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A Study on the Influencing Factors of Students' Academic Performance in Guangdong Private University, China

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Abstract

Purpose: This study aims to examine the factors, which include school culture, teacher commitment, teacher emotional intelligence, teacher collective efficacy, and teacher instructional leadership, that improve students' academic performance in a private university in Guangdong. **Research design, data, and methodology:** A group of 30 students attend a 16-week strategic plan. A cohort of 146 students participated in the action research, employing a mixed-method approach that combines qualitative and quantitative methods to examine the impact of the strategic plan. The Instrument of Item Objective Congruence (IOC) has undergone validation by three experts, and the scale's reliability and validity meet research standards. Hypotheses regarding the correlation between the five variables—school culture, teacher commitment, teacher emotional intelligence, teacher collective efficacy, teacher instructional leadership—and students' academic performance have been statistically confirmed with significance. **Results:** Research findings demonstrate significant changes in school culture, teacher commitment, teacher emotional intelligence, teacher collective efficacy, teacher instructional leadership, and student academic performance before and after the strategic plan. **Conclusions:** The results confirmed that the strategic plan designed in this study positively impacted college students' academic performance levels. It was evident that school culture, teacher commitment, emotional intelligence, collective efficacy, instructional leadership, and students' academic performance showed significant improvements after the strategic plan.

Keywords : Academic Performance, School Culture, Commitment, Emotional Intelligence, Instructional Leadership

JEL Classification Code: I23, J28, L2

1. Introduction

Education is growing in importance in the 21st century, and many business leaders, politicians, and educators agree that students need "21st-century skills, teaching quality, and curriculum" to succeed today (Rother et al., 2009). Education is the fundamental difference between developed and developing countries in the modern civilized world. Students' academic performance is the most important issue for policymakers and school administrators in today's public and private institutions. Investing in human and financial resources does not mean success if students do not perform well. If the final result is not reached, the purpose of education is destroyed, so it is necessary to study the factors influencing students' academic performance. Students' academic performance is the most direct indicator of the quality of higher education. A student's academic performance reflects the level and extent of intellectual and physical development achieved through the corresponding study during the school period. The students master the basic skills of breadth and depth and a more direct embodiment of school teaching quality.

This paper uses the research method combining theory and practice. In terms of theory, first of all, it is necessary to search for relevant literature, then read and sort out related literature, summarize the research status of domestic and

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foreign relations, find the existing problems and shortcomings, and finally carry out the research planning of this topic: Based on combing the literature, the theoretical research framework and hypothesis of this paper are put forward. In practice, the method of investigation questionnaire and statistical analysis are used. The research method is to obtain the necessary information (data) by asking the subjects to fill in the questionnaire with clear, accurate contents and expressions. In this study, a structured questionnaire was designed to gather research materials in an anonymous, self-filling manner. The rule of statistical analysis uses the JAMOVI statistical analysis software to create a corresponding data table for statistical analysis. First, descriptive statistical analysis is used to describe the basic situation of this paper, followed by frequency analysis, proportion analysis, difference mean analysis, correlation analysis, and regression analysis of statistical data, and finally, a comparison of the statistical data before and after the implementation of the strategic plan to conclude.

2. Literature Review

2.1 School Culture

School culture is defined as the shared values and beliefs, signs and symbols, and shared understanding between school members (Karadag & Oztekin-Bayir, 2018). School culture is a dominant force, and school culture affects the retention of teachers and students, performance, and well-being. When I examine the literature on school culture, positive and strong school culture, and academic performance, I see that other studies conducted in this area have obtained similar results. School culture is effective for school students' academic performance. Researchers put forward the following about the school from the teachers' perspective, who gave positive and powerful advice about the school culture.

Schools should increase the number of students in extracurricular activities. Should pay attention to the planning and execution of social activities and group travel. They should be more active in using the school laboratory and allow students to express themselves there. The relationship between the teachers and students, the relationship between attitude and behavior, should be arranged in advance, and the relationship between teachers and students should be first. Donohoo et al. (2018) identified that school principals can positively influence the culture of a school by changing the existing narrative and mindset. Above all, for students, school culture means schools, schools of the performances of the past and present, circle of friends, and social activities. School culture has an important influence on the student's academic record, including motivation, competition consciousness, and the development of social and physical aspects. As a result, the following hypothesis is proposed:

H1: School culture has a significant impact on students' academic performance.

2.2 Teacher Commitment

Teachers' professional commitment refers to employees' degree of recognition of their professional goals and values, having strong faith in them, and showing considerable effort to be members of the professional team (Nazari & Emami, 2012). This study aimed to explore the factors influencing the difference in teaching commitment between teachers and students. The results of the study provide important enlightenment to education practice. From the view of system and situational factors, teacher education programs on the effects of a promise. However, teacher education can play a role in some areas. Teachers should understand students' academic challenges and, according to the students' practical difficulties, give feedback with moderate sensitivity. Therefore, the teacher should be prepared with different teaching mechanisms and methods to solve the problem of students' academics.

In order to meet the challenges of today, policymakers should continuously modify education policy to develop knowledge, understanding, values, attitudes, and skills. Thirty years ago, Chapman (1984) hypothesized that the root cause of teacher turnover could be traced back to the initial professional commitment of teachers. Therefore, the elaborate design of initial teacher education to cultivate student-teacher commitment will likely lead to students increased long-term commitment to teaching. Therefore, forming a positive atmosphere helps improve teachers' commitment to this, which affects the student's academic performance. As a result, the following hypothesis is proposed:

H2: Teacher commitment has a significant impact on students' academic performance.

2.3 Teacher Emotional Intelligence

The definition of emotional intelligence has been different: ability model, mix model, and trait model (Tyagi & Gautam, 2017). The term "emotional intelligence" describes a person's ability to understand their own and others' emotions based on the ability to take appropriate action. Emotional intelligence in the field of education and teaching plays an enormous role. Emotional intelligence can help teachers understand their students better. By working out teaching strategies, teachers can understand students' needs and set goals for the students. Education institutions provide training and seminars for teachers' emotional intelligence development and cultivate happier, more

experienced, more mature teachers to get used to professional life (Brockbank & McGill, 2007). This is why emotionally intelligent people do better academically. Performances in shaping students' cognitive, emotional, social, and physical abilities are closely related to the development of human beings (Preeti, 2013). People with high emotional intelligence are thought to achieve better results in whatever they do (Dunn et al., 1995). Teaching emotional and social skills in school will enhance the ability to succeed academically. Sherwin (2011) agree that a negative emotional state, such as heavy workload, negative feedback, and negative feedback causing pressure, will have a negative impact on students' participation and performance.

Other important practice combined with emotional intelligence includes a positive attitude, such as the use of meaningful verbal praise to continuously encourage students to participate in the learning process (Kubiszyn & Borich, 2000) by simply calling the names of the students to take personal contact (McDowell & Westman, 2005), showing a sense of humor, willing to confess a fault, even to students, tolerance, showing respect and a sense of belonging. In addition, Sherwin (2011) suggested using EQ in class, including between teachers and learners, to create an environment of respect, as teachers manage their own emotions, honestly set an example, and verify the students' feelings. As a result, the following hypothesis is proposed:
H3: Teacher emotional intelligence has a significant impact on students' academic performance.

2.4 Teacher Instructional Leadership

Teaching the traditional definition of leadership requires school administrators' supervision, curriculum, and teaching (Hallinger & Murphy, 1985). It is often referred to as the teaching practice of leadership, such as teachers' evaluation system of teaching, guidance, and to create data-driven to support this kind of interaction, are to be carried out with the teachers teaching oriented interactive example (Grissom et al., 2021). Leadership can affect school competence, especially academic performance. The school leader's support is the key factor in effective schools. The researchers pay attention to the influence of the principal's leadership behavior on school effectiveness. In order to improve the teaching quality in the 1960s, scholars began to study the school leader (Gross & Herriot, 1965). Beach and Reinhartz (1989) suggested that school leaders influence teachers' work environment perception, which helps students' grades.

In addition, the school leadership behavior directly affects the organizational atmosphere and teaching organization, indirectly affecting students' learning (Bossert et al., 1982). Stronge et al. (2008) insist that "in the role of a school leader, there is no greater guarantee of successful student learning than effective instructional leadership." In particular, the school leader indirectly affects the students' results by formulating and implementing the school's mission, providing the teaching focus, and creating a conducive learning environment (Soehner & Ryan, 2011). In addition, the teacher's teaching behavior and practice in improving students' academic performance are also very important. The study found that high-performance school faculty expectations for student performance are higher than the low performance of the school staff (Hallinger & Murphy, 1985). As a result, the following hypothesis is proposed:
H4: Teacher instructional leadership has a significant impact on students' academic performance.

2.5 Teacher Collective Efficacy

TCE is associated with self-efficacy; its root cause lies in social cognitive theory. Self-efficacy of the collective also comes from four key sources: master the experience, substitute experience, social persuasion, and emotional status, including master experience, which is the most effective (Goddard et al., 2004). Hattie (2018) asserts that when school staff believe they can complete the task at hand and have a positive impact, they usually do so. Hoy et al. (2006) argue that TCE and the relationship between academic performance are mutual, namely "collective efficacy to promote higher academic performance, but higher academic performance also can produce higher collective efficacy." Teachers' collective efficacy not only has a significant impact on student's academic performance (Tschannen-Moran & Barr, 2004) but also has a significant impact on teachers' job satisfaction, commitment to students, positive attitude towards students and professional development (Donohoo et al., 2018). As a result, the following hypothesis is proposed:
H5: Teacher collective efficacy has a significant impact on students' academic performance

2.6 Students' Academic Performance

Students' academic performance has always been a top priority in private education. Academic performance reflects the teaching quality. For decades, researchers have sought to determine the relevance of academic performance to the different influences of the research subject. As researchers determined the factors that can improve the score, the study of student performance increased steadily. Al Husaini and Ahmad Shukor (2023) states that the new focus on academic performance is attributed to the "no child left behind" education reform. His mixed methods research concluded

that transformational and transactional leaders are likelier to change their leadership methods to improve student performance.

3. Research Methods and Materials

3.1 Research Framework

College students' academic performance is the overall reflection of their experience of college life and their feelings for the services provided by the school. Therefore, students' academic performance refers to students' feelings after comparing the perceived quality of the school with their expectations of the school. This research aims to study the factors influencing students' academic performance at Guangdong Private University.

The conceptual framework in this study is based on six independent variables: school culture, teacher commitment, teacher emotional intelligence, teacher collective efficacy, and teacher instructional leadership. Meanwhile, one dependent variable type is students' academic performance. The conceptual framework will be presented as follows:

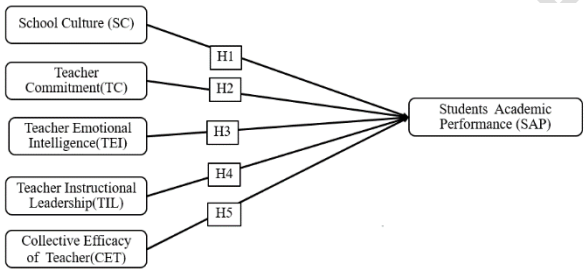

Figure 1: Conceptual Framework

H1: School culture has a significant impact on students' academic performance.
H2: Teacher commitment has a significant impact on students' academic performance.
H3: Teacher emotional intelligence has a significant impact on students' academic performance.
H4: Teacher instructional leadership has a significant impact on students' academic performance.
H5: Teacher collective efficacy has a significant impact on students' academic performance.

3.2 Research Methodology

Firstly, the qualitative research method is often used in social sciences to explore people's perceptions and experiences. We use this method to obtain data through interviews. Students' feedback will be qualitative data for the Current Situation stage. In the Current Situation stage, 30 students will be purposively selected for interviews, where the interviewer, acting as an outsider, will engage in conversations with the students on topics such as school culture, teacher commitment, teacher emotional intelligence, teacher collective efficacy, and teacher instructional leadership. Observations will be made on the students' expressions, behavior, and responses to determine key findings.

Secondly, based on qualitative analysis, quantitative research data will be collected using the online survey platform. After conducting validity and reliability tests, survey questionnaires will be distributed to 150 students to measure the correlation between independent and dependent variables. If the rationality of the research conceptual framework can be validated, the strategic plan will be designed for the independent variables, and the final research hypotheses will be confirmed. A total of 30 students from a Guangdong Private University were selected to participate in this strategic plan. The strategic plan will last 16 weeks, and a detailed research plan will be presented in the following section. Participants actively engage in the entire process. After the strategic plan, the Expected Situation stage follows a similar approach to the Current Situation stage, using mixed research methods again to provide evidence of the results during the strategic plan stage.

3.3 Research Population, Sample Size, and Sampling Procedures

3.3.1 Research Population

In the thesis, the research population is four years of students from different majors of the school of management, such as Tourism Management, Hotel Management, Business Administration, and Sales Marketing. Each class normally has around 30 students; all classes will have approximately 850 students. The table below shows the total number of students and the sample size of randomly selected students from each grade.

3.3.2 Sample size

Hair et al. (2010) suggested that sample sizes ranging from 30 to 500 are generally sufficient for most research studies. For the initial diagnostic phase, 30 students were randomly selected as interviewees. In the current situation stage, a total of 30 students were chosen to participate in the implementation of the strategic plan. In the Expected Situation stage, these 30 students will be interviewed again using the same research methods as in the Current Situation stage. The researcher sampled 150 students from different student years for pre-survey by distributing survey questionnaires on printed paper. Afterward, the researcher checked all responses and confirmed that 146 responses were valid.

3.3.3 Sampling Procedures

As for the sampling procedure of this study, there were 30 students in the pilot test to verify the reliability, and after the test of reliability and validity, 146 students were tested for multiple linear regression, which randomly chose five classes from each category of students. Survey questionnaires were sent via WJX, an online questionnaire tool. The MLR results of questionnaires were conducive to constructing the finalized Strategic Plan Model. During the strategic plan stage, 30 students were selected from one of the author's classes because the author needs to do a strategic plan in this class to verify the infecting factors on students' academic performance. In the Expected Situation stage, the same 30 students were asked to fill in the survey again and to join the interview part to assess the results of the strategic plan.

3.4 Research Instruments

3.4.1 Design of Questionnaire

The researcher designed the survey questionnaire by following three steps.

Step1: Identifying questionnaire sources from three openly published articles (Amundsen & Martinsen, 2015; Houghton & Neck, 2002; Neubert & Wu, 2006)

Step 2: Adjusting and Presenting survey questionnaires on Chinese university students' Context.

Step 3: Implementing IOC.

3.4.2 Components of Questionnaire

Survey questionnaire items were composed of the following three parts:

Part 1: Screening Questions. There were screening questions to filter out the non-research population.

Part 2: Basic info Questions. There were questions to gain basic info on the research population, including gender, age, grade, and so on.

Part 3: Pre-survey Questions. There were questions for pre-survey to find out the current level of IV and DV to a total of 146 students.

3.4.3 IOC Results

The researcher's researcher invited five independent experts, scholars, or doctors to implement IOC (Index of item-objective congruence); one was a Thai professor, and the other four were Chinese professors. In this IOC process, independent experts, scholars, or doctors are marked +1 for Congruent, 0 for Questionable, and -1 for Incongruent. In this research, all questionnaire items were greater than 0.67, so the researcher retained all questionnaire items.

3.4.4 Pilot survey and Pilot test results

The researchers randomly administered a pilot survey to 30 teachers, who were asked to complete the questionnaire and provide feedback. Subsequently, the researchers conducted Cronbach's Alpha internal consistency reliability test, aiming for a value equal to or greater than 0.6. The table below presents the high-reliability results obtained for each construct.

Table 1: Pilot Test Result

Variables	No. of Items	Sources	Cronbach's Alpha	Strength of Association
School Culture	8	Donohoo et al. (2018)	0.862	Good
Teacher Commitment	8	Chapman (1984)	0.743	Acceptable
Teacher Emotional Intelligence	8	Tyagi and Gautam (2017)	0.828	Good
Teacher Collective Efficacy	8	Hattie (2018)	0.867	Good
Teacher Instructional Leadership	10	Hallinger and Murphy (1985)	0.989	Excellent

4. Results and Discussion

4.1 Results

4.1.1 Demographic Profile

The researcher demonstrated the demographic profile of the entire research population (n=146), followed by the selected students' group (n=30), who participated in the strategic plan as shown in Table 2.

Table 2: Demographic Profile

Entire Research Population (n=146)		Frequency	Percent
Gender	Male	37	25.35%
	Female	109	74.65%
Year	First Year	0	0.00%
	Second Year	82	58.45%
	Third Year	40	26.76%
	Fourth Year	24	14.79%
Age	15-20	12	7.75%
	20-25	134	92.25%
	25-30	0	0.00%
Major	BA	37	25.67%
	TM	18	12.36%

Entire Research Population (n=146)		Frequency	Percent
	HM	50	33.80%
	SM	41	28.17%
Total		**146**	**100%**
SP Participants (n=30)		**Frequency**	**Percent**
Gender	Male	7	23.33%
	Female	23	76.67%
Year	First Year	0	0.00%
	Second Year	23	76.66%
	Third Year	5	16.67%
	Fourth Year	2	6.67%
Age	15-20	4	13.33%
	20-25	26	86.67%
	25-30	0	0.00%
Major	BA	17	56.67%
	TM	5	16.67%
	HM	4	13.33%
	SM	4	13.33%
Total		**30**	**100%**

4.1.2 Results of multiple linear regression

Multiple linear regression was used for the hypotheses. The independent and dependent variables (students' academic performance) are proven in the significant p-value <0.05.

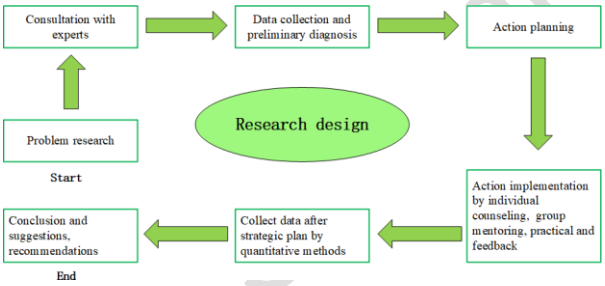

Figure 2: Strategic Planning Activities

Table 3: The multiple linear regression of five independent variables on students' academic performance

Variables	Standardized Coefficients Beta value	t-value	p-value	VIF	R^2
School Culture	0.214	5.67*	<0.001	1.13	0.287
Teacher Commitment	0.095	2.75*	0.006	1.06	
Teacher Emotional Intelligence	0.145	3.52*	<0.001	1.14	
Teacher Collective Efficacy	0.078	2.20*	0.043	1.09	
Teacher Instructional Leadership	0.293	6.91*	<0.001	1.12	

Note: p-value <0.05*

Table 3 shows the relationship between independent variables and students' academic performance at the diagnosis stages. Using statistical software to perform multiple regression analysis, the significance test showed that all the p-values were less than 0.05 (Vongurai, 2022). , indicating that all five dimensions of the independent variable had significant effects on the dependent variable. The normalized regression coefficients of all five variables were greater than 0, indicating that all the independent variables were positively correlated to the dependent variables. Five hypotheses are proposed at the diagnosis stage. After running the multiple linear regression, the testing results are as follows:

H6: There is a significant mean difference in school culture between pre-SP and post-SP.

H7: There is a significant mean difference in teacher commitment between pre-SP and post-SP.

H8: There is a significant mean difference in teacher emotional intelligence between pre-SP and post-SP.

H9: There is a significant mean difference in teacher collective efficacy between pre-SP and post-SP.

H10: There is a significant mean difference in teacher instructional leadership between pre-SP and post-SP.

H11: There is a significant mean difference in students' academic performance between pre-SP and post-SP.

4.2 Strategic Plan Stage

The strategic plan lasted for 16 weeks and was based on quantitative and qualitative data collected at the current situation stage to achieve the purpose of this research, which was developing students' academic performance. The researcher illustrated the strategic plan chronologically, as illustrated in Figure 2.

4.3 Results Comparison between Pre and Post Strategic Planning Stage

The researcher implemented a paired-sample t-test analysis on all six variables to identify whether there were any differences between the Current Situation and Expected Situation phases. The below tables illustrate a paired-sample t-test analysis on six variables as follows:

Table 5: Paired-Sample T-Test Results

Variables	Mean	SD	SE	p-value
School Culture				
Current Situation	3.76	1.052	0.0821	p<0.001
Expected Situation	4.01	0.851	0.0138	
Teacher Commitment				
Current Situation	3.87	0.873	0.1048	p<0.001
Expected Situation	4.09	0.804	0.0149	
Teacher Emotional Intelligence				
Current Situation	3.85	0.833	0.0884	p<0.001
Expected Situation	4.12	0.796	0.0138	
Teacher Collective Efficacy				
Current Situation	3.82	0.836	0.1045	p<0.001
Expected Situation	3.97	0.834	0.0186	
Teacher Instructional Leadership				
Current Situation	3.83	0.874	0.0735	p<0.001
Expected Situation	4.01	0.835	0.0111	
Students' Academic Performance				
Current Situation	3.99	0.855	0.0685	p<0.001
Expected Situation	4.08	0.818	0.0138	

Table 5 illustrates the results of the paired-sample t-test analysis of the Current Situation and Expected Situation comparison as follows:

From Table 5, it can be observed that the school culture in the Expected Situation stage (M=4.01, SD=0.851) is significantly higher than the school culture in the Current Situation stage (M=3.76, SD=1.052). The t-value is -5.58, and the p-value is less than 0.001, with a mean difference of 0.25. Therefore, based on the p-value being less than 0.05, the statistical data results support hypothesis 6: There is a significant difference in School Culture between the Current and Expected Situation stages.

Table 5 shows that the teacher commitment in the Expected Situation stage (M=4.09, SD=0.804) is significantly higher than the teacher commitment in the Current Situation stage (M=3.87, SD=0.873). The t-value is -8.27, and the p-value is less than 0.001, with a mean difference of 0.22. Therefore, based on the p-value being less than 0.05, the statistical data results support hypothesis 7: There is a significant difference in Teacher Commitment between the Current Situation and Expected Situation stages.

From Table 5, it can be seen that the teacher's emotional intelligence in the Expected Situation stage (M=4.12, SD=0.796) is significantly higher than that in the Current Situation stage (M=3.85, SD=0.833). The t-value is -12.26, and the p-value is less than 0.001, with a mean difference of 0.27. Therefore, based on the p-value being less than 0.05, the statistical data results support hypothesis 8: There is a significant difference in Teacher Emotional Intelligence between the Current and Expected Situation stages.

Table 5 shows that the teacher collective efficacy in the Expected Situation stage (M=3.97, SD=0.834) is significantly higher than the teacher collective efficacy in the Current Situation stage (M=3.82, SD=0.836). The t-value is -9.96, and the p-value is less than 0.01, with a mean difference of 0.15. Therefore, based on the p-value being less than 0.05, the statistical data results support hypothesis 9: There is a significant difference in Teacher Collective Efficacy between the Current and Expected Situation stages.

From Table 5, it can be observed that teacher instructional leadership in the Expected Situation stage (M=4.01, SD=0.835) is significantly higher than that in the Current Situation stage (M=3.83, SD=0.874). The t-value is -15.19, and the p-value is less than 0.01, with a mean difference of 0.18. Therefore, based on the p-value being less than 0.05, the statistical data results support hypothesis 10: There is a significant difference in Teacher Instructional Leadership between the Current Situation and Expected Situation stages.

Table 5 shows that the student's academic performance in the Expected Situation stage (M=4.08, SD=0.818) is significantly higher than the student's academic performance in the Current Situation stage (M=3.99, SD=0.855). The t-value is -8.91, and the p-value is less than 0.01, with a mean difference of 0.09. Therefore, based on the p-value being less than 0.05, the statistical data results support hypothesis 11: There is a significant difference in Students' Academic Performance between the Current Situation and Expected Situation stages.

In summary, variables such as School Culture (SC), Teacher Commitment (TC), Teacher Emotional Intelligence (TEI), Teacher Collective Efficacy (TCE), and Teacher Instructional Leadership (TIL) show significant changes between the Current Situation and Expected Situation stages. Hypotheses 6 to 11 are supported in a statistically significant manner.

5. Conclusions, Recommendations and Limitations

5.1 Conclusions & Discussions

Teacher commitment, teacher emotional intelligence, teacher collective efficacy, and teacher instructional leadership on students' academic performance. Based on these five independent variables, a strategic plan was conducted to assess students' current academic performance levels. The study employed both quantitative and qualitative methods to comprehensively verify the extent to which school culture, teacher commitment, teacher emotional intelligence, teacher collective efficacy, and teacher instructional leadership influence students' academic performance levels, as well as the effectiveness of the strategic plan related to students' academic performance.

The study also used a student academic performance model based on previous research findings. The model framework and index system helps us to get a more objective understanding of the process of the difference in academic performance of college students, and the research findings are also more targeted to improve the practice of academic performance. Therefore, it provides an empirical reference for the future research design of comprehensive analysis of the academic performances of Chinese undergraduates and can also be used as a theoretical basis for the establishment of internal education and teaching quality assurance systems in universities, at the same time the study employed multiple linear regression analysis, with an R square value of 0.689, indicating that the independent variables explained approximately 68.9% of the variance in the dependent variable. The coefficient analysis ($P<0.05$) indicated that school culture, teacher commitment, teacher emotional intelligence, teacher collective efficacy, and teacher instructional leadership improved students' academic performance.

5.2 Recommendations

Academic achievement is not only the responsibility of students but also of teachers, school superintendents, and principals. Ensuring that all students have the right to receive quality learning should also be seen as a public responsibility. In other words, the fate of the young generation should be addressed to individuals; they must establish good studying habits and meet the requirements of the relevant groups in the school to achieve excellent academic results. If the education system works well, it is possible to establish high-quality teaching in schools that ultimately help us demonstrate high academic achievement among our students in the long run. In order to support the positive effects of school culture, teacher commitment, teacher emotional intelligence, teacher collective efficacy, and teacher instructional leadership on students' academic achievement, relevant education departments need to provide appropriate support for school teaching practices.

5.3 Limitations for Future

Research Although this study has yielded valuable conclusions regarding students' academic performance and its influencing factors, there are still some limitations and shortcomings. Future research can be expanded in the following areas:

Firstly, the sample size was expanded. This study focused on 146 College School of Management students as the research subjects. While this selection allowed for an in-depth study of a specific group, future research could consider enlarging the sample size to include students from various regions, different types of schools, and diverse professional backgrounds to enhance the generalizability of the research findings.

Secondly, the duration of the strategic plan was increased. This study's strategic plan period was limited to only one semester. Future research could consider extending the strategic plan duration for a more extended period to conduct long-term follow-up observations. This would help understand the long-term effects of factors and further investigate the durability and stability of the strategic plan effects.

Thirdly, introduce additional independent variables. While this study mainly focused on the impact of factors such as teacher collective efficacy on students' academic performance, future research could introduce more independent variables, such as teacher self-efficacy. This comprehensive approach would consider the combined effects of different factors on students' academic performance.

In conclusion, future research should address the abovementioned limitations and explore a broader scope of students' academic performance and its influencing factors. By expanding the sample size, increasing strategic plan duration, and introducing additional independent variables, researchers can further enrich the understanding of students' academic performance and contribute to developing more effective strategic plans to enhance students' academic performance.

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