



**TITLE:**  
**CHALLENGES AND SOLUTIONS IN EDUCATIONAL MANAGEMENT**  
**IN KISMAYO**

A RESEARCH PROPOSAL SUBMITTED TO THE COLLEGE OF ECONOMIC  
AND BUSINESS MANAGEMENT IN PARTIAL FULFILLMENT OF THE  
REQUIREMENT FOR THE AWARD OF BACHELOR DEGREE OF BUSINESS  
ADMINISTRATION

**(BBA).**

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## **DECLARATION**

We hereby declare that this graduation thesis is from our own work and effort, and that has not been submitted to any institution for any academic award. All other sources of information used have been acknowledged.

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## **SUPERVISOR'S APPROVAL**

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## **DEDICATION**

To the Almighty Allah

We dedicate this work to the Almighty Allah, Who gave us the strength and capability of accomplishing this work without which we could not manage to do so

To our Parents

We also devote our gratitude to our beloved parents who have always stood by us in providing Moral and financial support as well as their motivational advices towards our academic endeavors.

To our lecturers

Our lecturers have always been a great source of inspiration and motivation for us. Our lecturers remained a beacon of light for us. They have shown sincere guidance and prudent leadership on our way to excel in our academic goals.

To our colleagues

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## **ABBREVIATIONS AND ACRONYMS**

**TL** – Transformational Leadership

**KPIs** – Key Performance Indicators

**IT** – Information Technology

**HEIs** – Higher Education Institutions

**IV** – Independent Variable

**DV** – Dependent Variable

## DEFINITION OF TERMS

**Institutional Performance** – The quality of public service delivery by formal organizations in the public and private sectors.

**Transformational Leadership (TL)** – A leadership style that motivates employees to achieve institutional goals through inspiration and vision.

**Key Performance Indicators (KPIs)** – Measurable metrics used to evaluate institutional effectiveness.

**Institutional Management** – Practices that improve teaching quality through resource allocation, training, and evaluation systems.

**Contract Incompleteness** – Contracts that cannot be fully enforced due to weak institutional environments.

**IT Alignment** – The strategic fit between IT investments and institutional service delivery for improved performance.

**Political Trust** – Citizens' trust in government based on perceived institutional performance.

**Public Institutional Reorganization** – Reforms to administrative structures to enhance governance efficiency.

**Independent Variable (IV)** – Factors like technology or leadership hypothesized to influence outcomes.

**Dependent Variable (DV)** – The outcome (e.g., institutional performance) affected by IVs.

## **ABSTRACT**

This study explores the challenges and potential solutions in educational management in Kismayo, Somalia, a city facing the complex legacy of conflict. Recognizing that good educational management is crucial for long-term development and social stability, this research uses a combination of methods to investigate the factors affecting the delivery of quality education. Information was gathered from a variety of people, including school principals, teachers, and students, through detailed questionnaires about the current state of educational management practices.

The research examines several key aspects of educational management that are particularly important in Kismayo. These include: whether resources (both financial and materials) are sufficient and fairly distributed; how well schools and districts are led; the level of support, professional development, and well-being of teachers; and the nature and extent of community involvement in how schools are run and their activities. The study also explores how these factors are influenced by the broader social and political situation, including issues of security, displacement, and cultural diversity.

The findings of this research highlight the significant difficulties encountered in providing quality education in Kismayo. These include: not enough funding and buildings, shortages of qualified teachers, weak leadership and governance, and the ongoing impact of insecurity and displacement on how schools operate and how students learn. However, the study also identifies important opportunities and potential solutions. These include: a strong desire among those involved for better education, the existence of community efforts to support schools, and the potential for using technology to improve teacher training and student learning.

The study concludes by offering a series of practical and context-specific recommendations aimed at improving educational management practices and educational outcomes in Kismayo. These recommendations include changes to policies, training programs for school leaders and teachers, strategies for increasing community participation, and the development of new approaches to address the unique challenges of Kismayo. Ultimately, this research seeks to contribute to the development of a stronger, fairer, and more effective education system in Kismayo, thereby empowering its citizens and fostering a better future for the city and the region.

# **CHAPTER ONE**

## **INTRODUCTION**

This chapter is composed of different sub-topics which will be discussed in details in sections. These topics include background of the study, problem of the study, purpose of the study, research objectives, research questions, scope of the study, significance of the study, definition of terms and conceptual framework. These can be summarized as below:

### **1.1 BACKGROUND OF THE STUDY**

Institutional Performance refers to the quality of public service provision. It focuses on the performance of various types of formal organizations that formulate, implement, or regulate public-sector activities and private provision of goods for the public (Bevir, n.d.)

Leadership is another critical factor influencing institutional performance. Adaptive leadership and transformational leadership (TL) have been identified as key drivers of institutional effectiveness. A study in Indian higher education institutions found that TL mediates the relationship between institutional influence and performance, emphasizing the importance of leadership in achieving organizational goals (Victor et al., 2024).

Institutional management also plays a crucial role in enhancing teaching quality and academic performance. Effective institutional management fosters a conducive environment for teaching and research, ensuring that faculty members can perform at their best. This includes providing resources, promoting professional development, and establishing clear evaluation systems (Sultana, 2010).

Performance measurement is essential for assessing institutional effectiveness and identifying areas for improvement. A novel method using machine learning models has been proposed to measure institutional performance based on key performance indicators (KPIs). This approach has been shown to achieve high accuracy in evaluating institutional performance, particularly in urban regions with better access to resources (Alam et al., 2021).

Effective communication is a determinant of institutional performance, particularly in higher education. A study in Bayelsa Medical University found that effective communication processes, culture, and techniques significantly enhance employee performance and organizational outcomes.

Clear communication reduces conflicts and improves relationships between management and staff (Olugbo et al., 2023).

Higher education institutions are increasingly expected to strengthen community relationships as part of their performance assessment. A Canadian perspective highlighted the importance of community partnerships in enhancing institutional performance, emphasizing the need for collaboration between institutions and their surrounding communities (Plummer et al., 2021).

**In Italy**, Grossman and Hart (1986), Hart and Moore (1990), and Hart (1995) suggest that contracts are incomplete if the institutional environment is not efficient, that is to say, contracts are incomplete if they cannot be fully enforced due to the poor quality of institutions. Hence, the quality of institutions might act as a disincentive for firms or industries, which require relationship-specific investments (Chakraborty, 2016).

Levchenko (2007) and Nunn (2007) show that better institutional quality tends to increase a country's exports, while Berkowitz et al. (2006) and Ranjan and Lee (2007) highlight that countries with better contract enforcement have comparative advantages in highly differentiated final products. Focusing on a reform aimed at facilitating the speedy disposal of civil lawsuits, Chemin (2010) finds that an efficient institutional environment leads to fewer breaches of contract, encouraging investments and facilitating access to the financial market.

Antràs (2003, 2005) provides further theoretical guidance on the micro effects of institutions, and suggests that contract enforcement can shape the business decisions and trade structures of multinational companies.

**In Malaysia**, Poor institutional performance can increase uncertainty, instability, unpredictability, transaction costs, and corruption (Erum & Hussain, 2019).

Besides human capital, physical capital, and technological progress, the current literature gives great importance to institutional performance, such as freedom, democracy, control of corruption, governmental efficiency, and property protection as the mechanisms for fostering economic growth (Gründler & Potrafke, 2019; Haini, 2019; Salahodjaev, 2015).



Institutional quality (in the form of property rights protection and less distortionary policies) can provide incentives or disincentives to investment and technological development, both of which are proximate causes of economic growth. Most emerging and developing countries have a relatively low level of institutions compared to their counterparts in developed countries (Gründler & Potrafke, 2019).

**In SWEDEN**, Nowadays, organisations rely heavily on IT to support service delivery at every level and to improve institutional performance. Thus, huge IT related investments are made for the creation of business value, but organisations do not always gain the associated positive returns (Bowen, Cheung, & Rohde, 2007).

IT alignment has been considered as a contributing factor to institutional performance through its degree of value addition to service delivery (Byrd, Lewis, & Bryan, 2006; Kearns & Sabherwal, 2006).

Hence, the value addition of IT investments should be perceived based on a particular degree of institutional performance (Lee et al., 2008). There are also certain antecedents or “alignment practices” that contribute to effective IT alignment (Chan et al., 2006; Preston & Karahanna, 2009; Yayla & Hu, 2009). These IT alignment practices also differ between general business companies and HEIs (Chan et al., 2006), and the indicators for institutional performance that result in effective IT alignment are also supposed to be different, depending on the type and the context of an organization.

**In sub-Saharan Africa**, Institutional theories, on the other hand, regard political trust as shaped by institutional performance, where the level of trust hinges on peoples satisfaction with government performance. It is founded on rational choice theory, where people will have a high level of institutional trust if they perceive the government performance as satisfactory, and lower levels if they perceive the opposite (Mishler & Rose, 2001, p. 31).

Here, a decline in institutional trust can be seen as a consequence of citizens’ dissatisfaction with performance of governments (Miller & Listhaug, 1999, p. 204).

This is either a result of citizens’ direct experience with performance, or indirectly through people’s expectations of that performance. This theoretical approach is also linked to another set of institutional explanations, which regards a decline in political trust as result of constitutional

design. Based on Norris' (1999b, p. 226) elaborations, institutions are important determinants for political support.

The argument is that peoples' support for the party in government, the level of democratization in a country, and the structure of the political system, all influence political support. In this thesis I focus on institutional performance, but the explanations outlined by Norris (1999b) are closely linked to explanations set within a performance-oriented approach.

**In Ghana**, Emmerich, 1971) describes public institutional reorganization as a basic fact of public organizational life. This impliedly means reform and reorganization of administrative structures is one of the most common activities of contemporary governments (Peters B. G., 1992).

**In Kenya**, Kenya's colonial and post-colonial eras have witnessed strained state-citizen relationships that have pushed successive governments to adopt citizen-oriented institutional reforms of varied magnitudes. Aside from strengthening the performance of state institutions tasked to deliver public goods and services, these reforms have targeted improving Kenyans' opinions of the state's functioning (Olumwullah 1990; Mueller 2014).

Just as Michael Bratton (2013: 1) has seen in his inspection of African politics research, I have noticed that extant Kenyan studies commonly present individual Kenyan citizens, whom public policies and institutions are supposed to serve, as 'mere bit players in supporting roles to centralized institutions or influential "big men"'. Three 20 quantitative studies have tried to fill the gap by adopting a bottom-up approach that concentrates on Kenyans' evaluations of institutional performance.

In Somalia not institutional performance have been done but we find out in this research

## **1.2 PROBLEM STATEMENT**

Schools and colleges are supposed to be places where students thrive, but many struggle just to keep things running smoothly. Picture this: teachers want to use new technology to make lessons exciting, but the internet keeps crashing or no one showed them how to use the tools. Meanwhile, the school library has books from 20 years ago, and there's never enough money for basics like lab equipment or building repairs. To top it off, the administration keeps making top-down decisions without listening to teachers' ideas, leaving everyone frustrated.

We know these problems exist - we see them every day. But what we don't fully understand is how these issues work together to hold schools back. Is the lack of technology hurting performance more than tight budgets? Could a different leadership approach help schools do more with what they have? Right now, most research looks at these problems separately, like examining just one piece of a puzzle instead of seeing the whole picture.

The real-world impact is clear: students aren't getting the education they deserve, good teachers are burning out, and schools keep falling short of their potential. This study aims to uncover how technology gaps, resource shortages, and leadership styles combine to affect school performance - and more importantly, find practical ways to fix these issues so every student can learn in the best environment possible.

## **1.3 GENERAL OBJECTIVES**

The broad objective of this study is to assess Challenges and Solutions in Educational Management

## **1.4 SPECIFIC OBJECTIVES**

1. To understand how well schools are using technology (like computers and learning apps) and how this affects student results and school operations
2. To measure whether having enough funding, materials, and facilities helps schools perform better
3. To study how different management styles influence school success.

## **1.5 RESEARCH QUESTIONS**

1. How does the use of digital tools in classrooms affect student learning outcomes and school operations?
2. What is the relationship between resource availability (funding, materials, facilities) and school performance indicators?
3. How do different school leadership approaches influence overall institutional effectiveness?

## **1.6 SCOPE**

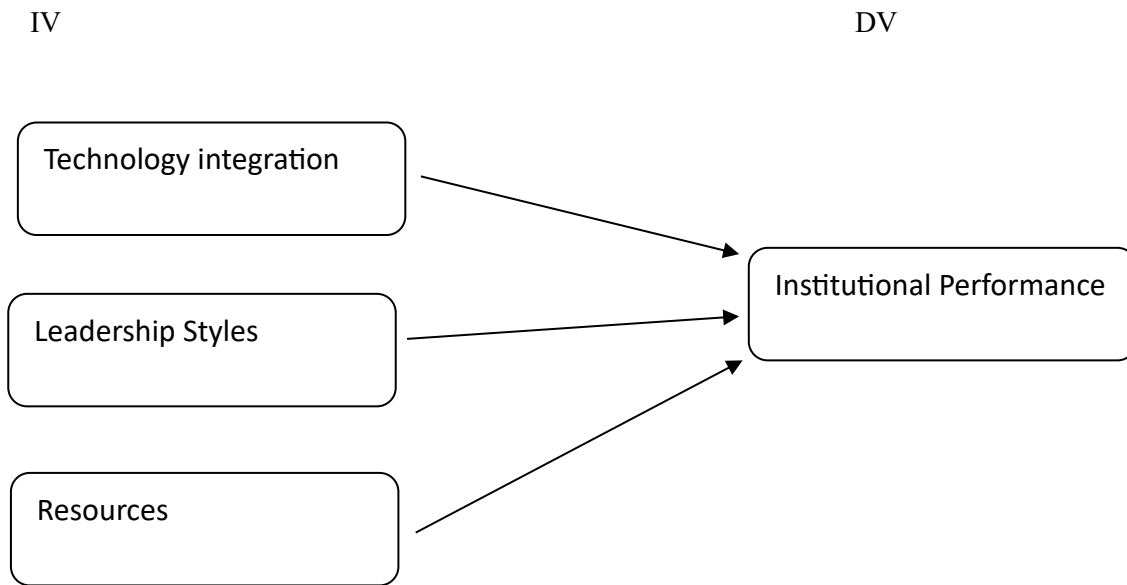
The study will cover geographical, content and time scope of the study

- Geographical Scope: The study was carried out in Kismayo District.
- Context Scope: The study focuses on the Challenges and Solutions in Educational Management.
- Time Scope: The research was conducted from 10th February to 20th June 2025 in Kismayo District.

## **1.7 SIGNIFICANCE OF THE STUDY**

This study provides critical insights into how technology, resources, and leadership collectively influence school performance. The findings will guide administrators in optimizing digital tools and resource allocation, assist policymakers in making informed funding decisions, and ultimately enhance teaching quality and student outcomes. By bridging research and practice, this work offers actionable strategies to strengthen educational institutions.

## 1.8 CONCEPTUAL BACKGROUND



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter presents an in-depth review of literature supporting the research on the challenges and solutions in educational management. It explores the variables of the study—technology integration, leadership styles, and resources—as independent variables, and institutional performance as the dependent variable. Additionally, it includes the theoretical perspectives guiding the study and a synthesis of related studies relevant to the variables.

#### **2.1 Independent Variables**

##### **Technology Integration**

Technology integration plays a critical role in shaping institutional performance by enhancing communication, teaching methodologies, administrative efficiency, and data systems. The effective deployment of technology enables virtual learning, improves access to digital resources, and supports institutional transparency. However, challenges remain in developing the digital competencies of staff and learners. Institutions that integrate technology with strategic intent show improved performance across academic and operational domains.

IT alignment has been considered as a contributing factor to institutional performance through its degree of value addition to service delivery (Byrd, Lewis, & Bryan, 2006; Kearns & Sabherwal, 2006). Hence, the value addition of IT investments should be perceived based on a particular degree of institutional performance (Lee et al., 2008). There are also certain antecedents or “alignment practices” that contribute to effective IT alignment (Chan et al., 2006; Preston & Karahanna, 2009; Yayla & Hu, 2009). These IT alignment practices also differ between general business companies and HEIs (Chan et al., 2006), and the indicators for institutional performance that result in effective IT alignment are also supposed to be different, depending on the type and the context of an organisation.

Furthermore, the overall institutional performance for higher education institutions involves the performance of both academic and managerial functions (Alexander, 2000; Lindsay, 1982) through the effective integration of IT systems. This has been also described in the pyramidal performance measurement framework for universities (Wang et al., 2010).

IT alignment practices related to institutional performance therefore contribute immensely to what an organization accomplishes (effectiveness) and how well the related tasks are executed (efficiency) (Lindsay, 1982) through the adoption and use of IT. Thus, the improvement of IT integration in HEIs depends on how the IT mission, plans, structure and activities are aligned with the institutional mission, plans, structure and activities.

In the related literature, there are no recent studies of IT alignment that consider the higher education sector, and there is a particular lack of studies on how IT alignment practices can improve institutional performance. One earlier study by Sabherwal & Kirs (1994) discussed the alignment between critical success factors and IT capabilities in academic institutions. In this study, the relationships between these factors and IT success are identified. However, this study focused specifically on the higher education system in the United States. In addition, the framework of Sabherwal and Kirs (1994) is not explicit in terms of which practices should be done by universities to ensure effective IT institutional alignment and organizational performance.

leaders have to become technology experts and innovators? No, but they will have to ensure that technology is (a) well managed and cost effectively supported by an internal or outsourced central technology unit and (b) innovatively applied, with expert help, to redesign academic and administrative programs and services

Academic leaders dedicated to using technology to improve institutional performance first must identify their performance indicators, establish the tracking and improvement of these indicators as an institutional priority, and support and oversee the management of a high-performance IT organization that is collaborating daily with other units in support of an innovation infrastructure and culture. Then they must use their identified performance indicators to select and support redesign strategies and initiatives that can directly affect the indicators.

As the integration of IT tends to increase complexity within university service delivery, it needs to be managed properly. Despite the efforts made by HEIs to integrate IT systems and related IT

investments, there are currently a number of concerns regarding how technology can best be aligned with educational activities (Brown & Motjopolane, 2005). Relevant practices for aligning technology with university operations to add value to teaching, learning, research and administration are not clearly understood. Consequently, this lack of alignment has led to the failure of a substantial number of IT projects in several HEIs in developing countries (Buabeng-Andoh, 2012; Byungura, Hansson, & Thashmee, 2015; Khan, Hossain, Hasan, & Clement, 2012; Mtebe & Raisamo, 2014).

Particularly in Rwanda, poor-quality ICT infrastructure and access to the internet, and a lack of adequate ICT skills are challenges that have affected the integration of technology in higher education (Farrell, 2007; Muianga, Byungura, Hansson, Colombage, & Mutimucuo, 2016; Mukama, 2009). In addition, the IT systems that are currently available at UR, for example, are not optimally used, despite massive investment. Likewise, system users such as teachers do not use the university's e-learning platform, even after training. Also, administrators are trained to use the integrated computer-based management information system, but this system is not used as intended, amid claims that users do not have adequate IT competence. Another system for research management and thesis support has been developed since 2014, but its implementation has not materialized (Byungura et al., 2015).

However, the alignment between IT and business and related practices has been extensively explored in other sectors. Practices related to IT organizational alignment are described as a set of antecedents or processes that are intended to improve the fit between IT and the organizational business (Chan, Sabherwal, & Thatcher, 2006; Kearns & Sabherwal, 2006; Luftman, 2003; Luftman et al., 2012; Preston & Karahanna, 2009; Vermerris et al., 2014). As a result, a substantial number of business-IT alignment models have been developed, typically for general business companies (Alaceva & Rusu, 2015; L. Chen, 2010; El-Mekawy et al., 2015; Leonard & Seddon, 2012). These models and frameworks are mostly related to a methodology for assessing organizational alignment proposed by Luftman (2003). The latter methodology proposed six strategic categories of IT-business alignment maturity: governance, communication, technology scope, competence/value measurement, skills, and partnership.

The process of IT integration within education services has been linked with the innovation diffusion process (Rogers, 2010). This theory is widely used in research to understand the state of



ICT integration in universities. According to Sahin (2006), the theory of innovation diffusion is the most appropriate concept for exploring the integration of IT into higher education services. This author shows that Rogers' theory of the diffusion of innovation has been applied by scholars from various disciplines, such as economics, political sciences, communications, technology, health sciences and education, among others.

IT integration in higher education also involves an understanding of how people adopt and accept the use of various IT systems in teaching, learning, research, and educational management. Departing from previously established generic models and frameworks for technology adoption and acceptance, several scholars have proposed specific technology acceptance models that have been developed within the context of higher education (Buchanan, Sainter, & Saunders, 2013; Lee, 2006; Usluel, Askar, & Bas, 2008). These scholars have used the concept of technology acceptance to develop contextual models involving new constructs explaining how IT can be effectively adopted and integrated into HEIs.

### **Leadership Styles**

Leadership is pivotal in institutional success. Armstrong and Baron (1998) argue that performance is achieved through the development of individual and team potential to fulfill organizational goals. Charismatic leadership, as defined by McLaurin (2008) and Conger (1999), plays a critical role in aligning institutional missions with individual motivation, enhancing productivity and innovation.

Kirkpatrick (2004) links visionary leadership to improved staff satisfaction, especially in challenging environments. Vision-driven leadership contributes to long-term planning and engagement (Seeley, 1992; Wheatley, 1999; Kantabutra, 2008). Trust is also essential. According to Whitener et al. (1998), trust-building fosters collaboration and institutional loyalty, while Mayer et al. (1995) and Dirks and Skarlicki (2004) emphasize its role in effective leadership.

Most of the study is elaborated that there is a relationship between leadership and institutional performance. Some scholars suggest that Gerth Mills (1964) an effective leader is always concentrated that how institutions improve the performance and face the current and new challenges to achieve the organizational objective. Daud (2006) Institutional performance refers to the ability of any organization that is focused on the high profit, innovation, quality development, huge market share, good financial outcomes for gaining competitive advantages

rather than other organization. Institutional performance can also be elaborated that an organization getting more profit, good results, market strategy as well as running in stress condition. Therefore, it is a light of the improvement in productivity, revenue, growth, development and expansion of the organization. April Chang et al. (2005) elaborated that leadership is the important element of management and development source of human resource and human development as well as gaining sustained competitive advantage for the improvement of institutional performance.

Further explained by Kakavogianni (2009) leadership helps the employees that how to get maximum performance and to achieve the current objective of the institution. Gavrea et al. (2011) the Institution is playing a very vital role in the daily lives and hence a fruitful institution speaks a key element for promoting and developing every nation of the world, thus numerous Scholars considered that through institutions the peoples are getting financial, economic, technological, social growth and political advancement. As per Faisal (2011) institutional performance means that the achievement of the goal of education as set down in the country policies for the development. Hussain Yousaf (2011) institutional performance are fantastically upgraded with a positive and a sound institutional society which is turn builds the individual performance less absenteeism and less firing worker turnover.

Armstrong Baron (1998) institution performance is a vital and complete approach to processing and achieve accomplishment to the organization by developing the performance of the people who are working in a team and building up the skills and abilities of groups and individual donors to achieve the institutional goal. This study proposes a novel notion. Its emphasis to the great Scholar Gerth Mills (1964) who are explained charismatic leadership is a very superior way, a leader who have different types of characteristics and enthusiasm and have the power to influence the followers and supporter to achieve a common goal. Therefore, charismatic heroes and the prophet, for example, Prophet Hazrat Muhammad (PBUH) and Mother Theresa are seen as genuinely creating productivity and progressive has compelled ever. McLaurin (2008) elaborated that charismatic leadership is the most effective style of leadership, and this is a traditional type of leadership which have most valued in the history of leadership. Charismatic leaders have the knowledge and the ability to execute the vision and have a good personality and traits to motivate and influence the peoples to enhance the institutional performance and getting more efficient

results. Charismatic leadership is focused on the ground reality for to develop the creativity and innovation in the institution. Charismatic leadership is always concentrating on their followers and supporter to solve out their problem. For the last decades, charismatic leaders are resulting oriented and strength-oriented personality which has the power to compete the other people for getting more output.

Conger (1999) said that a leader who have identical personality and have the skill, abilities of an effective impact on their followers. Charismatic leaders are outstanding figure inside an institution because they motivate, encourage the followers to develop trust and articulate vision between peoples Northouse (2012) also said that charismatic leader focused on their followers and always try to eliminate the stress of followers inside and outside the institution. Biviano (2000) Charismatic leadership style is the ability to achieve institutional change and its long-term effectiveness.

Shamir and Lapidot (2003) The charismatic leaders influence the follower and also maintain its self-interest for the sake of the institution. Bass (1985) said that charismatic leaders are inspirational characters, individuals are highly motivated to form him and also these leaders have the ability to make relation with followers achieve his goal.

Steyrer (1998) elaborated the basic principle of charismatic leadership is to identify the followers need, wants, desire, value, preference, and followers' high interest and commitment to do any task of the institution, and also focused on the institutional mission because this is a core objective of every institution,

As per Conger et al. (2000) said that charismatic leaders motivate the people and their behavior such as given concentration on their need like need for affiliation, need for authority and power. Vision is the key to the success of every leader in the history of the world. The importance of vision is very vast for the development of every institution. Without vision institutions are losing their worth. The definition of vision still not generally agreed on, it is an important issue because the empirical type of research study has been less conducting on vision, that's why various definitions of vision has been defined. Visionary leadership has the power and skill to motivate the individual for gaining strategic goal and objective of the institution and they have the ability to convey the message to followers and supporters.

Kirkpatrick (2004) said that when problems are arising in the workplace area of the institution, that employees are dissatisfied with their job, in this situation visionary leadership behavior have positive encourage the employees and satisfied in their workplace area because the visionary leadership has focused on the development and to achieve the objective of the future direction of the institution Seeley (1992) at present vision is a range from an objective oriented and mentality thinks about the future. As per (Wheatley 1999) a strong force of power to influence a leader to create a vision which is associated with the institution, not a place, it has been discussed by Kantabutra (2008) a mental thinking of every leader to do any task

. Selznick et al. (2010) vision is an essential quality for effective leaders because leaders regularly develop with a vision that is result oriented and that is altogether different from the status. Kouzes and Posner (2007) said that vision is a clear and extraordinary picture of the future for the betterment of institutional performance.

Bennis and Nanus (1985) also has been elaborated that vision is associated with the mental picture of getting a good output of the institution. It is discussed by Wasim Abbas (2010) vision is the special mental quality of every leader to enhance more authentic results. (Douglas et al. 2001) vision is depending upon the daily current reality which is connected to the future for the improvement of every institution

Kotter (1995) said that vision is a forecasting for the future and individual are doing work hard to make that vision. It has been explained by Wilhelm (1996) an effective leader has the powerful ability, skills, and expertise to manage a vision and attempting to go for influence the followers to accomplishing that vision of the institution.

Whitener et al. (1998) leaders have played a vital role in establishing and developing a trust within institutional aspect. It has been explained by Dirks and Skarlicki (2004) trust is the basic phenomena which are based on the individual relationship between another person or group or person to achieve an institutional goal. Currently trust of the person, groups, leaders and institutions have been less examined by the researcher.

Mayer et al. (1995) trust is the ability to gather frail the activities of an alternate focused around the other party will be performing a certain action important to the trustor and trustee is willing to

do that action to achieve the institutional performance. Sheppard Sherman (1998) said that trust is involved in the inherent relationship which is associated with the individual.

According to Combs, Miser and Whitaker (1999) leaders show responsibility and authority while initiating, managing, delegating, coordinating, decision-making, communicating and evaluating. In solving any particular problem, a principal might use one or several of these acts of leadership.

Hemphill (1964) makes useful and important distinction between behavior of an administrator, an administrative behavior and leadership behavior. The first category is global, incorporating all acts performed on the job and off the job by the administrator. This category is too broad to explain. The other two deserve elucidation. Leadership involves, among other dimensions, initiation of procedure or creation of structure to achieve or to change the goals of an organization. In contrast to leadership, administration focuses on utilizing already available structure to achieve goals of organization. Crawford, Kydd and Riches (1997) say that the leader is circumscribed by the current state of affairs.

Transformational leaders motivate employees toward institutional long-term objectives wherein the leaders turn as an ideal (role-model) through his/her attribute of idealized influence while transactional leaders inspire the workforces through rewards (Bass & Bass, 2008). Furthermore, transformational leaders always try to stimulate the workforces intellectually over their attribute of intellectual stimulation while transactional leaders perform the same task over contingent punishment (Avolio et al., 2009).

The leaders' behavior is important for nurturing the employees' attitude which in turn helps in team development (Kane, 2011). Similarly, the transformational leaders encourage workforces toward the assigned tasks through individualized consideration while the transactional leaders perform the same responsibility through their active management (Maryam et al., 2013). It is also vital to mention here that transformational leaders have the potential to stimulate employees toward long-lasting credulity of the institutions through intellectual stimulation while transactional leaders perform the same task through reflexive management (Candida et al., 2014).

Leaders inspire their workforce toward objectives through different tactics to get desired outcomes. However, other factors affecting organizational behavior also exist, among which, organizational justice is the foremost and is critical in defining the link between leadership and performance.

Consequently, it is important for the leaders to show their utmost capabilities to influence others which in turn helps followers in understanding their leadership (Fairman & Mackenzie, 2015).

The HEIs' main responsibility is to provide a strong academic and socio-economic support leading to the development of the countries. In this connection, numerous factors are liable to promote and encourage their role in contemporary competitive era (Yielder & Codling, 2004). Leadership coupled with the related functionaries are mainly responsible for the smooth functioning of the HEIs and to some extent are accountable for the outcomes too (Burgoyne et al., 2007). The leadership's foremost role is not only to inspire the workforces to attain desired institutional objectives but also to sustain the fairness in institutions (Bakar & Mahmood, 2013). Leadership that is fair in institutional decisions ultimately results in employees' motivation, promises a higher level of performance, and thus, results in instructional credibility and success (Brian & Biyun, 2017).

Consequently, it is important to develop a leadership model based on various styles depending on the context, characteristics, and goals of the followers and leaders to improve the effective outcomes (Jabarzadeh et al., 2019). In this connection, fairness in decisions not only shape workforces' behavior positively but also inspire them to show their elevated commitment and performance (Suifan, 2019). Leaders thus, through different styles perform this role wherein transformational and transactional styles are widely researched in connection to the organizational justice and employees' performance.

Transformational leadership is the most popular style of leadership around the globe where leaders mainly focus on inspiring employees effectively toward the attainment of desired objectives. The leaders ensure consistent efforts to maintain the trust and confidence of the employees through idealized influence which in turn helps in 4 I. U. KHAN ET AL. inducing the advanced level of commitment overwhelmed at greater level of performance (Judge & Piccolo, 2004).

Leaders also strive for ensuring the fair policies and procedures toward all employees in institutions through inspirational motivation which in turn helps in nurturing the employees' behavior in positive manners toward the attainment of assigned responsibilities (Bass & Bass, 2008). Further, leaders also work for inducing the sense of loyalty through their transparent actions to develop the employees' perception about fairness which in turn motivate the concerned employees to show their wholehearted performance (Odumeru & Ogbonna, 2013).

To achieve the desired objectives, leaders need to confirm the dealing with employees in fair manners to ensure what they are expecting by considering their knowledge, skills and genuine needs (Han et al., 2015; Tziner & Shkoler, 2018). Leaders thus, mainly emphasize on inspiring the employees toward task and contextual performances leading to the higher institutional performances that results in better institutional credibility, ranking, and success

Transactional leaders' main quality is to inspire their employees over exchange behavior toward the task achievements that mainly denotes the transactional behavior wherein the rewards and punishments are contingent with the efforts. Such leaders strive to ensure the fairness in rewards and punishment given to the employees commensurate with the efforts and potential of concerned employees (Judge & Piccolo, 2004).

They work for ensuring their participation through the management by exception (passive and active) and also guarantee the employees engagement in the institutional tasks (Hinkin & Schriesheim, 2008). In addition, these leaders make efforts to induce a sense of dedication among employees over its exchange behavior and ensure the task achievements in desired framework. Transactional leaders are thus, popular for their exchange behavior where punishments and rewards are based on fair procedures (Dai et al., 2013).

Fairness in procedures while offering the rewards not only helps in motivating the employees toward task attainment but also helps in nurturing their behavior toward the effective attainment of institutional objectives (Silva & Mendis, 2017). Thus, transactional leaders always aim to inspire their employees by applying different exchanges behaviors and ensure the institutions' long-term objectives.

Performance is the only phenomenon that is directly related to both the institutional failure and success. The reason is that the institutions which are able to get the optimistic outcomes from employees are considered the most successful ones while those unable to get the desired results from their employees are considered as failed due to their least interest in employees' motivation and performance (Armstrong & Baron, 2004). Hence, performance is an indispensable asset of the institutions as the better standing and higher ranking is contingent upon the level of desired performances (Vecchio et al., 2008).

In this connection, Paracha et al. (2012) argue that when the leadership is fair, policies are transparent and actions are clear then concerned employees will show their higher performance to achieve institutional tasks more effectively. Institutions are also more concerned with the performances of their employees since higher performance on the part of employees ultimately lead to higher institutional performance (Tiara & Putranto, 2015).

Therefore, leadership styles, the fairness perception, and employees' performance are leading parameters that are directly responsible for the success of the concerned institutions (Wen et al., 2019)

Dubrin (2007) leadership is a process, system of planning, organizing, leading, directing, controlling, coordinating and analyzing all the activities which are performed at the institution. According to Taffinder (2006) leadership is the ability to control people and to help subordinate for the betterment of the institution. As per Messick Kramer (2004) leadership is a degree to display an authority of the people; it depends upon the characteristic of a personal abilities and traits of a good leader, as well as qualities in handling a stress in different situations.

It has been discussed by Boal Hooijberg (2001) leadership comprise the ability to change, and has a mind to learn from another, and managerial wisdom, which includes a social intelligence and to take the right action at the right time for the sake of the institution. According to Combs et al. (1999) leaders are performing duties and zone of indifference and they are making formulation, coordination, implementation, and evaluation of data to increase the performance of the institution. It has been said by Maddock Fulton (1998) leadership must ensure optimum likelihood with all the peoples and making a relationship between each member of the team and also focused on the qualities, desire and cost of the institution. It has been explained by Conger et al. (2000) leaders are people who have the ability to establish a vision and working atmosphere for the people and groups. They also motivate individual to achieve the direction, outcomes of the institution.

## **Resources**

Resources are essential to institutional capacity and sustainability. In agricultural settings, institutions enable access to information, capital, infrastructure, and markets (Anantanyu, 2011). Abubakar et al. (2013) describe the oligopsonistic market structure, which necessitates empowered farmer institutions. Studies by Amam and Harsita (2019a) and Amam and Soetriono (2019) show that institutional performance is positively linked to human resource development and livestock



business growth. The case of the Tirtasari Kresna Gemilang Joint Business Group demonstrates institutional success in supporting dairy farmers.

In education, academic resources such as funding and infrastructure significantly impact performance (Liefner, 2003; Crespi & Geuna, 2008; Auranen & Nieminen, 2010). Comparative studies in Spain (Murias et al., 2008), Italy (Bonaccorsi et al., 2010), and Australia (Abbott & Doucouliagos, 2003) support the correlation between resource management and institutional efficiency. Agasisti and Pérez-Esparrells (2010) compare higher education economics in Italy and Spain, underscoring the role of resource distribution in research productivity.

Putnam (1993) and North (1990) argue that institutional performance depends on both tangible resources and intangible cultural norms, which evolve slowly over time and influence how institutions operate.

Farmers institution is potential to form and develop its institution, as long as it meets the needs to develop livestock farming business. Anantanyu (2011) explained that the farmers institution in rural areas contribute to the acceleration of farmers' socio-economic development, access to agricultural information, access to capital, infrastructure, and market. The market that established through agriculture and animal husbandry commodity is oligopsony, where traders' offer is more intense and caused the need of institutional empowerment on the level of farmers or breeders (Abubakar et al., 2013).

Amam and Harsita (2019a) stated that institutional performance positively and significantly influences farmers' Human Resources (HR). This shows that the better the farmers institutional performance, the better the farmers' HR formed. Amam and Soetriono (2019) stated that institutional performance positively influences the development of livestock farming business. The positive impacts of institutional performance on farmers HR (Amam and Harsita, 2019b) and livestock farming business development (Amam and Soetriono, 2019), thus, the relevance of this research is to examine the effects of institutional performance on livestock business resources. The institute for animal husbandry that works as the object of this study is Tirtasari Kresna Gemilang, a Joint Business Group (KUB) institutional dairy cattle farmers.

The links between institutional performance and academic resources pose questions of interest for university managers, government officials and the public at large. Accordingly, a rich literature

incorporates economic information into comparative studies of academic performance (see for instance Liefner 2003; Crespi and Geuna 2008; Auranen and Nieminen 2010; Docampo 2011).

An educational economics perspective is frequently applied to the topic, addressing matters of efficiency and productivity rather than the drivers of exceptional research performance. Examples of studies of this kind for each of our selected nations are: Spain—Murias et al. (2008), Italy—Bonaccorsi et al. (2010) and Agasisti and Johnes (2009), Canada—McMillan and Datta (1998) and Australia—Abbott and Doucouliagos (2003).

Agasisti and Pe´rez-Esparrells (2010) compare higher education economic efficiency in Italy and Spain. Our focus remains on scientometric-based research measures rather than the traditions of educational economics, and we view education and resource measures as factors influencing the jointness and scale of research production

the bureaucratic aspect is, accordingly, not the only relevant aspect of institutions. As North puts it, “[w]e are interested not in the institutions per se, but in their consequences for the choices individuals actually make” (North, in Pejovich, 1997:87). History, socio-economic factors and socio-cultural factors determine institutional performance, and the same formal institutions may operate differently in different contexts (Putnam, 1993:8).

Therefore, understanding formal institutions is not sufficient for determining outcomes from a management regime. “History matters. It matters not just because we can learn from the past, but because the present and the future are connected to the past by the continuity of a society’s institutions” (North, 1990:vii). This form of institution - norms and culture - changes more slowly than formal rules, and this makes a transition from one management regime to another sometimes more problematic than it first appears.

## **2.2 Dependent Variable**

### **Institutional Performance**

Institutional performance is defined as the effectiveness with which institutions meet their goals and manage internal and external challenges. Armstrong and Baron (1998) describe it as the development of capabilities to achieve strategic objectives. It encompasses academic success, research productivity, resource management, and stakeholder satisfaction.

Selznick et al. (2010) affirm that visionary leadership enhances performance. Docampo (2011) and Bonaccorsi et al. (2010) highlight how resource availability and strategic leadership determine academic outcomes. Performance is multidimensional and shaped by leadership quality, resource use, and technological advancement.

J. R. Weber (1987) defined leadership is a process where followers endorsed a power to do any task for the improvement of institutional performance and also they have given authority to the leader for allocating resources to achieve an institutional goal. It has been discussed by Lipham (1981) leadership is an initiative of a new structure and function for gaining an institutional goal and competitive advantages.

It has been described by Thomson (1980) leadership is the ability to take care of people and institution. According to Hicks and Gullet (1975) a leader is a person who leading the institution and controls the group of people to attain a set purpose of achieving an institutional mission.

As per Kerr et al. (1974) a person does not a leader who have not a personal trait and behavior to influence and controlling the group of people and individual. Thus, leadership must be conceived in term of the interaction of variables, which are in constant, flux and change. It has been elaborated by DeShields Jr, Kara et al. (2005) the sector of education plays a very vital role in the development of humans and ultimately, it's helpful to develop the political, economic, social and technological development of the country.

Selznick et al. (2010) was found in his study that visionary leadership has a positive and significant effect on institutional performance. The finding of this study supports the result of the previous study. It stresses that leaders in the private and public sector organization should exhibit a visionary leadership behavior such as articulating an attractive vision, communication of vision, etc. so that they can improve the institutional performance among their employees. On the other hand, the

finding of this study confirms the fact that a public sector institution influences the visionary leadership on performance as claimed by other researchers (Seeley 1992).

Nowadays, organizations rely heavily on IT to support service delivery at every level and to improve institutional performance. Thus, huge IT related investments are made for the creation of business value, but organizations do not always gain the associated positive returns (Bowen, Cheung, & Rohde, 2007).

This trend is also evident in the education sector. Advances in technology have dramatically changed higher education systems over the past few years, and information and communication technologies (ICTs) continue to play an important role in modernising teaching, learning, research and administrative services in universities all over the world (Bates, 2000; Snyder, Marginson, & Lewis, 2007).

Nevertheless, in some developing regions, education institutions have failed to gain competitive advantage from IT investments, and there is still no innovation in university processes (Bates, Bates, & Sangra, 2011; Buabeng-Andoh, 2012;

Kirkup & Kirkwood, 2005; Sife, Lwoga, & Sanga, 2007). From a general viewpoint, one of the problems related to this failure is that the acquired IT systems are not aligned with an organisation's activities. Therefore, a failure to integrate IT into service delivery is a result of IT and organisational misalignment (Luftman, Ben-Zvi, Dwivedi, & Rigoni, 2012).

Accordingly, the challenges related to IT-organisational alignment can be examined from both technical and non-technical perspectives, as the technology integration process involves IT, human, institutional structure, and policy factors, among others.

## **2.3 Theoretical Perspectives**

The theoretical foundation of this study is rooted in Institutional Theory and Transformational Leadership Theory.

### **Institutional Theory**

North (1990) emphasizes that institutions are composed of both formal rules and informal norms that influence individual behaviors and collective outcomes. Institutions affect the choices individuals make, shaped by historical continuity, socio-economic conditions, and cultural contexts (North, 1990; Pejovich, 1997; Putnam, 1993). The implications of institutional structures go beyond bureaucratic elements, and understanding their performance requires a broad view that includes informal social dynamics. As North noted, “History matters... because the present and the future are connected to the past by the continuity of a society’s institutions.”

### **Transformational and Charismatic Leadership Theories**

Transformational and charismatic leadership theories emphasize the leader's capacity to inspire and align team efforts with institutional goals. Gerth and Mills (1964), Conger (1999), and McLaurin (2008) discuss charismatic leadership as central to fostering commitment and change within institutions. Charismatic leaders leverage vision, trust, and communication to create cohesive and high-performing institutions. Northouse (2012) and Shamir and Lapidot (2003) further explain how such leadership positively impacts institutional motivation and outcomes.

## 2.4 Related Studies

- Amam and Harsita (2019a) revealed a positive and significant influence of institutional performance on the development of human resources in farming institutions.
- Amam and Soetriono (2019) concluded that institutional performance positively impacts livestock business development, particularly in structured rural institutions.
- Abubakar et al. (2013) emphasized the need for institutional empowerment in agriculture due to market competition.
- Liefner (2003), Crespi and Geuna (2008), and Docampo (2011) explored how economic and academic resources influence institutional research performance.
- Murias et al. (2008), Bonaccorsi et al. (2010), and Abbott and Doucouliagos (2003) investigated how different countries manage academic resources to enhance efficiency.
- North (1990) and Putnam (1993) underscored the influence of informal norms and historical continuity in institutional outcomes.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 INTRODUCTION**

This chapter discusses in details the methodological choice and the research design process of the study. The process includes identifying target population, sampling technique, research instrument/data collection, data analysis technique, validity and reliability, ethical considerations and limitation of the study.

#### **3.1 RESEARCH DESIGN**

Research design refers to the overall strategy utilized to carry out research that defines a succinct and logical plan to tackle established research question(s) through the collection, interpretation, analysis, and discussion of data. (Claybaugh, 2020) The research methodology to be used in this research project will be descriptive research design especially descriptive survey. In general, the data collection method to be used in this study is questionnaire. Due to the big size of the target population, the questionnaire or scale is an effective method to use in engaging with large research population. In order to examine the role of monopolistic practices in business competition, descriptive research design is selected for this study because it is less expensive and easily accessible for collecting information from the target population. Descriptive research design also describes a population, situation or phenomenon that is being studied.

#### **3.2 STUDY AREA**

It happens in Kismayo

#### **3.3 RESEARCH POPULATION**

Target population is the total group of individuals from which the sample might be drawn. According to Professor Ron Fricker, a target population is the group of elements to which the researcher wants to make inference. (Fricker, 2017).

In general term, a target population may be defined as a certain group of the population that share similar characteristics and is identified as the intended audience for research. (Shaun)

The target population of this study was a total of 100 persons drawn from the following categories: School Administrators (20), Department Heads (20), Senior Teaching Staff (20), Support/Administrative Staff (20), ICT Coordinators/Technicians (20).

### **3.4 SAMPLE SIZE**

The sample size of a survey most typically refers to the number of units that were chosen from which data were gathered. (Lavrakas, 2011).

In her article, Dr Chinelo referred “sample size” as a group of relatively smaller number of people selected from a population of investigation purpose. (Chinelo, 2019).

The sample size generates a sample size of 80 participants in the survey to determine the possibility of target population engagement in the study. Slovene’s formula would be used to calculate an appropriate sample size from the study population.

$$n = N / (1 + Ne^2) \qquad 100 / (1 + 100(0.05)^2)$$

n= stands for sample size

N= stands for target population

e= stands for errors = 5%

### **3.5 SAMPLING PROCEDURE**

The study applied simple Random Sampling to draw the population of the study. The use of simple random sampling helped to elucidate the research analysis. Simple Random Sampling gives equal chances of opportunity to the entire Universe in the population and reduces the rate errors.



<b>Respondent Category</b>	<b>Target Population</b>	<b>Sample Size</b>
School Administrators	20	16
Department Heads	20	16
Senior Teaching Staff	20	16
Support/Administrative Staff	20	16
ICT Coordinators/Technicians	20	16
<b>Total</b>	<b>100</b>	<b>80</b>

### **3.6 RESEARCH INSTRUMENT**

The research instrument used in collecting data for this study is close ended questionnaire because it is economical, wide coverage and it puts less pressure on the respondents.

### **3.7 VALIDITY AND RELIABILITY OF THE INSTRUMENT**

The research instrument was validated, which means that the questionnaires were given to the supervisor and were thoroughly vetted. After going through them, corrections and suggestive directions were made. To ensure reliability of the instrument used for this study, a pilot test was conducted using twenty-five people from Kismayo business owners and twenty-five people from the customers. This also will help to check the ambiguities of the questions before administering it to the actual subjects.

### **3.8 DATA GATHERING PROCEDURES**

The data collection process followed these steps:

1. Permission and Consent: Ethical approval was obtained, and participants were briefed on the study's purpose.
2. Distribution of Questionnaires: Questionnaires were administered physically and electronically where possible.
3. Follow-up: Reminders were sent to improve response rates.
4. Data Compilation: Completed questionnaires were collected, sorted, and prepared for analysis.

### **3.9 DATA ANALYSIS**

Data analysis is the process of collecting, modeling, and analyzing data to extract insights that support decision-making. (Calzon, 2022)

According to (Allan Bryman and Robert Gramer, 1999), data analysis seeks to fulfill research objectives and provide answers to research questions. The choice of analysis procedure depends on how well the techniques are suitable to the study objectives. And scale measurement of the variables in questions.

The type of data analyzation of this study was through Statistical package for social sciences (SPSS) which is a computer program used for survey authoring, data mining and statistical analysis to convert the data to something that can be understood easily.

This also subsequently sort, categorize and tabulate the data.

### **3.10 ETHICAL CONSIDERATIONS**

Ethical consideration simply means the protection of human subject through the application of appropriate ethical principles. (Roshaidai, 2018).

During the process of data gathering, the Privacy and anonymity of the voluntarily identified participants was protected fully.

There was no video/audio recording of the responses given by the respondents. Respect for the dignity of the research participants was prioritized. Full consent was obtained from the participants prior to the study. Participants were given concise, clear, accurate statements about the meaning and limits of confidentiality during data collection. All the information received from respondents remained confidential and not a single word of it was disclosed. Research participants were not subjected to harm in any ways whatsoever. The researchers ensured that all copyrights of the sources of information be reserved as well.

### **3.11 LIMITATIONS OF THE STUDY**

Throughout the study, we had several shortcomings that may have compromised the progress of our project. They include; time factor, insecurity issues that restricted the availability of some respondent, poor internet services and heavy rains that impacted our movement to some areas. Despite all these constraints, the researchers have managed to work hard day and night and took extra miles to ensure the project is completed in time with accuracy and efficiency.

## CHAPTER 4

### DATA PRESENTATION, ANALYSIS AND INTERPRETATION

#### 4.0 OVERVIEW

This chapter presents the response rates results, the results of the respondents' background information and the research finding on the study objectives which included Challenges and Solutions in Educational Management The results of the finding are presented in charts graphs and tables.

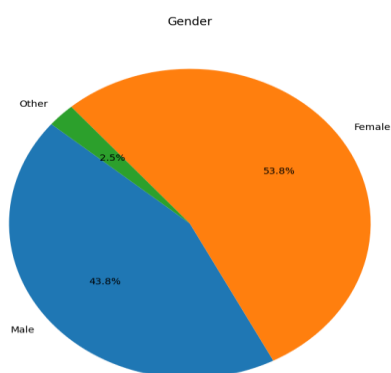
#### 4.1 BACKGROUND INFORMATION OF RESPONDENTS

##### 4.1.1 Gender of Respondents

*Table 4.1.1: Gender Distribution of Respondents*

Gender	Frequency	Percent	Valid Percent	Cumulative Percent
Male	35	43.75	43.75	43.75
Female	43	53.75	53.75	97.50
Other	2	2.50	2.50	100.00
<b>Total</b>	<b>80</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

This data indicates a slightly higher representation of female respondents (53.75%) compared to male respondents (43.75%). A small percentage (2.50%) identified as "Other."



*Figure 4.1.1 Gender Distribution of Respondents*

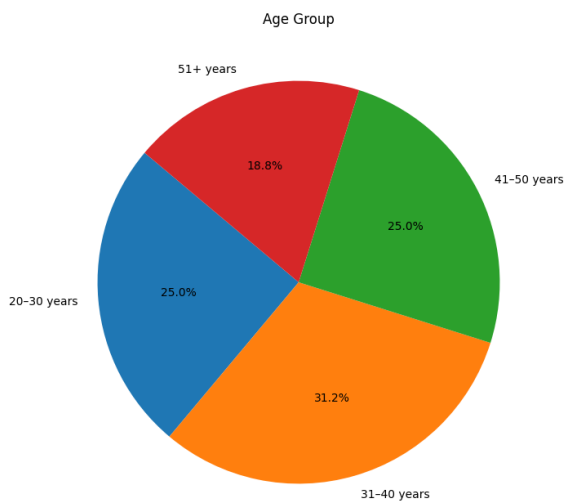
### 4.1.2 Age Group of Respondents

**Table 4.1.2: Age Group Distribution of Respondents**

*Table 4.1.2: Age Group Distribution of Respondents*

Age Group	Frequency	Percent	Valid Percent	Cumulative Percent
20–30 years	20	25.00	25.00	25.00
31–40 years	25	31.25	31.25	56.25
41–50 years	20	25.00	25.00	81.25
51+ years	15	18.75	18.75	100.00
<b>Total</b>	<b>80</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

This data shows a relatively even distribution across the age groups, with the 31-40 year group having the highest representation (31.25%).



*Figure 4.1.2 Age Group Distribution of Respondents*

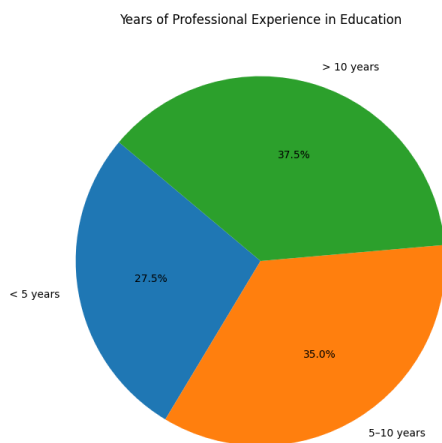
### 4.1.3 Years of Professional Experience in Education

**Table 4.1.3: Distribution of Years of Professional Experience**

*Table 4.1.3: Distribution of Years of Professional Experience*

Years of Experience	Frequency	Percent	Valid Percent	Cumulative Percent
< 5 years	22	27.50	27.50	27.50
5–10 years	28	35.00	35.00	62.50
> 10 years	30	37.50	37.50	100.00
<b>Total</b>	<b>80</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

This data indicates a good mix of experience levels among the respondents, with the largest group having more than 10 years of professional experience (37.50%).



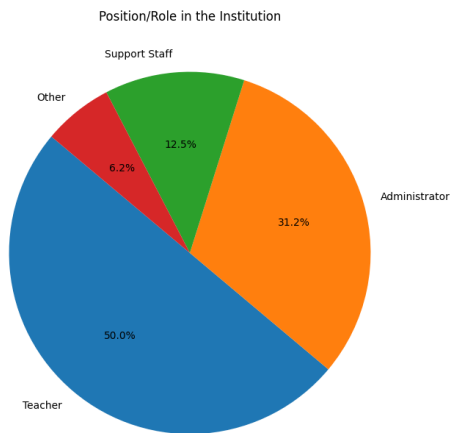
*Figure 4.1.3: Distribution of Years of Professional Experience*

#### 4.1.4 Position/Role in the Institution

*Table 4.1.4: Distribution of Respondents' Positions/Roles*

Position/Role	Frequency	Percent	Valid Percent	Cumulative Percent
Teacher	40	50.00	50.00	50.00
Administrator	25	31.25	31.25	81.25
Support Staff	10	12.50	12.50	93.75
Other	5	6.25	6.25	100.00
<b>Total</b>	<b>80</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

This data shows that the majority of respondents were teachers (50.00%), followed by administrators (31.25%).



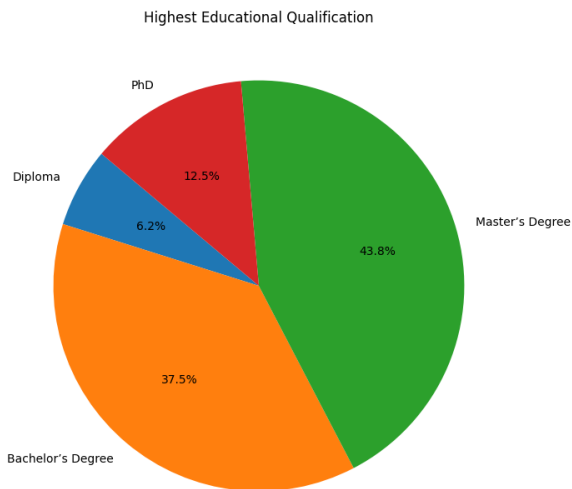
*Figure 4.1.4: Distribution of Respondents' Positions/Roles*

#### 4.1.5 Highest Educational Qualification

*Table 4.1.5: Distribution of Respondents' Highest Educational Qualification*

Highest Qualification	Frequency	Percent	Valid Percent	Cumulative Percent
Diploma	5	6.25	6.25	6.25
Bachelor's Degree	30	37.50	37.50	43.75
Master's Degree	35	43.75	43.75	87.50
PhD	10	12.50	12.50	100.00
<b>Total</b>	<b>80</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

This data indicates that the majority of respondents held either a Bachelor's Degree (37.50%) or a Master's Degree (43.75%).



*Figure 4.1.5: Distribution of Respondents' Highest Educational Qualification*



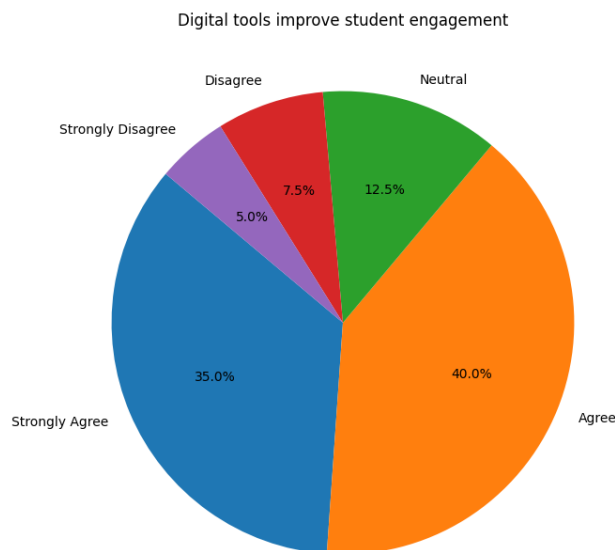
## 4.2 TECHNOLOGY INTEGRATION

### 4.2.1 Digital tools improve student engagement in my school.

*Table 4.2.1: Perception of Digital Tools Improving Student Engagement*

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	28	35.00	35.00	35.00
Agree	32	40.00	40.00	75.00
Neutral	10	12.50	12.50	87.50
Disagree	6	7.50	7.50	95.00
Strongly Disagree	4	5.00	5.00	100.00
<b>Total</b>	<b>80</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

This data suggests that a significant majority (75.00%) of respondents believe that digital tools improve student engagement in their schools.



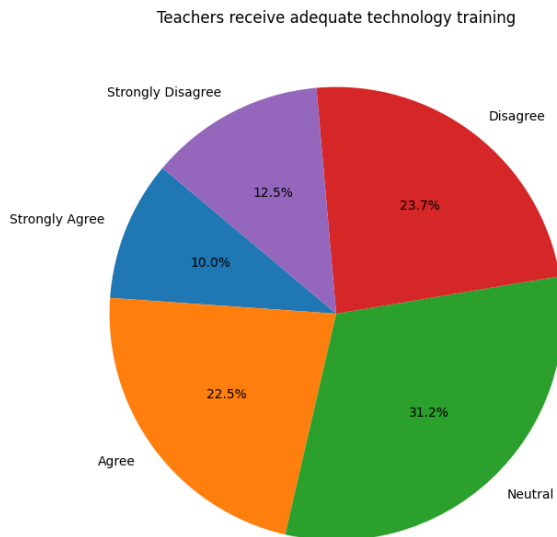
*Figure 4.2.1: Perception of Digital Tools Improving Student Engagement*

#### 4.2.2 Teachers in my school receive adequate training to use technology effectively.

*Table 4.2.2: Perception of Adequacy of Teacher Technology Training*

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	8	10.00	10.00	10.00
Agree	18	22.50	22.50	32.50
Neutral	25	31.25	31.25	63.75
Disagree	19	23.75	23.75	87.50
Strongly Disagree	10	12.50	12.50	100.00
<b>Total</b>	<b>80</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

This data indicates that only 32.50% of respondents feel teachers receive adequate technology training, while a substantial 36.25% disagree or strongly disagree.



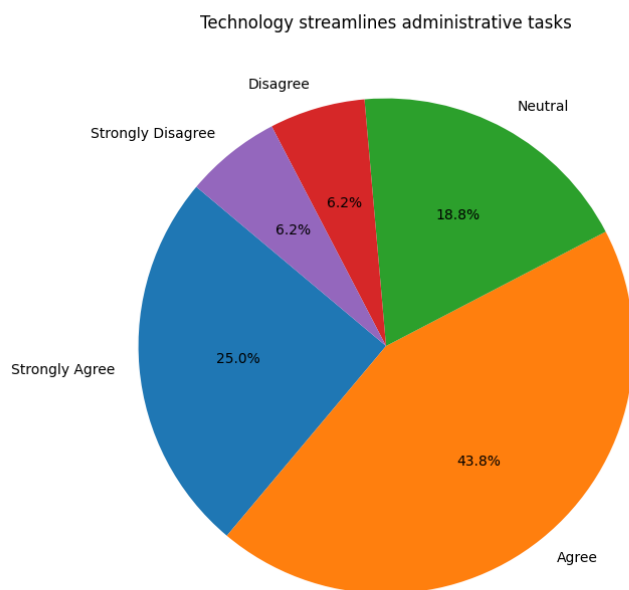
*Figure 4.2.2: Perception of Adequacy of Teacher Technology Training*

#### 4.2.3 Technology has streamlined administrative tasks (e.g., attendance, grading).

*Table 4.2.3: Perception of Technology Streamlining Administrative Tasks*

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	20	25.00	25.00	25.00
Agree	35	43.75	43.75	68.75
Neutral	15	18.75	18.75	87.50
Disagree	5	6.25	6.25	93.75
Strongly Disagree	5	6.25	6.25	100.00
<b>Total</b>	<b>80</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

This data suggests that a majority (68.75%) of respondents agree that technology has streamlined administrative tasks in their schools.



*Figure 4.2.3: Perception of Technology Streamlining Administrative Tasks*

#### 4.2.4 Poor internet connectivity hinders technology use in my school.

Table 4.2.4: Perception of Poor Internet Connectivity Hindering Technology Use

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	38	47.50	47.50	47.50
Agree	30	37.50	37.50	85.00
Neutral	7	8.75	8.75	93.75
Disagree	3	3.75	3.75	97.50
Strongly Disagree	2	2.50	2.50	100.00
<b>Total</b>	<b>80</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

This data indicates a strong consensus (85.00%) among respondents that poor internet connectivity is a significant hindrance to technology use in their schools.

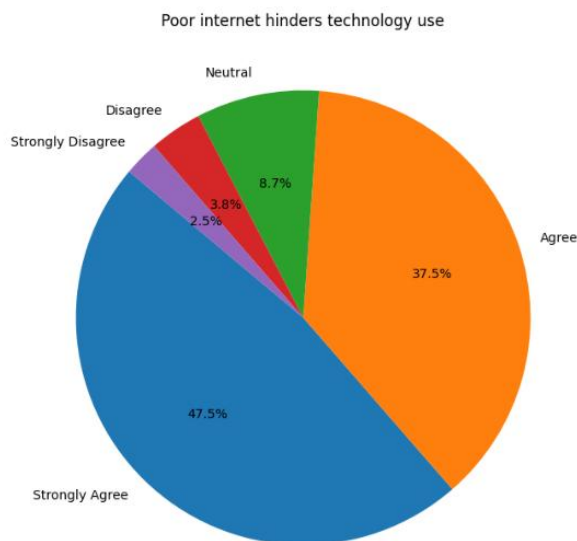


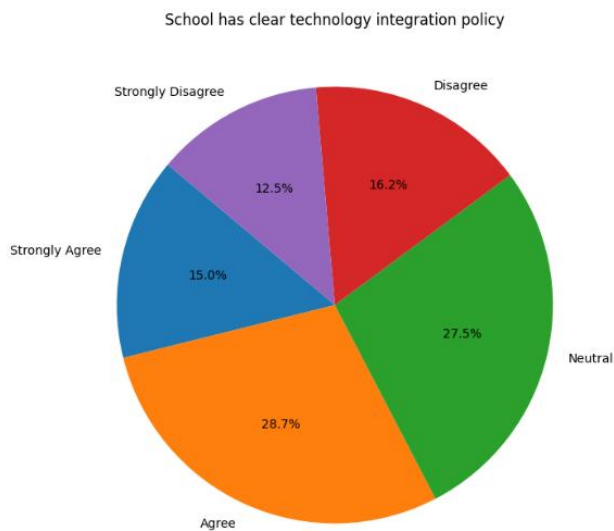
Figure 4.2.4: Perception of Poor Internet Connectivity Hindering Technology Use

#### 4.2.5 My school has a clear policy for integrating technology into teaching.

*Table 4.2.5: Perception of a Clear Technology Integration Policy*

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	12	15.00	15.00	15.00
Agree	23	28.75	28.75	43.75
Neutral	22	27.50	27.50	71.25
Disagree	13	16.25	16.25	87.50
Strongly Disagree	10	12.50	12.50	100.00
<b>Total</b>	<b>80</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

This data suggests that less than half (43.75%) of respondents agree that their school has a clear policy for technology integration, while 28.75% disagree or strongly disagree, and a large portion (27.50%) are neutral.



*Figure 4.2.5: Perception of a Clear Technology Integration Policy*

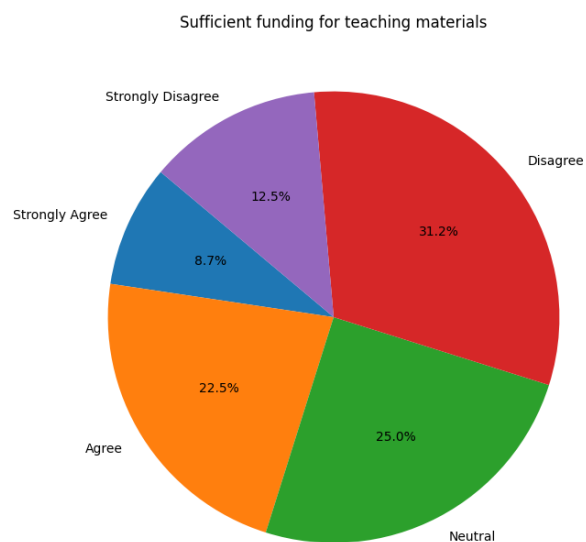
## 4.3 RESOURCE AVAILABILITY IN SCHOOLS

### 4.3.1 My school has sufficient funding for teaching materials (e.g., textbooks, lab equipment).

*Table 4.3.1: Perception of Sufficient Funding for Teaching Materials*

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	7	8.75	8.75	8.75
Agree	18	22.50	22.50	31.25
Neutral	20	25.00	25.00	56.25
Disagree	25	31.25	31.25	87.50
Strongly Disagree	10	12.50	12.50	100.00
<b>Total</b>	<b>80</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

This data indicates that a minority (31.25%) of respondents believe their school has sufficient funding for teaching materials, while a significant 43.75% disagree or strongly disagree.



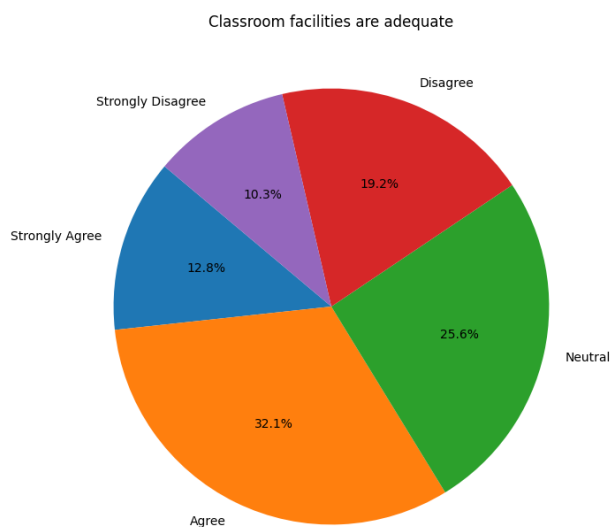
*Figure 4.3.1: Perception of Sufficient Funding for Teaching Materials*

#### 4.3.2 Classroom facilities (e.g., furniture, lighting) are adequate for effective learning.

*Table 4.3.2: Perception of Adequacy of Classroom Facilities*

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	10	12.50	12.50	12.50
Agree	25	31.25	31.25	43.75
Neutral	20	25.00	25.00	68.75
Disagree	15	18.75	18.75	87.50
Strongly Disagree	8	10.00	10.00	100.00
<b>Total</b>	<b>80</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

This data suggests that 43.75% of respondents find classroom facilities adequate, while 28.75% disagree or strongly disagree, and a notable 25.00% are neutral.



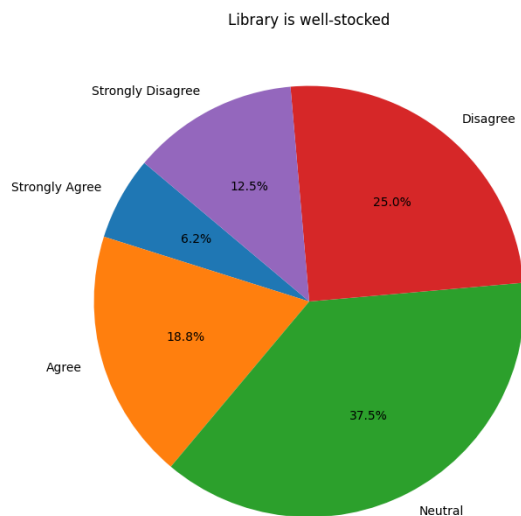
*Figure 4.3.2: Perception of Adequacy of Classroom Facilities*

### 4.3.3 The school library is well-stocked with relevant books and digital resources.

*Table 4.3.3: Perception of School Library Resources*

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	5	6.25	6.25	6.25
Agree	15	18.75	18.75	25.00
Neutral	30	37.50	37.50	62.50
Disagree	20	25.00	25.00	87.50
Strongly Disagree	10	12.50	12.50	100.00
<b>Total</b>	<b>80</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

This data indicates that only 25.00% of respondents believe their school library is well-stocked, while a significant 37.50% disagree or strongly disagree, and another 37.50% are neutral.



*Figure 4.3.3: Perception of School Library Resources*

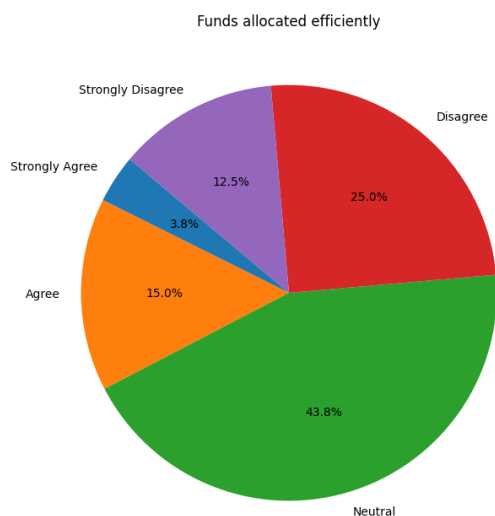


#### 4.3.4 My school allocates funds efficiently to prioritize student needs.

*Table 4.3.4: Perception of Efficient Fund Allocation*

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	3	3.75	3.75	3.75
Agree	12	15.00	15.00	18.75
Neutral	35	43.75	43.75	62.50
Disagree	20	25.00	25.00	87.50
Strongly Disagree	10	12.50	12.50	100.00
<b>Total</b>	<b>80</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

This data suggests that a small minority (18.75%) of respondents agree that funds are allocated efficiently to prioritize student needs, while 37.50% disagree or strongly disagree, and a large portion (43.75%) are neutral.



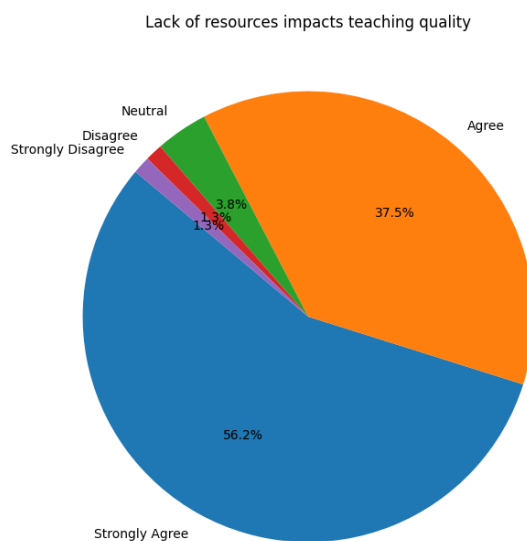
*Figure 4.3.4: Perception of Efficient Fund Allocation*

#### 4.3.5 Lack of resources negatively impacts teaching quality in my school.

*Table 4.3.5: Perception of Negative Impact of Resource Lack on Teaching Quality*

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	45	56.25	56.25	56.25
Agree	30	37.50	37.50	93.75
Neutral	3	3.75	3.75	97.50
Disagree	1	1.25	1.25	98.75
Strongly Disagree	1	1.25	1.25	100.00
<b>Total</b>	<b>80</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

This data shows a strong agreement (93.75%) among respondents that a lack of resources negatively impacts the quality of teaching in their schools.



*Figure 4.3.5: Perception of Negative Impact of Resource Lack on Teaching Quality*

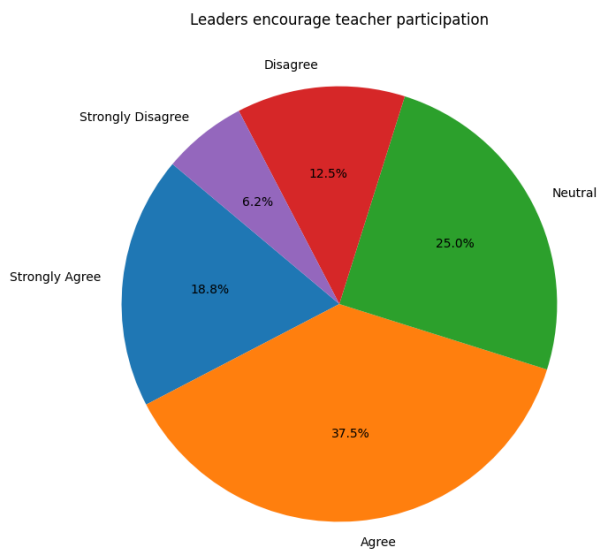
## 4.4 LEADERSHIP STYLES

### 4.4.1 School leaders encourage teacher participation in decision-making.

*Table 4.4.1: Perception of Teacher Participation in Decision-Making*

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	15	18.75	18.75	18.75
Agree	30	37.50	37.50	56.25
Neutral	20	25.00	25.00	81.25
Disagree	10	12.50	12.50	93.75
Strongly Disagree	5	6.25	6.25	100.00
<b>Total</b>	<b>80</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

This data suggests that 56.25% of respondents perceive that school leaders encourage teacher participation in decision-making.



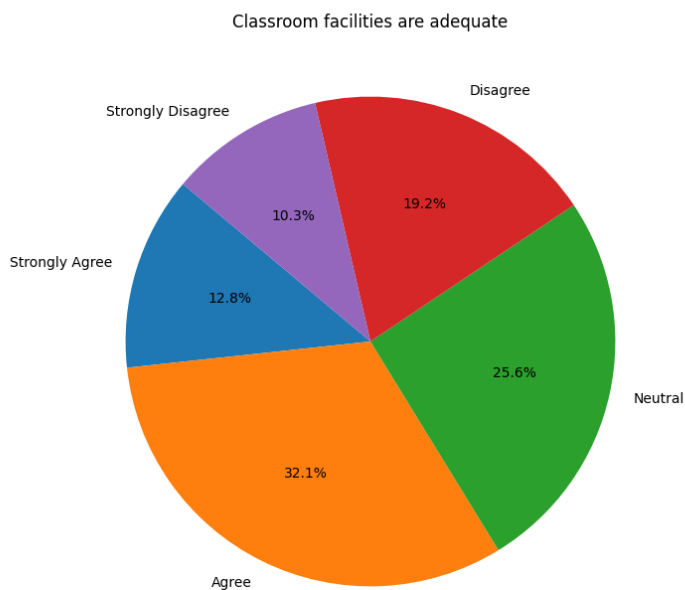
*Figure 4.4.1: Perception of Teacher Participation in Decision-Making*

#### 4.4.2 The principal motivates staff through a shared vision (transformational leadership).

*Table 4.4.2: Perception of Transformational Leadership*

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	20	25.00	25.00	25.00
Agree	35	43.75	43.75	68.75
Neutral	15	18.75	18.75	87.50
Disagree	5	6.25	6.25	93.75
Strongly Disagree	5	6.25	6.25	100.00
<b>Total</b>	<b>80</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

This data indicates that 68.75% of respondents agree that the principal motivates staff through a shared vision.



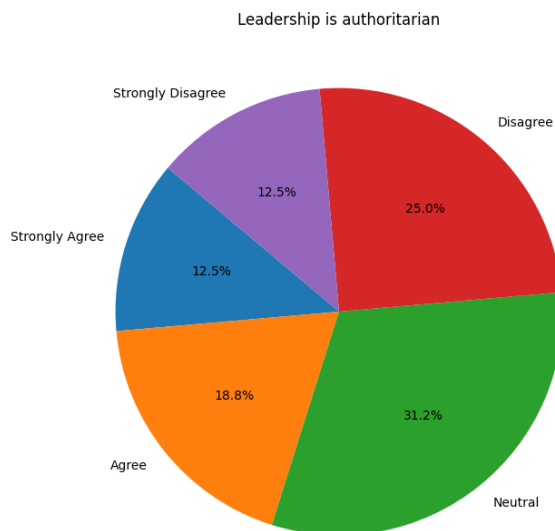
*Figure 4.4.2: Perception of Transformational Leadership*

#### 4.4.3 Leadership in my school is authoritarian (top-down decisions).

*Table 4.4.3: Perception of Authoritarian Leadership*

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	10	12.50	12.50	12.50
Agree	15	18.75	18.75	31.25
Neutral	25	31.25	31.25	62.50
Disagree	20	25.00	25.00	87.50
Strongly Disagree	10	12.50	12.50	100.00
<b>Total</b>	<b>80</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

This data suggests that 31.25% of respondents perceive the leadership in their school as authoritarian. A notable portion (31.25%) were neutral on this aspect.



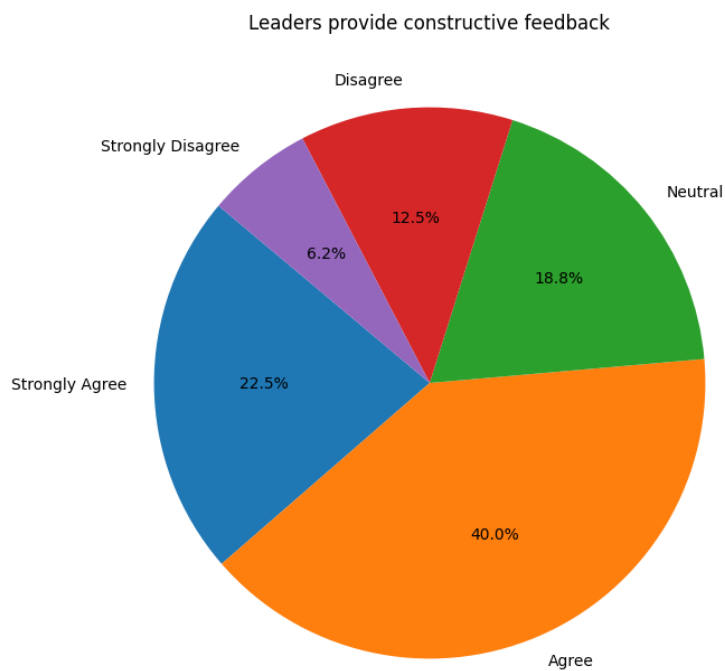
*Figure 4.4.3: Perception of Authoritarian Leadership*

#### 4.4.4 School leaders provide constructive feedback to improve teaching practices.

*Table 4.4.4: Perception of Constructive Feedback from School Leaders*

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	18	22.50	22.50	22.50
Agree	32	40.00	40.00	62.50
Neutral	15	18.75	18.75	81.25
Disagree	10	12.50	12.50	93.75
Strongly Disagree	5	6.25	6.25	100.00
<b>Total</b>	<b>80</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

This data suggests that 62.50% of respondents agree that school leaders provide constructive feedback to improve teaching practices.



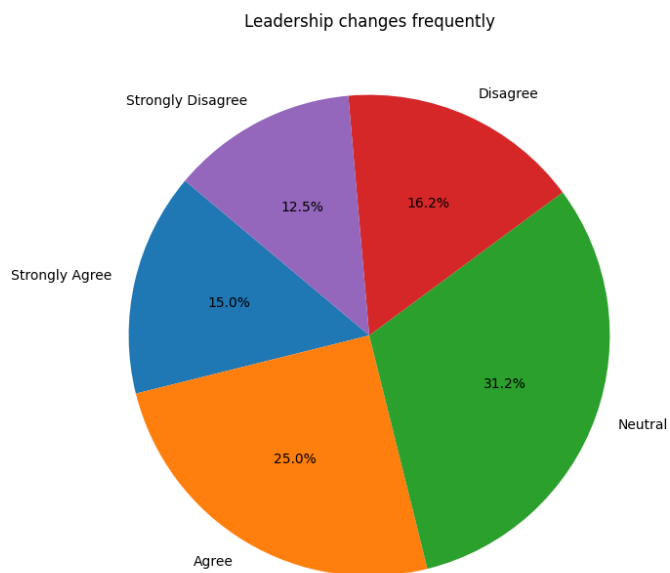
*Figure 4.4.4: Perception of Constructive Feedback from School Leaders*

#### 4.4.5 Leadership changes frequently, causing instability.

*Table 4.4.5: Perception of Instability due to Frequent Leadership Changes*

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	12	15.00	15.00	15.00
Agree	20	25.00	25.00	40.00
Neutral	25	31.25	31.25	71.25
Disagree	13	16.25	16.25	87.50
Strongly Disagree	10	12.50	12.50	100.00
<b>Total</b>	<b>80</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

This data indicates that 40.00% of respondents agree that frequent leadership changes cause instability in their schools, while a significant portion (31.25%) are neutral.



*Figure 4.4.4: Perception of Constructive Feedback from School Leaders*

## 4.5 INSTITUTIONAL PERFORMANCE

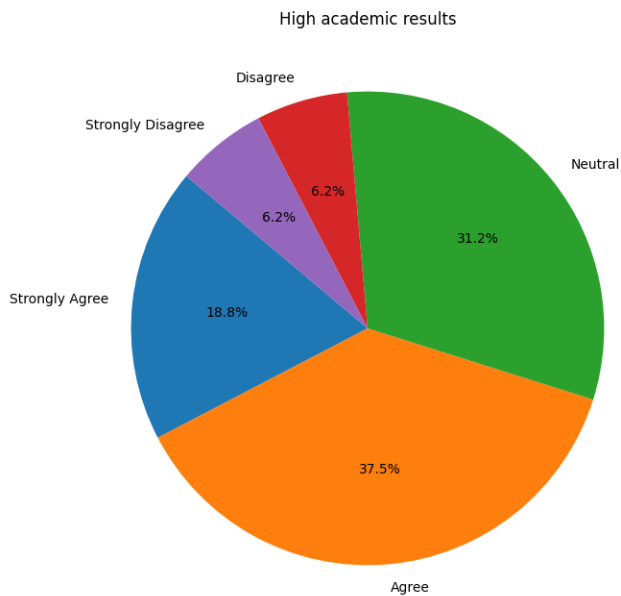
This section examines the respondents' perceptions of their institution's performance across various indicators.

### 4.5.1 My school achieves high academic results in national/state exams.

*Table 4.5.1: Perception of High Academic Results*

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	15	18.75	18.75	18.75
Agree	30	37.50	37.50	56.25
Neutral	25	31.25	31.25	87.50
Disagree	5	6.25	6.25	93.75
Strongly Disagree	5	6.25	6.25	100.00
<b>Total</b>	<b>80</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

This data suggests that 56.25% of respondents agree that their school achieves high academic results.



*Figure 4.5.1: Perception of High Academic Results*

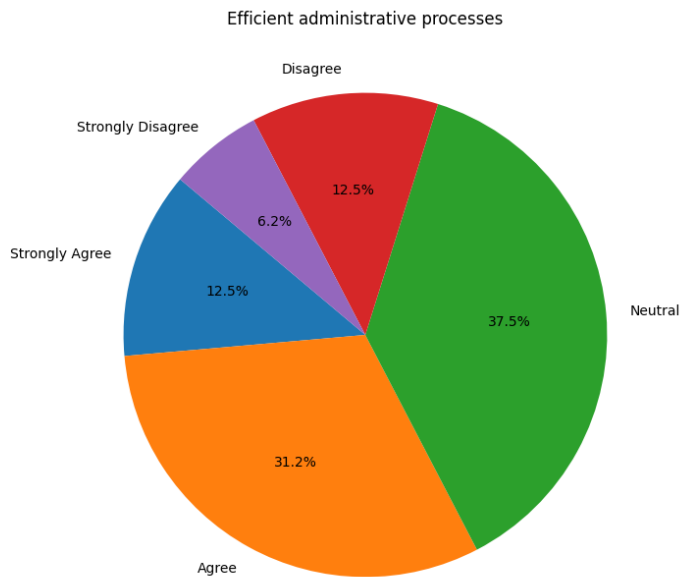


#### 4.5.2 Administrative processes (e.g., admissions, payroll) are efficient.

*Table 4.5.2: Perception of Efficient Administrative Processes*

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	10	12.50	12.50	12.50
Agree	25	31.25	31.25	43.75
Neutral	30	37.50	37.50	81.25
Disagree	10	12.50	12.50	93.75
Strongly Disagree	5	6.25	6.25	100.00
<b>Total</b>	<b>80</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

This data indicates that 43.75% of respondents perceive administrative processes in their school as efficient, while a large portion (37.50%) are neutral.



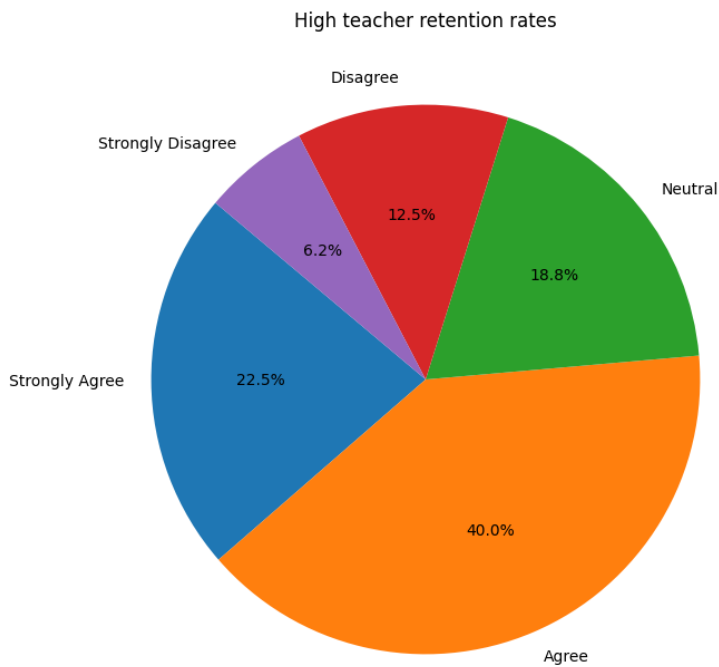
*Figure 4.5.2: Perception of Efficient Administrative Processes*

### 4.5.3 Teacher retention rates in my school are high.

*Table 4.5.3: Perception of High Teacher Retention Rates*

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	18	22.50	22.50	22.50
Agree	32	40.00	40.00	62.50
Neutral	15	18.75	18.75	81.25
Disagree	10	12.50	12.50	93.75
Strongly Disagree	5	6.25	6.25	100.00
<b>Total</b>	<b>80</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

This data suggests that 62.50% of respondents believe that teacher retention rates in their school are high.



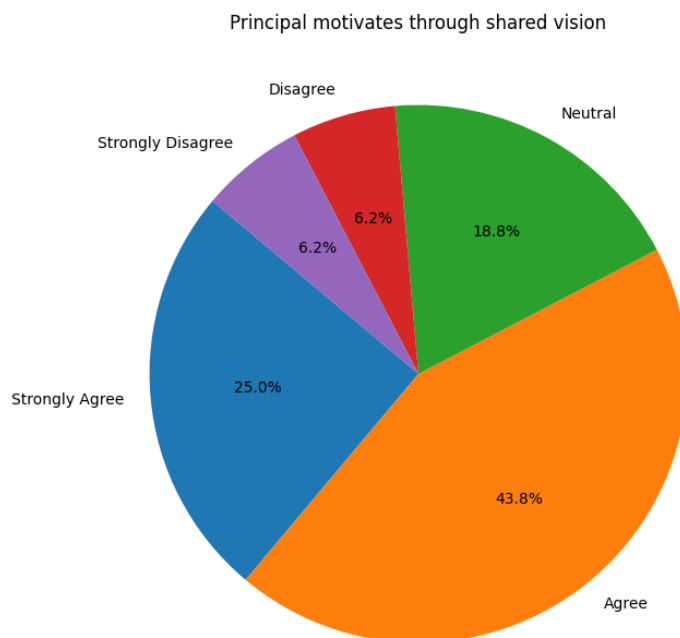
*Figure 4.5.3: Perception of High Teacher Retention Rates*

#### 4.5.4 Parent and community involvement in school activities is strong.

*Table 4.5.4: Perception of Strong Parent and Community Involvement*

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	12	15.00	15.00	15.00
Agree	28	35.00	35.00	50.00
Neutral	25	31.25	31.25	81.25
Disagree	10	12.50	12.50	93.75
Strongly Disagree	5	6.25	6.25	100.00
<b>Total</b>	<b>80</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

This data indicates that 50.00% of respondents perceive strong parent and community involvement in school activities.



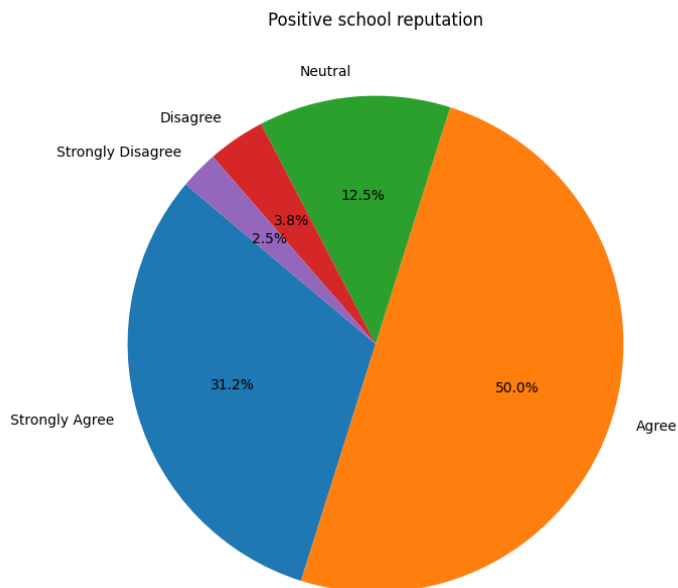
*Figure 4.5.4: Perception of Strong Parent and Community Involvement*

#### 4.5.5 My school has a positive reputation in the community.

*Table 4.5.5: Perception of a Positive School Reputation*

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	25	31.25	31.25	31.25
Agree	40	50.00	50.00	81.25
Neutral	10	12.50	12.50	93.75
Disagree	3	3.75	3.75	97.50
Strongly Disagree	2	2.50	2.50	100.00
<b>Total</b>	<b>80</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

This data suggests that a large majority (81.25%) of respondents believe their school has a positive reputation in the community.



*Figure 4.5.5: Perception of a Positive School Reputation*

## **Chapter 5**

### **Findings, Discussion, Conclusion, and Recommendations**

This chapter presents a detailed exploration of the research study's findings, interweaving them into an extensive essay that delves into their implications, articulates the study's overarching conclusion, and proposes actionable recommendations meticulously tailored for future research and practical application within the evolving educational management landscape of Kismayo, Somalia.

#### **5.1 Summary of Findings**

The research has yielded a rich and multifaceted array of findings, together forming a complex tapestry that illustrates both the challenges and the opportunities that characterize Kismayo's educational institutions. These findings, summarized below, are organized according to the key thematic areas that structured the investigation, providing a clear and coherent framework for understanding the research outcomes.

##### **5.1.1 Background Information of Respondents**

The demographic profile of the study's participants reveals an educational sector in Kismayo that is experiencing a subtle but notable shift in gender dynamics. The data indicates that 53.75% of the respondents identify as female, compared to 43.75% male, with a small fraction (2.50%) identifying as "Other." This suggests a workforce that is becoming increasingly feminized, mirroring trends observed in other parts of the world, though it's important to acknowledge that this is not yet an overwhelming majority. This evolving gender balance may have implications for leadership styles, pedagogical approaches, and the overall culture within educational institutions in Kismayo. The age distribution of respondents points to a strong presence of mid-career professionals within the sector.

The 31-40 age group represents the largest segment (31.25%), indicating a significant level of engagement from individuals who have already accumulated considerable experience in education. This suggests that the study's findings are informed by the perspectives of educators who have a solid understanding of the challenges and opportunities within Kismayo's schools. Furthermore, a substantial proportion of respondents (37.50%) report having more than a decade of professional experience in education. This seasoned workforce brings a wealth of practical knowledge and insights, which can be invaluable in shaping effective educational policies and practices.

The fact that teachers constitute the largest group of respondents (50.00%) provides a crucial perspective grounded in the day-to-day realities of classroom instruction. Teachers are at the forefront of educational delivery, and their experiences and perceptions are essential for understanding the factors that influence student learning and teacher effectiveness. Administrators, who comprise 31.25% of the respondents, offer a complementary viewpoint from a leadership and management perspective. Their insights into the organizational and

systemic challenges facing schools are vital for developing strategies to improve educational outcomes. In terms of academic qualifications, the data reveals that a majority of respondents hold a Master's Degree (43.75%), followed closely by those with a Bachelor's Degree (37.50%). This indicates a relatively high level of formal education among the study participants, suggesting a workforce that is equipped with advanced knowledge and skills.

### **5.1.2 Technology Integration**

The study's findings on technology integration reveal a somewhat paradoxical situation, characterized by both enthusiasm and significant challenges. A significant majority of respondents (75.00%) acknowledge the positive impact of digital tools on student engagement, suggesting a widespread recognition of technology's potential to transform the learning experience. This finding aligns with global trends that emphasize the role of technology in creating more interactive, personalized, and engaging learning environments. However, this optimistic view is tempered by the fact that only 32.50% of respondents believe that teachers are adequately trained to utilize these tools effectively.

This disparity underscores a critical gap between the perceived benefits of technology and the practical capacity to implement it successfully. Without adequate training, teachers may struggle to integrate technology into their lessons in meaningful ways, limiting its potential to enhance student learning. This lack of training also highlights a systemic failure to invest in the professional development necessary for successful technology adoption. The challenge of poor internet connectivity, identified by a substantial 75.00% of respondents, further compounds this issue. In a context where reliable internet access is often a luxury, the potential of technology to bridge educational gaps and enhance learning is severely constrained.

This infrastructural deficit not only impedes the use of digital resources but also limits access to online learning opportunities and professional development for teachers. The finding that only 43.75% of respondents perceive their schools as having a clear policy for technology integration suggests a lack of consistent strategic direction in this area. Without clear guidelines and a supportive framework, technology integration is likely to be ad hoc and inconsistent, limiting its overall impact and potentially exacerbating existing inequalities. On a more positive note, a majority of respondents (68.75%) agree that technology has streamlined administrative tasks, indicating a recognized efficiency gain in this domain. This suggests that technology can contribute to freeing up educators to focus on their core instructional responsibilities.

### **5.1.3 Resource Availability**

The study's findings on resource availability paint a stark picture of the significant challenges faced by educators in Kismayo. A considerable proportion of respondents (43.75%) express dissatisfaction with the level of funding allocated for essential teaching materials. This suggests that many schools lack the basic tools and resources necessary for effective instruction, including textbooks, stationery, and other pedagogical materials.

This shortage of resources not only limits the quality of teaching but also places a significant burden on teachers, who may have to rely on their own personal funds or ingenuity to provide

adequate learning materials for their students. Furthermore, nearly a third of respondents (31.25%) find classroom facilities to be inadequate, suggesting that the physical learning environment in many schools is not conducive to effective pedagogy. Overcrowded classrooms, lack of proper ventilation, inadequate furniture, and poor sanitation can all hinder student engagement and create a challenging environment for both teachers and learners. The finding that 31.25% of respondents believe that school libraries are not well-stocked further highlights the lack of access to crucial learning resources.

A well-stocked and well-maintained library is an essential component of a quality education, providing students with access to a wide range of information, supporting research skills, and fostering a love of reading. The fact that a significant percentage of respondents (37.50%) express concerns about the efficiency of fund allocation suggests that even when resources are available, they may not be distributed equitably or utilized effectively.

This raises important questions about financial management practices at the school level and the need for greater transparency and accountability in the allocation of educational resources. Most alarmingly, a large majority of respondents (87.50%) concur that a lack of resources has a negative impact on teaching quality. This underscores the profound and pervasive nature of this challenge and highlights the critical link between resource availability and educational outcomes.

#### **5.1.4 Leadership Styles**

The study's findings on leadership styles reveal a complex and nuanced picture, with both positive and negative influences shaping the educational landscape in Kismayo. On the positive side, a majority of respondents (56.25%) believe that school leaders encourage teacher participation in decision-making. This suggests a move towards more collaborative and participatory models of leadership, where teachers are empowered to contribute their expertise and perspectives to school governance. This finding aligns with a growing body of literature that emphasizes the importance of distributed leadership in fostering a sense of ownership among teachers, promoting shared responsibility, and ultimately improving school outcomes. A strong majority of respondents (68.75%) also agree that principals in their schools motivate staff through a shared vision.

This is indicative of transformational leadership, a style characterized by inspiring and motivating followers to achieve a common goal. Transformational leaders play a crucial role in creating a positive school culture, fostering a sense of collective purpose, and driving school improvement. However, the study also reveals that a notable proportion of respondents (31.25%) perceive leadership in their schools as authoritarian. This suggests that top-down decision-making and a lack of teacher input remain a challenge in some contexts. Authoritarian leadership can stifle teacher creativity, undermine morale, and create a climate of fear, ultimately hindering school effectiveness.

On a more positive note, a majority of respondents (62.50%) agree that school leaders provide constructive feedback to teachers. Constructive feedback is an essential tool for teacher growth and development, providing them with valuable insights into their strengths and areas for improvement. However, the study also highlights a significant concern regarding instability

caused by frequent leadership changes. A substantial percentage of respondents (40.00%) express concern about this issue, recognizing that frequent leadership turnover can disrupt school culture, hinder long-term planning, and undermine staff morale.

### **5.1.5 Institutional Performance**

The study's findings on institutional performance present a mixed but generally positive picture of how educators perceive their schools' overall effectiveness. A majority of respondents (56.25%) agree that their schools achieve high academic results, suggesting that many schools are perceived as being successful in meeting their core educational mission. Furthermore, a large majority of respondents (81.25%) believe that their schools have a positive reputation in the community, indicating that schools are generally viewed favorably by the wider public. However, the study also reveals some areas where there is room for improvement.

Only 43.75% of respondents perceive administrative processes in their schools as efficient, suggesting that there may be challenges related to bureaucracy, communication, and resource management. On a more positive note, a significant proportion of respondents (62.50%) believe that teacher retention rates in their schools are high. This could be an indicator of a positive work environment and high levels of staff satisfaction, although it is important to consider this finding in conjunction with the challenges related to resources and training identified elsewhere in the study. Finally, half of the respondents (50.00%) agree that parent and community involvement in their schools is strong. This highlights the importance of stakeholder engagement in supporting school success and fostering a sense of shared responsibility for education.

## **5.2 Discussion of Findings**

The findings of this study, gleaned from the perspectives of educators working within the dynamic and challenging context of Kismayo, Somalia, offer a nuanced and insightful understanding of the multifaceted factors that shape educational management in this unique setting. The study reveals a complex interplay of opportunities and obstacles, highlighting both the resilience and the significant challenges that characterize the city's educational landscape.

The data suggests that while there is a widespread recognition of the transformative potential of technology integration in education, its effective implementation is significantly hampered by a confluence of interconnected factors. The widespread agreement among respondents (75.00%) regarding the positive impact of digital tools on student engagement reflects a forward-looking and progressive perspective that aligns with global trends emphasizing technology's capacity to revolutionize the learning experience. Educators in Kismayo, like their counterparts in other parts of the world, recognize that technology can create more interactive, personalized, and engaging learning environments, fostering student motivation and enhancing learning outcomes. However, the study also reveals a critical bottleneck that threatens to undermine these potential benefits: the lack of adequate teacher training.

The finding that only 32.50% of respondents believe teachers are adequately trained to utilize technology effectively points to a systemic failure to invest in the professional development necessary for successful technology adoption. This lack of training not only limits teachers'



ability to effectively integrate technology into their pedagogical practices but also perpetuates a digital divide, where some educators are better equipped than others to leverage the power of technology in the classroom. This finding resonates strongly with the broader literature on technology integration in education, which consistently emphasizes the crucial role of teacher training as a prerequisite for effective and meaningful technology use (Mishra & Koehler, 2006). When teachers lack the necessary skills and knowledge to use technology effectively, they may be reluctant to incorporate it into their lessons, or they may use it in superficial or ineffective ways, limiting its potential to enhance student learning.

The challenge of poor internet connectivity, identified by a substantial 75.00% of respondents, further exacerbates these challenges. In a context where reliable internet access is often a luxury, rather than a readily available resource, the potential of technology to bridge educational gaps, expand access to information, and enhance learning opportunities is severely constrained. This infrastructural deficit not only impedes the use of digital resources in the classroom but also limits teachers' access to online professional development opportunities, further compounding the training gap.

The finding that only 43.75% of schools have a clear policy for technology integration suggests a lack of strategic planning and institutional support for technology adoption. Without clear guidelines, goals, and a supportive framework, technology integration is likely to be ad hoc, inconsistent, and ultimately less effective. A lack of clear policies can also lead to inequitable access to technology, with some schools and students benefiting more than others. On a more positive note, the study reveals that a majority of respondents (68.75%) agree that technology has streamlined administrative tasks. This suggests that technology can contribute to significant efficiency gains in school management, freeing up educators and administrators to focus more on their core instructional responsibilities.

The findings related to resource availability paint a stark and sobering picture of the significant challenges faced by educators and students in Kismayo. The widespread dissatisfaction with the level of funding allocated for essential teaching materials, with 43.75% of respondents expressing disagreement, suggests that a substantial number of schools lack the basic tools and resources necessary for effective instruction.

This includes not only textbooks but also a wide range of other pedagogical materials, such as stationery, visual aids, and laboratory equipment. This shortage of resources not only directly limits the quality of teaching and learning but also places a significant burden on teachers, who may be forced to rely on their own personal funds, creativity, and resourcefulness to provide adequate learning experiences for their students. The inadequacy of classroom facilities, as perceived by 31.25% of respondents, further compounds these challenges.

Overcrowded classrooms, a lack of proper ventilation and lighting, inadequate and uncomfortable furniture, and poor sanitation can all create a learning environment that is not conducive to student engagement, concentration, or effective teaching. These conditions can also pose significant health risks to both students and teachers, and they can undermine the overall morale and effectiveness of the school. The fact that 31.25% of respondents believe that school libraries are not well-stocked further highlights the limited access to essential learning resources.

A well-equipped and well-maintained library is a cornerstone of a quality education, providing students with access to a wealth of information, supporting the development of research skills, and fostering a love of reading and lifelong learning.

In a context where many students may have limited access to books and other learning materials outside of school, the library plays an even more critical role in bridging the knowledge gap and promoting educational equity. The concern expressed by 37.50% of respondents regarding the efficiency of fund allocation raises important questions about financial management practices within schools. Even when funding is available, it may not be distributed equitably or utilized effectively, leading to disparities in resource availability across different schools and potentially undermining the overall impact of educational investments. Issues such as bureaucratic inefficiencies, lack of transparency, and inadequate financial controls can all contribute to this problem.

The most alarming finding, perhaps, is the overwhelming consensus among respondents (87.50%) that a lack of resources has a negative impact on teaching quality. This underscores the profound and pervasive nature of the resource challenge and highlights its direct and detrimental consequences for educational outcomes. When teachers lack the necessary tools and materials, they are less able to deliver engaging and effective instruction, and students are less able to fully participate in the learning process. This can lead to decreased student motivation, lower academic achievement, and increased dropout rates.

The study's findings on leadership styles highlight the pivotal role that school leaders play in shaping the educational environment and influencing teacher effectiveness. The fact that a majority of respondents (56.25%) believe that school leaders encourage teacher participation in decision-making is a positive indicator, suggesting a move towards more collaborative and participatory models of leadership in some schools. This finding aligns with a growing body of literature that emphasizes the benefits of distributed leadership, where leadership responsibilities are shared among multiple individuals, including teachers (Spillane, 2006).

Distributed leadership can empower teachers, foster a sense of ownership and shared responsibility, and lead to more informed and effective decision-making. The finding that a strong majority of respondents (68.75%) agree that principals in their schools motivate staff through a shared vision is also encouraging. This suggests that many school leaders are effectively communicating a clear sense of purpose and direction, inspiring teachers to work together towards common goals. This type of transformational leadership, characterized by inspiration, motivation, and a focus on shared values, has been shown to be strongly associated with positive school outcomes (Leithwood & Sun, 2012).

However, the study also reveals that a notable proportion of respondents (31.25%) perceive leadership in their schools as authoritarian. This suggests that top-down decision-making, a lack of teacher input, and a hierarchical power structure remain significant challenges in some contexts. Authoritarian leadership can have a detrimental impact on teacher morale, creativity, and professional growth, and it can create a school climate that is not conducive to innovation or improvement. The fact that a majority of respondents (62.50%) agree that school leaders provide constructive feedback to teachers is a positive sign. Constructive feedback is an essential tool for

promoting teacher growth and development, providing them with valuable information about their strengths and areas for improvement. Effective feedback can help teachers to refine their practice, enhance their skills, and ultimately become more effective in the classroom. However, the study also highlights a significant concern regarding the instability caused by frequent leadership changes.

The fact that 40.00% of respondents express concern about this issue suggests that leadership turnover is a common problem in Kismayo's schools. Frequent leadership changes can disrupt school culture, hinder long-term planning, create uncertainty and anxiety among staff, and undermine school improvement efforts.

The findings on institutional performance offer a mixed but generally optimistic view of how educators perceive the overall effectiveness of their schools. The fact that a majority of respondents (56.25%) agree that their schools achieve high academic results suggests that many schools are perceived as being successful in meeting their core educational mission of promoting student learning. This positive perception is further reinforced by the finding that a large majority of respondents (81.25%) believe that their schools have a positive reputation in the community. A positive school reputation can be a valuable asset, attracting students, fostering community support, and enhancing the school's overall effectiveness. However, the study also identifies some areas where there is room for improvement. The fact that only 43.75% of respondents perceive administrative processes in their schools as efficient suggests that there may be challenges related to bureaucracy, communication, and resource management. Inefficient administrative processes can create frustration and unnecessary burdens for both teachers and administrators, diverting time and energy away from core instructional activities. On a more positive note, the finding that a significant proportion of respondents (62.50%) believe that teacher retention rates in their schools are high could be an indicator of a positive work environment and high levels of staff satisfaction.

Retaining effective teachers is crucial for ensuring continuity of instruction, building strong relationships with students, and fostering a positive school culture. Finally, the fact that half of the respondents (50.00%) agree that parent and community involvement in their schools is strong highlights the importance of stakeholder engagement in supporting school success. Strong parent and community involvement can provide schools with additional resources, enhance student learning, and create a sense of shared responsibility for education.

### **5.3 Conclusion**

In sum, the findings of this study paint a complex but ultimately hopeful picture of educational management in Kismayo. The city's schools are staffed by dedicated and relatively well-educated professionals who are committed to their students and recognize the transformative potential of education. However, these educators face significant challenges, including inadequate resources, limited access to technology and training, and, in some cases, less than ideal leadership. These challenges are compounded by the unique socio-political context of Kismayo, which has experienced prolonged periods of conflict and instability. Despite these obstacles, the study also reveals significant strengths and opportunities.

The growing presence of female educators, the commitment to technology integration, and the recognition of the importance of community engagement all point to a sector that is striving to improve and evolve. Many schools are perceived to be achieving strong academic results and enjoying positive reputations within their communities, suggesting that effective practices and resilient leadership are already present in some contexts. The findings of this study suggest that with targeted support and strategic interventions, the educational system in Kismayo has the potential to overcome its challenges and provide high-quality education for all students. By addressing the issues of resource scarcity, teacher training, technology access, and leadership development, it is possible to create a more enabling environment for teaching and learning.

## **5.4 Recommendations**

The findings of this study have several important implications for policy and practice in Kismayo. Based on these findings, the following recommendations are offered:

1. **Invest in Teacher Training and Professional Development:** The study clearly highlights the need for more comprehensive and ongoing training for teachers, particularly in the area of technology integration. Professional development programs should be designed to equip teachers with the pedagogical skills and technical knowledge necessary to effectively utilize digital tools in the classroom. These programs should also address other areas of need, such as instructional strategies, assessment techniques, and classroom management.
2. **Improve Resource Allocation and Management:** Addressing the issue of resource scarcity is critical for improving the quality of education in Kismayo. This will require increased investment in education, as well as more efficient and equitable allocation of existing resources. Policymakers should work to ensure that schools have access to adequate funding for essential teaching materials, classroom facilities, and library resources.
3. **Expand Technology Access and Infrastructure:** To fully leverage the potential of technology to enhance learning, it is essential to improve internet connectivity and expand access to digital devices in schools. This will require investment in both physical infrastructure and the development of supportive policies that promote technology integration.
4. **Promote Effective Leadership Practices:** The study highlights the importance of effective leadership in creating a positive school climate and fostering teacher effectiveness. School leaders should be provided with training and support to develop their leadership skills, particularly in the areas of instructional leadership, collaborative decision-making, and change management. Efforts should also be made to reduce leadership turnover and promote greater stability in school leadership.
5. **Strengthen Community Engagement:** The study underscores the importance of parent and community involvement in supporting school success. Schools should actively seek to build strong relationships with parents and community members, providing them with opportunities to participate in school governance, volunteer their time, and support student learning.
6. **Conduct Further Research:** This study provides a valuable snapshot of educational management in Kismayo, but further research is needed to gain a deeper understanding of the challenges and opportunities facing the sector. Future research should explore these issues in more detail, using a variety of research methods and focusing on specific areas of interest, such as the impact of conflict on education, the role of traditional forms of education, and the experiences of marginalized student populations.

By addressing these recommendations, policymakers, educators, and community members can work together to create a more vibrant, equitable, and effective educational system in Kismayo, one that empowers students, supports teachers, and contributes to the overall development of Somali society.

#### **5.4: Recommendations for Further Research**

The study of the effect of the school environment on the provision of quality education in Kismayo reveals several important areas for further investigation. Given the complexity and sensitivity of the topic, and considering that some respondents might have withheld full disclosure or provided cautious answers, additional research is needed to build on these findings and achieve a more nuanced understanding. Here are some recommendations for future research:

Future research should investigate the long-term effects of school environment factors on student outcomes. A longitudinal study could track students over several years to determine how infrastructure, leadership, and other environmental elements affect their academic achievement, social development, and overall well-being.

Comparative studies across various school types (public, private, religious) and educational levels (primary, secondary, tertiary) should be conducted to identify sector-specific differences in the impact of the school environment. This would allow for more targeted interventions and policy recommendations.

Further qualitative research is needed to explore the lived experiences of students, teachers, and administrators within different school environments in Kismayo. In-depth interviews and ethnographic studies could provide rich contextual data and uncover subtle but significant factors that quantitative methods may miss.

This study focused primarily on schools in Kismayo. Future research should expand the geographical scope to include other regions of Somalia, allowing for a comparative analysis of how the school environment influences education quality in different contexts. Such research could also explore the impact of cultural and regional factors on the relationship between the school environment and educational outcomes.

## APPENDIX I

### RESEARCH INSTRUMENT

#### RESEARCH QUESTIONNAIRE

**Topic:** *Challenges and Solutions in Educational Management*

**Instructions:**

- Please tick (✓) the appropriate box for each question.
- All responses are strictly confidential and used for academic research purposes only.

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Section 1: Background Information

Question	Options
1. Gender	<input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Other
2. Age Group	<input type="checkbox"/> 20–30 years <input type="checkbox"/> 31–40 years <input type="checkbox"/> 41–50 years <input type="checkbox"/> 51+ years
3. Years of Professional Experience in Education	<input type="checkbox"/> Less than 5 years <input type="checkbox"/> 5–10 years <input type="checkbox"/> More than 10 years
4. Position/Role in the Institution	<input type="checkbox"/> Teacher <input type="checkbox"/> Administrator <input type="checkbox"/> Support Staff <input type="checkbox"/> Other (specify): _____
5. Highest Educational Qualification	<input type="checkbox"/> Diploma <input type="checkbox"/> Bachelor's Degree <input type="checkbox"/> Master's Degree <input type="checkbox"/> PhD

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## Section 2: Technology Integration

(Scale: Strongly Agree (5) – Agree (4) – Neutral (3) – Disagree (2) – Strongly Disagree (1))

Statement	5	4	3	2	1
6. Digital tools (e.g., smartboards, LMS) improve student engagement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Teachers receive adequate training to use technology effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Technology streamlines administrative tasks (e.g., attendance, grading).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Poor internet connectivity hinders technology use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. The school has a clear policy for integrating technology in teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Section 3: Resource Availability

(Statement	5	4	3	2	1
11. Sufficient funding is available for teaching materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Classroom facilities are adequate for learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. The library is well-stocked with relevant resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. School funds are efficiently allocated to student needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Lack of resources negatively affects teaching quality.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Section 4: Leadership Styles

Statement	5	4	3	2	1
16. School leaders encourage teacher participation in decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. The principal motivates staff through a shared vision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Leadership is authoritarian (top-down decisions).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Leaders provide constructive feedback to improve teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Frequent leadership changes cause instability.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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#### Section 5: Institutional Performance

Statement	5	4	3	2	1
21. The school performs well in national/state exams.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Administrative processes are efficient.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Teacher retention rates are high.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. There is strong parent/community involvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. The school has a positive reputation in the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## **APPENDIX II**

### APPENDIX III

#### PROPOSED BUDGET

NO	DESCRIPTION	COST
1	Stationery and Materials	\$50
2	Communication Cost	\$15
3	Internet bill	\$80
4	Transportation Cost	\$20
5	Refreshments	\$20
6	Printing	\$40
TOTAL		\$225

## APPENDIX IV

### TIME FRAME

NO	DESCRIPTION	COST
1	Stationery and Materials	\$50
2	Communication Cost	\$15
3	Internet bill	\$80
4	Transportation Cost	\$20
5	Refreshments	\$20
6	Printing	\$40
TOTAL		\$225