

## RESOURCE ALLOCATION IN STRATEGIC PLANNING AND SCHOOL PERFORMANCE IN CATHOLIC CHURCH OWNED SECONDARY SCHOOLS IN NAIROBI ARCHDIOCESE, KENYA

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<p><b>Chief Editor</b> Web: <a href="http://www.ijsdc.org">www.ijsdc.org</a> Email: <a href="mailto:info@ijsdc.org">info@ijsdc.org</a></p> <p><b>Editing Oversight</b> Impericals Consultants International Limited</p>	<p><b>Abstract:</b> <i>The purpose of this study was to establish the effect of resource allocation in strategic planning on school performance in Catholic Church owned Secondary Schools in Nairobi Archdiocese in Kenya. The study was anchored on Resource Based View theory. The study adopted Cross-sectional descriptive survey design since it allowed the researcher measure the outcome and the exposures in the study participants at the same time. Out of the different techniques in probability design, the study used stratified random sampling to select accessible population. It was used to divide the population of the study into two strata according to the two counties that form Nairobi Archdiocese (Kiambu and Nairobi city). The population for the study comprised of 24 schools with sample size of 8 schools through simple random technique. The data was collected using structured questionnaire and interview guides. The study used both descriptive and inferential statistics to analyze the data from the questionnaires using the Statistical Packages for Social Scientists (SPSS) program of version 23. Data presentation was through pie charts, tables and graphs. The study findings established that most principals are involved in supervision of teachers in their teaching and learning process and generally concerned about staff performance and attainment of school goals. Further, the study findings demonstrated that most of the schools studied did not have well equipped laboratories but had libraries with sufficient learning materials and adequate teaching and instructional materials and spacious classrooms accommodate students per class. It was recommended that, school boards of management should allocate more resources for the realization of schools strategies and therefore improve their performance. The study conclusively responded to the problem regarding resource allocations in strategic planning and the performance in Catholic Church Owned Secondary schools in Nairobi Archdiocese, Kenya.</i></p> <p><b>Key words:</b> <i>Resource allocation, strategic planning, school performance, Catholic Church</i></p>
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## 1.1 Study background

According to David (2011), Organizations with long-term missions are designed to deliver services overtime. Therefore, an organization's leadership should concern itself with how to position the organization to respond to changes in its environment, adjust its work accordingly, and compete effectively in the future. David (ibid) posits that such positioning call for a long-term look at likely current and future opportunities and obstacles and how to deal with them if they occur. David notes that Strategic planning can help effectively develop this long-term perspective.

Kylaheiko et al. (2016), interpreted strategic planning as a resource or a capability that improves the efficiency of businesses and looked at their role as a driver of business success. Clearly, to protect their competitive edge and success, most companies participate in strategic planning. However, the hypothesis of Kylaheiko et al (ibid) is that strategic planning as a resource is subject to declining returns that depend on both the growth stage of countries (emerging vs. developed) and the existence of sectors of industry (production vs. services).

Paul (2014) in Uganda posits that remunerations and fringe benefits are critical factors for motivation of employees to ensure performance. Paul (ibid) further maintains that strategic intent helps to clearly spell out the field of management at all levels as strategic planning enables employees to think more openly about their work in their respective departments. Paul (ibid), argued that strategic choice is basic, but complex management function.

Organizations in Kenya are not left out in their quest of meeting the international standards as deem necessary toward gaining competitive advantage in the volatile world. Therefore, the several studies conducted in Kenya at various sectors revealed that movements have been made to keep the organizations thriving in their pursuit for survival and reputation. So in order to retain the desired position, organizations have embark on strategic planning to help enhance their performance. Secondary schools in Kenya fall into two categories- public and private. There are 1,530 private and 8,933 public schools in the country. Public schools are sponsored by the state or neighborhoods and are operated by a board of governors and groups of parent-teachers. These schools sponsored by the government are split into state, regional and district levels. On the other hand, private schools are set up and run by private individuals or organisations, including missionaries. These private schools do not receive funding from the government.

Catholic Church among other churches introduced western education in Kenya. Notwithstanding the schools and as well as management positions being taken from the church by the government after independence, the Catholic Church continues to establish schools and quality management that enables students reach the fullness of their potential; thus contributing to national development. According to Olivia (2019), the Catholic Church in Kenya runs 7740 schools under different Archdioceses and Dioceses. Out of these 2,661 are secondary schools which constitute 25.4% of all secondary schools in Kenya. These schools comprises of church sponsor (Public) 2,482 which are funded by the government and private 179.

Arasa and K'Obonyo (2012) argue, in support of the above argument, that firms with higher levels of strategic planning perform well on both financial and non-financial metrics compared to those with low levels of strategic planning. Arasa and K'Obonyo (ibid) have therefore concluded that once they successfully adopt strategic planning, organizations report improved results. Arasa and

K'Obonyo (ibid) concluded that, regardless of background (geographical or business sector), the relationship between strategic planning and firm success could exist. Okwako (2013), established that strategic planning is a paramount practice in organizations and must be boosted. Okwako (ibid), affirmed that this is more so because it is positively correlated to each performance indicator in the school set up making it a significant tool in creating competitive advantage since schools struggle with many challenges such as attracting and retaining the best students, competing with other public and private secondary schools, improving performance to earn stakeholder satisfaction among others. Okwako (ibid), pointed out that although strategic planning enhances performance, it is eminent that strategic planning is not the sole contributor to performance.

The study by David and Okeyo (2018) of county Governments in Kenya, established that the county's strategic behavior and choices were in line with environmental developments and this is incorporated in strategy formulation. In addition, prior to implementation, employee representatives are briefed and taken through the strategic management plan, thereby ensuring success. Julian (2103) as quoted in David and Okeyo (ibid) posits that strategic planning has a significant effect on organizational performance.

Consistently, Evance (2017), in a study carried out in Nairobi County, noted that the use of strategic planning practices improved the firm performance. This is because they resulted into effective decision making, proper allocation of resources and proper problem solving in the firm Evance (ibid), argued that strategic planning practices are important and should be adopted by all organizations in the society. The Catholic secondary schools in Nairobi Archdiocese are 108, out of which 24 are private. Therefore, having these secondary schools provides a high likely chance of enabling all primary graduates to be eligible for admission based on their academic performance. Kabutia (2014), indicated that the strategies adopted by the Catholic Church Secondary Schools in Nairobi to a large extent is to remain competitive where differentiation and collaboration strategies are of great importance. Kabutia (ibid), established that discipline, offering value based education and collaborative strategies had the most influence on performance. Kabutia (ibid) posits that Catholic schools have taken into consideration the contributions made by well trained and skilled staff. The least valued strategy is advertising in print and local media. According to Kabutia (ibid), this is because the schools know that once they have high performance rankings, this will create strong school brand image in academic performance.

## **1.2 Statement of the problem**

Simerson (2011) argues that strategic planning is very important to any organization, and if done correctly, it will improve growth, overall revenue and organizational profitability by developing and implementing a strategic plan within an organization. Strategic planning and monitoring tells managers about the reasons for achieving a certain goal, performance level and/or some other performance metric in the future, according to Strydom (2011), as cited in Abdi and Sasaka (2017). Consistently, Shahin (2011), argued that strategic planning is intended to help governments, communities and organizations deal with and adapt to their changing internal and external circumstances and needs. It can help clarify and resolve the most important pressing issues they face. It enables them to build on strengths, take advantage of opportunities, and become much more effective in what seems to be a more hostile world. Hence, Ministry of Education, Kenya, (2018/19-2020/21) asserted that the provision of a meaningful and adequate education and training is fundamental to Kenya's overall development strategy. Orodho (2014) has argued that changes

in the standard of student accomplishments are regarded as the primary goal of school reforms and restructuring initiatives in the contemporary world. With this purpose in mind, one of the most influential and noticeable steps taken by the Government of Kenya to achieve this aim is the recent Education Task Force to fulfill the criteria of Vision 2030 and the constitutional dispensation signed into law in August 2010 (Orodho,2013; Republic of Kenya,2012a,2012b,2013). In light of the above, many secondary schools introduced strategic planning due to the challenges they experienced. Although, transiting from knowledge to realism is complex, yet to endure in the modern competitive environment, education sectors have to adopt strategic planning which will see them to success. Its however challenging to achieve the strategic plan without adequate resources in the Catholic Church managed secondary schools in Nairobi Archdiocese. There is limited literature on the determinants of resource allocation in strategic planning and the performance of schools in Nairobi Archdiocese.

### **1.3 Study objective**

The main objective of this study was to determine the effect of resource allocation in strategic planning on school performance in the Catholic Church owned Secondary Schools in Nairobi Archdiocese, Kenya.

### **1.4 Justification of the study**

This study acknowledged several studies which have been done on resource allocation in strategic planning and performance worldwide, but there are still greater strategic planning concerns worldwide- despite interventions and initiatives. There are current challenges to the performance of Catholic Church students especially with the new curriculum and the recent adopted education system in the country. The findings of the study will assist schools to take measures towards the performance of strategic planning and the realization of the vision and mission statements of the Catholic Church owned Secondary Schools. The findings can equally be adopted by other private secondary schools which are facing the same problems in trying to enhance the performance of their strategic planning through resource allocation. The findings may also be of use to the government officials who are in charge of supervising and giving advisory services to the private secondary schools.

### **1.5 Significance of the study**

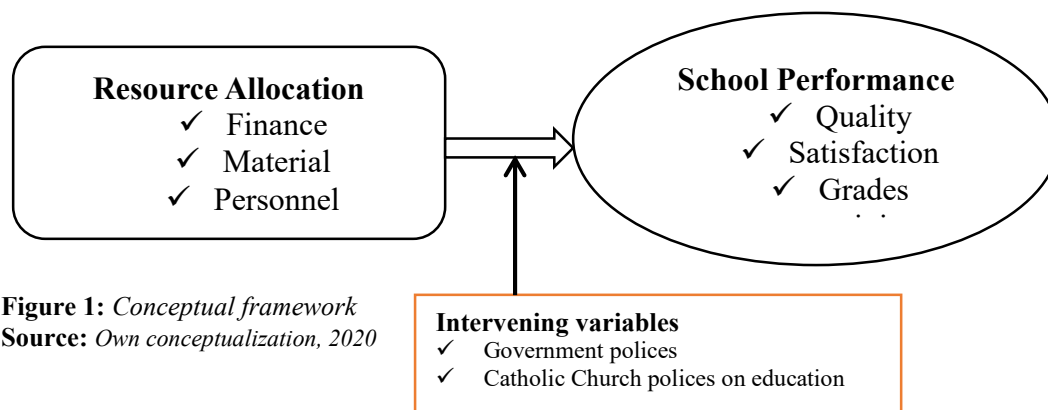
It is the desire of every organization to always stand tall among its counterparts. For this reason, organizations are in constant strategic planning towards maintaining as well as improving their stance in the competitive world. Despite several studies being conducted by different scholars in resource allocation in strategic planning and performance in Kenya, there are no studies that are alike in dimension and context. The study intended to spark up and invent school based resource allocation indicators in Catholic Church Owned Secondary Schools in Nairobi Archdiocese, Kenya that could guide management in its decisive strategic planning toward performance. The findings of this study will be significant as the recommendations will assist schools to take measures towards the performance of strategic planning and the realization of the vision and mission statements of the Catholic Church Owned Secondary Schools. The findings can equally guide the government officials who are in charge of supervising and giving advisory services to the private secondary schools.

## 1.6. Scope and Delimitations of the Study

The study was effective through the respondents' willingness to participate in the study by freely volunteering information pertaining to the relationship between resource allocation in strategic planning and school performance in Catholic Church Owned Secondary Schools in Nairobi Archdiocese. The study focused on the Catholic Church Owned Secondary Schools within the archdiocese of Nairobi. The respondents comprised of the heads of the schools and teachers who were sampled from the entire population to interact with the questionnaire for the purpose of gathering their views in relation to the objectives of the study.

## 1.7 The Conceptual framework

### *Independent Variable*



**Figure 1:** *Conceptual framework*  
**Source:** *Own conceptualization, 2020*

## 1.8 Literature review

This session introduces the theoretical and empirical review of this study on the role of resource allocation and strategic planning on the performance of Catholic Church managed schools in the Archdiocese of Nairobi.

### *Theoretical review*

The Resource Based View Theory (henceforth known as RBVT) which denotes that superior performance of a firm will be determined by the way in which resources are deployed to create competencies in the organization's separate activities (Penrose, 1959). In the resource based view, strategy is seen as a 'stretch' in which the organization exploits its unique resources and competencies in ways competitors find it difficult to imitate in order to gain competitive advantage. Therefore, RBVT suggest that organizational achievements are truly based on the internal properties of an organization. Both organizational assets (tangible and intangible) and capabilities (internal knowledge and competencies) are defined as the organizational internal properties (Chuang and Lin, 2017).

Similarly, the RBVT considered that an organization contains the different types of organizational resources such as assets resources, capabilities resources, process resources, management competencies, technological resources and knowledge resources (Barney, 1991). These resources and capabilities enhanced the organizational performance and works as a basis of competitive advantage (Barney, *ibid*). This study acknowledges that the schools as organizations have unique internal resources which RBVT will help in identifying to create the competitive advantage, hence

enhance school performance. Therefore, the study recognizes leadership, employee involvement, resource allocation and school culture as the school's unique resources and highly valued factors which will help in attaining the desired goals and objectives.

The theory helps the school to tap the capabilities of employees directed toward achieving the desired goal. So the nurturing of these capabilities is of great importance. The management should be able to develop the employees through development programs and to create an environment that promotes exchange of information and knowledge (Rahayu, Suherman and Yuliawati, 2014). However, capabilities only do not generate a competitive advantage for the school. The management needs to incorporate other resources like physical and organizational resources in order to realize satisfactory competitive advantage. It is worth noting that resources adopted by the school is geared toward surpassing the potential competitors. These resources must be owned by the school in order to perform better, otherwise, it will be a shortcoming on the school. Therefore, employees' sole responsibility is to make the students better than they came by improving their knowledgeable ability and serving as outstanding role models for students in customary life. So the management should not only go for employees' because they are needed but also consider moral standards.

Datt (2014) in his study put together the fortes of RBV as specified below: The theory supports the view that if the resource is valuable then it can act as a source of competitive advantage for the organization; The organization is also able to evaluate the potential resources which provide more benefit to the organization and enable success in the emerging markets; It initiates the organization to examine whether the resources of the organization are valuable to the expected level; It evaluates the resources of the organization so that the organization can understand which resource is unique in nature and is not available to the competitors of the organization and Enables the organization to innovate products as per the demand of the customers and also enables sustainable growth within the organization.

For their part Arora (2010) and Picincu (2020) focused on the inadequacies of RBV and draw the resulting deductions: It can be difficult to determine the appropriate level of analysis due to the broad definitions of resources; Certain types of resources, such as a company's reputation or knowledge are subjective; It is useful for describing and understanding organizations in which the demand is known and structure is relatively certain, but it lacks feasibility for dynamically changing organizations; It is all about capturing opportunities and tackling threats while making efficient use of resources. But, if an organization's threats and opportunities change in a rapid and unpredictable manner, it will often be unable to maintain a sustained competitive advantage. For instance, change in demand, technology developments and political upheavals; The theory suggests that managers have limited ability to create a sustained competitive advantage; RBV perceives an organization to be a bundle of resources, gaining access to such intra-organizational data can get extremely difficult; It is a valuable framework in understanding reasons behind an organization's competitive edge than for predicting gains from environmental changes and It "measures and describes what is; rather than what could be."

### *Literature review*

#### **Resource Allocation and School Performance**

A study carried out by Wong, Shen and Purvis (2010), on Charter schools, revealed that the success

of Chicago International can be attributed to a mission-driven academics, maintaining a disciplined environment and evaluating performance according to individual student growth across core subject areas. Wong et al. (2010), showed that Chicago International hires Education Management Organizations (EMOs) that share its mission and vision and that are contractually obligated to meet specific goals in statutory compliance, site-based budgeting, curricular design, and student performance. Wong et al. (ibid), observed that in order to hold each EMOs partner responsible for the achievement growth of individual student on each Chicago International Charter School (CICS) campus it manages, a performance evaluation system was designed and implemented. Wong et al. (ibid), found that this comprehensive system enables Chicago International's chief academic officer to analyze student behavior (i.e. number of violators to the discipline code, attendance patterns, and grads) and characteristics of the curricular in relationship to average growth on the Northwest Evaluation Association (NWEA) Measure of Academic Progress (MAP). Wong et al. (ibid), concluded that this system, along with state assessments and qualitative data has enabled CICS to better understand variations in the performance of each campus and EMO partner.

Furthermore, Wong et al. (ibid), established that another key to success of the Chicago International model is the separation of duties between EMOs and CICS central office. For instance, according to Wong et al. (ibid), the EMO hires and trains all staff members, designs the curricular maps and instructional sequences, chooses the instructional materials, maintains the school environment, coordinates the after-school and out-of-school activities, and is responsible for family and community relations. While the central office of Chicago International is responsible for all capital repairs and improvements to buildings; state, and federal compliance reporting; the relationship with the charter authorizer; and grant writing and fundraising. Wong et al. (ibid), argued that the goal of this delineation of duties is to keep the focus of the school administrators and teachers on the students not on the bureaucracy inherent in public education or the tedium of building maintenance.

Miller (2012), showed that schools use discretionary funding to address the individual needs of students, improve teacher quality, and build core academic curriculum and activities in varying amounts and ways. The study revealed that allocation for core academic needs are the second largest area of spending. More specifically, the finding showed how funds are allocated including inequities in discretionary budget allocations, how principals of schools in Good Standing, allocate funds differently than principals from schools Not in Good Standing. Miller (ibid), argued that discretionary budget allocations from district offices do not necessary correspond to the needs of the students served. For instance, schools that had a higher number of students with disabilities or English language learners did not have more discretionary funds than schools with a lower percentage of these populations. Miller (ibid), pointed out that the findings in the study are consistent with claims that there is a lack of transparency in funding and that inequities exist in the distribution of funds made to schools by central level administrators. This exposes that the perception of some principals' feelings about inequities in district budget allocation is indeed true, hence must be addressed by district level administrators. However, the study showed that evidence that should encourage district level administrators to actively address the issue of budget equity across all schools to build trust in the relationship between central office and building principals. Furthermore, the study revealed that there are variations in the percentage of funds within a principal's discretion.

These results support Rebell (2008) who stressed that inconsistent school budget allocation practices create inequities in education services and create an overall distrust among principals about district level decision-making. Additionally, the findings provided evidence that principals in effective schools spend the greatest amount of their discretionary funds in the strategy Create Individual Attention (CIA). This spending pattern revealed that principals value the need to individualize education for each student to be successful. The study revealed that monies spent within the CIA guiding strategy illustrated that funding additional teacher and paraprofessional time is critical in achieving this goal. In conclusion, Miller (ibid) observed that principals in Good Standing offer compelling evidence for other principals to provide before and after school activities such as individual tutoring, teacher led academic clubs, sport clubs, and a combination of school, district and community efforts that meet the social and emotional needs of students. Miller (ibid), showed that high performing schools had principals who used some of these options as a way in which to improve school performance, therefore these spending practices and strategies should be considered by other principals as a way to improve their schools.

Consistently, Hadar (2018), in a study conducted in Israel, observed that the variation in students' performance is explained by the process of learning and by students' background characteristics. Hadar (ibid), argued that the method of allocation should encompass a reward component of Improving Educational Academic Distribution (IEAD). Furthermore, Hadar (ibid), evinced that a composite funding formula is needed if one aims to improve Educational Academic Distribution (EAD). The finding found support by Verstegen and Jordan (2009) who stated that "consistent with court decision, states appear to be taking a more active role in the design of public school finance programs that recognize the differences in the needs of pupils, schools, and school districts." Also the finding was supported by the work of Baker (2012) who established that improvement to the level and distribution of funding across local public school districts can lead to improvement in the level and distribution of student outcomes. Hadar (ibid), pinioned that methods of allocation that focus only on allocating larger resources to students of low starting points might fail to establish the relationship between the distribution of resources and the EAD. In conclusion, Hadar (ibid), envisioned a compensation mechanism of allocation that accounts for the depth of the students' needs, as measured by their probability of success.

In their research, Tamir and Arar (2019) showed that one of the trends adopted for their decision-making by school management was characterized by hurry and reluctance to deal thoroughly with the abundant bounty of the supplementary "individual hours." The finding showed that the managers tried to find a comfortable "work arrangement," which would reinforce the familiar daily routine, while I tried to find a comfortable "work arrangement" Tamir and Arar (ibid) argue that the "hasty" decision-making pattern resulted in choices that were open and easy for school management. In addition, they demonstrated that an effort to justify a superficial option was made by students or parents or the expectation to demonstrate to the developed and the public that the school can make fast decisions and know how to execute what is expected from them as a result of pressure from the external or internal climate placed on school management. In conclusion, Tamir and Arar (ibid) observed that it seems that it is easy to rush and present their choices, whether the execution of the hours is decided and transparent or not, which school is followed by some kind of action. For those who followed this approach in resource allocation, hesitation, serious deeper debate, study of alternatives and their consequences were not seen as sufficiently appealing.



In addition, the study finding showed that the school was seeking to maintain the current pattern of resource usage, repeat and strengthen internal procedures, and this was seen by the management as adequately satisfactory. In conclusion, Tamir and Arar (ibid) argued that resource allocation is one of the key instruments of policy makers that affects Educational Achievement Distribution (EAD) and that this can also be taken into account in their decision-making on resource allocation by the principals who aim for an overall increase in EAD.

Similarly, in a study conducted in Nigeria, Abayomi and Olabanji (2010) emphasized that resources are essential factors that make a system work. The delivery of resources into the system and the productive use of those resources decide the success or achievement of the system's set goals (Abayomi and Olabanji, 2010). Abayomi and Olabanji (ibid) claim that the success of the educational system depends on the manpower, money and resources available to it or otherwise. The results concluded that without ample resources, no organization would work efficiently (Abayomi and Olabanji, ibid).

A study conducted by Gori (2014) indicates that financing of secondary education in Kenya is carried out in several ways. Gori (ibid) claimed that two of these types are first formula financing and cost sharing that placed the group at the forefront in the harambee method, which is difficult to measure in monetary terms, in the form of giving materials, labor, animals and money, among others. The study found that there was a substantial correlation between the amount of funding allocated by the community and the output of Gucha secondary schools. The study found that the quantity of services used had an impact on academic success. Therefore, Gori (ibid) argued that for better results, it is necessary for more resources to be used regularly. In addition, Gori emphasized that the distribution of resources in different departments can impact school results and outputs. Gori (ibid), pointed out that school budgets and careful preparation for how to distribute them are important in schools for improved results in order for this to happen. In addition, the study showed that the role of the community in the supply of services for use by secondary schools influences the academic performance of schools. Gori (2014), showed that there is a possibility of members providing more to schools by involving the community and making it aware of the value of participation, and this will have some effect on results. In conclusion, Gori (ibid) noted that funding continuity is required for better results.

Bakari, Likoko and Ndinyo (2012), observed that adequate allocation of physical facilities by the school is clearly the best avenue for better performance in KCSE exams. In their study, Bakari et al. (2012), revealed that schools that allocate their physical facilities adequately, had a superior academic advantage over schools with improper strategy allocation of physical facilities. The study indicated that the physical facilities are a critical locus for students' inter-personal and educational development. Further, the findings showed that the nature of the physical facilities whether new or old had a powerful influence on how well pupils achieve a wide range of educational outcomes. Thus, Bakari et al. (ibid), pointed out that the layout of classroom, space, furniture arrangement, the position of the pupils in relation to lighting, windows and chalkboard would have influence on the schools' performance. Furthermore, the study strongly indicated that there was significant impact of physical facilities on teaching-learning atmosphere. Although the study indicated the influence of physical facilities on the performance, it concluded that most schools did not utilize them well, hence this led low in performance which was a problem of their management and not availability.

The above studies above showed that adequate facilities are critical locus for students' inter-personal and educational growth. Generally, the reviewed studies are distinct from the current in their design, methodology, sampling, sampling techniques and locale. While some used a case study design and social-cultural-constructivist and culturally responsive frameworks theory focusing on administrators' attitudes toward physical structures that enhance inter-personal and educational development, others employed ethnographic case study which sampled tertiary school students during the semester. All the sampled review focused on primary schools as their target population. Thus, the current study fills the knowledge gap by sampling secondary school students and teachers as its target population to address the issue of strategic planning in a different location other than the studies reviewed. Additionally, there is existing or documented study in this area in Nairobi County hence the present study becomes relevant to filling the knowledge gap.

## 1.9 Methodology

This study adapted mixed method approach which comprises of quantitative and qualitative techniques. The study was guided by cross-sectional descriptive survey design and in-depth interview strategy in order to give a detailed description of the knowledge levels of resource allocation in strategic planning and performance. Cross-sectional descriptive survey design was employed since it allowed the researcher measure the outcome and the exposures in the study participants at the same time. This research design was appropriate for this study because it was good for descriptive analyses. Also the design was capable of using data from a large number of subjects and was not geographically bound. Both questionnaires and interview guides were used to collect data from the respondents.

This study was conducted in the Archdiocese of Nairobi. According to the Archdiocese website (2019), the diocese covered two counties namely Nairobi City and Kiambu Counties. The Catholic Church Archdiocese of Nairobi had established many schools for all levels and categories. However, this study focused on only the Catholic Church owned secondary schools that were situated in the two Counties that made up the Archdiocese of Nairobi. According to the archdiocese report (2018), the performance of some schools had gone down although they still stood out tall. In general, the Catholic Church owned secondary schools were striving in performance. Most of the schools were within the top 100 both nationally and within counties. The Archdiocese covered an area of 3,721 Square kilometers and it is divided into eleven deaneries which fell under Kiambu and Nairobi City Counties respectively. According to the Desk of Archdiocese-Nairobi, (2019) the Catholic Archdiocese of Nairobi had 24 secondary owned schools; 9 in Kaimbu County and 15 in Nairobi County. After formulation of the data collection, pre-test was done and authorization form the University and NACOSTI were granted.

According to Kabir (2016), a sample is a sub-section of the population, which is selected to participate in a study. The sample allows each and every unit of the population an equal and positive chance of being selected. According to the Information Desk of the Nairobi Archdiocese (2019), there are 24 Catholic Church Owned Secondary Schools. Therefore, in order to determine the sample of secondary schools to be used, the researcher chooses Yamane Tora (1967) formula.

$$\left\{n = \frac{N}{1 + Ne^2}\right\}$$

Where:

n = sample size

N = target population

E = maximum margin of error

Hence, in this study, the accessible sample size based on the fact that the school population of the archdiocese is 24 is:

$$n = \frac{24}{1 + 24(0.05)^2}$$

Using the formula above the sample size is 23. However, this study deliberately used the 30% rule of the target population for representativeness of the entire population indicating 8 accessible schools. This study used chance sampling technique of probability sampling design to select the respondents, hence gave a generalization to the entire population. Out of the different techniques in probability design, the study used stratified random sampling to select accessible population. It was to divide the population of the study into two strata according to the two counties that form Nairobi Archdiocese (Kiambu and Nairobi city). The study then used purposive simple random sampling to select the accessible schools. This method was chosen because of its ease of use and accuracy of representation.

### 1.10 Study findings

**Table 1 Questionnaire Distribution and Return Rate**

Participants	Targeted		Returned Questionnaires	
	Questionnaires			
	<i>Frequency</i>	<i>%</i>	<i>Frequency</i>	<i>%</i>
Staff	70	100	60	85.7%
Interviewed Principals	8	100	6	75%
<b>Total</b>	<b>78</b>	<b>100</b>	<b>66</b>	<b>84.6%</b>

*Source: Field data, 2020*

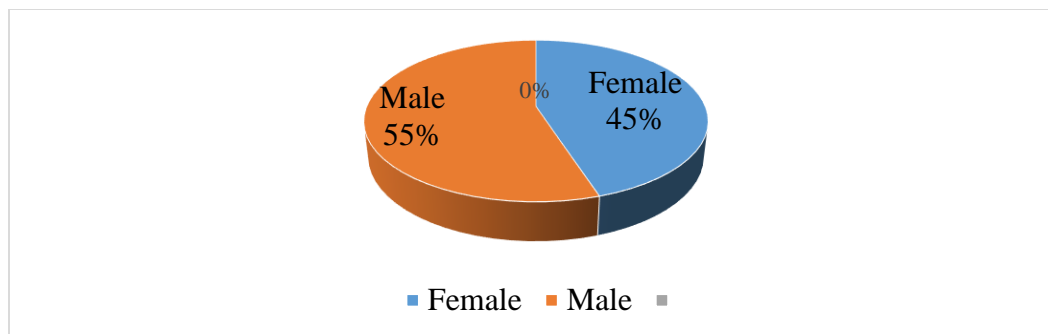
The questionnaires return rate analysis indicates that the study targeted 78 respondents (100%) but only 66 (84.6%) were able to participate. The proportion of the returned questionnaire is therefore 85.7% and interviewed principals 75%, which is good enough for this study.

### Demographic Information

The demographic data for the study included gender, age, level of education, teaching experience and duration in current school. The results of the analyses were presented as shown in the sections that follow.

### Gender Distribution

The study investigated the gender distribution of the respondents and the results are shown as follows:



**Figure 1: Gender**

**Source: Field data, 2020**

The gender analysis showed that 55% of the respondents were male while 45% were female. This shows that majority of the respondents were male. However, the 10% difference did not fundamentally affect the results of the study.

### Age Distribution

**Table 2: Age categories of the respondents**

Age	Frequency ( <i>f</i> )	Percent (%)
20-25	2	3.3
26-31	20	33.3
32-37	20	33.3
38-43	10	16.7
44-49	5	8.3
50-55	2	3.3
56-61	1	1.7
<b>Total</b>	<b>60</b>	<b>100.0</b>

**Source: Field data, 2020**

From the findings, 3% of the respondents were aged 20-25 years, 33% of the respondents were 26-31 years of age, 33% of the respondents were 32-37 years of age, 17% of the respondents were 38-43 years of age, 8% of the respondents were 44-49 years of age, 3% of the respondents were 50-55 years of age and 2% of the respondents were 56-61 years of age. This implied that majority of the respondents were aged between 26-37 years. These are young people who probably have little teaching experience.

### Existence of a Strategic Plan

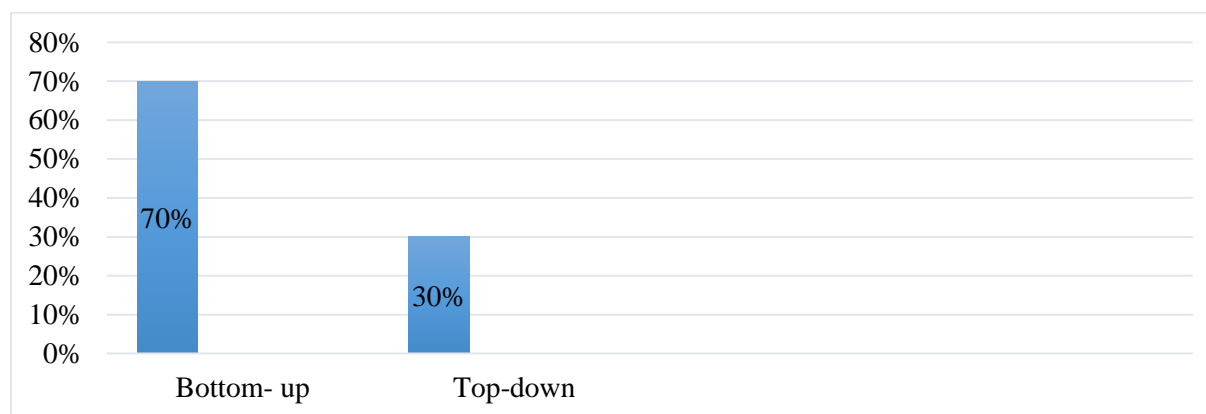
The strategic plan data for the study included existence of strategic plan, development of strategic plan, strategic plan and performance and knowledge of school and school goals.

**Table 3: Existence of Strategic Plan**

<b>Existence of Strategic Plan</b>	<b>Frequency (f)</b>	<b>Percent (%)</b>
Yes	55	91.7
No	5	8.3
<b>Total</b>	<b>60</b>	<b>100.0</b>

Regarding whether their institutions had a Strategic Plan in place, 92% concurred while 5, (8%) had contrary opinion. This implied that most of the schools under study had a Strategic Plan in place. From an interview with respondent 001, it was evident that some few schools had no Strategic plan. For instance, Respondent 1 observed that their school did not have a strategic plan simply because it was relatively young having started in 2018 and it is yet to do KCSE.

### Bottom up or Top-Down Development of the Strategic Plan



**Figure 3: Bottom-up or Top-down Development of the Strategic Plan**

*Source: Field data, 2020*

The analysis showed that the development of the Strategic Plan was bottom up as evidenced by 70% of the respondents. This was against 30% that had contrary opinion, which was Top-down. This implied that most of the schools had their Strategic Plan done from bottom up, which is a sign of involvement of teachers in decision making.

## Strategic Plan and Academic Performance

**Table 4: Strategic Plan and Academic Performance**

Strategic Plan and Academic Performance	Frequency ( <i>f</i> )	Percent (%)
Yes	54	90.0
No	6	10.0
<b>Total</b>	<b>60</b>	<b>100.0</b>

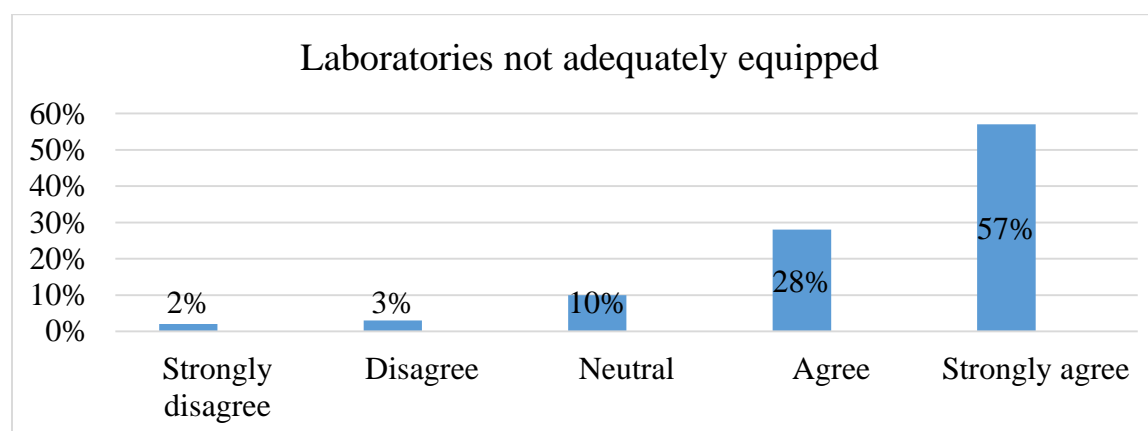
*Source: Field data, 2021*

The respondents were asked whether a strategic plan affects academic performance, to which 54 (90%) concurred against 10% that refuted. This is a strong indication that in deed, strategic plan affects academic performance.

## The Distribution of Resources in the School

This objective sought to establish the distribution of resources in the school. Six items were asked that ranged from status of laboratories, libraries, teaching and instructional materials, classroom, student teacher ratio and students' commitment. The results of these analyses were presented as follows:

### Equipping Laboratories



**Table 5: Likert scale - Laboratories not adequately equipped**

*Source: Field data, 2021*

From the Figure above, 85% of the respondents were in agreement that laboratories are not adequately equipped, 10% were neutral while 5% of the respondents were in disagreement. This showed that most of the schools studied did not have well equipped laboratories.

## Library Information Resources

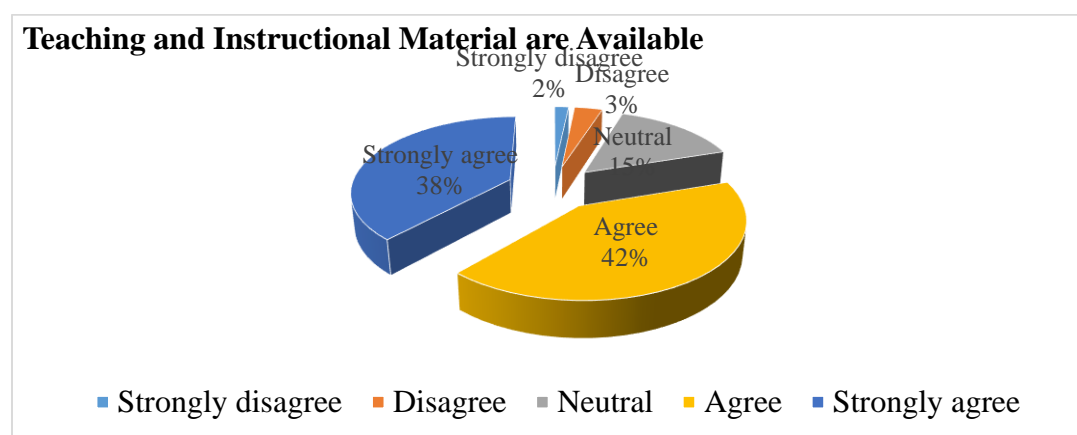
**Table 5: Insufficient Learning Materials**

Insufficient Learning Materials	Frequency ( <i>f</i> )	Percent (%)
Strongly disagree	24	40.0
Disagree	21	35.0
Neutral	5	8.3
Agree	10	16.7
<b>Total</b>	<b>60</b>	<b>100.0</b>

*Source: Field data, 2020*

From the findings, 75% of the respondents were in disagreement that library lacks sufficient learning materials, 8% were neutral while 17% of the respondents were in agreement. This implied that most of the schools had libraries with sufficient learning materials.

## Teaching and instructional materials



**Figure 6: Teaching and Instructional Materials**

*Source: Field data, 2020*

Figure 6 above showed that 5% of the respondents were in disagreement that teaching and instructional materials were available, 15% were neutral while 80% of the respondents concurred. This implied that most schools had adequate teaching and instructional materials. This was affirmed by one of the respondents (003) who noted that “*the school is capable of getting materials they need therefore are able to offer the best to the students as well as staff*” (Interview, 28<sup>th</sup> August 2020).

## Capacity of Classrooms

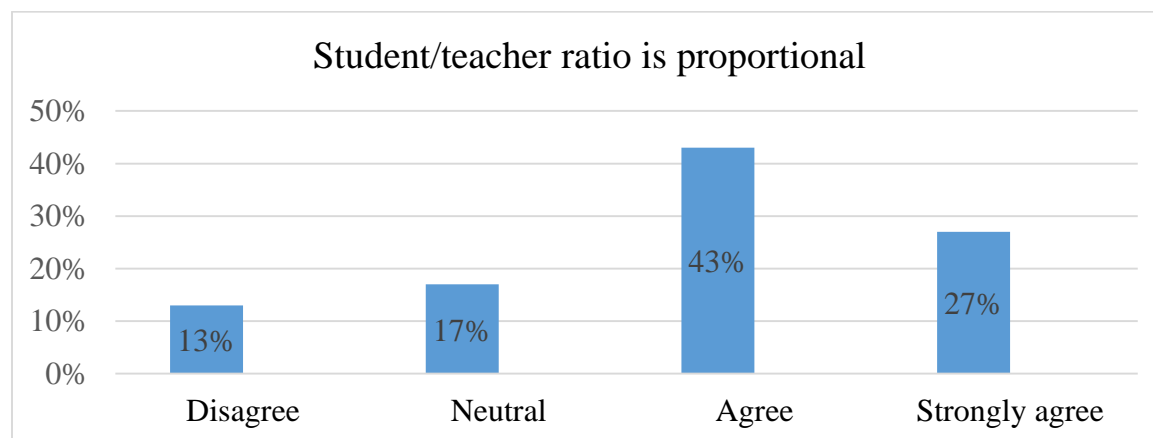
**Table 6: Classrooms are not spacious**

<b>Classrooms are not spacious</b>	<b>Frequency (f)</b>	<b>Percent (%)</b>
Strongly disagree	26	43.3
Disagree	13	21.7
Neutral	5	8.3
Agree	13	21.7
Strongly agree	3	5.0
<b>Total</b>	<b>60</b>	<b>100.0</b>

**Source: Field data, 2020**

From the findings, 65% of the respondents were in disagreement that Classrooms are not spacious for the number of students per class, 8% were neutral while 27% of the respondents were in agreement. This revealed that most schools had spacious classrooms to accommodate students per class.

## Student Teacher Ratio



**Figure 7: Student/Teacher Ratio**

**Source: Field data, 2020**

Figure 7 above illustrates that 13% of the respondents were in disagreement that student/teacher ratio is proportional, 17% were neutral while 70% were in agreement. This implied that most schools had a proportional teacher/student ratio. This was captured well by one respondents who noted that “we have small classes of 20-35 and it is deliberate. This is to create individual attention to give way for the teacher to provide it to the learner.” (Interview 25<sup>th</sup> July, 2020)



## Students Commitment

**Table 7: Students Commitment**

<b>Students are not Committed</b>	<b>Frequency (f)</b>	<b>Percent (%)</b>
Strongly disagree	12	20.0
Disagree	25	41.7
Neutral	14	23.3
Agree	7	11.7
Strongly agree	2	3.3
<b>Total</b>	<b>60</b>	<b>100.0</b>

**Source: Field data, 2020**

From the findings, 62% of the respondents were in disagreement that students are not committed, 23% had neutral views while 15% were in agreement. This implies that most students are committed to school activities which were important to their learning. In line with the findings, one of the respondents observed that “*students are developing a change of mind and becoming more serious and responsible towards their education activities*” (Interview, 28<sup>th</sup> August, 2020).

### 1.11 Conclusion

The study concluded that most school had Strategic Plans in place and their leaderships had involved staff in their drafting and implementation. The study also concluded that most schools do not have well equipped laboratories but had libraries with sufficient learning materials and had adequate teaching and instructional materials and spacious classrooms to accommodate students per class.

### 1.12 Recommendations

The study recommended that school administration and the Catholic Church have a critical role to play to ensure inclusivity when drafting and implementing Strategic Plans in order to ensure ownership, acceptance and ease implementation of the same.

#### The Catholic Church

- i. The Catholic Church has the primary responsibility of ensuring that their schools are run in an accountable and progressive manner by supporting them financially, deploying able and visionary leaders and supervising their activities.
- ii. The Catholic Church therefore needs to allocate sufficient budgets to the institutions under their umbrella.

#### Stakeholders/ Parents and Guardians

- i. Prompt payment of school fees and any other financial support towards efficient running of schools

#### The School Administration

- i. Ensure proper administration of the availed resources in running the schools.

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