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## Investigating Administrative Factors Influencing the Provision of Quality Education in Secondary Schools in the East Kenya Union Conference

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**Abstract**

This study investigates administrative factors influencing the provision of quality education in Adventist secondary schools within the East Kenya Union Conference (EKUC), Kenya. A mixed-methods approach was employed, combining quantitative data from 16 teachers with qualitative insights from 8 school principals. Quantitative data were examined using descriptive statistics, whereas qualitative data were analysed thematically to uncover recurring patterns. Key administrative factors identified include financial constraints, leadership effectiveness, policy implementation gaps, teacher-administration collaboration, parental and community engagement, and regulatory compliance. Limited financial resources emerged as the primary obstacle, negatively influencing academic performance and spiritual development. Leadership effectiveness was limited by role strain, as administrators balanced managerial responsibilities with spiritual mentorship. Policy implementation gaps reflected tensions between government educational requirements and Adventist principles, manifesting as structural (misalignment of governance frameworks), operational (challenges in scheduling, curriculum delivery, and resource allocation), and ideological (differences in educational priorities and values) conflicts. Teacher-administration collaboration and parental/community engagement were found to mitigate these challenges by promoting institutional cohesion and improved student outcomes. Regulatory compliance, though less frequently cited, played a moderating role in enhancing accountability and resource utilisation. The study highlights the need for strategic financial planning, leadership development, adaptive policy alignment, and strengthened community partnerships to enhance holistic education in faith-based schools. These findings contribute to scholarship on faith-based educational administration and offer practical recommendations for policymakers, church leaders, and school administrators operating in resource-constrained contexts.

**Key words:** Adventist schools, administrative factors, East Kenya Union Conference, leadership, quality education.



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## INTRODUCTION

Education is widely regarded as a vital instrument for social transformation and economic development, with schools expected to equip learners with the knowledge, skills and values necessary for effective participation in society. In Adventist-based institutions, the notion of quality education extends beyond academic achievement to encompass the holistic development of students' spiritual, moral and social competencies (White, 1903, 2005). In this study, quality education is understood as a multidimensional construct encompassing academic performance, spiritual growth, teaching-learning processes, and the institutional environment. It is assessed through student performance in national examinations and internal assessments, as well as through mastery of the curriculum (Leithwood et al., 2020; UNESCO, 2021). It further includes participation in worship programmes, adherence to Christian values and engagement in faith-based activities (White, 1903, 2005). In addition, it is reflected in the availability and effective utilisation of instructional resources, teacher competence and classroom engagement (Bush, 2019; Grey, 1989). This conceptualisation provides a measurable framework for empirically assessing and comparing quality education across schools.

Adventist secondary schools in Kenya operate under a dual mandate of achieving strong academic outcomes while nurturing spiritual and moral values aligned with church teachings. Within the East Kenya Union Conference (EKUC), these schools face a range of administrative challenges, including limited financial resources, leadership constraints, policy misalignment and varying levels of community engagement. Such challenges highlight the central role of administrative practices in determining the extent to which schools can achieve both their academic and spiritual objectives. Effective school administration, which involves leadership, planning, organisation, supervision and resource allocation, significantly shapes institutional performance. According to Bush (2019), school leadership has a direct influence on teacher performance, institutional culture and student outcomes. Against this backdrop, this study examines the administrative factors that affect the provision of quality education in EKUC Adventist schools and explores how these factors influence institutional effectiveness.

Despite the strong educational philosophy underpinning Adventist institutions, several secondary schools within EKUC continue to experience administrative challenges

that compromise the delivery of quality education. Empirical studies in Kenya show that many secondary schools struggle with inadequate infrastructure, limited instructional resources and insufficient teaching materials, all of which hinder effective curriculum delivery and student achievement (Ngugi, 2024; Muricho, 2023). In addition, principals often experience role strain as they balance administrative duties, spiritual mentorship and compliance with both government and church educational policies. Broader systemic challenges, such as funding limitations, teacher shortages, and administrative inefficiencies, further constrain effective school management and instructional quality (Muricho, 2023; Karo & Nyakundi, 2023). While the existing literature identifies factors such as financial constraints, leadership effectiveness, and policy misalignment as key determinants of school quality (Leithwood et al., 2020; White, 1903, 2005), there remains limited empirical evidence on how these challenges specifically manifest in the EKUC context. This study, therefore, seeks to address this gap by investigating the administrative factors influencing educational quality and providing evidence-based insights to enhance both academic and spiritual outcomes in these schools.

The study is guided by the following research questions: What are the key administrative factors influencing the provision of quality education in Adventist secondary schools in EKUC? How do financial constraints impact academic and spiritual outcomes in these schools? In what ways do leadership effectiveness and teacher-administration collaboration influence school performance? And how do policy implementation gaps, parental and community engagement and regulatory compliance affect educational quality?

## LITERATURE REVIEW

### Financial Constraints

Financial resources are critical determinants of school quality, influencing both instructional effectiveness and institutional development. However, scholars differ in the extent, mechanisms, and dimensions through which financial constraints affect school outcomes.

In the African context, studies show that resource availability directly affects infrastructure development, teaching quality, and student achievement (Oketch & Rolleston, 2007).

Similarly, UNESCO (2021) supports this position by highlighting that resource adequacy is essential for equitable and inclusive education systems, particularly in low-income contexts. UNESCO extends the argument beyond academic performance by stressing that insufficient funding limits access to safe infrastructure, teaching materials, and inclusive learning opportunities, thereby widening educational inequalities. Ngugi (2024) highlights that inadequate funding in Kenyan schools constrains access to teaching materials, limits infrastructure development, and reduces opportunities for effective curriculum implementation. These constraints are particularly pronounced in low-resource and faith-based educational settings.

While financial resources significantly influence academic outcomes, their impact extends beyond academic performance to include holistic development, especially in faith-based institutions where spiritual programming and values-based education are central. This underscores the multidimensional nature of financial constraints in shaping educational quality.

However, emerging evidence suggests that financial resources alone do not determine school effectiveness. Leadership practices and efficient resource management can mediate the impact of financial limitations. Thus, financial constraints should be understood as interacting with administrative capacity rather than functioning as isolated determinants.

Furthermore, an emerging point of divergence concerns whether financial resources alone determine educational quality. While resource-based perspectives imply a strong causal relationship, other scholars argue that effective leadership and resource management can mediate the impact of financial constraints. This implies that although funding is critical, its impact is often conditioned by administrative efficiency and institutional priorities, particularly in resource-constrained environments such as EKUC schools.

In summary, existing literature consistently identifies financial constraints as a major barrier to quality education, while also highlighting varying perspectives on their impact, from academic achievement and equity to holistic and spiritual growth. This study builds on these perspectives by examining how financial constraints interact with administrative practices to influence educational quality in Adventist secondary schools.

### **Leadership Effectiveness**

Leadership effectiveness is widely recognised as a critical determinant of educational quality, influencing teacher performance, school climate, and student outcomes. According to recent empirical studies, school leadership has the second-largest impact on student learning after classroom instruction, reinforcing its central role in school improvement (Leithwood et al., 2020; UNESCO, 2021). In faith-based institutions, leadership extends beyond instructional management to include spiritual mentorship and moral guidance, thereby increasing the complexity and expectations placed on school principals (White, 1903, 2005).

Emerging empirical evidence increasingly links these expanded leadership roles to principal burnout and role strain. A study by Baker et al. (2021) found that school principals experience high levels of emotional exhaustion and workload stress, largely due to competing demands, including administrative accountability, instructional leadership, and stakeholder engagement.

These findings are consistent with Grissom et al. (2021), who demonstrate that increased administrative responsibilities and accountability demands significantly reduce principals' capacity to focus on instructional leadership, which is directly linked to student achievement. This suggests that burnout operates not only as an individual psychological condition but also as an organisational risk factor that undermines school effectiveness.

In resource-constrained environments, leadership roles become increasingly complex due to competing demands for administration, instruction, and relationships. Evidence from African contexts shows that leadership effectiveness is closely tied to school leaders' ability to balance these responsibilities while maintaining institutional focus (Nguni et al., 2020).

While there is a broad consensus that leadership effectiveness is essential, scholars differ in how best to address leadership strain. Transformational leadership theory (Burns, 1978; Bass, 1990) suggests that leaders can mitigate burnout by sharing leadership responsibilities, fostering collaboration, and promoting a shared vision. Empirical evidence supports this perspective; for instance, Harris and Jones (2020) found that distributed leadership practices reduce workload stress and enhance school resilience, particularly in challenging contexts.

In synthesis, recent empirical literature demonstrates that leadership effectiveness significantly influences educational quality, but its impact is often mediated by principal burnout resulting from role overload and contextual pressures. Evidence shows that burnout reduces principals' engagement in instructional leadership, thereby negatively affecting teacher performance and student outcomes. Consequently, improving leadership effectiveness in Adventist secondary schools requires both capacity-building in leadership practices and systemic interventions to reduce role strain and workload pressures.

### **Policy Implementation Gaps**

Government educational policies often conflict with the specific spiritual and philosophical mandates of faith-based schools. In the Kenyan context, empirical studies consistently show that the challenge lies not in policy formulation but in policy implementation, where intended educational goals are frequently distorted in practice.

For instance, education policy research by Ouma et al., (2021) demonstrates that although Kenya's education policy emphasises holistic and "wholesome" education, implementation tends to prioritise examination performance and syllabus coverage at the expense of balanced learning and value formation.

This misalignment is particularly significant for faith-based schools, whose mission explicitly integrates spiritual development alongside academic achievement. Further evidence from Kenyan education reforms highlights persistent challenges, including inadequate funding, teacher shortages, limited understanding of new curricula (e.g., the Competency-Based Curriculum), and insufficient instructional resources, all of which complicate effective policy implementation (Muricho, 2023).

Additionally, recent Kenyan studies on religious schools highlight challenges in integrating faith-based co-curricular and spiritual programs within formal education structures, particularly under conditions of resource disparity and policy pressure (Kiilu & Onyango, 2025). Consequently, schools are required to adopt adaptive strategies that balance compliance with government requirements with preservation of their religious identity. This underscores the need for context-sensitive policy frameworks, participatory policy design, and sustained dialogue among the Ministry of Education, curriculum

developers (e.g., KICD), and faith-based education stakeholders to ensure effective, holistic policy implementation.

### **Teacher–Administration Collaboration**

Teacher–administration collaboration plays a significant role in enhancing institutional effectiveness and improving student outcomes. Studies in Kenya indicate that collaborative practices strengthen teacher morale, promote shared decision-making, and improve instructional quality.

In faith-based schools, collaboration is further reinforced through shared spiritual activities such as worship and prayer, which enhance trust and collegial relationships. However, ineffective communication and a lack of shared vision can undermine collaboration, underscoring the need for structured, intentional collaborative practices.

### **Parental/Community Engagement**

Parental and community involvement contribute significantly to student academic success and character development. Research in Kenya shows that parental engagement improves student discipline, reinforces learning at home, and strengthens school–community relationships (Abuya et al., 2020).

Similarly, studies in African contexts demonstrate that community participation enhances student motivation and supports holistic development. In faith-based institutions, such engagement aligns with broader educational goals of moral and spiritual formation.

### **Regulatory Compliance**

Regulatory compliance ensures accountability and standardisation, but is resource-intensive. Meeting both KICD and church requirements can strain limited school resources, highlighting the need for strategic resource allocation and planning.

### **Conceptual Framework**

The study adopts a conceptual framework that demonstrates how administrative factors influence quality education outcomes (Figure 1). Independent variables include financial constraints, leadership effectiveness, and policy implementation gaps. Teacher–administration collaboration and parental/community engagement are treated as mediating variables, while regulatory compliance functions as a moderating factor. All these acts interactively influence the provision of

quality education. The dependent variable, quality of education, encompasses academic performance, spiritual development, and holistic student growth.

In the context of EKUC schools, limited funding affects infrastructure, teaching materials, laboratory and technological resources, and the capacity to conduct spiritual programs. Financial constraints were therefore selected as a key independent variable due to their direct and pervasive impact on both academic and holistic outcomes.

Effective school leadership is strongly associated with teacher motivation, institutional culture, and student achievement (Leithwood et al., 2020). In faith-based schools, principals serve in dual roles as administrative managers and spiritual mentors. Transformational leadership theory (Burns, 1978; Bass, 1990) emphasises vision, empowerment, and moral guidance, providing a theoretical rationale for examining leadership

effectiveness as a critical factor influencing quality education.

The selection of these variables is informed by both empirical evidence and theoretical insights. Financial constraints and leadership effectiveness are well-established determinants of school quality in low-resource settings (Leithwood et al., 2020). Policy implementation gaps, collaboration, and community engagement are recognised in faith-based educational studies as critical factors shaping holistic student outcomes (Grey, 1989). Regulatory compliance has been identified as a contextual factor that moderates the effectiveness of administrative practices (UNESCO, 2021).

By integrating these variables into a single framework, the study provides a structured model for understanding how administrative practices in EKUC Adventist secondary schools influence both academic performance and spiritual development, while accounting for contextual and relational dynamics.

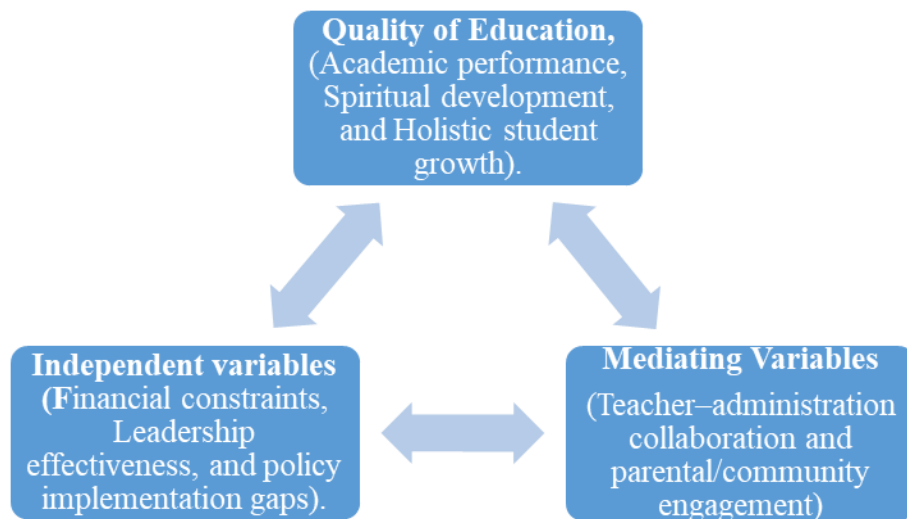


Figure 1. Conceptual Framework of Administrative Factors and Educational Quality

**Theoretical Framework**

The study is based on Transformational Leadership Theory (Burns, 1978; Bass, 1990), which highlights the importance of inspiring and motivating followers to attain higher-level goals. In Adventist schools, principals and administrators are expected to manage complex organisational duties while serving as spiritual mentors. Transformational leadership provides a framework for integrating moral guidance with administrative

efficiency, emphasising vision, individualised consideration, and role modelling.

Transformational Leadership Theory is particularly suitable for Adventist secondary schools in the East Kenya Union Conference (EKUC) due to the unique dual mission of these institutions, academic excellence and spiritual formation. Unlike purely secular institutions, Adventist schools require leadership that integrates instructional management with moral and spiritual

guidance, making transformational leadership especially relevant.

The theory aligns closely with the holistic philosophy of Adventist education, which emphasises character development, service, and spiritual growth alongside intellectual achievement (White, 1903, 2005). Transformational leaders promote shared vision, ethical behaviour, and personal transformation, which resonate with the Adventist emphasis on nurturing the “whole person.”

Transformational Leadership Theory integrates vision, values, motivation, and relational leadership, making it more adaptable to the faith-based, resource-constrained, and mission-driven context of EKUC Adventist secondary schools. Thus, Transformational Leadership Theory provides a comprehensive lens for understanding how school administrators in EKUC can influence both academic performance and spiritual development, making it the most appropriate theoretical foundation for this study. This theory has some limitations; it tends to overemphasise the role of individual leaders in influencing organisational outcomes. In the context of EKUC schools, educational quality is also shaped by structural factors such as financial constraints, policy regulations, and resource availability, which may not be fully addressed through leadership practices alone (UNESCO, 2021). As a result, the theory may underestimate systemic and contextual barriers beyond the control of school administrators.

Transformational Leadership Theory is particularly suitable for Adventist secondary schools in the East Kenya Union Conference (EKUC) due to the dual mission of academic excellence and spiritual formation, which requires strong instructional and ethical leadership (Burns, 1978; Bass, 1990; Karo & Nyakundi, 2023).

## METHODOLOGY

A mixed-methods approach was employed, integrating quantitative surveys and qualitative interviews to enable data triangulation and provide both breadth and depth in examining administrative factors influencing the provision of quality education. The study involved 16 teachers drawn from multiple subject areas and schools, and 8 principals representing all Adventist secondary schools within the East Kenya Union Conference (EKUC). The inclusion of all 8 principals constituted a census of school leadership, thereby eliminating sampling bias at the administrative level and ensuring

full representation of leadership perspectives. For teachers, a sample of 16 participants was considered adequate for a small-scale exploratory study. Teachers were selected through purposive stratified sampling to ensure representation across different schools within EKUC, subject specialisations, and levels of teaching experience, thus enhancing the diversity and relevance of perspectives captured.

Data collection involved structured questionnaires administered to teachers and semi-structured interviews with principals. The questionnaire captured teachers' perceptions of administrative factors and comprised two sections: demographic information (including teaching experience, subject specialisation, and school affiliation) and key administrative factors derived from the conceptual framework, namely financial constraints, leadership effectiveness, policy implementation gaps, teacher-administration collaboration, parental and community engagement, and regulatory compliance. Items were measured using a Likert-type scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree), enabling quantification and descriptive statistical analysis. A pilot study was conducted with teachers from Adventist secondary schools in the West Kenya Union Conference to assess clarity, reliability, and practicality. Reliability was established using internal consistency measures, with Cronbach's alpha coefficients of 0.70 or higher, indicating acceptable reliability.

## FINDINGS AND DISCUSSION

The results of the study are presented in this section based on the responses obtained from teachers and principals. Quantitative findings are summarised using descriptive statistics, including frequencies and percentages, to show the relative prominence of key administrative factors influencing the provision of quality education in EKUC Adventist secondary schools. These findings are presented in the table below.

### Teacher Perspectives

This section interprets the study's findings in light of the existing empirical and theoretical literature and the conceptual framework underpinning the research. It critically examines how key administrative factors interact to influence the provision of quality education in Adventist secondary schools within the East Kenya Union Conference (EKUC). Particular attention is given to areas of convergence and divergence with previous studies, as well as the contextual realities of faith-based and resource-constrained educational environments.

**Table 1: Key Administrative Factors Influencing the Provision of Quality Education According to Teachers**

Theme	Frequency	Percentage	Representative Response
Financial constraints	14	87.5%	Limited funding prevents worship and academic facility upgrades and technology infrastructure
Leadership effectiveness	12	75.0%	Balancing administrative duties with spiritual mentorship is challenging
Policy implementation gaps	10	62.5%	Government requirements conflict with SDA educational guidelines
Teacher-administration collaboration	9	56.3%	Weekly prayer meetings improve working relationships
Parental/community engagement	7	43.8%	Church elders mediate disciplinary concerns
Regulatory compliance	4	25.0%	Meeting KICD and Union requirements strains resources

**Discussion**

This section interprets the study's findings in light of the existing empirical and theoretical literature and the conceptual framework underpinning the research. It critically examines how key administrative factors interact to influence the provision of quality education in Adventist secondary schools within the East Kenya Union Conference (EKUC). Particular attention is given to areas of convergence and divergence with previous studies, as well as the contextual realities of faith-based and resource-constrained educational environments.

**Financial Constraints**

Financial constraints emerged as the most significant barrier to the provision of quality education, cited by 87.5 per cent of teachers. This finding strongly aligns with UNESCO (2021), which emphasises that adequate financial resources are foundational to ensuring equitable access to quality education, including infrastructure, instructional materials, and inclusive learning environments.

However, consistent with the literature, the findings also suggest that financial constraints do not operate in isolation. As indicated by Leithwood et al. (2020), the impact of resource limitations is often mediated by leadership effectiveness and institutional management practices. This supports the study's conceptualisation of financial constraints as a dominant but interacting factor within a broader administrative system.

**Leadership Effectiveness: Structural vs Individual Dimensions**

A key contribution of this study is the distinction between structural leadership challenges and individual leadership capacity limitations, both of which shape leadership effectiveness in EKUC schools.

The findings indicate that leadership effectiveness is constrained by both structural challenges and individual capacity limitations. This supports Leithwood et al. (2020), who argue that leadership significantly influences school outcomes but that this influence is mediated by contextual conditions.

The structural dimension, particularly role overload and competing demands, aligns with Grissom et al. (2021), who demonstrate that increased administrative responsibilities reduce principals' ability to focus on instructional leadership. Similarly, Baker et al. (2021) link such workload pressures to emotional exhaustion and burnout, reinforcing the finding that leadership strain is not merely individual but systemic. In faith-based contexts, these challenges are further intensified. Harris and Jones (2020) provide empirical support for the role of distributed leadership in mitigating such strain, suggesting that collaborative leadership structures may enhance resilience and effectiveness.

Thus, the present study extends existing literature by demonstrating that leadership effectiveness in EKUC schools is best understood as an interaction between structural constraints and individual leadership capacity.

### **Structural Leadership Challenges**

Structural challenges refer to systemic and organisational constraints that limit principals' effectiveness regardless of their personal competence. The findings indicate that principals operate in environments characterised by several interrelated constraints. These include role overload, in which principals are expected to serve simultaneously as administrators, spiritual leaders, counsellors, and disciplinarians. In addition, resource constraints are evident, reflecting limited financial and human resources available to support effective administrative functions. Further challenges arise from policy pressures, particularly conflicting demands between government regulations and denominational expectations.

Thus, leadership challenges in EKUC are not merely a function of leadership style but are deeply embedded in systemic conditions that require structural interventions.

### **Individual Leadership Capacity Limitations**

In addition to structural constraints, individual-level factors also play a significant role in shaping leadership effectiveness. These factors include variations in leadership training and professional development, as well as differences in leaders' ability to apply transformational leadership practices effectively.

### **Skills in Communication, Delegation, and Conflict Resolution**

While transformational leadership theory (Burns, 1978; Bass, 1990) emphasises vision, inspiration, and individualised support, its successful application depends on leaders' competencies and preparedness. The findings suggest that some principals may struggle to fully operationalise transformational leadership principles, particularly in contexts with high workload and limited support. This supports Leithwood et al. (2020), who note that leadership impact is mediated by both individual capability and contextual factors.

### **Integrating Structural and Individual Perspectives**

Importantly, the study finds that leadership effectiveness in EKUC schools is best understood as the result of an interaction between structural conditions and individual capacity. Even highly competent leaders may underperform in constrained environments, while less experienced leaders may struggle further in the absence of adequate support systems. This suggests that improving leadership effectiveness requires a dual approach that addresses both structural and individual

dimensions. On the one hand, structural interventions such as workload redistribution, improved resource allocation, and policy alignment are necessary to create enabling environments. On the other hand, capacity-building initiatives, including leadership training, mentoring, and continuous professional development, are essential for strengthening individual leadership competencies.

### **Policy Implementation Gaps**

The study found that policy implementation gaps create structural, operational, and ideological tensions within EKUC schools. This finding is consistent with Ouma et al. (2021), who argue that Kenya's education policies, while conceptually holistic, are often implemented with a narrow focus on examination performance, thereby undermining broader educational goals.

Muricho (2023) further supports this by identifying systemic challenges, including inadequate resources, teacher shortages, and difficulties with curriculum implementation, all of which complicate policy enactment at the school level.

In the context of faith-based education, Kiilu and Onyango (2025) highlight the difficulty of integrating spiritual and co-curricular programs within formal policy frameworks, particularly under conditions of resource and regulatory pressure. This aligns with the current study's finding of ideological tension between state educational mandates and Adventist values.

Therefore, the findings reinforce the need for adaptive, context-sensitive policy frameworks that balance compliance requirements with institutional identity.

### **Teacher-Administration Collaboration**

Collaboration emerged as a critical mediating factor that enhances institutional cohesion and mitigates administrative challenges. Consistent with Grey's (1989) findings, collaborative practices foster trust, shared responsibility, and improved morale.

Teacher-administration collaboration emerged as a key mediating factor that enhances institutional cohesion and mitigates administrative challenges. This finding is consistent with Wafula et al. (2024), who demonstrate that collaborative stakeholder engagement improves the implementation of educational programs through shared decision-making and collective problem-solving.

Similarly, Karo and Nyakundi (2023) found that collaborative school cultures significantly enhance teacher motivation and school performance, supporting the present study's observation that collaboration strengthens institutional effectiveness.

At a broader level, Wango et al. (2025) emphasise that multi-stakeholder partnerships contribute to sustainable educational improvement through coordinated planning and capacity building. In the EKUC context, the integration of spiritual practices such as joint worship further reinforces collaboration.

### **Parental and Community Engagement**

Parental and community involvement contribute to both academic success and character formation. This finding aligns with Wafula et al. (2024) and Wango et al. (2025), who highlight the importance of stakeholder involvement in enhancing educational outcomes through shared responsibility and support.

In the EKUC context, community engagement strengthens student discipline and reinforces institutional values. However, the variability observed in this study suggests that, as noted in the literature, engagement is often uneven and requires structured strategies to ensure consistency and effectiveness.

### **Regulatory Compliance**

Although less frequently cited, regulatory compliance functions as a moderating factor influencing accountability and resource utilisation. Compliance demands can exacerbate resource constraints, particularly where schools must meet both government and denominational standards. This highlights the need for strategic planning to effectively balance compliance requirements with institutional priorities.

This supports UNESCO (2021), which emphasises the role of regulatory frameworks in ensuring educational standards and accountability. Thus, the study reinforces the view that while regulatory compliance is essential, it must be supported by adequate resources and flexible implementation strategies.

## **CONCLUSION AND RECOMMENDATIONS**

**Conclusion:** Administrative factors play a decisive role in shaping the quality of education in Adventist secondary schools within the East Kenya Union Conference (EKUC). Empirical findings reveal that financial constraints are the most dominant challenge,

cited by 87.5 per cent of teachers, making them the most significant barrier to both academic provision and spiritual programming.

Leadership effectiveness also emerged as a critical factor, with 75.0 per cent of respondents highlighting challenges related to role overload and the dual responsibility of administrative management and spiritual mentorship. Similarly, 62.5 per cent of teachers identified policy implementation gaps, reflecting persistent tensions between government educational requirements and Adventist institutional values.

In contrast, mediating factors such as teacher-administration collaboration (56.3%) and parental/community engagement (43.8%) were found to enhance institutional cohesion and partially mitigate administrative challenges. Regulatory compliance, though less frequently cited (25.0%), remains an important moderating factor influencing accountability and resource utilisation.

Overall, the findings indicate that while structural challenges, particularly financial limitations, pose significant constraints, relational and collaborative practices provide critical support mechanisms that sustain institutional effectiveness. Therefore, improving the quality of education in EKUC schools requires a balanced approach that addresses both systemic resource constraints and strengthens internal leadership and stakeholder engagement.

**Recommendations:** The study recommends developing strategic financial planning mechanisms alongside diversified revenue streams to address persistent resource constraints. It also emphasises the need for leadership training programs that focus on transformational leadership principles to enhance administrative effectiveness. Additionally, there is a need to facilitate ongoing policy dialogue to harmonise government educational requirements with church-based principles and reduce existing tensions. Establishing and institutionalising collaborative platforms for teachers and administrators is encouraged to strengthen coordination and shared decision-making. The study further highlights the importance of strengthening parental and community involvement in both academic and spiritual activities to support holistic student development. Finally, it recommends allocating resources efficiently to ensure compliance with regulatory standards while maintaining educational quality.

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