



Influence of School Development Plan Implementation on Students' Academic Performance in Dodoma City Secondary Schools, Tanzania

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Abstract: *This study aimed to investigate the influence of school development plan implementation on students' academic performance in Dodoma City Secondary Schools, Tanzania. The study was guided by three research concerns: The implementation of the School Development Plan in Dodoma city secondary schools. the perception of heads of schools on the influence of SDP on academic performance and the contributions of SDP influence on students' academic performance. A sample of 353 respondents were involved in filling out the questionnaire, and doing interview, Documentation method and observation. Data was coded using SPSS and the reliability was determined at an Alpha Cronbachs of 0.801. The study established that increased access to secondary education improves quality of secondary education, increases student completion rates, decreases student dropout, enhances learning environment, and promotes community involvement. The paper concludes that school development plans have a great influence on students' academic performance in secondary school. The study recommends that the government should assist the preparation and implementation for school development plans instead of putting on the notice board for DSEO and other leaders to observe, cooperation for all education stakeholders is necessary in development plan.*

Keywords: *School development plan, Implementation, Academic performance, Education*

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1. Introduction

The purpose of schools is to take a positive change in society as school is called a mini society. According to Ndayor and Nkechi (2019), administrative abilities in the environment of learning institutions refer to the capability of expertly and successfully planning, administering, establishing, organizing, regulating, making decisions and recruiting activities that support and inspire teachers and students to recognize school goals. George (2021) suggests that once the institution defines what it is, what it does, and

why it does it, the strategic plan can be realized to improve public value. In pursuit of attainment of an organization, strategic plans preparation and implementation are essential administration purposes. School development planning as a widely implemented method to the organization of planned change, advocated as a facilitating instrument to support the implementation of multiple improvements presented in the educational arrangement. School development planning can best be understood within the structure of the school as a system in which change of any part moves all the other parts (Haynes et al, 2006).

School development planning is an organized, collective and comprehensive, continuing process undertaken by the school to stimulate school efficiency, school development, quality improvement, staff progress, partnerships, effective resource placement, change organization and the maintenance of arms and urgencies of the nationwide education organization (SDPI,1999).

1.1 Statement to the Problem

School Development Planning is a process commenced by the community around the school to give way to the learning institution in order to ensure that all students and teachers receive and provide quality education (URT-MoE VT,2010). In order to provide quality education for all students, Tanzania has a major concern for the National Development Vision 2025. In response, the Ministry of Education Science and Technology came up with numerous programs which were deliberate at addressing the government's concern on providing quality education (MoEST, 2018). In Dodoma city, all secondary schools have formulated smart mission statements and have three years' school development plans which are guided prioritization of teaching and learning programmes. Directing the available resources towards those targets have a school development plan performing better in terms of academic performance. Some schools have continued performing poorly despite having a school development plan. In the National Examination Council results of 2017, Dodoma city was number 71 out of 186 Councils in Tanzania, In 2018, 61 out of 186, In 2019, 82 out of 186, In 2020, 78 out of 186, In 2021, 64 out of 186, in 2022, 72 out of 186, In 2023, 65 out of 186 councils in Tanzania form four results (NECTA, 2024). There is no study conducted in Dodoma City on the influence of school development plan on students' academic performance among secondary schools in Dodoma City. This study therefore explored the influence of school development plan implementation on students' academic performance in Dodoma City secondary schools.

1.2 Research Questions

The following research questions guided the study:

1. How was the implementation of the School Development Plan in Dodoma city secondary schools?
2. What is the perception of heads of schools on the influence of SDP on academic performance?
3. What are the contributions of SDP influence on students' academic performance?

1.3 Research Gap

Empirical literature has been reviewed on the influence of school development plan on students' academic performance. Most of the reviewed literature used a single approach, either qualitative or quantitative. In employing a single approach, the study might deficiency some of the vital and in-depth information than using a mixed methods research approach which counterpart each other in building knowledge and strengths of the data collected or being affected by biasness and errors Daca (2020). Again, most of the reviewed literatures were internationally (for example, Philippines, Spain, Jamaica, Nigeria and Kenya). Mwakisaghu, et al (2023) conducted a study focusing on strategic plan implementation and its influence on infrastructural development in public secondary schools whose focus was on different infrastructures in schools.

The study of Kwaslema (2021) did not investigate the influence of school development plan on students' performance. Based on the facts above, the current study filled both geographical and knowledge gaps on the influence of school development plan on students' academic performance in secondary schools. It also supports promoting a conducive environment for students' learning.

2. Reviewed Literature

2.1 The implementation of school development plan

In Spain, Escobar (2019) investigated School improvement plans, as a tool for improving the quality of education. The study was conducted in Barcelona. According to the review and the successful plans based on SIP, it can be said that the process of creating SIP must be well structured, creating appropriate investigative plans, in order to identify sustainable ways. On the other hand, identifying what needs instant attention, and prioritizing the objectives that need more attention. The above leads to a path of development that can extend for a few years. This does not mean that objectives should not be challenging. The participation of the educational community is one of the fundamental pillars in obtaining achievements in the process of creation and implementation of the SIPs because on the one hand, they must feel committed to each of the proposed objectives, they must have a shared vision, and on the other hand, they will be in charge of executing each one of the steps to reach the goals of the plan; therefore, practically the entire plan must emerge from them. The study insists on the implementation of school development plan which must involve all stakeholders for the betterment of students' academic performance.

In Nigeria, Omosidi (2017) explored school progress design in the execution of Basic Education Programme. This survey technique tries to term the features of a given population or area of concentration exactly. The Population for this study comprised all the 328 basic public schools as at the time of study, spreading across the three senatorial districts of Kwara State (Central, North and South). Stratified random sampling was used.

In Kenya, Anyieni (2017) aimed to investigate the determinants of Successful Implementation of Strategic Plans in Secondary Schools in Kisii County, Kenya. The study engaged descriptive research design to deliver information on features of the population. The target staff includes teachers, principals and deputy principals in Kenyan schools. Respondents were selected using stratified sampling method. The study determined that school arrangements encourage task sharing, organization and flexibility in making a culture that cares about team spirit, cohesion and shared goals and determination to achieve them. The findings indicated that implementation of strategic planning has contributed to improvement of student achievement.

In Tanzania, Kajuna and Rupia (2022) investigate the effect of planning on improvement of learning environment in public secondary schools, the study was carried out in Bukoba. The researcher used cross sectional design and used unstructured interviews and questionnaires to collect data. In this study, the researcher used a sample size of 104 respondents which was obtained from the 1967 Yamane formula. Questionnaires and semi-structured interviews were used as data collecting tools. The researcher ensured reliability of the research instrument through test retest method where by the same test was given to teachers during piloting and the correlation coefficient of 0.75 were obtained so the instruments were reliable. The study suggests that teachers, heads of schools and community need to cooperate more in decision making concerning education activities, the absence of which leads to poor teaching and learning facilities in schools. Therefore, it is recommended that education planners should engage teachers, heads of schools and the community at large in decision making concerning education plans in secondary schools.

2.2 The perception of heads of schools on influence of SDP on academic performance

In Pakistan, Khanam (2023) sought to investigate Perceptions of Head Teachers on Whole School Development Plan in the Punjab province in Pakistan. The current study was an interpretive study, using a qualitative research design. The views of head teachers about school

development plans in the province of Punjab were conducted through research interviews. Planning created a sense of unity; ownership of school programs, property and assets and collaboration in implementing school activities.

In Kenya, Njoka et al (2023) examined the influence of principals' resource mobilization skills on implementation of strategic plans in public secondary schools. The study was conducted in Murang'a. The research was conducted using mixed methodology and a concurrent triangulation research design. The target population consisted of 773 respondents, including 59 principals and 714 teachers, of whom 264 were sampled using Yamane's Formula. The school's failure to successfully implement its strategic plan was due to the principal's lack of resource mobilization skills. This means that principals lack planning skills to think innovatively and creatively about bridging the gaps and ensuring learning outcomes are not compromised.

In Tanzania, Kuluchumila (2013) conducted a study on the Implementation of the Secondary Education Development Plan in Tanzania: A case study of community secondary school heads. The study was conducted in Shinyanga. The group involved heads of public secondary schools, Regional Education officer. One hundred and fifty-six (156) heads of public secondary schools were given questionnaires, 53 responded; this was a 34 percent response rate. This study also observed how successfully school heads are involved in the enactment of the SEDP. Three types of participation are revealed: planning and budgeting, implementation of the plan along with monitoring and assessment of the plan.

2.3 The contributions of school development plan on students' academic performance

In the Philippines, Daca (2020) investigated the implementation of the school improvement Plan in Samar and Catbalogan City Divisions in the Philippines. The study utilized descriptive research design to realize the degree of implementation of the school improvement plan that would serve as the basis for intellectualizing a deliberate plan and development of school-based management. Precisely, the study tried to answer the following questions: What is the profile of the respondent-schools before and after the execution of the SIP in terms of the following performance indicators: participation rate, cohort survival rate, retention rate, graduation rate, dropout rate, and academic success. The study focused on quantitative research design and analyses using documentary analysis as a major instrument in collecting data.

Chukwumah (2015) studied the development of planned quality plans in secondary schools for positive school development in Awka, Nigeria. The major objective was to assess the strategic planning development process of Anambra State secondary schools. The research survey design was implemented for the study. The study findings revealed that developing quality school development plans improved academic performance.

3. Methodology

3.1 Research Design

The study adopted mixed approach, whereby convergent parallel design guided the study by facilitating the collection of both qualitative and quantitative data simultaneously for understanding the perceptions of heads of schools towards implementation of SDP. The target population of the study was all the 30 heads of public secondary schools in Dodoma City Council. There was no sampling of the heads of schools since all the heads of secondary schools were directly involved in the study due to their position and responsibilities. Two secondary schools were selected from the eight secondary schools for pilot testing of the research instruments; thus, the total sample size of the respondents was 6 heads of schools. To collect relevant data questionnaires and interview guides were used. The collected information from the respondents was analyzed to be meaningful. The quantitative data were processed using SPSS (version 25) and then presented in Means, standard deviation generated by SPSS Version 25. The qualitative data were transcribed, coded and then narrated.

3.2 Research Approach

The study employed mixed methods (qualitative and quantitative) research approaches. The researcher

employed this research approach because it was flexible in correcting errors and avoided bias. With this approach, the weaknesses of one method were overshadowed by the strengths of another; respondents were exposed in a situation of describing their daily involvements (Hafsa,2019) related to influence of school development plan on student's academic performance in Dodoma City schools. The approach would make it possible for the researcher to get the picture of the pertinent associated issues.

3.3 Research Design

This study employed a convergent parallel research design. According to Demir and Pismek (2018) a convergent parallel research design, is the one in which both quantitative and qualitative data in the study are collected simultaneously/concurrently, analyzed differently/separately and then merged together during interpretation and discussion for better understanding of the research problem. The researcher used this design because it helped in collecting extensive data in order to answer the intended research questions.

3.4 Targeted Population

The targeted population for this study included District Secondary School Officer (DSEO), all Head of schools, all teachers, parents and students. According to the District Secondary Education Officer of Dodoma City (2024), the City is comprised of 3806 teachers (2103 male teachers and 1703 female teachers) including heads of secondary schools (HoSs). It also has 3520 form four students (2060 girls and 1460 boys). All participants in this study were placed in a position to provide information regarding their perceptions about the influence of school development plan on students' academic performance in Dodoma City secondary schools.

Table 1: Summary of the total respondents who were involved in the study

RESPONDENTS CATEGORY	SAMPLE SIZE	DATA COLLECTED USED	(%)	SAMPLING TECHNIQUES
DSEO	01	Interview	0.13	Purposive Sampling
HOS	06	Interview	0.79	Purposive sampling
TEACHERS	30	Questionnaires	51.8	Purposive Sampling
PARENTS	10	Interview	1.3	Purposive Sampling
STUDENTS				
GIRLS	173	Questionnaires	22.9	Stratified sampling
BOYS	173	Questionnaires	22.9	Stratified sampling
TOTAL	393		100	

SOURCE: Developed by Researcher (2024)

3.5 Sampling Techniques

Purposive, stratified random sampling techniques were used to select the sample size of the study as follows:-

3.6 Purposive Sampling Technique

This technique was used to select 1 DSEO, 6 Hos, 30 teachers and 10 parents. DSEO was purposively selected because she is the one supervising all curriculum activities in public secondary schools in the district. Head of schools and Teachers were purposively selected because all implement school development plan. Parents for each school were selected purposively in order to share with the researcher on influence of school development plan on students' academic performance.

3.7 Stratified Random Sampling Technique

Stratified random sampling was used to get a sample of boys and girls in all the selected public secondary schools. The number of boys and that of girls was proportional. During stratified sampling, students were divided into two groups (*strata*) by gender. The first stratum was comprised of girls and another one was that of boys. In the group of girls, 173 respondents were randomly selected in which each school provided 28 girls. Papers with numbers and blank ones were put in a bucket where each girl student in a particular school was allowed to pick one of the papers.

The same procedure was used in selecting 173 boys in a stratum. Those who picked papers with a number were involved in the study. This technique was suitable since it gave a chance for each and every respondent to be involved in the study without any discrimination (Bhardwaj, 2022).

3.8 Description of Data Collection Instrument

In this study, data was collected through a Questionnaire, Interview guide, observation guide and Documentary review guide.

3.8.1 Questionnaire

Questionnaires contained open and close ended items to collect data. The survey method was employed to collect data. The survey methods allowed collection of large amounts of quantitative data with less cost and time. Also, the method is preferred due to the standardized nature of questions which enable easy comparisons to be made. The reliability measure was determined through a pre-testing exercise to survey how subjects respond to the overall questionnaire and specific questions so as to validate the instrument.

3.8.2 Semi -structured Interviews

Semi-structured interviews were used preferably due to their flexibility and ability to generate in-depth information

through the use of major general questions, enriched by the use of follow-up questions. Interviews were used to tap information from key informants DSEO, HOS and Parents. By using interview guides the researcher enabled to make follow up incomplete or unclear responses by asking additional probing questions. During the face-to-face interview sessions with participants responding orally to the researcher, the latter assumed the role of moderator, while avoiding putting words in their mouths. Instead, the participants were left free and given time to decide on what to talk about and to present their views. Respondents were free to say what they know and researcher took the responses with maximum attention. The interview lasted for about 15 to 45 minutes and was audio recorded. The interview sessions started after a brief introduction of the study, which was followed by signing the consent forms after the participants had read and willingly agreed to participate in the study.

3.8.3 Documentary reviews

In this study, the researcher sought documents from the District Education Officer (DEO). The documents about the development and plans of the secondary schools through the year. This helped in having abundant information on school planning.

3.8.4 Observation Method

Observation method involves an individuals' direct participation in the data-gathering process. This method is used to obtain data on the things that may be seen or touched. It involves watching and recording the behavior of individuals or groups, or the events that occur in a particular place (Demir, et al, 2018). One of the advantages of using this approach is that one may choose when and where to carry out the observation procedure and what to observe. In gathering data for school improvement, observation methods are a powerful tool. For instance, the observer may observe the observable components of school's teaching and learning environment in terms of the state of facilities, learners' behaviour among others. The researcher observed some documents and the school development plan for current and previous years.

3.9 Validity and Reliability of Research Instruments

3.9.1 Validity of Research Instruments

Validity is the ability of data collection instruments to measure what they intended to measure (Taherdoost, 2016). In order for an instrument to be considered valid, the content designated must be appropriate to the need recognized (Daud, Khidzir, Ismail, and Abdullah, 2018). The validity of the instruments, in this study, was recognized by the use of content validity in which experts were consulted. These were the supervisor, researcher's fellow students, academicians and piloting. The opinions and ideas from the supervisor, fellow students and some academicians assisted the researcher to improve the instruments before they were used in a real data collection session. Trustworthiness of qualitative data was also observed through credibility, transferability, dependability and conformability before data collection Taherdoost (2016). For this reason, a pilot study of 31 participants (1 DESLO, 2 HoSs, 4 parents and 24 students) was conducted. The schools which were involved in the pilot study were Viwandani and Sechelela and each school provided 12 students. Each ward provided 2 parents. Data collected from pilot study were examined and assessed by the items in the questionnaires and interviews to find out their relevancy and be subjected to modifications and/or improvements.

3.9.2 Reliability of the Instruments

Reliability is the ability of instruments to yield accurate and consistent results when administered at different times by independent researchers (Creswell & Creswell, 2018). After the pilot study, the researcher tested the instruments for data collection by determining reliability value (Cronbach's Alpha value) by the use of SPSS computer software version 25.0. According to Schrepp (2020), the scale with Cronbach's Alpha between .40 and .70 is considered moderate and acceptable if it contains four items to ten items, while the scale with Cronbach's Alpha .70 and above is considered acceptable if it contains more than ten items. Reliability for qualitative data from semi-structured interviews was ensured through audio recordings and full transcriptions recorded in the note book. They were all verified for inner reliability using Cronbach's Alpha before they were controlled to the participants.

Table 2: Individual items Reliability scale results

S/N	Variable	Cronbach's Alpha	Cronbach's Alpha based on Standard items	No of items	Strength of Association
1	ISDSAP	.78	.76	10	Good and acceptable
2	PHSISAP	.80	.79	10	Very Good and acceptable
3	CSDPSAP	.83	.81	10	Very Good and acceptable

Source: Data analysis (2024)

Key: ISDP= Implementation of School Development Plan

PHSISDP= Perception of Heads of Schools on Influence of SDP on Students' Academic Performance

CSDPSAP =Contributions of School Development Plan on Students' Academic Performance

Table 2 shows the results of the scale test aimed at assessing reliability of the multi-item scales for internal consistencies using Cronbach's Alpha. The Cronbach's Alpha for Implementation of School Development Plan with 10 items was .78 indicating that the variable had a good and acceptable internal consistence. For Perception of Heads of Schools on Influence of SDP was .80 signifying that, it was very good and acceptable. For the Contributions of School Development Plan on Students' Academic Performance which meant that, its internal consistence was very good and acceptable. Reliability for qualitative data from semi-structured interviews were ensured through audio recordings and full transcriptions recorded in the note book were confidential and only kept for further opinions for the planned study alone (Coleman, 2021).

3.10 Data processing and Analysis

In this study, quantitative data were coded and analyzed by the use of the Statistical Package for Social Sciences (SPSS) computer program version 25.0, described

statistically by the use of Means and standard deviations. The Means were preferred because they took into account an individual's observations or responses while standard deviations indicated how far each individual's responses varied or deviated from the Means. Qualitative data from interviews were transcribed manually, sorted and put together under specific themes, analyzed and presented in excerpts, direct quotes, and narrations. The participants' responses which were answered in Kiswahili were be translated, analyzed and presented in English.

4. Results and Discussion

4.1 The implementation of school development plan

The first research question set to determine the implementation of school development plan. Students' findings about implementation of school development plan on students' academic performance in secondary schools is shown in table 3.

Table 3: Students perceptions about the implementation of school development plan on students' academic performance (n=346)

Activities	Responses		Interpretation
	M	SD	
Increase access to secondary education	2.0	1.0	Agree
Improve the quality of secondary education	2.0	1.0	Agree
Increase student completion rates	2.0	1.0	Agree
Increasing the number of secondary schools	3.0	2.0	Undecided
Increase student enrollment	2.0	1.0	Agree
Decrease student dropout	2.0	1.0	Agree
Enhanced learning environment	2.0	1.0	Agree
Greater community involvement	3.0	2.0	Undecided
Monitoring and adjustments	2.0	1.0	Agree
Changes in funding, policies or demographics can impact the plans execution	3.0	2.0	Undecided

Key:(SA)-Strong Agree, 2. (A) – Agree, 3.(U)- Un-decided, 4.(D)- Disagree,5. (SD)- Strong Disagree, SD=Standard Deviation, M=Mean

Findings in Table 3 show that students have positive perceptions about implementation in school development plan because they improve the quality of secondary education (Mean score of M=2.0, SD=1.0). Students also agree that enhanced learning environment improves academic performance (Mean score of M=2.0, SD=1.0). Students also agree that school development plan reduces number of dropout (Mean score of 2.0, SD=1.0).

On the part of teachers, findings presented in Table 3 indicate that majority of teachers agree about implementation of school development plan as enhanced learning environment because it improve students' academic performance (Mean score of M=2.0, SD=1.0). They agree that school development plan enhanced learning environment(Mean score of M=2.01,SD=1.0). Also, teachers positively agree about influence of school development plan because they promote greater community involvement (Mean score of M=2.0, SD=1.0). They also agree that the school development plan might allow changes in funding, policies can impact the plans execution improve communication skills among students (Mean score of M=2.0, SD=1.0). This is supported by the study by Maria et al (2020) who stress that Implementation of School Improvement Plan and the goals and objectives,

performance targets, school improvement process, resource management, school performance accountability, implementation strategies and timelines are moderately implemented by the respondent-schools

Findings from interviews with HoSs agree their perceptions about the influence of school development plan on improved students' academic performance indicate that HoSs are positive about the initiative and they find it as useful for students as evidenced in the following quotation from the majority of HoSs: *"In my school, I implement the school development plan effectively because when you fail to plan the school development it will be difficult to implement school action plan, school daily routine and school calendar which led to fail in all aspects of academic for students"* (HoS-5, 15 May, 2024).

Also, DSEO agree School development plan as beneficial to students as evidenced in the following response reported by DSEO: *"School development plan I think, have more benefits because they enable school to be conducive for learning environment also it facilitates monitoring for students which led to improved academic performance. This also helps students to improve their academic achievements."* (DSEO, 22nd May, 2024).

Table 4: Teachers perception about the implementation of school development plan on students’ academic performance

Activities	Responses		Interpretation
	M	SD	
Increase access to secondary education	2.0	1.0	Agree
Improve the quality of secondary education	3.0	2.0	Undecided
Increase student completion rates	2.0	1.0	Agree
Increasing the number of secondary schools	2.0	1.0	Agree
Increase student enrollment	3.0	2.0	Undecided
Decrease student dropout	2.0	1.0	Agree
Enhanced learning environment	2.0	1.0	Agree
Greater community involvement	2.0	1.0	Agree
Monitoring and adjustments	2.0	1.0	Agree
Changes in funding, policies or demographic can impact the plans execution	2.0	1.0	Agree

Source: Field Data (2024)

Key:(SA)-Strong Agree, 2.(A) – Agree, 3.(U)- Un-decided, 4.(D)- Disagree,5. (SD)- Strong Disagree, SD=Standard Deviation M=Mean

On the other part of parents had positive contribution about implementation of school development plan for the betterment of students’ academic performance. This was supported by the majority of parents” *Planning is very important for the development of school in order to improve our children(students) for example to plan have food in the break time before entering again in the class, weekend test and create conducive environment for learning.*” (Parent, 20th May, 2024).

These findings are supported by interview responses from majority of parents: *“school development is a crucial tool for example if parents and other different stakeholders involved in the school development plan can be efficient on students’ academic performance by providing moral and material support for the achievement of best results”* (Parent, 21st May, 2024).

This is supported in study by Mujinga (2020) who indicates that there is need to stress on each public secondary school to develop its SDP as a tool toward attainment in actual teaching and learning since it emphasizes on improvement of different aspects that are related to teaching and learning.

4.2 The perception of heads of schools on influence of SDP on academic performance

The second research question was set to find out the perception of heads of schools on the influence of SDP implementation on students’ academic performance. Findings regarding students’ responses in the perception of heads of schools on influence of SDP on students’ academic performance **are presented** in Table 5.

Table 5: The perceptions of students perceived head of school about the influence of SDP on academic performance

Activities	Responses		Interpretation
	M	SD	
Improves students’ achievement through focused goals and strategies	2.0	1.0	Agree
SDPs foster a more collaborative and goal-oriented environment within the school	2.0	1.0	Agree
The emphasis on shared vision, professional development and data-driven decision making	3.0	2.0	Undecided
SDPs can lead to additional resources like funding, technology	3.0	2.0	Undecided
Professional development opportunities SDPs might encourage collaboration with parents and the community	2.0	1.0	Agree
Better support system for students	2.0	1.0	Agree
Fostering a sense of shared responsibility for success	2.0	1.0	Agree
Lack of flexibility and local ownership can be frustrating	2.0	1.0	Agree
Resources constraints can hinder implementation	2.0	1.0	Agree
Add to the workload of heads of school	3.0	2.0	Undecided

Source: Field Data (2024)

Key : (SA)-Strongly agree, 2. (A) – Agree, 3. (U)- Undecided, 4.(D)Disagree- ,5. (SD)- Strongly disagree, SD=Standard Deviation M=Mean

Findings in Table 5 show that students agreed that the influence of school development plan on students’ academic performance because SDPs foster a more collaborative and goal-oriented environment within the School (Mean score 2.0, SD 1.0) and Professional development opportunities SDPs might encourage collaboration with parents and the community (Mean score of M=2.0, SD=1.0). They also find that the school development plans are better support systems for students (Mean score of M=2.0, SD 1.0) and fostering a sense of shared responsibility for success (Mean score of M=2.0, SD=1.0).

Also, teachers agree that contributions about school development plan presented in Table 4 foster a more collaborative and goal oriented environment within the school (Mean score of M=2.0, SD 1.0). Also, professional development opportunities SDPs might encourage collaboration with parents and community (Mean score of M=2.0, SD=1.0) and fostering a sense of shared responsibility for success (Mean score of M=2.0 SD=1.0). In supporting the above findings, HoSs agree that school development plan improve students’ academic performance as promoting collaboration among parents and community in parents meeting to plan for academic

performance as indicated in the following quotation; “*At the school we conduct school meeting which comprise parents, community for whole school development plan because some activities need community to implement for benefit of school for example truant students surrounding school, community around school informs us and acts on it.*” (HoS, 16th May, 2024).

Findings from interviews with DSEO regarding influence of school development plan indicate that as evidenced in the following quotation:

“*As previous discussion I said improvement of school need mutual cooperation among stakeholders which include parents and community at large for the students’ academic performance within the school*” (DSEO, 20th May, 2024). This is supported in study by Khanam et al (2023) who sights that most Head of Schools showed that school priorities deliver a comprehensive base for active SDP. The majority of the head of schools suggested that SDP has a great impact on enhancing quality education concerning professional development and generating a collaborative environment. Community engagement and participation is a major part of the implementation of SDP.

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Table 6: Teachers perceptions about heads of schools perceived on influence of SDP

Activities	Responses		Interpretation
	M	SD	
Improves students' achievement through focused goals and strategies	2.0	1.0	Agree
SDPs foster a more collaborative and goal-oriented environment within the School	2.0	1.0	Agree
The emphasis on shared vision, professional development and data-driven decision making	2.0	1.0	Agree
SDPs can lead to additional resources like funding, technology	3.0	2.0	Undecided
Professional development opportunities SDPs might encourage collaboration with parents and the community	3.0	2.0	Undecided
Better support system for students and	2.0	1.0	Agree
Fostering a sense of shared responsibility for success	2.0	1.0	Agree
Lack of flexibility and local ownership can be frustrating	2.0	1.0	Agree
	2.0	1.0	Agree
Add to the workload of heads of school	2.0	1.0	Agree

Source: Field Data (2024)

Key :(SA)-Strongly Agree, 2. (A) – Agree, 3. (U)- Undecided, 4.(D)- Disagree,5. (SD)- Strongly Disagree, SD=Standard Deviation M=Mean

4.3 The contributions of school development plan on students' academic performance

The third specific objective of the study was to find out the relationship between school development plan and students' academic performance the Findings from students'' responses are presented in Table 7.

Table 7. Students' perception about the contributions of school development plan on students' academic performance

Activities	Responses		Interpretation
	M	SD	
Creates a more conducive space for focused learning	2.0	1.0	Agree
School development often involves curriculum upgrades	2.0	1.0	Agree
Professional development for teachers	2.0	1.0	Agree
The adoption of effective teaching methods	2.0	1.0	Agree
Focus on student well-being	2.0	1.0	Agree
Clear expectations	3.0	2.0	Undecided
Positive reinforcement	2.0	1.0	Agree
Impact motivation and engagement	2.0	1.0	Agree
School development plans often identify struggling students	2.0	1.0	Agree
Allocate resources for extra help or individualized instruction	3.0	2.0	Undecided

Source: Research Data (2024)

Key:(SA)-Strong Agree, 2. (A) – Agree, 3.(U)- Un-decided, 4.(D)- Disagree,5. (SD)- Strong Disagree, SD=Standard Deviation M=Mean.

Findings in Table 6 indicate that, students agree that the influence of school development plan Creates a more conducive space for focused learning (Mean score of M=2.0, SD=1.0) and focus students well-being (Mean of score of M=2.0, SD=1.0). They also indicate that this influence of school development plans is important in adoption of teaching methods (Mean score of M=2.0, SD=1.0).

On the part of the teachers, findings presented in Table 6 indicate that, majority of teachers agree about influence of school development plan improve on students' academic performance as it create a more conducive space for focused learning (Mean scores of M=2.0, SD=1.0), the adoption of teaching methods for student's improvement academically (Mean scores of M=2.0, SD= 1.0), agree for positive reinforcement (Mean score of M=2.0, SD=1.0).

These findings are supported by interview responses from the majority of HoSs which demonstrate that: " *School development plan is important because it help to create environment which support the learning environment for students and improve their academic performance*:" (HoS-4, 24 May, 2024).

Findings from interview responses by DSEO indicate that it is in the following quotation: " *School development plan create better environment for students to learn smoothly because it shows ways which settled before the implementation of different activities by doing that*

academic may be improved day after day" (DSEO, 11 May, 2024). This is supported in study by Amukowa (2017) a school development plan is critical in schools because it outlines the main objectives of the school and the plans designed to attain the goals. The implementation of school development plans in schools is more important than even its formulation. Even the best formulated plan is completely irrelevant if it is not efficiently implemented. It has been noted that unfortunate implementation has led to planned disappointments. This study revealed a number of school-based factors that influenced implementation of plans in public secondary schools. On school resources it was found that insufficiency of resources, funding from parents, limited budgetary allocation, Skills, staff training and development funds are indeed resources related factors that greatly influenced implementation of deliberate plans in public secondary schools.

5. Conclusion and Recommendations

5.1 Conclusion

Conclusion based on the major findings obtained in the field and discussions made. It can be concluded that school development plans have a lot of benefits to students and the entire school at large. This is because, school development plans influence a conducive environment for teaching and learning for both students and teachers, and it encourages collaboration between parents and reduces the number of dropouts. In the long run, this improves student academic

performance. Therefore, it was concluded that schools should frequently prepare and implement school development plan for the betterment of students' academic performance.

5.2 Recommendations

It was recommended that the government should ensure that, school development plan in secondary schools is well prepared and implemented. This is because, findings from the study have indicated that school development plans promote student's attendance and effective learning, reduce student's dropout, create conducive learning environment and improve academic performance.

The government, schools, Parents and other education stakeholders should also be encouraged to prepare and implement school development plan because it influences students' academic performance for the betterment of school and country at large. This is because findings from the study have shown that, schools which implement school development plan improve students' academically, because it acts as a road map towards all activities conducted in school in teaching and learning aspects.

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