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(JBSM) **Influence of Generic Strategies on Student Attraction by Church
Based Schools in Kenya (A Case Study of CITAM Schools)**



**Influence of Generic Strategies on Student Attraction by Church Based Schools in Kenya
(A Case Study of CITAM Schools)**



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Abstract

Purpose: This study focused on assessing the influence of generic strategies on student attraction by church-based schools in Kenya with a case study of Christ Is the Answer Ministry schools. It is guided by the subsequent definite objectives; to determine the influence of Cost leadership strategy, focus strategy and Differentiation strategy on student attraction by church-based schools in Kenya.

Methodology: The study has used descriptive cross-sectional design. The management personnel and teachers were the target population for the exercise which were limited to ten schools owned by CITAM. Primary data was collected using semi-structured questionnaires containing both open ended and close ended questions. The questionnaires were to be administered through a drop and pick method. Qualitative analysis was done on the information collected from the results of the questionnaires. Quantitative analysis includes descriptive statistical technique. Descriptive statistics compliments the use of frequencies, mean and percentages that was summarized and presented using tables, graphs and charts. The data was analysed with the aid of a linear regression model from an SPSS analysis tool.

Findings: The study established that differentiation strategy and focus strategy had a positive and influence on student attraction by church based schools in Kenya as shown by beta values of 0.983 and 0.364 and significant values of 0.000 and 0.000 respectively. This bears the implications that increasing aspects either differentiation strategy or focus strategy with one unit results to increase in the levels of on student attraction with respective beta units. Cost leadership strategy on the other hand had a negative influence on student attraction by church based schools in Kenya as shown by a beta value of -0.002. On differentiation strategy, the study recommends prioritizing technological leadership is crucial in creating a modern and innovative learning environment that resonates with the preferences of contemporary students, enhancing customer care should be a central focus for church-based schools to create a supportive and nurturing educational community and expanding market share is essential in reaching a broader audience and establishing the school's unique value proposition within the educational landscape.

Unique contribution to theory, practice and policy: On focus strategy, the study recommends, prioritizing targeted market segmentation is essential in catering to the unique needs and preferences of specific student groups, the focus on academic performance should remain a central priority in enhancing student attraction to church-based schools and strategic media advertisements play a crucial role in raising awareness and visibility of the unique educational offerings and values-based learning environment offered by church-based schools.

Key Words: *Cost Leadership Strategy, Focus Strategy Differentiation Strategy, Student Attraction, and Church-Based Schools*

Background of the Study

Globally, Strategic Management models have been treated as vital logical element of the strategy formulation and in the support towards smooth operation of any organization trading or offering services to the people living and serving organizations in the world (Liang, Luo, Shao & Shi, 2022). Choice of model is at the epicentre of strategy formulation and no strategy can be implemented without considering the choices that need to be adhered to. If there are no choices to be made, there could be seldom value in thinking about strategy at all. On the other hand, and often, in practice, organization showing limits on the range of possible choices is either straggling or sinking deeper in the ocean. Small enterprises tend to be limited by their resources, but large enterprises including the state corporations find it difficult to change quickly and so tend to be constrained by their past. In large corporations, managers may find their range of choice limited because some choices are made at a higher level or in another country. A generic strategy is a general way of positioning a firm within an industry. Focusing on one generic strategy allows executives to concentrate on the core elements of firms' business-level strategies and avoid competing in the markets better served by other generic strategies. It provides companies with a strategic plan to compete and gain an advantage within the marketplace. Porter (1980) advocated for three key potentially successful generic strategic approaches to outperforming other firms in an industry namely overall cost leadership, differentiation and focus. These strategies are called generic because they can be pursued by any type or size of business, firm or organization including the faith-based schools such as CITAM schools. If a firm does not pursue one of these strategy types, it stuck-in-the-middle and experiences lower performance when compared to firms that pursue a generic strategy (Porter, 1980). Porter argues that strategy is about selecting the set of activities in which an organization excels to create a sustainable difference in the market place. The performance of any business organization is affected by the strategies the organization has chosen (Mutuku, 2015). The thirst of quality education has catalysed the growth of the faith-based institutions, with an aim of providing a holistic education and in a competitive environment. Application of any of the Porter's generic strategy approach comes in handy for the faith-based schools to compete against both privately and publicly owned primary schools.

Statement of the Problem

In Kenya, the nationalization of schools was met with little resistance from founding religious bodies, as the state invited them to continue serving as sponsors and provided them with certain responsibilities (Mwangangi, 2012; Onderi & Makori, 2013). As sponsors, these religious institutions were expected to contribute physical resources, offer pastoral/spiritual care, and nominate members for the board of governors [BOG], giving them a say in teacher hiring and firing, including head teachers. However, in various parts of Kenya, the state's role as the manager of schools was mostly in name only, as founding religious bodies continued to act as de facto managers, especially in rural areas where the state lacked capacity (Buchmann, 1999). This continued even in urban regions during the 1980s and 1990s due to economic decline, corruption, and political disputes that weakened state capacity (Kramon & Posner, 2016). While many welcomed a stronger state presence in education, tensions have arisen between school management boards [BOMs] and religious bodies acting as sponsors (Onderi & Makori, 2013). Conflicts have emerged regarding teacher and head teacher assignments, as well as the overall vision and mission of schools. These conflicts have been present to some extent even before the 2010 Constitution and 2013 Basic Education Act, but they appear to have intensified in recent years as the state's capacity to regulate and manage schools has grown.

The privatization of education and liberalization of student selection since the formation of church-based schools in 18th century has made education dynamic and highly competitive. Churches are competing for limited resources and market share in the education sector. Churches are being forced to develop sustainable competitive strategies to increase their market share as well as produce good grades for the students schooling in based schools for the global market as part of their competitive strategies to remain relevant and cope with turbulent business environment. So, to survive, to be more profitable, and to increase the market share, firms should create strategies. Regarding organizational strategies, organizations are referred to as “specialists” if they can survive only within a limited range of resources. Research has been conducted in the area of generic strategy in various fields but they have not touched on the effect of generic strategies on students' attraction by church-based schools. Gitonga (2011) investigated the influence of positioning in the enrolment of students in Nairobi's private middle level colleges while Kaburu (2012) researched competitive strategies adopted by Zetech College to cope-up with competition among middle colleges in Kenya. Mutinda, Abiero & Juma (2016) studied the Effect of Competitive Strategies by Religious Sponsored Private Universities on Student Attraction in Kenya. The study reveals that religious sponsored private universities engage in a variety of strategies to attract students which include the following: lowering fees, aggressive advertisement on TV, newspapers, and radio; having bursary fund to support poor students who cannot afford fees and offering scholarships to those who excel in various activities in the university. It also established that religious sponsored private universities have heavily invested in technology to increase efficiency. These studies were conducted in various contexts and focused on different

concepts thus presenting both contextual and conceptual knowledge gaps which the current study sought to fill by assessing the influence of generic strategies adoption on student attraction by church-based schools in Kenya, a cross-sectional survey of Christ is the answer ministry schools.

Research Objectives

- i To determine the influence of Cost leadership strategy on student attraction by church based schools in Kenya
- ii To evaluate the influence of Focus strategy on student attraction by church based schools in Kenya
- iii To establish the influence of Differentiation strategy on student attraction by church based schools in Kenya

Literature Review

Theoretical Review

Resource-based Theory

The resource-based view of the firm (RBV) draws attention to the firm's internal environment as a driver for competitive advantage and emphasizes the resources that firms have developed to compete in the environment. The term 'resource-based view' was coined much later by Wernerfelt (2011) who viewed the firm as a bundle of assets or resources which are tied semi-permanently to the firm. Peng (2013) established the notion of core competencies, which focus attention on a critical category of resource which is part of the firm's capabilities. Early researchers simply classified firms' resources into three categories: physical, monetary, and human. These resources can be tangible or intangible. Barney and Wright (2008) drew attention to 'all assets, capabilities, organizational processes, firm attributes and information, knowledge controlled by a firm that enable the firm to conceive of and implement strategies that improve its efficiency and effectiveness. Firms that are able to leverage resources to implement a value creating strategy not simultaneously being implemented by any current or potential competitor can achieve competitive advantage. Researchers subscribing to the RBV argue that only strategically important and useful resources and competencies should be viewed as sources of competitive advantage. This theory explains the focus strategy applicable in the study as the schools have to leverage resources on a particular target segment.

Knowledge-Based Theory

Murray (2010) points out that knowledge has special characteristics that make it the most important and valuable resource. Hamel and Prahalad (2011) argue that knowledge, intellectual assets and competencies are the main drivers of superior performance in the information age. Tiwana (2012) also suggest that knowledge is the most important resource of a firm. Evans (2013) pointed out that material resources decrease when used in the firm, while knowledge assets

increase with use. Tiwana (2012) argued that technology, capital, market share or product sources are easier to copy by other firms while knowledge is the only resource that is difficult to imitate.

Grant (2010) argued that there are two types of knowledge: information and know-how. Evans (2013) proposed a five-level knowledge hierarchy comprising data, information, knowledge, expertise and capabilities. In this regard, an organization that is endowed with resources is more likely to achieve competitive advantage by carrying out research and development and encouraging product innovation. In addition, an organization with immense resources invests in current technology which enhances product development and product line extension. This theory relates to all the strategies as the organization carefully uses its knowledge to create a differentiated product that is valuable and affordable to a target segment.

Capability-Based Theory

Grant (2010) argued that capabilities are the source of competitive advantage while resources are the source of capabilities. Amit and Shoemaker (2003) adopted a similar position and suggested that resources do not contribute to sustained competitive advantages for a firm, but its capabilities do. Haas and Hansen (2009) supported the importance of capabilities and suggest that a firm can gain competitive advantage from its ability to apply its capabilities to perform important activities within the firm at a low cost. Grant (2010) defines organizational capability as, a firm's ability to perform repeatedly a productive task which relates either directly or indirectly to a firm's capacity for creating value through effecting the transformation of inputs to outputs. Grant (2010) also divides capability into four categories: cross-functional capabilities, broad-functional capabilities, activity-related capabilities and specialized capabilities. McQuarrie (2014) stressed the importance of organizational learning. It has been argued Lee and Lee (2010) that the ability to learn and create new knowledge is essential for gaining competitive advantage. Ray, Barney and Muhanna (2011) defined capabilities in contrast to resources, as 'a firm's capacity to deploy resources, usually in combination using organizational processes, and affect a desired end cost advantage. They are information-based, tangible or intangible processes that are firm-specific and developed over time through complex interactions among the firm's resources. This theory relates to cost leadership strategy as the organization is capable of using its capacity to deploy resources and processes to provide affordable valuable services to clients.

Neo-Institutional Theory

Oliver (1996) posits that neo-institutional theory explains heterogeneity and differentiation. Through institutional embeddedness and interconnection, the creation of competitive advantages can be explained because institutional embeddedness has an impact on organizational behavior, causing it to seek an economic and social fit. Differentiation supports and sustains competitive advantage, but conformity to institutional pressures provides legitimacy, resources, and competitive advantage. In contexts where institutional and competitive pressures exert strong influences, the strategic decisions of managers result both in conformity to institutional pressures,

which leads to isomorphism and legitimacy, and in differentiation, which, following the resource-based view of the firm, can increase the possibility of creating a competitive advantage through heterogeneity in resources and capabilities. This theory explains the differentiation strategy of the generic strategy applied in this study to bring out the different capabilities of the organization over the competitors.

Conceptual Framework

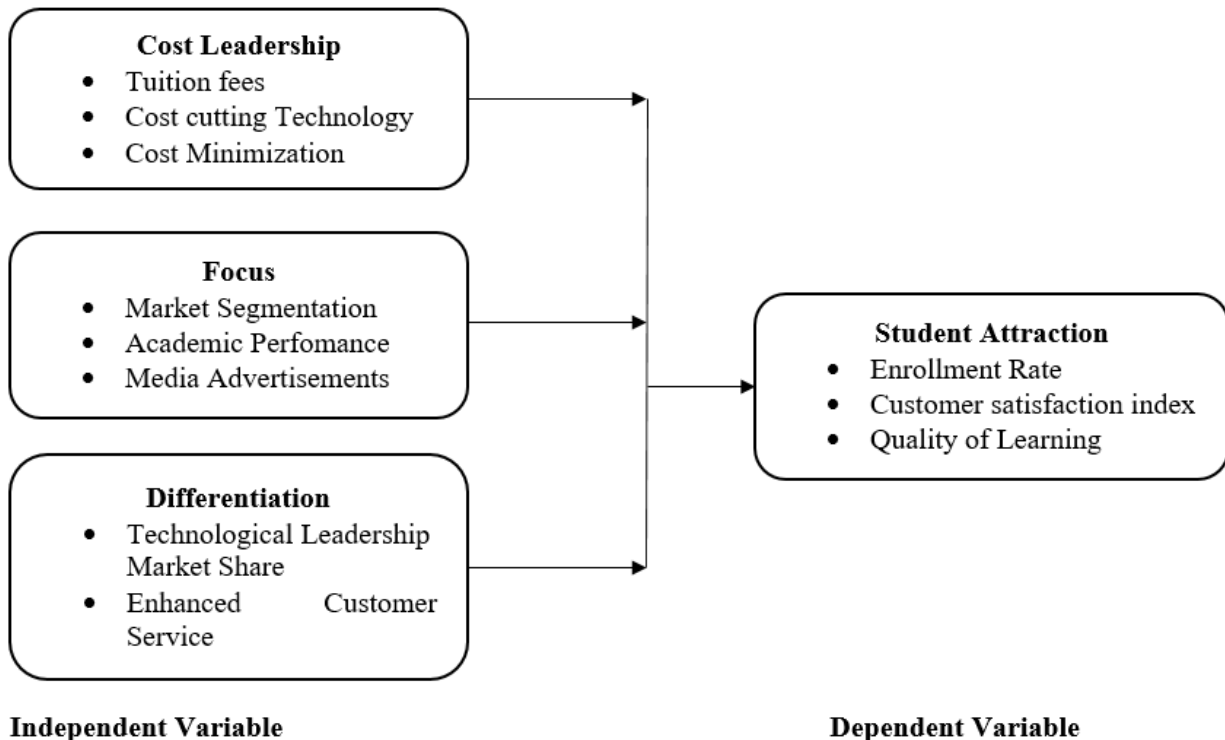


Figure 1: Conceptual Framework

Cost leadership strategy

Cost leadership occurs when a company is the category leader for low pricing. To successfully achieve this without drastically cutting revenue, a business must reduce costs in all other areas of the business, such as marketing, distribution and packaging. A cost leadership strategy is a company's plan to become a cost leader in its category or market (Porter 1985). This strategy focuses on gaining competitive advantage by having the lowest cost in the industry (Pulaj, Kume & Cipi, 2015). In order to achieve a low-cost advantage, an organization must have a low-cost leadership strategy, low-cost manufacturing, and a workforce committed to the low-cost strategy (Wicker, Soebbing, Feiler & Breuer, 2015). Cost leadership Strategy requires an ease maker in an industry for a given level of value. It looks to draw in clients in view of cost or cost and is exceptionally important if the market is value delicate. As per Porter, (2015), a firm ensures they

undertake the most cost effective strategies in production aiming to value their products lower than its competitors hence getting a bigger market share. Associations that accomplish minimal effort administration commonly make ease in respect to contenders the topic of their whole business procedure.

Low cost advantage stems from a company being able to keep its cost of production lower than the competition through efficient operations (Akan et al., 2016). A firm pursuing Cost leadership competitive strategy must seek and exploit all cost advantages. Being able to achieve sustained overall Cost leadership in an industry enables a firm to offer its products at lower prices than competitors or at near the industry average which translates to higher returns. Firms that adopt Cost leadership aims to be low cost products. Such firms sell their products. Such firms sell their products at low prices but also offer a product or services of better quality` compared to those of competitors. For Cost leadership, organizations must ensure efficiency in operation, technological, innovation, economies of scale, low cost labor and easy access to raw materials to cut on transport cost. Efficiency is the main emphasis of Cost leadership Strategy. Through production of high volumes of standardized products, the organization aims at benefiting from economies of scale as well as experience curve effects. Such a product is normally basic and produced at a cost that is relatively low with the target customer base being very large. To succeed, the strategy mostly requires a vast market share advantage or even preferential accessibility to important things like labor, necessary inputs, and raw materials. Where a firm has one of these advantages is missing, it is very easy for other players to copy the strategy. Successful implementation may equally be as a result of; process engineering skills, continuous access to inexpensive capital, products manufactured easily, tight cost control, close labor supervision, and incentives on the basis of quantitative targets. The strategy aims at ensuring that costs remain at the best possible minimum.

Differentiation Strategy

A differentiation strategy is an approach businesses develop by providing customers with something unique, different and distinct from items their competitors may offer in the marketplace. The main objective of implementing a differentiation strategy is to increase competitive advantage. A business will usually accomplish this by analyzing its strengths and weaknesses, the needs of its customers and the overall value it can provide (Reilly, 2002). Approaches to manage separation can take various structures (Porter 2015): layout or brand picture, advancement, features, customer advantage, dealer mastermind or diverse estimations. Jassim (2016), recommends that a firm can make its items not the same as those of its rivals in terms of quality, marking, feel, sturdiness, taste and so forth. By differentiating a firm wins brand loyalty with a resultant lower sensitivity to cost. A differentiator still stresses over cost since it impacts the edges. According to Porter (2015), accomplishing Differentiation strategy swaps with cost position if the exercises required in making it are inalienably expensive, for example, broad research, item plan, superb materials or serious win of client trust. Differentiation strategy faces various dangers. These include: imitation from different contenders that decrease the uniqueness, changes in client tastes and unwillingness by

clients to pay the superior cost. In Differentiation strategy, the organization seeks to be unique in a certain dimension which is valued by consumers and positions itself to meet this need. A firm identifies a unique attribute that is perceived by most of the consumers in the market as being of importance, and positions itself to meet this attribute For Differentiation strategy to be successful the unique attribute has to be seen as valuable to the customer and the price premium generated has to exceed the added cost of being unique, (Pollitt and Bouckaert, 2017). As indicated by Pollitt and Bouckaert, (2017) some of the dimensions that an organization can choose to differentiate itself may include; durability, service delivery, branding, packaging, location of facilities, or product features of good quality. Differentiated products are unique, non-standard and retail at a premium price than those of the competition.

Focus Strategy

A firm seeking to adopt focus strategy has to differentiate its products by either satisfying their customers through quality products, lower the cost of the products or both (Porter, 2015). Focus strategy entails an organization identifying a small portion of the market which it seeks to dominate and this is achieved by emphasizing on quality of goods and services. This can either be a Cost leadership or Differentiation strategy aimed towards a narrow focused market (Reck et al, 2014). Focus strategy focuses on an organization choosing a narrow scope over which it wishes to compete on in any given industry. It involves selection of market segments and tailoring a strategy this market satisfactorily to the exclusion of other market segments (Zhao, Hwang & Yu, 2013). Different strategies have been applied in focus strategy to gain competitive advantage. For instance, Porter (1985) notes that organizations choosing cost focus strives to achieve cost advantage while those pursuing Differentiation strategy focus seeks to differentiate their products and services in the identified target market segment. The factors making this strategy successful include: segments buyers possessing unusual needs or are very sensitive to cost element. Neumann and Brown (2013) established that focus strategies enabled organization in satisfactorily meeting the needs of a selected market segment thereby edging out competing brands. Lacum, Ossevoort and Goedhart (2014) established that through focus strategy, organizations were able to improve their product offering to a given class of customers. The focus strategy has two narrow dimensions of either cost focus or Differentiation strategy focus in which the company narrows its offerings to a targeted segment of the industry. Whereas the other two strategies focus on a broader scope of the industry, focus strategy targets a narrow field within the industry. In cost focus the firm positions itself as the low cost producer within a targeted small segment of the industry whereas in Differentiation strategy focus it seeks Differentiation strategy within the targeted segment (Porter, 2012).

Student's Attraction

Education sector in Kenya has experienced increasing competition among learning institutions to attract students both locally and internationally (Mazzarol, 1998). Competitive pressure has forced

educational institutions to adopt more competitive marketing strategies in order to compete for students. Therefore, to study how the generic strategies affect student attraction in education institutions especially church based schools became pertinent on the part of marketing strategy planning for student recruitment of in these institutions. Joseph & Joseph (2000) concluded that course and career information, physical aspects and facilities are critical issues that must be kept in mind as educational institutions create sustainable competitive advantage in marketing strategies. LeBlance and Nguyen (1999) identified perceptions of price in the form of the price/quality relationship as most important factors, while Ford et al. (1999) recognized academic reputation, cost/time issues and program issues as the Sevier (1986) stated that research has consistently shown that school location can be a major factor for potential student's decision to apply and enroll in an institution. Some students may be interested in a school close to their hometown for convenience and accessibility (Absher & Crawford, 1996; Sevier, 1994). A study by Kohn et al. (1976) discussed that an important factor in student predisposition to attend college is the close proximity of a higher education institution to home. It was found that a low-cost, nearby college was an important stimulator of a students' decision to further his or her education. Ismail (2009) indicated that students are satisfied with school choice based on information available to them with respect to academic recognition (external influence). Institutional image and reputation has a tremendous effect on institution choice. Lay and Maguire (1981); Murphy (1981); Sevier (1986); Keling (2006, 2007) all found that the most influential factor that students evaluate in selecting an institution was reputation of the institution. Absher & Crawford (1996) avers that educational facilities.

Research Methodology

The study adopted a descriptive cross-sectional design. The current study targets 10 (ten) church based Schools owned by CITAM operating in Athi River, Buruburu, Eldoret, Kisumu, Nakuru, Ngong, Kiserian, Woodley, Citam Rongai and Clay City. There was a total of 150 respondents in the study. Census was conducted during the collection of data from all the stratified management. The population is divided into strata according to the management office they hold. The respondents included in the study was purposively chosen as they are involved in the strategy formulation and implementation in the schools. For the purposes of collecting primary data, the study adopts a questionnaire which contains close and open ended questions. Before processing the responses, the completed questionnaires were edited for completeness and consistency. The data was coded to enable analysis of the responses. Since descriptive analysis was employed to analyze data, table, charts, graphs, percentages and frequencies were used. Multiple regressions were used to measure the quantitative data through the use of Statistical Package for Social Sciences (SPSS) version 25. The data was analyzed with the aid of regression model as illustrated below.

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

Y – Student Attraction which is the dependent variable

α – Constant number

B_i – the coefficient of X_i ($i = 1, 2, 3, 4$)

X_1 – coefficient of Cost Leadership

X_2 – coefficient of Focus

X_3 – coefficient of Differentiation

ε – (error term) any other influence of Generic Strategy

Findings of the Study

Targeted was a sample of 137 respondents who did not take part in the pilot test, and 122 correctly completed questions were obtained. The questionnaire return rate was 89.05 percent which is adequate for analysis. According to Mugenda, (2008), response rate above 70% is adequate for analysis.

Descriptive Statistics

The current study adopted means and standard deviation in presenting the descriptive findings of the study. The criteria followed in adopting the means and standard deviations was first rating the responses using a scale of 1-5 and then presenting the average means and standard deviation. Respondents were presented with statements pertaining to each of the independent variables in the questionnaires and were supposed to provide their ratings of the statements using a scale of 1-5 where 1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree and 5= Strongly Agree. The results are presented in the following subsection

Influence of Cost leadership on attraction to church based Schools

In relation to various assertions about cost leadership in relation to student attraction in the schools, respondents were asked to score their level of agreement. The outcomes are shown in Table 1. The provided descriptive statistics highlight various aspects of the concept of cost leadership within the educational context. The first statement indicates that 122 respondents perceived the school's tuition fees as moderately affordable compared to other educational institutions in the area, with a mean score of 4.31 and a standard deviation of 0.875. This suggests that the respondents generally consider the school's fee structure to be within a reasonable range, making it accessible to a broader audience. The subsequent statements focus on the school's strategies to minimize costs while maintaining educational quality. The second statement suggests that the school employs cost-cutting technologies to reduce operational expenses, yielding a mean score of 4.12 and a standard deviation of 0.984. The third statement emphasizes the school's commitment to minimizing costs without compromising the standard of education or student services, with a mean score of 3.89 and a slightly higher standard deviation of 1.026. These findings collectively underscore the

school's dedication to maintaining cost efficiency without compromising the quality of education and support services. Furthermore, the data also indicates the school's efforts to enhance accessibility through financial assistance options. The fourth statement suggests that the school offers rates or financial assistance options to attract students from diverse socioeconomic backgrounds, ensuring accessibility to education for a broader audience. This statement has a relatively higher mean score of 4.61 and a larger standard deviation of 1.289, indicating a positive perception among respondents regarding the school's efforts to provide financial aid.

Table 1: Descriptive statistics on Cost Leadership

Statements	N	Mean	Std.Dev
This school's tuition fees is moderately affordable as compared to other educational institutions in the area.	122	4.31	0.875
The school uses cost-cutting technologies to reduce operational expenses while maintaining the quality of education	122	4.12	0.984
This school minimizes costs without compromising the standard of education or student services	122	3.89	1.026
This school offers rates or financial assistance options to attract students from diverse socioeconomic backgrounds, ensuring accessibility to education for a broader audience	122	4.61	1.289
This school continuously takes measures to optimize resource allocation and maximize efficiency in daily school operations, contributing to overall cost leadership in the education sector	122	4.52	0.38
This university has a well established programme that offers scholarships for students.	122	4.21	0.23
Average	122	4.05	0.803

Influence of Differentiation strategy on attraction to church based schools

In relation to various assertions about differentiation strategy in relation to student attraction in the schools, respondents were asked to score their level of agreement. The outcomes are shown in Table 2. The provided descriptive statistics shed light on various facets of the differentiation strategy within the educational setting. The first statement underscores the school's commitment to catering to the diverse interests and talents of its student body through extracurricular activities and specialized programs, with a mean score of 4.35 and a standard deviation of 0.787. This highlights the school's emphasis on providing a well-rounded educational experience that goes beyond academics, fostering a supportive environment for students' holistic development. The subsequent statements emphasize the school's personalized approach to education. The second statement suggests that the school has specific initiatives or efforts to enhance student engagement and satisfaction through personalized support and attention, with a mean score of 3.99 and a relatively higher standard deviation of 1.09. The third statement further illustrates the school's

commitment to customizing teaching methods and curriculum to meet the individual learning needs of students, with a mean score of 4.02 and a standard deviation of 0.652. These findings collectively emphasize the school's focus on tailoring the educational experience to the individual needs and preferences of students. Moreover, the data highlights the school's utilization of technology to enhance the learning experience. The fourth statement suggests that the school employs technology to provide innovative teaching methods tailored to individual student needs, with a higher mean score of 4.52 and a larger standard deviation of 1.289. This emphasizes the school's commitment to leveraging technological advancements to deliver a more engaging and personalized learning environment, aligning with the principles of the differentiation strategy. Collectively, these findings emphasize the school's dedication to providing a tailored, holistic, and technology-driven educational experience for its students.

Table 2: Descriptive Statistics on Differentiation strategy

Statements	N	Mean	Std.Dev
This school effectively cater to the diverse interests and talents of its student body through extracurricular activities and specialized programs	122	4.35	0.787
This School has specific initiatives or efforts taken by the school to enhance student engagement and satisfaction through personalized support and attention	122	3.99	1.09
This school customizes its teaching methods and curriculum to cater to the individual learning needs of students	122	4.02	0.652
This school utilizes technology to enhance the learning experience and provide innovative teaching methods tailored to individual student needs	122	4.52	1.289
This school continuously assess and respond to changing market demands and student expectations to maintain a competitive edge in the education industry	122	3.39	1.258
This school prioritizes and delivers exceptional customer service to students and parents, ensuring a positive and personalized educational journey for each student	122	3.12	1.459
Average	122	3.8	1.009

Influence of Focus strategy on attraction to church based schools.

In relation to various assertions about focus strategy in relation to student attraction in the schools, respondents were asked to score their level of agreement. The outcomes are shown in Table 3. The descriptive statistics provided offer insights into the focus strategy implemented within the educational context. The data indicates that the school effectively identifies and targets specific niche markets or segments based on students' unique needs and preferences, with a mean score of

4.21 and a relatively low standard deviation of 0.541. This demonstrates the school's commitment to strategic market segmentation, tailoring its approach to meet the demands of distinct student groups, and addressing their specific educational requirements. Furthermore, the statistics highlight the school's efforts to customize academic programs and offerings for the targeted niche. The second statement indicates that the school tailors its academic programs to cater to the specific interests and talents of students within the targeted niche, with a mean score of 4.25 and a low standard deviation of 0.512. This emphasizes the school's commitment to providing specialized educational programs that are aligned with the unique needs and preferences of the targeted student population. The data also suggests the school's focus on maintaining efficient operations within the targeted market segment. The fourth statement reveals that the school prioritizes cost controls and maximizes efficiency to ensure the delivery of high-quality education while remaining competitive within the focused market segment, with a mean score of 4.14 and a standard deviation of 0.801.

Table 3 Descriptive statistics on Focus strategy

Statements	N	Mean	Std. Dev
The school identifies and targets specific niche markets or segments based on students' unique needs and preferences as part of its market segmentation strategy	122	4.21	0.541
This school tailors its academic programs and offerings to cater to the specific interests and talents of students within the targeted niche	122	4.25	0.512
The school utilizes media advertisements to effectively reach and engage with its target audience, promoting its specialized programs and educational advantages	122	3.89	1.004
This school has continued to maintain cost controls and maximizes efficiency to ensure the delivery of high-quality education while remaining competitive within the focused market segment	122	4.14	0.801
This school frequently measures and evaluates its academic performance within the targeted niche, and takes steps to continually improve the quality of education offered to students	122	4.36	0.248
This school maintains strong communication and relationships with students and parents within the focused market segment, fostering a sense of community and personalized support	122	3.89	0.925
Average	122	4.03	0.635

Attraction to church Based Schools

The table 4 suggests that the enrollment rates categorized into four distinct groups over a five-year period from 2018 to 2022. The data indicates that in 2018 and 2019, the enrollment rates were relatively consistent, with approximately 26.10% falling below 20%, 27.10% falling within the

20%-40% range, 10.20% falling within the 41%-60% range, and 36.60% exceeding 60%. However, there was a notable shift in enrollment patterns in subsequent years. In 2020, there was a substantial increase in enrollment rates below 20%, reaching 57.50%, while the percentages within the other categories experienced a significant decline. Similarly, in 2021, the percentage of enrollment below 20% decreased to 46.30%, while there was a notable rise in the 41%-60% and above 60% categories. By 2022, the enrollment rates stabilized somewhat, with 27.10% falling below 20%, 18.20% falling within the 20%-40% range, 20.10% falling within the 41%-60% range, and 34.60% exceeding 60%.

Table 4: Enrollment Rate

Year	Below 20%	20%-40%	41%-60%	Above 60%
2018	26.10%	27.10%	10.20%	36.60%
2019	26.10%	27.10%	10.20%	36.60%
2020	57.50%	27.60%	9.40%	5.50%
2021	46.30%	26.80%	17.90%	9%
2022	27.10%	18.20%	20.10%	34.60%

The data illustrates a fluctuating trend in enrollment rates over the specified years, reflecting varying degrees of student participation across different ranges. While the enrollment rates within the 20%-40% and 41%-60% categories generally remained relatively stable, there were significant fluctuations in the percentages falling below 20% and exceeding 60%.

Table 5: Customer Satisfaction Index

Year	Customer Satisfaction Index				
	Very low satisfaction	Low satisfaction	Moderate satisfaction	High satisfaction	Very high satisfaction
2018	0	0	23.60%	27.90%	48.50%
2019	0	0	23.60%	27.90%	48.50%
2020	0	10.80%	20.60%	24.90%	43.70%
2021	0	0	11.90%	20.00%	68.10%
2022	0	0	6.00%	30.80%	63.20%

Table 5 illustrates the Customer Satisfaction Index over a five-year period, segmented into five distinct categories: very low satisfaction, low satisfaction, moderate satisfaction, high satisfaction, and very high satisfaction. The data for the years 2018 and 2019 demonstrates that there were no recorded instances of very low or low satisfaction. However, a significant majority of customers reported moderate satisfaction, with 23.60% and 27.90% respectively, and a substantial percentage expressed high and very high satisfaction, with 48.50% in both years. In 2020, the proportion of customers reporting low satisfaction increased to 10.80%, while the percentages of moderate and high satisfaction decreased slightly, and very high satisfaction remained the highest at 43.70%.

In the subsequent years, a notable shift in customer satisfaction was observed. In 2021, the percentages of moderate and high satisfaction decreased to 11.90% and 20.00% respectively, while the percentage of very high satisfaction saw a substantial increase to 68.10%. Similarly, in 2022, there were no recorded instances of very low or low satisfaction, with 6.00% reporting moderate satisfaction, 30.80% reporting high satisfaction, and a significant portion of 63.20% expressing very high satisfaction.

Inferential Statistics

Correlation analysis

The purpose of the study was to determine the type of link that existed between its various factors. A correlation analysis was performed using the Pearson's moment correlation coefficient to accomplish this. Taylor *et al.* (2015) determined that correlation coefficients below 0.5 suggest a moderate association and those above 0.5 indicate a high correlation. A coefficient that is more than zero denotes a positive correlation, whereas one that is less than zero denotes a negative correlation. The findings are presented in Table 6. The results shows existence of a positive and significant correlation between cost leadership and attraction to church based schools. The positive correlation is shown by the value of correlation coefficient of .454 and a p-value of 0.000. This implies that enhancing cost leadership results to increased student attraction in the church based schools. The correlation results further shows existence of a positive and significant correlation between differentiation strategy and student attraction to church based schools. The positive correlation is shown by the value of correlation coefficient of .398 and a p-value of 0.001. This implies that enhancing differentiation strategy results to increased student attraction rate to the church based schools. The correlation results also shows existence of a positive and significant correlation between focus strategy and student attraction to church based schools. The positive correlation is shown by the value of correlation coefficient of .413 and a p-value of 0.000. This implies that enhancing a good focus strategy leads to an increased student attraction rate to church based schools.

Table 6 correlation Analysis

		Student Attraction	Cost Leadership	Differentiation Strategy	Focus Strategy
Student attraction	Pearson Correlation	1			
	Sig. (2-tailed)				
Cost Leadership	Pearson Correlation	-.265*	1		
	Sig. (2-tailed)	.016			
Differentiation Strategy	Pearson Correlation	.618**	-.314**	1	
	Sig. (2-tailed)	.000	.004		
Focus Strategy	Pearson Correlation	.338**	-.073	-.188	1
	Sig. (2-tailed)	.002	.514	.091	
	N	122	122	122	122

Coefficient of Determination of Research Variables

The researcher conducted coefficient of determination to assess the suitability of statistical model in forecasting future results. Results in Table 7 show that the value of R squared was 0.630, which indicates that there was a change of 63% on student attraction to church based schools due to changes in cost leadership, differentiation strategy, focus strategy and attraction to church based schools at at 99% confidence level. Adjusted R squared is a coefficient of assurance that shows the changes in the dependent variable as a result of variations in independent variables. R is the correlation coefficient which represents the connection between the investigation factors, findings in Table 7 show a high positive connection between the examination factors as appeared by 0.794

Table 7 Model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.794 ^a	.630	.611	.19934

a. Predictors: (Constant), cost leadership, differentiation strategy and focus strategy

Analysis of variance (ANOVA)

The relationship between the success of church-based schools of CITAM and the availability of Cost leadership, differentiation and focus strategy was examined using an analysis of variance. According to Table 8 below, the model was effective in explaining the linear relationship between the study variables (p -value = 0.000) at the 0.05 level. Additionally, the F critical (df 4, 77) at 5% level of significance was 2.49 Since F calculated (32.838) .This demonstrates that the model's overall significance was bigger than the F crucial. This indicates that a factor analysis can be performed using the model.

Table 8 Analysis of Variance (ANOVA)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5.220	4	1.305	32.838	.000 ^b
	Residual	3.060	117	.040		
	Total	8.279	121			

Multiple Regression

To determine the importance of the variables in determining performance, the study used student t-tests. The conclusion regarding significance was made using the 0.05 p -value level of significance. Table 9 displays the outcomes. Table 9 results showed that -0.100 was the constant, indicating that students attraction performance would be equal to -0.100 if all of the independent factors were removed. Similarly, it was found that the cost leadership beta was -0.002, indicating that performance would decline by 0.002 when all other factors were held constant and strategic CL was increased by a unit. The same is true for Differentiation strategy, which had a beta of 0.983, meaning that while all other factors are held constant, an increase of one unit in differentiation strategy would result in an increase of 0.983 in pstudent attraction to church based schools at CITAM. When all other factors are held constant, an increase in focus strategy that results in a unit rise in student attraction would have a beta value of 0.364.

Table 9 Regression analysis results

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	-.100	.271		-.369	.713
	Cost Leadership	-.002	.037	-.004	-.054	.957
	Differentiation strategy	.983	.227	1.800	4.336	.000
	Focus Strategy	.364	.054	.481	6.738	.000

Conclusion

The adoption of differentiation strategies in church-based schools has significantly contributed to enhancing student attraction, largely facilitated by the emphasis on technological leadership and enhanced customer care. By prioritizing technological leadership, these institutions have been able to offer a more modern and innovative learning environment that resonates with the preferences of students seeking a dynamic and forward-thinking educational experience. The integration of advanced technologies not only enhances the quality of education but also underscores the schools' commitment to providing a cutting-edge and competitive learning environment, thereby fostering an environment conducive to student engagement and academic growth. Moreover, the emphasis on enhanced customer care has played a pivotal role in shaping the overall student experience within church-based schools. By fostering strong relationships, providing personalized support, and prioritizing individual attention, these institutions have been able to create a welcoming and supportive educational community, thus attracting students and families seeking a nurturing and inclusive learning environment that values holistic development and individual growth. Furthermore, the focus on expanding market share has been instrumental in enhancing the overall student attraction in church-based schools. By targeting specific market segments and catering to the unique needs and preferences of distinct student groups, these institutions have been able to position themselves as providers of specialized and tailored educational programs. This strategic approach not only differentiates church-based schools from their competitors but also fosters a sense of community and shared values, thereby attracting students and families seeking a values-based and inclusive educational experience. As the educational landscape continues to evolve, the effective implementation of differentiation strategies remains pivotal in sustaining the appeal and competitiveness of church-based schools, fostering an environment conducive to academic growth, and nurturing the holistic development of students.

The implementation of a focused strategy in church-based schools has significantly contributed to enhancing student attraction, primarily through targeted market segmentation and a strong focus on academic performance. By identifying and targeting specific niche markets based on students'

unique needs and preferences, these institutions have been able to tailor their educational programs and offerings to cater to the specific interests and requirements of distinct student groups. This targeted approach has not only helped church-based schools stand out among their competitors but has also created a more tailored and engaging educational environment that resonates with students seeking specialized and focused learning experiences. Moreover, the strong emphasis on academic performance has played a pivotal role in shaping the overall appeal of church-based schools. By allocating resources and expertise toward creating a more effective and engaging learning environment, these institutions have been able to enhance academic outcomes and student achievements, thus attracting more students seeking a high-quality and performance-driven educational experience. Furthermore, the strategic utilization of media advertisements has significantly contributed to the student attraction in church-based schools. By effectively communicating the unique programs, values-based education, and community support offered by these institutions, targeted media campaigns have successfully reached and engaged with the desired student audience. This proactive marketing approach has not only highlighted the distinctive value proposition of church-based schools but has also reinforced their appeal and visibility, positioning them as attractive educational options for students and families seeking a comprehensive and faith-based learning environment. As the educational landscape continues to evolve, the successful execution of a focused strategy remains instrumental in sustaining the appeal and competitiveness of church-based schools, fostering an environment conducive to academic growth, and nurturing the holistic development of students.

Recommendations

Effect of Differentiation Strategy on Student attraction to church based Schools.

The study provides recommendations Based on the findings related to the positive impact of differentiation strategy on student attraction in church-based schools, several key recommendations can be proposed to further enhance this approach. Firstly, prioritizing technological leadership is crucial in creating a modern and innovative learning environment that resonates with the preferences of contemporary students. Church-based schools should invest in the latest educational technologies, digital resources, and interactive learning tools to foster a dynamic and engaging educational experience. Moreover, providing regular training and professional development opportunities for faculty and staff to effectively utilize these technologies can ensure that the educational offerings remain at the forefront of technological advancements, thus enhancing the overall appeal of the institution. Additionally, enhancing customer care should be a central focus for church-based schools to create a supportive and nurturing educational community. Implementing personalized support systems, fostering strong relationships with students and their families, and offering individualized academic guidance can significantly contribute to a positive and inclusive learning environment. It is recommended that church-based schools prioritize the establishment of robust student support services, counseling programs, and mentorship initiatives to cater to the diverse needs and aspirations of the student

body. By fostering a culture of care and support, these institutions can foster a strong sense of belonging and community, thereby attracting students seeking a holistic and nurturing educational experience. Furthermore, expanding market share is essential in reaching a broader audience and establishing the school's unique value proposition within the educational landscape. Conducting market research to identify the specific needs and preferences of the target student demographic can help in tailoring educational programs and offerings to meet the evolving demands of the market. Moreover, strategic branding and marketing initiatives, including targeted advertising campaigns and community engagement programs, can help elevate the visibility and reputation of the church-based school. It is recommended that schools develop comprehensive marketing strategies that highlight their distinctive educational approach, values-based learning, and community involvement, thus positioning themselves as attractive options for students and families seeking a comprehensive and faith-based educational experience.

Effect of Focus Strategy on Student attraction to church based Schools.

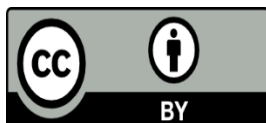
The study provides recommendations Based on the findings regarding the positive impact of focus strategy on student attraction in church-based schools, several key recommendations can be suggested to further enhance this approach. Firstly, prioritizing targeted market segmentation is essential in catering to the unique needs and preferences of specific student groups. Conducting in-depth market research and analysis to identify the distinct characteristics and demands of different student segments can help in tailoring educational programs and extracurricular activities to meet their specific requirements. Additionally, fostering a sense of community and belonging through targeted student engagement programs, specialized learning tracks, and interest-based clubs can further enhance the appeal of the church-based school to various student segments. Therefore, it is recommended that church-based schools develop comprehensive market segmentation strategies that emphasize inclusivity and diversity, thus fostering an environment that accommodates the specific educational needs and aspirations of a wide range of student groups. Moreover, the focus on academic performance should remain a central priority in enhancing student attraction to church-based schools. Implementing rigorous academic standards, fostering a culture of excellence, and providing comprehensive academic support and enrichment programs can significantly contribute to the overall educational experience and student outcomes. It is recommended that church-based schools invest in faculty development, curriculum enhancement, and advanced learning resources to promote academic excellence and intellectual growth among students. Additionally, offering targeted academic scholarships and recognition programs for outstanding student achievements can further incentivize and attract high-performing students to the institution, thereby contributing to the overall academic prestige and reputation of the church-based school. Furthermore, strategic media advertisements play a crucial role in raising awareness and visibility of the unique educational offerings and values-based learning environment offered by church-based schools. Designing targeted media campaigns that highlight the school's academic achievements, community involvement, and faith-based educational

philosophy can effectively reach and engage with the desired student audience. Leveraging various communication channels, such as social media platforms, local publications, and community events, can help promote the school's distinct value proposition and foster a positive reputation within the local community. Therefore, it is recommended that church-based schools develop comprehensive media and advertising strategies that align with the institution's core values and educational philosophy, thereby establishing a strong and positive brand presence that resonates with prospective students and families seeking a faith-based and inclusive educational experience.

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