planning process.

Key words: Strategic planning; strategic analysis; school organisation performance; teacher performance; and students' academic performance

1. INTRODUCTION

1.1. Background to the Study

School performance has long been perceived as an important variable, and has become a significant indicator in gauging the performance of education systems both in developed and developing countries (Mbiti, 2016). This is due to the fact that, the quality of learning outcomes largely depends on the performance of school systems and operations (Asim, Vaz, Ahmed & Sadiq, 2021). Throughout the years, scholars have continually emphasised the importance of adopting effective strategic planning practices that are directly linked to the school operations. This orientation has brought about an increasing attention towards decentralisation of strategic initiatives for education development to the school level (Ngamesha, 2013).

In Tanzania, the development of education sector performance has been a long-standing agenda of the government. This reality is justified by the adoption of several policy reforms and strategic initiatives aimed at improving the quality of education in the country (Tshabangu & Msafiri, 2013; Mosha, 2018). One of the remarkable policy reforms adopted for this purpose, was the Education Sector Development Programme (ESDP) as a sector wide strategic initiative for improving education provision (Mahenge, 2013; Mseti, 2017). The adoption of ESDP laid down the foundation for the school based strategic initiatives aimed at enhancing school performance through strategic planning practices (Makoye, 2014; Kyando & Sumbizi, 2020).

Over the decades, strategic planning has widely been advocated as an effective managerial tool for enhancing organisations' performance both in public and private sector organisations (Elbanna, Andrews, & Pollanen, 2016). Accordingly, in order to be effective and ensure their sustainability, both public and private sector organisations should strive to formulate and implement relevant strategies through a well-organized strategic planning process (Arasa & K'Obonyo, 2012; Okwako, 2013). In line with this argument, Nyamboga and George (2014) and Akhgar and Yates (2013) advocate for the adoption of a strategic planning model by Johnson & Scholes (1993) as an effective framework for enhancing organisational performance.

Like any other business organisations, public secondary schools strive to optimise the use of their limited resources to provide quality education to their clients (Bruns, Filmer, & Patrinos, 2011).

In this case, their management and planning process need to adopt an effective strategic planning framework which can ensure successful realisation of school performance (Schlebusch & Mokhatle, 2016). As a measure of goals and objectives attainment, effective school performance depends on how well the strategic planning process is put in place (Rintari & Moronge, 2014). In a similar view, Momanyi (2020) argues that, an effective strategic planning process should involve a detailed strategic analysis of the organisation's environment; strategic choice of the available alternative options; and strategic implementation of the best chosen option.

Upon realising the significant role of strategic planning in enhancing school performance, the government of Tanzania, through the Ministry of Education, Science and Technology (MoEST) has committed to various strategic initiatives and programmes aimed at improving the performance of secondary education. Among them include the adoption of ESDP as a strategic initiative designed to bring about changes in the education sector. As an outcome of the ESDP, the Secondary Education Development Plan (SEDP) was introduced in order to implement the reform initiatives in secondary education (United Republic of Tanzania-URT, 2018). As far as the school management efficiency is concern, inter alia, the focus of SEDP was mainly to improve the performance of secondary education through strategic planning practices (URT, 2004; URT, 2018).

Bearing in mind the position of a school as the initial and the lowest planning unit in the education system, URT (2018) recognizes the role of the School Management Team (SMT) as an organ responsible for the school development planning process. Therefore, in order to ensure a sustained and higher level of school performance, each secondary school was required to develop and implement its own school development plan (ibid.). As a systematic approach of strategic planning in schools, school development planning draws together the school vision, mission, goals and values as an effective framework for resource deployment in schools (Bryson, 2015).

Through the implementation of SEDP, several strategic initiatives were adopted at the school level in order to enhance school performance through strategic planning practices. Among the remarkable adopted initiatives include, capacity building programmes aimed at improving efficiency in the management of secondary schools (URT, 2018). Accordingly, a number of capacity building trainings on school development planning were provided to the SMTs and SGBs

in order to enhance their efficiency in school management through effective strategic planning practices (Harris, 2013). Scholars such as Kwaslema and Onyango (2021) argue that, if well adopted in the management of public secondary schools, strategic planning can ensure successful implementation of strategic decisions which are critical for school performance.

Nevertheless, irrespective of the adopted strategic initiatives aimed at enhancing school performance through strategic planning practices, the status of school performance in many public secondary schools in Tanzania is still not promising (Chua & Mosha, 2015; Mgimba & Mwila, 2022). This trend leaves a lot of doubts on the effectiveness of strategic planning as an effective means of enhancing school performance in public secondary schools. Notably, it is assumed that, the strategic planning process is probably not effectively adopted in the management of public secondary schools in Tanzania, particularly by placing less emphasis on strategic analysis as a key component of strategic planning whose influence is significant in determining school performance.

1.1 Statement of the Problem

Despite several interventions adopted in enhancing school performance through strategic planning practices, cases of poor school performance in public secondary schools in Tanzania are still highly reported (Nnunduma & Kopoka, 2022; Azaliwa & Casmir, 2016; Chua & Mosha, 2015). This trend is detrimental to the long-term aspirations for the creation of a well-educated and learning society in Tanzania (Podolsky, Kini & Darling-Hammond, 2019; Chua, & Mosha, 2015; Mgimba & Mwila, 2022). Notably, Mgimba and Mwila (2022) pointed out that, poor school organisation leads into ineffective leaning outcomes which compromise the long-term national aspirations for quality education. Similarly, Nnunduma and Kopoka (2022) argue that, poor school performance can lead into production of less qualified man power in the country which has been one of the major factors for low productivity in various sectors of the economy.

On the other hand, the current body of literature does not adequately address the influence of strategic analysis practices on school performance particularly in public secondary schools in Tanzania. The available studies such as Meigaru et al., (2019) and Kwaslema and Onyango (2021) completely ignored the role of strategic analysis as a key variable of strategic planning practices with significant influence on school performance. This has created a knowledge gap which hinders successful efforts for enhancing school performance through strategic planning practices. This study was therefore set out to bridge the established gap by providing empirical evidence on the

influence of strategic analysis practices on school performance in terms of multi-level indicators. Notably it was designed to test the strategic planning model in the management of public secondary schools with a particular emphasis on strategic analysis practices.

1.2 General Objective of the Study

The main objective of this study was to appraise the empirical evidence on the influence of strategic analysis practices on school performance in public secondary schools in Tanzania.

1.3 Specific Objectives of the Study

Specifically, the study intended to:

- i) Examine the influence of strategic analysis practices on school organisational performance in public secondary schools
- ii) Assess the influence of strategic analysis practices on teacher performance in public secondary schools
- iii) Evaluate the influence of strategic analysis practices on students' academic performance in public secondary schools

1.4 Research Hypotheses

In order to achieve the intended specific objectives, the study tested the following alternative hypotheses:

Ho1: Strategic analysis practices significantly influence school organisational performance.

Ho2: Strategic analysis practices significantly influence teacher performance.

Ho3: Strategic analysis practices significantly influence students' academic performance.

1. LITERATURE REVIEW

2.1 Strategic Analysis Practices

Strategic analysis entails the process of determining the strategic position of the organisation in terms of its internal strengths and weaknesses as well as external opportunities and threats (Ifediora, Idoko & Nzekwe, 2014). According to Grant (2021), strategic analysis involves a critical understanding of the organisation's stakeholders in terms of how they view the situation facing their organisation and its possible direction. As an initial stage of the strategic planning process, strategic analysis entails determination of the key factors which may influence the organisation both in the short-term and long-term and hence affect the choice of strategy. Lynch (2015) posits

that, strategic analysis involves an analysis of the organisation's environment both internal and external; analysis of resources which includes skills and capabilities; and identification of vision, mission and objectives.

In the context of this study, strategic analysis is defined as a systematic examination of the school's internal and external environment that informs the strategic managerial decision-making (Lynch, 2015). It involves all school activities related to the determination of the key factors which may influence the school performance both in the short-term and long-term (Ibrahim, Kyando & Kiwonde (2023). As one of the key variables of the strategic planning process, strategic analysis enables the school's stakeholders to analyse the internal and external school environments so as to get a clear picture of what they have to work with and also what needs to be addressed when developing a plan for the school success (Wheelen, 2018). Strategic analysis produces information that school managers need in order to develop appropriate strategies for their school success.

2.2 The Johnson & Scholes Model of Strategic Planning

The Johnson & Scholes model of strategic planning was designed and developed by Johnson and Scholes in 1993 to be used as a sound framework that facilitates strategic planning process in organisations (Johnson, Scholes & Whittington 2005). The model suggests that, an effective strategic planning process comprises of three key interlinked processes namely: strategic analysis, strategic choice and strategic implementation (Johnson, Whittington, Regnér, Angwin, Johnson & Scholes, 2020). Furthermore, the model suggests that, each of the key strategic planning processes comprises of three main sub-processes. It therefore implies that, in order for an organisation to succeed, it should adopt a strategic planning model that involves detailed strategic analysis of its environment, strategic choice of the available alternative options, and strategic implementation of the best-chosen option (Okwako, 2013; Momanyi, 2020). According to the model, strategic analysis involves an examination of the organisation's environment; analysis of the organisation's resource capability; and analysis of the organisation's culture and stakeholders' expectations (Johnson et al., 2020).

The Johnson & Scholes model was adopted in this study based on its strength that; it articulates the basic aspects of strategic planning process that are essential for the effective achievement of

school performance. According to the model, in order to achieve higher levels of school performance, the school's strategic planning process should start with strategic analysis of the school environment (Okwako, 2013; Nyamboga & George, 2014). In practice, the model is in line with Bryson (2018) who advocates for organisations to address their challenges based on strategic analysis as an initial stage of strategic planning process. The model was therefore suitable in this study because it describes how effectively the school's strategic analysis process should be carried out to realise higher levels of school performance. Notably, the strategic analysis variables addressed by the model are in line with the specific objectives of the study.

2.3 School Performance

The term "school performance" is conceptualized differently by many authors. Nevertheless, many authors view it in terms of organisational performance which is defined as the effectiveness and efficiency with which an organisation's goals and objectives are achieved (Jenatabadi, 2015; Jung & Lee, 2013). Based on this perspective, Caldwell and Spinks (2021) define school performance as the effectiveness and efficiency of the schooling process. Similarly, Zajda (2021) equates school performance with the fulfilment of objectives by the school; that is, if the school is able to attain its objectives, then it is said to be effective. In line with this view, the term effectiveness refers to the accomplishment of the school's objectives while efficiency indicates whether the school objectives were accomplished in a timely and costly manner.

In practice, the variables and indicators used to measure organisational performance vary with respect to the context in which the organisation operates and the strategic objectives pursued (Auka, 2016). In education context, school performance is mainly measured in terms of students' academic achievement. However, recent studies stress that, school performance is a complex and multidimensional construct that comprises more variables than students' achievement (Leithwood, 2012). Auka (2016) for instance, describes school performance in terms of student academic achievement, staff team work and co-curriculum. Moreover, Kariuki, Maiyo and Ndiku (2016) argue that, the measurement of school performance should include academic excellence, infrastructure development, discipline and school culture, stakeholder satisfaction, financial stability and excellence in non-academic activities.

While students' academic achievement has traditionally been used to measure school performance, in recent years, an increasing attention has been drawn to consider school organisation and teacher performance as essential variables in the measuring of school performance (Cheng, 2005; Beth, 2018). This study takes a broader view of school performance as perceived by Cheng (2005) which comprises three levels of school operations namely: organisational level, teacher level and student level. Accordingly, school performance is viewed as a multi-level construct which comprises of school organisational performance, teacher performance and students' academic performance (ibid.).

As a component of school performance, school organisational performance refers to the extent at which the school management organizes its employees and other resources for the successful functioning of the school systems and operations (Pont, Moorman & Nusche, 2008; Bidwell, 2013). Teacher performance refers to the extent at which teachers respond to their assigned duties in order to enable a school achieves its objectives. At this level, performance indicators include timely scheming of work, lesson planning, involvement in co-curricular activities, involvement in discipline management and involvement in counselling and guidance (Salvador, 2013; Auka, 2016; Kariuki et al., 2017; Beth, 2018). On the other hand, students' academic performance refers to students' academic achievements as measured by test scores, attitude toward learning, life skills, morals and ethics (Deeboonmee & Ariratana, 2014).

2. METHODOLOGY

This study adopted a mixed research methodology under the philosophical framework of pragmatism in which a convergent research design was employed to guide the data collection and analysis process. The target population of the study was 2417 teachers including Heads of Schools from all 51 public secondary schools in Nyamagana and Magu Districts of Mwanza region. Thus, by using a Yamane's formula, a sample size of 342 respondents was determined which comprised of 266 School Management Team (SMTs) members and 76 teacher representative members of the School Governing Boards (SGBs). In addition, the study sample also included 10 Ward Education Officers (WEOs) and 2 District Education Officers (DEOs) key informants. Since each school provided 9 respondents to the study sample (7 SMT and 2 SGB members), the sample subjects were derived from 38 secondary schools ($342/9$). To ensure effective representation, the sample size of 38 schools was shared between the two districts at a proportion of 0.745 ($38/51$) based on

their sampling frames. Hence, 22 public secondary schools were drawn from Nyamagana district while 16 schools were drawn from Magu district.

The research data were collected by using survey questionnaire, interview and documentary review. The use of multiple methods was adopted in order to overcome the limitations of one method by the strengths of the other (Creswell, 2014). Notably, triangulation process in the data collection ensured validity and enabled the researcher to get the reality of what was investigated (Creswell, 2014; Creswell & Clark, 2018). Quantitative data were analysed by descriptive statistics and inferential analysis by using Structural Equation Modelling (SEM) while the qualitative data were analysed through content analysis. As a multivariate statistical technique, SEM enabled the researcher to test complex relationships between and among the observable and latent variables of the study (Byrne, 2016).

3.1 Operationalization of the Study Variables

In this study, strategic analysis was the independent variable which was assessed in terms of five observable indicators. On the other hand, school performance was the dependent variable which was assessed in terms of three latent variables namely: school organisational performance, teacher performance and students' academic performance. Each of the latent variables was further assessed by using various observable indicators as shown in Table 1.

Table 1 Operationalization of the study variables

| Variable Name | Variable Type | Indicators/Measurements | Level of scale | References |
|-----------------------------------|----------------------|---|---------------------------------|--|
| Strategic analysis practices | Independent Variable | <ul style="list-style-type: none"> ▪ Analysis of internal school environment ▪ Analysis of external school environment ▪ Analysis of human skills ▪ Analysis of financial capability ▪ Analysis of stakeholders' expectations | 1-5 Likert scale of measurement | Kevan & Whittington (2008), Nelson (2009), Lynch (2015) and Wheelen (2018). |
| School organisational performance | Dependent Variable | <ul style="list-style-type: none"> ▪ Attitude towards school improvement ▪ Degree of teacher involvement ▪ Motivation toward hard work ▪ Team work spirit ▪ School-community relations ▪ Resource management | 1-5 Likert scale of measurement | Cheng (2006), Beth (2018) and Salvador (2013) |
| Teacher performance | Dependent Variable | <ul style="list-style-type: none"> ▪ Teachers' preparation of schemes of work and lesson plans ▪ Teachers' use of teaching and learning aids ▪ Support for students ▪ Monitoring students' progress ▪ Feedback on students' progress ▪ Excellence in co-curricular activities | 1-5 Likert scale of measurement | Cheng (2006), Salvador (2013), Auka (2016) Kariuki et al. (2017) and Beth (2018) |

| | | | | |
|--------------------------------|--------------------|---|--|--------------------------------|
| Students' academic performance | Dependent Variable | <ul style="list-style-type: none"> ▪ Students' attitude toward learning ▪ Students' life skills ▪ Morals and ethics ▪ General performance average (GPA) in CSEE results | 1-5 Likert scale of measurement Interval scale | Deeboonmee & Ariratana (2014). |
|--------------------------------|--------------------|---|--|--------------------------------|

3.2 Analytical Model of the Study

The specified structural model for the influence of strategic analysis practices on school performance was developed and presented diagrammatically through path analysis (Figure.1).

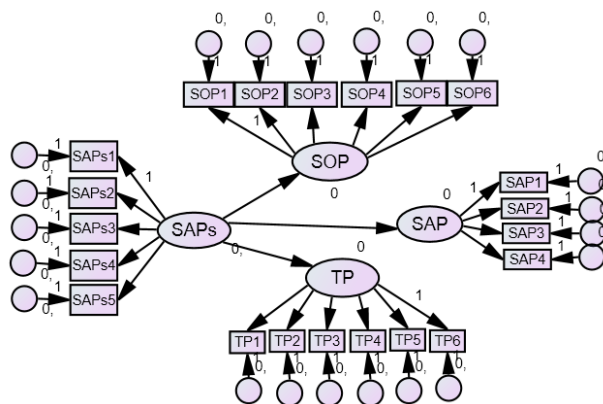


Figure 1: Path Diagram for the General Structural Model of the Study

Where:

SAPs =Strategic Analysis Practices;

SOP = School Organisational Performance;

TP = Teacher Performance;

SAP = Students' Academic Performance;

SAPs (1-5) Observable Measures of Strategic Analysis Practices variable;

SOP (1-6) Observable Measures of School Organisational Performance variable;

TP (1-6) Observable Measures of Teacher Performance variable; and

SAP (1-4) Observable Measures of Students' Academic Performance variable.

According to the model presented in Figure 1, this study was based on the assumption that, there is a direct relationship between Strategic Analysis Practices (*SAPs*) and School Performance variables (*SOP*, *TP* and *SAP*). Moreover, from the general specified model, three sub-models were specified based on the study hypotheses as follows:

- i) Model 1: Strategic analysis and school organisational performance (Objective One)
- ii) Model 2: Strategic analysis and teacher performance (Objective Two)

iii) Model 3: Strategic analysis and students' academic performance (Objective Three)

Each of the specified models was evaluated by using IBM-AMOS with Maximum Likelihood (ML) approach to determine the relevant parameter estimates.

4 RESULTS AND DISCUSSION

As an initial stage in the use of SEM, Confirmatory Factor Analysis (CFA) was performed by using SEM software (IBM-AMOS) to assess the factor structure of the measurement model. Thus, the CFA was used to test for the reliability and validity of the study variables as well as to evaluate the adequacy of the model fit. In addition, a diagnostic test for the multivariate assumptions was performed in which the basic assumptions of SEM were checked through normality, linearity, multiple measurements and multicollinearity test. Furthermore, inferential analysis was performed to assess the relationship between strategic analysis practices and the individual latent variables of school performance namely: school organisational performance; teacher performance; and students' academic performance. Thus, a specified structural model for the influence of strategic analysis practices on school performance (Figure 2) was evaluated to determine its adequacy of model fit and estimation of parameters.

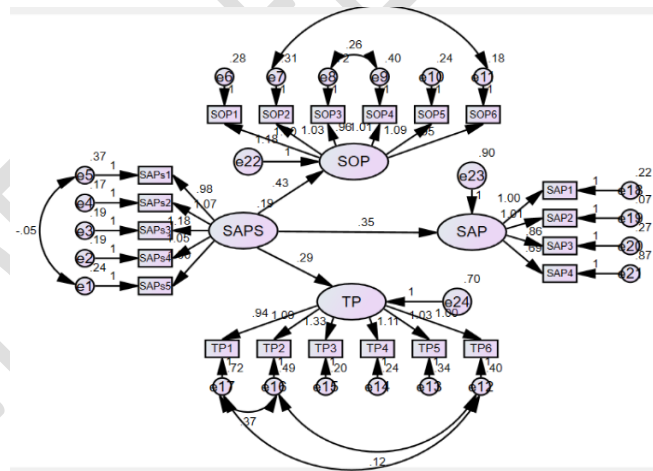


Figure 2: The estimated structural model for the influence of strategic analysis practices on school performance

The final estimated structural modal (Figure 2) was proved to be over-identified with 231 number of observations and 54 number of estimated parameters whose degree of freedom is 177. Hence, Table 2 presents the fit statistics of the fitted structural model.

Table 2: Fit statistics of the final structural model for the influence of strategic analysis practices on school performance

| Fit Statistic | Acceptable Level | Obtained |
|---------------|------------------|----------|
| χ^2 | - | 697.06 |
| df | - | 177 |
| χ^2/df | <5 | 3.938 |
| GFI | >0.90 | 0.913 |
| AGFI | >0.90 | 0.902 |
| NFI | >0.90 | 0.907 |
| IFI | >0.90 | 0.902 |
| TLI | >0.90 | 0.917 |
| CFI | >0.90 | 0.921 |
| RMSEA | <0.08 | 0.054 |

Source: Survey Data (2023).

The data presented in Table 3 show that, the ratio of the chi-square to the degree of freedom (χ^2/df) is 3.938 which is less than the recommended cut off point of 5.0. Besides, the obtained values of GFI (0.913), NFI (0.907), IFI (0.902), TLI (0.917), and CFI (0.921) indices were greater than the recommended value of 0.9. Likewise, the value of RMSEA (0.054) was less than the recommended cut-off point (0.08). Therefore, it was confirmed that the estimated structural model (Figure 2) fitted well the observed data. Moreover, the structural model presents three hypotheses of the study (***Ho1, Ho2 & Ho3***). Each of the study hypotheses was tested by using Maximum Likelihood (ML) approach to determine the relevant parameter estimates whose results were presented and discussed in sub-sections 4.1 to 4.3.

4.1 The Influence of Strategic Analysis Practices on School Organisational Performance

The hypothesised relationship between strategic analysis practices and school organisational performance (Figure 2) was estimated by using Maximum Likelihood (ML) whose parameter estimates are presented in Table 3.

Table 3: The estimated parameters of the final structural model for the influence of strategic analysis practices on school organisational performance

| Endogenous | | Exogenous | Estimate (β) | P-Value | Status |
|------------|------|-----------|----------------------|--------------|--------------------|
| SOP | <--- | SAPs | 0.425 | 0.013 | Significant |
| SOP | <--- | SAPs1 | 1.000 | | |
| SOP | <--- | SAPs2 | 1.150 | <0.001 | Significant |
| SOP | <--- | SAPs3 | 1.287 | <0.001 | Significant |
| SOP | <--- | SAPs4 | 1.124 | <0.001 | Significant |
| SOP | <--- | SAPs5 | 1.047 | <0.001 | Significant |

Source: Survey Data (2023).

The results in Table 3 show that, strategic analysis practices is positively and significantly related to school organisational performance ($\beta = 0.425$, $p = 0.013$). This means that, a unit increase in strategic analysis value is associated with an increase in school organisational performance value by 0.425 units. Moreover, it was estimated that, strategic analysis practices account for about 20% of the variability of school organisational performance ($R^2=0.2$). Therefore, since strategic analysis was positively and significantly related to school organisational performance, the study hypothesis (H_01) was accepted.

The inferential results imply that, proper adoption of strategic analysis practices will increase the realisation of school organisational performance. This finding is in line with Stukalina (2013) who argues that, the success of a school depends largely on its ability to process the obtained information generated through strategic analysis. It was generally established that, proper adoption of strategic analysis should ensure that, the school planning decisions are made based on a systematic examination of the school's internal and external contexts (Stukalina, 2013; Gürel (2017).

On the other hand, the inferential findings were supported by qualitative data from interviews in which it was observed that, strategic analysis is a significant determinant of school organisational performance. Through interviews, the respondents were requested to respond on the question related to how strategic analysis practices influence school performance. In response to the question, it was revealed that, public secondary schools are actively engaged in strategic analysis

and that it is a significant determinant of school organisational performance. When responding to the question during an interview, one respondent was quoted saying that:

“...the analysis of school environment always needs to be strategic in order to inform the key needs of a school...in some of my schools, teachers and other stakeholders are actively involved in analysing various school challenges with a focus to find a common solution....” (DEO: January, 2023)

Likewise, responding to the same question, another respondent had this to say:

“...in schools where teachers are actively engaged in discussing the school problems, you can see a big difference in terms of their motivational level and team work spirit which in turn leads to improved school performance...” (WEO: January 2023).

A detailed analysis of the above comments revealed that, public secondary schools are strategically managed and that, they do adopt strategic analysis practices in their school development planning. Moreover, the findings were also supported by qualitative data gleaned from documentary review in which the analysis of school development plans confirmed the adoption of strategic analysis in the school planning process.

Generally, a detailed analysis of both quantitative and qualitative results revealed that, public secondary schools are engaged in strategic analysis practices. Moreover, the quantitative results revealed that, all the observable measures of strategic analysis practices were positively and significantly related to school organisational performance. It was therefore confirmed that, strategic analysis practices significantly influence school organisational performance. Hence, it is imperative for the SMTs in public secondary schools to ensure proper adoption of strategic analysis practices in their school development planning process.

4.2 The Influence of Strategic Analysis Practices on Teacher Performance

The hypothesised relationship between strategic analysis practices and teacher performance (Figure 2) was estimated by using Maximum Likelihood (ML) whose parameter estimates are presented in Table 4.

Table 4: The estimated parameters of the final structural model for the influence of strategic analysis practices on teacher performance

| Endogenous | Exogenous | Estimate (β) | P-Value | Status |
|------------|------------|----------------------|--------------|------------------------|
| TP | <--- SAPs | 0.288 | 0.112 | Not Significant |
| TP | <--- SAPs1 | 1.000 | | |
| TP | <--- SAPs2 | 1.151 | <0.001 | Significant |
| TP | <--- SAPs3 | 1.290 | <0.001 | Significant |
| TP | <--- SAPs4 | 1.122 | <0.001 | Significant |
| TP | <--- SAPs5 | 1.049 | <0.001 | Significant |

Source: Survey Data (2023).

The inferential results in Table 4 reveal that, strategic analysis practices is positively related to teacher performance ($\beta = 0.288$). Moreover, it was estimated that, strategic analysis account for about 10% ($R^2 = 0.1$) of the variability of teacher performance. However, irrespective of the significant relationship between the individual variables of strategic analysis and teacher performance, the overall relationship between strategic analysis and teacher performance was not statistically significant ($p=0.112$). Hence, based on these results, the study hypothesis (H_02) was rejected.

The observed inferential findings were contrary to the researcher's assumption and evidence from various scholars (see for example, Kharrazi, Mir Kamali & Toriki, 2013; Azbari, Akbari & Chaijani, 2015). Nevertheless, although strategic analysis was not significantly related to teacher performance, its role on enhancing teacher performance should not be ignored. Notably, a critical analysis of the CFA results revealed that, strategic analysis has an indirect influence on teacher performance through its mediating effect on school organisational performance. This is also supported by Fitria (2018) who found that, school organisational performance is positively and significantly related to teacher performance.

Furthermore, the qualitative results from interviews revealed a significant influence of strategic analysis practices on teacher performance. It was observed that, the most important aspects of strategic analysis that were pointed by respondents as key determinants to teacher performance included an analysis of teachers' capabilities; analysis of teaching and learning environment; analysis of teachers' motivational factors; analysis of organisational culture; and analysis of teachers' expectations. During the interview session, one respondent said that:

“...it is obvious that, strategic leadership is important in enhancing teacher performance...analysis of teachers capabilities enables to allocate them with activities according to their interests and capabilities...” (DEO, January 2023).

Another respondent was quoted saying that:

“...it is very essential for the school leadership to analyse the school environment; teachers’ needs and their strengths when planning for school development.... this leads into effective distribution of activities which in turn improves teachers’ commitment to work...” (DEO, January 2023).

A detailed analysis of the above comments revealed that strategic analysis practices influence teacher performance as measured in terms of teacher’s commitment and productivity. These findings are in line with Al-Hoorue and Al Shlowiy (2020) who insists on determination of employees’ ability and resource capability as essential elements for an employee’s goal attainment. Hence, based on the qualitative findings and empirical evidence from previous studies, public secondary schools are advised to consider and uphold the indirect contribution of strategic analysis variables towards enhancement of teacher performance.

4.3 The Influence of Strategic Analysis Practices on Students’ Academic Performance

The hypothesised relationship between strategic analysis practices and students’ academic performance (Figure 2) was estimated by using Maximum Likelihood (ML) whose parameter estimates are presented in Table 5.

Table 5: The estimated parameters of the final structural model for the influence of strategic analysis practices on students’ academic performance

| Endogenous | Exogenous | Estimate (β) | P-Value | Status | |
|------------|-----------|----------------------|--------------|--------------|------------------------|
| SAP | <--- | SAPs | 0.354 | 0.118 | Not Significant |
| SAP | <--- | SAPs1 | 1.000 | | |
| SAP | <--- | SAPs2 | 1.149 | <0.001 | Significant |
| SAP | <--- | SAPs3 | 1.286 | <0.001 | Significant |
| SAP | <--- | SAPs4 | 1.120 | <0.001 | Significant |
| SAP | <--- | SAPs5 | 1.047 | <0.001 | Significant |

Source: Survey Data (2023).

The inferential results in Table 5 reveal that, strategic analysis practices is positively related to students’ academic performance ($\beta = 0.354$). Moreover, it was estimated that the strategic analysis

practices account for the variability of students' academic performance for about 10% ($R^2 = 0.1$). Furthermore, the results show that, the relationship between strategic analysis practices and students' academic performance is not statistically significant (0.118) Therefore, it was confirmed that, strategic analysis practices do not significantly influence students' academic performance. Hence, the study hypothesis (Ho3) was rejected.

The observed inferential finding was against the researcher's assumption and empirical evidence from previous studies such as Bakar, Mamat and Ibrahim (2017) and Kemethofer, Helm and Warwas (2022). In essence, a study by Kemethofer et al., (2022) revealed that, strategic leadership practices have significant positive effect on students' achievement in mathematics beyond the effects of instructional quality. In this case, the data obtained from analysis of strategic leadership variables play a significant role in making sure that, the vision is well articulated and provide impact on student learning (Barnes, Camburn, Sanders & Sebastian, 2010).

Nevertheless, the inferential results were supported by Sammons, Gu, Day and Ko (2011) and Bruggencate, Luyten, Scheerens and Slegers (2012) who observed that, strategic analysis practices can only influence students' academic performance indirectly via its effect on school organization and school culture. This finding concurs with the CFA results in which it was observed that, strategic analysis has an indirect significant influence through the mediating effect of school organisation performance.

Similarly results from qualitative data obtained through interviews revealed that, schools which are actively engaged in strategic analysis practices register higher levels of students' academic performance. When requested to respond on the question related to the influence of strategic analysis practices on students' performance, one responded commented that:

"...in my schools, teachers are actively involved in analysing school needs, existing problems and even the school resource capabilities such as finance, facilities and teachers' skills.... this trend has been instrumental for enhanced teachers' motivation and team work spirit which in turn leads to improvement of student performance..."
(WEO, January 2023).

A detailed analysis of the above comment indicates that, public secondary schools are engaged in strategic analysis practices. Notably, teachers are involved in the analysis of internal school environment as well as in the analysis of teachers' skills and capabilities. Moreover, it was revealed that, strategic analysis practices influence students' academic performance indirectly through

enhanced teachers' motivation and team work spirit. Another respondent insisted that, the analysis of external environment enables the school leadership to determine and make use of the available opportunities for improving students' performance. Contributing her views on the matter during an interview, she had this to say:

“...in one of my schools the school head was very strategic...she used to identify and make use of any available opportunity around the school...for instance, she was even able to identify and hire competent science and mathematics teachers from the nearby private school for the successful improvement of student performance in her school...” (WEO, January 2023).

The above comment revealed that, strategic analysis practices significantly influence students' academic performance. It is obvious that, determination of competent hired teachers from the nearby private school involves strategic analysis practices in terms of both external environment and human skills analysis. In this regard, strategic analysis practices seem to have a significant influence on students' academic performance. In line with this finding, Bruggencate et al., (2012) posit that, strategic leadership behaviours affected student outcomes both indirectly and directly. The study therefore calls upon public secondary schools to acknowledge the contribution of strategic analysis practices towards enhancing students' academic performance.

5 CONCLUSIONS AND RECOMMENDATIONS

The study appraised the empirical evidence on the influence of strategic analysis practices on school performance in which three hypotheses were tested using SEM. The results revealed that, strategic analysis practices is positively and significantly related to school organisational performance ($\beta=0.425$; $p=0.013$; $R^2=0.2$). On the other hand, it was found that, strategic analysis practices is not significantly related to both teacher performance ($\beta = 0.288$; $p = 0.112$; $R^2=0.1$) and students' academic performance ($\beta = 0.354$; $p = 0.118$; $R^2 = 0.1$). Nevertheless, it was further observed that, strategic analysis is indirectly related to both teacher performance and students' academic performance through its mediating effect on school organisational performance as evidenced by the CFA results and qualitative findings. Therefore, it was generally concluded that, strategic analysis practices is an antecedent to school performance. The study recommends that, the school leadership should ensure proper adoption of strategic analysis practices in order to increase the realisation of school performance.

Ethical Declaration: The author declares that the research was approved by the relevant government and university authorities

COMPETING INTERESTS DISCLAIMER:

Authors have declared that they have no known competing financial interests OR non-financial interests OR personal relationships that could have appeared to influence the work reported in this paper.

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