



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

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Abstract— The purpose of this study was to assess the influence of organizational technology on administrative performance in public secondary schools in Nakuru County, Kenya. The study adopted a mixed-method research design. The study targeted 352 principals in public secondary schools and 11 Sub-County Quality Assurance and Standards Officers in Nakuru County. Using stratified random sampling, a sample size of 106 principals and 4 Sub-County Quality Assurance and Standards Officers (30 % of the population) was selected. Data collection methods included questionnaires administered to principals and interviews conducted with Sub-County Quality Assurance and Standards Officers (SCQASO). Quantitative data were analyzed using descriptive and inferential statistics, including Pearson's correlation and regression analysis, while qualitative data underwent thematic analysis. A pre-test involving 11 schools in Nyandarua County confirmed the reliability of the research instruments, yielding a Cronbach's alpha of 0.805. The findings reveals a strong and significant correlation between organizational technology and administrative performance ($r = 0.876$, $p = 0.004$). It was concluded that organizational technology, significantly influenced the administrative performance of principals, ultimately enhancing school effectiveness. To improve public secondary school administration, it is recommended that operational efficiency be enhanced, and technology be integrated.

Key Words— organizational technology, administrative performance, public secondary schools

1. INTRODUCTION

Secondary education plays a vital role in economic growth by equipping individuals with essential skills and knowledge necessary for various economic activities. It facilitates further learning and training of professionals, including technicians, scientists, and entrepreneurs, who contribute significantly to the development and innovation within a country. As an intermediary step between primary and tertiary education, secondary education serves as a preparatory phase for youth before they enter the workplace, helping to equip a largely adolescent population with the skills, aptitudes, and social values for a productive and healthy adult life (Grant, 2017).

According to Brown (2020), secondary schools play a vital role in the education system, serving as institutions that shape the academic and personal development of students.

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Effective administration within these schools is crucial in providing quality education and ensuring the optimal utilization of resources. Administrative performance implies the results and outcomes that is achieved towards the attainment of goals through the management and leadership offered by school heads (principals and other administrative staff) in secondary schools (Bourn *et al.*, 2017).

Bassey *et al.* (2020) assert that a school comprises the principal, teachers, non-teaching staff, and students, all of whom interact to accomplish predetermined educational goals. Effective administrative skills are essential in school organizations to achieve these goals. A variety of factors must be managed prudently to ensure success, including conducive school infrastructure, organizational resources, proper role assignments, and the use of technology. The determinants of administrative performance in secondary schools have been studied extensively. According to Smith (2019), administrative performance in secondary schools involves various aspects such as financial management, human resource management, facilities management, curriculum development, student discipline, and community relations. Effective administrative performance

requires ensuring that these areas are well-organized, properly coordinated, and aligned with the school's mission and goals. Measuring administrative performance in secondary schools involves assessing multiple aspects of administrative functions and processes, including financial performance, human resource management, facilities management, student discipline, and curriculum development (Clark, 2021).

Johnson (2020) asserts that administrative performance in secondary schools can be measured through the quality of education, teacher morale, financial stability, and community relations. A well-administered school is more likely to provide a nurturing and effective learning environment, ultimately benefiting students and the broader educational community. Effective administrative practices contribute to the overall success of schools in meeting their goals. Jacobsen et al. (2022) asserts that schools with superior administrative performance demonstrate higher student achievement levels, lower dropout rates, and better graduation rates compared to schools with weak administrative performance.

Good student discipline is also a necessary condition for effective administrative performance in secondary schools. Fair and consistent enforcement of disciplinary policies helps create a safe and orderly learning environment, which positively influences student behaviour and academic engagement (Baker *et al.*, 2008). Furthermore, strong community relations foster collaboration between the school and the community, enhancing parental involvement, support, and engagement in students' educational journey (Gebremichael & Mengistu, 2020).

Globally, the concept of organisation design in administrative performance in secondary schools has gained attention in several countries. In the United States, the organisational design of public secondary schools varies significantly across different states and districts, primarily influenced by local policies and governance structures. The decentralized nature of the education system allows for flexibility in school administration, but it also leads to inconsistencies in administrative performance (U.S. Department of Education, 2021). Studies have shown that schools with a well-defined organisational structure, including clear roles and responsibilities for administrators, teachers, and support staff, tend to perform better in terms of student outcomes (Johnson & Taylor, 2020).

Finland is often lauded for its high-performing education system, which is underpinned by a strong organisational design that promotes autonomy and collaboration among schools. The Finnish education system emphasizes horizontal rather than hierarchical structures, allowing for greater flexibility and innovation at the school level (Doherty, 2019). This approach has been associated with high administrative performance, where school leaders are empowered to make decisions that best meet the needs of their students. The collaborative culture within schools encourages the sharing of best practices, leading to continuous improvement in educational outcomes (Laukkanen, 2018).

According to Gonski (2018) in Australia, the organisational design of public secondary schools is shaped by both state and federal policies, with a significant focus on accountability and performance management. Australian schools are required to adhere to strict reporting and assessment standards, which influence their administrative structures. Schools that have adopted a more centralized organisational design, where decision-making is concentrated at the top levels of administration, often face challenges related to bureaucratic inefficiencies and reduced teacher autonomy. Equally, schools with a more decentralized structure, which allows for greater teacher involvement in decision-making, have reported higher levels of teacher satisfaction and student achievement (Barber, 2021).

Japan's education system is characterized by a highly centralized organisational design, where the Ministry of Education plays a significant role in shaping school administration and performance. This top-down approach ensures uniformity in educational standards across the country, but it also limits the autonomy of individual schools. Despite this, Japanese schools are known for their strong administrative performance, particularly in discipline, student engagement, and academic achievement (Kariya, 2017). The emphasis on collective responsibility and rigorous adherence to policies contributes to the efficiency and effectiveness of school administration (Kanefuji, 2019). In Pakistan, the study by Muhammad et al. (2020) underscores the critical role of educational administration, emphasizing the need for administrators with a deep understanding of the educational process, unwavering dedication to education, and strong managerial skills to effectively guide educational institutions. Principals are highlighted as key figures bridging the school and the community, tasked with optimizing financial, personnel, and intellectual resources to create an environment conducive to quality teaching and learning, aligning with the overarching goal of educational administration: to nurture an environment that enhances the teaching and learning process.

In Zimbabwe, secondary schools have embraced the implementation of the competence-based curriculum (CBC) as an organisational design component to enhance the quality and relevance of education. The CBC aims to equip students with practical skills and competencies necessary for their future careers and personal development. It emphasizes a learner-centered approach, active participation, and the integration of theory and practice (Ministry of Primary and Secondary Education, 2017). Another significant organisational design component is the establishment of vocational and technical education programs. These programs offer specialized training in fields such as agriculture, information technology, construction, and entrepreneurship, providing students with practical skills that align with local economic needs and enhance their employability (Nyaumwe et al., 2019). The adoption of the CBC and vocational programs highlights Zimbabwe's commitment to equipping students with practical skills and promoting socioeconomic development.

In Kenya, the organisational design of public secondary schools is governed by the Ministry of Education, which sets policies and guidelines for school administration. Nakuru County, like many other regions in Kenya, faces challenges related to the effectiveness of these organisational structures, particularly in rural areas where resources are limited (Oketch, 2015). The centralized nature of the education system often results in inefficiencies, with schools struggling to implement policies effectively due to a lack of autonomy and resources (Riechi, 2021).

Administrative performance in secondary schools is measured through the School Performance Appraisal and Ranking (SPARS) system. This system evaluates schools based on various indicators, including academic performance, student discipline, co-curricular activities, resource management, and community engagement. Schools are ranked based on their performance, and this ranking serves as a measure of administrative effectiveness (Riechi, 2021). Another key evaluation tool is the Teacher Performance Appraisal and Development (TPAD) system. TPAD assesses teachers' performance, including their instructional practices, lesson planning, classroom management, and student assessment methods. Since teachers play a significant role in school administration, their performance contributes significantly to overall administrative effectiveness (Teachers Service Commission, 2016).

Organisational technology refers to the tools, systems, and processes used to support and enhance the functioning of the organization (Morrison et al., 2018). In the context of secondary schools, technology plays a vital role in various aspects, including instructional delivery, communication, data management, and administrative tasks. Examples of organisational technology in schools include learning management systems, digital platforms for content delivery, student information systems, and communication tools (Gibbs, 2017). The effective integration of technology into the organisational design of secondary schools can improve efficiency, facilitate collaboration, and enhance teaching and learning processes. The upcoming research will centre on examining the school's infrastructure, its available resources, the roles within the organization, and the technological tools used by the organization.

The government has implemented initiatives such as the Digital Literacy Program (DLP), which provides primary

and secondary schools with digital devices, internet connectivity, and digital content (Kenya Institute of Curriculum Development, 2020). This initiative aims to bridge the digital divide and enhance access to quality education. Adopting boarding schools and digital technology demonstrates Kenya's commitment to ensuring educational opportunities for all students and embracing technological advancements.

Administrative performance in public secondary schools is vital for educational success (Nguni & Denessen, 2021). In Kenya, challenges such as lack of proper use of technology underscore the need for effective organisational design to enhance administrative efficiency and educational outcomes (Likoko et al., 2023). As per the National Assembly Parliament Select Committee on Education report (2018), the county witnessed 63 cases of arson, 23 cases of walkouts 8 sit-ins, and 4 breakdowns cases in public secondary schools. This case is not different from Nakuru County which has witnessed a high number of arson in schools. In one week alone, boarding facilities in more than seven schools were burnt down and property worth millions of shillings was destroyed. Otieno and Ongala (2023) note that hefty fines for damages have increased financial burdens and strained relationships among parents and stakeholders, with some students unable to return to school due to unpaid damage fees. The Kenyan government has launched initiatives like the school digital programmes, while the Kenya Education Management Institute (KEMI) focuses on capacity building for school administrators. Despite these efforts, poor administrative performance persist (Ndunge et al., 2022; Oliech, 2023).

While general administrative challenges have been studied, limited research focuses on how organisational technology impact school administration efficiency and effectiveness. Understanding this relationship is essential for improving school management and educational outcomes. This study aims to fill this gap by assessing the influence of organisational technology on the administrative performance of public secondary schools in Nakuru County, Kenya. The hypothesis, "H₀₁: Organisational technology have no statistically significant influence on administrative performance of public secondary schools in Nakuru County, Kenya" was explored according to the conceptual framework in Figure 1.

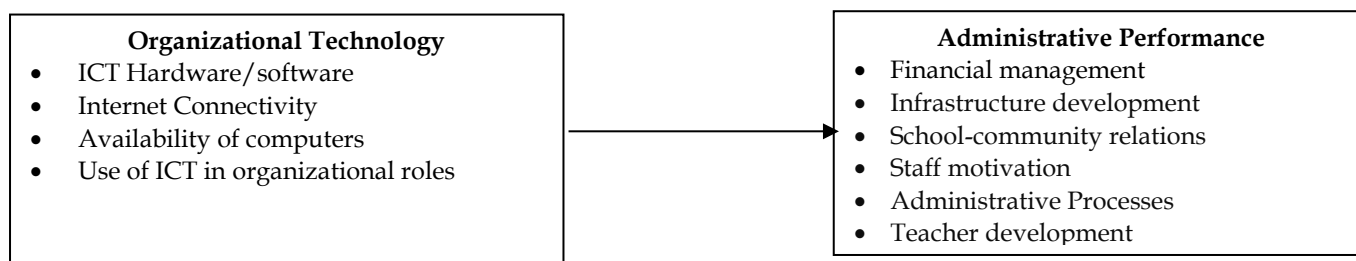


Figure 1: Conceptual Framework

2. RESEARCH METHODOLOGY

The research adopted a positivist approach because it aligns with the objective nature of data collection and interpretation required for this study. A mixed-method research design was used where both qualitative and quantitative data were used to examine how organisational technology influence administrative performance. The study was conducted in public secondary schools in Nakuru County. Nakuru County is one of the 47 Counties of the Republic of Kenya. Nakuru County was selected due to its status as one of the counties boasting a significant number of secondary schools, each exhibiting a variety of features in terms of infrastructure, resources, roles, and technology setup (County Government of Nakuru, 2023). In addition, the county is characterised with diverse educational landscape and strategic location. Moreover, Nakuru County's diverse socio-economic and cultural environment reflects broader national trends, making the findings applicable across Kenya's secondary education system.

The research target population was 352 principals from public secondary schools and 11 Sub-County Quality Assurance and Standards Officers in Nakuru County. Using stratified random sampling, a sample size of 106 principals and 4 Sub-County Quality Assurance and Standards Officers (30 % of the population) was selected.

Information from participants was gathered through a structured questionnaire and interview schedule. Before the commencement of the main study, an initial pilot study was conducted to refine the research instruments and ensure their effectiveness. This pilot study involved a preliminary examination in 11 public secondary schools located in the neighboring Nyandarua County. The study ensured the validity of its questionnaires through rigorous validation procedures, focusing on both content and construct validity.

3. RESULTS AND DISCUSSIONS

3.1 Characteristics of the Respondents

The study concentrated on public secondary school principals from Nakuru County, collecting data about both the schools and the principals themselves. School-related data included particulars such as years since establishment, school type, category, and student/teacher ratios. Principal attributes under consideration were their highest academic qualification and tenure in their current position.

3.1.1 School age since its establishment

The research aimed to determine how long the school had been operational. The results are presented in Table 1.

Table 1: Years since institution establishment

Age in years	Freq.	Percent	Cum. 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	

Content validity was established by meticulously aligning the questions with the research objectives, ensuring comprehensive coverage of the study's aims and enhancing the relevance of the data collected (Creswell, 2014). Construct validity was confirmed by designing clear, concise questions that were easily understood by respondents, thereby enhancing the accuracy of the measurement of the constructs under investigation (Connelly, 2022). Items that were found to be unclear, irrelevant, or confusing were revised or removed to ensure that the questions effectively measured the intended constructs and provided reliable data (Neuman, 2014). To assess the dependability of the research tools, the investigator employed Cronbach's Alpha to gauge the internal consistency of the Likert scale items within the tool. In this investigation, a Cronbach's alpha coefficient of 0.805 was calculated, which was deemed satisfactory.

The study collected both quantitative and qualitative data using the principal's questionnaire and interview schedule for Sub-County Quality Assurance and Standards Officers. Primary data processing was done through editing, coding, classification, and tabulation. This involved carrying out screening of the data to check on the consistency and accuracy of the data. Data analysis is the process of bringing order and meaning to the raw data collected (Best & Kahn, 2006). Data were analyzed using descriptive and inferential statistical methods. Descriptive statistics involved frequencies and percentages while inferential statistics involved Pearson correlation coefficient and linear regression analyses to check the nature of the relationship between the variables (Sekaran & Bougie, 2016). Thematic analysis methods were employed to scrutinize qualitative information gathered from open-ended inquiries.

The study found that a majority of schools (33.2%) were between 20 and 29 years old. Following this, 24.9% and 22.2% of schools were aged between 30 and 39 years, and 10 and 19 years, respectively. There were fewer schools aged over 40 years or under 10 years. Altogether, 80.3% of schools were between 10 and 39 years old, indicating that the focus of Kenya's education system in the past few decades was on establishing new schools. The age of a school is a critical factor that could shape its organisational design and influence its administrative performance. By considering the school's age, the study better understood how historical context, resource accumulation, role establishment, and technological adoption impact the effectiveness of school administration in Nakuru County, Kenya. However, recent efforts have shifted towards improving existing ones. According to the Ministry of Education, Science, and Technology (2017), the Kenyan government has been prioritizing the enhancement of current schools. In the 2018/2019 fiscal year, Kenya allocated 494.8 billion shillings (approximately US\$4.95 billion) to education, twice the combined allocations for defence, health, and the presidency.

In essence, the education budget accounted for about 5.3% of the 2018 GDP.

3.1.2 Types of Schools

The research aimed to evaluate various categories of educational institutions. The findings are presented 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 findings showed that over half (51.9%) of the schools surveyed were exclusively for girls, while approximately a third (34.2%) were exclusively for boys, and a small minority (13.9%) were coeducational. This indicates that most schools in the county catered to a single gender, with only a limited number offering mixed-gender education. The type of school plays a significant role in shaping its organisational design and directly impacts administrative performance. Focusing the type of school, the study gained insights into how different school models handled infrastructure, resource allocation, role distribution, and technological adoption, all of which are crucial for effective administration in public secondary schools in Nakuru County, Kenya. Achoka (2007) suggests that factors leading parents to favour single-sex schools over mixed-sex ones include perceived benefits such as better academic performance, gender-specific opportunities, and advantages, enhanced self-confidence, and reduced distractions from the opposite sex.

3.1.3 Category of School

The study included principals leading different types of schools, including Day, Boarding, and Day/Boarding institutions. Details are provided 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

The majority of principals, comprising 48.7% of the total respondents, were situated in exclusive boarding schools. In contrast, approximately 33.4% oversaw day schools, with only 17.9% managing both day and boarding institutions. The category of school whether Day, Boarding, or Day/Boarding directly informs how organisational design impacts administrative performance. Considering the specific needs and challenges associated with each category, the study better understood how different school environments influence infrastructure management, resource allocation, role distribution, and technological adoption in public secondary schools in Nakuru County, Kenya. Despite the higher operational costs associated with boarding schools, they are deemed advantageous due to the extended learning hours they offer. Parents often prefer

boarding schools, especially single-sex ones, believing they offer better discipline management, as noted by Majeed (2010). This preference could elucidate the prevalence of boarding schools in the surveyed area.

3.1.4 Number of Students/Streams/Teachers in the Sampled Schools

This research aimed to establish the average student count within the schools examined in the study (Table 4).

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

Parameter	Mean	Std. Dev.	Min.	Max.
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 displays that, on average, schools in the study area had 405.62 students, with counts ranging from 36 to 1201 and a standard deviation of 59.62. In terms of the number of streams within these schools, the average was 2 streams (mean = 2.01), with a range of 1 to 4 and a standard deviation of 0.91. Additionally, the average number of teachers across the studied schools was 13.72, with numbers varying between 9 and 51 and a standard deviation of 3.72. The number of students, streams, and teachers in the sampled schools significantly informs the study by highlighting the scale and complexity of the organisational design challenges faced by each school. These factors influence how resources are allocated, how infrastructure is managed, how roles are distributed, and how technology is implemented all of which are crucial to the administrative performance of public secondary schools in Nakuru County, Kenya.

3.1.5 Respondents' Highest Level of Academic Qualification

The research also aimed to evaluate the most advanced level of educational attainment. The results are presented in Table 5.

Table 5: Respondents' Highest Level of Academic Qualification

Academic Qualification	Freq.	Percent	Cum. Percent
Doctorate	5	4.5	4.5
Masters	18	17.1	21.7
Undergraduate	73	70.1	91.7
Diploma	9	8.3	100.0
Total	104	100.0	

According to the results, 21.7% of the participants held a doctorate or master's degree as their highest academic attainment. A significant portion of secondary school principals possessed undergraduate degrees. The largest proportion of respondents, making up 70.1% of the total, held undergraduate degrees as their highest academic qualification. Principals with doctorate, master's, and diploma qualifications constituted 4.5%, 17.1%, and 8.3% of the sample, respectively. Daft (2021) suggests that school principals possessing robust educational qualifications demonstrate a deep grasp of educational theories, teaching techniques, and optimal methodologies. This expertise

equips them to mentor and assist teachers adeptly in fostering an enriching learning atmosphere. Principals equipped with a strong educational foundation play pivotal roles in shaping curriculum, refining instructional methods, and integrating progressive educational paradigms.

3.1.6 Respondents' Years of Experience as a Principal

The research also investigated the experiences of public secondary school principals, classified by their years of service. Table 6 displays these findings, indicating that principals' tenure varied across distinct intervals: less than 5 years, 6-10 years, 11-15 years, and over 15 years.

Table 6: Experience as a Principal

Experience in years	Frequency	Per cent
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. Dev. = 2.18

The results showed that 43.6% of secondary school principals had under 5 years of experience. Approximately 32.4% had between 6 and 10 years of experience. Those with 11 to 15 years of experience made up around 16.0% of the participants. Only 8.0% of principals had over 15 years of experience. The findings highlight the significance of both work and professional experience, as skills are honed through practical application. DeCenzo (2017) suggests that first-hand experience in the field of education equips school principals with a profound comprehension of educational dynamics, regulations, and methodologies. Over time, their tenure in education provides them with invaluable insights into curriculum design, teaching methods, student evaluation, and school administration. This wealth of expertise empowers them to make well-informed choices, offer proficient guidance, and play a pivotal role in enhancing overall school performance.

3.2 Administrative Performance

In this study, the primary focus was on assessing school administrative performance. This assessment encompassed several key aspects, including financial management, infrastructure development, and the cultivation of relationships within the school community. Additionally, administrative performance was evaluated based on the principals' ability to maintain high levels of staff motivation, streamline administrative processes within the school, and facilitate the professional development and growth of teachers.

3.2.1 Principals' Administrative Performance

The study focused on administrative performance as its dependent variable, aiming to grasp the essence of this performance among the sampled principals. A summary of the findings can be found in Table 7.

Most respondents concurred that their schools: efficiently distributes and oversees its financial resources to back educational programs and endeavours; and, upheld effective leadership during their tenure. They also acknowledged that under their leadership/administration: meeting administrative performance goals encroached upon their free time; targets impacted on the administrators' health; setting performance goals for administrators impacted their rapport with staff; staff supervision and evaluation processes had been simplified; control and supervision at the school level had been streamlined; and, the school's assessment and reporting procedures have become more efficient. However, majority of the respondents disagreed that their school's infrastructure adequately met the needs of students and staff for a conducive learning and working environment.

3.2.2 Principals' Ratings on school administrative performance

This study aimed to understand how principals evaluated the administrative performance of public secondary schools. The findings, detailed in Table 8, reveal that the majority of respondents assessed their school's performance in terms of resource mobilization positively. Specifically, 52.7% considered resource mobilization to be good for determining administrative performance, with an additional 23.8% rating it as very good. Conversely, only 3.2% and 1.6% of respondents rated resource mobilization as poor and very poor, respectively. Approximately 18.7% rated resource mobilization as moderate.

The majority of participants assessed their school performance in terms of resource mobilization. 52.7% deemed it good for determining administrative performance, with an additional 23.8% considering it very good. Conversely, only 3.2% and 1.6% rated it as poor and very poor, respectively. Approximately 18.7% rated resource mobilization as moderate. The research results align with Lampel (2016) discovery that schools need to mobilize resources to obtain the financial, human, and material assets necessary for effective management. When lacking adequate resources, school administrators may encounter difficulties in fulfilling their administrative tasks, including staff management, curriculum implementation, infrastructure maintenance, and creating a suitable learning atmosphere. Sufficient resources empower administrators to perform their duties efficiently and effectively.

Table 7: Principals' Administrative Performance

Administrative performance	SD	D	U	A	SA	Total
The school's financial resources are effectively allocated and managed to support educational programs and initiatives.	2 (1.6%)	4 (4.3%)	9 (9.1%)	79 (75.9%)	9 (9.1%)	104 (100.0%)
The school's infrastructure adequately meets the needs of students and staff for a conducive learning and working environment.	2 (1.9%)	64 (61.2%)	10 (9.6%)	15 (14.7%)	13 (12.6%)	104 (100.0%)
The school's infrastructure is well-maintained and updated to meet evolving educational requirements.	10 (9.4%)	57 (55.1%)	22 (21.4%)	1 (1.3%)	13 (12.8%)	104 (100.0%)
The school effectively engages with the community to create a sense of belonging and involvement in the educational process.	4 (4.0%)	4 (4.3%)	2 (2.1%)	65 (62.0%)	29 (27.5%)	104 (100.0%)
Communication and collaboration between the school and the community are open, transparent, and foster a positive relationship.	4 (4.0%)	14 (13.6%)	4 (4.3%)	55 (53.2%)	26 (24.9%)	104 (100.0%)
The school invests in staff development and recognition, resulting in a dedicated and enthusiastic team of educators and support staff.	4 (4.3%)	15 (14.4%)	11 (10.2%)	55 (52.9%)	19 (18.2%)	104 (100.0%)
Administrative processes are continuously reviewed and refined to eliminate bottlenecks and enhance overall efficiency.	12 (11.8%)	58 (56.1%)	16 (15.0%)	14 (13.6%)	4 (3.5%)	104 (100.0%)
The school effectively supports and encourages teacher performance, contributing to enhanced student learning outcomes.	1 (1.3%)	4 (4.0%)	3 (2.7%)	74 (70.9%)	22 (21.1%)	104 (100.0%)
The school effectively communicates with and involves the community in important school matters and events.	1 (1.3%)	4 (4.0%)	3 (2.7%)	66 (63.9%)	29 (28.1%)	104 (100.0%)
Staff feedback is actively sought and considered in decision-making processes, demonstrating a commitment to staff satisfaction.	1 (1.1%)	8 (8.0%)	2 (2.1%)	77 (74.1%)	15 (14.7%)	104 (100.0%)

Likert scale: 1- Strongly disagree (SD); 2-Disagree (D); 3-Uncecided (U); 4- Agree (A); 5- Strongly agree (SA)

The majority of participants expressed satisfaction with their school's timetabling. Specifically, 36.4% considered it relevant, and an additional 48.9% found it to be very good. Conversely, only 8.3% rated it as poor, with 4% considering it very poor. A small percentage, 2.4%, viewed it as moderate. Ngugi (2017) emphasizes the significance of

timetabling for ensuring efficient school functioning. Principals' ratings in this area may assess their ability to create a balanced and efficient timetable that maximizes instructional time, accommodates diverse student needs, and optimizes the use of available resources and facilities.

Table 8: Principals' ratings on school administrative performance

Administrative performance	Very poor	Poor	Mode-rate	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%)
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%)

The majority of participants expressed positive views on their school performance in terms of budgeting. Specifically, 65% considered it good, while an additional 19.8% deemed it very good. Conversely, only 7.0% and 3.5% rated budgeting as poor and very poor, respectively.

Approximately 4.8% assessed budgeting as moderate. According to Nkomo (2023), effective budgeting involves strategic planning and allocation of financial resources. Principals' ratings can evaluate their ability to develop a realistic budget, track expenditures, manage financial

resources efficiently, and ensure transparency and accountability in financial matters.

The majority of participants assessed their school performance positively with regards to tendering. Specifically, 64.2% considered it good, with an additional 13.6% describing it as very good. Conversely, only 5.3% rated it as poor, and 2.9% as very poor. Approximately 13.9% rated it as moderate. Okeke and Oyelaran (2015) noted that principals' performance in tendering processes can be assessed based on their adherence to procurement regulations, transparency in the selection of vendors or contractors, and their ability to secure competitive and cost-effective services or supplies for the school.

The majority of participants viewed their school performance positively in terms of discipline. Specifically, 63.6% considered it good, and an additional 19.3% rated it very good. Conversely, only 9.6% and 4.8% rated discipline as poor and very poor, respectively. Approximately 2.7% rated it as moderate. According to Pillay (2012), principals play a critical role in maintaining discipline and creating a safe and conducive learning environment. Ratings in this area may reflect their effectiveness in developing and enforcing discipline policies, handling disciplinary incidents consistently and fairly, and promoting positive behaviour and student well-being.

The majority of participants viewed their school's security positively, with 71.9% considering it good and an extra 9.4% deeming it very good. Conversely, only 6.4% and 3.2% rated security as poor and very poor, respectively. Approximately 9.1% perceived security as moderate. Shizha, and Kariwo

(2016) observed that principals' ratings in security matters assess their efforts to ensure the safety and security of students, staff, and the school premises. This includes implementing appropriate security protocols, emergency preparedness plans, and proactive measures to address potential safety concerns.

Most of the participants expressed positive views about their school performance regarding health concerns such as HIV/AIDS and Covid-19. Nearly half of the respondents (49.2%) described these health issues as good, with an additional 14.7% considering them very good. Conversely, only 5.3% and 2.7% of respondents rated these health issues as poor and very poor, respectively. Approximately 28.1% rated them as moderate. According to Mehari (2018), principals' performance in addressing health-related issues can be evaluated based on their implementation of health and hygiene protocols, coordination with health professionals, promotion of student health and wellness programs, and ensuring a safe and healthy physical environment.

The majority of survey participants expressed satisfaction with the guidance and counseling services at their schools. Specifically, 52.9% considered it good, with an additional 19.5% deeming it very good. Conversely, only 6.1% and 3.2% regarded it as poor or very poor, respectively. Approximately 18.2% rated it as moderate. According to Ngwana (2017), effective guidance and counseling services may include their efforts to provide access to qualified counselors, implement comprehensive guidance programs, and foster a supportive environment for students' social-emotional development and academic success.

Table 9: Extent of technology application in administration of physical resources

Application areas	Very much	Much	Moderate	Low	Very low	Total
Procurement process	14 (13.9%)	30 (28.9%)	53 (51.1%)	5 (4.8%)	1 (1.3%)	104 (100.0%)
Advertisement of tenders	20 (19.5%)	20 (19.0%)	44 (42.0%)	19 (18.4%)	1 (1.1%)	104 (100.0%)
Timetabling	55 (52.9%)	19 (18.4%)	4 (4.3%)	20 (19.0%)	6 (5.3%)	104 (100.0%)
Personnel/employees communication	34 (33.2%)	25 (24.1%)	29 (28.1%)	14 (13.6%)	1 (1.1%)	104 (100.0%)
Finance recording	34 (32.4%)	35 (34.0%)	5 (4.5%)	29 (28.1%)	1 (1.1%)	104 (100.0%)
PowerPoint presentation	5 (5.1%)	16 (15.2%)	44 (42.5%)	23 (22.5%)	15 (14.7%)	104 (100.0%)
Preparing of timetables	50 (48.1%)	15 (14.2%)	24 (23.3%)	9 (9.1%)	6 (5.3%)	104 (100.0%)
Schemes of work	31 (29.4%)	29 (27.5%)	39 (37.2%)	5 (4.8%)	1 (1.1%)	104 (100.0%)
Online assignments	7 (7.0%)	7 (6.4%)	29 (28.3%)	35 (34.0%)	25 (24.3%)	104 (100.0%)
Record keeping	21 (20.1%)	20 (19.0%)	33 (31.3%)	19 (18.4%)	12 (11.2%)	104 (100.0%)
Analysis of school performance	39 (38.0%)	25 (23.8%)	24 (23.3%)	14 (13.9%)	1 (1.1%)	104 (100.0%)
Bulk SMS, clock in and out	1 (6.7%)	1 (6.7%)	7 (46.7%)	4 (26.7%)	2 (13.3%)	15 (100.0%)

Likert scale: 1= Very much; 2= Much; 3= Moderate; 4= Low; 5=Very low

3.3 Organisational technology and administrative performance

This study aimed to analyze the influence of organisational technology on the administrative performance of public secondary schools in Nakuru County, Kenya. This objective was examined utilizing both descriptive and inferential statistics. Descriptive statistics employed in this objective encompassed frequencies, percentages, means, and standard deviations. The inferential statistic applied in this study was regression analysis. In various application areas, technology usage varied, as outlined in Table 9.

The findings of the study indicate that the extent of technology application in the administration of physical resources varies significantly across different areas. In the procurement process, the majority of respondents (51.1%) reported a moderate application of technology, while a smaller percentage (13.9% and 28.9%) indicated much or very much usage, respectively. Similarly, technology usage for tender advertisement was also moderate for most respondents (42.0%), though a notable proportion (19.0% and 19.5%) reported a higher level of application. In contrast, timetabling showed a strong reliance on technology, with the majority (52.9%) indicating very much usage, highlighting the critical role technology plays in this administrative function. As reported by Teachers Institute (2024), technology has a dual role in physical resource management. It serves as a physical resource itself with devices like computers and smartboards, and it also aids in the management of these resources through software that tracks usage, schedules maintenance, and identifies opportunities for optimization.

Certain areas, such as personnel communication and finance recording, display a mixed level of technological adoption. In personnel communication, 33.2% and 24.1% of respondents reported much and very much technology usage, respectively, while a notable 28.1% remained at a lower usage level. Similarly, in finance recording, 34.0% indicated a high application of technology, and 32.4% used it moderately, highlighting a balanced integration of technology in financial tasks. Conversely, technology usage for PowerPoint presentations remained largely moderate (42.5%), with only 5.1% and 15.2% reporting much and very much usage, respectively, signalling a lower reliance on technology for this purpose compared to other areas. The findings indicate a mixed level of technological adoption, with notable usage in personnel communication and finance recording but more moderate application for PowerPoint presentations. Specifically, while a significant portion of respondents utilize technology extensively for communication and financial tasks, reliance on technology for presentations remains relatively low. The finding corresponds with a finding from a study by Omotayo and Chigbundu (2017) that revealed that the school administrators use various ICTs to carry out administrative and management duties. Task characteristics, task-technology fit, attitude and perceived ease of use have significant relationships with use of ICTs by the administration.

3.4 Influence of organisational technology on administrative performance

Participants in this research were requested to provide their insights regarding the influence of technological infrastructure within public secondary schools on administrative efficiency. The results of the key informant interviews are consistent with the analysis from the principals' questionnaire.

The following opinions were gathered:

Key informant KII/1/01 said:

"The advancement in the technological field along with other advancements has enhanced the economies of information technology and greatly expanded its applications. Today, information technology has become not only a tool to process data and record transactions but also a competitive weapon that can change an industry's structure".

Key informant KII/1/02 said:

"Because of the rapid pace of technological advances and the impact of information technology on the changing competitive environment, organizations are forced to critically evaluate their management of information and technology resources to achieve their strategic objectives".

Key informant KII/1/03 said:

"Information technology is the platform on which success can be built but organisational factors are crucial to realizing the benefits of automation and the 'information' process. Information technology can be considered to be a series of innovations. Even though innovations provide organizations with new and different ways of solving problems and enhancing performance, there is still a great deal of research to be done and discussion among researchers and organisational theorists on how innovations should be implemented and managed and how they affect organizations on different levels.

Key informant KII/1/04 said:

"It is widely accepted among many authors and researchers in the organisational field that information technology has a significant effect on the performance of the organization's activities. For example, information technology applications can be used to improve the level of efficiency of administrative functions in an organization and to enhance the effectiveness of managerial activities. These applications also can be used as tools to impose better organization on tasks and to provide better information to managers".

In analysing the influence of organisational technology on administrative performance of public Secondary Schools in Nakuru County, Kenya, simple linear regression was conducted. Table 10 illustrates how organisational technology influences administrative performance within public secondary schools located in Nakuru County, Kenya.

Table 10: Influence of organisational technology on administrative performance

Administrative performance	Coefficient	Std. Error	t-value	Sig.
(Constant)	4.016	.062	64.926	.000
Organisational technology	.064	.023	2.762	.006

Calculated F (1, 102) = 7.628; P-value = .000; R² = .320; Adjusted R² = .317

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.142 ^a	.320	.317	.37196

a. Predictors: (Constant), Organisational Technology

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1.055	1	1.055	7.628	.000 ^b
	Residual	51.467	102	.138		
	Total	52.522	103			

a. Dependent Variable: Administrative Performance

b. Predictors: (Constant), Organisational Technology

The model's F-ratio stood at 7.628, with a probability value of 0.000, based on one and 102 degrees of freedom for the numerator and denominator, respectively. Both R² and adjusted R², at 32.0% and 31.7%, surpassed the statistical threshold, indicating a significant influence of the extent of information technology implementation by school principals on administrative performance. Specifically, organisational technology explained approximately 31% of the variation in principal performance, regardless of other influencing factors

The positive and statistically significant coefficient (0.064) for organisational technology at a 5% significance level (p-value = 0.006) suggests that increased utilization of organisational technology in various areas (such as procurement processes, tender advertisement, timetabling, communication among personnel/employees, finance recording, PowerPoint presentations, scheme of work preparation, online assignments, students' record-keeping, and analysis of students' performance) substantially enhances the administrative performance of principals.

This research is consistent with Maki (2008) who found that incorporation of Information Communication Technology (ICT) in school work can be used in establishing an efficient education management. Similarly, Zainal (2012) found that ICT provides several facilities and possibilities for educational administrators to efficiently perform their tasks. Voogt and Knezek (2008) found that ICT is key in supporting education. By reducing the number of manual and mechanical processes involved in data processing, storage, output, and communication, ICT is able to improve administrative performance in schools.

This research agrees with Wood et al. (2014) who noted that technology can enhance the work environment in any organization. A good match between the technical and social systems of the organization contribute to success. Organization's ability to adapt with changes in technology is key to superior administrative performance.

This study aligns with Kidombo et al. (2012), indicating that incorporating ICT into the school curriculum is essential for enhancing administrative effectiveness. School leadership should invest on ICT facility through hardware infrastructure, professional training of the teachers and utilization in daily activities. Both teachers and administrators who used computers were enthusiastic and more productive. Teachers become more prepared by embracing the use of computers in the classrooms. Teachers' and administrators' perceptions and attitudes to school welfare was enhanced through the use of computers. Ministry of Information and Communications (2018) asserts that technology is central to the success in education sector with which favored solutions can work in schools. If new technology can be embraced by students and teachers, including computers as educational tools; it is imperative that school administrators, as key educators, also embrace it for effective administration.

This study considered a hypothesis, "H01: Organisational technology has no statistically significant influence on the administrative performance of public secondary schools in Nakuru County, Kenya." This hypothesis underwent testing utilizing the p-values method at a 95% confidence level. The null hypothesis was deemed rejectable when the p-value fell below 0.05. The results indicated a p-value of 0.003, falling below the conventional threshold of 0.05. Consequently, the study rejected the null hypothesis and accepted the alternative hypothesis. Thus, it was concluded that there is a statistically significant influence of organisational technology on the administrative performance of public secondary schools in Nakuru County, Kenya. This study aligns with Miano (2019) findings, indicating that the use of organisational technology within schools can greatly enhance administrative performance. Technology implementation can simplify administrative procedures and duties, resulting in heightened efficiency and output. Automated systems designed for handling student records, attendance tracking, grading, and scheduling can minimize time consumption and diminish human errors.

Administrative personnel can utilize technological resources such as email, messaging applications, and project management software to facilitate communication, teamwork, and task organization. Through the elimination of repetitive and labour-intensive tasks, technology empowers administrators to prioritize more strategic endeavours, thereby enhancing overall administrative efficacy.

Correlation evaluation was conducted, aiming to demonstrate the relationships between the independent variable and the dependent variable, as well as their interdependence. Table 11 summarizes these findings.

Table 11: Correlation Matrix for the relationship between organizational technology and administrative performance

Statistics	Values
r	.876*
p-value	.004
N	103

A strong relationship exists between organisational technology and administrative performance, as evidenced by a correlation coefficient of 0.876 and a p-value of 0.004 (Wood et al., 2014). This aligns with the findings of Wood et al. (2014), emphasizing how technology can enhance administrative processes by automating routine tasks, thus allowing administrators to focus on more strategic activities.

4. CONCLUSIONS AND RECOMMENDATIONS

Technology is extensively utilized for analysing school performance in most public secondary schools in Nakuru County, but its application in the procurement process was moderate. Moreover, it highlighted a significant challenge faced by principals: the lack of ICT skills among both teaching and non-teaching staff. Additionally, public secondary schools in Nakuru encounter issues such as inadequate funds for repairs and maintenance. Lastly, the study revealed a substantial and positive correlation between organisational technology and administrative performance in public secondary schools in Nakuru County, Kenya (correlation coefficient $r = 0.876$, $p = 0.000$). The utilization of technology for analysing school performance was widespread in most public secondary schools in Nakuru County. However, its application in the procurement process was only moderate. Furthermore, the research highlighted a significant challenge faced by principals, namely the lack of ICT skills among both teaching and non-teaching staff. Additionally, public secondary schools in Nakuru encounter issues such as inadequate funds for repairs and maintenance.

To enhance organisational efficiency, the government should aim to assist public secondary schools in adopting technology across various areas such as procurement, tender advertising, timetabling, staff communication, financial recording, presentations, lesson planning, online assignments, and performance analysis. Addressing challenges related to ICT usage in school administration, such as limited skills, inadequate funding, and unreliable internet connectivity, is crucial.

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