

**INFLUENCE OF STRATEGIC PLANNING PROCESS ON ACADEMIC  
PERFORMANCE OF PUPILS IN PRIVATE PRIMARY SCHOOLS IN MOGADISHU,  
SOMALIA**

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THE REQUIREMENTS FOR THE AWARD OF MASTER OF EDUCATION DEGREE  
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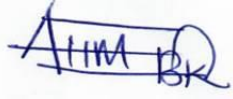
**NOVEMBER 2024**

## DECLARATION AND APPROVAL

### Declaration by the Student

This project is my original work and has not been presented for examination in any of the study programmes in any university

Signature:



Date: 04/11/2024

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MED/2019/60987



### Approval by the Supervisor

I confirm that the research project has been done by the candidate under my supervision.

Signature:.....



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## DEDICATION

I dedicate this project to my family members who have supported me right from proposal development to project.



## ACKNOWLEDGEMENTS

First and foremost, I would like to sincerely thank the almighty Allah for giving me good health, strength and capacity to attain the level I have so far attained in the course of preparing for this anticipated research. Secondly, I sincerely thank my supervisor, Dr. Stephen Tomno Cheboi, for his consistent guidance throughout the proposal development to the level I have so far attained. I also take this chance to thank all respondents, my colleagues in the course, without whom the entire would not have been as smooth as it eventually turned out to be. I trust that the almighty Allah will guide us all to the completion of the entire project. I would also like to thank the members of my family for being available for me when I needed them, and understanding the need to be absent from them when I had to be away to undertake this study.

## **ABSTRACT**

The Somalia's city, Mogadishu had had a huge upsurge in the number of accredited private schools and severe rivalry for learners. The learners' recruitment by the private schools providing education had led to intense competition among private schools in Mogadishu, Somalia. The private schools therefore had developed innovative methods of attracting and retaining pupils and ensure good performance of pupils in a school. One such method includes strategic planning. This study intended to establish the influence of strategic planning process on private primary school pupils' performance with reference to schools in Mogadishu, Somalia. The study was guided by the following objectives: to determine the influence of school strategic direction on private primary school pupils' performance, to find out the extent to which school environmental analysis influences private primary school pupils' performance, to establish the influence of stakeholders' involvement on private primary school pupils' performance, and to find out the extent to which school goals influence private primary school pupils' performance in Mogadishu. Capital Theory of School Effectiveness and Improvement advocated by Hargreaves (2001) was used as theoretical models for the study. A mixed methods approach and survey research design was used in the study. A total of 624 head teachers and 3570 teachers in private primary schools were targeted for the study. 10 local education administrators that include the District Education Officers, Regional Education Officers and the Quality Assurance and Standards officers in Mogadishu were also targeted for the study. Data from head teachers and teachers were collected with the aid of questionnaires while an interview guide was employed to gather data from the local education administrators. The research instruments were piloted in some of the private primary schools in Mogadishu, which were excluded from the main study. Relevant experts were engaged to help establish instrument validity. Split-half method will be used to determine the instrument reliability. Qualitative data was analysed using thematic analysis, content analysis and triangulation techniques. Quantitative data was analysed using descriptive statistics with the aid of Statistical Packages for Social Science (SPSS Version 23.0). Frequency distribution tables was also used to display the resulting data. This study found out that strategic planning processes influence performance of pupils in that teachers support pupils in achieving academic success in their schools and head teachers have prepared teachers well for assessments and future academic challenges. Also, the community helps the school achieve high standards in academic performance and head teachers support their teaching staff in overcoming challenges related to the external environment that may affect their teaching. Furthermore, the study found out that, community support positively influences school's academic success and that the school effectively engages with stakeholders to support the academic needs of the learners. Moreover, the study realized that the goals and objectives of their schools are clearly communicated and understood to both learners and teachers and that regular progress tracking against set goals helps improve academic performance. The study may be significant in contribution to the existing little literature regarding marketing of educational institutions in Mogadishu, Somalia. The study

recommended that private primary schools develop and implement comprehensive strategic plans, with training for leadership to enhance their impact on pupil performance.

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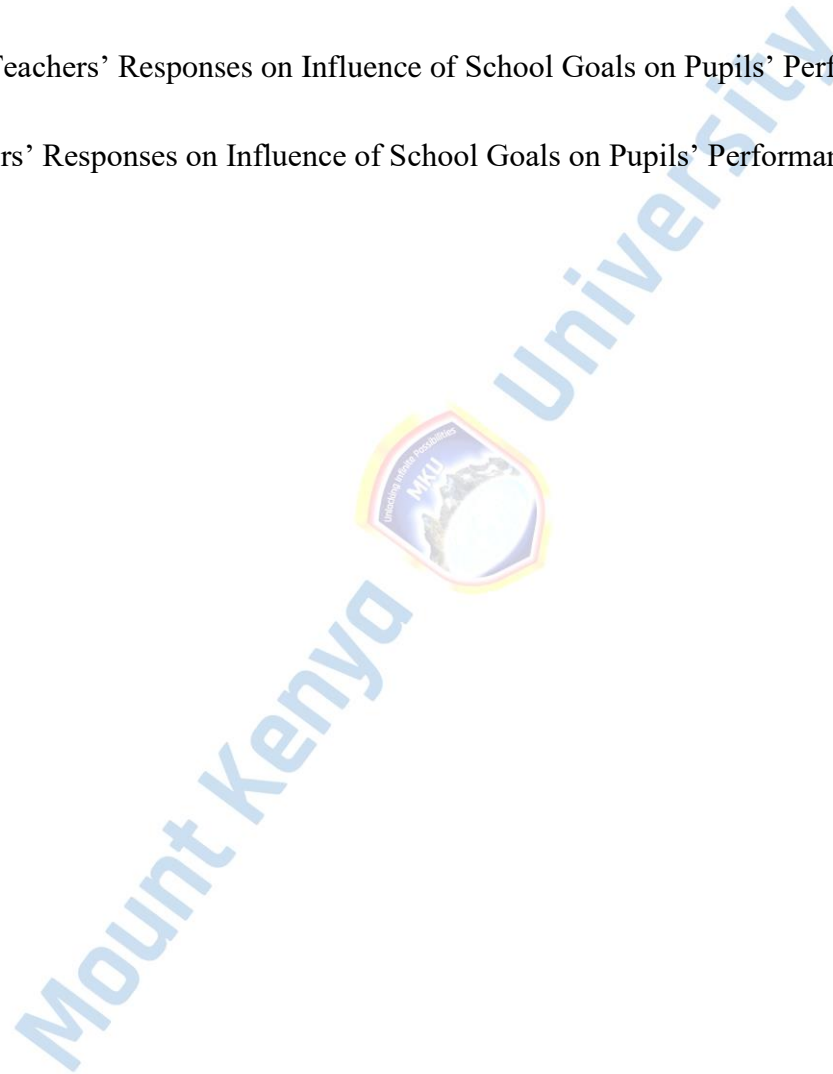
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## LIST OF ABBREVIATIONS AND ACCRONYMS

<b>SPSS</b>	:	Statistical Packages for Social Science
<b>CEO</b>	:	Chief Executive Officer
<b>NACOSTI</b>	:	National Commission for Science, Technology and Innovation



# CHAPTER ONE

## INTRODUCTION

### 1.0 Introduction

This chapter describes the introductory statements of the proposal. The chapter presents the background information, problem statement, the study purpose, study objectives, the study significance and the scope of the study. It winds up by furnishing the study limitations.

### 1.1 Background to the Study

A number of definitions have been brought forth for the term 'strategic planning'. Williams (2010) defines strategic planning is a formal method by which an organization or a firm conveys its key intentions, mission and goals to the peripheral shareholders and lets known the action and decisions that guide the organization. Machado and Taylor (2012) consider strategic planning as the course through which the future of an organization is imagined and interpreted to specific objectives in which sequential steps can be followed to achieve them. Poister (2010) adds that strategic planning takes a broad picture by amalgamating the revolutionary thinking, subjective and objective evolution of priorities, values and goals that can assist the organization to manipulate the future through enhanced performance. Strategic planning process is performed in an organization in order to streamline priorities for expenditure. According to Arasa and K'Obonyo (2012), strategic planning process is used as a tool to advance organizational performance. Strategic planning involves selection from a number of strategies and developing a plan for carrying out the specific strategies. This includes assembling the resources available and optimization of necessary rudiments for performing the plans and assesses performance. In effect,

planning ensures that institutional programs are carried out to their logical conclusion without delaying (KESI, 2011).

Strategic planning in educational institutions has a profound impact on academic performance, particularly within private primary schools. Recent research highlights that a structured strategic planning process not only aligns resources and goals but also fosters a supportive learning environment that can lead to improved student outcomes. For instance, a study by O'Reilly and Lee (2021) conducted in the United States emphasizes that schools adopting comprehensive strategic planning frameworks are better positioned to enhance instructional quality and meet the diverse needs of their students. By setting clear objectives and continuously monitoring progress, these institutions can create more engaging educational experiences, which are crucial for student success.

In the context of private primary schools the significance of strategic planning is amplified due to the unique challenges faced, including resource limitations and socio-political instability. Recent findings by Alhaj and Vassallo (2022), based on research conducted in various developing countries, demonstrate that schools implementing strategic planning are more resilient and adaptable, resulting in improved academic performance among pupils. This aligns with the notion presented by Bush and Glover (2020), which draws on examples from the UK, that effective strategic planning empowers educational leaders to enhance operational efficiency and foster student achievement, even amidst external pressures.

To remain afloat in the turbulent competition for students' enrolment, a planning strategy that can enable the achievement of a competitive advantage against the market rivals is necessary (Gathoga 2011). Institutions and organizations need to align their physical and intellectual

resources both internally and externally so that they can enjoy a competitive advantage. Although these alignments face challenges of adjustment on the current schedules and procedures to new strategic initiatives, there is a need to formulate a sustainable planning strategy (Kaplan & Norton, 2006). Connolly (2006) asserts that successful organizational leaders understand the connection between behaviours, planning strategy and high achievement; and ensures that mode of operation remains a source of competitive advantage. This ensures that the connection becomes an enabler rather than a hindrance to the execution of a planning strategy.

According to Breene and Nunes (2005), a number of challenges are faced by organizational managers working in competitive organizations that perform highly. Some of these challenges tend to pull the leaders in the direction contrary to their needs. It is therefore necessary for the leaders to balance between the need to cultivate a planning strategy for a better future business surroundings and the immediate results of the organization. This situation is the same in learning institutions, the only difference being that the target is to attract a large number of learners to the institution as opposed to the sale of goods or services to the public in an ordinary business environment. According to Armstrong (2009), attracting students is an issue of recognising, assessing and applying the most suitable location of applicants. Where there are drawbacks in attracting and retaining students, it may be necessary to perform a pilot study on circumstances with the highest possibilities of enticing or putting off students. Kofraïne (2014) argued that for universities and other higher education institutions to survive, they need to strongly emphasize on planning and marketing.

According to Whittington and Scholes (2011), a competitive planning strategy entails how an organization intends to attain competitive advantage in its main pursuits. Schmitt (2007), on the

other hand, views competitive planning strategy as being about distinguishing oneself in the views of the client. This may entail selecting a different set of actions to produce exceptional outcomes as compared to those of ones competitors. However, in the case of educational institutions, they usually offer similar curricula that may not be varied to appear different from those offered by competitors. Uniqueness may only be in the form of mode of delivery and other extra learning resources like the use of technology in teaching, or other unique teaching and learning resources. In effect, firms within a particular industry employ different competitive planning strategies. Mazzarol, Soutar & Sim (2003) reports that some countries notably Canada, New Zealand, United States, United Kingdom and Australia became market focus in the 1990s and became accustomed to market-focused approach and developed professional strategies for market planning that they used in the recruitment of international students. Besides, Hemsley-Brown & Oplatka (2006) reports that a number of universities have applied marketing concepts and theories found to be effective in the business world, in the recruitment of students so as to get a large portion of the international students' market. David (2011) summarizes that academic reputation is the key for private universities positioning themselves in the minds of potential students for consideration.

According to Kaggwa (2003), academic performance refers to the quality and quantity of skills, techniques, knowledge, behaviour, philosophy and attitude that students acquire in the process of their learning. The achievement is measured by the grade or mark that the learner attains in examinations done at the end of the learning period, learning topic, term or year in their academic cycle. In effect, the quality of grade and the number of students attaining high-grade scores determines the level of academic performance of a given school or learning institution.

Stakeholders in any learning institution are therefore concerned with academic performance of learners in the learning institution. Previous studies on student performance have not included strategic planning as a factor of performance. However, the extent and mode to which strategic planning is applied in setting academic strategies, resource allocation and human resource management is bound to influence academic performance of learners in a learning institution. Other activities that are not necessarily related to academic programs, such as sports, health and social activities are also important in ensuring that learners experience full round learning. This aspect is particularly important in Brazil (Ogbonna & Harris, 2003). Although such activities can play major roles in basic education, universities may need to go beyond this as advocated for by Timson (2011). It is important for learning institutions to consider other planning techniques applied in industries, such as psychographic segmentation and multi-branding, for modification and use in their advertisement strategies.

The need for a competitive market planning strategy in Africa is quite necessary, especially in today's world of competition. According to Luqman (2014), a construction organization in South African had to adopt strategic and pre-emptive strategies to intensify their survival probabilities in the competitive market. But the competitive strategies the South African construction companies adopted have not been known by the general public. Bloom, Canning and Chan (2006) reports that universities in Malawi had to turn to aggressive advertisement of their courses and programs in the press, and sponsored different events as new marketing strategies in order to attract students. Schools should adopt similarly new strategies for student attraction.

## 1.2 Statement of the Problem

Many organizations, including private schools, have adopted competition as a means of raising student enrolment in the institutions. In the last few decades, competition has acquired great attention from many researchers as well as practitioners in different industries throughout the globe. To enhance competitiveness in schools, there is need for generic planning strategies, and more so for the case of private primary schools in Mogadishu. Strategic reactions have been used over the years to advance an organization's performance. However, in the Somali education sector, there has been very little research on how strategic responses affect students' academic performance. In Mogadishu, Somalia, private primary schools play a critical role in shaping the educational landscape. However, there is a recognized gap in understanding how strategic planning processes within these schools influence the academic performance of pupils.

**Table 1: Mogadishu General Secondary Education Certificate (GSEC) Mean Score**

Year	2023	2022	2021	2020
Mean score	3.526	3.414	3.322	3.501

**Source: Mogadishu Education Office, 2023.**

It is evident from the results that performance of candidates at GSEC was consistently low and below average which warranted education stakeholders within Mogadishu to come up with strategic planning process so as to improve academic performance. While strategic planning is commonly adopted as a management tool, its direct impact on enhancing educational outcomes remains inadequately explored in this context. The number of learners enrolled in private primary schools is quite small and a number of learners still lament of taking longer to conclude their

academic excursion. Although such statistics exist, not many researches have been carried out on the strategies espoused by the management of private schools to attract learners. The problem this study addresses is the lack of comprehensive research on how strategic planning practices in private primary schools in Mogadishu influence the academic achievements of their pupils. This study, therefore, aimed at bridging the gap by addressing the planning strategies that influence the performance of private schools, with specific reference to such schools in Mogadishu, Somalia.

### **1.3 Purpose of the Study**

This study sought to establish the influence of strategic planning processes on performance of pupils in private primary schools in Mogadishu, Somalia.

### **1.4 Research Objectives**

The objectives that guided the study are as follows:

- i) To determine the influence of school strategic direction on performance of pupils in private primary schools in Mogadishu, Somalia.
- ii) To find out the extent to which school environmental analysis influences pupil performance in private primary schools in Mogadishu, Somalia.
- iii) To establish the influence of stakeholders' involvement on performance of pupils in private primary schools in Mogadishu, Somalia.
- iv) To find out how school goals influence pupil performance in private schools in Mogadishu, Somalia.

## 1.5 Research Questions

The research questions that guided the study are listed below:

- i) How does the school strategic direction influence private primary school pupils' performance in Mogadishu, Somalia?
- ii) How does the environmental analysis strategy influence private primary schools pupils' performance in Mogadishu, Somalia?
- iii) To what extent does stakeholders' involvement strategy influence private primary schools pupils' performance in Mogadishu, Somalia?
- iv) How do school goals influence private primary schools pupils' performance in Mogadishu, Somalia?

## 1.6 Justification of the Study

The number of pupils enrolled in private primary schools in Mogadishu is quite small, yet many of the learners still lament of taking a long time to complete the educational detour. But not many studies have thus far assessed how generic planning processes have been either adopted, or how such processes have affected pupil enrolment in the schools. The few studies on generic planning strategies were conducted in other business marketing rather than in the marketing of learning institutions. Further, the sad studies tended to connect generic planning strategies with the performance of the specific businesses that are not necessarily educational. This study is therefore instrumental as it related strategic planning processes with pupil performance in private learning institutions in Mogadishu, which can be applied in any other educational setting.

### **1.7 Significance of the Study**

The significance of this study is that the findings from the study will offer precious understandings of the positioning of primary education in Mogadishu, Somalia, that will be vital in readjusting the Mogadishu, Somalia private schools with their vision of guaranteeing superiority in the creation of knowledge capital and in the process, improve educational quality. The study is further expected to make crucial contribution to the existing little literature regarding marketing of educational institutions in Mogadishu, Somalia. In effect, future researchers and other scholars are bound to benefit from the information generated from this study as it will have laid a solid foundation for similar studies in future.

### **1.8 Scope of the Study**

This study was carried out in recognized private primary schools in Mogadishu, Somalia. The study concentrated on examining the influence of strategic planning process on performance of pupils in private primary schools in Mogadishu, Somalia. Specifically, it was concerned with various aspects that might have some influence on pupils' enrolment and performance in private primary schools as outlined in the objectives. Head teachers and teachers were given questionnaires while education administrators were interviewed. The study did not collect data directly from pupils since the information needed was captured clearly from the head teachers and teachers. The study was conducted in the period scheduled between January 2024 and August 2024.

### **1.9 Delimitations of the Study**

- i) Data for this study was collected from teachers, head teachers and Education Officers through an interview guide and document analysis guide.
- ii) The study probed how strategic planning process influences private primary school pupils' performance in Mogadishu, Somalia

### **1.10 Limitations of the Study**

The study was limited by the nature of information that was required by the study. Much of the information needed by the study emanated from the principal, yet many of them were confidential information. It therefore required a lot of lobbying in order for the researcher to access some of the confidential information that was needed for the study.

### **1.11 Assumptions of the Study**

The study assumed that:

- a) The subjects were willing to offer the necessary responses as required by the questions posed in the research instruments.
- b) The respondents submitted their response in utmost honesty
- c) The data collected were accurate
- d) There was uniformity in learning environments in the schools that participated in the study

## 1.12 Operational Definition of Key Terms

**Competitiveness:** the capacity of a private institution/school to attract students. This is gauged in terms of students' enrolment and number of students who complete schools.

**Cost-Leadership Planning Strategy:** an approach used by private schools to fashion a low-cost of processes in their position to gain a lead over its opponents in the same environment and thus enable them to manipulate the cost of attaining education.

**Differentiation Planning Strategy:** A strategy that requires an effort to produce goods or service in line with the dictate of the current demands in the society that presents exclusive characteristics considered to be valuable to clients and that clients recognize to be of higher value than or diverse from the goods provided by the competitors.

**Institutional Characteristics:** refers to information about an institution's confines, its functioning features as well as its demographics and academic programs

**Markets Focus Planning Strategy:** A strategy where an organization amasses its assets on joining in a small market. The strategy is applied when an organization knows its division and has outcomes that suits the needs of its clients.

**Planning Strategic:** refers to designing approaches and ways to enable private schools to attract students.

**Private School:** this is a school that is owned by private entity to provide secondary education.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter analyses earlier researches associated with strategic planning and pupils' academic performance in school. It starts by reviewing information related to strategic direction strategy and pupil performance, then discusses the influence of environmental analysis strategy on pupil performance. The chapter then discusses information relating to stakeholder involvement strategy and pupil performance as well as strategic planning process and pupil performance. It then

provides the theoretical and conceptual frameworks for the study and winds up the chapter by providing the research gaps identified in the reviewed studies.

## **2.1 The Concept of Strategic Planning Process in Schools**

Strategic planning in educational institutions is a systematic process that outlines an organization's direction, goals, and strategies for achieving those goals. This process is crucial for schools as it helps them navigate challenges, improve educational outcomes, and enhance operational efficiency. At its core, strategic planning involves creating a roadmap that guides a school in achieving its mission and vision. Key components of this process include establishing a vision and mission, conducting a SWOT analysis (Strengths, Weaknesses, Opportunities, Threats), setting goals and objectives, developing action plans, and evaluating progress (Baker et al., 2022).

The first step in strategic planning is to establish a clear vision and mission. The vision articulates what the school aspires to achieve in the long term, while the mission defines its purpose and primary objectives. For instance, a school's vision might focus on fostering an inclusive learning environment that promotes academic excellence and personal growth (Harris, 2021). This clarity in purpose helps align stakeholders—including teachers, parents, and students—toward common goals. Following this, conducting a SWOT analysis allows schools to assess their internal and external environments. By identifying strengths, weaknesses, opportunities, and threats, schools can gain a comprehensive understanding of their current position and the factors that could impact their future (Nair & Houghton, 2020). For example, a school might recognize its strong community support as a strength while identifying budget constraints as a weakness. This analysis serves as a foundation for setting realistic and achievable goals.

Once the SWOT analysis is complete, schools need to establish specific, measurable, achievable, relevant, and time-bound (SMART) goals and objectives (Locke & Latham, 2019). These goals may include improving student performance on standardized tests or increasing community engagement in school activities. By clearly defining these objectives, schools can create focused action plans that facilitate progress monitoring. Developing a strategic plan is only the beginning; successful implementation is critical. This implementation involves engaging stakeholders, allocating resources, and establishing timelines. Effective communication is essential to ensure that all members of the school community understand their roles and responsibilities in the strategic plan (Mourshed et al., 2019). Regular meetings and updates can help maintain momentum and address any challenges that arise during implementation.

Engagement of stakeholders, including faculty, parents, students, and community members, is vital to the strategic planning process. Involving these groups in the planning phase increases buy-in and fosters a sense of ownership, which is essential for successful implementation (Rinaldi, 2022). Schools can conduct surveys, focus groups, or workshops to gather input and feedback, ensuring that diverse perspectives are considered. Furthermore, monitoring and evaluation are crucial for assessing the effectiveness of the strategic plan. Schools should establish key performance indicators (KPIs) that align with their goals and regularly review progress. This ongoing evaluation allows for adjustments to be made in response to changing circumstances or new challenges (Darling-Hammond et al., 2020). For instance, if a school finds that its strategies for improving student engagement are not yielding the desired results, it may need to revise its approach.

In conclusion, the strategic planning process is an essential component of effective school management. By establishing a clear vision, conducting thorough analyses, setting achievable goals, engaging stakeholders, and monitoring progress, schools can navigate the complexities of the educational landscape and improve outcomes for their students. Ultimately, a well-implemented strategic plan not only enhances a school's operational efficiency but also fosters a culture of continuous improvement. The collaborative nature of strategic planning empowers all stakeholders to contribute to a shared vision, ensuring that schools remain responsive to the evolving needs of their communities.

## **2.2 School Strategic Direction and Pupils' Performance in Primary Schools**

According to Mui, Basit and Hassan (2018), among the processes of strategic leadership, the most difficult part is the strategic alignment and implementation. Strategy has been viewed as being capable of being translated into actionable programs by the application of 'strategy maps' together with 'balanced scorecards since the two are capable of providing a structure for illustrating and conveying strategy in perceptive and harmonious ways (David & David, 2004). Strategy Implementation involves the alteration of the current line of thinking in the institution. During the implementation of change, certain key aspects have to be changed. These include the organizational culture – the kind of behaviour and mind-set of people in the organization. In this respect, Wilson, (2018) avers that “organizational change has two principal aspects; change in mission and strategy and change in culture and behaviour” to ensure alignment.

For positive student performance to be realized in primary schools, it is important to have a very effective strategic direction. Leithwood (2008) the studies of many scholars reveal that leadership as one of the most critical factors for good results. This is strengthened by Wilson (2018) who

argues for a strategic approach to planning and implementation. Meticulous and purposeful education system processes such as well-established goals and comprehensive action plans are some of the reasons why student results improve in schools. By so doing, this strategy plan sets both clear objectives and also ensures efficient allocation of resources as well as timely decision making.

Davies and Davies (2004) identified three stages involved in the process of changing strategy into implementable actions. The first of these stages is the awakening stage. This stage entails forming agreement in the institution that proceeding in the prevailing method of working cannot lead to the level of desired effectiveness in the near future. The second stage is the envisioning stage. This stage involves the formation of a visual image of how the new operation method should look like. It also involves the formation of the capacity to achieve the new operation modalities. Eventually the final structure is expected to emerge in the third stage. However, it is imperative to note that strategy is a neutral means of reaching a desired level. When one has uncertain character and poor vision, a good strategic process may not deliver the desired results (Davies, 2015). As such, a strategy does not exist on its own in a vacuum, but is an essential part of the wider leadership process and vision for the future.

Organizational alignment provides room for a strong relationship between the organization's structures, workers' activities and the products of the organization. Accordingly, to Lear (2012), an ability to assemble the members of an organization into a plausible and consistent structure is the key strength of the alignment theory. The authors further agreed that organizational alignment is necessary as it offers a means of attaining the most suitable method through connecting the people and the strategy, and incorporating them with clients and the improvement of processes.

The other vital strategy is working with parents and communities. According to Epstein (1995), collaboration between schools, community partners has been associated with better academic achievement among students. This way the society becomes part of the school environment because it contributes towards a learning conducive atmosphere holistically. In addition, continuous teacher professional development enhances quality teaching standards. The purpose of Darling-Hammond's work in 2017 is to stress the importance of good investments in teacher training programs for teaching improvement which influences learner results directly. This therefore means that a comprehensive strategic direction covering leadership, planning, community engagement and professional development plays an integral role in enhancing positive performance of pupils at the primary level. Besides leadership, planning and community participation, effective resource allocation is important in creating a conducive learning atmosphere.

In the case of a learning institution, the head teacher or principal is the strategic leader. The head teacher/principal therefore has the role of aligning the staff towards the desired organizational direction. The head teacher/principal is expected to oversee the strategic discourse related to the matters affecting the school and the expected school outlook. Discussions about the expected image of the school enables workers and the general public to acquire a strategic view of how the school is expected to look like. It also arouses the participation of the workers that eventually leads to greater understanding of the entire strategic processes. The discourses creates greater awareness and participation of all stakeholders in the system that eventually leads to alignment. The leader may need to motivate the members of the organization during the development of the

strategies as they individually contribute and therefore resulting to increased commitment to the organization.

According to Barrett (2013), it is important to develop trust-building capacities, psychological contract and emotional capacities as a way of motivating and engaging employees. In general, people tend to identify more with the goals – both long and short term, of an activity in which they have been involved. Davies & Davies (2004) asserts that when individuals build commitment to long term ambitions and values, they tend to get the bearing which enables them to plan for short term objectives. Strategic alignment enables the strategic goals to guide the customers, staff and organizational processes to operate in tandem in order to attain the organizational goals and objectives. In effect, organizations in which there is strategic alignment tend to relish employee as well as customer satisfaction that result in the production of higher returns to the investors.

Biddle & Berliner (2002) further explains the significance of strategic resource allocation with respect to educational technological tools materials and support services. Adequate provision ensures that schools can help their students' unique needs thereby fostering an inclusive environment for learning purposes. In addition to these strategic initiatives towards creating a positive climate and culture have great impacts on student engagement and success. According to Cohen, (2009), a caring school environment benefits students resulting better academic outcomes. To conclude, leadership, planning/community involvement as well as resource allocation makes up a multifaceted strategic direction strategy.

According to Lear, (2012), strategic alignment enables organizational leaders the capacity to quickly organize clear business strategy, progressively improve business processes and be

customer focused simultaneously. Strategic alignment also acts as a method of quantifying organizational effectiveness. Khadem (2008) asserts that if two or more parties are aligned, they tend to progress in similar direction. When they also cooperate with each other, then they can be said to be integrated. This therefore implies that total alignment embodies both integration and alignment. It is important to note that it is possible to be aligned but not integrated, as the case of two people moving in similar direction but not cooperating with each other, hence incomplete alignment.

### **2.3 Influence of School Environmental Analysis on Pupils' Academic Performance**

The general layout of a school – its surroundings, has great value to a school (Obong, 2007a). A study by Özgenel and Mert, (2019) on the role performance of administrators and the school environment, found that the school environment has either positive or negative contribution to the performance of an administrator in the school. The major tangible features in a school include playgrounds, classrooms, equipment, buildings, instructional materials, libraries, furniture, laboratories, audio-visual equipment, swimming pools, play fields, decorative objects and skating rinks, among others (Egim, 2003). In order to enlarge educational enterprise, educational managers have greater interest on issues like the number of teachers, number of learners enrolled in school, number of schools available in a given area of jurisdiction, school infrastructure such as buildings, classrooms and the like. However, there is usually little or no mention of the quality of the school environment.

The environment of analysis is very essential and important in influencing the performance of learners and shaping the educational landscape. In order to understand and adapt to external change factors that can affect the learning environment, leaders and educators need to have a

strategy in place. Physical environment, which includes anything from school buildings to trees, can influence students' physical well-being or academic achievement. Earthman's (2002) research has established that lighting, air quality and overall building design are some of these factors that can affect student performance in a big way. It means that there is need for strategic environmental analysis by considering such aspects as lighting, air quality and general building layout that provide conducive learning space thus enhancing concentration and interaction between students with their education. According to (Mitchell, 2008), the broad view of the school environment contributes to the physical appearance of the school. This physical appearance may affect parents and other stakeholders in their initial opinion of the institution and the education quality that takes place there. The surroundings of the school affects the choice and perception of the desired learning experiences. There is rather little literature on strategies on the management of school environment. However, it is largely agreed that school environmental management plan includes environmental objectives, committee recommendations on how to achieve the said objectives (SEMP, 2008).

Additionally, an environmental analysis strategy should address social economic and cultural dynamics surrounding the school. The standard of living of people living around affects learning outcomes through background economic status or families the learners belong to. For instance, it's necessary to consider different factors such as poverty levels within communities, family background in terms of income or employment opportunities available for parents within these areas among other things. Such external issues have strategic implications for targeted interventions as well as support systems (Briggs & Burke 2009). The study done by Sirin (2005), for example, stresses the influence of socio-economic class on academic performance and

underscores the need for schools to devise tailored approaches that cater specifically to the necessities of their students. Thus, a proper environmental analysis approach cannot only cover physical aspects but should also take into account socio-economic and cultural dimensions that might affect pupil performance.

According to the National Teachers' Institute - NTI, (2008), there has been great emphasis on learning environment as an important necessity for a suave learning process. To a large extent, school environment greatly affects the students' study habits. Sharon (2008) avers that the environment in which a learner studies have a great influence on the efficiency of the study time. According to this author, the noise, lighting, neatness, temperature, interruptions, equipment as well as the general comfort have the capacity to affect the study habits of a student. Similarly, Sanitation Connection (2005) agrees with these views by stating that schools offer significant learning environment, promotes student's personal hygiene and a general environmental sanitation in the school.

Also, it is important to note that technology integration is now an essential factor in both classroom and online learning. To be effective, this approach will involve looking at technological resources as well as their effects on educational outcome. In this context, Schmid et al. (2014) research indicates that adding technology within a curriculum can positively influence student engagement and boost academic achievements. Hence, strategic environmental analysis includes checking for availability and usefulness of technology resources while making sure they correspond with educational objectives leading to enhanced learning experiences. To sum up, an exhaustive strategic environmental analysis considering physical attributes, social economic

factors alongside technological issues is vital in creating an ideal environment for learning and positively influencing pupil performance in primary schools.

The school also avails an ideal learning environment where learners can adopt habits that can serve them throughout their lives. But the management of school environment has had many challenges to most of the main players, including principals and other school administrators as well as the government as a whole. Some of the challenges faced by educational administrators in managing school environments include waste disposal mechanism, initial location of the school, greening the school environment, the general sanitation as well as the school sanitation (Sanitation Connection, 2002). Sanitation in itself requires the presence of water, which is not available in all schools. In many schools, it is common to see strewn litters of papers, sugar cane or fruit peelings, dusty classrooms, lack or absence of landscaping as well as poor ventilation Obong (2007a).

#### **2.4 Stakeholder Involvement and Academic Pupils' Performance**

The stakeholder involvement is a crucial determinant to pupil performance. The involvement of stakeholders can formulate a school improvement planning strategy for the future. School improvement planning strategy is a procedure that can be used by stakeholders to assess the prevailing learning programs and previous students' performance in order to create a plan road map for improvement of these programs. The new programs target the improvement of future student performance. According to Hiltibran, (2020), the omission of planning as one of the training aspects of principals, coupled with the failure of many planning initiatives has resulted to a general decline in student outcomes. Accordingly, previous plans that would have been developed are never implemented, a situation that leaves stakeholders with doubts on the needs of

the previous efforts. However, Hiltibran, (2020), emphasize that planning remains an important aspect of the school principal's work that should not be taken for granted.

Stakeholders' involvement in education processes is a crucial aspect that can be instrumental in affecting performance of students at primary level. A well-designed program for stakeholder engagement would entail working together with parents, teachers, administrators and the larger community around the school to create a supportive environment for student success. Research has shown that parental involvement is particularly critical. According to Wanat (2010), parents are willing to become involved when they value their children's education leading to better academic outcomes. School activities such as parent-teacher conferences and educational workshops should be used as strategies to promote parent participation because it can result in improved pupil performance.

According to Judah and Paul (2014), the strategic planning process provides an opportunity to educational institutions to recognize how they would like to use the resources to support the attainment of the school's mission in the long term. The authors argue that at the level of the institution, the focus should be the enhancement of learning experiences and advancement of learner outcomes. The authors proposed that strategic planning processes within an institution should be considered as a process of change that is aimed at transforming the organization so as to attain a common vision among all stakeholders while also building consensus among them. But all the processes should involve all the stakeholders to avoid any opposition. Moreover, teacher and school administrator involvement into decision making processes may influence learners' results too. Bryk et al., (2010) stresses importance of distributed leadership where different members of school community share responsibility for decision-making. When

educators and managerial sphere actively contribute towards shaping education policies & practices; there might be more efficient approaches of providing instructions and building schools that have profound impacts on learning that prioritizes academic excellence.

Thus, stakeholder involvement strategy can promote shared decision making as a result that will make learning environment more constructive and productive in the end. Another way for stakeholders to be involved is through community engagement which has influence on student performance. According to Epstein's (2001) model of overlapping spheres of influence, community partnerships are crucial for enhancing students' academic success. Through collaboration between schools and communities, additional resources and supports such as mentoring programs, internships or extracurricular activities could be availed to learners. The participation of community stakeholders in education therefore enhances the overall experience thereby improving pupil involvement and academic outcomes. In summary, an effective stakeholder involvement strategy which includes parents, teachers, administrators and the society can make a great impact on learner's performance in primary schools. By promoting cooperation; sharing responsibilities; cooperating with individuals outside school setting such as neighbors in order to foster a supportive inclusive environment that serves all students' needs within the system thereby enhancing their academic abilities generally.

## **2.5 School Goals and Pupils' Academic Performance**

Pearce, Mittal & Robinson (2010) view planning strategy as an educational institution's approach that can enable the institution to gain a competitive advantage above its competitors. For the case of a school, the school should assess itself in view of what its competitors are doing. Thus, the presence of school goals through a mission statement and vision spells the strategic direction of

the organization. According to Leitner and Guldenberg (2010), planning strategy is a collection of guidelines for making decisions about an organizational behaviour. Planning strategy is therefore considered as a gauge for the performance of an educational institution. The strategy expresses the institution's relationship with the environment outside the institution. Planning strategy provides a general bearing about the pathway that the institution expects to follow so as to realize the desired results. It is expected that a planning strategy should lead to the proper distribution and use of the meagre properties within the organization in order for the organization to achieve its goals (Pearce & Robinson, 2011).

The strategic planning process in primary schools is a fundamental aspect that impacts on student performance and provides a guide to educational institutions' goals, efficient allocation of resources and improved academic results. Strategic planning focuses on the development of vision, school mission, setting objectives that can be met by the students, and finally developing alternative strategies to attain these goals. According to Robinson et al (2008) research report strategic planning has become more important as it improves pupil performance. This process helps educators identify strengths and weaknesses that enable them provide targeted interventions necessary to meet the specific challenges individual students face.

Thompson and Strickland (2008) view a planning strategy as method of attaining better business operation so as to remain ahead of the competitors. According to Clegg, Carter, Kornberger and Schweister (2011), planning strategy tackles the main schemes, whether deliberate or unintended, that comprises of organizational leaders employing available resources to improve organizational performance. Johnson & Scholes (2009) assert that a planning strategy assists an educational institution to relate to its surroundings, and acts as a handbook for the organization on the

intentions of the organization. Mwenda (2007) observed that educational institutions require a planning strategy to withstand the challenges posed by its competitors within its operational environment. As such, an aggressive planning strategy allows a school to attain a competitive advantage above its opponents and therefore maintain its accomplishment in the market. In effect, an educational institution without a suitable planning strategy cannot make use of the prospects offered in the market may eventually collapse. As such, a planning strategy is crucial for one to succeed in any market and organizational leaders have to figure it out carefully to be certain that it will tailor appropriately in the operational environment.

Being effective when setting out goals is also an essential part of this strategic planning process because it directly affects student performance. Locke and Latham's goal-setting theory (2002) states the importance of having challenging, measurable and specific objectives when trying to improve performance. In education discipline, strategic plans assist schools in setting appropriate achievement targets linked with curriculum standards and student-specific needs. Creating a purposeful learning environment that positively impacts pupil performance can be achieved through clearly defining educational aims as well as formulating related strategies for their attainment.

Competitive planning strategy has been described as the pursuit for an advantageous competitive location in a business environment where there is competition (Porter, 2000). Besides, a competitive planning strategy spires to start lucrative and viable business against industry competition. The process of establishing such a strategy entail recognising the origins of the competition and then coming up with strategies that balance expected organizational capacities in the environment. According to Thompson & Strickland (2003), competitive planning strategies

encompasses all the methods and procedures that an educational institution can do in order to acquire competitive advantage over its rivals. It is also related with what an educational institution can do in order to attain competitive advantage. Three specific methods of attaining competitive planning strategy, namely endeavour to be the full producer of low cost products, striving to distinguish between an organization's products and those of the competitors, and emphasising on a small part of the market. The three can also be referred to as low-cost leadership strategy, niche planning strategy and differentiation planning strategy. The overall goal of competitive planning strategy is to create a lucrative and viable position to counter the factors that control the competition between educational institutions. Whittington and Scholes (2011) adds that competitive planning strategy deals with the way in which an organization can acquire competitive advantage in the activities in which it is a dominant force.

Strategic planning involves monitoring and evaluating progress to enable schools adapt and refine their strategies depending on outcomes. This adaptive approach is crucial in addressing emerging educational issues (Bryson, 2018). Strategic planning is an iterative process that requires flexibility and responsiveness to changing circumstances (Bryson, 2018). Schools could make data-informed decisions by continually assessing the effectiveness of implemented strategies with respect to pupils' performance. In conclusion, a strategic plan in primary schools should be well-executed so it must have clear goals setting, adaptability and continuous evaluation for the promotion of improved pupil performance.

According to Kamau (2015), an organization that does not prepare a planning strategy in any one out of the three possible directions finds itself in a very poor strategic state. The organization would be sure to get very low returns. If an organization finds itself to be stuck in such a position,

it should make a drastic decision to urgently develop a planning strategy. A study by Aaker (2011) concluded that organizations stuck midway in the planning strategy has to take one of two major paths. It has to decide to make decisions that result to cost-effectiveness, or distinguish itself in order to acquire some form of uniqueness. Whichever of the two directions taken, there is need to arrange for total commitment and support. The author further declares that bigger organizations can have one or more key target units and can follow more than one method in cases different environments exist, a number of competitive.

Aaker (2011) declares that a big organization can possess several primary objectives in its sub-units and follow several approaches where there are various environments, modest condition and several arrangements in the organization that support the units. But in general, the kind of planning strategy selected by an educational institution is considerably determined by the scale of fascination and the aggressiveness of the educational institution (Porter, 2000). An educational institution in a competitive environment cannot be profitable if it has chosen a wrong planning strategy.

## **2.6 Theoretical Framework**

This study was guided by the Capital Theory of School Effectiveness and Improvement proposed by Hargreaves (2001). Hargreaves defines effective and improving schools as those that leverage both intellectual and social capital to achieve desired educational outcomes, characterized by intellectual and moral excellence. This is accomplished through high-leverage strategies informed by evidence and innovative professional practices.

In this context, intellectual capital encompasses several elements, including the development of a school vision, the identification of core values, the formulation and communication of a school-wide pedagogy, and insights into improvement strategies that enhance students' academic achievement across various subjects. On the other hand, social capital pertains to professional relationships, collaborative dynamics among leaders, and the overall well-being of learners.

The Capital Theory is relevant to this study because its concepts—such as educational outcomes, leverage strategies, and the interplay between intellectual and social capital—directly relate to students' academic performance and the overall quality of education. This connection mirrors how strategic program areas in a school's strategic plan can influence student achievement.

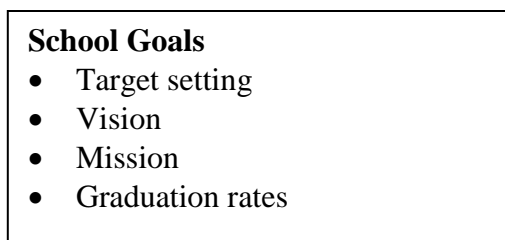
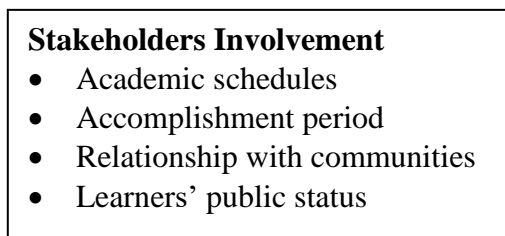
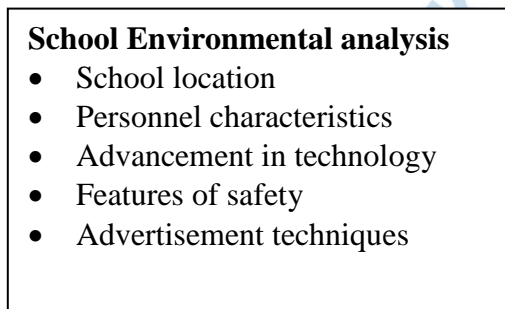
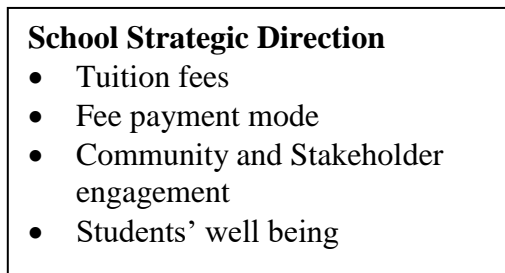
Furthermore, the theory highlights the significance of 'outcomes' and 'leverage,' which refer to the strategic advantages that enable effective action. It also emphasizes the relationship between teacher inputs and educational outcomes, including changes in students' intellectual and moral development resulting from the teachers' efforts and their use of diverse strategies (Hargreaves, 2001). Consequently, effective schools focus on implementing strategies that significantly enhance performance. This study, therefore employed Capital Theory of school effectiveness and improvement to analyse the effects of the strategies schools employ to enhance pupils' academic performance.

## **2.7 The Conceptual Framework**

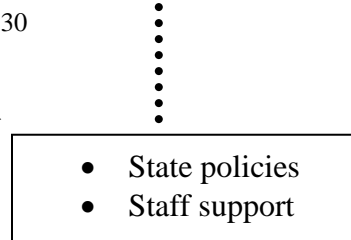
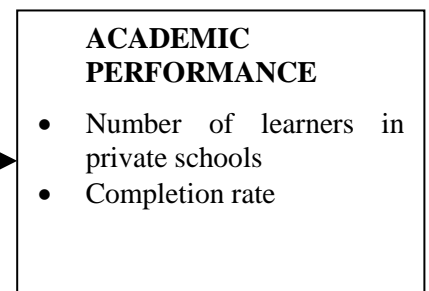
The abstract understanding of this study is that a combination of strategic planning practices influences the resulting pupil performance in schools, whether private or public. These strategic planning processes include Strategic Direction Strategy, Environmental analysis Strategy,

Stakeholders Involvement Strategy and the Institutional Characteristics Strategy. The interrelationship between these variables is displayed in the following Figure 1.

### Independent Variables



### Dependent variable



## Intervening variables

### Figure 1: Conceptual Framework

Source: Researcher (2023)

The conceptual structure illustrates that aspects of strategic planning which encompass market focus, differentiation, institutional characteristics and cost-leadership that inspire the attractiveness of private schools. The cost-leadership planning strategy is a marketing strategy where a private educational institution vends similar educational curriculum at diverse costs in distinctive marketplaces.

### 2.8 Research Gaps

Research on the influence of strategic planning processes on the academic performance of pupils in private primary schools has advanced significantly, yet several research gaps remain unaddressed. Existing studies have primarily focused on quantitative assessments at specific points in time (Jones & Brown, 2020), lacking longitudinal perspectives that could track the evolution of strategic planning initiatives and their sustained effects on academic outcomes.

On the basis of the reviewed studies, it is evident that many of the scholars whose works have been reviewed (Kamau, 2013; Hilman, 2013 among many others) concentrated on performance and generic planning strategies, with very little studies connecting generic planning strategies and

competitiveness of educational institutions. This implies that there is a hiatus of information in the subject of generic planning strategies and competitiveness, especially in the case of private schools. As a result, this study intends to examine the inspiration of basic planning strategies on the attractiveness of private schools in Mogadishu, Somalia. The studies tend to suggest that private schools should concentrate on planning strategies that give them advantage via improved returns at the lowest expenses possible. Applying the strategy of differentiation planning, private schools should find fortes that facilitate their expansion in the private schools bazaar and recognize a stance for themselves.

Comparative research across various types of private primary schools is notably lacking (Garcia, 2017). Such studies could highlight differences in strategic planning effectiveness based on school size, location, student socioeconomic status, and leadership styles. Qualitative methodologies are also underutilized, leaving a gap in understanding the nuanced perspectives of school stakeholders regarding implementation challenges and perceived benefits (Brown, 2021).

Moreover, little research has explored mediating and moderating factors that might influence the relationship between strategic planning and academic performance. Key factors such as organizational culture, leadership effectiveness, teacher development, and parental involvement warrant deeper investigation (Anderson & Green, 2019). Research focusing on specific academic subjects beyond overall performance would be beneficial to identify subject-specific impacts and effective improvement strategies.

Addressing these gaps would provide a more comprehensive understanding of how strategic planning processes can be effectively implemented to enhance academic performance in private

primary schools. This knowledge could inform educational leadership practices and contribute to better policymaking in school management (Brown & Smith, 2023).



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

This chapter describes the approaches and processes applied to perform the study. The chapter illustrates the study design, the target population, the sampling procedure, the research tools, how the instruments were validated and their reliability determined, as well as how the data were analysed and presented. The chapter also describes the ethical considerations that were considered in the study.

### **3.1 Research Design**

A mixed methods approach and descriptive survey research design was adopted for the study. Creswell (2012) describes the mixed methods approach as a process used in the collection, analysis and “incorporation” qualitative and quantitative methodologies in the same study in order gain the advantage of both of them. The design is applied when quantitative and qualitative approaches combined would offer a clearer interpretation of a research conundrum than one of the two is used alone, or when the use of just one of them does not provide the full grasp of the problem being investigated. The design enables the researcher to get different views, some of which may be prejudiced while are not (Creswell, 2008). Mixed methodology design concentrates on real life understanding of research questions with multiple viewpoints. The design applies meticulous quantitative research methods that evaluate the scale and incidence of concepts and precise qualitative methods that investigate the import and interpretation of concepts. The design utilizes many procedures like in-depth interviews and organizes the enquiry within rational and imaginary situations. The design deliberately incorporates the two approaches to gain on the fortes of each of them (Johnson, Onwuegbuzie, & Turner, 2007). Since this study focused on actual discernment of the influence of strategic planning practices on pupil performance in private primary schools, the design was considered to be best suitable for a study of this kind.

### **3.2 Location of the Study**

This study was carried out in registered private primary schools in Mogadishu, Somalia. Since the introduction of the strategic plan, some private schools have tremendously improved pupils’ academic performance while others continued posting poor performance despite the strategic

plan. Hence the choice of this study area site in order to establish the extent to which strategic program areas influenced pupils' academic performance.

### 3.3 Target Population

The target population is the whole collection of people, episodes or things that have collective features (Mugenda and Mugenda, 2003). The population targeted in this study constituted of teachers, local education administrators and head teachers. Mogadishu city has 624 private primary schools with a total population of 3, 570 teachers and 624 head teachers. This gives on average 5 to 6 teachers in each school.

**Table 2: Target Population**

<b>Population Category</b>	<b>Target Population Size (N)</b>
Teachers	3,500
Head Teachers	624
Local education administrators	10
<b>Total</b>	<b>4,134</b>

**Source: Ministry of Education (2023)**

### 3.4 Sampling Procedures and Sample Size

A sample has been described as a subgroup of the main population to which a study anticipates to consider the results as belonging to (Wiersma, 2000). As Mugenda and Mugenda (2003) explains, in the case of large populations, 10% is considered a suitable size of a sample. As such, the researcher selected 10% of head teachers and 10% of teachers. The researcher combined stratified random sampling technique and purposive sampling and technique to pick schools from where teachers were selected such that both male and female teachers were included in the

resulting sample. A total sample of 423 subjects was therefore expected in this study, distributed as in the following Table 2.

**Table 3: Sampling Size Distribution**

<b>Population Category</b>	<b>Target Population</b>	<b>Expected Proportion</b>	<b>Final Sample</b>
Teachers	3,500	10%	350
Head Teachers	624	10%	63
Local education authority administrators	10	100%	10
<b>Total</b>	<b>4,134</b>	<b>10.2</b>	<b>423</b>

### **3.5 Research Instruments**

Three distinct instruments were prepared for the study. These included two questionnaires, one to be used for data collection from head teachers and another questionnaire for collecting data from teachers. The researcher also prepared an interview schedule for collecting data from education administrators within the location.

### **3.6 Piloting Research Instruments**

Data collection tools were piloted among subjects from registered private primary schools in Mogadishu, Somalia. Kothari (2005) states that the sample for piloting should form about 10% of the main study sample and that subject used in the piloting process are never used again in the main study during the actual collection of data. The study used Ilays Primary Academy School, Yaqshid Primary School and Mogadishu Light Academy in conducting piloting test.

### **3.7 Instruments Validity**

Instrument validity refers to the extent to which outcomes emanating from data analysis truly epitomise the occurrence being studied (Mugenda & Mugenda, 2003). In the case of this investigation, content validity of the instruments were determined. This is a gauge of the extent to which the data gathered exemplifies a specific purview of values or substance of a particular model (Mugenda & Mugenda, 2003). There is no concrete method of establishing validity and the methods used for determining the validity of an instrument depend on the prevailing circumstances. As such, the validity of instruments to be used in this study will determined by experts professionals as supported by Mugenda & Mugenda (2003). Therefore, there was a discussion between the researcher and the supervisors on the validity of the instruments to be used in the study, specifically the questionnaires. Also, other experts were engaged to assist in this process. In a case where instruments were found to be wanting, necessary adjustments were made to guarantee the validity of the instruments.

### **3.8 Reliability of the Instruments**

As described by Sandin, & Simolin, (2006), reliability insinuates the intensity to which a researcher technique can give the same outcomes when the technique is replicated under similar conditions. On the other hand, Wiersma (2000) defines reliability as the level of stability in the research and the level to which to which a study can be duplicated. Accordingly, a non-reliable process will also not be valid. But a method with high reliability does not have to be of high validity since one method can give the same results after replication but it may not be quantifying what was anticipated to be measured (Yin, 2003). This view is alluded to

by Denscombe (2003), who explains that reliability determines if the research tools are impartial, and should a comparable study be conducted, similar outcomes would be attained.

Split-half method was used to determine the reliability of the instruments in this study. The method uses Spearman Brown Prophecy Formula that is provided as follows:

$$R_{\text{total test}} = \frac{2r_{\text{split half}}}{1+r_{\text{split half}}}$$

where  $R_{\text{total test}}$  is the instrument reliability coefficient

After the calculation of reliability, a coefficient of reliability of 0.82 was found and therefore the instruments were considered appropriate for this study (Mugenda & Mugenda, 2003).

### 3.9 Data Collection Procedure

The researcher first sought the clearance letter from the University of Mount Kenya before proceeding to seek from permit from National Commission for Science, Technology, and Innovation (NACOSTI). The researcher submitted the introductory letter signed by the Director of Education to the head teachers giving them an authorization to collect data in the study area. The researcher proceeded to collect both qualitative and quantitative data using questionnaires and interview schedules.

### 3.10 Data Analysis Procedures

The process of analysing the collected data involves simplifying the collected data to a level that can be easily managed. It involves the development of summary, the search for similar patterns as well as the application of statistics technique (Best & Kahn, 2006). From this study, both quantitative and qualitative data were collected. Qualitative data usually came in the form of word statements or explanations rather than numerical values, while quantitative data were in the form of numerical values. For the purpose of data analysis, all forms of data were tabulated.

Quantitative data was analysed using descriptive statistics that included the organization of the data into frequency distribution tables, determination of the percentage occurrence, the mean, mode and median as the case may be. The study applied SPSS version 23.0 to produce descriptive statistics for the study. Qualitative data was first grouped into categories. They were then analysed thematically and presented in form of themes.

### **3.11 Ethical Considerations**

Ethical issues in a research refers to the protection of the rights of individuals involved in the study by providing answers to the investigation, and maintenance of research principals during the study. The researcher first sought introductory letter of introduction from the Faculty of Education at Mount Kenya University. He then used the letter to apply for a permit for conducting the research from the National Commission for Science, Technology and Innovation (NACOSTI). To protect the rights of the respondents, the respondents were provided with a consent form to read and sign if they agreed with the contents of the form. The respondents were advised not to identify themselves in any of the study instruments they would be given and they were promised of utmost confidentiality on their response. In the case respondents asked for feedback from the researcher, they were rest assured since the study was voluntary and there was no enticement during participation. The researcher handled all information obtained from the study confidentially without exposing them to other people outside the study.

## CHAPTER FOUR

### RESEARCH FINDINGS AND DISCUSSION

#### 4.1 Introduction

In this chapter, the data collected by means of questionnaires and interviews from the various respondents is presented. The aim of the study was to establish the influence of strategic planning processes on performance of pupils in private primary schools in Mogadishu, Somalia. It looked at the four thematic areas; Influence of school strategic direction, school environmental analysis, stakeholders' involvement and school goals on pupil performance.

##### 4.1.1 Response Rate

The data collected from the sampled population in Mogadishu, Somalia targeting head teachers, teachers and local education authority administrators was analyzed. Table 4 summarizes the results of the response rate.

**Table 4: Response Rate**

Items	Returned		Not Returned	
	Unit	Percentage (%)	Unit	Percentage (%)
Questionnaires for head teachers	58	92.06	5	7.94
Questionnaires for Teachers	336	96	14	4
Interviews for local education authority administrators	10	100	-	-

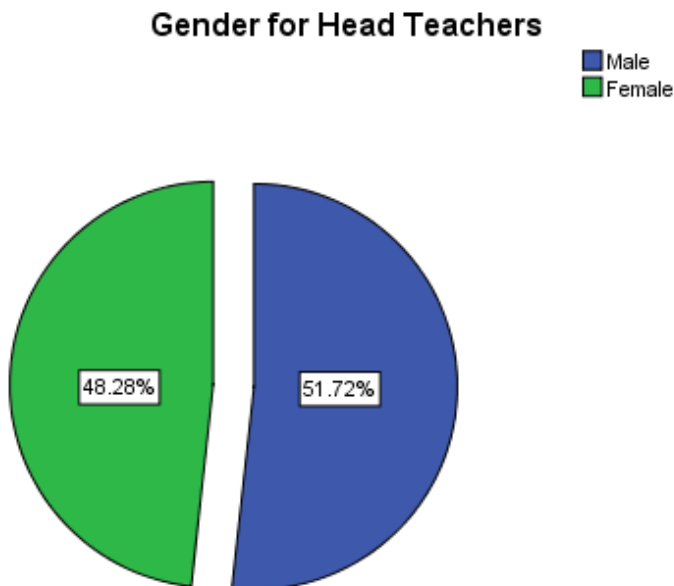
**Source:** Researcher, 2024

Based on table 4, majority of 58 (92.06%) and 336 (96%) head teachers and teachers respectively returned while 5 (7.94%) and 14 (4%) of them respectively did not return their questionnaires. Also, 10 (100%) interviews were done to local education authority administrators. Based on Mugenda and Mugenda (2003), a 50% and above response rate is perceived satisfactory while 70% and above is excellent. Therefore, this study met a threshold to be deemed excellent for analysis.

## 4.2 Background Information

### 4.2.1 Distribution by Gender

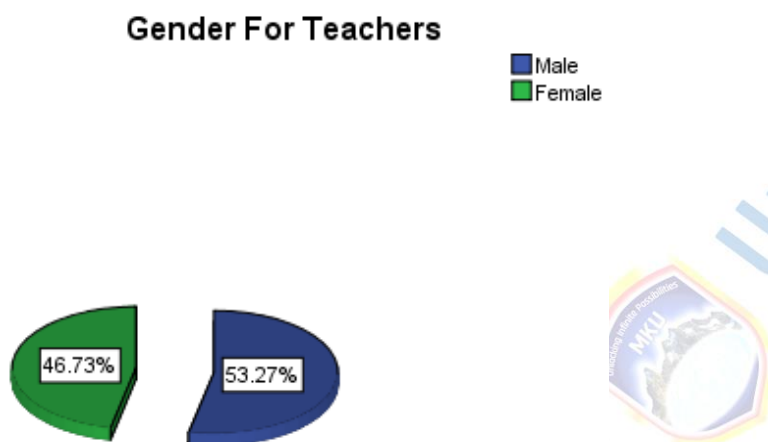
The study sought to find out the general information pertaining the influence of strategic planning processes on performance of pupils. Figure 2 and 3 summarize the results of distribution by gender.



## Figure 2: Gender for Head Teachers

Source: Researcher, 2024

Figure 2 indicates that majority of 51.72% of head teachers that participated in the study were male while 48.28% of them were female. This is so because majority of leadership positions in primary schools in Mogadishu is dominated by male gender.

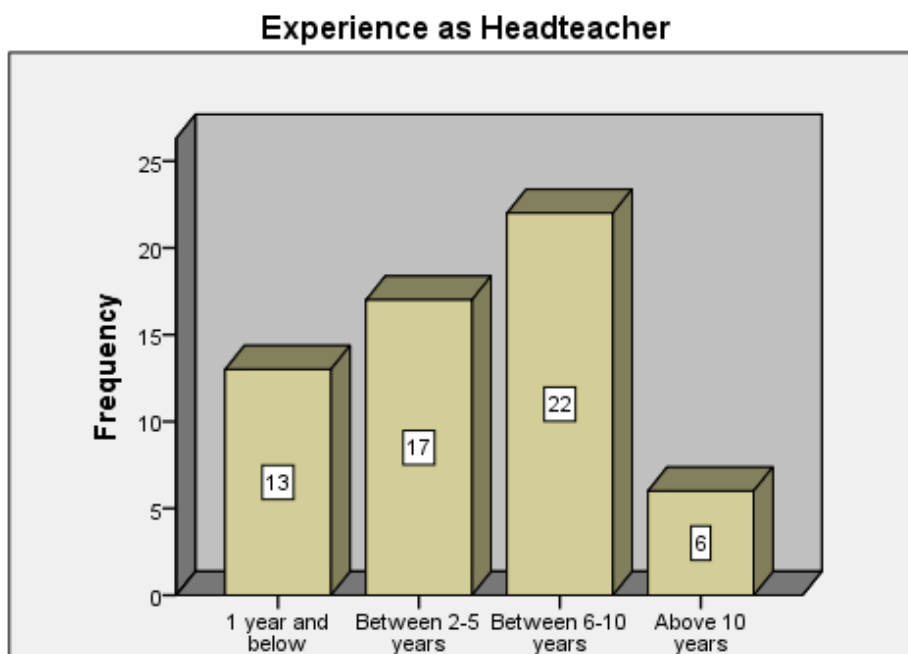


## Figure 3: Gender for Teachers

Source: Researcher, 2024

Figure 3 indicates that majority of 53.27% of teachers that participated in the study were male while 46.73% of them were female. This is so because majority of primary teachers in private schools in Mogadishu is dominated by male gender.

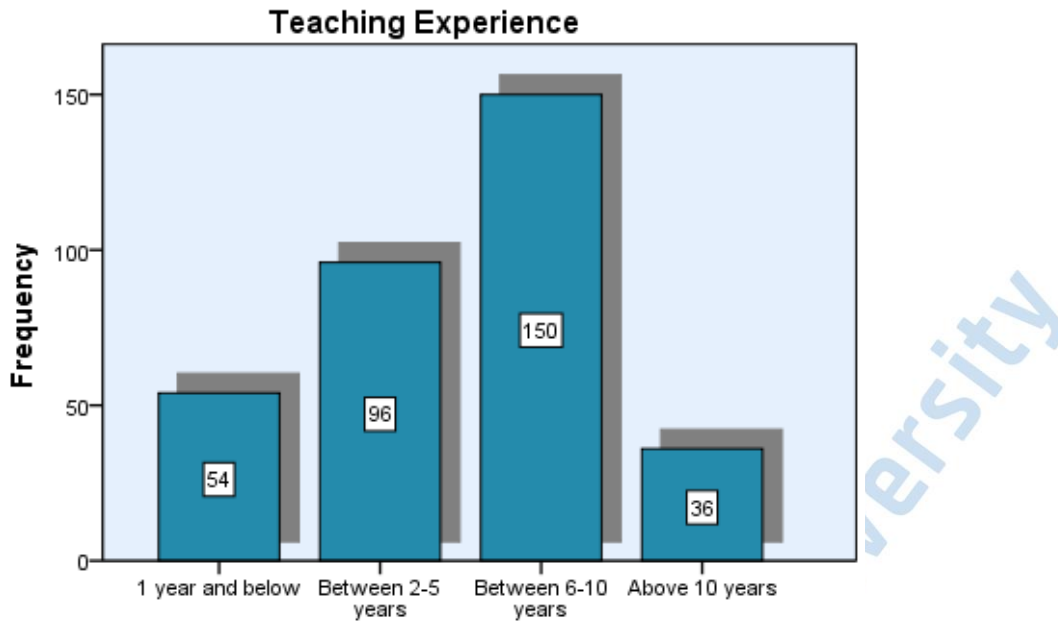
#### 4.2.2 Distribution by Experience



**Figure 4: Head Teachers' Experience**

**Source:** Researcher, 2024

From figure 4, 13 (22.41%) of head teachers that participated in the study had 1 year and below as the experience as head teachers. 17 (29.31%) respondents had between 2 to 5 years, majority of 22 (37.93%) respondents had between 6 to 10 years and 6 (10.34%) respondents had above 10 years. Therefore, majority of head teachers had experience enough to tackle the questions asked by the researcher.

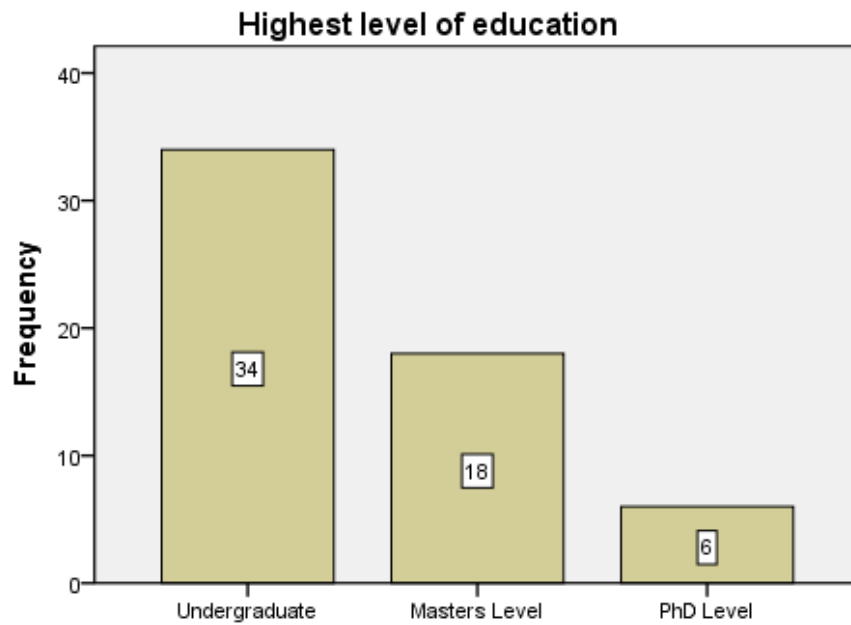


**Figure 5: Teachers' Experience**

**Source:** Researcher, 2024

From figure 5, 54 (16.07%) of teachers that participated in the study had 1 year and below as the experience in teaching profession. 96 (28.57%) respondents had between 2 to 5 years, majority of 150 (44.64%) respondents had between 6 to 10 years and 36 (10.71%) respondents had above 10 years. Therefore, majority of teachers had experience enough to answer the questions asked by the researcher.

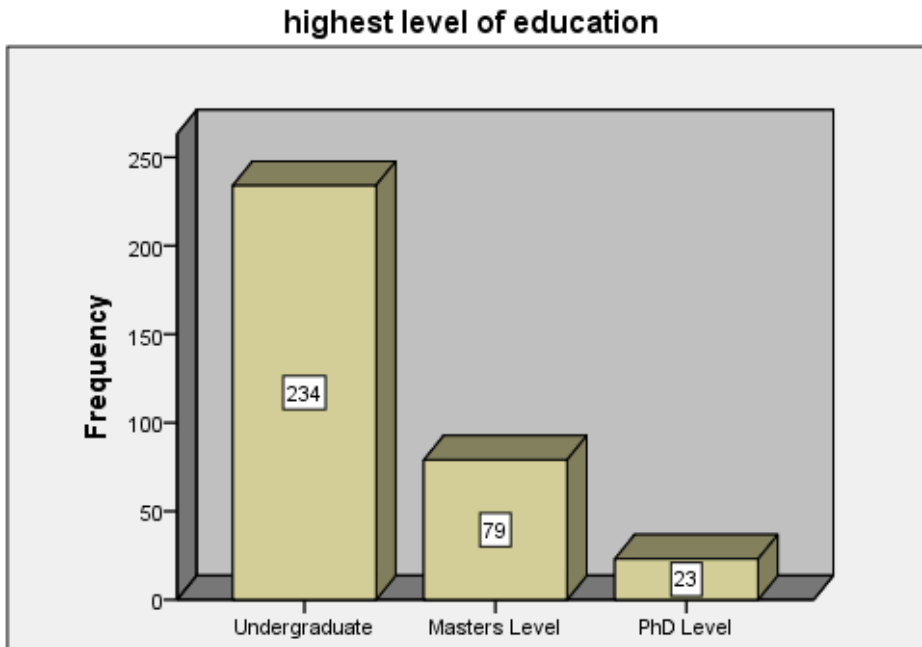
### 4.2.3 Distribution by Level of Education



**Figure 6: Head Teachers' Level of Education**

**Source:** Researcher, 2024

From figure 6, majority of 34 (58.62%) of head teachers that participated in the study had undergraduate degree as their highest level of education, 18 (31.03%) of head teachers had masters level while 6 (10.34%) had PhD level. Therefore, majority of head teachers were competent enough to answer the questions as expected.



**Figure 7: Teachers' Level of Education**

From figure 7, majority of 234 (69.64%) of teachers that participated in the study had undergraduate degree as their highest level of education, 79 (23.51%) of teachers had masters level while 23 (6.84%) had PhD level. Therefore, majority of teachers that participated in the study were competent enough to answer the questions as expected.

#### **4.3 School Strategic Direction on Pupils' Performance**

Objective one of this study was to determine the influence of school strategic direction on performance of pupils in private primary schools in Mogadishu, Somalia. Both Head teachers and teachers were given the questionnaires while education administrators were interviewed. The respondents were given statements so that they indicate their level of agreement. The following is how the statements were coded: Strongly Disagree (SD)-1, Disagree (D)-2, Neutral (N)-3, Agree (D)-4, Strongly Agree (SA)-5. The summary of the findings are shown in Table 5 and 6.

**Table 5: Head Teachers' Responses on Influence of School Strategic Direction on Pupils' Performance**

Statement	SD	D	N	A	SA	Missing	Mean	Std Dev
Teachers understand the academic goals and objectives set by my administration	-	1 (1.7%)	13 (22.4%)	18 (31%)	26 (44.8%)	-	4.19	.847
The allocation of resources (e.g., teaching materials, facilities) positively impacts teaching and learning experience in my school	1 (1.7%)	7 (12.1%)	-	32 (55.2%)	16 (27.6%)	2 (3.4%)	3.98	.981
Teachers support pupils in achieving academic success	-	-	13 (22.4%)	25 (43.1%)	20 (34.5%)	-	4.12	.751
We have prepared teachers well for assessments and future academic challenges	-	-	-	40 (69%)	18 (31%)	-	4.31	.467
The strategic direction fosters a school culture that prioritizes academic achievement	-	4 (6.9%)	6 (10.3%)	28 (48.3%)	16 (27.6%)	4 (6.9%)	4.04	.846
Decisions made under our school's strategic direction are based on data that improves academic performance	3 (5.2%)	6 (10.3%)	8 (13.8%)	25 (43.1%)	14 (24.1%)	2 (3.4%)	3.73	1.120
Regular evaluation of the school's strategic direction positively affects pupil performance	-	-	13 (22.4%)	25 (43.1%)	7 (12.1%)	13 (22.4%)	3.87	.661
The effective implementation of our school's strategic plan improves academic outcomes	1 (1.7%)	11 (19%)	-	14 (24.1%)	19 (32.8%)	13 (22.4%)	3.87	1.272
Leadership under our school's strategic direction is effective in promoting academic excellence	-	3 (5.2%)	5 (8.6%)	30 (51.7%)	14 (24.1%)	6 (10.3%)	4.06	.777
The strategic planning of our school directly impacts the academic performance of pupils	-	-	-	33 (56.9%)	23 (39.7%)	2 (3.4%)	4.41	.496

**Source:** Researcher, 2024

Table 5 shows that 1 (1.7%) of the head teachers that participated in the study disagreed when asked whether teachers understand the academic goals and objectives set by their administration. 13 (22.4%) respondents were neutral, 18 (31%) respondents agreed, while majority of 26 (44.8%) respondents strongly agreed. The mean for this was 4.19 with the standard deviation of 0.847. This is so because majority of the respondents strongly agreed. Based on Fullan (2007), shared understanding and collaboration among educators and administrators is crucial towards achieving academic goals effectively.

On whether the allocation of resources (e.g., teaching materials, facilities) positively impacts teaching and learning experience in their schools, 1 (1.7%) respondent strongly disagreed, 7 (12.1%) respondents disagreed, majority of 32 (55.2%) respondents agreed while 16 (27.6%) respondents strongly agreed. However, 2 (3.4%) participants of the study did not indicate their views. Therefore, the mean and standard deviation for this were 3.98 and 0.981 respectively. When schools allocate sufficient teaching materials and maintain quality facilities, it enhances the educational environment, supports effective teaching practices, and engages students more fully in their learning. Access to updated resources and well-maintained spaces can lead to improved student performance, higher motivation, and a more positive school culture (Darling-Hammond & Rothman, 2011).

Furthermore, head teachers were asked to indicate their level of agreement on whether teachers support pupils in achieving academic success in their schools. 13 (22.4%) respondents were neutral, majority of 25 (43.1%) respondents agreed, 20 (34.5%) respondents strongly agreed. Thus, the mean for this was 4.12 with the standard deviation of 0.751. When asked whether they

have prepared teachers well for assessments and future academic challenges, majority of 40 (69%) respondents agreed and 18 (31%) respondents strongly agreed. The mean and standard deviation for this were 4.31 and 0.467 respectively. These findings corroborate with the findings of the study done by Gordon & Leithwood, (2022) who asserted that effective head teachers provide professional development, resources, and support, enabling teachers to implement best practices and adapt to new challenges in the classroom. This preparation is crucial for fostering a positive learning environment and ensuring that students achieve their academic potential.

On whether the strategic direction fosters a school culture that prioritizes academic achievement, 4 (6.9%) participants disagreed. However, 6 (10.3%) respondents were neutral, majority of 28 (48.3%) respondents agreed and 16 (27.6%) respondents strongly agreed. However, 4 (6.9%) respondents did not give their indication on the matter. The mean for this was 4.04 with a standard deviation of 0.846. These findings tantamount the findings of the study done by Hitt & Tucker, 2016) who asserted that when school leaders establish clear goals and a vision centered on academic excellence, it creates a culture where both educators and students are motivated to perform at their best. This strategic approach can lead to the implementation of effective teaching practices, collaborative efforts among staff, and a strong emphasis on student outcomes.

On whether decisions made under their schools' strategic direction are based on data that improves academic performance, 3 (5.2%) respondents strongly disagreed, 6 (10.3%) respondents disagreed and 8 (13.8%) respondents were neutral. However, majority of 25 (43.1%) respondents agreed, 14 (24.1%) respondents strongly agreed while 2 (3.4%) respondents did not indicate their views. The mean and standard deviation for this were 3.73 and 1.120 respectively. When school leaders utilize data to inform their strategies, they can identify areas for

improvement, track student progress, and implement effective interventions. This approach ensures that decisions are aligned with the goal of enhancing academic outcomes and supports a culture of continuous improvement within the school (Mandinach & Gummer, 2016).

Moreover, when asked whether regular evaluation of the school's strategic direction positively affects pupil performance, 13 (22.4%) respondents were neutral, majority of 25 (43.1%) respondents agreed, 7 (12.1%) respondents strongly agreed while 13 (22.4%) respondents did not give their views. The mean for this was 3.87 with a standard deviation of 0.661. On whether the effective implementation of their school's strategic plan improves academic outcomes, 1 (1.7%) respondent strongly disagreed. 11 (19%) respondents disagreed; 14 (24.1%) respondents agreed while majority of 19 (32.8%) respondents strongly agreed. However, 13 (22.4%) respondents did not indicate their views. The mean and standard deviation for this were 3.87 and 1.272 respectively. Based on Harris and Jones (2016), when a strategic plan is executed effectively, it aligns resources, teaching methods, and community engagement with the intended academic objectives.

Furthermore, head teachers were asked whether leadership under their school's strategic direction is effective in promoting academic excellence, 3 (5.2%) respondents disagreed, 5 (8.6%) respondents were neutral, majority of 30 (51.7%) respondents agreed, 14 (24.1%) respondents strongly agreed while 6 (10.3%) respondents did not indicate their views. The mean and standard deviation for this were 4.06 and 0.777 respectively. On whether the strategic planning of their schools directly impacts the academic performance of pupils, majority of 33 (56.9%) respondents agreed, 23 (39.7%) respondents strongly agreed while 2 (3.4%) respondents did not indicate their views. The mean for this was 4.41 with the standard deviation of 0.496. Based on Harris and

Jones (2016), strategic planning in schools is essential in that it establishes clear goals and allocate resources effectively which in turn enhances academic performance.

To check on the veracity of the head teachers' responses, the similar questions were posed to teachers. Again they were to give a feedback on a scale of Strongly Disagree (SD)-1, Disagree (D)-2, Neutral (N)-3, Agree (A)-4, Strongly Agree (SA)-5. The answers are summarized in table 6.

**Table 6: Teachers' Responses on Influence of School Strategic Direction on Pupils' Performance**

Statement	SD	D	N	A	SA	Missing	Mean	Std Dev
We understand the academic goals and objectives set by the administration	-	-	35 (10.4%)	264 (78.6%)	37 (11%)	-	4.01	.464
The allocation of resources (e.g., teaching materials, facilities) positively impacts teaching and learning experience in our school	1 (0.3%)	80 (23.8%)	20 (6%)	79 (23.5%)	155 (46.1%)	1 (0.3%)	3.92	1.226
We support pupils in achieving academic success	-	-	25 (7.4%)	149 (44.3%)	125 (37.2%)	37 (11%)	4.33	.625
The curriculum we have prepares us well for assessments and future academic challenges	-	-	-	212 (63.1%)	124 (36.9%)	-	4.37	.483
The strategic direction fosters a school culture that prioritizes academic achievement	37 (11%)	56 (16.7%)	-	168 (50%)	50 (14.9%)	25 (7.4%)	3.44	1.284
Decisions made under our school's strategic direction are based on data that improves academic performance	-	36 (10.7%)	69 (20.5%)	152 (45.2%)	79 (23.5%)	-	3.82	.915
Regular evaluation of the school's strategic direction positively affects pupil performance	-	-	56 (16.7%)	156 (46.4%)	69 (20.5%)	55 (16.4%)	4.05	.667
The effective implementation of our school's strategic plan improves academic outcomes	-	69 (20.5%)	-	76 (22.6%)	104 (31%)	87 (25.9%)	3.86	1.230
Leadership under our school's	36	64 (19 %)	-	200	36	-	3.40	1.218

strategic direction is effective in promoting academic excellence	(10.7%)	(59.5%)	(10.7%)					
The strategic planning of our school directly impacts the academic performance of pupils	-	-	-	180	156	-	4.46	.499
				(53.6%)	(46.4%)			

**Source:** Researcher, 2024

Table 6 shows that 35 (10.4%) teachers that participated in the study were neutral when asked whether they understand the academic goals and objectives set by their administration. Majority of 264 (78.6%) respondents agreed, while 37 (11%) respondents strongly agreed. The mean for this was 4.01 with the standard deviation of 0.464. This is so because majority of the respondents strongly agreed. On whether the allocation of resources (e.g., teaching materials, facilities) positively impacts teaching and learning experience in their schools, 1 (0.3%) respondent strongly disagreed, 80 (23.8%) respondents disagreed, 20 (6%) respondents were neutral, 79 (23.5%) respondents agreed while majority of 155 (46.1%) respondents strongly agreed. However, 1 (0.3%) participant of the study did not indicate his/her views. Therefore, the mean and standard deviation for this were 3.92 and 1.226 respectively. According to on Fullan (2007), shared understanding and collaboration among educators and administrators is crucial towards achieving academic goals effectively.

Furthermore, teachers were asked to indicate their level of agreement on whether they support pupils in achieving academic success in their schools. 25 (7.4%) respondents were neutral, majority of 149 (44.3%) respondents agreed and 125 (37.2%) respondents strongly agreed. However, 37 (11%) respondents did not indicate their views. Thus the mean for this was 4.33 with the standard deviation of 0.625. When asked whether they have been prepared for assessments and future academic challenges by the curriculum, majority of 212 (63.1%) respondents agreed and 124 (36.9%) respondents strongly agreed. The mean and standard

deviation for this were 4.37 and 0.483 respectively. Gordon & Leithwood, (2022) asserted that effective head teachers provide professional development, resources, and support, enabling teachers to implement best practices and adapt to new challenges in the classroom. This preparation is crucial for fostering a positive learning environment and ensuring that students achieve their academic potential.

On whether the strategic direction fosters a school culture that prioritizes academic achievement, 37 (11%) participants strongly disagreed. 56 (16.7%) respondents disagreed, majority of 168 (50%) respondents agreed and 50 (14.9%) respondents strongly agreed. However, 25 (7.4%) respondents did not give their indication on the matter. The mean for this was 3.44 with a standard deviation of 1.284. These findings are in agreement with the findings of the study done by Hitt & Tucker, 2016) who said that when school leaders establish clear goals and a vision centered on academic excellence, it creates a culture where both educators and students are motivated to perform at their best. This strategic approach can lead to the implementation of effective teaching practices, collaborative efforts among staff, and a strong emphasis on student outcomes.

On whether decisions made under their schools' strategic direction are based on data that improves academic performance, 36 (10.7%) respondents disagreed, 69 (20.5%) respondents were neutral. However, majority of 152 (45.2%) respondents agreed and 79 (23.5%) respondents strongly agreed. The mean and standard deviation for this were 3.82 and 0.915 respectively. Moreover, when asked whether regular evaluation of the school's strategic direction positively affects pupil performance, 56 (16.7%) respondents were neutral, majority of 156 (46.4%) respondents agreed, 69 (20.5%) respondents strongly agreed while 55 (16.4%) respondents did

not give their views. The mean for this was 4.05 with a standard deviation of 0.667. On whether the effective implementation of their school's strategic plan improves academic outcomes, 69 (20.5%) respondent disagreed. 76 (22.6%) respondents agreed while majority of 104 (31%) respondents strongly agreed. However, 87 (25.9%) respondents did not indicate their views. The mean and standard deviation for this were 3.86 and 1.230 respectively. Based on Harris and Jones (2016), when a strategic plan is executed effectively, it aligns resources, teaching methods, and community engagement with the intended academic objectives.

Furthermore, teachers were asked whether leadership under their school's strategic direction is effective in promoting academic excellence, 36 (10.7%) respondents strongly disagreed, 64 (19%) respondents disagreed, majority of 200 (59.5%) respondents agreed and 36 (10.7%) respondents strongly agreed. The mean for this was 3.40 with a standard deviation of 1.218. On whether the strategic planning of their schools directly impacts the academic performance of pupils, majority of 180 (53.6%) respondents agreed and 156 (46.4%) respondents strongly agreed. The mean for this was 4.46 with the standard deviation of 0.499. Strategic planning in schools is essential in that it establishes clear goals and allocate resources effectively which in turn enhances academic performance (Harris and Jones, 2016).

Further findings from the interviews with education administrators provided valuable insights into how strategic planning influences academic performance. When asked to describe strategic planning process, administrators described it as a collaborative approach to strategic planning, involving teachers, parents, and community members. They highlighted that academic goals and objectives are established through data analysis, stakeholder engagement, and alignment with national education standards. Communication of these goals is achieved via staff meetings,

newsletters, and school assemblies, ensuring clarity and shared understanding among all stakeholders. On impact on academic performance, the administrators discussed the positive effects of strategic direction on students' academic outcomes. They cited specific instances where initiatives developed through strategic planning, such as enhanced teacher training and innovative teaching strategies, led to measurable improvements. For example, one school noted a significant rise in literacy rates after implementing a focused reading intervention program that was part of their strategic plan. Overall, the administrators emphasized that having a clear strategic direction has cultivated a culture of accountability and continuous improvement, which has benefitted students' educational achievements. The interviews collectively highlighted the strong link between effective strategic planning and enhanced academic performance in private primary schools, illustrating the critical role of deliberate planning in fostering educational success. These findings are in agreement with the findings of the study done by Leithwood and Jantzi (2020) who asserted that collaborative approaches not only align educational strategies with the specific needs of the community but also foster a supportive environment for student achievement.

#### **4.4 Environmental Analysis on Pupils' Performance**

The second objective aimed at finding out the extent to which school environmental analysis influences pupil performance in private primary schools in Mogadishu, Somalia. Both Head teachers and teachers were given the questionnaires while education administrators were interviewed. The respondents were given statements so that they indicate their level of agreement. The following is how the statements were coded: Strongly Disagree (SD)-1, Disagree (D)-2, Neutral (N)-3, Agree (A)-4, Strongly Agree (SA)-5. The summary of the findings are shown in Table 7 and 8.

**Table 71: Head Teachers' Responses on Influence of Environmental Analysis on Pupils' Performance**

Statement	SD	D	N	A	SA	Missing	Mean	Std Dev
The community helps the school achieve high standards in academic performance	-	-	-	32 (55.2%)	26 (44.8%)	-	4.45	.502
External factors (e.g., community support, economic stability) significantly affect pupils' ability to focus on their studies and perform well academically	-	-	15 (25.9%)	16 (27.6%)	27 (46.6%)	-	4.21	.833
The school effectively responds to changes in the external environment (e.g., economic changes, community dynamics) to support learners' academic needs.	-	-	22 (37.9%)	12 (20.7%)	24 (41.4%)	-	4.03	.898
I support my teaching staff in overcoming challenges related to the external environment that may affect their teaching	-	-	13 (22.4%)	32 (55.2%)	13 (22.4%)	-	4.00	.675
Monitoring the school's physical environment, including classroom conditions, affects academic outcomes	2 (3.4%)	8 (13.8%)	1 (1.7%)	21 (36.2%)	22 (37.9%)	4 (6.9%)	3.98	1.173

Analyzing the socio-economic background of pupils helps tailor strategies to improve performance	4 (6.9%)	10 (17.2%)	-	17 (29.3%)	27 (46.6%)	-	3.91	1.341
Understanding the competitive environment of private schools in Mogadishu affects our strategic decisions and pupil outcomes	1 (1.7%)	-	-	42 (72.4%)	10 (17.2%)	5 (8.6%)	4.13	.590
Better academic performance can be achieved by incorporating environmental analysis in strategic planning	6 (10.3%)	-	2 (3.4%)	30 (51.7%)	18 (31%)	2 (3.4%)	3.96	1.159
We improve teaching and learning processes by having regular feedback from environmental assessments	-	-	-	48 (82.8%)	-	10 (17.2%)	4.00	.000
We evaluate availability and quality of educational resources	-	-	-	19 (32.8%)	39 (67.2%)	-	4.67	.473

**Source:** Researcher, 2024

Table 7 shows that majority of 32 (55.2%) head teachers that participated in the study agreed when asked whether the community helps the school achieve high standards in academic performance. 26 (44.8%) respondents strongly agreed. The mean for this was 4.45 with the standard deviation of 0.502. This is so because majority of the respondents strongly agreed. The findings of this study corroborate with the findings of the study done by Epstein and Sheldon, (2016) who asserted that when schools collaborate with families, local organizations, and stakeholders, they create a supportive network that fosters student success. This partnership can provide additional resources, enhance learning opportunities, and promote a shared commitment to academic excellence, ultimately leading to improved performance for students.

On whether external factors (e.g., community support, economic stability) significantly affect pupils' ability to focus on their studies and perform well academically, 15 (25.9%) respondents were neutral, 16 (27.6%) respondents agreed while majority of 27 (46.6%) respondents strongly agreed. Therefore, the mean and standard deviation for this were 4.21 and 0.833 respectively.

Based on the study done by Jensen (2009), community support, including parental involvement and local resources, provides essential encouragement and assistance for students. Economic stability ensures that families can meet basic needs, which is crucial for a conducive learning environment.

Furthermore, head teachers were asked to indicate their level of agreement on whether the school effectively responds to changes in the external environment (e.g., economic changes, community dynamics) to support learners' academic needs. 22 (37.9%) respondents were neutral, 12 (20.7%) respondents agreed, majority of 24 (41.4%) respondents strongly agreed. Thus the mean for this was 4.03 with the standard deviation of 0.898. When asked whether they support their teaching staff in overcoming challenges related to the external environment that may affect their teaching, 13 (22.4%) respondents were neutral, majority of 32 (55.2%) respondents agreed and 13 (22.4%) respondents strongly agreed. The mean and standard deviation for this were 4.00 and 0.675 respectively. The findings of this study are in agreement with the findings of the study done by Jensen (2009).

On whether monitoring the school's physical environment, including classroom conditions, affects academic outcomes, 2 (3.4%) respondents strongly disagreed, 8 (13.8%) participants disagreed. However, 1 (1.7%) respondent was neutral, 21 (36.2%) respondents agreed and majority of 22 (37.9%) respondents strongly agreed. However, 4 (6.9%) respondents did not give their indication on the matter. The mean for this was 3.98 with a standard deviation of 1.173. Factors such as classroom layout, cleanliness, lighting, and resources contribute significantly to student engagement and concentration. Regular monitoring and improvement of these conditions can enhance the overall learning experience, leading to better academic results (Zhang & Wang,

2021). On whether analyzing the socio-economic background of pupils helps tailor strategies to improve performance, 4 (6.9%) respondents strongly disagreed and 10 (17.2%) respondents disagreed. However, 17 (29.3%) respondents agreed and majority of 27 (46.6%) respondents strongly agreed. The mean and standard deviation for this were 3.91 and 1.341 respectively. These findings agree with the findings of the study done by Zhang & Wang, (2021).

Moreover, when asked whether understanding the competitive environment of private schools in Mogadishu affects their strategic decisions and pupil outcomes, 1 (1.7%) respondent was neutral, majority of 42 (72.4%) respondents agreed, 10 (17.2%) respondents strongly agreed while 5 (8.6%) respondents did not give their views. The mean for this was 4.13 with a standard deviation of 0.590. On whether better academic performance can be achieved by incorporating environmental analysis in strategic planning, 6 (10.3%) respondents strongly disagreed. 2 (3.4%) respondents were neutral, majority of 30 (51.7%) respondents agreed while 18 (31%) respondents strongly agreed. However, 2 (3.4%) respondents did not indicate their views. The mean and standard deviation for this were 3.96 and 1.159 respectively. According to Morrison and Hammersley-Fletcher (2019), conducting environmental analysis, schools can identify challenges and opportunities within their contexts, such as community resources, socio-economic conditions, and technological advancements. Incorporating these insights into strategic planning allows for the development of targeted initiatives that address specific needs, ultimately leading to improved academic performance.

Furthermore, head teachers were asked whether they improve teaching and learning processes by having regular feedback from environmental assessments, majority of 48 (82.8%) respondents agreed, while 10 (17.2%) respondents did not indicate their views. The mean and standard

deviation for this were 4.00 and 0.000 respectively. On whether they evaluate availability and quality of educational resources, 19 (32.8%) respondents agreed and majority of 39 (67.2%) respondents strongly agreed. The mean for this was 4.67 with the standard deviation of 0.473. By regularly evaluating both the quantity and quality of resources—such as textbooks, technology, and instructional materials—head teachers can ensure that educators have what they need to deliver effective instruction. This evaluation helps identify gaps, inform resource allocation, and ultimately supports improved student learning outcomes (Bush, 2020).

To check on the veracity of the head teachers’ responses, the similar questions were posed to teachers. Again they were to give a feedback on a scale of Strongly Disagree (SD)-1, Disagree (D)-2, Neutral (N)-3, Agree (D)-4, Strongly Agree (SA)-5. The answers are summarized in table 8.

**Table 8: Teachers’ Responses on Influence of Environmental Analysis on Pupils’ Performance**

Statement	SD	D	N	A	SA	Missing	Mean	Std Dev
The community helps us achieve high standards in academic performance	-	-	-	194 (57.7%)	142 (42.3%)	-	4.42	.495
External factors (e.g., community support, economic stability) significantly affect pupils’ ability to focus on their studies and perform well academically	-	-	71 (21.1%)	109 (32.4%)	156 (46.4%)	-	4.25	.783
The school effectively responds to changes in the external environment (e.g., economic changes, community dynamics) to support learners’ academic needs.	-	-	112 (33.3%)	137 (40.8%)	87 (25.9%)	-	3.93	.767

Our head teacher supports us in overcoming challenges related to the external environment that may affect our teaching	-	-	1 (0.3%)	169 (50.3%)	166 (49.4%)	-	4.49	.507
Monitoring the school's physical environment, including classroom conditions, affects academic outcomes	35 (10.4%)	2 (0.6%)	25 (7.4%)	70 (20.8%)	168 (50%)	36 (10.7%)	4.11	1.309
Analyzing the socio-economic background of pupils helps tailor strategies to improve performance	35 (10.4%)	2 (0.6%)	25 (7.4%)	106 (31.5%)	168 (50%)	-	4.10	1.237
Understanding the competitive environment of private schools in Mogadishu affects our strategic decisions and pupil outcomes	37 (11%)	-	25 (7.4%)	138 (41.1%)	136 (40.5%)	-	4.00	1.214
Better academic performance can be achieved by incorporating environmental analysis in strategic planning	37 (11%)	-	25 (7.4%)	156 (46.4%)	82 (24.4%)	36 (10.7%)	3.82	1.200
We improve teaching and learning processes by having regular feedback from environmental assessments	-	-	-	181 (53.9%)	152 (45.2%)	3 (0.9%)	4.46	.499
Availability and quality of educational resources is being evaluated in our school	-	-	-	181 (53.9%)	152 (45.2%)	3 (0.9%)	4.46	.499

**Source:** Researcher, 2024

Table 8 shows that majority of 194 (57.7%) teachers that participated in the study agreed when asked whether the community helps them achieve high standards in academic performance. 142 (42.3%) respondents strongly agreed thus giving a mean of 4.42 with the standard deviation of 0.495. This is so because majority of the respondents strongly agreed. These findings tantamount the findings of the study done by Epstein and Sheldon, (2016) who asserted that when schools work together with families, local organizations, and other stakeholders, they establish a supportive network that encourages student achievement. This collaboration can offer extra resources, enrich learning experiences, and foster a collective commitment to academic excellence, all of which contribute to better student performance.

On whether the external factors (e.g., community support, economic stability) significantly affect pupils' ability to focus on their studies and perform well academically, 71 (21.1%) respondents were neutral, 109 (32.4%) respondents agreed while majority of 156 (46.4%) respondents strongly agreed. Therefore, the mean and standard deviation for this were 4.25 and 0.783 respectively. Community support, including parental involvement and local resources, provides essential encouragement and assistance for students. Economic stability ensures that families can meet basic needs, which is crucial for a conducive learning environment (Jensen, 2009).

Furthermore, teachers were asked to indicate their level of agreement on whether the school effectively responds to changes in the external environment (e.g., economic changes, community dynamics) to support learners' academic needs. 112 (33.3%) respondents were neutral, majority of 137 (40.8%) respondents agreed and 87 (25.9%) respondents strongly agreed. Thus the mean for this was 3.93 with the standard deviation of 0.767. When asked whether their head teacher supports them in overcoming challenges related to the external environment that may affect their teaching, 1 (0.3%) respondent was neutral, majority of 169 (50.3%) respondents agreed and 166 (49.4%) respondents strongly agreed. The mean and standard deviation for this were 4.49 and 0.507 respectively. According to Katz and Earl (2021), effective school leadership is essential in helping teachers address external challenges that may hinder their teaching

On whether monitoring the school's physical environment, including classroom conditions, affects academic outcomes, 35 (10.4%) participants strongly disagreed. 2 (0.6%) respondents disagreed, 25 (7.4%) respondents were neutral, 70 (20.8%) respondents agreed and majority of 168 (50%) respondents strongly agreed. However, 36 (10.7%) respondents did not give their indication on the matter. The mean for this was 4.11 with a standard deviation of 1.309. Regular

monitoring and improvement of these conditions can enhance the overall learning experience, leading to better academic results (Zhang & Wang, 2021)

On whether analyzing the socio-economic background of pupils helps tailor strategies to improve performance, 35 (10.4%) respondents strongly disagreed, 2 (0.6%) respondents disagreed and 25 (7.4%) respondents were neutral. However, 106 (31.5%) respondents agreed and majority of 168 (50%) respondents strongly agreed. The mean and standard deviation for this were 4.10 and 1.237 respectively. Analyzing these backgrounds allows educators to identify specific challenges and needs, enabling them to tailor interventions and resources that support student performance (Baker and LeTendre, 2021).

Moreover, when asked whether understanding the competitive environment of private schools in Mogadishu affects their strategic decisions and pupil outcomes, 37 (11%) respondents disagreed, 25 (7.4%) respondents were neutral, 138 (41.1%) respondents agreed and majority of 136 (40.5%) respondents strongly agreed. The mean for this was 4.00 with a standard deviation of 1.214. On whether better academic performance can be achieved by incorporating environmental analysis in strategic planning, 37 (11%) respondents strongly disagreed. 25 (7.4%) respondents were neutral, majority of 156 (46.4%) respondents agreed while 82 (24.4%) respondents strongly agreed. However, 36 (10.7%) respondents did not indicate their views. The mean and standard deviation for this were 3.82 and 1.200 respectively. According to Morrison and Hammersley-Fletcher (2019), conducting environmental analysis, schools can identify challenges and opportunities within their contexts, such as community resources, socio-economic conditions, and technological advancements.

Furthermore, teachers were asked whether they improve teaching and learning processes by having regular feedback from environmental assessments, majority of 181 (53.9%) respondents agreed and 152 (45.2%) respondents strongly agreed. However, 3 (0.9%) respondents did not indicate their views on the matter. The mean for this was 4.46 with a standard deviation of 0.499. On whether availability and quality of educational resources is being evaluated in their schools, majority of 181 (53.9%) respondents agreed and 152 (45.2%) respondents strongly agreed. However, 3 (0.9%) respondents did not indicate their views on the matter. The mean for this was 4.46 with the standard deviation of 0.499. This evaluation helps identify gaps, inform resource allocation, and ultimately supports improved student learning outcomes (Bush, 2020).

Further findings from the interviews with education administrators shed light on how these institutions conduct environmental analysis and respond to external factors affecting student performance. On how they conduct environmental analysis administrators explained that private schools conduct environmental analysis through various methods, including surveys, community engagement, and collaboration with local organizations. They focus on understanding community dynamics, socio-economic conditions, and cultural factors that may impact pupil performance. By gathering data on family income levels, employment rates, and community resources, schools can better comprehend the challenges and opportunities faced by their students. On how they respond to external changes, administrators detailed several initiatives aimed at supporting students' academic needs. For instance, some schools have developed partnerships with local NGOs to provide tutoring and mentoring programs for students from low-income backgrounds. Additionally, they have adapted curricula to be more relevant to the local context, integrating community issues into lesson plans. One school reported launching a nutrition program to

address health concerns that were affecting students' concentration and performance. These interviews highlighted the proactive strategies that private schools employ to adapt to external factors, demonstrating a commitment to enhancing student outcomes by responding effectively to the unique challenges of their environment. These findings corroborate with the findings of the study done by Harris and Jones (2020) who claimed that schools respond to external changes by conducting environmental scans to assess socio-economic conditions and community dynamics.

#### 4.5 Stakeholders' Involvement on Pupils' Performance

The third objective aimed at establishing the influence of stakeholders' involvement on performance of pupils in private primary schools in Mogadishu, Somalia. Both Head teachers and teachers were given the questionnaires while education administrators were interviewed. The respondents were given statements so that they indicate their level of agreement. The following is how the statements were coded: Strongly Disagree (SD)-1, Disagree (D)-2, Neutral (N)-3, Agree (D)-4, Strongly Agree (SA)-5. The summary of the findings are shown in Table 9 and 10.

**Table 9: Head Teachers' Responses on Influence of Stakeholders' Involvement on Pupils' Performance**

Statement	S	D	N	A	SA	Missing	Mean	Std Dev
It is important for various stakeholders (e.g., parents, community members, school administration) to be involved in pupils' education	-	19 (32.8%)	-	13 (22.4%)	26 (44.8%)	-	3.79	1.321
Parental involvement (e.g., attending meetings,	-	19	15	24	-	-	3.09	.864

supporting school activities) significantly contributes to academic performance	(32.8%)	(25.9%)	(41.4%)					
Community support (e.g., local organizations, community leaders) positively influences school's academic success	-	-	-	39 (67.2%)	19 (32.8%)	-	4.33	.473
The school effectively engages with stakeholders (e.g., through meetings, feedback sessions) to support the academic needs of the learners	-	-	39 (67.2%)	19 (32.8%)	-	-	3.33	.473
We encourage student participation in school governance and activities	-	-	-	48 (82.8%)	10 (17.2%)	-	4.17	.381
Involvement of educational experts and consultants positively influences pupil academic outcomes	-	-	9 (15.5%)	39 (67.2%)	10 (17.2%)	-	4.02	.577
There is regular communication between the school and stakeholders	-	-	-	58 (100%)	-	-	4.00	.000
Stakeholders' involvement in extracurricular activities supports overall pupil development and academic success	-	-	-	48 (82.8%)	-	10 (17.2%)	4.00	.000
Engaging alumni in school activities and mentoring programs positively impacts current pupils' academic performance	-	-	-	-	39 (32.8%)	19 (32.8%)	5.00	.000
Partnerships with local businesses and organizations enhance pupil performance through additional resources and opportunities	-	-	-	19 (32.8%)	39 (67.2%)	-	4.67	.473

**Source:** Researcher, 2024

Table 9 shows that 19 (32.8%) head teachers that participated in the study disagreed when asked whether it is important for various stakeholders (e.g., parents, community members, school administration) to be involved in pupils' education. 13 (22.4%) respondents agreed, majority of 26 (44.8%) respondents strongly agreed. The mean for this was 3.79 with the standard deviation of 1.321. This is so because majority of the respondents strongly agreed. The results of this study are in agreement with the findings of the study done by Epstein (2018) who asserted that when stakeholders are actively engaged, they can provide support, resources, and diverse perspectives that enhance the educational experience. This involvement helps create a supportive environment, strengthens the home-school connection, and encourages a shared commitment to student achievement

On whether parental involvement (e.g., attending meetings, supporting school activities) significantly contributes to academic performance, 19 (32.8%) respondents disagreed, 15 (25.9%) respondents were neutral while majority of 24 (41.4%) respondents agreed. Therefore, the mean and standard deviation for this were 3.09 and 0.864 respectively. Based on Hill and Tyson (2009), when parents participate in school meetings and support activities, they foster a sense of community and demonstrate the value of education to their children. This involvement not only enhances student motivation and engagement but also positively impacts academic achievement.

Furthermore, head teachers were asked to indicate their level of agreement on whether community support (e.g., local organizations, community leaders) positively influences school's academic success. Majority of 39 (67.2%) respondents agreed, 19 (32.8%) respondents strongly agreed. Thus the mean for this was 4.33 with the standard deviation of 0.473. When asked whether the school effectively engages with stakeholders (e.g., through meetings, feedback sessions) to support the academic needs of the learners, majority of 39 (67.2%) respondents were neutral while 19 (32.8%) respondents agreed. The mean and standard deviation for this were 3.33 and 0.473 respectively. Therefore, these findings agree with the findings of the study done by Hill and Tyson, (2009)

On whether they encourage student participation in school governance and activities, majority of 48 (82.8%) respondents agreed and 10 (17.2%) respondents strongly agreed. The mean for this was 4.17 with a standard deviation of 0.381. On whether involvement of educational experts and consultants positively influences pupil academic outcomes, 9 (15.5%) respondents were neutral. However, majority of 39 (67.2%) respondents agreed and 10 (17.2%) respondents strongly agreed. The mean and standard deviation for this were 4.02 and 0.577 respectively. These

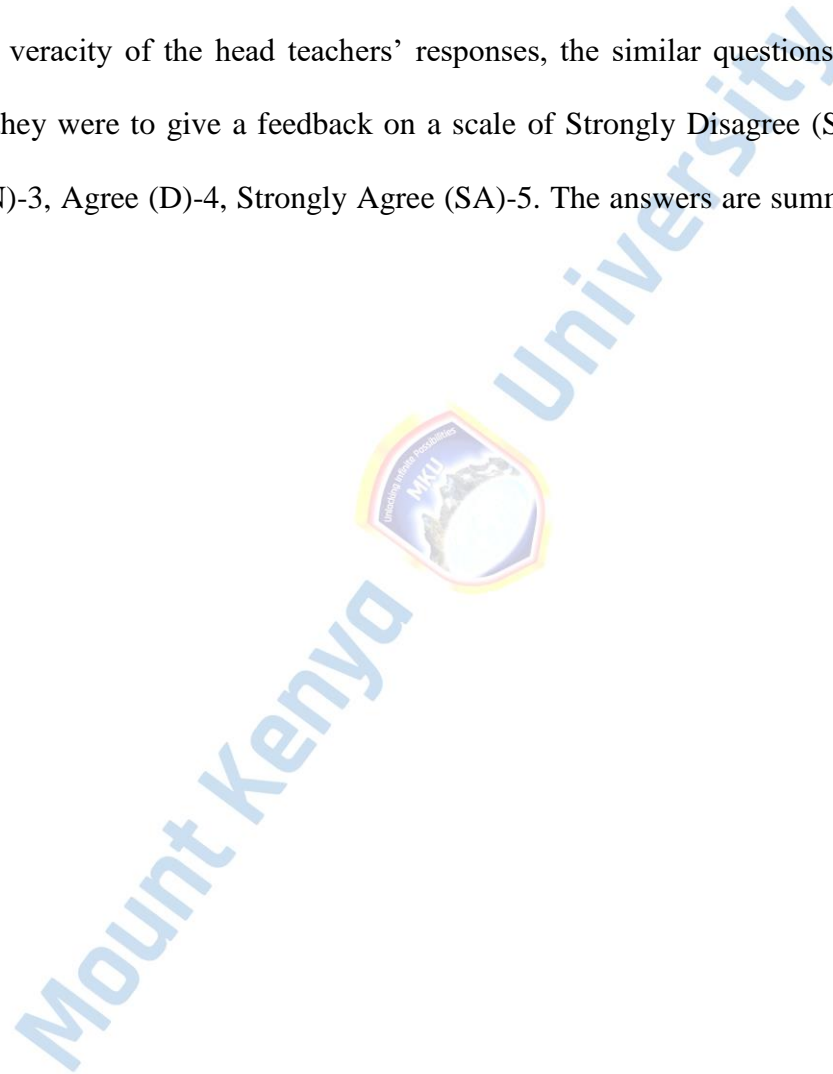
findings go hand in hand with the findings of the study done by Darling-Hammond and Bransford, (2017) who asserted that when schools collaborate with educational experts and consultants, they gain access to specialized knowledge, best practices, and innovative strategies that can enhance teaching and learning.

Moreover, when asked whether there is regular communication between the school and stakeholders, all 58 (100%) respondents agreed, therefore giving a mean of 4.00 and standard deviation of 0.000. On whether stakeholders' involvement in extracurricular activities supports overall pupil development and academic success, majority of 48 (82.8%) respondents agreed while 10 (17.2%) respondents did not indicate their views. The mean and standard deviation for this were 4.00 and 0.000 respectively. When stakeholders participate in extracurricular activities, they contribute to a well-rounded education that promotes social skills, teamwork, and personal growth. This involvement not only enriches the school environment but also encourages students to thrive academically by fostering a sense of belonging and motivation (Fredricks & Eccles, (2006).

Furthermore, head teachers were asked whether engaging alumni in school activities and mentoring programs positively impacts current pupils' academic performance, majority of 39 (32.8%) respondents agreed, while 19 (32.8%) respondents did not indicate their views. The mean and standard deviation for this were 5.00 and 0.000 respectively. On whether partnerships with local businesses and organizations enhance pupil performance through additional resources and opportunities, 19 (32.8%) respondents agreed and majority of 39 (67.2%) respondents strongly agreed. The mean for this was 4.67 with the standard deviation of 0.473. These findings agree with the findings of the study done by Holt, (2018) who said that partnerships can offer

financial resources, mentorship programs, internships, and real-world learning experiences that enrich the educational environment. By connecting students with the local community, schools can create a more dynamic and supportive atmosphere that fosters academic achievement and personal growth.

To check on the veracity of the head teachers' responses, the similar questions were posed to teachers. Again they were to give a feedback on a scale of Strongly Disagree (SD)-1, Disagree (D)-2, Neutral (N)-3, Agree (A)-4, Strongly Agree (SA)-5. The answers are summarized in table 10.



**Table 10: Teachers' Responses on Influence of Stakeholders' Involvement on Pupils' Performance**

Statement	SD	D	N	A	SA	Missing	Mean	Std Dev
It is important for various stakeholders (e.g., parents, community members, school administration) to be involved in pupils' education	-	-	-	129 (38.4%)	204 (60.7%)	3 (0.9%)	4.61	.488
Parental involvement (e.g., attending meetings, supporting school activities) significantly contributes to academic performance	-	-	36 (10.7%)	142 (42.3%)	155 (46.1%)	3 (0.9%)	4.36	.669
Community support (e.g., local organizations, community leaders) positively influences school's academic success	-	-	34 (10.1%)	187 (55.7%)	112 (33.3%)	3 (0.9%)	4.23	.620
The school effectively engages with stakeholders (e.g., through meetings, feedback sessions) to support the academic needs of the learners	-	-	-	227 (67.6%)	106 (31.5%)	3 (0.9%)	4.32	.467
We encourage student participation in school governance and activities	-	-	-	181 (53.9%)	152 (45.2%)	3 (0.9%)	4.46	.499
Involvement of educational experts and consultants positively influences pupil academic outcomes	-	-	-	181 (53.9%)	152 (45.2%)	3 (0.9%)	4.46	.499
There is regular communication between the school and stakeholders	-	-	-	129 (38.4%)	204 (60.7%)	3 (0.9%)	4.61	.488
Stakeholders' involvement in extracurricular activities supports overall pupil development and academic success	-	-	36 (10.7%)	142 (42.3%)	155 (46.1%)	3 (0.9%)	4.36	.669
Engaging alumni in school activities and mentoring programs positively impacts current pupils' academic performance	-	-	34 (10.1%)	187 (55.7%)	112 (33.3%)	3 (0.9%)	4.23	.620
Partnerships with local businesses and organizations enhance pupil performance through additional resources and opportunities	-	-	-	227 (67.6%)	106 (31.5%)	3 (0.9%)	4.32	.467

**Source:** Researcher, 2024

Table 10 shows that 129 (38.4%) teachers that participated in the study agreed when asked whether it is important for various stakeholders (e.g., parents, community members, school administration) to be involved in pupils' education. Majority of 204 (60.7%) respondents strongly

agreed while 3 (0.9%) respondents did not give their views on the matter. The mean for this was 4.61 with the standard deviation of 0.488. This is so because majority of the respondents strongly agreed. When stakeholders are actively engaged, they can provide support, resources, and diverse perspectives that enhance the educational experience. This involvement helps create a supportive environment, strengthens the home-school connection, and encourages a shared commitment to student achievement (Epstein, 2018).

On whether parental involvement (e.g., attending meetings, supporting school activities) significantly contributes to academic performance, 36 (10.7%) respondents were neutral, 142 (42.3%) respondents agreed while majority of 155 (46.1%) respondents strongly agreed. However, 3 (0.9%) respondents did not give their views on the matter. Therefore, the mean and standard deviation for this were 4.36 and 0.669 respectively. According to Hill and Tyson (2009), when parents participate in school meetings and support activities, they foster a sense of community and demonstrate the value of education to their children. This involvement not only enhances student motivation and engagement but also positively impacts academic achievement.

Furthermore, teachers were asked to indicate their level of agreement on whether community support (e.g., local organizations, community leaders) positively influences school's academic success. 34 (10.1%) respondents were neutral, majority of 187 (55.7%) respondents agreed and 112 (33.3%) respondents strongly agreed. However, 3 (0.9%) respondents did not give their views on the matter. Thus the mean for this was 4.23 with the standard deviation of 0.620. When asked whether the school effectively engages with stakeholders (e.g., through meetings, feedback sessions) to support the academic needs of the learners, majority of 227 (67.6%) respondents agreed, 106 (31.5%) respondents strongly agreed while 3 (0.9%) respondents did not give their

views on the matter. The mean and standard deviation for this were 4.32 and 0.467 respectively. These findings tantamount the findings of the study done by Bryk, et.al., (2020) who said that the engagement helps identify and address the academic needs of students, fostering a collaborative environment that supports student learning and success. By involving stakeholders in the educational process, schools can create a stronger support network for learners

On whether they encourage student participation in school governance and activities, majority of 181 (53.9%) respondents agreed, 152 (45.2%) respondents strongly agreed while 3 (0.9%) respondents did not give their views on the matter. The mean for this was 4.46 with a standard deviation of 0.499. On whether involvement of educational experts and consultants positively influences pupil academic outcomes, majority of 181 (53.9%) respondents agreed, 152 (45.2%) respondents strongly agreed while 3 (0.9%) respondents did not indicate their views on the matter. The mean and standard deviation for this were 4.46 and 0.499 respectively. When schools collaborate with educational experts and consultants, they gain access to specialized knowledge, best practices, and innovative strategies that can enhance teaching and learning (Darling-Hammond & Bransford, 2017).

Moreover, when asked whether there is regular communication between the school and stakeholders, 129 (38.4%) respondents agreed, majority of 204 (60.7%) respondents agreed strongly. However, 3 (0.9%) respondents did not indicate their views on the matter giving a mean and a standard deviation of 4.61 and 0.488 respectively. On whether stakeholders' involvement in extracurricular activities supports overall pupil development and academic success, 36 (10.7%) respondents were neutral, 142 (42.3%) respondents agreed, majority of 155 (46.1%) respondents strongly agreed while 3 (0.9%) respondents did not indicate their views. The mean and standard

deviation for this were 4.36 and 0.669 respectively. These findings are in agreement with the findings of the study done by Fredricks and Eccles, (2006) who asserted that when stakeholders participate in extracurricular activities, they contribute to a well-rounded education that promotes social skills, teamwork, and personal growth. This involvement not only enriches the school environment but also encourages students to thrive academically by fostering a sense of belonging and motivation.

Furthermore, teachers were asked whether engaging alumni in school activities and mentoring programs positively impacts current pupils' academic performance, 34 (10.1%) respondents were neutral, majority of 187 (55.7%) respondents agreed, 112 (33.3%) respondents strongly agreed while 3 (0.9%) respondents did not indicate their views. The mean and standard deviation for this were 4.23 and 0.620 respectively. On whether partnerships with local businesses and organizations enhance pupil performance through additional resources and opportunities, majority of 227 (67.6%) respondents agreed, 106 (31.5%) respondents strongly agreed and 3 (0.9%) respondents did not indicate their views. The mean for this was 4.32 with the standard deviation of 0.467. These findings agree with the findings of the study done by Holt, (2018) who said that partnerships can offer financial resources, mentorship programs, internships, and real-world learning experiences that enrich the educational environment. By connecting students with the local community, schools can create a more dynamic and supportive atmosphere that fosters academic achievement and personal growth.

Further findings from the interviews with education administrators revealed the crucial role of various stakeholders in supporting educational goals and enhancing student performance. When asked about the role of stakeholders, administrators emphasized that stakeholders—including

parents, community members, and school boards—play vital roles in shaping and supporting the educational objectives of private schools. Parents are actively involved in decision-making processes, providing feedback on school policies and participating in events. Community members contribute resources and support extracurricular activities, while school boards offer governance and strategic direction. To foster and maintain this involvement, schools employ regular communication strategies, such as newsletters and meetings, and create opportunities for stakeholder engagement through volunteer programs and workshops. On contribution to pupil performance, stakeholder involvement is seen as essential to improving student outcomes. Administrators shared that active participation from parents and community members often leads to increased student motivation and engagement. For instance, one school highlighted a successful collaboration with a local business that sponsored after-school tutoring programs, resulting in significant improvements in students' academic performance. Another example cited was a parent-led initiative that organized workshops on study skills and time management, which helped students enhance their learning strategies. These interviews underscored the importance of stakeholder engagement in private schools, demonstrating that collaborative efforts not only support educational goals but also lead to tangible improvements in students' academic achievements. These findings are in agreement with the findings of the study done by Holt, (2018) who asserted that stakeholder engagement in private schools is vital for enhancing student achievement, creating a shared vision, and mobilizing resources.

#### **4.6 School Goals on Pupils' Performance**

The fourth objective aimed at find out how school goals influence pupil performance in private schools in Mogadishu, Somalia. Both Head teachers and teachers were given the questionnaires

while education administrators were interviewed. The respondents were given statements so that they indicate their level of agreement. The following is how the statements were coded: Strongly Disagree (SD)-1, Disagree (D)-2, Neutral (N)-3, Agree (D)-4, Strongly Agree (SA)-5. The summary of the findings are shown in Table 11 and 12.

**Table 11: Head Teachers' Responses on Influence of School Goals on Pupils' Performance**

Statement	SD	D	N	A	SA	Missing	Mean	Std Dev
The goals and objectives of my school are clearly communicated and understood to both learners and teachers	-	-	-	58 (100%)	-	-	4.00	.000
The strategic direction of our school ensures that the curriculum is aligned with academic performance goals	-	-	19 (32.8%)	16 (27.6%)	19 (32.8%)	4 (6.9%)	4.00	.847
Stakeholder feedback is considered in setting academic goals and strategies	-	-	-	44 (75.9%)	14 (24%)	-	4.24	.432
Long-term strategic goals of the school align with improving pupil academic performance	-	-	-	19 (32.8%)	39 (67.2%)	-	4.67	.473
We set challenging yet achievable goals for pupils, motivating them to perform better	-	-	-	25 (43.1%)	33 (56.9%)	-	4.57	.500
Goals related to extracurricular activities do not support academic performance	-	-	-	20 (34.5%)	38 (65.5%)	-	4.66	.479
Regular progress tracking against set goals helps improve academic performance	-	-	5 (8.6%)	48 (82.8%)	19 (32.8%)	-	4.00	.419
Teachers and pupils set their goals and targets differently	-	-	20 (34.5%)	-	19 (32.8%)	19 (32.8%)	3.97	1.013
Through goal setting, high expectations culture is promoted	-	-	5 (8.6%)	5 (8.6%)	42 (72.4%)	6 (10.3%)	3.84	.721
Pupil performance improves when they are aware of and understand the school's academic goals	-	9 (15.5%)	-	49 (84.5%)	-	-	3.69	.730

**Source:** Researcher, 2024

Table 11 shows that all 58 (100%) head teachers that participated in the study agreed when asked whether the goals and objectives of their schools are clearly communicated and understood to both learners and teachers. Therefore, the mean and standard deviation for this were 4.00 and 0.000 respectively. When school leaders effectively communicate the vision and objectives, it ensures that both students and teachers are aligned and aware of the expectations. This shared understanding fosters a sense of purpose, enhances motivation, and encourages collaboration, ultimately contributing to improved academic outcomes (Kelley & Kim, 2020).

On whether the strategic direction of their schools ensures that the curriculum is aligned with academic performance goals, 19 (32.8%) respondents were neutral, 16 (27.6%) respondents agreed, majority of 19 (32.8%) respondents strongly agreed while 4 (6.9%) respondents did not indicate their views. Therefore, the mean and standard deviation for this were 4.00 and 0.847 respectively. These findings are in agreement of the findings of the study done by Duke and Gapel, (2020) who asserted that a well-defined strategic plan helps educators focus on essential content and skills, facilitating a coherent approach to teaching and learning. This alignment not only enhances educational effectiveness but also promotes student achievement by ensuring that all instructional efforts are directed towards meeting clearly defined academic objectives.

Furthermore, head teachers were asked to indicate their level of agreement on whether stakeholder feedback is considered in setting academic goals and strategies. Majority of 44 (75.9%) respondents agreed and 14 (24%) respondents strongly agreed. Thus the mean for this was 4.24 with the standard deviation of 0.432. When asked whether long-term strategic goals of the school are align with improving pupil academic performance, 19 (32.8%) respondents agreed while majority of 39 (67.2%) respondents strongly agreed. The mean and standard deviation for

this were 4.67 and 0.473 respectively. The findings of this study corroborate the findings of the study done by Gordon and Sweeney (2021) who asserted that a clear strategic direction enables school leaders to design and implement a curriculum that not only meets educational standards but also directly supports the school's specific academic objectives. This alignment is crucial for providing relevant learning experiences, enhancing student achievement, and fostering a culture of accountability among educators and students alike.

On whether they set challenging yet achievable goals for pupils, motivating them to perform better, 25 (43.1%) respondents agreed and majority of 33 (56.9%) respondents strongly agreed. The mean for this was 4.57 with a standard deviation of 0.500. On whether goals related to extracurricular activities do not support academic performance, 20 (34.5%) respondents agreed and majority of 38 (65.5%) respondents strongly agreed. The mean and standard deviation for this were 4.66 and 0.479 respectively. Fredricks and Eccles (2006) on their study agree with these findings in that they claimed that while extracurricular activities can provide valuable experiences and skills, if the goals of these activities do not prioritize or integrate academic improvement, they may divert time and resources from educational pursuits. This misalignment could lead to a lack of focus on academics, potentially impacting student performance negatively. Moreover, when asked whether regular progress tracking against set goals helps improve academic performance, 5 (8.6%) respondents were neutral, majority of 48 (82.8%) respondents agreed while 19 (32.8%) respondents strongly agreed, therefore giving a mean of 4.00 and standard deviation of 0.419. On whether teachers and pupils set their goals and targets differently, majority of 20 (34.5%) respondents were neutral, 19 (32.8%) respondents strongly agreed while 19 (32.8%) respondents did not indicate their views. The mean and standard deviation for this

were 3.97 and 1.013 respectively. These corroborate with the study done by Schunk and Zimmerman (2012) who said that teachers often focus on broader educational standards, curricular requirements, and developmental benchmarks, while students might set personal goals based on their interests, motivations, and individual learning experiences.

Furthermore, head teachers were asked whether through goal setting, high expectations culture is promoted, 5 (8.6%) respondents were neutral, 5 (8.6%) respondents agreed, majority of 42 (72.4%) respondents strongly agreed while 6 (10.3%) respondents did not indicate their views. The mean and standard deviation for this were 3.84 and 0.721 respectively. On whether pupil performance improves when they are aware of and understand the school's academic goals, 9 (15.5%) respondents disagreed and majority of 49 (84.5%) respondents agreed. The mean for this was 3.69 with the standard deviation of 0.730. According to Rivkin, Hanushek, and Kain (2021), when students are informed about the goals set by their school, they are more likely to feel motivated and engaged in their learning process. Understanding these goals helps students to focus their efforts and take ownership of their academic journey, which can lead to improved performance.

To check on the veracity of the head teachers' responses, the similar questions were posed to teachers. Again they were to give a feedback on a scale of Strongly Disagree (SD)-1, Disagree (D)-2, Neutral (N)-3, Agree (A)-4, Strongly Agree (SA)-5. The answers are summarized in table 12.

**Table 12: Teachers' Responses on Influence of School Goals on Pupils' Performance**

Statement	SD	D	N	A	SA	Missing	Mean	Std Dev
The goals and objectives of my school are clearly communicated and understood to both learners and teachers	-	-	-	181 (53.9%)	152 (45.2%)	3 (0.9%)	4.46	.499
The strategic direction of our school ensures that the curriculum is aligned with academic performance goals	-	-	-	181 (53.9%)	152 (45.2%)	3 (0.9%)	4.46	.488
Stakeholder feedback is considered in setting academic goals and strategies	-	-	-	129 (38.4%)	204 (60.7%)	3 (0.9%)	4.61	.488
Long-term strategic goals of the school align with improving pupil academic performance	-	-	36 (10.7%)	142 (42.3%)	155 (46.1%)	3 (0.9%)	4.36	.669
We set challenging yet achievable goals for pupils, motivating them to perform better	-	-	34 (10.1%)	187 (55.7%)	112 (33.3%)	3 (0.9%)	4.23	.620
Goals related to extracurricular activities do not support academic performance	-	-	-	227 (67.6%)	106 (31.5%)	3 (0.9%)	4.32	.467
Regular progress tracking against set goals helps improve academic performance	-	-	-	181 (53.9%)	152 (45.2%)	3 (0.9%)	4.46	.499
Teachers and pupils set their goals and targets differently	-	-	-	181 (53.9%)	152 (45.2%)	3 (0.9%)	4.46	.499
Through goal setting, high expectations culture is promoted	-	-	-	129 (38.4%)	204 (60.7%)	3 (0.9%)	4.61	.488
Pupil performance improves when they are aware of and understand the school's	-	-	36 (10.7%)	142 (42.3%)	155 (46.1%)	3 (0.9%)	4.36	.669

**Source:** Researcher, 2024

Table 12 shows that 181 (53.9%) teachers that participated in the study agreed when asked whether the goals and objectives of their schools are clearly communicated and understood to both learners and teachers. 152 (45.2%) respondents strongly agreed while 3 (0.9%) respondents did not indicate their level of agreement. Therefore, the mean and standard deviation for this were 4.46 and 0.499 respectively. Based on the study done by Kelley and Kim (2020), when school leaders effectively communicate the vision and objectives, it ensures that both students and teachers are aligned and aware of the expectations. This shared understanding fosters a sense of purpose, enhances motivation, and encourages collaboration, ultimately contributing to improved academic outcomes.

On whether the strategic direction of their schools ensures that the curriculum is aligned with academic performance goals, majority of 181 (53.9%) respondents agreed, 152 (45.2%) respondents strongly agreed while 3 (0.9%) respondents did not indicate their level of agreement. Therefore, the mean and standard deviation for this were 4.46 and 0.488 respectively. According to Duke and Gapel, (2020), a well-defined strategic plan helps educators focus on essential content and skills, facilitating a coherent approach to teaching and learning. This alignment not only enhances educational effectiveness but also promotes student achievement by ensuring that all instructional efforts are directed towards meeting clearly defined academic objectives.

Furthermore, teachers were asked to indicate their level of agreement on whether stakeholder feedback is considered in setting academic goals and strategies. 129 (38.4%) respondents agreed, majority of 204 (60.7%) respondents strongly agreed. However, 3 (0.9%) respondents did not

indicate their level of agreement, thus, the mean for this was 4.61 with the standard deviation of 0.488. When asked whether long-term strategic goals of the school are align with improving pupil academic performance, 36 (10.7%) respondents were neutral, 142 (42.3%) respondents agreed while majority of 155 (46.1%) respondents strongly agreed. However, 3 (0.9%) respondents did not indicate their level of agreement. The mean and standard deviation for this were 4.36 and 0.669 respectively. A clear strategic direction enables school leaders to design and implement a curriculum that not only meets educational standards but also directly supports the school's specific academic objectives. This alignment is crucial for providing relevant learning experiences, enhancing student achievement, and fostering a culture of accountability among educators and students alike (Gordon & Sweeney, 2021).

On whether they set challenging yet achievable goals for pupils, motivating them to perform better, 34 (10.1%) respondents were neutral, majority of 187 (55.7%) agreed and 112 (33.3%) respondents strongly agreed. However, 3 (0.9%) respondents did not indicate their level of agreement. The mean for this was 4.23 with a standard deviation of 0.620. When asked whether goals related to extracurricular activities do not support academic performance, majority of 227 (67.6%) respondents agreed and 106 (31.5%) respondents strongly agreed. However, 3 (0.9%) respondents did not indicate their level of agreement. The mean for this was 4.32 with a standard deviation of 0.467. Fredricks and Eccles (2006) on their study agree with these findings in that they claimed that while extracurricular activities can provide valuable experiences and skills, if the goals of these activities do not prioritize or integrate academic improvement, they may divert time and resources from educational pursuits. This misalignment could lead to a lack of focus on academics, potentially impacting student performance negatively.

Moreover, when asked whether regular progress tracking against set goals helps improve academic performance, majority of 181 (53.9%) respondents agreed and 152 (45.2%) respondents strongly agreed. However, 3 (0.9%) respondents did not indicate their level of agreement. The mean for this was 4.46 with a standard deviation of 0.499. On whether teachers and pupils set their goals and targets differently, majority of 181 (53.9%) respondents agreed and 152 (45.2%) respondents strongly agreed. However, 3 (0.9%) respondents did not indicate their level of agreement. The mean for this was 4.46 with a standard deviation of 0.499. these findings tantamount the findings of the study done by Schunk and Zimmerman (2012) who said that teachers often focus on broader educational standards, curricular requirements, and developmental benchmarks, while students might set personal goals based on their interests, motivations, and individual learning experiences.

Furthermore, teachers were asked whether through goal setting, high expectations culture is promoted, 129 (38.4%) respondents agreed, majority of 204 (60.7%) respondents strongly agreed while 3 (0.9%) respondents did not indicate their level of agreement. The mean and standard deviation for this were 4.61 and 0.488 respectively. On whether pupil performance improves when they are aware of and understand the school's academic goals, 36 (10.7%) respondents were neutral, 142 (42.3%) respondents agreed and majority of 155 (46.1%) respondents strongly agreed. Those who did not air their views were 3 (0.9%) respondents. The mean for this was 4.36 with the standard deviation of 0.669. A clear communication of school goals fosters student engagement and motivation, enabling learners to align their efforts with expected outcomes. This awareness is essential for promoting a focused and purposeful approach to education, ultimately enhancing academic achievement (Mandinach & Gummer, 2016).

Further findings from the interviews with education administrators provided insights into the processes for setting and implementing academic goals, as well as their impact on student performance. When asked about setting and implementing academic goals, administrators detailed a systematic approach to establishing academic goals, which begins with data analysis and assessment of current student performance. They involve teachers, parents, and community members in discussions to ensure that goals align with both educational standards and community needs. Specific strategies include developing targeted professional development programs for teachers, implementing differentiated instruction, and utilizing regular assessments to monitor progress. Schools often employ curriculum mapping to align teaching methods with set goals, ensuring consistency and effectiveness in delivery. On the influence on pupil performance, the administrators noted that the academic goals set by their schools have had a positive impact on pupil performance, leading to improved test scores and overall academic achievement. However, they also identified challenges such as limited resources and varying levels of parental involvement. To address these issues, schools have initiated community outreach programs to educate parents on their role in supporting their children's education. Additionally, they have sought partnerships with local organizations to secure additional resources and support. Overall, the interviews highlighted the importance of a structured goal-setting process and collaborative implementation strategies, demonstrating how these efforts can enhance student outcomes while also addressing challenges through community engagement and resource mobilization. These findings tantamount the findings of the study done by Schunk and Zimmerman (2012) who stated that setting and implementing academic goals in schools involves a systematic process that begins with data analysis and stakeholder input.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents the summary of findings, conclusions and recommendations based on the objectives of the study and the research questions and suggestions for further studies.

#### **5.2 Summary of Findings**

This study sought to establish the influence of strategic planning processes on performance of pupils in private primary schools in Mogadishu, Somalia.

##### **5.2.1 School Strategic Direction on Pupils' Performance**

The first objective of the study was to determine the influence of school strategic direction on performance of pupils in private primary schools in Mogadishu, Somalia.

The study found out that majority of head teachers and teachers agreed when asked whether teachers support pupils in achieving academic success in their schools and head teachers have prepared teachers well for assessments and future academic challenges. They also agreed when asked whether the strategic direction fosters a school culture that prioritizes academic achievement and decisions made under their schools' strategic direction are based on data that improves academic performance. Also, both head teachers and teachers agreed that regular evaluation of the school's strategic direction positively affects pupil performance and that the strategic planning of their schools directly impacts the academic performance of pupils. Furthermore, both head teachers and teachers strongly agreed that the effective implementation of their school's strategic plan improves academic outcomes. Although head teachers agreed that the allocation of resources (e.g., teaching materials, facilities) positively impacts teaching and learning experience in their schools and that leadership under their school's strategic direction is effective in promoting academic excellence, teachers agreed. On the other hand, head teachers agreed that teachers understand the academic goals and objectives set by their administration, teachers strongly agreed.

### **5.2.2 Environmental Analysis on Pupils' Performance**

The second objective of the study was to find out the extent to which school environmental analysis influences pupil performance in private primary schools in Mogadishu, Somalia.

The study found out that majority of head teachers and teachers agreed that the community helps the school achieve high standards in academic performance and head teachers support their teaching staff in overcoming challenges related to the external environment that may affect their teaching. They both also agreed that understanding the competitive environment of private

schools in Mogadishu affects their strategic decisions and pupil outcomes and also better academic performance can be achieved by incorporating environmental analysis in strategic planning. They also both agreed that head teachers improve teaching and learning processes by having regular feedback from environmental assessments. Furthermore, both head teachers and teachers strongly agreed that external factors (e.g., community support, economic stability) significantly affect pupils' ability to focus on their studies and perform well academically and that monitoring the school's physical environment, including classroom conditions, affects academic outcomes. They also strongly agreed that analyzing the socio-economic background of pupils helps tailor strategies to improve performance. On the other hand, head teachers strongly agreed that the school effectively responds to changes in the external environment (e.g., economic changes, community dynamics) to support learners' academic needs and they evaluate availability and quality of educational resources. However, teachers agreed to that.

### **5.2.3 Stakeholders' Involvement on Pupils' Performance**

The third objective of the study was to establish the influence of stakeholders' involvement on performance of pupils in private primary schools in Mogadishu, Somalia.

The study found out that majority of head teachers and teachers agreed that community support (e.g., local organizations, community leaders) positively influences school's academic success and that the school effectively engages with stakeholders (e.g., through meetings, feedback sessions) to support the academic needs of the learners. Also, they both agreed that head teachers encourage student participation in school governance and activities and involvement of educational experts and consultants positively influences pupil academic outcomes. Furthermore, they both strongly agreed that it is important for various stakeholders (e.g., parents, community

members, school administration) to be involved in pupils' education. However, while head teachers agreed that parental involvement (e.g., attending meetings, supporting school activities) significantly contributes to academic performance and there is regular communication between the school and stakeholders, teachers strongly agreed. Also, head teachers that participated in the study agreed that stakeholders' involvement in extracurricular activities supports overall pupil development and academic success while teachers on the other hand strongly agreed.

#### **5.2.4 School Goals on Pupils' Performance**

The fourth objective of the study was to find out how school goals influence pupil performance in private schools in Mogadishu, Somalia.

The study found out that the majority head teachers and teachers agreed that the goals and objectives of their schools are clearly communicated and understood to both learners and teachers and that regular progress tracking against set goals helps improve academic performance. They also agreed that teachers and pupils set their goals and targets differently. They both also strongly agreed that long-term strategic goals of the school align with improving pupil academic performance and that through goal setting, high expectations culture is promoted. Furthermore, while head teachers strongly agreed teachers agreed that the strategic direction of their school ensures that the curriculum is aligned with academic performance goals and that they set challenging yet achievable goals for pupils, motivating them to perform better. Also, head teachers strongly agreed that goals related to extracurricular activities do not support academic performance while teachers agreed.

### **5.3 Conclusion**

The results show that school strategic direction, school environmental analysis, stakeholders' involvement and school goals influence of stakeholders' involvement on performance of pupils in private primary schools in Mogadishu, Somalia.

On how school strategic direction influence performance of pupils in private primary schools, the study concluded that teachers support pupils in achieving academic success in their schools and head teachers have prepared teachers well for assessments and future academic challenges. The study also concluded that the strategic direction fosters a school culture that prioritizes academic achievement and decisions made under their schools' strategic direction are based on data that improves academic performance. Also, regular evaluation of the school's strategic direction positively affects pupil performance and that the strategic planning of their schools directly impacts the academic performance of pupils and effective implementation of their school's strategic plan improves academic outcomes. The study also concluded that allocation of resources positively impacts teaching and learning experience in their schools and that leadership under their school's strategic direction is effective in promoting academic excellence. Finally, the study concluded that teachers understand the academic goals and objectives set by their administration, teachers strongly agreed.

On how school environmental analysis influence performance of pupils in private primary schools, the study concluded that the community helps the school achieve high standards in academic performance and head teachers support their teaching staff in overcoming challenges related to the external environment that may affect their teaching. Also, understanding the competitive environment of private schools in Mogadishu affects their strategic decisions and

pupil outcomes and also better academic performance can be achieved by incorporating environmental analysis in strategic planning. The study also concluded that head teachers improve teaching and learning processes by having regular feedback from environmental assessments and external factors significantly affect pupils' ability to focus on their studies and perform well academically and that monitoring the school's physical environment, including classroom conditions, affects academic outcomes. Also, analyzing the socio-economic background of pupils helps tailor strategies to improve performance and school effectively responds to changes in the external environment to support learners' academic needs and they evaluate availability and quality of educational resources.

On how stakeholders' involvement influence on performance of pupils in private primary schools, the study concluded that community support positively influences school's academic success and that the school effectively engages with stakeholders to support the academic needs of the learners. Also, head teachers encourage student participation in school governance and activities and involvement of educational experts and consultants positively influences pupil academic outcomes. The study also concluded that, it is important for various stakeholders to be involved in pupils' education and parental involvement significantly contributes to academic performance. Moreover, there is regular communication between the school and stakeholders and their involvement in extracurricular activities supports overall pupil development and academic success.

On how school goals influence performance of pupils in private primary schools, the study concluded that the goals and objectives of their schools are clearly communicated and understood to both learners and teachers and that regular progress tracking against set goals helps improve

academic performance. Also, teachers and pupils set their goals and targets differently and those long-term strategic goals of the school align with improving pupil academic performance. Moreover, through goal setting, high expectations culture is promoted and that the strategic direction of their school ensures that the curriculum is aligned with academic performance goals. The study also concluded that head teachers set challenging yet achievable goals for pupils, motivating them to perform better and that goals related to extracurricular activities do not support academic performance.

#### **5.4 Recommendation**

The researcher recommends the following based on the above conclusions,

- i) **Strategic Planning:** Recommend that private primary schools develop and implement comprehensive strategic plans, with training for leadership to enhance their impact on pupil performance.
- ii) **Stakeholder Engagement:** Highlight the importance of robust communication and active involvement of stakeholders—parents, teachers, and local communities—in fostering a supportive educational environment.
- iii) **Goal Setting and Monitoring:** Advocate for the establishment of clear, measurable school goals, with regular assessments to ensure resources and practices align effectively to improve pupil performance.

#### **5.5 Suggestions for Further Research**

The study suggested the following:

- i) To investigate the differences in strategic planning and performance outcomes between private and public primary schools in Mogadishu.
- ii) To examine the effects of targeted professional development programs for teachers on the implementation of school goals and pupil performance metrics.
- iii) To explore how the integration of educational technology influences pupil engagement and academic achievement in private primary schools.

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## **APPENDICES**

### **APPENDIX I: LETTER OF INTRODUCTION**

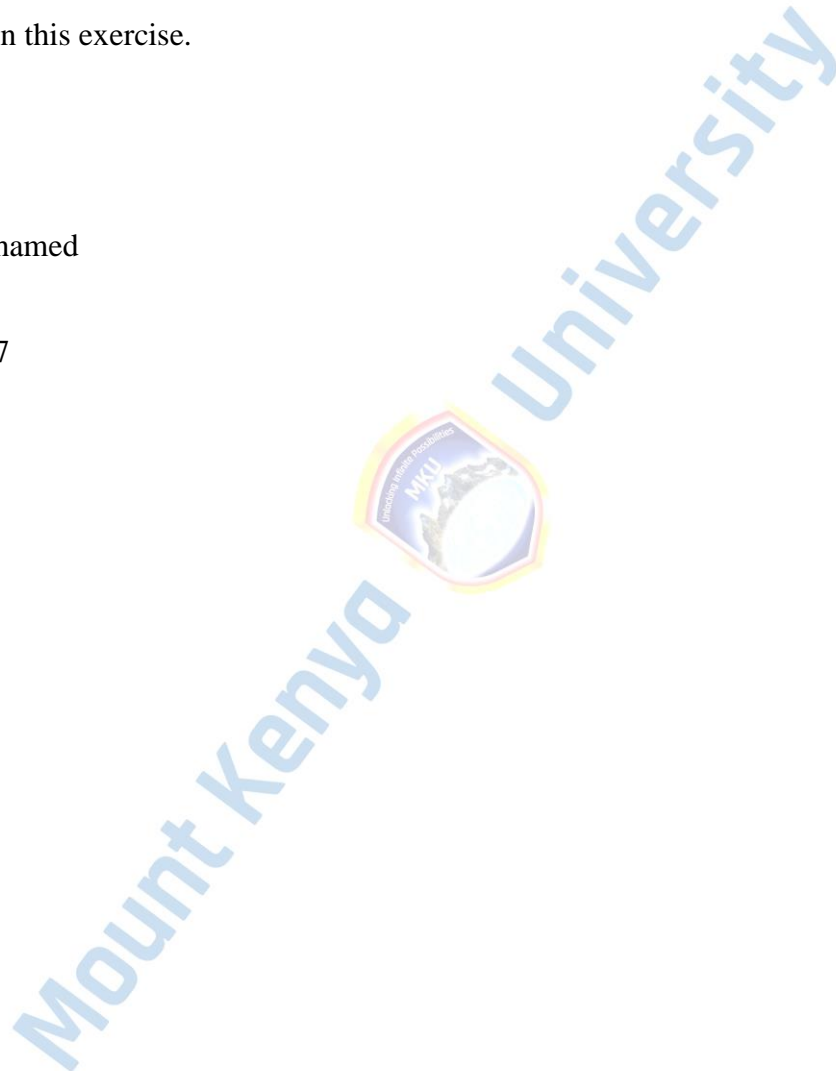
My name is Abdi Hassan Mohamed; I am conducting research on the influence of strategic planning process on performance of pupils in private primary schools in Mogadishu, Somalia. You have been identified to be one of the respondents in the study. You are therefore requested to

respond to the questions posed as sincerely, truthfully and honestly as possible. Your views are very important towards the achievement of the objectives of this study. To ensure confidentiality, do not write any form of identity anywhere on the questionnaire. Your responses will go a long way in helping solve some of the problems that the study is interested in. thank you in advance for participating in this exercise.

Yours faithfully;

Abdi Hassan Mohamed

MED/2019/60987



## **APPENDIX II: CONSENT FORM**

My name is Abdi Hassan Mohamed (MED/2019/60987) undertaking a Master of Education in Educational Planning of Mount Kenya University. I am conducting a study to investigate the influence of strategic planning process on the performance of pupils in private primary schools in

Mogadishu, Somalia. You have been selected as part of the team to provide information related to the study. The study will take up to 30 minutes of your time. You have the option to participate in the study or not to participate. In case you do not agree to participate, return this form without filling. But if you agree to take part, please fill the form and return it. You will then be given a questionnaire to fill. You are free to stop participation any time you feel like. You are free to ask further questions regarding this study any time you feel like.

Please fill in the following sections if you have agreed to take part in the study:

Your name \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

Researcher's name \_\_\_\_\_

Researcher's Signature \_\_\_\_\_ Date \_\_\_\_\_

**Thank you**

### **APPENDIX III: HEAD TEACHERS' QUESTIONNAIRE**

**Instructions:** In this questionnaire, here are two sections whereby part **A** will contain the respondent's personal profile while part **B** will seek to find the views on the influence of strategic

planning process on academic performance of pupils in private primary schools in Mogadishu, Somalia. Confidentiality and privacy is guaranteed so kindly respond to all questions. Don't write your name anywhere in this questionnaire.

**Part A: Personal Profile**

Please tick ( ✓ ) on the box provided and fill in the questionnaires when required to.

1) Gender      Male       Female

2) Experience as a Head teacher in this school

1 yr and below       between 2-5 yrs

Between 6-10 yrs       above10 yrs

3) Highest Education Level

Diploma       Masters

Undergraduate       PhD



**Part B: Strategic direction, Environmental analysis, Stakeholders' involvement and Institutional characteristics strategy**

Use the scale strongly agree (SA), agree (A), neutral (N), Disagree (D), and strongly disagree (SD)

1. What is the extent of your agreement on how school strategic direction affects academic performance of pupils in your school?

Statement	SA	A	N	D	SD
Teachers understand the academic goals and objectives set by my administration					

The allocation of resources (e.g., teaching materials, facilities) positively impacts teaching and learning experience in my school					
Teachers support pupils in achieving academic success					
We have prepared teachers well for assessments and future academic challenges					
The strategic direction fosters a school culture that prioritizes academic achievement					
Decisions made under our school's strategic direction are based on data that improves academic performance					
Regular evaluation of the school's strategic direction positively affects pupil performance					
The effective implementation of our school's strategic plan improves academic outcomes					
Leadership under our school's strategic direction is effective in promoting academic excellence					
The strategic planning of our school directly impacts the academic performance of pupils					

2. What is the extent of your agreement on how school environmental analysis influence academic performance in your school?

Statement	SA	A	N	D	SD
The community helps the school achieve high standards in academic performance					
External factors (e.g., community support, economic stability) significantly affect pupils' ability to focus on their studies and perform well academically					
The school effectively responds to changes in the external environment (e.g., economic changes, community dynamics) to support learners' academic needs.					
I support my teaching staff in overcoming challenges related to the external environment that may affect their teaching					
Monitoring the school's physical environment, including classroom conditions, affects academic outcomes					
Analyzing the socio-economic background of pupils helps tailor strategies to improve performance					
Understanding the competitive environment of private schools in Mogadishu affects our strategic decisions and pupil outcomes					
Better academic performance can be achieved by incorporating environmental analysis in strategic planning					
We improve teaching and learning processes by having regular					

feedback from environmental assessments					
We evaluate availability and quality of educational resources					

3. What is the extent of your agreement on how stakeholders' involvements influence academic performance in your school?

<b>Statement</b>	<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SD</b>
It is important for various stakeholders (e.g., parents, community members, school administration) to be involved in pupils' education					
Parental involvement (e.g., attending meetings, supporting school activities) significantly contributes to academic performance					
Community support (e.g., local organizations, community leaders) positively influences school's academic success					
The school effectively engages with stakeholders (e.g., through meetings, feedback sessions) to support the academic needs of the learners					
We encourage student participation in school governance and activities					
Involvement of educational experts and consultants positively influences pupil academic outcomes					
There is regular communication between the school and stakeholders					
Stakeholders' involvement in extracurricular activities supports overall pupil development and academic success					
Engaging alumni in school activities and mentoring programs positively impacts current pupils' academic performance					
Partnerships with local businesses and organizations enhance pupil performance through additional resources and opportunities					

4. What is the extent of your agreement on how school goals influence academic performance in your school?

Statement	SA	A	N	D	SD
The goals and objectives of my school are clearly communicated and understood to both learners and teachers					
The strategic direction of our school ensures that the curriculum is aligned with academic performance goals					
Stakeholder feedback is considered in setting academic goals and strategies					
Long-term strategic goals of the school align with improving pupil academic performance					
We set challenging yet achievable goals for pupils, motivating them to perform better					
Goals related to extracurricular activities do not support academic performance					
Regular progress tracking against set goals helps improve academic performance					
Teachers and pupils set their goals and targets differently					
Through goal setting, high expectations culture is promoted					
Pupil performance improves when they are aware of and understand the school's academic goals					

Mention any other comment .....

.....

.....

.....

**I am grateful for your co-operation**

## APPENDIX IV: TEACHERS' QUESTIONNAIRE

**Instructions:** In this questionnaire, here are two sections whereby part **A** will contain the respondent's personal profile while part **B** will seek to find the views on the influence of strategic planning process on academic performance of pupils in private primary schools in Mogadishu, Somalia. Confidentiality and privacy is guaranteed so kindly respond to all questions. Don't write your name anywhere in this questionnaire.

### Part A: Personal Profile

Please tick ( ✓ ) on the box provided and fill in the questionnaires when required to.

1.) Gender      Male       Female

2.) Teaching experience in your school

1 yr and below       between 2-5 yrs

Between 6-10 yrs       above 10 yrs

3.) Highest Education Level

Diploma       Masters

Undergraduate       PhD

### Part B: Strategic direction, Environmental analysis, Stakeholders' involvement and Institutional characteristics strategy

Use the scale strongly agree (SA), agree (A), neutral (N), Disagree (D), and strongly disagree (SD)

1. What is the extent of your agreement on how strategic direction affects academic performance of pupils in your school?

<b>Statement</b>	<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SD</b>
We understand the academic goals and objectives set by the administration					
The allocation of resources (e.g., teaching materials, facilities) positively impacts teaching and learning experience in our school					
We support pupils in achieving academic success					
The curriculum we have prepares us well for assessments and future academic challenges					
The strategic direction fosters a school culture that prioritizes academic achievement					
Decisions made under our school's strategic direction are based on data that improves academic performance					
Regular evaluation of the school's strategic direction positively affects pupil performance					
The effective implementation of our school's strategic plan improves academic outcomes					
Leadership under our school's strategic direction is effective in promoting academic excellence					
The strategic planning of our school directly impacts the academic performance of pupils					

2. What is the extent of your agreement on how environmental analysis influence academic performance in your school?

<b>Statement</b>	<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SD</b>
The community helps us achieve high standards in academic performance					
External factors (e.g., community support, economic stability) significantly affect pupils' ability to focus on their studies and perform well academically					
The school effectively responds to changes in the external environment (e.g., economic changes, community dynamics) to support learners' academic needs.					
Our head teacher supports us in overcoming challenges related to the external environment that may affect our teaching					
Monitoring the school's physical environment, including					

classroom conditions, affects academic outcomes					
Analyzing the socio-economic background of pupils helps tailor strategies to improve performance					
Understanding the competitive environment of private schools in Mogadishu affects our strategic decisions and pupil outcomes					
Better academic performance can be achieved by incorporating environmental analysis in strategic planning					
We improve teaching and learning processes by having regular feedback from environmental assessments					
Availability and quality of educational resources is being evaluated in our school					

3. What is the extent of your agreement on how stakeholders' involvement influence academic performance in your school?

<b>Statement</b>	<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SD</b>
It is important for various stakeholders (e.g., parents, community members, school administration) to be involved in pupils' education					
Parental involvement (e.g., attending meetings, supporting school activities) significantly contributes to academic performance					
Community support (e.g., local organizations, community leaders) positively influences school's academic success					
The school effectively engages with stakeholders (e.g., through meetings, feedback sessions) to support the academic needs of the learners					
We encourage student participation in school governance and activities					
Involvement of educational experts and consultants positively influences pupil academic outcomes					
There is regular communication between the school and stakeholders					
Stakeholders' involvement in extracurricular activities supports overall pupil development and academic success					
Engaging alumni in school activities and mentoring programs positively impacts current pupils' academic performance					
Partnerships with local businesses and organizations enhance pupil performance through additional resources and opportunities					

4. What is the extent of your agreement on how school goals influence academic performance in your school?

<b>Statement</b>	<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SD</b>
The goals and objectives of my school are clearly communicated and understood to both learners and teachers					
The strategic direction of our school ensures that the curriculum is aligned with academic performance goals					
Stakeholder feedback is considered in setting academic goals and strategies					
Long-term strategic goals of the school align with improving pupil academic performance					
We set challenging yet achievable goals for pupils, motivating them to perform better					
Goals related to extracurricular activities do not support academic performance					
Regular progress tracking against set goals helps improve academic performance					
Teachers and pupils set their goals and targets differently					
Through goal setting, high expectations culture is promoted					
Pupil performance improves when they are aware of and understand the school's academic goals					

Mention any other comment .....

.....

.....

.....

**I am grateful for your co-operation**

## **APPENDIX V: EDUCATION ADMINISTRATORS' INTERVIEW GUIDE**

The core purpose of the study is to investigate the influence of strategic planning processes on performance of pupils in private primary schools in Mogadishu, Somalia. The utmost confidentiality will be adhered to so you are free to air your views.

### **School Strategic Direction:**

- a.) Can you describe the strategic planning process used in schools in your area? How are academic goals and objectives determined and communicated?
- b.) In your experience, how has the strategic direction of private schools in Mogadishu impacted the academic performance of pupils? Can you provide specific examples or instances where strategic planning led to measurable improvements in learner's outcomes?

### **School Environmental Analysis:**

- a.) How do private schools conduct environmental analysis to understand external factors that may influence pupil performance (e.g., community dynamics, socio-economic conditions)?
- b.) How do private schools in your area respond to changes in the external environment to support the academic needs of pupils? Can you give examples of initiatives or adaptations made based on environmental analysis?

### **School Stakeholders' Involvement:**

- a.) What role do various stakeholders (e.g., parents, community members, school board) play in supporting the educational goals of private schools? How do you foster and maintain their involvement?
- b.) In your opinion, how does stakeholders' involvement contribute to pupil performance? Can you discuss any successful collaborations or initiatives where stakeholders' engagement positively impacted learners' outcomes?

**School Goals:**

- a.) Can you describe the process your school follows to set and implement academic goals? What specific strategies or programs does your school use to ensure these goals are implemented effectively?
- b.) In what ways have the academic goals set by your school influenced pupil performance? What challenges have you encountered in this process, and how have they been addressed?



**APPENDIX VI: INTRODUCTORY LETTER**





## DIRECTORATE OF GRADUATE STUDIES

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MED/2019/60987

25<sup>th</sup> September, 2024

TO WHOM IT MAY CONCERN

Dear Sir/Madam,


**RE: ABDI HASSAN MOHAMED - REGISTRATION NO. MED/2019/60987**

The purpose of this letter is to introduce the above named student who is pursuing **Master of Education** in the **Department of Educational Management and Curriculum Studies** in the **School of Education**.

The title of the research is **"Influence of Strategic Planning Process on Academic Performance of Pupils in Private Primary Schools in Mogadishu, Somalia."** It has been cleared by the University's Ethics Review Committee (Certificate attached) and now has to proceed to the field to collect data between **October, 2024 and December, 2024**.

Any assistance accorded to the student will be highly appreciated.

Thank you.

  
Dr. Samuel M. Kazonga, Ph.D  
Director, Graduate Studies  
Enc.

Mount Kenya University  
P. O. Box 342-01000 THIKA  
Office of the Director,  
Graduate Studies

**APPENDIX VII: ETHICAL CLEARANCE CERTIFICATE**



# Mount Kenya University



REF: MKU/ISERC/4435  
TO: ABDI HASSAN MOHAMED

Date: 25 September 2024

REG: MED/2019/60987

Dear Sir/Madam,

**RE: INFLUENCE OF STRATEGIC PLANNING PROCESS ON ACADEMIC PERFORMANCE OF PUPILS IN PRIVATE PRIMARY SCHOOLS IN MOGADISHU, SOMALIA**

This is to inform you that **Mount Kenya University** has reviewed and approved your above research proposal. Your application approval number is **3157**. The approval period is **25/09/2024 - 25/09/2025**.

This approval is subject to compliance with the following requirements:

- i. Only approved documents including informed consents, study instruments, MTA will be used
- ii. All changes including amendments, deviations and violations are submitted for review and approval by **Mount Kenya University**
- iii. Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to **Mount Kenya University** within 72 hours of notification
- iv. Any changes, anticipated or otherwise that may increase the risks or affect the safety or welfare of study participants and others or affect the integrity of the research must be reported to **Mount Kenya University** within 72 hours
- v. Clearance for export of biological specimens must be obtained from relevant institutions
- vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal
- vii. Submission of an executive summary report within 90 days upon completion of the study to **Mount Kenya University**

Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) <https://research-portal.nacosti.go.ke> and also obtain other clearances needed.

Yours sincerely,

Dr. Alfred Owino, PhD  
Chairman, Mount Kenya University ISERC



**APPENDIX VIII: RESEARCH AUTHORIZATION FROM THE MINISTRY OF  
EDUCATION**



Jamhuuriyadda Federaalka Soomaaliya  
Maamulka Gobolka Banaadir  
Agaasinka Waxbarashada  
Xafiiska Agaasimaha Guud



جمهورية الصومال الفيدرالية  
ادارة محافظة بنادر  
مديرية التعليم  
مكتب مدير العام

Federal Republic of Somalia  
Banadir Regional Administration  
Education Directorate  
Director General Office

Ref: AWGB/XAG/109/2024

Date: 26/09/2024

Directorate of Education  
Banadir Regional Administration  
Mogadishu, Somalia

To: All private Schools  
District Education Officers

**TO WHOM IT MAY CONCERN.**

**SUBJECT: AUTHORIZATION OF RESEARCH DATA COLLECTION-MR. ABDI HASSAN MOHAMED**

Dear Sir/Madam,


As part of our ongoing efforts to enhance the quality of education and inform evidence-based policymaking, Banadir Regional Administration is pleased to introduce Mr. Abdi Hassan Mohamed, who is pursuing Master of Education in the Department of Educational Management and Curriculum Studies in the School of Education in Mount Kenya University, who is undertaking research project on the topic **“Influence of Strategic Planning Process on Academic Performance of Pupils in Private Primary Schools in Mogadishu, Somalia.”**

Mr. Abdi has been cleared by his University's Ethics Review Committee as per the documents presented to the Directorate of Education and is attached to this letter and will proceed to the field to collect data from the district education officers and schools in Mogadishu.

We believe that the research will contribute to the improvement of educational practices and policies in the country and the Ministry would like to kindly request your collaboration and support in providing Mr. Abdi access to the necessary and accurate information during the data collection period.

Your assistance in this matter will be greatly appreciated.

Thank you for your attention to this matter.

  
**Mohamed Yusuf Nur**  
Director General



# APPENDIX IX: TURNITIN REPORT



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**APPENDIX X: MOGADISHU MAP**



