

Effectiveness of Strategic Planning on Effective School Management in Public Secondary Schools in Ubungo District, Dar es Salaam, Tanzania

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Abstract: This study examined the influence of strategic planning on resource allocation and effective school management in public secondary schools in Ubungo Municipality, Tanzania. Guided by the Resource-Based View (RBV) Theory, the study employed a mixed-methods approach, integrating quantitative data from 44 teachers and qualitative insights from the head teacher. The sample size was 44 out of a 1000 target population. Questionnaire and interview guides were employed. Validity and reliability were assessed, giving a Correlation coefficient of 0.73. Quantitative data were analyzed using SPSS version 26, while qualitative data were examined thematically. The findings revealed that while strategic planning frameworks are in place in most schools, their practical application in resource allocation remains inconsistent. The report revealed that resource distribution does not align with strategic priorities, least effective, and emphasized the availability of teaching and learning materials as vital for effective school management. Qualitative results highlighted challenges such as delayed government funding, minimal parental contributions, and limited autonomy at the school level, which hinder effective implementation. The study concludes that strategic planning has a positive but constrained influence on school management due to systemic financial and structural barriers. The study recommended strengthening the linkage between planning and budgeting, enhancing monitoring systems, and empowering school leaders through training and autonomy to improve resource efficiency and educational outcomes.

Keywords: *Strategic Planning, Resource Allocation, Effective School Management, Teaching and Learning Materials.*

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Introduction

Strategic planning plays a crucial role in enhancing the effectiveness of school management and improving student academic achievement by providing a systematic approach to setting goals, allocating resources, and evaluating progress (Bryson, 2020). It enables schools to address challenges such as teacher shortages, inadequate infrastructure, and limited resources, thereby fostering effective teaching and learning environments. Over time, strategic planning in education has evolved from basic administrative activities to comprehensive frameworks that integrate policy formulation, human capital development, and curriculum alignment (UNESCO, 2021). This shift reflects the growing need for evidence-based decision-making and stakeholder engagement to achieve sustainable improvements in educational outcomes.

In developed countries like the United States, Finland, and the United Kingdom, strategic planning is deeply embedded in educational systems, ensuring alignment between national policies and school-level implementation (Johnson, 2021). These nations emphasize accountability, data-driven decision-making, and continuous evaluation to enhance school performance. In contrast,

developing countries such as Tanzania face significant gaps in strategic planning and implementation (Ngussa & Mkumbi, 2022). Tanzanian schools often experience inadequate funding, limited teaching materials, and insufficient training for educators. As a result, fragmented decision-making and weak policy execution hinder the achievement of inclusive and competency-based learning goals.

A major challenge in Tanzania lies in the limited capacity of school administrators to design and implement long-term strategic plans. Many lack specialized training in leadership and resource management, which impedes effective goal-setting and resource allocation (Moore, 2023). Weak monitoring and evaluation frameworks further undermine efforts to measure progress and identify improvement areas. Additionally, external factors such as economic instability, political interference, and socio-cultural barriers contribute to unequal resource distribution between urban and rural schools, placing marginalized students at a disadvantage (Komba, 2022). Rapid population growth and rising enrollment rates also strain existing educational infrastructure, complicating efforts to plan sustainably for future needs.

Theoretically, strategic planning in education draws from Strategic Planning Theory and the Resource-Based View (RBV) Theory, both of which stress systematic goal-setting, resource optimization, and continuous assessment as essential for institutional success (Mintzberg et al., 2019). However, Tanzanian secondary schools face persistent obstacles including inadequate funding, leadership gaps, and insufficient teacher capacity, particularly in science and mathematics (Moshia, 2021). These limitations weaken the execution of strategic frameworks and the equitable distribution of resources. Consequently, this study aims to examine how strategic planning influences educational quality and student performance in Tanzanian public secondary schools. It specifically seeks to assess the role of resource allocation, leadership, and implementation challenges in shaping academic outcomes, providing insights and recommendations for improving strategic planning and management practices in the education sector (URT, 2020).

Statement of the Problem

Despite ongoing reforms aimed at improving secondary education in Tanzania, effective school management in public schools remains inconsistent, largely due to the lack of well-structured strategic planning. Many schools struggle with resource mismanagement, outdated instructional practices, and weak institutional oversight. Strategic planning, which involves setting long-term goals, identifying challenges, and developing targeted action plans, is essential for aligning resources and policies to support academic excellence. However, in Tanzanian public secondary schools, the absence of comprehensive, evidence-based planning frameworks has led to poor coordination, limited stakeholder involvement, and weak accountability mechanisms, all of which contribute to low student achievement and high dropout rates. There is limited empirical evidence on its specific impact within the Tanzanian context. This study, therefore, seeks to evaluate how strategic planning influences resource management, teacher effectiveness, and student performance, while also exploring implementation challenges.

Study Objective

To assess the extent of strategic planning on the allocation of resources and its influence on effective school management in Ubungu Municipality.

Literature Review

Theoretical Framework

The study was guided by the Resource-Based View (RBV) Theory. This theory was first introduced by Birger Wernerfelt (1984) in his paper "A Resource-Based View of the Firm." It marked a major shift in strategic management thinking by emphasizing that a firm's internal resources, rather than external market forces are the primary sources of sustainable competitive advantage. Wernerfelt argued that organizations achieve long-term success by leveraging unique, valuable, and difficult-to-imitate resources such as skilled personnel, proprietary technology, brand reputation, and efficient organizational systems. This internal focus represented a departure from traditional strategy models, which centered on external factors like industry structure and competition.

Building on Wernerfelt's foundation, Jay Barney (1991) expanded the theory by developing the VRIO framework, which outlines four attributes that determine the potential of a firm's resources to generate sustained competitive advantage: Value, Rarity,

Inimitability, and Organization. Resources are considered strategically significant when they are valuable in exploiting opportunities or neutralizing threats, rare among current and potential competitors, difficult to imitate due to unique historical conditions or social complexity, and well-organized within the firm to capture their full potential. This framework enables managers to identify and cultivate resources that provide enduring advantages in competitive markets.

The RBV Theory's key strength lies in its focus on internal competencies as drivers of success, encouraging firms to develop and protect distinctive assets rather than merely reacting to external pressures. It supports sustainable competitive advantage by emphasizing the strategic importance of developing human capital, innovation, and efficient internal processes. Furthermore, the VRIO framework provides a practical tool for evaluating and optimizing internal resources, guiding organizations in resource allocation and capability development. By identifying and nurturing unique resources, firms can achieve differentiation and long-term stability that competitors find difficult to replicate.

However, RBV has several limitations. One major weakness is its limited applicability in non-profit or public sector contexts, such as educational institutions, where success is not measured solely in financial terms. In such settings, defining "competitive advantage" becomes ambiguous. Additionally, the theory tends to overlook external factors such as market volatility, regulatory environments, and technological disruptions that can significantly affect organizational performance. Critics argue that relying solely on internal resources may lead to strategic myopia, ignoring the influence of broader environmental forces. Despite these limitations, RBV remains a foundational theory in strategic management, offering valuable insights into how organizations can harness their internal strengths to achieve sustained success and organizational effectiveness.

In the context of this study on strategic planning and effective school management in secondary schools, the RBV Theory provides a useful framework for understanding how schools can leverage their internal resources, such as skilled teachers, leadership competence, financial management systems, and learning facilities, to enhance educational performance. By identifying and optimizing valuable and rare resources, schools can improve instructional quality, organizational efficiency, and student achievement. The theory implies that effective strategic planning in education should not only focus on external directives or policy mandates but also on strengthening internal capacities that drive long-term improvement. Therefore, applying the RBV perspective helps explain how resource mobilization, allocation, and utilization contribute to effective school management and sustainable educational outcomes.

Empirical Literature Review

Research by Smith and Brown (2020) in the U.S. highlighted that strategic allocation of resources, guided by comprehensive planning, led to optimized educational outcomes. Schools that prioritized funding based on strategic goals reported a 12% improvement in student performance. This was further supported by Johnson et al. (2019), who found that well-targeted investments in teacher training and technology integration led to substantial improvements in student engagement and achievement. In addition, a study by Turner and Harris (2018) confirmed that districts with clearly defined educational priorities and resource

allocation strategies demonstrated higher levels of student performance, particularly in underfunded schools.

In the UK, a study by Davies and Harris (2021) found that schools implementing strategic resource allocation, particularly in STEM subjects, experienced enhanced student engagement and achievement. The research emphasized the role of targeted funding in addressing specific educational needs. This conclusion was echoed by Thomas and Williams (2019), who argued that schools with strategic financial management in place were better able to create specialized programs for struggling students, leading to noticeable improvements in test scores. Similarly, Brown and Mitchell (2020) found that investment in modern teaching resources and focused teacher development in the UK resulted in improved educational outcomes, particularly in the sciences and mathematics.

A study in South Korea by Park and Lee (2022) demonstrated that strategic planning in resource distribution, especially concerning technological integration, positively impacted students' effective school management, with a reported 9% increase in test scores. Kim et al. (2021) further affirmed these findings, showing that schools with a strategic focus on digital tools and platforms saw significant improvements in both effective school management and student engagement, particularly in high-stakes examinations. Furthermore, Lee and Cho (2020) found that proper allocation of educational resources not only improved test scores but also contributed to the development of essential 21st-century skills, such as problem-solving and digital literacy.

In Nigeria, research by Adeyemi and Ojo (2021) revealed that schools with strategic resource allocation plans, focusing on infrastructure and learning materials, saw significant improvements in student outcomes compared to those without such strategies. A similar study by Okafor and Nwankwo (2020) highlighted that well-structured resource distribution, particularly for building facilities and providing textbooks, positively influenced students' performance. Additionally, Olatunji and Adeoye (2022) observed that strategic resource allocation, particularly focusing on teacher training and the provision of modern teaching aids, led to improved learning outcomes and student retention in Nigerian schools.

In Kenya, Nang'ole and Muathe (2023) explored the effects of strategic resource allocation on the performance of public secondary schools in Bungoma County. The study found that strategic resource allocation had a significant and positive effect on school performance, recommending that school managers ensure resources are allocated in alignment with strategic plans to enhance productivity. While Ibrahim et al (2023) analyzed strategic planning practices in Tanzanian public secondary schools and found that strategic implementation practices, including resource allocation, significantly influenced school performance. The study recommended optimizing strategic planning processes to enhance educational outcomes.

Similarly, Mgonja and Njau (2022) investigated the impact of strategic leadership on school performance in Tanzania's secondary schools. Their findings highlighted the importance of leadership practices, including strategic planning and resource allocation, as central to improving academic achievement. The study emphasized that school leaders should adopt a more dynamic approach to strategy implementation to adapt to the changing educational environment. Furthermore, in a study by Mwakalinga and Mwita (2022), they examined the role of school management committees in the strategic planning and implementation process in Tanzanian

secondary schools. They found that active involvement of school committees in decision-making processes, particularly in terms of resource distribution, led to better educational outcomes. The study recommended strengthening the capacity of school committees to enhance the implementation of strategic plans.

Mgendi and Msumba (2021) explored the challenges of strategic resource allocation in public secondary schools in Dar es Salaam. They found that inadequate resources, coupled with poor planning, hindered the effective implementation of strategic plans. The researchers suggested that schools should prioritize training for managers and teachers in strategic resource management to improve overall performance. Moreover, studies by Khamis and Mwaipopo (2020) focused on the relationship between community involvement in school management and strategic planning in rural Tanzanian schools. They concluded that schools with strong community engagement in decision-making processes tended to have more effective resource allocation and better school management.

Methodology

This study adopted a mixed-methods research approach to investigate how strategic planning components, namely accountability, leadership, and transparency, impact effective school management in public secondary schools in Ubungo District, Dar es Salaam. The combination of quantitative and qualitative methods provided both measurable outcomes and deeper insights into participants' experiences. Quantitative data was collected through structured questionnaires administered to teachers and administrators, allowing the researcher to assess perceptions and implementation of strategic planning practices. Meanwhile, qualitative data was gathered via semi-structured interviews with school leaders and focus group discussions with teachers, offering better perspectives on how strategic planning operates in real contexts. This methodological triangulation enhanced the validity of the findings and aligned with current educational research standards that emphasize comprehensive data integration for analyzing complex systems like school management.

The study employed a convergent parallel research design, suitable for identifying the relationships among the strategic planning components without manipulating any variables. Stratified random sampling was used to ensure representation across different categories of school personnel, with a final sample of 44 respondents determined using Cochran's formula. The research instruments were piloted to enhance validity and reliability, and refinements were made based on expert reviews and feedback from preliminary testing. Data collection occurred over four weeks after obtaining official permissions from the District Education Office and school principals. Quantitative data were analyzed using descriptive statistics and correlation analysis to explore the strength and direction of relationships among variables, while qualitative data were subjected to thematic analysis to uncover recurring themes and contextual insights.

The target population consisted of 1000 teachers and educational leaders in public secondary schools in Ubungo District, selected based on their active involvement in strategic planning processes. Validity of the research instruments was ensured through expert evaluation and pilot testing, while reliability was assessed using a test-retest method. The combination of a structured questionnaire, interview guide, and focus group discussion guide facilitated the

collection of comprehensive data. The findings from quantitative and qualitative analyses were integrated to present a holistic understanding of the impact of strategic planning components on school management. This mixed-methods approach enabled the study to offer actionable insights and evidence-based recommendations for improving strategic planning and overall management effectiveness in the educational context of Tanzania.

Findings and Discussion

Availability of Teaching and Learning Materials Resources

Table 1 Availability of Teaching and Learning Materials (n=44)

Item	Frequency	Percent
Very great extent	8	18.2
Great extent	22	50.0
Moderate extent	13	29.5
Low extent	1	2.3
Total	44	100.0

The data presented in Table 1 indicated that a strong majority of teachers believe that the availability of teaching and learning materials is a crucial factor for effective school management. Specifically, a combined 68.2% of respondents affirmed that these materials influence management to a "great" or "very great extent." This is a strong consensus that underscores the perceived importance of these resources. A smaller but significant group, representing 29.5%, rated the influence as "moderate," suggesting that while materials are seen as important, they may not be the only contributing factor to effective management. A negligible 2.3% of teachers felt the influence was low, reinforcing the broad agreement on the pivotal role of these materials in schools.

The findings strongly suggest that the availability of teaching and learning materials including textbooks, laboratory equipment, and technology seen as fundamental to the success of a school. These resources directly support the core function of a school: teaching and learning. Their presence can improve instructional quality, reduce teacher workload, and lead to better student performance, all of which are key indicators of effective management. The fact that a substantial portion of teachers rated the influence as "moderate" may reflect a reality where some schools have already met a baseline level of resource sufficiency. In such cases, other managerial factors like leadership or professional development seen as more influential for further improvement. These results also connect with previous findings that showed challenges in resource allocation and efficiency. While teachers universally recognize the importance of materials, previous data pointed to a gap between this recognition and the actual practice of providing these resources in a timely and effective manner. This indicates that while the "what" (materials are important) is clear, the "how" (ensuring their proper allocation and use) remains a key challenge for school management.

The findings carry significant implications for the strategic management of schools. The overwhelming consensus that these materials are highly influential means that their provision should be a top priority in strategic planning. Schools must move beyond simply acknowledging the importance of these resources and instead make their availability a central tenet of their strategic goals. This requires directly linking resource provision to school

This section presents and discusses the availability of teaching and learning materials as a key factor influencing effective school management. The study sought teachers' perceptions of how these resources support school operations and improve instructional quality. Generally, the findings revealed that the majority of teachers viewed the availability of such materials, like textbooks, laboratory tools, and technology, as greatly influencing effective management, though some noted gaps due to limited and delayed resource provision. The availability of teaching and learning resources was presented in Table 1.

development plans. The moderate responses from a portion of teachers also signal a need for schools to address existing gaps in resource sufficiency and distribution, ensuring equity across all classrooms and departments.

To achieve this, several actions are recommended. Schools should prioritize allocating adequate budget to teaching and learning materials, develop robust systems to monitor their availability and use, and involve teachers directly in the planning and procurement processes to ensure that resources align with actual classroom needs. The previous studies emphasized the importance of resources in planning. Okafor and Nwankwo (2020), for example, highlighted that well-structured resource distribution, particularly for building facilities and providing textbooks, positively influenced students' performance. Similarly, Olatunji and Adeoye (2022) observed that strategic resource allocation, particularly focusing on teacher training and the provision of modern teaching aids, led to improved learning outcomes and student retention in Nigerian schools.

Furthermore, the study conducted an interview with one of the participants

"We prioritize based on urgency; examination classes come first, followed by basic infrastructure needs like toilets and classrooms. However, honestly, it is a constant juggling act. Government capitation funds arrive late, if at all, and parents contribute very little, often citing poverty. We end up relying on temporary fixes and goodwill from teachers. It's frustrating to plan when you're never sure what will actually be funded."

In a similar study, another participant commended that:

"There's a huge mismatch between what we need and what we get. We lack textbooks, lab equipment, and even chalk for writing. The government promises support, but delays are the norm. Parents are willing but unable; they contribute in kind, such as labor, but not cash. We stretch every shilling, but it is never enough. Our students deserve better, but we're always operating in survival mode."

Both school heads highlight the severe resource constraints facing secondary schools in Tanzania, underscoring late or inadequate government funding and minimal parental contributions. The visited schools demonstrate a prioritization strategy, channeling resources first to examination classes and urgent infrastructure, though this often results in short-term fixes. The study reveals shortages of basic learning materials and facilities that force reliance on in-kind parental support and improvisation. These experiences reflect the limitations of strategic planning in contexts of chronic underfunding. While school leaders attempt to prioritize needs systematically, the lack of predictable funding undermines their ability to execute long-term plans. The schools illustrate a

reactive management approach, where planning is repeatedly disrupted by funding uncertainties.

Conversely, the school's "survival mode" captures how resource scarcity restricts not only effective planning but also the quality of teaching and learning, since critical inputs such as textbooks and lab equipment are consistently missing. This suggests that strategic planning alone cannot guarantee effective school management without corresponding and timely resource flows. Schools may design plans that align with educational goals, but implementation

is delayed when financial and material resources are delayed or insufficient.

Effectiveness and Efficiency in Resource Allocation

The findings focused on understanding the extent of strategic planning on resource allocation to its effectiveness and efficiency while influencing effective school management. The visiting teachers were first asked to provide their perception based on a 5-point Likert scale, and the findings are presented in Table 2.

Table 2 Perception of Teachers on Resource Allocation and Efficiency

Statement	Strong Agree		Agree		Neutral		Disagree		Strong Disagree	
	F	%	F	%	F	%	F	%	F	%
i Resource allocation follows the priorities in the strategic plan	3	6.8	2	4.5	10	22.7	21	47.7	8	18.2
ii Resource use is more efficient	1	2.3	2	4.5	17	38.6	18	40.9	6	13.6

The analysis of teachers' responses regarding strategic planning and resource management in Ubungo Municipality, presented in Table 2, reveals critical insights into the relationship between planning and actual implementation. The data collected from 44 teachers focused on two key areas: whether resource allocation follows the priorities set in the strategic plan and whether resources are used efficiently within the schools.

The findings indicate a significant misalignment between strategic planning and resource allocation. A substantial majority of respondents, 65.9% (47.7% Disagree and 18.2% strongly disagree), reported that resource allocation does not follow the priorities outlined in the school's strategic plan. Only 11.3% of teachers agreed with the statement, while 22.7% remained neutral. This disparity suggests that although strategic plans may exist, they are not effectively guiding the allocation of resources, which is a fundamental aspect of implementing school strategies. One possible explanation is that resource allocation decisions made at higher administrative levels without sufficient consideration of school-specific priorities identified in the strategic planning process. This disconnect undermines the purpose of strategic planning, which is to provide a structured roadmap for achieving school objectives.

A similar trend emerges when examining teachers' perceptions of resource efficiency. More than half of the respondents, 54.5% (40.9% Disagree and 13.6% strongly disagree), believe that resources are not used efficiently in their schools. Additionally, 38.6% of teachers expressed a neutral view, which may indicate limited awareness or uncertainty regarding how resources are managed. These findings suggest that inefficiencies in resource utilization are widespread and may compound the negative effects of poor alignment between strategic planning and resource allocation. Ineffective resource use can lead to waste, restrict the availability of essential teaching and learning materials, and ultimately hinder schools' ability to achieve strategic and educational goals.

The results have critical implications for the effectiveness of school management in Ubungo Municipality. First, the lack of alignment between resource allocation and the strategic plan diminishes the value of strategic planning as a management tool. If

key decisions such as budgeting and distribution of resources are not guided by the plan, it becomes a mere procedural requirement rather than an actionable framework for school improvement. Second, the low perception of resource efficiency points to potential mismanagement or underutilization of available resources, which can negatively impact the quality of education by limiting access to essential facilities and materials. As argued by Smith and Brown (2020) in previous studies, carefully planned and strategically allocated resources significantly enhanced educational outcomes. Schools that aligned their funding with clear strategic objectives achieved a notable 12% increase in student performance.

To address these challenges, school leaders and municipal education officials should take deliberate actions. Budgets and resource allocation processes could be directly linked to the priorities set out in the strategic plan to ensure consistency between planning and execution. In addition, greater transparency and communication are needed to keep teachers informed about how and why resource-related decisions are made. Empowering school-level administrators with more autonomy and training to manage resources in line with their strategic goals could also close the gap between planning and practice. Furthermore, implementing robust monitoring and evaluation systems for resource use will help identify inefficiencies early and promote accountability in resource management. These findings followed by effective and efficiency allocation of resources presented in Table 3.

Table 3 Effective Allocation of Resources

Item	Frequency	Percent
Very effectively	5	11.4
Effectively	23	52.3
Moderately	14	31.8
Ineffectively	2	4.5
Total	44	100.0

The provided findings in Table 3 indicate a predominantly positive perception among teachers regarding resource allocation. A combined 63.7% of respondents view resource allocation as

effective or very effective. This suggests that the majority of teachers believe that resources are being distributed in a manner that supports school operations. The presence of a significant group (31.8%) who rate allocation as moderate, however, points to an existing gap between planning and implementation. Only a small fraction of teachers (4.5%) perceive the allocation as ineffective, highlighting that while there may be some systemic issues, they are not widespread.

The findings suggest that, strategic planning has a positive, though imperfect, influence on resource allocation. It is encouraging that the majority of teachers feel that strategic considerations guide the distribution of key resources like books and technology. This shows that the strategic plan is not just a theoretical document but is, to some degree, a practical tool for resource management. However, the moderate and ineffective ratings underscore that the alignment between strategic goals and resource distribution is not seamless. These inconsistencies could stem from various factors, such as insufficient funding, bureaucratic delays in procurement, or a lack of clear communication between the administrators who create the plans and the teachers who manage the resources. The mixed perceptions align with the understanding that while schools are making progress, there are still significant challenges to overcome in fully integrating strategic management into day-to-day operations.

The results have several important implications for the effectiveness of school management. First, the positive perception from over 60% of teachers confirms a positive influence of strategic planning on resource allocation. This is a crucial finding, as it validates the efforts of schools to use strategic planning as a tool for improving management. Second, the high percentage of moderate responses points to clear areas for improvement. To enhance effectiveness, schools must work on better aligning their strategic priorities with actual resource distribution. This could involve more frequent plan reviews, gathering better data on resource needs, and involving teachers in the decision-making process. Third, the small but notable percentage of ineffective responses highlights policy and practice gaps that need to be solved to ensure fairness and efficiency across all departments.

To close these gaps, schools should focus on key action points: enhancing the direct link between planning and budgeting, increasing transparency in how allocation decisions are made, and implementing continuous monitoring to ensure that resources are being used to meet strategic goals. This is supported by the study conducted by Lee and Cho (2020), who established that effective distribution of educational resources enhanced not only test performance but also fostered the growth of key 21st-century competencies, including problem-solving and digital literacy.

Summary, Conclusion and Recommendation

Summary

The findings reveal that while strategic planning exists within schools in Ubungo Municipality, its practical influence on resource allocation and management remains inconsistent. A majority of teachers indicated that resource distribution does not follow strategic priorities, with 65.9% disagreeing that allocations align with school plans. Similarly, over half of the respondents expressed concern about inefficient resource use, suggesting weak implementation mechanisms. However, a parallel set of results

indicated that approximately 63.7% of teachers perceive resource allocation as at least effective, showing partial success in applying strategic principles. Furthermore, 68.2% of teachers acknowledged that the availability of teaching and learning materials has a significant positive influence on effective management. Interviews with head teachers highlighted systemic challenges such as delayed government funding, minimal parental contributions, and a reliance on short-term fixes, all of which undermine long-term planning. Overall, while strategic planning positively influences resource use in principle, practical constraints and funding delays limit its effectiveness.

Conclusion

The study concludes that the extent of strategic planning on resource allocation significantly affects the effectiveness of school management. Although most schools have developed strategic plans, their implementation is weakened by poor alignment between planned priorities and actual resource distribution. Inefficient use of available resources, funding delays, and inadequate supply of teaching and learning materials further compound the problem, leaving schools to operate reactively rather than strategically. Therefore, while strategic planning provides a critical framework for guiding school operations, its influence is limited when resource flows are unpredictable and when communication gaps exist between planners and implementers.

Recommendation for Action

School management teams and education authorities should strengthen the link between strategic plans and budgeting processes to ensure that financial and material resources directly support identified priorities. There is a need to establish transparent systems for resource allocation, coupled with regular monitoring and evaluation to promote accountability and efficiency. Empowering head teachers with greater autonomy in managing funds and providing targeted training on strategic resource management can enhance decision-making at the school level. Additionally, improving communication between government authorities and schools, ensuring timely disbursement of funds, and encouraging stronger community participation in resource mobilization will help align planning with practice.

Recommendation for Further Study

Future research should explore the specific mechanisms through which strategic planning can be effectively integrated with resource management in underfunded educational contexts. Longitudinal studies could examine the long-term impact of improved planning and budgeting alignment on school performance and student outcomes. Further investigation into the role of community engagement, digital tools for monitoring resource use, and alternative financing models would provide valuable insights for sustainable and equitable school management. Comparative studies across different municipalities or regions could also reveal best practices for translating strategic plans into tangible resource outcomes.

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