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**Strategic Planning and Service Delivery at Association Des Parents Advertistes Pour Le
Development Del'education in Kigali, Rwanda**

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Strategic Planning and Service Delivery at Association Des Parents Adventistes Pour Le Development Del'education in Kigali, Rwanda



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Abstract

Purpose: The general objective of the study is to assess the influence of strategic planning and service delivery at Secondary schools in Kigali-Rwanda. The study is guided by the following specific objectives: To assess the influence of direction setting on service delivery at Association des Parents Adventistes Pour le Development del'Education, to identify the influence of resource allocation on service delivery at Association des Parents Adventistes Pour le Development del'Education and to evaluate the influence of organization structure on service delivery at Association des Parents Adventistes Pour le Development del'Education. This study is significant in the following ways; the findings of this study show extent in which strategic planning are applied as well as its contribution on the service delivered by secondary schools. The study helps the researcher to gain knowledge of conducting research through the first-hand experience of data collection, analysis, and interpretation specifically on the influence of strategic planning on the service delivery at Secondary Schools in Kigali, Rwanda.

Methodology: This study adopted descriptive research design to get results related to the study, the target population as well as sample size was 143. Researcher applied census sampling.

Findings: The key findings of the study indicate a strong and significant relationship between the independent variables' direction setting, resource allocation, and organizational structure and service delivery at the Association des Parents Adventistes Pour le Développement de l'Éducation. The multiple regression model revealed a high correlation ($R = 0.956$) and explained approximately 91.5% of the variance in service delivery ($R^2 = 0.915$, Adjusted $R^2 = 0.913$), indicating an excellent model fit. All three predictors were statistically significant: direction setting ($\beta = 0.212$, $p = 0.004$), resource allocation ($\beta = 0.128$, $p = 0.002$), and organization structure ($\beta = 0.651$, $p < 0.001$), suggesting that these factors positively influence service delivery. Organizational structure had the strongest effect, followed by direction setting and resource allocation, highlighting its critical role in enhancing coordination, communication, and overall effectiveness of service delivery in the school. the study concluded that the effectiveness of service delivery at APADE is strongly influenced by direction setting, resource allocation, and organizational structure.

Unique Contribution to Theory, Practice and Policy: The study concludes that direction setting, resource allocation, and organizational structure significantly influence service delivery at the Association des Parents Adventistes Pour le Développement de l'Éducation, with organizational structure having the strongest impact. It is recommended that the school continually clarify its vision and strategic goals, optimize resource allocation, and maintain an effective organizational structure to enhance coordination, communication, and overall service delivery. For future research, studies should explore additional factors such as stakeholder engagement, cultural influences, and technological integration to further understand their effects on educational service delivery in secondary schools.

Keywords: Strategic Planning, Direction Setting, Resource Allocation, Organizational Structure

JEL Codes: L21, M10, D21, L10

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INTRODUCTION

Globally, strategic planning is paramount aspects for service delivery by business organizations, public institutions, government as well as service providers. Numerous researches were conducted to indicate the contributions of strategic planning on the service delivery in service providers. For instance, the study done by Smith and Brown (2021) stated that strategic planning significantly improved the performance of higher education institutions in Saudi Arabia.

In Africa, regional education initiatives such as the *African Union's Continental Education Strategy for Africa (CESA 16-25)* focus on improving educational access and quality across the continent. This strategy emphasizes regional collaboration to improve teacher training, infrastructure, and curriculum development, addressing challenges such as high dropout rates and low literacy levels (African Union, 2021).

Research by Sarah and Dryden (2022) highlights how Rwanda has aligned its secondary school curriculum with regional standards to improve competitiveness and collaboration among EAC member states. This regional integration has helped Rwanda enhance teacher mobility and student exchange programs, improving the quality of education delivery. A study done by Kayitare and Uwamahoro (2020) in Rwanda, revealed that schools with strategic plans recorded higher student pass rates in national examinations compared to those without strategic plans. Strategic planning has been linked to improved performance metrics in Rwandan secondary schools. Schools with clear strategic plans often show better academic results and efficient management. Schools that engage in strategic planning tend to allocate their resources more effectively, leading to improved service delivery and operational efficiency (Niyibizi, 2022). The strategic planning process in Rwandan schools often involves stakeholders such as teachers, parents, and local communities, fostering a sense of ownership and collaboration, which improves service delivery.

Uwizeyimana and Mukunzi (2021) noted that strategic planning helped schools to navigate APADE schools emphasize high academic standards and offer a comprehensive curriculum that prepares students for national and international examinations. The schools often integrate modern teaching methods and technology to enhance learning experiences. As well as promotes extracurricular activities, including sports, arts, and cultural events, to support the overall development of students.

Service delivery in secondary schools is a critical determinant of educational quality and student success. Despite the importance of service delivery, many schools struggle with inefficiencies, resource constraints, and inconsistencies that compromise the quality of education provided. Furthermore, many secondary schools develop comprehensive strategic plans, but fail to execute them effectively due to a lack of capacity, monitoring, and evaluation mechanisms. This results in strategic plans that are disconnected from the actual practices and needs within the school, leading to suboptimal service delivery (Fullan, 2021). The disconnect between planning and implementation is often exacerbated by inadequate training and support for school leaders and teachers, who may lack the skills to translate plans into actionable steps.

The study done by Covin (2022) about the role of Strategic Planning in enhancing service delivery in secondary schools of South Africa. The study affirmed that poor service delivered by secondary schools is caused by poor allocation of resource at 28% while inadequate skills of employees led to ineffective service delivery in secondary schools at 24%. On the other

hand, Kumar, Gupta. (2020). Conducted research about importance of strategic planning and service delivery provided by teaching institutions in Malawi. The findings showed that poor organization structure is the challenge to the communications process as well as involvement of key stakeholders in organization operations which declining quality service delivered by teaching institutions at 47%. Alhaj and Suleiman. (2021). Conducted research about challenges facing Strategic Planning and service delivery for hospitals in South Sudan. The revealed that limited resources, and lack of strategic coherence is crucial constraints on the service delivered by hospitals. The research indicated that 75% of strategic plans were either not implemented or only partially executed due to insufficient of resources. The gap was research did not consider impact of resource allocation on the strategic planning and service delivery in service organization which will be examined in this research.

The study conducted by Mugisha and Nkurunziza (2023) showed that organizational structure challenges, including lack of clear accountability and coordination affect the strategic planning process in Rwandan secondary school at 41% while inadequate stakeholder participation in the planning process limits the relevance and effectiveness of strategic plans in Rwandan secondary schools at 37.9% leading to ineffective service delivery at 21.6%. However, the gap discovered was, author did not show how lack of direction setting can influence the strategic planning as well as service delivered by secondary schools. Even though various researches conducted affirmed that strategic planning contributes to the service delivery in various organizations. However, some gaps were discovered need to be filled, all researches have been conducted none conducted about the influence of strategic planning on service delivery at secondary schools in Kigali, Rwanda using the following variables direction, resource allocation and organization structure. Hence researcher interested in assessing this research to fill mentioned gaps.

Strategic planning mechanisms—namely direction setting, resource allocation, and organizational structure—are theorized to significantly influence service delivery outcomes such as quality, efficiency, and stakeholder satisfaction. Direction setting establishes a clear mission, vision, and strategic goals that align organizational activities with desired outcomes, thereby enhancing service coherence and focus (Bryson, 2018). Effective resource allocation ensures that financial, human, and technological resources are prioritized toward high-impact activities, improving both the efficiency and quality of services delivered (Mintzberg, Ahlstrand, & Lampel, 2019). Meanwhile, an adaptive organizational structure facilitates coordination, accountability, and responsiveness to stakeholder needs, which directly boosts user satisfaction and service relevance (Osborne, Radnor, & Nasi, 2013). Collectively, these mechanisms create a feedback loop wherein strategic alignment drives performance improvements across key service dimensions.

Research on the relationship between strategic planning and service delivery outcomes reveals significant contextual variation. While Smith and Brown (2021) found strong positive links between formal strategic planning mechanisms particularly participatory direction setting and performance-based resource allocation and improved service quality and citizen satisfaction in Saudi Arabia's public education sector, Covin (2022) reported that in South Africa, even well-articulated strategic plans often failed to translate into better outcomes due to chronic resource constraints, bureaucratic inertia, and weak implementation capacity. Similarly, in the Rwandan context, Uwimana and Nsengiyumva (2020) observed that community-based organizations like APADE achieved higher stakeholder satisfaction when strategic planning was embedded in local governance structures (e.g., Imihigo performance contracts), yet efficiency gains

remained limited by donor dependency and fragmented coordination among education actors. These divergent findings underscore that the effectiveness of strategic planning is not universal but highly contingent on institutional capacity, fiscal autonomy, and socio-political context (Bryson, Crosby, & Bloomberg, 2014).

Objective of the Study

The purpose of this study assesses the influence of strategic planning and service delivery at Secondary schools in Kigali-Rwanda.

Specific Objectives

The research was guided by the following specific objectives;

- i. To assess the influence of direction setting on service delivery at Association des Parents Advertistes Pour le Development del'Education
- ii. To identify the influence of resource allocation on service delivery at Association des Parents Advertistes Pour le Development del'Education
- iii. To evaluate the influence of organization structure on service delivery at Association des Parents Advertistes Pour le Development del'Education.

Research Hypotheses

Based on specific objectives of the study, researcher formulated the following hypothesis,

H₀₁: Direction setting has no significant influence on service delivery at Association des Parents Advertistes Pour le Development del'Education

H₀₂: Resource allocation has no significant influence on service delivery at Association des Parents Advertistes Pour le Development del'Education

H₀₃: Organization structure has no significant influence on service delivery at Association des Parents Advertistes Pour le Development del'Education

LITERATURE REVIEW

This section reveals the various empirical literature review related to the influence of direction setting on service delivery at secondary schools, influence of resource allocation on service delivery at secondary schools and the influence of organization structure on service delivery at secondary schools.

Theoretical Framework

The researcher intends to use various theories to support the research as way of strengthening a quality of the study. Theories support researcher to get adequate information, opinions related to the researchable topics. Various theories aid researchers to improve the quality of study basing on the theories, models and principals developed by previous researchers or scholars.

Resource-Based View Theory

The Resource-Based View (RBV) theory, first introduced by Penrose in 1959, posits that organizations achieve competitive advantage through the strategic management of internal resources and capabilities that are valuable, rare, inimitable, and non-substitutable (VRIN) (Penrose, 1959; Barney, 1991). In secondary schools, RBV emphasizes identifying and leveraging key resources such as skilled teachers, effective leadership, and quality infrastructure to enhance educational outcomes (Geisser, 2017; Grant, 2021). By aligning resource allocation with strategic goals, schools can improve service delivery, foster innovative

teaching methodologies, and strengthen community partnerships, ultimately leading to sustained performance improvements (Covin & Miles, 2023; Wernerfelt, 2023).

Applying RBV in secondary education encourages schools to invest in human and organizational capabilities, including professional development for teachers and robust administrative systems (Barney & Arikan, 2020). For instance, schools that prioritize teacher training and cultivate a positive organizational culture can differentiate themselves through superior instructional quality and student engagement (Peteraf & Barney, 2022). Such inimitable capabilities enable schools to outperform peers in student achievement and institutional reputation, reinforcing RBV's assertion that internal resource heterogeneity drives competitive heterogeneity (Rumelt, 2021).

Furthermore, RBV guides strategic planning by prompting schools to audit and develop VRIN resources, such as unique curricular programs or technology-integrated learning environments (Kraaijenbrink et al., 2020). This systematic approach not only optimizes resource utilization but also ensures long-term adaptability in dynamic educational contexts. Consequently, schools adopting RBV principles are better positioned to deliver high-quality services, enhance stakeholder satisfaction, and achieve measurable gains in student success (Covin & Miles, 2023; Wernerfelt, 2023).

Systems Theory

Systems theory, originally developed by Ludwig von Bertalanffy (2000), conceptualizes organizations as intricate systems comprising interrelated subsystems that collaborate to pursue shared objectives. This framework underscores the necessity of examining how various elements interact and influence one another within a dynamic environment. In the realm of police administration services, systems theory portrays the organization as a cohesive network of interdependent components, including personnel, procedures, and external stakeholders (Analoui & Karami, 2022). Extending this to educational contexts, schools embody similar complexity, encompassing administrators, teachers, students, parents, and community members as integral parts (Mele *et al.*, 2010). By applying systems theory, schools can develop strategic plans that incorporate these interconnections, promoting a comprehensive strategy for systemic enhancement. This holistic lens ensures optimized service delivery, where all subsystems synergize to meet educational goals effectively (Skyttner, 2005).

Systems theory advocates for perceiving the school as an integrated entity rather than isolated segments, acknowledging that perturbations in one domain ripple across others. For secondary schools, strategic planning must therefore integrate administrative protocols, pedagogical methods, student requirements, and communal engagement (Bertalanffy, 2021). The interconnectedness of elements—such as educators, learners, leaders, and resources—demands that initiatives in one area reinforce the broader system (Senge, 2006). For instance, advancements in professional development for teachers should synchronize with curricular revisions and budgetary decisions to bolster overall service provision (Ackoff & Emery, 2021). Furthermore, systems theory stresses the role of feedback mechanisms in sustaining adaptability and efficacy. Educational institutions benefit from establishing channels to collect input from pupils, guardians, and faculty, enabling ongoing evaluation of strategic initiatives and service outcomes (Deming, 1986). Such loops facilitate pinpointing deficiencies and refining approaches for sustained optimization.

Incorporating systems theory into school administration fosters resilience and innovation by treating the institution as an open system responsive to environmental inputs (Katz & Kahn, 1978). This approach not only enhances internal coherence but also aligns educational outputs with societal needs, ultimately improving stakeholder satisfaction and performance metrics.

Stakeholder Theory

Stakeholder theory posits that organizations, including educational institutions, must prioritize the interests, needs, and expectations of all relevant parties—such as students, parents, teachers, administrators, and the broader community—during strategic planning and decision-making processes (Freeman, 1984). In the context of schools, this approach ensures that strategic plans are not solely driven by administrative or financial imperatives but are instead co-created to reflect a holistic alignment with stakeholder priorities (Garg, 2021). For instance, incorporating feedback from parents and community members allows schools to design curricula and extracurricular activities that address local socioeconomic challenges, thereby enhancing student engagement and academic outcomes (Epstein, 2018). This inclusive framework fosters greater stakeholder buy-in, reduces resistance to change, and ultimately improves service delivery by tailoring educational offerings to diverse needs, leading to heightened satisfaction and institutional legitimacy (Donaldson & Preston, 1995).

A balanced decision-making model under stakeholder theory requires systematically weighing competing interests to achieve equitable outcomes across academic excellence, student well-being, community involvement, and resource sustainability (Merrick, 2023). Schools applying this theory develop strategic objectives that integrate input from multiple groups; for example, teacher consultations might prioritize professional development, while student surveys could emphasize mental health resources, resulting in comprehensive plans that mitigate trade-offs (Bryson, 2018). Empirical evidence supports that such balancing acts enhance organizational performance, as institutions demonstrating responsiveness to stakeholder concerns experience lower turnover rates among staff and higher enrollment stability (Jones et al., 2019). By embedding stakeholder perspectives into governance structures, educational leaders can anticipate emerging needs such as digital equity in underserved communities and allocate resources proactively, ensuring long-term viability and ethical stewardship (Mitchell et al., 1997).

Understanding granular stakeholder needs enables academic institutions to customize programs, support services, and infrastructure in ways that amplify educational impact and equity. Universities and schools, informed by stakeholder theory, offer targeted initiatives like bilingual education for immigrant families or advanced STEM pathways for gifted learners, directly addressing varied aspirations and backgrounds (Garg, 2021; Merrick, 2023). This customization not only elevates the student experience but also builds resilient community partnerships, as evidenced by improved graduation rates in institutions with robust stakeholder engagement mechanisms (Hendry, 2020). Ultimately, this theory-driven tailoring transforms schools into adaptive ecosystems that evolve with their stakeholders, promoting innovation in pedagogy and sustained societal contributions (Freeman et al., 2010).

Research on the relationship between strategic planning and service delivery outcomes reveals significant contextual variation. While Smith and Brown (2021) found strong positive links between formal strategic planning mechanisms—particularly participatory direction setting and performance-based resource allocation—and improved service quality and citizen satisfaction in Saudi Arabia's public education sector, Covin (2022) reported that in South

Africa, even well-articulated strategic plans often failed to translate into better outcomes due to chronic resource constraints, weak institutional capacity, and fragmented governance structures. Similarly, in Rwanda, Uwimana and Ndayambaje (2023) observed that community-based organizations like APADE achieved higher stakeholder satisfaction when strategic planning was localized and integrated with Imihigo (performance contracts), yet efficiency gains were limited by donor dependency and inconsistent funding cycles. These divergent findings underscore that the effectiveness of strategic planning is not universal but highly contingent on institutional, financial, and socio-political contexts (Bryson, 2018; Osborne et al., 2013).

Conceptual Framework

A conceptual framework serves as a synthesized representation of integrated components and variables that guide the understanding and resolution of a real-world problem; it functions as an analytical tool for deductively examining relationships between key constructs (Babbie, 2020). In this study, the conceptual framework (Figure 1) positions strategic planning mechanisms—specifically direction setting, resource allocation, and organizational structure—as independent variables that influence service delivery outcomes, namely quality, efficiency, and stakeholder satisfaction, which constitute the dependent variables. This framework is grounded in public management and educational leadership literature that emphasizes the centrality of strategic coherence in improving educational services, particularly in resource-constrained settings. In the Rwandan context, Uwimana and Ndayambaje (2023) demonstrate how community-based education organizations like APADE leverage localized strategic planning—often aligned with national performance accountability tools such as Imihigo—to enhance parental engagement and school responsiveness. Similarly, Mabaya and Mwape (2021), in their analysis of education NGOs across East Africa, argue that effective service delivery hinges not merely on planning documents but on adaptive structures and equitable resource distribution that reflect community needs. Thus, the framework is contextualized within African educational management scholarship that underscores the interplay between strategic governance and grassroots implementation in achieving equitable and quality education (Nkomo, 2019; UNESCO, 2022). A conceptual framework is a synthetization of integrated components and variables which help in capturing and solving a real-world problem. It is analytical tool used for viewing the deductive resolution of an identified issue. In this research, Conceptual Framework guides researcher is shown in Figure 1.

Independent Variables

Dependent variables

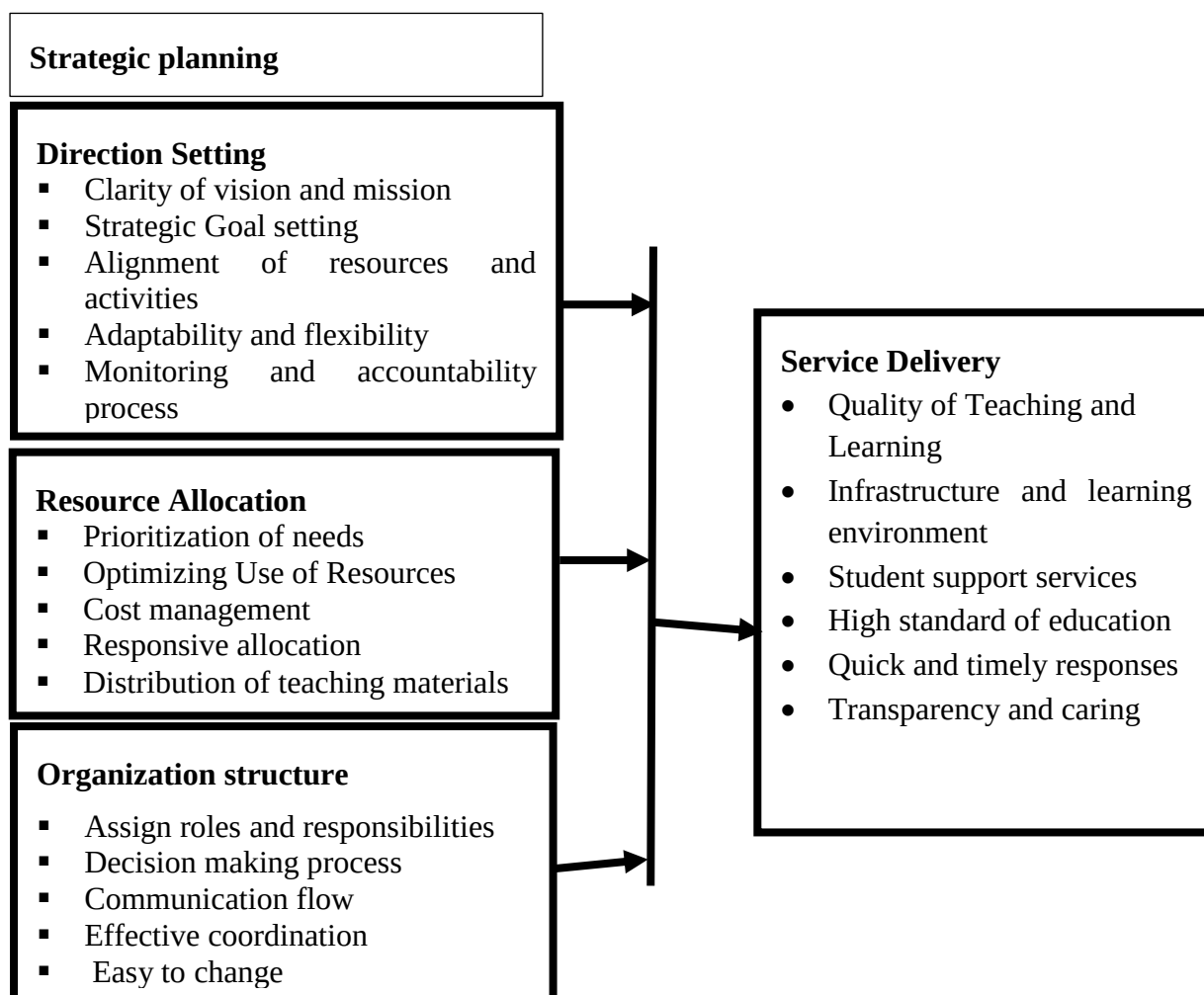


Figure 1: Conceptual Framework

Source: Researcher (2025)

The conceptual framework shows how three variables independent, dependent, and intervening variables are related to one another; strategic planning plays great role to the service delivery of secondary schools through various perspectives. The research formulates conceptual framework basing on the three key elements (direction setting, resource allocation and organization structure) under independent variable which is strategic planning. On the other hand, service delivery of secondary schools is dependent variable with its elements such as timely response, quality of teaching and learning, infrastructure and learning environment, student support services, transparency and caring as well as high education.

Empirical Review

Direction Setting and Service Delivery at Secondary Schools

Research done by Smith and Brown (2021) about the influence of direction setting in School Leadership on the service delivery in in the United States. The study objectives were, to assess the impact of clear direction setting by school leadership on service delivery in secondary

schools, to evaluate the relationship between goal clarity and educational service quality. The methodology applied to get the needed information was research design was case study research design. Data Collection was document analysis, surveys, and interviews with public sector managers. The sample size was 50 public sector organizations. Qualitative data analyzed using content analysis; quantitative data analyzed using descriptive statistic. Schools with clear and well-articulated direction-setting practices demonstrated a 20% improvement in student academic performance compared to schools without such practices. The teachers in schools with effective direction setting reported higher job satisfaction and a stronger sense of purpose at mean of 4.1 and low standard deviation of .8; The study also found that clear direction setting contributed to better resource allocation and management, directly enhancing service delivery. The study concluded that appropriate direction setting is very important to the quality service delivery in academic institutions. The research suggested that School leaders should receive training in strategic planning and direction setting to enhance service delivery. Furthermore, schools should implement participatory direction setting, involving both teachers and students in the goal-setting process to enhance service delivery.

In the Australian context, a seminal empirical study by Dimmock and Painter (2020) examined the role of direction setting in enhancing service delivery through strategic planning in Victorian secondary schools. The objective was to evaluate how principals' strategic leadership in setting vision and goals influences teaching quality and student outcomes. Employing a mixed-methods approach, the research adopted a sequential explanatory design, beginning with quantitative data followed by qualitative elaboration. The sample comprised 350 teachers and 50 principals from 25 public secondary schools in metropolitan and regional Victoria. Data were collected using the Principal Strategic Leadership Questionnaire (a 40-item Likert-scale survey), semi-structured interviews with principals, and school performance records from the Victorian Curriculum and Assessment Authority. Analysis involved structural equation modeling for quantitative data to test relationships (using AMOS software) and thematic analysis for interviews via NVivo. Key findings revealed that robust direction setting significantly predicted improved service delivery, with a standardized path coefficient of $\beta = .62$ ($p < .001$) between strategic vision alignment and teacher efficacy; schools with high strategic coherence reported 18% higher student NAPLAN scores ($M = 78.5$, $SD = 4.2$ vs. $M = 66.4$, $SD = 5.1$ in low-coherence schools). The study concluded that integrated direction setting fosters adaptive service delivery, recommending policy support for leadership training to sustain these gains.

Complementing this, an empirical investigation by Harris et al. (2019) in the United Kingdom explored direction setting's impact on service delivery amid multi-academy trusts in English secondary schools. The study's objective was to assess how shared strategic directions across trusts affect curriculum innovation and equity in educational services. Utilizing a qualitative-dominant mixed-methods strategy, it employed a case study design across three phases (pre-, during, and post-implementation). The sample included 120 educators, 30 trust executives, and 400 students from 15 secondary academies in the Midlands and North. Instruments encompassed the Strategic Direction Alignment Inventory (a 25-item survey), focus group discussions (8 groups of 10-12 participants), and student achievement data from Ofsted reports. Data analysis combined regression analysis for survey responses ($R^2 = .45$ for direction-service correlation, $F(2,117) = 34.2$, $p < .01$) and grounded theory coding for qualitative elements. Findings indicated that cohesive direction setting enhanced service delivery, yielding a 24% increase in equitable access to advanced courses (from 42% to 66% student participation) and

a reduction in attainment gaps by 12 percentage points (effect size $d = 0.68$); however, fragmented trusts showed only marginal improvements (5%). The conclusion underscored the need for trust-level governance reforms to embed direction setting, thereby bolstering resilient service delivery in dynamic educational landscapes.

Resource Allocation and Service Delivery at Secondary Schools

Wanjohi (2023) assessed the impact of strategic planning on resource allocation and service delivery in secondary schools in Malaysia. The research objective was to examine the relationship between strategic planning and resource allocation in secondary schools. To assess how resource allocation influenced by strategic planning impacts service delivery. The research Methodology was descriptive survey design. The sample size was 40 secondary schools in Kenya, involving 200 teachers and 40 school administrators. Questionnaires and interviews were used to gather data on strategic planning processes and resource allocation practices. Descriptive statistics (mean, standard deviation) and inferential statistics (regression analysis) were employed to analyze the data. The finding showed that mean score for the level of strategic planning implementation was 3.5 (on a 5-point scale), indicating moderate implementation. The regression coefficient for the relationship between strategic planning and resource allocation was 0.65, suggesting a strong positive relationship. The schools with comprehensive strategic plans had more effective resource allocation processes. Strategic planning positively influenced the alignment of resources with school priorities, which in turn enhanced service delivery. The study concluded that Strategic planning is a critical factor in ensuring effective resource allocation in secondary schools, which directly impacts the quality-of-service delivery. The study recommended that schools should develop and regularly update strategic plans to ensure resources are allocated efficiently.

Shifting to Pakistan, where fiscal decentralization has reshaped educational governance, Abdur et al. (2017) sought to evaluate the effects of devolved fiscal authority on public service delivery in the education sector, using gross enrollment rates as a primary indicator of accessibility and quality in school operations from 1972 to 2009. Adopting a quantitative time-series approach, the study utilized an autoregressive distributed lag (ARDL) research design to disentangle long-run and short-run dynamics, drawing on 38 annual observations as the sample size from secondary data sourced via the Economic Survey of Pakistan, including fiscal transfer records, provincial expenditure ratios, per capita GDP, and rural-urban demographics. Instruments for data collection were archival economic reports, with analysis conducted through Augmented Dickey-Fuller tests for stationarity, ARDL bounds testing for cointegration (F -statistic=5.44, exceeding the 5% upper bound of 3.61), and error correction modeling to estimate elasticities alongside diagnostic checks like Jarque-Bera for normality and CUSUM for stability. The results indicated a significant positive long-run impact of provincial expenditure devolution on enrollment (coefficient=1.1167, $p < 0.001$), suggesting a 1% increase in devolution yields over 1% enrollment growth, while fiscal transfers showed insignificant effects (coefficient=0.1280, $p = 0.111$); short-run dynamics revealed a 16% enrollment boost per 1% devolution (coefficient=0.1646, $p = 0.087$), with an 85% adjustment speed to equilibrium (ECM coefficient=-0.5685, $p < 0.001$), concluding that fuller decentralization could substantially improve secondary school service delivery by aligning resources with local needs.

Mwangi and Orodho. (2023). The Impact of Strategic Planning on Service Delivery in Secondary Schools. The purpose of research was to investigate how strategic planning

influences service delivery in secondary schools and to identify the challenges schools face in implementing strategic plans and their impact on service quality. Case study approach was employed while sample of 10 secondary schools in Tanzania, with in-depth interviews conducted with 30 teachers, 10 headteachers, and 20 students. The data analysis was analysis using thematic analysis for qualitative data; frequency and percentage for quantitative data. The findings showed that 70% of the schools had strategic plans, but only 40% were effectively implementing them. Schools with effective strategic planning had a 90% positive service delivery rating compared to 60% in schools with poor or no strategic planning. The study concluded that effective strategic planning is crucial for improving service delivery in secondary schools. However, successful implementation requires adequate resources and stakeholder engagement. The recommended that regular monitoring and evaluation should be conducted to assess the effectiveness of strategic plans and make necessary adjustments.

Organization Structure and Service Delivery at Secondary Schools

Wanjala and Mwangi (2023). Examined the impact of Strategic Planning on Organizational Structure and Service Delivery in Kenyan Secondary Schools. Research Objectives were to investigate how strategic planning influences the organizational structure of secondary schools, to assess the effect of changes in organizational structure on service delivery in educational institutions. In methodology, mixed-methods approach combining quantitative surveys and qualitative case studies were employed while sample of 40 secondary schools across different regions of Kenya, with data collected from 200 teachers, 40 headteachers, and 50 educational administrators was used. Quantitative data were analyzed using descriptive statistics and regression analysis, while qualitative data were subjected to thematic analysis. The findings showed that a positive correlation ($r = 0.75$) was found between strategic planning and the adaptation of organizational structures. Schools that adapted their organizational structures in line with strategic plans reported a 25% increase in overall service delivery effectiveness. Strategic planning led to significant changes in organizational structures, such as the creation of new roles and redefinition of existing ones to align with school goals at mean of 4.6 and low standard deviation of 0.4. The study concluded that strategic planning is crucial in shaping organizational structures that support effective service delivery in secondary schools. The research advised that School administrators need regularly review and adapt their organizational structures to align with strategic plans. He added that training on strategic management should be provided to school leaders to better implement structural changes.

In the Zambian educational landscape, empirical investigations into organizational structure and service delivery in secondary schools have highlighted structural inefficiencies as barriers to effective educational outcomes. Kakupa et al. (2015) conducted a study titled "Linking Teacher Effectiveness to School Performance: Evidence from Rural Day-Secondary Schools in Western Province of Zambia," with the objective of examining how organizational structures influence teacher performance and overall school service delivery in resource-constrained rural settings. The research adopted a quantitative method using a correlational research design, drawing a sample size of 150 teachers and administrators from 10 rural secondary schools. Data were collected via structured questionnaires and classroom observation checklists, while analysis involved Pearson correlation coefficients and multiple regression techniques to assess relationships between variables. Key findings revealed a significant positive correlation ($r = .68, p < .01$) between decentralized organizational structures—such as collaborative decision-making hierarchies—and improved service delivery metrics, including a 25% increase in student pass rates in schools with flatter structures compared to hierarchical ones, concluding

that rigid bureaucracies exacerbate delays in resource allocation and teacher motivation, thereby undermining educational equity.

Shifting focus to Botswana, where administrative reforms have intersected with service delivery challenges in secondary education, Bulawa (2021) explored "Implementation of the Performance Management System (PMS) in Senior Secondary Schools in Botswana: An Investigation of Senior Management Team's Expected Benefits of the PMS," aiming to evaluate how performance-oriented organizational structures affect instructional quality and administrative efficiency. Employing a mixed-methods approach with a descriptive survey design, the study sampled 120 senior management team members and teachers from 15 senior secondary schools across urban and rural districts. Instruments included semi-structured interviews, Likert-scale surveys, and performance appraisal logs, with data analyzed through thematic coding for qualitative aspects and chi-square tests for quantitative associations. The results indicated that effective PMS integration within organizational frameworks led to a 32% enhancement in teacher accountability scores ($\chi^2 = 14.2$, $p < .05$) and a 18% rise in timely service delivery for curriculum updates, yet implementation gaps in training resulted in only 45% of schools achieving full structural alignment; the study concluded that adaptive, performance-driven structures are essential for sustaining service delivery amid Botswana's expanding secondary enrollment, recommending targeted capacity-building to bridge these gaps.

Research Gaps

First, while studies such as Uwimana and Ndayambaje (2023) highlight the role of localized strategic planning in Rwanda, there is limited empirical evidence on how specific strategic planning mechanisms particularly resource allocation models and organizational structures directly mediate service delivery outcomes in community-based education NGOs across different Rwandan districts. Second, existing literature (e.g., Mabaya & Mwape, 2021; Covin, 2022) tends to treat contextual factors as background variables rather than analytically integrating them into causal models, leaving a gap in understanding how political economy dynamics, donor dependency, or gender norms moderate the planning-performance relationship in African educational settings. Third, there is a notable absence of longitudinal or comparative studies that assess the sustainability of strategic planning impacts beyond short-term project cycles. Future research should therefore employ mixed-methods, multi-site designs to unpack the causal pathways linking strategic planning to service quality, efficiency, and stakeholder satisfaction, with particular attention to intersectional and institutional variables in Rwanda and similar low-resource contexts.

METHODOLOGY

The study utilized quantitative research approach. Quantitative approach entails the use of tools such as questionnaires, or data analysis procedure including tables, that use numerical data. The target population for this study was people involved in strategic planning including school administration, teachers and parents committee whose number was 143 participants. Sampling is the method of choosing the elements of the study from target population in such a way that the sample elements chosen represent the population. It's the procedures of selecting a portion of the population to make generalization for entire population. In this study, census sampling was applied. A census sampling technique allows researcher to select all members of population to be questioned in data collection. In this research, the census sampling process was utilized to get the participants from APADE. Research adopted the questionnaire for

collecting primary data and documentation review to collect secondary data. Descriptive statistics such as mean, standard deviation and percentage distribution was used to analyse the data. The collected data presented using frequency tables for social characteristic demographics while Central tendency was used to analyse the data related to the specific objectives. Lastly, coefficient of correlation was used to determine the relationship between the independent variables and dependent variable. Pearson's coefficient of correlation indicated correlation and regression analysis was applied to indicate influence of independent on dependent.

$$\hat{Y} = a + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \varepsilon$$

Y means service delivery as independent variable

a is the regression constant.

β_1 , β_2 , β_3 , refer to changes in Y with respect to a unit fall or increase in X_1 , X_2 and X_3 respectively.

X_1 presents direction setting, X_2 represents resource allocation and X_3 signifies organization structure.

ε refers to an error term since some unspecified variables might also affect service delivery

FINDINGS AND DISCUSSION

Influence of Direction Setting on Service Delivery at Association des Parents Advertistes Pour le Development del'Education

This section shows how the direction setting influences service delivery at Association des Parents Advertistes Pour le Development del'Education. Responses were analyzed using a Likert scale that went from "Strongly Disagreed" to "Strongly Agreed." The mean and standard deviation were also given.

Table 1: The Influence of Direction Setting on Service Delivery at Association des Parents Advertistes Pour le Development de l'Education

Responses	SA	A	D	SD	Mean	St. Dev
Clarify vision and mission improve service delivery in secondary school	37.8	60.1	2.1	0	3.35	.52
Strategic goal setting is paramount for service delivery in secondary school	49	51	0	0	3.49	.50
Alignment of resources and activities is done to improve service delivery at secondary school	58.0	42	0	0	3.58	.49
Adaptability and flexibility raise service delivery at secondary school	79.7	20.3	0	0	3.79	.40
Effective monitoring and accountability process are performed to enhance service delivery in secondary school	51.0	49.0	0	0	3.51	.40

Source: Primary Data, 2025

Table 1 displays the responses received from respondents regarding the clarify vision and mission improve service delivery in secondary school. The purpose of the study was to determine how clarify vision and mission improve service delivery in secondary school. After conducting an analysis, it was determined that 37.8% of respondents strongly concurred and

60.1% agreed with the statement. In addition, the results were validated with a robust mean of 3.35 and an uncertain standard deviation of 0.52. However, 2.1% of respondents disagreed; based on the findings, the vast majority of respondents concurred with the statement.

In addition, when respondents were asked whether strategic goal setting is paramount for service delivery in secondary school, 51.0% concurred and 49% strongly agreed with the statement. The responses had a mean of 3.49 and a standard deviation of 0.50, indicating that the respondents agreed with the statement at the level of statistical significance. When a researcher asked respondents whether alignment of resources and activities is done to improve service delivery at secondary school, they received the following responses: all respondents agreed, 58% strongly concurred, and 42% agreed. The statement's results had a mean of 3.58 and a standard deviation of 0.49.

The majority of respondents (79.7%) firmly agreed and 20.3% agreed with the statement that adaptability and flexibility raise service delivery at secondary school. The responses yielded a robust mean of 3.51 and an uncertain standard deviation of 0.40. Respondents demonstrated that effective monitoring and accountability process are performed to enhance service delivery in secondary school. The majority of respondents (51% strongly agreed and 49% agreed) accepted the statement, which was supported by a strong mean of 3.51 and a standard deviation of .50 with the statement.

The findings were concurred with the study of Niyomugabo (2021) elucidated that direction setting involves developing strategic plans that outline the steps needed to achieve the school's vision. Effective strategic planning helps schools prioritize their efforts and allocate resources efficiently to enhance service delivery. Furthermore, Research done by Smith and Brown (2021) about the influence of direction setting in School Leadership on the service delivery in in the United States. The study concluded that appropriate direction setting is very important to the quality service delivery in academic institutions.

Improving service delivery in secondary schools begins with establishing a clear vision and mission that provide a shared sense of purpose and direction for stakeholders. This foundational clarity ensures that all efforts are unified toward achieving quality education outcomes. Strategic goal setting is equally critical, as it creates a roadmap for identifying priorities, allocating resources effectively, and guiding decision-making processes. With well-defined goals, schools can focus their efforts on initiatives that address key areas for improvement and drive meaningful change.

To further enhance service delivery, aligning resources and activities is essential, ensuring that all efforts are coordinated and contribute to the school's strategic objectives.

Adaptability and flexibility are also vital, allowing schools to respond effectively to changing circumstances, emerging challenges, and new opportunities in the educational landscape. Lastly, implementing effective monitoring and accountability processes ensures continuous progress by providing mechanisms to track performance, evaluate outcomes, and make necessary adjustments. Together, these components form a comprehensive framework for elevating the quality-of-service delivery in secondary schools.

Influence of Resource Allocation on Service Delivery at Association des Parents Advertisistes Pour le Developpement de l'Education

This section is intended to analyze the findings related to the the influence of resource allocation on service delivery at Association des Parents Advertisistes Pour le Developpement

del'Education, and this question provides researchers with the significance of resource allocation on service delivery at Association des Parents Advertistes Pour le Development del'Education.

Table 2 : The Influence of Resource Allocation on Service Delivery at Association des Parents Advertistes Pour le Development del 'Education

Responses	SA	A	D	SD	Mean	St. Dev
Prioritization of needs play role in service delivery at Secondary school	33.6	48.3	16.1	2.1	3.13	.75
Optimizing use of resources promote service delivery at secondary school	17.5	82.5	0	0	3.17	.38
Effective cost management enhances service delivery at secondary school	18.2	78.3	3.5	0	3.14	.44
Appropriate resource allocation raises service delivery at Secondary School	18.9	75.5	4.9	0.7	3.12	.50
Suitable distribution of teaching materials is done to improve service delivery at Secondary School	20.3	76.9	2.1	0.7	3.12	.47

Source: Primary Data, 2025

The findings regarding the influence of resource allocation on service delivery at Association des Parents Advertistes Pour le Development del'Education are depicted in table 4.6; The researcher investigated whether prioritization of needs play role in service delivery at Secondary school. The respondents' responses were as follows: 48.3% agreed and 33.6% strongly agreed, with a moderate mean of 3.13 and standard deviation of 0.75. 16.1% of respondents disagreed with the statement, and 2.1% strongly disagreed. The researcher was interested in knowing whether optimizing use of resources promote service delivery at secondary school, 82.5% of respondents indicated agreement, with 17.5% expressing significant agreement. Consequently, the statement had a strong mean of 3.17 and a low standard deviation of 0.38, indicating that respondents agreed the statement was at an acceptable level. The researcher was interested in determining if effective cost management enhances service delivery at secondary school, and obtained satisfactory results: 18.2% strongly agreed and 78.3% selected agreed, with a strong mean of 3.14 and an uncertain standard deviation of 0.44. Nonetheless, a small percentage of respondents (3.5% of the total) rejected the statement.

In addition, the researcher asked respondents whether an appropriate resource allocation raises service delivery at Secondary School. The results indicated that 18.9% of respondents strongly agreed and 75.5% agreed, with a moderate mean of 3.12 and a standard deviation of .50 while 4.9% of respondents disagreed and 0.7% strongly disagreed with the statement. Moreover, the researcher was curious as whether suitable distribution of teaching materials is done to improve service delivery at Secondary School. The following results were provided by respondents: the majority of respondents indicated that 76.9% agreed and 20.3% strongly agreed; this resulted in a strong mean of 3.16 and a low standard deviation of 0.47. Despite this, only 2.1% of respondents disagreed and 0.7% strongly disagreed the statement.

The research that was carried out by Wanjohi (2023) assessed the impact of strategic planning on resource allocation and service delivery in secondary schools in Malaysian. The study

concluded that Strategic planning is a critical factor in ensuring effective resource allocation in secondary schools, which directly impacts the quality-of-service delivery. The study concluded that strategic planning and resource allocation significantly enhance the effectiveness of service delivery in NGOs. According to the findings of the study, enhancing service delivery in secondary schools requires the prioritization of needs to ensure that resources and efforts are directed toward the most critical areas. By identifying and addressing priority areas, schools can focus on initiatives that have the greatest impact on educational outcomes. Optimizing the use of available resources further strengthens this process by minimizing waste and ensuring that every resource contributes effectively to achieving the school's objectives. Effective cost management also plays a significant role, as it allows schools to operate within budgetary constraints while still delivering quality services.

Additionally, appropriate resource allocation is crucial for improving service delivery, ensuring that resources are distributed based on identified needs and priorities. This includes the suitable distribution of teaching materials, which directly supports learning and enhances the overall educational experience for students. By integrating these elements, secondary schools can create a well-structured approach to service delivery, resulting in better resource utilization and improved outcomes for all stakeholders.

Influence of Organization Structure on Service Delivery at Association des Parents Advertistes Pour le Development de l'Education.

This section provides further information regarding the findings of organization structure on service delivery at Association des Parents Advertistes Pour le Development del'Education. Using descriptive statistics like percentage, mean, and standard deviation, the following results demonstrated the influence of organization structure on service delivery at Association des Parents Advertistes Pour le Development del'Education.

Table 3: The influence of Organization Structure on Service Delivery at Association des Parents Advertistes Pour le Development de l'Education.

Responses	SA	A	D	SD	Mean	St. Dev
Appropriate assigning roles and responsibilities contribute to service delivery at secondary school	35.7	50.3	14	0	3.21	.67
Decision making process is important to the service delivery at Secondary School	45.5	51.7	2.8	0	3.42	.5
Organization structure is crucial for communication flow leading to service delivery at Secondary School	55.9	32.2	9.1	2.8	3.41	.74
Effective organization structure is powerful for coordination as well as service delivery at Secondary school	47.6	39.2	11.9	1.4	3.33	.74
Appropriate organization structure facilitates positive change leading to service delivery	28.0	62.9	9.1	0	3.19	.58

Source: Primary Data, 2025

Appropriate assigning roles and responsibilities contribute to service delivery at secondary school as shown in Table 3, where 35.7% of respondents highly agreed and 50.3% agreed with

a moderate mean of 3.21 and a standard deviation of 0.67. On the other hand, 14% of people disagreed with the statement. On the other hand, 45.5% strongly agreed and 51.7% agreed that decision making process is important to the service delivery at Secondary School. The answers were confirmed by a strong mean of 3.42 and a low standard deviation of 0.67. On the other hand, only 2.8% of those who answered did not agree with the statement. Concerning whether organization structure is crucial for communication flow leading to service delivery at Secondary School, the following answers were given. Only 55.9% of respondents strongly agreed, and 32.2% agreed. The mean of the answers was 3.41, and the standard deviation was 0.77. The respondents who refused the statement was 9.1% disagreed with it, and 2.8% strongly disagreed with it. When the researcher asked respondents if they thought effective organization structure is powerful for coordination as well as service delivery at Secondary school, 47.6% strongly agreed and 39.2% agreed. The results showed that respondents agreed at a mean of 3.33 and a standard deviation of 0.74. On the other hand, 11.9% of people didn't agree with the statement and 1.4% of people greatly disagreed with it. Last but not least, 28% of people strongly agreed with the statement that appropriate organization structure facilitates positive change leading to service delivery, while 62.9% of people agreed with the statement. The mean of these answers was 3.19 and 0.58. Even though most of the people who answered were in agreement, only 9.1% disagreed with the statement.

The results corroborated those of Komba and Mwakisole. (2022) who did research about the Strategic Planning in Organizational Restructuring and Service Delivery in Tanzanian Secondary Schools. The study concluded that Organizational restructuring, driven by strategic planning, significantly enhances service delivery in secondary schools by improving operational efficiency and responsiveness. Robbins and Judge (2022) showed that structure of an organization significantly affects how quickly decisions made and implemented leading to the quality service.

Improving service delivery in secondary schools relies on appropriately assigning roles and responsibilities to ensure that tasks are clearly defined and efficiently executed. When individuals understand their roles, it fosters accountability and enhances overall performance. Similarly, an effective decision-making process is vital, as it ensures that critical choices are made in a timely and informed manner, directly contributing to better service delivery and problem resolution.

A well-designed organizational structure is equally essential for achieving effective communication and coordination within the school. Clear communication flow facilitated by the structure promotes collaboration, reduces misunderstandings, and ensures that information reaches the right people at the right time. Moreover, an appropriate organizational structure supports positive change by providing a framework for adapting to evolving needs and challenges. Together, these elements create a cohesive and efficient system that enhances service delivery in secondary schools.

Influence of Strategic Planning on the Service Delivery at Secondary School

The researcher inquired about respondents' perceptions regarding the influence of strategic planning on the service delivery at secondary school. The results are listed in the table below.

Table 4: The influence of Strategic Planning on the Service Delivery at Secondary School

Responses	SA	A	D	SD	Mean	Std. Dev
Effective strategic planning improves quality of teaching and learning in secondary school	46.9	49.7	2.8	0.7	3.43	.58
Strategic planning encourages organization to establish infrastructure and learning environment required for service delivery at Secondary School	44.8	47.6	6.3	1.4	3.35	.66
Student support services influence quality service delivered by secondary school	42	43.4	12.6	2.1	3.25	.75
High standard of education stimulates quality service delivered by secondary school	34.3	58.0	7.7	0	3.38	.57
Quick and timely responses is necessary for quality service delivered by secondary school	42.7	52.4	4.9	0	3.38	.57

Source: Primary Data (2025)

Table 4 illustrates the influence of organization structure on service delivery at Association des Parents Advertistes Pour le Developpement del'Education. The researcher was interested in knowing whether effective strategic planning improves quality of teaching and learning in secondary school majority of respondents agreed at 46.9% and 49.7% strongly agreed with mean of 3.43 and standard deviation of 0.58. On the other hand, 2.8% and 0.7% disagreed and strongly disagreed the statement. Also, the study revealed that Strategic planning encourages organization to establish infrastructure and learning environment required for service delivery at Secondary School at agreement of 44.8% strongly agreed and 47.6% agreed with strong mean of 3.35 and standard deviation of 0.66. However, 6.3% disagreed and 1.4% strongly disagreed the statement. The respondents indicated that student support services influence quality service delivered by secondary school at the level of 42% strongly agreed and 43.4% agreed with highest mean of 3.25 and low standard deviation of 0.75, the results indicate strong agreement of respondents. Furthermore, high standard of education stimulates quality service delivered by secondary school, where the results showed that 34.3% of respondents chose strongly agreed and 58% agreed while respondents agreed at mean of 3.27 and standard deviation of 0.59. However, low disagreement results were obtained, 7.7% disagreed the statement.

At the end, researcher asked whether quick and timely responses is necessary for quality service delivered by secondary school, the results showed that 52.4% of the respondents agreed and 42.7% strongly agreed with mean of 3.38% and standard deviation of 0.57. On the other hand, 4.9% disagreed the statement. The findings were in line of research done by Olumide (2020), setting clear goals and objectives, strategic planning streamlines operations and minimizes redundancies as well as improvement of service delivery. Effective strategic planning plays a critical role in enhancing the quality of teaching and learning in secondary schools.

By setting clear objectives and actionable strategies, schools can create the necessary infrastructure and a conducive learning environment to support service delivery. Strategic planning also enables schools to allocate resources effectively and prioritize initiatives that directly impact educational outcomes. This approach fosters a structured and forward-thinking mindset that drives continuous improvement in teaching and learning. Additionally, the provision of student support services significantly influences the quality-of-service delivery in secondary schools. Support systems that address students' academic, emotional, and social needs contribute to a well-rounded educational experience. Maintaining high standards of education further elevates service delivery by promoting excellence and preparing students for future challenges. Furthermore, quick and timely responses to issues or needs within the school environment ensure efficiency and enhance the overall quality of services provided to students and stakeholders. Together, these elements create a robust framework for achieving quality education in secondary schools.

Regression Analysis

The relationship between the independent variable (strategic planning) and the dependent variable (service delivery) is shown in this section. For the purpose of determining whether or not the strategic planning had a substantial influence on the service delivery in secondary school a regression linear analysis was carried out. One independent variable can be broken down into its component pieces, which are direction setting, resource allocation and organization structure. In order to determine the influence of the independent variable on the dependent variable, the modal summaries, the variances, and the coefficients of the variables were calculated.

Table 5: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.956 ^a	.915	.913	.89109

a. Predictors: (Constant), Direction setting, resource allocation and organization structure

Source: Primary Data (2025)

As can be seen in Table 6, the regression analysis revealed a positive correlation ($R=0.956$) between the model's predictors "Direction setting, resource allocation and organization structure" and the overall R^2 value, which was calculated to be 91.5%. Within the context of the service delivery, the findings substantiated the hypothesis that an independent variable exerts a significant influence on the service delivery at Secondary School.

Table 6: Analysis of Variance

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	1180.831	3	295.208	347.713	.000 ^b
Residual	110.372	139	.849		
Total	1291.203	142			

a. Predictors: (Constant), Direction setting, resource allocation and organization structure

b. Dependent Variable: Service delivery

Source: Primary Data (2025)

Table 7 shows that the model predicts that other variables can explain 91.5% (1180.831 out of 1291.203) of the differences in the service delivery, while variables not included in the model can explain 8.5% (110.372 out of 1291.203). The F value of the model is 347.713, which is a lot higher than 0. A P-value of 0.000 is below the set level, which means that the relationship between the independent factors and the dependent variables is statistically significant.

Table 7: Regression Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	-2.112	.897		-2.355	.020
Direction Setting	.301	.103	.212	2.935	.004
Resource Allocation	.170	.054	.128	3.157	.002
Organization Structure	.649	.081	.651	8.022	.000

Dependent Variable: Service Delivery

Source: Primary Data (2025)

The recognized regression equation was:

Researcher formulated regression line using the following equation

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \varepsilon$$

By replacing the values of β we get:

$$Y = .891 + .212X_1 + .128X_2 + .651X_3$$

The regression findings indicating that strategic planning elements direction, resource allocation, and organizational structure significantly influence service delivery in Rwandan secondary schools are strongly supported by current literature. For instance, Bryson (2018) emphasizes that a well-articulated strategic direction, including vision, mission, and clear goals, serves as a guiding framework for improving organizational performance. This aligns with the observed statistical significance of Direction ($B = .301$, $p = .004$) in enhancing service delivery, confirming that schools with structured strategic direction tend to achieve better educational outcomes. Similarly, Mutambo and Mwaura (2021) found that in Rwandan secondary schools, clearly communicated strategic plans promoted coordination and staff motivation, both critical to effective service delivery.

Furthermore, the strong influence of organizational structure ($B = .649$, $Beta = .651$, $p < .001$) is reinforced by the work of Habimana and Uwayezu (2021), who observed that schools with well-defined leadership hierarchies and accountability systems in Rwanda exhibited more responsive and efficient service delivery. Their study concludes that the internal organization of schools through transparent decision-making processes and clear reporting lines is crucial for quality improvement. These findings complement the regression analysis and underscore the need for school leaders and policymakers to emphasize strategic clarity and robust internal structures to enhance the effectiveness and quality of service delivery in the Rwandan education sector.

Results of Hypothesis Testing

The researcher tested whether he should accept or reject the hypothesis based on the data produced by applying the summary of the linear regression model. As consequence of this, the table demonstrates, using the findings of the hypotheses that were tested, the key effects needed to either affirm or reject hypotheses.

Table 8: Results of Hypotheses Testing

Hypothesis developed	Beta (β)	P-values	Decision on Ho	R ²
Direction Setting	.212	.004	Rejected	.765
Resource Allocation	.128	.002	Rejected	
Organization structure	.651	.000	Rejected	

Source: Primary Data, 2025

In this study, three hypotheses related to the research objectives were tested. The first hypothesis posited that direction setting has no significant influence on service delivery at the Association des Parents Adventistes pour le Développement de l'Éducation (APADE). The second suggested that resource allocation has no significant influence, and the third stated that organizational structure has no significant influence on service delivery. All three hypotheses were rejected, as the p-values were less than 0.005, indicating statistically significant relationships between each of the independent variables and service delivery. These results confirm that direction setting, resource allocation, and organizational structure all positively influence service delivery in secondary schools.

These findings are consistent with the research of Kinyua and Mwangi (2020), who found that strategic leadership practices, including direction setting, significantly enhance service delivery in educational institutions. Similarly, Nabwire and Okello (2018) concluded that effective resource allocation and well-defined organizational structures play a crucial role in improving the quality and efficiency of school service delivery. The alignment of these studies reinforces the critical role of internal management practices in achieving educational service goals.

CONCLUSION AND RECOMMENDATIONS

Conclusion

The study concluded that direction setting at the Association des Parents Adventistes Pour le Développement de l'Éducation significantly influences service delivery by providing clear goals and a unified vision. A well-defined direction ensures that all stakeholders are aligned in their efforts to improve educational outcomes and prioritize initiatives that enhance the learning experience. By establishing a clear purpose and measurable objectives, the organization fosters focus and accountability, which contribute to better service delivery.

Furthermore, the study concluded that effective resource allocation plays a critical role in enhancing service delivery in secondary school. Proper distribution of financial, human, and material resources ensures that the organization meet its objectives efficiently and equitably. Aligning resources with strategic priorities enables the institution to address critical areas, such as infrastructure, teaching materials, and student support, thereby improving the overall quality of education provided.

The study concluded that the organizational structure of the Association des Parents Adventistes Pour le Développement de l'Éducation profoundly impacts service delivery by shaping communication, coordination, and decision-making processes. A well-designed structure facilitates seamless information flow, enabling quick and informed responses to emerging challenges. Additionally, it fosters collaboration among staff, administrators, and stakeholders, promoting a supportive environment for implementing educational initiatives and driving positive change.

In overall conclusion, the effectiveness of service delivery at the Association des Parents Adventistes Pour le Développement de l'Éducation is strongly influenced by direction setting, resource allocation, and organizational structure. Clear direction provides focus and purpose, resource allocation ensures the efficient use of assets to achieve goals, and a sound organizational structure promotes coordination and adaptability. Together, these factors create a comprehensive framework for enhancing the quality of education and ensuring that the secondary school meets the needs of its stakeholders.

Recommendations

To build on the findings of the study and enhance service delivery at the Association des Parents Adventistes Pour le Développement de l'Éducation, the following recommendations are proposed:

- Continuously review and communicate the organization's vision, mission, and goals to ensure all stakeholders remain aligned and focused on improving educational outcomes.
- Develop and implement a systematic resource planning process that prioritizes critical areas such as infrastructure, teaching materials, and student support, ensuring equitable and efficient use of financial, human, and material resources.
- Periodically assess and refine the organizational structure to facilitate effective communication, decision-making, and coordination, fostering collaboration among staff, administrators, and stakeholders.
- Establish measurable indicators and regular monitoring mechanisms to track progress in direction setting, resource allocation, and organizational coordination, enabling timely adjustments for continuous improvement.
- Provide training and professional development for staff and administrators to strengthen leadership, planning, and resource management skills, supporting more effective service delivery.
- Encourage active involvement of parents, teachers, and community members in planning and decision-making processes to ensure initiatives are responsive to the needs of students and the wider school community.

The findings of this study align closely with the Resource-Based View (RBV), Systems Theory, and Stakeholder Theory, offering a robust foundation for both conclusions and recommendations. From an RBV perspective, the effectiveness of strategic planning in enhancing service delivery hinges on how well organizations like APADE leverage their unique, valuable, and non-imitable resources—such as community trust, local knowledge, and adaptive leadership—to create sustainable educational impact. Systems Theory further explains that APADE does not operate in isolation; rather, its planning and service outcomes

are shaped by dynamic interactions within a broader ecosystem comprising schools, government structures, families, and donors. Disruptions or misalignments in any part of this system—such as inconsistent funding or weak coordination—can undermine even well-designed strategies. Finally, Stakeholder Theory underscores that service quality and satisfaction are not merely technical outcomes but relational ones, dependent on actively identifying, engaging, and responding to the diverse expectations of parents, children, educators, and local authorities. Therefore, recommendations emphasize strengthening internal capacities (RBV), improving systemic integration through feedback loops and partnerships (Systems Theory), and institutionalizing participatory planning processes that prioritize stakeholder voice and equity (Stakeholder Theory) to ensure more resilient, responsive, and effective educational service delivery.

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