



Influence of Organizational Resources on Administrative Performance of Public Secondary Schools in Nakuru County, Kenya

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Abstract— Over the years, there has been a growing concern over management of public Secondary Schools in Kenya, as observed in their performance in national examinations as well as frequent students' unrests. Schools, just as the business firms, need effective management to achieve the set goals and objectives. Organizations have some core objectives they pursue in order to achieve various performance metrics they set for themselves. In a school context, organizational resources are expected to align organizational elements with the school's strategic plan and operational requirements and improve their performance. However, it has remained unclear whether organizational resources influence the administrative performance of public secondary schools. This study investigated the influence of organizational resources on administrative performance of Public Secondary Schools in Nakuru County, Kenya. This study was guided by Resource Based View theories. The study adopted a descriptive survey research design. The study targeted a population of 352 principals in public secondary schools in Nakuru County. Simple random sampling was employed in selecting a sample of 106 respondents. A questionnaire was used in collecting primary data. Research instruments were pre-tested in 11 public secondary schools in Nyandarua County and found to be suitable. Data processing involved editing, coding, classification and tabulation. Data analysis which involved Pearson's correlation and regression analysis was done with the aid of SPSS version 25.0 Statistical software. Both quantitative and qualitative data was collected and the results are presented in tables and graphs. The study found out that adequate organizational resources in schools, significantly increased the administrative performance in public secondary schools in Nakuru County, Kenya. The study recommends that public secondary schools should be equipped with more resources in order to enhance the administrative performance.

Key Words— *Organizational Resources, Administrative Performance, Public Secondary Schools, Nakuru County, Kenya.*

1. INTRODUCTION

The educational administration in the present era is of interest to many researchers and stakeholders, because it is a basic function in every society. Its importance is reflected in its active role in producing the new generation and preparing it to be ready. Management is responsible for the success or failure of any institution. The school administration represents the cornerstone of the school entity and the engine of its human and material potentials and resources, which direct and coordinate to complete the educational goals that the school seeks to achieve (Al-Badri, 2009).

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The achievement of secondary school principal relies on their administrative capacities and ability to make reasonable decisions for effective administration. Most challenges experienced in public secondary schools could be attributed partly to poor administrative skills of school principals. Some of the key problems experienced include poor leadership, poor organization and staffing, mis-programming, lack of professional development for staff, poor supervision and evaluation, inadequate student control and supervision, poor students' evaluation and reporting, poor communication and public relations, problems in budgeting and buying, dismal academic performance and problems of health and safety.

In USA, school principal are the highest-ranking administrators in an elementary, middle, or high school, reporting directly to the school superintendent. Principals are responsible for the overall operation of a school. Some

of their duties and responsibilities are delineated in state statutes. With schools facing increased pressure to improve teaching and learning, the duties and responsibilities of principals expanded further to include the responsibility for leading school reform that would raise student achievement. Principals also interact with parents who serve on school advisory boards, parent/teacher organizations, and booster clubs. A license is required for those who seek employment as principals in most states (Sergiovanni, 2001).

In Nigeria, the heads of the secondary schools (principals) are expected to have demonstrated managerial skills (Adesina, 2010). They are the custodian and bookkeeping officers of their various institutions. Mbipom (2006) states that principals in Nigeria assume all routine jobs to accomplish all administrative tasks for achieving school objectives for posterity. Principals are the uncompromising leaders of their schools as well as administrators in whose hands lie the future of these institutions. In the school system, the duty of administration falls upon the principal. He co-ordinates and organizes the entire organization towards the achievement of goals. Being top on the hierarchy, his activities directly or indirectly affect every other factor in the system; the teachers, students and other non-teaching personnel.

In Kenya, the desire to excel has been there since the formal education was introduced in Kenya at the time of Africa's quest to obtain education like that of Europeans that made them pursue it with a great interest. This called upon the need for good management and leadership style. Good performance in school is relatively equivalent to good administration. Mbaka (2012) emphasizes that the administrative role of the head teacher involves directing, controlling and management of all matters pertaining to education enhancement in the school. This implies that all the activities done in the school are performed on behalf of the head teacher. According to Onyeike (2018), the main tasks of the school head teacher are to interpret national policies, executing curriculum program, ensuring students' welfare, equipping physical facilities and finances, inducting and retaining school community relations. In other words, if the school fails in performance of examinations the head teacher has failed.

Schools are complex organizations, in terms of the numbers of students and staff as well as the extent of interaction with individuals and others outside organizations. Principals are responsible for the overall operation of their schools. Some of their administrative duties and responsibilities include provision of overall leadership climate in the school. Principals are responsible for teaching and learning in their schools and in most cases evaluated through the academic performance of the students in their institutions. In particular, they are supposed to control students and supervise them. In order to achieve the school goals through the teachers, principals supervise and evaluate teachers. They recommend specific trainings for their staff (professional development). Principals are involved in

school programming, budgeting as well as procurement related activities in the school. They are highly consulted during staff recruitment. They are responsible for ensuring that the students, teachers and other staff within the school operate in a safe and healthy environment. Principals are also responsible for facilitating their school's interactions with parents and others in the school community. Principals also ensure that facilities and equipment are safe and in good working order, the development of overall school discipline policies and the enforcement of those policies, and the assignment of supervisory responsibilities among school personnel. Organizational design is the process of organizing elements within the organization to be in line with the strategic and operational plans with an aim of meeting overall goal. Organizational design entails organization structure, organizational resources, organizational roles and organizational technology. Organizational resources are physical and nonphysical items that are used by an institution in its activities.

Organizations have some core objectives they pursue in order to achieve various performance metrics they set for themselves. These objectives are drawn from organizational vision, mission and goals as entrenched in the organization design that guide the activities and operations of such organizations (Ooko, 2015). Within a school context, organization design aligns organizational elements with the school's strategic plan and operational (day-to-day) requirements. Efficient and effective management of schools in the country is crucial. There is growing concern over management of Secondary Schools, often resulting to poor leadership, poor organization and staffing, mis-programming, lack of professional development for staff, poor supervision and evaluation, inadequate student control and supervision, poor students' evaluation and reporting, poor communication and public relations, problems in budgeting and buying, dismal academic performance and problems of health and safety. Effective management is key to achievement of school goals and objectives. Schools are expected to fulfil their roles effectively and efficiently (Government of Kenya, 2013).

Even though literature exist that proves that organizational design influence administrative performance, key gaps on this evidence can be noted. While most literature point on the existence of positive influence of organizational resources on administrative performance, a key issue of details on administrative performance is noted. Most studies looked at resources in terms of finance and ignored other types of resource such as physical resources (buildings, cars, etc.), human resources (staff) and intangible resources (policies, patents, etc.). It is therefore necessary to study the influence of organizational design on administrative performance within public secondary school context at a detailed level. This study sought to investigate the influence of organizational resources on administrative performance in Public Secondary Schools in Nakuru County, Kenya.

2. RESEARCH METHODOLOGY

This study took place in public secondary schools in Nakuru County, Nakuru County. The study adopted a descriptive design. The target population for this study was 352 public secondary school principals. The study sampling frame was drawn from the accessible population of public secondary school principals in Nakuru County. Simple random sampling was used to select the respondents. The size of the sample of 106 was computed as 30% of the population. Thus,

$$n = 30\%N$$

Where: n = Sample size; N = Population size, 352

The study data was collected using questionnaires containing closed and open-ended items. Due to COVID-19 pandemic, the researcher used a digitized online questionnaire (using ODK) that was distributed using whatsapp (social media) and emails. Prior to the main

study, a pilot study was conducted in 11 public secondary schools in neighbouring Nyandarua County. The questionnaires in this study were validated where experts were used to ensure content validity (capturing the study objectives), construct validity (using short, straight forward and easily understood questions) and criterion validity (comparing the mean scores of different groups of respondents). To test for reliability of the research instruments, the researcher used Cronbach's Alpha to measure the level of internal consistency of the Likert scale items in the instrument. This study computed a Cronbach's alpha coefficient of 0.805 which was found to be satisfactory. Data was entered and analysed using Statistical Package for Social Sciences (IBM SPSS Version 25). Inferential statistics, (Pearson correlation coefficient and linear regression analyses) were used to check the relationship between the variables.

3. RESULTS AND DISCUSSIONS

3.1 Characteristics of the Schools and Respondents

The subjects for the study comprised public secondary school principals in Nakuru County. The study gathered information of the school as well as respondents' personal attributes. School related information included years since the institution establishment, type of school, category of school and the number of students/streams/teachers in the school. Respondents' attributes included highest academic qualification and the duration served in the school.

3.1.1 Characteristics of the Schools

Majority (33.2%) of the schools were aged 20-29 years. This was followed by 24.9% and 22.2% of the schools that were aged about 30 – 39 years and 10-19 years, respectively. There were few schools that were aged more than 40 years as well as less than 10 years as summarized in Table 1.

Table 1: Years since institution establishment

Age in years	Frequency	Percentage	Cumulative percent
Less than 10 years	9	8.6%	8.6%
10-19	23	22.2%	30.8%
20-29	34	33.2%	63.9%
30-39	26	24.9%	88.8%
40-49	10	9.4%	98.1%
50 years and above	2	1.9%	100.0%
Total	104	100.0%	

A cumulative of 80.3% of the schools were aged between 10 – 39 years implying that the education system in Kenya about one to four decades ago was geared towards establishment of more schools. However, recently, the goal has been inclined towards improvement of the available schools. According to UNICEF (2018), the Kenyan government has recently embarked on improvement of available schools. During the 2018/2019 financial budget, Kenya's budgetary allocation to

education in the current financial year stood at 494.8 billion shillings (about US\$4.95 billion). This is twice the combined allocations for defence, health and the presidency. Put simply, the education budget was about 5.3% of 2018 GDP.

On the type of the schools, the analysis results are shown in Table 2.

Table 2: Type of School

Type of school	Frequency	Percent
Boys	36	34.2%
Girls	54	51.9%
Mixed	14	13.9%
Total	104	100.0%

The results reveal that 51.9% of the sampled schools were girls' schools. About 34.2% of the schools were boys' schools while only 13.9% were mixed gender schools. This implies that majority of the schools in the county were single gender schools and there were just a few schools that were mixed in gender. According to Achoka (2007) some of the key factors that make parents to prefer single-sex schools than mixed-sex schools include: higher

academic achievement, opportunities and advantages based on sex, self-confidence and less distraction from the other sex.

Principals who were selected to take part in this study were found to head a variety of school categories such as Day, Boarding and Day/Boarding. This information is indicated in Table 3.

Table 3: Category of School

Category of school	Frequency	Percent
Day	35	33.4%
Boarding	51	48.7%
Day and boarding	19	17.9%
Total	104	100.0%

Majority of the principals were in pure boarding schools as represented by 48.7% of the total respondents. However, about thirty-three-point four percent (33.4%) of the principals were in charge of day schools while only 17.9% were heading both day and boarding schools. Regardless of the fact that boarding schools are costly to run because of the operations fees charged (Adu, 2010), it is argued that students in boarding schools have more learning time. Most parents however, tend to favour boarding schools and specifically single sex schools in the

belief that school managers would be able to address the issue of discipline adequately (Majid, 2005). This may explain why boarding schools are prevalent in the study location.

This study was interested in determining the mean number of students in the schools covered in the study. The number of students were relatively high as shown in Table 4.

Table 4: Number of students/streams/teachers in the school

Parameter	Mean	Standard Dev.	Minimum	Maximum
Number of Students	405.62	59.62	36	1201
Number of Streams	2.01	0.91	1	4
Number of Teachers	13.72	3.72	9	51

Table 4 shows that the mean number of students for the schools in the study area was 405.62 and ranged between a minimum of 36 and a maximum 1201 with a standard deviation of 59.62. As far as the number of streams within the schools were concerned, this study found that an average school in the study area had 2 streams (mean = 2.01) and ranged between a minimum of 1 and a maximum 4 with a standard deviation of 0.91. On the other hand, the mean number of teachers for the studied

schools was 13.72 and ranged between a minimum of 9 and a maximum 51 with a standard deviation of 3.72.

3.1.2 Characteristics of Respondents

About 21.7% of the respondents had doctorate and master degree as their highest level of academic qualification. Many of the secondary school principals had undergraduate degrees as shown in Table 5.

Table 5: Respondents' Highest Level of Academic Qualification

Academic Qualification	Frequency	Percent	Cumulative Percent
Doctorate	5	4.5%	4.5%
Masters	18	17.1%	21.7%
Undergraduate Degree	73	70.1%	91.7%
Diploma	9	8.3%	100.0%
Total	104	100.0%	

Majority of the respondents had undergraduate degree as their highest level of academic qualification as represented by 70.1% of the total responses. School principals with doctorate, masters and diploma level of education comprised 4.5%, 17.1% and 8.3%, respectively.

The study was also interested in the public secondary school principals' experience (clustered in years). Table 6 provides this information and reveals that principals' experience were spread over varied years: that is, less than 5 years, 6-10 years, and 11-15 years and above 15 years.

Table 6: Experience as a Principal

Experience in years	Frequency	Percent
Less than 5 years	45	43.6%
6 - 10 years	34	32.4%
11 - 15 years	17	16.0%
Above 15 years	8	8.0%
Total	104	100.0%

Minimum = 1; Maximum = 16; Mean = 4.25; Std. Deviation = 2.18

It was found that 43.6% of the secondary school principals had less than 5 years' experience. About 32.4% of the principals had 6 - 10 years of experience. Principals with 11 - 15 years of experience comprised about 16.0% of the total respondents. It was only 8.0% of the principals that had more than 15 years of experience. Work experience is as important as the professional experience, since the skills are perfected through practice.

3.2 Administrative performance

The dependent variable in this study was principals' administrative performance. This variable was measured through principals' effectiveness in improving academic performance, smoothing the budgeting and buying functions, communication and public relations, enhancing the health and safety measures in school, good leadership, streamlined staff supervision and evaluation and streamlined student control, supervision, evaluation and reporting.

3.2.1 Principals' administrative performance

Administrative performance was the dependent variable in this study. Effort was made to understand the nature of administrative performance by the sampled principals. The results are summarized in Table 7.

Majority of the respondents agreed with the statement that through their administration, academic performance has improved. Specifically, about 75.7% agreed with the statement while additional 15.8% strongly agreed. On the other hand, about 3.2% and 1.1% of the respondents disagreed and strongly disagreed with the statement, respectively. About 4.3% were undecided.

Majority of the respondents agreed with the statement that the budgeting and buying functions in their schools has been smooth. Specifically, about 75.9% agreed with the statement while additional 9.1% strongly agreed. On the other hand, about 4.3% and 1.6% of the respondents disagreed and strongly disagreed with the statement, respectively. About 9.1% were undecided.

Majority of the respondents agreed with the statement that they don't have any problem with communication and public relations in their administration. Specifically, about 61.2% agreed with the statement while additional 12.6% strongly agreed. On the other hand, about 14.7% and 1.9% of the respondents disagreed and strongly disagreed with the statement, respectively. About 9.6% were undecided.

Table 7: Principals' administrative performance

Administrative performance	SD	D	U	A	SA	Total
Through my administration, academic performance has improved	1 (1.1%)	3 (3.2%)	4 (4.3%)	79 (75.7%)	16 (15.8%)	104 (100.0%)
The budgeting and buying functions in my school has been smooth	2 (1.6%)	4 (4.3%)	9 (9.1%)	79 (75.9%)	9 (9.1%)	104 (100.0%)
I don't have any problem with communication and public relations in my administration	2 (1.9%)	15 (14.7%)	10 (9.6%)	64 (61.2%)	13 (12.6%)	104 (100.0%)
I have successfully enhanced the health and safety measures in my school	1 (1.3%)	13 (12.8%)	22 (21.4%)	57 (55.1%)	10 (9.4%)	104 (100.0%)
Through my administration, I have maintained good leadership in my school	4 (4.0%)	4 (4.3%)	2 (2.1%)	65 (62.0%)	29 (27.5%)	104 (100.0%)
Administrative performance targets affects leisure time	4 (4.0%)	14 (13.6%)	4 (4.3%)	55 (53.2%)	26 (24.9%)	104 (100.0%)
Administrative performance targets affect the health of the administrator	4 (4.3%)	15 (14.4%)	11 (10.2%)	55 (52.9%)	19 (18.2%)	104 (100.0%)
Administrative performance targets affects the relationship between the administrator and members of staff	4 (3.5%)	14 (13.6%)	16 (15.0%)	58 (56.1%)	12 (11.8%)	104 (100.0%)
Staff supervision and evaluation has been streamlined through my administration	1 (1.3%)	4 (4.0%)	3 (2.7%)	74 (70.9%)	22 (21.1%)	104 (100.0%)
Student control and supervision has been streamlined through my administration	1 (1.3%)	4 (4.0%)	3 (2.7%)	66 (63.9%)	29 (28.1%)	104 (100.0%)
Student evaluation and reporting has been streamlined through my administration	1 (1.1%)	8 (8.0%)	2 (2.1%)	77 (74.1%)	15 (14.7%)	104 (100.0%)

Majority of the respondents agreed with the statement that they had successfully enhanced the health and safety measures in their school. Specifically, about 55.1% agreed with the statement while additional 9.4% strongly agreed. On the other hand, about 12.8% and 1.3% of the respondents disagreed and strongly disagreed with the statement, respectively. About 21.4% were undecided.

Majority of the respondents agreed with the statement that through their administration, they had maintained good leadership in their schools. Specifically, about 62% agreed with the statement while additional 27.5% strongly agreed. On the other hand, about 4.3% and 4% of the respondents disagreed and strongly disagreed with the statement, respectively. About 2.1% were undecided.

Majority of the respondents agreed with the statement that administrative performance targets affected their leisure time. Specifically, about 53.2% agreed with the statement while additional 24.9% strongly agreed. On the other hand, about 13.6% and 4% of the respondents disagreed and strongly disagreed with the statement, respectively. About 4.3% were undecided.

Majority of the respondents agreed with the statement that administrative performance targets affects the health of the administrators. Specifically, about 52.9% agreed with the statement while additional 18.2% strongly agreed. On the other hand, about 14.4% and 4.3% of the respondents disagreed and strongly disagreed with the statement, respectively. About 10.2% were undecided.

Majority of the respondents agreed with the statement that administrative performance targets affects the relationship between the administrator and members of staff.

Specifically, about 56.1% agreed with the statement while additional 11.8% strongly agreed. On the other hand, about 13.6% and 3.5% of the respondents disagreed and strongly disagreed with the statement, respectively. About 15% were undecided.

Majority of the respondents agreed with the statement that staff supervision and evaluation had been streamlined through their administration. Specifically, about 70.9% agreed with the statement while additional 21.1% strongly agreed. On the other hand, about 4% and 1.3% of the respondents disagreed and strongly disagreed with the statement, respectively. About 2.7% were undecided.

Majority of the respondents agreed with the statement that students' control and supervision had been streamlined through their administration. Specifically, about 63.9% agreed with the statement while additional 28.1% strongly agreed. On the other hand, about 4% and 1.3% of the respondents disagreed and strongly disagreed with the statement, respectively. About 2.7% were undecided.

Majority of the respondents agreed with the statement that students' evaluation and reporting had been streamlined through their administration. Specifically, about 74.1% agreed with the statement while additional 14.7% strongly agreed. On the other hand, about 8% and 1.1% of the respondents disagreed and strongly disagreed with the statement, respectively. About 2.1% were undecided.

3.2.2 Methods used in dealing with the issues of low administrative performance in schools

Several strategies were used by the school principals in improving administrative performance. The results are summarized in Table 8.

Table 8: Methods used in dealing with the issues of low administrative performance in schools

Methods used	Frequency	Percentage
Performance appraisal	60	57.8%
Setting of targets	74	70.9%
Use of attendance register	44	42.5%
Daily allocation of duties to teaching and non- teaching staff	21	19.8%

Most of the respondents indicated that they used the setting of targets and performance appraisal as strategies for improving administrative performance. In dealing with low administrative performance in schools, majority of the respondents were setting targets (70.9%). About 57.8% of the respondents were using performance appraisal as a method of dealing with the issue of low administrative performance. Other respondents indicated

that they used attendance register and daily allocation of duties to teaching and non- teaching staff.

3.2.3 Challenges faced by principals in achieving high administrative performance in schools

This study was interested in knowing the challenges encountered by school principals in achieving high administrative performance in schools. The results are depicted in Figure 1.

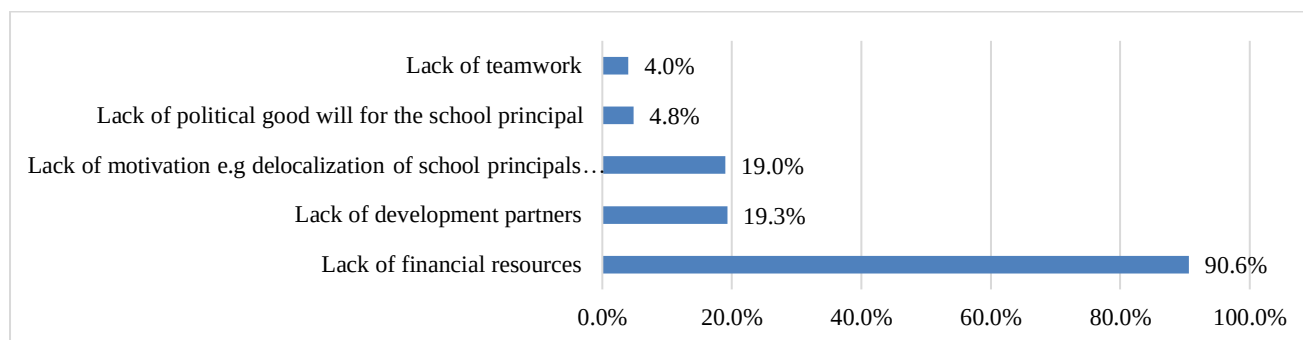


Figure 1: Challenges faced by principals in administrative performance

Most of the respondents indicated that they faced the challenge of lack of financial resources, lack of development partners and lack of motivation e.g. delocalization of school principals at employer's will in achieving high administrative performance in school. Majority of the respondents cited the challenge of lack of financial resources (90.6%). About 19.3% 19% of the respondents were affected by lack of development partners and lack of motivation e.g., delocalization of school principals at employer's will in achieving high administrative performance in schools. Other respondents indicated that they faced the challenge of lack of political good will for the school principal and lack of teamwork.

3.2.4 Stakeholder Participation in School decision-making process

All the sampled secondary school principals indicated that they also involved other stakeholders in administrative

performance through decision-making. The different stakeholders that were involved are summarized in Table 9.

Most of the respondents indicated that they involved teachers, parents and student- leaders as stakeholders in decision-making process of administrative performance in schools. Majority of the respondents indicated that they involved teachers (98.7%). About 95.2% and 90.4% of the respondents indicated to involve parents and student-leaders in decision-making process of school administrative performance, respectively. Other respondents indicated that they also involved education officers, community leaders, non-teaching staff, political leaders and other stakeholders (PA, BOM, Sponsors).

Table 9: Involvement of other stakeholders in school administrative performance

Stakeholders	Frequency	Percentage
Teachers	103	98.7%
Parents	99	95.2%
Student- leaders	94	90.4%
Education officers	90	86.1%
Community leaders	85	81.3%
Non-teaching staff	80	76.5%
Political leaders	78	75.4%
Others	10	9.6%

3.2.5 Principals' ratings on school administrative performance

This study sought to know the ratings of principals on their administrative performance in public secondary schools. The results are summarized in Table 10. Most of the respondents rated their school performance in a good way with respect to resource mobilization. Majority of the

respondents (52.7%) indicated that resource mobilization was good while an additional 23.8% indicated that it was very good. On the contrary, it was only 3.2% and 1.6% of the respondents who rated resource mobilization as poor and very poor, respectively. About 18.7% rated resource mobilization as moderate.

Table 10: Principals' ratings on school administrative performance

Administrative performance	Very poor	Poor	Moderate	Good	Very good	Total
Resource mobilization	2 (1.6%)	3 (3.2%)	19 (18.7%)	55 (52.7%)	25 (23.8%)	104 (100.0%)
Timetabling	4 (4.0%)	9 (8.3%)	3 (2.4%)	38 (36.4%)	51 (48.9%)	104 (100.0%)
Budgeting	4 (3.5%)	7 (7.0%)	5 (4.8%)	68 (65.0%)	21 (19.8%)	104 (100.0%)
Tendering	3 (2.9%)	6 (5.3%)	14 (13.9%)	67 (64.2%)	14 (13.6%)	104 (100.0%)
Discipline matters	5 (4.8%)	10 (9.6%)	3 (2.7%)	66 (63.6%)	20 (19.3%)	104 (100.0%)
School performance matters	5 (4.8%)	10 (9.6%)	27 (26.2%)	41 (39.3%)	21 (20.1%)	104 (100.0%)
Security matters	3 (3.2%)	7 (6.4%)	9 (9.1%)	75 (71.9%)	10 (9.4%)	104 (100.0%)
Health related issues	3 (2.7%)	6 (5.3%)	29 (28.1%)	51 (49.2%)	15 (14.7%)	104 (100.0%)
Guidance and counselling	3 (3.2%)	6 (6.1%)	19 (18.2%)	55 (52.9%)	20 (19.5%)	104 (100.0%)

Most of the respondents rated their school performance in a good way with respect to timetabling. Majority of the respondents (36.4%) indicated that timetabling was good while an additional 48.9% indicated that it was very good. On the contrary, it was only 8.3% and 4% of the respondents who rated timetabling as poor and very poor, respectively. About 2.4% rated timetabling as moderate.

Most of the respondents rated their school performance in a good way with respect to budgeting. Majority of the respondents (65%) indicated that budgeting was good while an additional 19.8% indicated that it was very good. On the contrary, it was only 7.0% and 3.5% of the respondents who rated budgeting as poor and very poor, respectively. About 4.8% rated budgeting as moderate.

Most of the respondents rated their school performance in a good way with respect to tendering. Majority of the respondents (64.2%) indicated that tendering was good while an additional 13.6% indicated that it was very good. On the contrary, it was only 5.3% and 2.9% of the respondents who rated tendering as poor and very poor, respectively. About 13.9% rated tendering as moderate.

Most of the respondents rated their school performance in a good way with respect to discipline matters. Majority of the respondents (63.6%) indicated that discipline matters was good while an additional 19.3% indicated that it was very good. On the contrary, it was only 9.6% and 4.8% of the respondents who rated discipline matters as poor and very poor, respectively. About 2.7% rated discipline matters as moderate.

Most of the respondents rated their school performance in a good way with respect to school performance matters. Majority of the respondents (39.3%) indicated that school performance matters was good while an additional 20.1% indicated that it was very good. On the contrary, it was only 9.6% and 4.8% of the respondents who rated school performance matters as poor and very poor, respectively.

About 26.2% rated school performance matters as moderate.

Most of the respondents rated their school performance in a good way with respect to security matters. Majority of the respondents (71.9%) indicated that security matters was good while an additional 9.4% indicated that it was very good. On the contrary, it was only 6.4% and 3.2% of the respondents who rated security matters as poor and very poor, respectively. About 9.1% rated security matters as moderate.

Most of the respondents rated their school performance in a good way with respect to health-related issues e.g. HIV/AIDS and Covid-19. Majority of the respondents (49.2%) indicated that health related issues e.g. HIV/AIDS and Covid-19 was good while an additional 14.7% indicated that it was very good. On the contrary, it was only 5.3% and 2.7% of the respondents who rated health related issues e.g. HIV/AIDS and Covid-19 as poor and very poor, respectively. About 28.1% rated health related issues e.g. HIV/AIDS and Covid-19 as moderate.

Most of the respondents rated their school performance in a good way with respect to guidance and counselling. Majority of the respondents (52.9%) indicated that guidance and counselling was good while an additional 19.5% indicated that it was very good. On the contrary, it was only 6.1% and 3.2% of the respondents who rated guidance and counselling as poor and very poor, respectively. About 18.2% rated guidance and counselling as moderate.

3.3 Organizational resources

This study sought to examine the influence of organizational resources on administrative performance in Public Secondary Schools in Nakuru County, Kenya. Both descriptive statistics and inferential statistics were used in the analysis.

3.3.1 Sources of resources for school activities

Some of the major sources of resources for school activities in the sampled schools were found to be government

capitation, fees payment by parents, NG-CDF bursary funds and county government bursary funds. This is depicted in Figure 2.

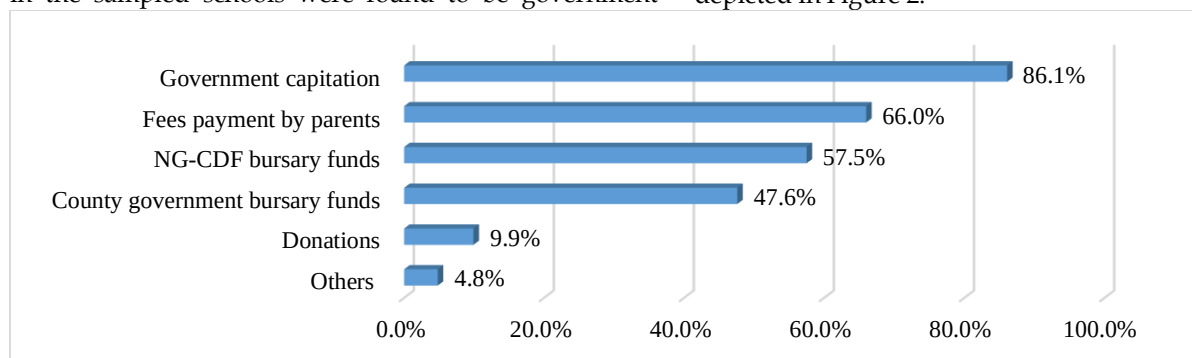


Figure 2: Sources of resources for school activities

Majority of the respondents indicated that their school resources were sourced from government capitation as represented by 86.1% of the total responses. About 66% of the respondents indicated that their school resources were sourced from fees payment by parents. Other respondents indicated that their school resources were sourced from NG-CDF and county bursary funds as represented by 57.5% and 47.6% of the responses, respectively. A few

schools were able to get donations (9.9%) as well as other sources (4.8%).

3.3.2 Resources planning in Public secondary schools

This study was interested in how the school resources were planned. The results of responses on how school resources are planned is summarized in Table 11.

Table 11: Resources planning in the sampled schools

Bases for planning	Frequency	Percentage
Based on school strategic plan	64	61.2%
Based on government directives	55	52.9%
Based on availability of funds	31	29.4%
Based on school needs	30	29.1%
Based on emerging issues	19	18.7%
Others	6	5.3%

Most of the respondents indicated that resource planning in their institution was mainly based on strategic plans and government directives. About 61.2% of the respondents indicated that their school resources were planned based on school strategic plan. Close to half of the respondents (52.9%) indicated that their school resources were planned based on government directives. Other respondents indicated that their school resources were planned based on availability of funds (29.4%), school needs (29.1%) and on emerging issues (18.7%). About 5.3%

of the respondents indicated that their school resources were planned based on others factors.

3.3.3 Influence of selected organizational resource planning factors on school administrative performance

This study sought to understand the principals' perception on the influence of selected organizational resource planning factors on school administrative performance. The results are summarized in Table 12.

Table 12: Influence of selected organizational resource planning factors on school administrative performance

Organizational resource planning factors	SD	D	U	A	SA	Total	Mean	Stdev
Delay in government release of funds affect service delivery	3 (2.9%)	7 (7.0%)	2 (1.9%)	38 (36.6%)	54 (51.6%)	104 (100.0%)	4.27	0.804
Delay in salary payment to BOM teachers and non-teaching staff affect service delivery	2 (2.1%)	9 (9.1%)	6 (5.3%)	49 (47.3%)	38 (36.1%)	104 (100.0%)	4.44	1.023
Insufficient resources affect efficient service delivery	3 (2.9%)	7 (6.7%)	2 (2.1%)	20 (19.5%)	71 (68.7%)	104 (100.0%)	4.06	0.985
Overall							4.26	0.937

Key: SD = Strongly disagree; D = Disagree; U = Undecided; A=Agree; SA = Strongly agree

Most of the respondents were in agreement that delay in government release of funds affect service delivery. Majority of the sampled secondary school principals strongly agreed with the statement that delay in government release of funds affect service delivery as represented by 51.6% of the respondents. An additional 36.6% agreed with the statement. There was a few respondents who disagreed (7%) and strongly disagreed (2.9%) with the statement. Some of the respondents (1.9%) were undecided.

Most of the respondents were in agreement that delay in salary payment to BOM teachers and non-teaching staff affect service delivery. Majority of the sampled secondary school principals agreed that delay in salary payment to BOM teachers and non-teaching staff affect service delivery as represented by 47.3% of the total respondents. An additional 36.1% agreed with the statement. There was a few respondents who disagreed (9.1%) and strongly

disagreed (2.1%) with the statement. Some of the respondents (5.3%) were undecided.

Most of the respondents were in agreement that insufficient resources affect efficient service delivery. Majority of the sampled secondary school principals strongly agreed that insufficient resources affect efficient service delivery as represented by 68.7% of the respondents. An additional 19.5% agreed with the statement. There was a few respondents who disagreed (6.7%) and strongly disagreed (2.9%) with the statement. Some of the respondents (2.1%) were undecided.

3.4 Endowment of resource in the public secondary schools in Nakuru County

This study sought to understand the principals' perception on endowment of resources in their schools. The results are summarized in Table 13.

Table 13: Influence of Endowment of resource

Organizational resource	VP	P	M	G	VG	Total	Mean	Stdev
Timely government funds	3 (2.9%)	7 (7.0%)	2 (1.9%)	38 (36.6%)	54 (51.6%)	104 (100.0%)	4.27	0.804
Timely payment of salaries for BOM teachers and non-teaching staff	2 (2.1%)	9 (9.1%)	6 (5.3%)	49 (47.3%)	38 (36.1%)	104 (100.0%)	4.44	1.023
Sufficiency of resources in schools	3 (2.9%)	7 (6.7%)	2 (2.1%)	20 (19.5%)	71 (68.7%)	104 (100.0%)	4.06	0.985
Overall							4.26	0.937

VP = Very poor; P = Poor; M = Moderate; G = Good; VG=Very good

Majority of the respondents indicated that there was good release (timely) of government funds. Specifically, most principals indicated that the timeliness of government release of funds was very good as represented by 51.6% of the total responses. An additional 36.6% of the total responses also indicated that the timeliness of government release of funds was good. There were few respondents holding the contrary opinion; very poor (2.9%), poor (7.0%) and moderate (1.9%). An average secondary school in the sample scored a mean of 4.27 (with a standard deviation of 0.804) with respect to timeliness of government funds.

Majority of the respondents indicated that there was good (timely) payment of salaries for BOM teachers and non-teaching staff. Specifically, most principals indicated that the timeliness of BOM teachers and non-teaching staff salaries was good as represented by 47.3% of the total responses. An additional 36.1% of the total responses also indicated that it was very good. Those holding the contrary opinion indicated; very poor (2.1%), poor (9.1%)

and moderate (5.3%). An average secondary school in the sample scored a mean of 4.44 (with a standard deviation of 1.023) with respect to timeliness of payment of salaries for BOM teachers and non-teaching staff.

Majority of the respondents indicated that there was sufficient resources in schools. Specifically, most principals indicated that the sufficiency of resources in schools was very good as represented by 68.7% of the total responses. An additional 19.5% of the total responses indicated that the sufficiency of resources in schools was good. There were few respondents holding the contrary opinion; very poor (2.9%), poor (6.7%) and moderate (2.1%). An average secondary school in the sample scored a mean of 4.06 (with a standard deviation of 0.985) with respect to sufficiency of resources in schools.

The overall analysis of the school scores on organizational resources showed that most schools scored highly (a score of 4.0 - 5.0). The results are summarized in Table 14.

Table 14: Secondary school scores on organizational resources

Overall Scores	Frequency	Percentage
1 - 2	10	9.9%
2 - 3	13	12.3%
3 - 4	24	23.5%
4 - 5	56	54.3%
Total	104	100.0%

Note: Mean = 4.26; Standard deviation = 0.937

The results in Table 14 shows that majority of the schools (77.8%) scored between 4.0 and 5.0 with respect to organizational resources. About 9.9% of the schools scored between 1.0 - 2.0, while 12.3% of the schools scored between 2.0 and 3.0. About 23.5% scored between 3.0 and 4.0. An average school in the sample scored a mean of 4.26 with a standard deviation of 0.937.

3.4 Organizational resources and administrative performance

In studying the influence of organizational resources on administrative performance, the hypothesis "There is no statistically significant influence of organizational resources on administrative performance in public secondary schools in Nakuru County, Kenya" was formulated. The hypothesis was tested using simple linear regression analysis.

3.4.1 Diagnostic tests for linear regression analysis

In this research linear regression analysis was used in studying the influence of organizational resources on administrative performance in Public Secondary Schools in Nakuru County, Kenya. In order to carry out linear

regression analysis, certain assumption have to be met. Key assumptions of regression analysis evaluated in this study included test of normality, linearity, homoscedasticity and independence of residuals are relevant.

Normality, linearity, homoscedasticity, independence of residuals

Linear regression analysis assumes that the variables are normally distributed, that the relationship between two variables is a straight linear relationship, that the variability of scores of a variable is roughly the same for all the observations predicted and that the residuals of variables are independent (Tabachnick & Fidell, 1996). Homoscedasticity is related to the assumption of normality. When normality assumption is met, the relationship between variables is homoscedastic.

Figure 3 depicts the normal probability plot for the data used in the analysis of the influence of organizational resources on administrative performance.

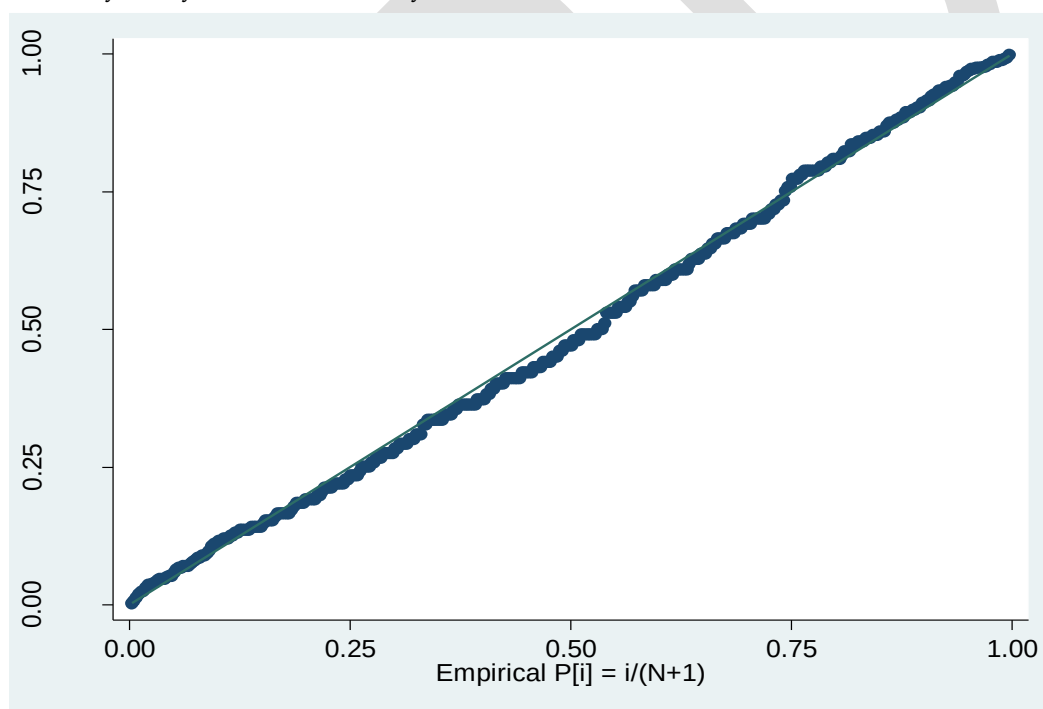


Figure 3 Normal probability plot of regression standardized residuals

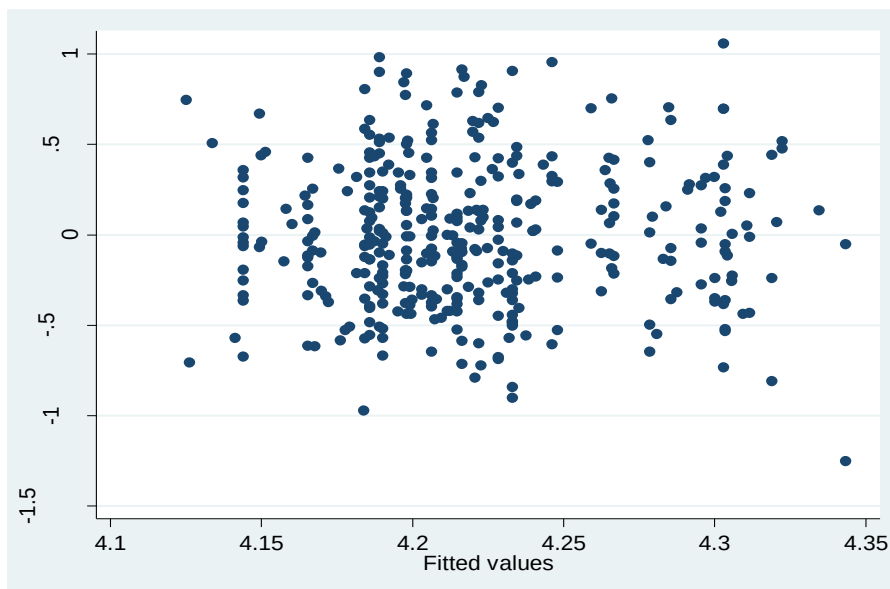
Table 4.15: Shapiro-Wilk normality test for administrative performance variable

Variable	Shapiro-Wilk W test for normal data				
	Obs	W	V	z	Prob>z
Administrative Performance	104	0.995	1.416	0.825	0.205

Since no points extremely deviate from the straight, diagonal line, it is assumed that there are no major deviations from normality (Pallant, 2005). Shapiro-Wilk W test for normal data confirms that there is no significance deviation from normality with respect to the dependent variable (Administrative performance).

Linearity and homoscedasticity were checked by assessing the Residual Scatterplot. The overall shape of the scatterplot is of importance when checking for normality, linearity and homoscedasticity (Tabachnick & Fidell, 1996). As the scatterplot roughly has a rectangular shape and most scores are concentrated around the centre, it can

be concluded that the data is not non-linear or heteroscedastic.



Since the dependent variable was found to be normally distributed, homoscedasticity could already be assumed. The independence of residuals is associated with the order of cases and occurs when there is a systematic change over

time in the nature of respondents or the research procedure (Tabachnick & Fidell, 1996; Cohen et al., 2003). As this is not the case in this research, it is not probable that the residuals are dependent.

Table 16: Durbin-Watson test for serial correlation

Regression	Durbin-Watson	Std. Error of the Estimate
Influence of organizational resources on administrative performance	2.368	0.41301

This is checked by assessing the Durbin-Watson statistic, which searches for serial correlation between errors. The possible values can range between zero and four, with the value of two indicating that the residuals are uncorrelated (Field, 2009). For the current data the Durbin- Watson statistic is 2.368 (for the influence of organizational resources on administrative performance) which indicates that the residuals are independent.

3.4.2 Influence of organizational resources on administrative performance

Table 17 shows the influence of organizational resources on administrative performance in public secondary schools in Nakuru County, Kenya.

Table 17: Influence of organizational resources on administrative performance in public secondary schools in Nakuru County, Kenya.

Administrative performance	Coefficient	Std. Error	t-value	Sig.
(Constant)	4.147	0.124	33.444	.000
Organizational resources	0.122	0.029	4.207	.002

Calculated F (1, 102) = 23.471; P-value = .000; R^2 = .302; Adjusted R^2 = .301

Results in Table 17 reveal that the F - ratio for the fitted model was 23.471 with a probability value of 0.000 at one (1) and 102 degrees of freedom for numerator and denominator, respectively. The R^2 and adjusted R^2 of 30.2% and 30.1%, respectively were above the statistical threshold confirming that the principals' administrative performance was significantly influenced by the school endowment with resources. Organizational resources accounted for about 30% of the variance in principal's administrative performance, other factors notwithstanding.

The coefficient for organizational resources (0.122) was positive and statistically significant at 5% level (p-value =

.029). This implies that the greater the endowment with organizational resources in schools, the greater the principals' administrative performance.

These results are consistent with Agabi (2010) whom in his study on prudential approach to resource management in Nigeria education found that resource availability help school administration and simplify the teaching and learning process. Even with a well packaged administration and system, a school may fail to achieve its desired results if it lacks resources. Administrative performance is superior in schools where parents are able to mobilize adequate resources.

Bada and Oguguo (2011) attested that administration of a school requires adequate and apposite resources. In their study on predictors of academic achievement of college mathematics and science students, proper management and use of school resources was found to contribute to boost the morale of human resources who coordinates school activities. Inadequate school resources limited goal achievement by the management. For school management to be effective and efficient, adequate education resources should be made available. This enhances the output of the education system.

This study is also consistent with Bua and Adzongo (2014) whom according to them, schools' principals often face shortages of funds and this negatively affects school programmes. School financing significantly influence the management of schools. The provision of instructional materials in schools is dependent on the availability of finances. This study also agrees with Barasa (2009), whom in his book on "Educational Organisation and Management" found that financial resource management is important in school management. Institutions cannot effectively execute their functions without adequate financial resources.

The results of this study are also consistent with Ministry of Education, Science and Technology, MOEST (2013), who argued that school head teachers should prudently mobilize resources, manage finances, implement

curriculum and support their staff in meeting the set educational goals. The results of this study are consistent Onsomu et al. (2006) who found that financial resources are key in the development of any education system. Finance significantly influences the quality of education. Financial resources are key for effective education service delivery. This study also agrees with Kilonzo (2007) who noted dismal administrative performance in schools where most parents do not afford the set fees for their students. Adequacy of finance and its effectiveness in management is important in meeting of school objectives

This study also agrees with Irungu (2002) who found that availability of finances affects the performance of administrative duties by the school principals. In his study on headteachers' preparation and support in financial management, it was found the financial management was an important determinant of the quality of school management and the possibilities of meeting desired objectives in public secondary schools in Nakuru municipality, Kenya. The results of this study are consistent with Muthusi (2014) whom in his study on strategic planning practices in Kenya, found that resources are very key in delivery of best results in any organization. Similarly, any efforts of strategic planning should gather information on availability of resources as well as suitable alternatives with an emphasis on future implications. A good strategy should not only specify what is to be accomplished but also how resources are to be sourced.

4. CONCLUSION AND RECOMMENDATIONS

Majority of the respondents indicated that there was good release (timely) of government funds and timely payment of salaries for BOM teachers and non-teaching staff. The overall analysis of the school scores on organizational resources showed that most schools scored highly. Greater endowment with organizational

resources in schools, significantly increased the principals' administrative performance. This study recommends that public secondary schools should be equipped with more resources in order to enhance the administrative performance.

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