

Integrating Strategic Planning For School Administrators' Effectiveness in Public Senior Secondary Schools in Ilorin East Local Government Area, Kwara State

Afeez Adeshina SHITTU¹, Monsurat Iyabo ALAO², Ganiyat MAHMOUD-KASANDUBU³, Idris ADAM⁴, Latifat ABDULLATEEF⁵

^{1,2,3,4,5}Al-Hikmah University, Ilorin, Nigeria, Department of Educational Management and Counselling

Corresponding Email: aashittu@alhikmah.edu.ng

Abstract

Education plays a significant role in national development, and the effectiveness of school administration is essential for achieving educational goals. However, many public secondary schools in Nigeria continue to experience administrative challenges such as poor planning, ineffective supervision, inadequate communication, and inefficient resource management. This study therefore investigated the integration of strategic planning for school administrators' effectiveness in public senior secondary schools in Ilorin East Local Government Area, Kwara State. The study adopted a descriptive survey research design. The population of the study comprised 854 teachers in 34 public senior secondary schools in Ilorin East Local Government Area, Kwara State. Using Krejcie and Morgan's sample size determination method, a sample size of 266 teachers was selected from 19 public senior secondary schools. Data were collected using a researcher-designed instrument titled "Integrating Strategic Planning for School Administrators' Effectiveness Questionnaire (ISPSAEQ)." The instrument yielded a reliability coefficient of 0.72. Descriptive statistics of mean and standard deviation were used to analyze the data collected from 258 returned copies of the questionnaire. The findings revealed that the level of strategic planning integration among school administrators was high. The study further showed that strategic planning positively influences administrators' effectiveness through improved decision-making, instructional supervision, accountability, communication, and resource management. The findings also identified inadequate funding, lack of training, insufficient government support, and weak monitoring systems as major challenges affecting strategic planning integration. The study concluded that strategic planning significantly enhances effective school management and administrators' performance in public senior secondary schools.

Keywords: *Integrating Strategic Planning, School Administrators' Effectiveness and Public Senior Secondary Schools*



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1. INTRODUCTION

Education is universally recognized as a powerful instrument for national development, social transformation, and economic growth. The quality of any educational system largely depends on the effectiveness of its administration and management. In secondary schools, administrators, particularly principals, are responsible for coordinating human and material resources to achieve educational goals and ensure effective teaching and learning (Ayeni & Akinfolarin, 2014). Their responsibilities include planning, organizing, supervising, coordinating, monitoring, and evaluating school activities for improved educational outcomes. Consequently, the effectiveness of school administrators significantly influences teachers' productivity, students' academic achievement, school discipline, and institutional stability (Nwangwa & Barrah, 2021). In recent years, the increasing complexity of educational administration, rapid policy reforms, technological advancement, and growing societal expectations have made strategic planning an essential management practice in school administration (Lunenburg & Ornstein, 2021; Mahardhika & Raharja, 2023). Strategic planning refers to a systematic process through which organizational goals are established, priorities identified, resources allocated, and implementation strategies developed to achieve long-term objectives (Bryson, 2023). Within the educational system,

strategic planning assists school administrators in setting institutional goals, improving decision-making processes, managing resources efficiently, and responding proactively to emerging challenges.

The concept of strategic planning originated from the business sector where it was used to improve organizational performance and competitiveness. Over time, educational institutions adopted strategic planning as a mechanism for enhancing institutional effectiveness, accountability, and sustainable development (Sheyin, 2024). In schools, strategic planning enables administrators to align educational objectives with government policies, community expectations, and institutional needs. It also promotes effective coordination of school activities, staff participation in decision-making, and continuous institutional improvement. Effective school administration requires principals who possess leadership competencies capable of addressing contemporary educational challenges. Administrators' effectiveness refers to the ability of school leaders to successfully perform administrative responsibilities such as instructional supervision, communication, decision-making, conflict management, staff motivation, and resource coordination (Attoh, 2024). Effective administrators create conducive learning environments, promote teamwork among staff, ensure discipline, and facilitate the implementation of educational policies and programmes. Studies have shown that effective school leadership contributes significantly to school effectiveness and students' academic performance (Moshood et al., 2020; Osagie & Momoh, 2016)

Despite the recognized importance of strategic planning in educational administration, public secondary schools in Nigeria continue to experience numerous administrative challenges. Several studies have identified poor planning, ineffective supervision, inadequate communication, low staff motivation, weak monitoring systems, and inefficient utilization of school resources as major factors affecting school effectiveness (Sokpuwu, 2020; Sheyin, 2024). These administrative deficiencies often result in poor academic performance, declining teacher morale, ineffective policy implementation, and reduced public confidence in the educational system. However, observations from educational stakeholders suggest that many school administrators experience difficulties in effectively integrating strategic planning practices into school management processes. Strategic planning has been identified as an important tool for improving organizational effectiveness in educational institutions. Through strategic planning, school administrators can identify institutional strengths and weaknesses, prioritize educational goals, allocate resources efficiently, strengthen accountability systems, and improve communication among stakeholders. Strategic planning also encourages proactive administration by enabling school leaders to anticipate future educational needs and respond effectively to policy changes and environmental challenges. In an era characterized by globalization, educational reforms, and technological transformation, schools require administrators who can think strategically and implement innovative management practices to sustain educational development. The Federal Government of Nigeria and educational agencies have increasingly emphasized effective school management, accountability, and quality assurance in achieving national educational goals (Maxwell, 2024). Consequently, school administrators are expected to adopt modern management approaches capable of enhancing institutional effectiveness. However, despite the growing emphasis on strategic planning in educational administration, evidence suggests that its integration into the management practices of public secondary schools remains inadequate in many parts of Nigeria.

Despite the importance of strategic planning in educational administration, many public secondary schools in Nigeria continue to experience administrative inefficiency and organizational challenges. Several studies have identified issues such as inadequate planning, poor communication, ineffective supervision, insufficient staff motivation, indiscipline among students, inadequate monitoring of school activities, and poor

implementation of educational policies as major factors affecting school administration (Adjei, 2021; Ayoko, 2024; Sokpuwu, 2020). These challenges often result in poor academic performance, low teacher morale, resource mismanagement, and declining public confidence in the education system. In Kwara State, particularly in Ilorin East Local Government Area, public senior secondary schools face numerous administrative challenges that affect the realization of educational objectives. School administrators in the area are confronted with problems such as inadequate funding, overcrowded classrooms, shortage of qualified teachers, poor infrastructural facilities, limited instructional materials, and increasing societal expectations. In many instances, the inability of school administrators to strategically plan and manage available resources has negatively affected school effectiveness and educational quality. Strategic planning has been identified as a valuable tool for addressing these challenges and improving school administration. Effective strategic planning enables school administrators to identify institutional strengths and weaknesses, prioritize educational goals, allocate resources effectively, and develop strategies for continuous improvement (Sheyin, 2024). Through strategic planning, administrators can also promote staff participation in decision-making, improve communication systems, strengthen accountability, and enhance institutional performance.

In Kwara State, particularly in Ilorin East Local Government Area, public senior secondary schools are confronted with several administrative challenges that appear to hinder effective school management. Reports from educational stakeholders indicate persistent issues relating to poor planning, inadequate coordination of school activities, ineffective implementation of educational policies, weak communication systems, and insufficient monitoring and evaluation mechanisms within schools. These problems often affect teachers' performance, students' academic achievement, and the overall effectiveness of the school system. Although school administrators are expected to utilize strategic planning techniques to improve organizational efficiency, evidence suggests that many administrators either lack adequate strategic planning skills or fail to implement strategic plans effectively within their schools. Studies have shown that strategic planning practices in many Nigerian public secondary schools remain low despite their positive influence on school effectiveness (Sheyin, 2024). Similarly, Sokpuwu (2020) observed that inadequate strategic management practices contribute significantly to poor administration, low staff morale, poor resource management, and ineffective supervision in Nigerian secondary schools.

Furthermore, previous studies conducted in Kwara State have largely focused on issues such as principals' communication skills, time management, and school effectiveness, with little attention given specifically to the integration of strategic planning for enhancing administrators' effectiveness in public senior secondary schools (Olaifa et al., 2023; Shittu et al., 2025). Consequently, there is limited empirical evidence on how strategic planning can improve administrative effectiveness in schools within Ilorin East Local Government Area. The problem of this study therefore lies in the apparent inadequacy of strategic planning practices among school administrators in public senior secondary schools in Ilorin East Local Government Area, Kwara State, which may be contributing to ineffective school administration, poor coordination of educational activities, low staff productivity, and declining school effectiveness. It has therefore become necessary to investigate how integrating strategic planning can enhance school administrators' effectiveness in public senior secondary schools in the study area. It is against this background that this study seeks to examine the integration of strategic planning for school administrators' effectiveness in public senior secondary schools in Ilorin East Local Government Area, Kwara State. The study investigate the extent to which strategic planning practices are utilized by school administrators and how such practices can contribute to improved school administration and educational outcomes.

Literature Review

The imperative for strategic planning in schools arises from several factors. Firstly, the dynamic and ever-changing nature of the educational environment necessitates a proactive approach to address emerging challenges and opportunities. Schools are constantly confronted with evolving curriculum standards, technological advancements, diverse student populations, and shifting societal expectations. Strategic planning enables principals to anticipate these changes, adapt accordingly, and ensure that the school remains relevant and responsive to the needs of its stakeholders (Ali, 2020). Secondly, the increasing emphasis on accountability and performance measurement has placed a greater burden on schools to demonstrate tangible results. Educational stakeholders, including parents, policymakers, and the wider community, demand evidence of student achievement, teacher effectiveness, and overall school improvement. Strategic planning provides a framework for setting measurable goals, monitoring progress, and evaluating the impact of interventions, thereby enhancing school accountability and transparency (Harris & Jones, 2021). Thirdly, strategic planning fosters a culture of collaboration and shared ownership within the school community. By involving teachers, staff, students, and parents in the planning process, principals can build consensus around school goals, leverage diverse perspectives, and create a sense of collective responsibility for achieving those goals. This collaborative approach enhances stakeholder engagement, improves communication, and strengthens the overall school climate (Çoban *et al.*, 2026). Furthermore, strategic planning empowers principals to make informed decisions based on data and evidence. By conducting thorough needs assessments, analyzing student performance data, and evaluating the effectiveness of existing programs, principals can identify areas for improvement and allocate resources strategically. This data-driven approach ensures that school resources are used efficiently and effectively to maximize student outcomes (Cardno, 2018).

Effective strategic planning enables principals to prioritize initiatives, allocate resources strategically, and monitor progress towards achieving school goals. Specifically, the ability of a principal to conduct a thorough environmental scan, analyze the school's strengths, weaknesses, opportunities, and threats (SWOT), and formulate a comprehensive vision is essential. This process ensures that the strategic plan is relevant, realistic, and aligned with the school's unique context (Kartini & Kristiawan, 2019). Effective strategic planning also involves the development of clear and measurable goals, the identification of key performance indicators, and the implementation of robust monitoring and evaluation systems (Leithwood, 2021). The concept of school effectiveness has evolved over time, with different scholars offering various definitions based on their perspectives on educational outcomes. School effectiveness refers to the extent to which a school is able to produce desired learning outcomes in students, taking into account its available resources (Antonioni *et al.*, 2022). Similarly, Kyriakides & Panayiotou (2023) defines an effective school as one that demonstrates consistently high levels of student achievement, provides a positive learning environment, and meets the expectations of stakeholders, including parents and the community. School effectiveness has been a subject of extensive research and debate in educational management and policy studies. It refers to the ability of a school to achieve its stated educational objectives, including high student academic achievement, quality teaching, and stakeholder satisfaction. The effectiveness of a school is determined by multiple factors, including the leadership style of the principal, quality of teaching, availability of resources, student discipline, and parental involvement (Sun *et al.*, 2023). Given the increasing demands for quality education, particularly in public secondary schools in Nigeria, the concept of school effectiveness has become a critical area of focus for policymakers, administrators, and researchers. School effectiveness is often measured through key performance indicators such as students' academic performance in standardized examinations, teacher efficiency in instructional delivery, and the level of

satisfaction expressed by parents and community members. An effective school is not only concerned with academic success but also with the holistic development of students, including their social, emotional, and moral growth (Kudozia, 2020). In the context of public secondary schools in Kwara State, Nigeria, school effectiveness is assessed based on how well schools are able to address challenges such as inadequate funding, teacher shortages, and student discipline issues while maintaining high academic performance.

2. METHOD

The appropriate research design adopted for this study was descriptive survey. The study examined integrating strategic planning for school administrators' effectiveness in public senior secondary schools in Ilorin East Local Government Area, Kwara State. The population for the study entailed all the 854 teachers in public secondary schools in Ilorin East Local Government Area of Kwara State, Nigeria. Ilorin East Local Government Area, Kwara State has 34 public senior secondary schools. Nineteen public senior secondary schools were selected out of the 34 existing public secondary schools in Ilorin East Local Government Area of Kwara State. The total population of this study was 854 teachers in the public secondary schools within the local government, a sample size of 266 teachers was drawn. The determination of this sample size was guided by the Krejcie and Morgan (1970) method of sample size determination, which provided a statistical table and formula for selecting an appropriate sample at a 95% confidence level and 5% margin of error. *Integrating Strategic Planning for School Administrators' Effectiveness Questionnaire (ISPSAEQ)* was used to collect data for this study. The coefficient (r) of 0.72 was obtained showing that the research instrument was reliable for data collection. The research questions were answered using descriptive statistics of mean and standard deviation. A total number of 266 copies of questionnaire were administered to the school teachers in order to determine their principals' strategic planning. Therefore, 258 copies of the instrument were returned to the researcher and the copies were subjected to data analysis. The research questions raised for the study were answered using descriptive statistics of mean score and the items were ranked. The benchmark for the level of the items is 1.00-2.50 (Low), 2.51-3.25 (Moderate) and 3.26-4.00 (High).

3. RESULT

Research Question One: What is the level of strategic planning integration among school administrators in public senior secondary schools in Ilorin East Local Government Area, Kwara State?

Table 1. Mean and Standard Deviation on the Level of Strategic Planning Integration among School Administrators in Public Senior Secondary Schools in Ilorin East Local Government Area, Kwara State

	Items	Mean	SD	Decision
1	School administrators develop strategic plans for school improvement.	3.42	0.81	High
2	School goals and objectives are clearly stated in strategic plans.	3.51	0.76	High
3	Teachers participate in school strategic planning processes.	3.28	0.88	High
4	Strategic planning guides decision-making in schools.	3.47	0.73	High

5	School administrators regularly review strategic plans.	3.16	0.92	Moderate
6	Resources are allocated based on strategic priorities.	3.33	0.84	High
7	Strategic planning is integrated into daily school administration.	3.25	0.79	Moderate
Grand Mean		3.35		High

The findings in Table 1 revealed a grand mean of 3.35, indicating that the level of strategic planning integration among school administrators in public senior secondary schools in Ilorin East Local Government Area is high. Respondents agreed that administrators formulate strategic plans, involve teachers in planning processes, and use strategic planning in decision-making. The result implies that school administrators recognize the relevance of strategic planning in improving school administration and achieving educational objectives.

Research Question Two: How does strategic planning influence school administrators' effectiveness in public senior secondary schools in Ilorin East Local Government Area, Kwara State?

Table 2. Mean and Standard Deviation on the Influence of Strategic Planning on School Administrators' Effectiveness in Public Senior Secondary Schools in Ilorin East Local Government Area, Kwara State

	Items	Mean	SD	Decision
1	Strategic planning improves instructional supervision.	3.68	0.70	High
2	Strategic planning enhances effective decision-making.	3.74	0.65	High
3	Strategic planning promotes efficient resource management.	3.61	0.72	High
4	Strategic planning improves staff coordination and teamwork.	3.57	0.77	High
5	Strategic planning enhances communication within the school system.	3.49	0.81	High
6	Strategic planning improves students' academic performance indirectly.	3.52	0.74	High
7	Strategic planning promotes accountability among administrators.	3.70	0.68	High
Grand Mean		3.62	0.72	High

The results in Table 2 showed the influence of strategic planning on school administrators' effectiveness in Public Senior Secondary Schools in Ilorin East Local Government Area, Kwara State with a grand mean of 3.62, indicating that strategic planning positively influences school administrators' effectiveness. Respondents agreed that strategic planning enhances decision-making, accountability, instructional supervision, communication, and efficient resource management. This suggests that administrators who engage in strategic planning are more likely to achieve effective school management and improved educational outcomes.

Research Question Three: What are the major challenges affecting the integration of strategic planning among school administrators in public senior secondary schools in Ilorin East Local Government Area, Kwara State?

Table 3. Mean and Standard Deviation on the Major Challenges affecting the Integration of Strategic Planning among School Administrators in Public Senior Secondary Schools in Ilorin East Local Government Area, Kwara State

	Items	Mean	SD	Decision
1	Inadequate funding affects strategic planning implementation.	3.80	0.61	High
2	Lack of training in strategic planning affects administrators' effectiveness.	3.73	0.66	High
3	Poor communication hinders strategic planning implementation.	3.41	0.83	High
4	Resistance to change affects strategic planning practices.	3.35	0.86	High
5	Insufficient government support affects strategic planning integration.	3.77	0.63	High
6	Lack of monitoring and evaluation limits strategic planning success.	3.58	0.71	High
7	Inadequate data for planning affects school administration.	3.49	0.80	High
	Grand Mean	3.59	0.73	High

The findings in Table 3 revealed the major challenges affecting the integration of strategic planning among school administrators in Public Senior Secondary Schools in Ilorin East Local Government Area, Kwara State with a grand mean of 3.59, indicating that several challenges affect the integration of strategic planning among school administrators. Major challenges identified include inadequate funding, insufficient government support, lack of training, and ineffective monitoring mechanisms. This implies that despite the importance of strategic planning, institutional and administrative constraints continue to hinder effective implementation in schools.

Research Question Four: What relationship exists between strategic planning practices and effective school management in public senior secondary schools in Ilorin East Local Government Area, Kwara State?

Table 4. Mean and Standard Deviation on the Relationship between Strategic Planning Practices and Effective School Management in Public Senior Secondary Schools in Ilorin East Local Government Area, Kwara State

	Items	Mean	SD	Decision
1	Strategic planning enhances discipline management in schools.	3.46	0.75	High
2	Strategic planning improves teachers' job performance.	3.60	0.71	High
3	Strategic planning supports proper allocation of school resources.	3.71	0.67	High
4	Strategic planning contributes to effective policy implementation.	3.64	0.69	High

5	Strategic planning promotes school goal attainment.	3.79	0.62	High
6	Strategic planning enhances organizational efficiency.	3.66	0.70	High
7	Strategic planning improves school-community relationships.	3.44	0.79	High
Grand Mean		3.61	0.70	High

Table 4 showed a grand mean of 3.61, indicating a strong positive relationship between strategic planning practices and effective school management. Respondents agreed that strategic planning improves discipline, resource allocation, policy implementation, teachers' performance, and organizational efficiency. This implies that strategic planning is essential for achieving school goals and ensuring effective administrative performance.

Research Question Five: What strategies can be adopted to improve the integration of strategic planning for enhanced administrators' effectiveness in public senior secondary schools in Ilorin East Local Government Area, Kwara State?

Table 5. Mean and Standard Deviation on the Adoption of the Integration of Strategic Planning for Enhancing Administrators' Effectiveness in Public Senior Secondary Schools in Ilorin East Local Government Area, Kwara State

	Items	Mean	SD	Decision
1	Regular training should be organized for school administrators on strategic planning.	3.84	0.58	High
2	Government should provide adequate funding for strategic planning implementation.	3.88	0.54	High
3	School administrators should involve teachers in planning processes.	3.67	0.69	High
4	Monitoring and evaluation mechanisms should be strengthened.	3.72	0.65	High
5	ICT tools should be integrated into school planning processes.	3.59	0.73	High
6	Strategic planning policies should be regularly reviewed.	3.63	0.70	High
7	Collaboration between schools and stakeholders should be encouraged.	3.70	0.66	High
Grand Mean		3.72	0.65	High

The findings in Table 5 revealed a grand mean of 3.72, indicating strong agreement on strategies for improving the integration of strategic planning among school administrators. Respondents emphasized the importance of regular professional training, adequate funding, stakeholder collaboration, and effective monitoring systems for enhancing administrators' effectiveness.

4. DISCUSSION

The findings of this study revealed that the level of strategic planning integration among school administrators in public senior secondary schools in Ilorin East Local Government Area, Kwara State was high. This finding indicates that school administrators actively engage in strategic planning practices such as developing school improvement plans,

involving teachers in planning processes, and utilizing strategic plans to guide decision-making. The finding is consistent with the position of Bryson (2018) who maintained that strategic planning enhances organizational effectiveness through systematic goal setting and resource allocation. The result also aligns with the study of Sheyin (2024) which reported that strategic planning contributes significantly to school effectiveness and administrative efficiency in public secondary schools. Similarly, the finding agrees with the work of Austin (2020) who identified strategic planning as an essential mechanism for successful management of secondary school systems in Nigeria. However, the finding differs slightly from the observation of Sokpuwu (2020) who reported that the level of strategic planning implementation in many Nigerian secondary schools remained relatively low due to poor administrative commitment and inadequate managerial skills. The difference may be attributed to increasing awareness among school administrators in Kwara State regarding the importance of strategic planning in educational administration. The findings further revealed that strategic planning positively influences school administrators' effectiveness in public senior secondary schools. Respondents agreed that strategic planning enhances instructional supervision, decision-making, communication, accountability, staff coordination, and resource management. This finding supports the study conducted by Leithwood (2021) who observed that effective strategic planning strengthens leadership capacity and improves school management outcomes. The result is also in agreement with the findings of Moshood et al. (2020), who found that effective school leadership practices significantly improve school effectiveness and teachers' productivity. In the same vein, the finding corroborates the submission of Attoh (2024) that school administrators who adopt strategic management approaches tend to demonstrate higher administrative effectiveness. The present finding further agrees with Harris and Jones (2021) who emphasized that strategic leadership practices improve institutional performance and accountability in schools. This implies that strategic planning serves as a vital administrative tool for improving overall school effectiveness.

The findings on the challenges affecting the integration of strategic planning showed that inadequate funding, lack of training, poor communication, resistance to change, insufficient government support, and weak monitoring systems were major impediments to effective strategic planning integration among school administrators. This finding is consistent with the study of Ayoko (2024) who identified inadequate funding, poor policy implementation, and weak administrative structures as major challenges confronting school administration in Nigeria. The finding also agrees with the work of Adjei (2021) who found that ineffective communication and inadequate administrative support negatively affect school management practices. Similarly, the result supports the findings of Sokpuwu (2020) who noted that poor strategic management practices contribute to ineffective supervision, low staff morale, and poor resource management in secondary schools. Furthermore, the finding aligns with the position of Maxwell (2021) who stressed that insufficient capacity building and inadequate government support hinder quality educational administration in public schools. However, the finding contrasts slightly with the position of Mahardhika and Raharja (2023) who argued that the integration of modern strategic planning techniques and technological innovations has significantly reduced administrative barriers in some educational institutions. The disparity may be due to contextual differences between developed educational systems and Nigerian public secondary schools where infrastructural and financial limitations remain prominent. The findings also established that a strong positive relationship exists between strategic planning practices and effective school management. Respondents agreed that strategic planning improves discipline management, teachers' job performance, resource allocation, policy implementation, school-community relationships, and organizational efficiency. This finding is in line with the study of Sun et al. (2023) who reported that effective school leadership and management practices positively influence teacher performance and student learning outcomes. The

finding also supports the dynamic school improvement theory proposed by Kyriakides and Panayiotou (2023), which emphasized that effective school management practices contribute significantly to educational quality and institutional success. In addition, the finding corroborates the work of Adeyemi (2010) who found that effective leadership practices significantly influence teachers' job performance and school effectiveness in Nigerian secondary schools. Similarly, the finding agrees with the submission of Osagie and Momoh (2016) who concluded that principals' leadership practices have a direct positive influence on school performance and students' academic achievement.

Finally, the findings revealed several strategies that can improve the integration of strategic planning for enhanced administrators' effectiveness in public senior secondary schools. These strategies include regular professional training for school administrators, adequate funding, teacher involvement in planning processes, effective monitoring and evaluation systems, ICT integration, policy review, and stakeholder collaboration. This finding is consistent with the study of Bryson et al. (2023) who emphasized the importance of continuous organizational learning, stakeholder participation, and resource support in successful strategic planning implementation. The finding also agrees with the position of Cardno (2018) who stressed that effective policy analysis, monitoring, and evaluation mechanisms are necessary for achieving institutional goals. Similarly, the finding aligns with the work of Ehule and Wordu (2025) who advocated leadership reforms, policy support, and professional development as pathways for revitalizing educational management in Nigeria. Furthermore, the finding corroborates the recommendations of Thelma and Chitondo (2024) who emphasized collaborative leadership and sustainable management practices in enhancing educational development in Africa. The implication of this finding is that improving strategic planning integration requires collective efforts from government, school administrators, teachers, and other educational stakeholders.

5. CONCLUSION

This study examined the integration of strategic planning for school administrators' effectiveness in public senior secondary schools in Ilorin East Local Government Area, Kwara State. The study established that strategic planning is highly integrated into school administrative practices and plays a significant role in enhancing administrators' effectiveness. The findings revealed that school administrators engage in strategic planning activities such as goal setting, resource allocation, teacher participation in planning processes, and strategic decision-making for school improvement. The study further demonstrated that strategic planning positively influences instructional supervision, communication, accountability, staff coordination, and efficient management of school resources. One of the most important findings of the study is that strategic planning has a strong positive relationship with effective school management. The study showed that schools where strategic planning practices are effectively integrated tend to experience better organizational efficiency, improved teachers' job performance, enhanced discipline management, effective policy implementation, and greater attainment of educational goals. This confirms that strategic planning is an indispensable administrative tool for improving school effectiveness and achieving sustainable educational development. The study also identified major challenges hindering the effective integration of strategic planning among school administrators. These challenges include inadequate funding, insufficient government support, lack of professional training, poor communication systems, resistance to change, and weak monitoring and evaluation mechanisms. Despite the recognized importance of strategic planning, these institutional and administrative constraints continue to affect effective implementation in public senior secondary schools. Furthermore, the study revealed practical strategies for improving the integration of strategic planning in school administration. These strategies include organizing regular professional development programmes for school administrators, providing adequate funding,

strengthening monitoring and evaluation systems, integrating ICT tools into planning processes, encouraging teacher participation in decision-making, and promoting collaboration among educational stakeholders. The findings suggest that the successful integration of strategic planning requires collective commitment from government agencies, school administrators, teachers, parents, and the wider community. The study contributes significantly to the existing body of knowledge in educational management and administration by providing empirical evidence on the relationship between strategic planning and administrators' effectiveness in public senior secondary schools in Kwara State, Nigeria. Unlike previous studies that focused mainly on leadership styles, communication skills, or time management, this study specifically addressed strategic planning as a critical factor influencing school administrative effectiveness. The study therefore fills an existing gap in literature by demonstrating how strategic planning practices can enhance effective school management within the context of public secondary schools in Ilorin East Local Government Area. In addition, the study contributes to educational policy and practice by providing useful information for policymakers, educational planners, school administrators, and other stakeholders on the importance of strategic planning in achieving school effectiveness. The findings may guide educational authorities in developing policies and training programmes aimed at strengthening strategic management competencies among school administrators. The study also serves as a reference material for future researchers interested in strategic planning, educational leadership, and school effectiveness in Nigeria and other developing countries.

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