

**RELATIONSHIP BETWEEN INNOVATIVE WORK BEHAVIOUR AND
SERVICE DELIVERY OF NON-TEACHING STAFF IN SECONDARY
SCHOOLS IN EMBU COUNTY, KENYA**

GEORGE MUNGEERA MBIJIWE

**A Thesis Submitted to the School of Education and Social Sciences in Partial
Fulfilment of the Requirements for the Conferment of the Degree of Doctor
of Philosophy in Educational Leadership and Management of Kenya
Methodist University**

SEPTEMBER 2025

DECLARATION AND RECOMMENDATION

Declaration

This thesis is my original work and has not been presented for the award of a degree or any other award in any other university.

Sign..... Date.....

George Mungeera Mbijiwe

EDU-4-0176-1/2014

Recommendation

We confirm that the candidate carried out the work reported in this thesis under our supervision.

Sign..... Date.....

Dr. Severina Mwirichia, Ph.D.

Kenya Methodist University

Sign..... Date.....

Prof. Paul Maku Gichohi, Ph.D.

Kenya Methodist University

COPYRIGHT

©2025

George M Mbijiwe

All right reserved. No part of this thesis may be reproduced, stored in any retrieval system, or transmitted in any form or by any means: electronically, mechanically, by photocopying or otherwise, without prior written permission of the author, or Kenya Methodist University, on that behalf.

DEDICATION

To my wife, Mercy, and our children Kelvin, Prudence, Victoria, and Victor for their unwavering support.

ACKNOWLEDGEMENT

I thank God for opening this door for me to do this degree of Doctor of Philosophy of Kenya Methodist University (KeMU), and also for giving me prowess to complete it. Glory unto Him for ever and ever! My gratitude also goes to KeMU for admitting me to this degree.

More appreciation goes to my thesis supervisors, Dr. Severina Mwirichia (PhD) and Prof. Paul Maku Gichohi (PhD) for their kindness, patience and smooth-running supervision. Further, my gratitude goes to all the secondary schools that participated in this study and to all the respondents who volunteered data. They contributed a lot in making this research a success. I also recognize important people such as typesetter, editor, and others who contributed in making this work get completed.

Finally, special gratitude to my family members for their moral support throughout my study period despite the expenses and the academic demands experienced.

ABSTRACT

Poor service delivery continues to be reported in Kenyan secondary schools, despite the critical role non-teaching staff play in school advancement. The study focused on four key aspects of IWB: idea generation, promotion, realization, and sustainability. It also assessed how supportive environments enhance or hinder the effectiveness of these behaviours. The study was guided by four theoretical frameworks: the dynamic componential model of creativity and innovation in organizations, social exchange theory, enjoyment performance theory, and the modified quantitative service delivery theory. Adopting a cross-sectional design under a pragmatist philosophy, the study employed a mixed-methods approach. The target population included 1,803 non-teaching staff, 208 principals, and 208 Board of Management (BoM) chairpersons. Stratified and proportionate systematic sampling ensured representative selection across school categories and sub-counties. A total of 317 non-teaching staff completed questionnaires, while 10 principals and 10 BoM chairpersons participated in interviews and focus group discussions respectively. Validity and reliability of the instruments were confirmed through construct, content, and face validity, and Cronbach's alpha coefficient. Data analysis involved descriptive statistics, regression, correlation, and thematic analysis for qualitative data. Results were presented using tables, figures, themes, and excerpts. The study found that while face-to-face meetings and staff interactions moderately support idea generation among non-teaching staff in Embu County secondary schools, digital platforms remain underutilized. Key barriers to idea promotion included lack of motivation, poor communication, limited involvement in decision-making, low self-esteem, and inadequate teamwork. Data revealed that these challenges significantly hinder innovative behavior and effective service delivery to a large extent. The findings highlighted critical gaps such as insufficient resources, low recognition, limited leadership support, and minimal participation in decision-making that are detrimental to idea realization. Additionally, weak leadership, lack of follow-up, and minimal structured feedback mechanisms were found to undermine staff engagement also largely affected ideas sustainability. However, drivers such as effective communication, inclusive leadership, recognition, structured support, policies, collaborative leadership, inclusive institutional culture, equitable remuneration, regular staff development forums and training emerged as essential for fostering innovative work behaviour, trickling down to enhanced service delivery by non-teaching staff. All aspects of innovative work behaviour significantly influence service delivery by non-teaching staff in secondary schools. The study concludes that enhancing idea generation requires deliberate organizational support, aligning with Amabile and Pratt's componential model of creativity. Enhancing idea promotion, realization and sustainability require coordinated efforts across school management and staff. The study recommends need for principals of secondary schools to ensure inclusive leadership, policy reforms, and deliberate managerial actions to enhance creativity and innovation among non-teaching staff. They should prioritize training, improved communication channels, and participative leadership. The findings validate the critical interdependence of creativity, innovation, enjoyment-performance, and effective service delivery in secondary schools. The study's key contribution is the identification of actionable measures needed to stimulate creativity and innovation among non-teaching staff to enhance service delivery in secondary schools within Embu County.

TABLE OF CONTENTS

DECLARATION AND RECOMMENDATION	ii
COPYRIGHT	iii
DEDICATION.....	iv
ACKNOWLEDGEMENT.....	v
ABSTRACT.....	vi
TABLE OF CONTENTS	vii
LIST OF TABLES	xi
LIST OF FIGURES	xiii
LIST OF ABBREVIATIONS & ACRONYMS	xiv
CHAPTER ONE	1
INTRODUCTION.....	1
1.1 Background of the Study	1
1.2 Statement of the Problem.....	10
1.3 Purpose of the Study.....	12
1.4 Specific Objectives	12
1.5 Research Hypothesis	12
1.6 Justification of the Study	13
1.7 Significance of the Study.....	14
1.8 Scope of the Study	16
1.9 Limitations of the Study	17
1.9 Assumptions of the Study.....	17
1.10 Operational Definition of Terms	18

CHAPTER TWO	21
LITERATURE REVIEW	21
2.1 Introduction	21
2.2 Service Delivery in Secondary Schools and Non-Teaching Staff.....	21
2.3 The Concept of Innovative Work Behaviour of Non-teaching staff in Secondary Schools	37
2.4 Idea Generation by Non-teaching Staff and Service Delivery in Secondary Schools	52
2.5 Idea promotion by Non-teaching Staff and Service Delivery in Secondary Schools	63
2.6 Idea Realization by Non-Teaching Staff and Improved Service Delivery in Secondary Schools.....	78
2.7 Idea Sustainability by Non-teaching Staff and Service Delivery in Secondary Schools	89
2.8 Supportive work environment for non-teaching staff in secondary schools.....	103
2.9 Theoretical Framework.....	114
2.10 Conceptual Framework.....	121
CHAPTER THREE	124
RESEARCH METHODOLOGY	124
3.1 Introduction	124
3.2 Location of the Study	125
3.3 Research Philosophy	125
3.4 Research Approach.....	127
3.5 Research Design.....	128

3.6 Target Population.....	130
3.7 Sampling Techniques and Sample Size	132
3.8 Research Instruments	136
3.9 Pre-testing of Research Instruments.....	139
3.10 Validity of Research Instruments	140
3.11 Reliability of Research Instruments	141
3.12 Data Collection Procedures	141
3.13 Data Processing and Analysis Procedures	143
3.14 Ethical Considerations	146
CHAPTER FOUR.....	147
RESULTS AND DISCUSSION	147
4.1 Introduction	147
4.2 Response Rate	148
4.3 Reliability of the Data	148
4.4 Profile of Respondents	150
4.5 Diagnostic Tests of the Study Data	162
4.6 Results Based on the Main Variables of the Study	178
4.7 Idea Generation by Non-teaching Staff for Supporting Service Delivery in Secondary Schools.....	178
4.8 Idea promotion by Non-teaching Staff to enhance Service Delivery in Secondary Schools	206
4.9 Idea Realization by Non-Teaching Staff and Improved Service Delivery in Secondary Schools.....	223
4.10 Idea Sustainability by Non-teaching Staff and Service Delivery in Secondary Schools	245

4.11 Supportive Work Environment for Non-Teaching Staff in Secondary Schools ..	266
4.12 Service delivery by non-teaching staff in secondary schools, Embu County.....	283
4.13 Moderation Influence of Supportive Work Environment for Non-Teaching Staff in Secondary Schools.....	299
CHAPTER FIVE	309
SUMMARY, CONCLUSION AND RECOMMENDATIONS	309
5.1 Introduction	309
5.2 Summary of Major Findings	310
5.3 Conclusion of the Study.....	315
5.4 Recommendations of the Study	320
5.5 Implication of the Findings on Theories, Practices and Policies.....	323
5.6 Recommendations for Further Studies.....	327
REFERENCES.....	329
APPENDIXES	Error! Bookmark not defined.

LIST OF TABLES

Table 3. 1 Target Population	132
Table 3. 2 Sample Matrix	135
Table 4. 1 Reliability of Data Based on Main Variables of the Study	149
Table 4. 2 Highest level of academic qualification of non-teaching staff in secondary schools.....	151
Table 4. 3 Job Title for non-teaching staff in secondary schools.....	157
Table 4. 4 The department that non-teaching staff works.....	159
Table 4. 5 Tests of Normality.....	163
Table 4. 6 The autocorrelation test of the data	174
Table 4. 7 Multicollinearity test	176
Table 4. 8 Idea generation by non-teaching staff in secondary schools in Embu County	180
Table 4. 9 Table 4.9 Ways used by the school management to solicit ideas from the non-teaching staff in secondary schools in Embu County	186
Table 4. 10 Correlations analysis between idea generation and service delivery in secondary schools in Embu County	192
Table 4. 11 Themes and Sub-Themes on Enhancing Idea Generation by Non-Teaching Staff.....	200
Table 4. 12 Idea promotion by Non-teaching Staff regarding Service Delivery in Secondary Schools in Embu County.....	208
Table 4. 13 Correlations analysis between idea promotion and service delivery in secondary schools in Embu County	214

Table 4. 14	Idea Realization by Non-teaching Staff regarding Service Delivery in Secondary Schools in Embu County	225
Table 4. 15	Correlations analysis between idea promotion and service delivery in secondary schools in Embu County	231
Table 4. 16	Hinderances for idea realization by non-teaching staff in secondary schools, Embu County.....	235
Table 4. 17	Emergent Themes and Sub-Themes on Enhancing Idea Realization by Non- Teaching Staff	239
Table 4. 18	Idea Sustainability by Non-teaching Staff regarding Service Delivery in Secondary Schools in Embu County	247
Table 4. 19	Correlations analysis between idea promotion and service delivery in secondary schools in Embu County	254
Table 4. 20	How to Enhance Idea Sustainability by Non-Teaching Staff in Secondary Schools	260
Table 4. 21	Aspects on Supportive Work Environment in Secondary Schools in Embu County	268
Table 4. 22	Service Delivery by Non-teaching Staff in Secondary Schools in Embu County	285
Table 4. 23	ANOVA: Moderation effect of supportive work environment.....	301
Table 4. 24	Model summary: moderation effect of supportive work environment	303
Table 4. 25	Moderation effect of the supportive work environment: regression weights	304

LIST OF FIGURES

Figure 2. 1 Conceptual framework	121
Figure 4. 1 Length of working experience of non-teaching staff in secondary school..	154
Figure 4. 2 Histogram on service delivery of non-teaching staff in secondary schools	165
Figure 4. 3 Box plot on service delivery of non-teaching staff in secondary schools ...	167
Figure 4. 4 Scatter Plots Showing the Linearity of Predictors and Outcome Variable..	170
Figure 4. 5 Heteroscedasticity test result on service delivery in secondary schools	172
Figure 4. 6 Rating on idea generation by non-teaching staff in secondary schools in Embu County.....	190
Figure 4. 7 Extent of idea sustainability by non-teaching staff in secondary schools, Embu County.....	253
Figure 4. 8 Extent of idea supportive work environment for non-teaching staff in secondary schools, Embu County	274
Figure 4. 9 Extent of idea supportive work environment for non-teaching staff in secondary schools, Embu County	291

LIST OF ABBREVIATIONS & ACRONYMS

ASCD	Association for Supervision and Curriculum Development
APA	American Psychological Association
BOM	Board of Management
CBPHC	Community-based primary health care
CPD	Continuous Professional Development
EMIS	Education Management Information System
FGD	Focused Group Discussion
FGD	Focus Group Discussion
HR	Human Resources
ICT	Information Communication Technology
IREAD	India Rural Education and Development Inc.
IWB	Innovative work behaviour
KeMU	Kenya Methodist University
MNCH	Maternal, neonatal, and child health
NACOSTI	National Commission for Science Technology and Innovation
R&D	Research and Development
SDG	sustainable development goals
SMEs	Small and Medium-sized Enterprises
SPSS	Statistical Package for Social Sciences
UN	United Nations
UNICEF	United Nations International Children's Emergency Fund
US	United States
USA	United States of America

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Efficient service delivery in secondary schools is recognized across the globe as a critical aspect of progressive organizations. It impacts the school's reputation, better academic performance, increased student intake rates and enhances stakeholders ' satisfaction. Efficient service delivery in institutions of learning is determined by knowledge management of human resources, high level of responsiveness, less time spent in carrying out a transaction, stakeholder satisfaction, targets realization, innovative work behaviour and supportive organizational culture and structure (Hussein et al., 2022; Jose & Mampilly, 2017).

The non-teaching staff in secondary schools not only play a fundamental role in the student's achievement but also in ensuring organizational success by facilitating the attainment of goals and objectives (Hosseini & Haghighi-Shirazi, 2021; Jose & Mampilly, 2017). Promotion of staff innovative work behaviour, training, development and knowledge management are among the criteria commonly used to ensure learning institutions improve how services are offered (Ghardashi et al., 2019).

The quest to realize these benefits has necessitated increased investment in the secondary school education sector and in creating an enabling environment which fosters staff innovativeness and creativity (Tri et al., 2019).

Service delivery in secondary school refers to how services from different sections are offered to the clients. It may comprise realities or an aggregate of clients' perceptions, attitudes, expectations and feelings towards meeting their needs in the school environment. The services offered in a secondary school are diverse and are also provided by various offices and sections. For example, teaching services are offered by teaching while auxiliary and maintenance services are offered by non-teaching staff (Katemei & Kiprop, 2015). This study focused on service delivery by the non-teaching staff.

Service delivery by non-teaching staff also comprises complementary roles and responsibilities undertaken to support academic achievement and the smooth running of secondary school (Kivindu, 2015). Such roles include maintaining facilities, ensuring a safe and secure environment; cooking, counselling services, and pastoral care; providing library services and financial services (United Kingdom Department of Education, 2021); and safekeeping extra-curriculum items, ensuring cleanliness, and implementing the strategic plan, laundry services, landscaping the compound, attending to animal husbandry, supporting wellness and health and running errands among others duties (Kivindu, 2015). Some are responsible for planning and facilitating students' practicals, promoting students' well-being through guidance and counselling and ensuring maximum independence of learners with disabilities (Mwaisumo, 2016).

In addition to these operational roles, non-teaching staff also serve as the backbone of institutional culture and climate. Their everyday interactions with students, parents, and teachers contribute to the public image of the school. In many cases, they are the first point of contact for parents or visitors, making their behaviour and efficiency a reflection of the school's overall standards (Kivindu, 2015). This broader perspective shows that service

delivery is not just about tasks but also about the quality of relationships and communication, which requires creativity and innovation to continually improve.

Service delivery in secondary schools is also about being attentive and sensitive to all stakeholders, listening to them, delivering what they need in time and ensuring good working relationships and environment (Shatajeva, 2021). Some of the support staff required in secondary schools includes; bursars, security officers, librarians, secretaries, matrons, accountants, cooks, procurement officers, storekeepers, sports coordinators, laboratory technicians, Drivers, Nurses/ Clinical Officers, Casuals, artisans, cleaners, herders, canteen operators, and messages among others (United Kingdom Department of Education, 2021).

The nature of service delivery in secondary schools is characterized by the presence of instant and reliable communication channels, timely response rate, achievement of set targets, efficient ways of addressing issues, clear structures and systems, good coordination of activities and services, compliance to standards, reliable services and availability of competent and knowledgeable non-teaching staff (Shatajeva, 2021). Other features for service delivery are related to the availability of adequate facilities and resources, meeting stakeholders' expectations and evidence of positive perceptions and customers' attitudes towards the services themselves and the service providers (Janssein, 2021; Katemei & Kiprop, 2015). Undoubtedly, more than ninety per cent of the aforementioned services and activities are carried out by non-teaching staff in the school. Hence, the level of innovativeness and creative behaviour of non-teaching employees is significant in ensuring sustainable value provision of services in the school, high customer satisfaction, and

reliable services, increased staff loyalty, improved school image and enhances distinctive competencies of a school and customer experiences (Newman, 2014).

Therefore, a deeper discussion of service delivery highlights that its success is not merely a function of resources, but of how those resources are managed through innovative work behavior (Shatajeva, 2021). For instance, timely maintenance of facilities, creative solutions to financial management, or innovative approaches in ICT support can greatly influence how smoothly schools operate. A strong background discussion is therefore essential in showing why innovative behavior by non-teaching staff is not optional, but central to the achievement of educational objectives. This emphasis also justifies the current study, which investigates how innovative work behavior translates into improved service delivery in secondary schools in Embu County.

The innovativeness of support staff in secondary schools has been described by Hosseini and Shirazi (2021) as a significant contributor to secondary school education competitiveness, learner improvement in academic achievement, and workers' experiences and addresses staff turnover antecedents. Other notable benefits include improvement in student enrollment levels, better achievement of schools mission, vision and objectives, improved ways of managing knowledge, earning of competitive edge, improvement of school environmental culture, structure and premise development and growth (Hosseini & Shirazi, 202; Stoll & Kools, 2017; Tri et al., 2019). Notably, employees' innovative work behaviour has been a pillar and supportive stronghold through which efficient service delivery is realized (Ghardashi et al., 2019). Incidentally, service delivery and innovative ability of non-teaching staff depend on the school environment, creativity climate, school

culture, school structure and leadership practices that are in place (Ghardashi et al., 2019; Tri et al., 2019).

Indeed, work engagements, regular professional training and development, involvement in decision-making, staff motivation and delegation of administrative roles are essential catalysts to employee innovativeness (Afsar1 & Masood, 2018; Gawke et al., 2017). Moreover, employees' innovativeness require a supportive and positive school culture, structure, resources, environment and apt leadership practices by the principal (Stoll & Kools, 2017). A combination of these aspects is believed to impact the nature of school service delivery. This explains why the current study analyzes the innovative work behaviour of non-teaching staff to ascertain the extent to which it affects service delivery in secondary schools in Embu County and also determines the moderating role of a supportive work environment.

In the United States of America, Netherlands and Portugal, clear criteria are utilized to ensure services are delivered by the non-teaching staff (Carvalho & Videira, 2019; Bos-Nehles et al., 2017). Examples of structures include customer-centred orientations, regular staff training, staff responsiveness, and ease of access to services and delivery of tailor-made and repackaged services to learners, teachers and other staff (Shataieva, 2021). Other areas and measures noted were the availability of avenues for creativity, the mechanism for nurturing innovative culture, and established structures for managing and implementing innovations. With these measures in place, the schools enjoy improved employee productivity, organizational competitiveness and better service delivery in all aspects of a secondary school (Johari et al., 2021; Amp, 2017; Afsar1 & Masood, 2018). Moreover, the focus on service delivery and staff innovative work behaviour has enabled secondary

schools in America, Australia and Asia to earn a competitive edge, maintain good customer relationships, enjoy increased enrolment of students each year, as well as to enjoy a good reputation and sustainable funding (Johari et al., 2021; Shataieva, 2021).

In fostering innovativeness and creativity among support staff, researchers have identified that idea generation, creativity, innovation and knowledge management as having contributed significantly to the nature of services rendered in the United Kingdom, Netherlands, Australia, Pakistan, India and United States (Julia, 2021; Majid et al., 2021; Negassi et al., 2019; Bos-Nehles et al., 2017). In addition, a conducive working environment, positive organizational culture, good remunerations, motivations and transformational leadership of principals have also been identified as essential predictors leading to quality service provision (Afsar1 & Masood, 2018; Bos-Nehles et al., 2017; Negassi et al., 2019; Viswanadham, 2021).

In India, Pakistan, Bangladesh, Korea and Malaysia, service provision gaps in secondary schools are evident, as outlined by Barreto (2020), Hoff and Öberg (2015), Choi et al. (2021) and Hussein et al. (2022). The loopholes are inclined to skills gaps, poor knowledge sharing, limited innovativeness and inadequate training (Nylund et al., 2021). Other detrimental aspects were shortfalls in managerial support, co-worker knowledge management, organizational culture, and unresponsive structure. These attributes have been linked with innovative work behaviour of workers (Vinayan et al., 2020; Hoff & Öberg, 2015). Awang et al. (2019) Noted that the lack of a supportive environment in the school inhibited employee creativity and innovative behaviour. The scenario presented in developing countries such as African countries is not different. African nations, too,

acknowledge the value of innovative behaviour practices in achieving organizational performance and productivity (Amp, 2017; Oyelade, 2017; Kumar, 2022).

Some common measures to ensure supporting staff offer better services in many African countries are the investment in human resource practices such as creating a conducive working environment, fair remuneration and investment in training and development (Tamini & Chadha, 2018; Gitonga, 2020; Ojeleye, 2017). Innovative work behaviour is also recognized as a major endeavour for championing service provision by emphasizing dimensions of innovation that include idea exploration, generation, supporting and implementation are practised (de Jong and den Hartog, 2010).

Despite these practices in place, service provision by drivers, nurses, financial officers, security guards, cooks, librarians, lab technicians, ICT and computer librarians has not been satisfying (Oyelade, 2017; Ojeniyi, 2015; Oludeyi, 2015). Observations presented by Oyelade (2017), Lawrent (2019) and Bolanle and Oluwayemi (2020) echo the inevitable need to revamp educational sector service provisions dimensions. These researchers recommended the implementation of technology, training and professional development, adoption of policies and professional code of conduct and ethics as major reforms towards remedying the situation. They also underscored the need for supportive leadership, colleague-collaborative relationships and positive work environmental characteristics (Ojeniyi, 2015; Oludeyi, 2015; Lawrent, 2019).

The calls for improving service provision by non-teaching staff in secondary schools had also been reported in Nigeria, Tanzania, Uganda, South Africa, Ghana and other African nations by Christopher et al. (2022), Tamini and Chadha (2018), Ojeleye (2017); Bolanhe

and Oluwayemi (2020). Some of the challenges pointed out were poor welfare and management of support staff, little involvement in decision-making, poor conducive working environment and limited skills and professional competencies (Lawrent, 2019; Mwaisumo, 2016; Bolanhe & Oluwayemi, 2020).

Some countries had, however, taken measures to address the situation. In Nigeria, Tanzania and South Africa, for instance, the aspects hindering service provision have been addressed through institutional reward systems and profound motivational policies for supporting staff to improve their job performance (Garaba, 2022; Bolanle & Oluwayemi, 2020). Other incentives were providing training and professional development, health insurance coverage and career progression of non-teaching staff (Garaba, 2022; Ojeleye, 2017). However, aspects such as the organizational culture, environment and equivalent leadership style exercised by the principal were some of the elements that had serious drawbacks to efficient service provision (Wineba, 2018; Tamini & Chadha, 2018; Ojeleye, 2017).

Locally, service provision by support staff in Kenya is fundamental to achieving quality education, students learning achievements, addressing workers' turnover antecedents and improving people's quality of life (Ong'ola, 2019). Like other African countries, secondary schools in Kenya have also attempted to improve efficiency and effectiveness in service delivery. Among many other measures noted is the recruitment of selected non-teaching staff, for example, the school bursar. However, employment policies regarding other non-teaching staff, such as librarians and security guards' secretaries, needed to be improved (Wambugu, 2018; Irungu et al., 2016). Nevertheless, some secondary schools reinstated aspects of workers' innovativeness by ensuring extrinsic motivations, competence and

skills training and development practices (Ong'ola, 2019; Irungu et al., 2016). Other efforts channelled towards workers to ensure continued performance were employee retention techniques, performance appraisal and reward systems (Wambugu, 2018; Manduku et al., 2015; Irungu et al., 2016).

The persistent decline in the efficiency of services delivered by non-teaching staff in secondary schools raises concerns about the role of innovative work behaviour in service delivery in secondary schools. However, service provision by non-academic staff has been undesirable, as presented by student dissatisfaction, complaints and cases of irresponsibility among non-academic personnel in secondary schools (Manduku et al., 2015; Phanice, 2017). The poor service provision is likened to a lack of working incentives by support staff, little accountability, lack of control systems, little participation in decision-making, workers' collaboration and operating environmental conditions; hence need for human resource solutions (Wambugu, 2018; Karani, 2015).

In Embu County, secondary school institutions operate under standard policies, frameworks and practices guiding employee relations code of conduct and professionalism. Therefore, the established criteria on training and development, motivation of non-teaching staff, participatory and transformational leadership style of the principle and involvement in decision-making across the country are expected to improve the quality-of-service delivery in the county (Ministry of Education, 2022). Despite this, the county is not an exception in the lower service provision offered by non-teaching staff among the high schools. This backdrop lays an avenue for the current study.

1.2 Statement of the Problem

The operational efficiency in secondary schools depends on how services are delivered to stakeholders. The nature of services offered by the non-teaching staff in secondary schools contributes significantly to school advancement. The students and teachers, for example, interact with the non-teaching staff when seeking medical services, accommodation, registration services, financial services, examination services, and hospitality services, among others. Therefore, the services provided by the non-teaching staff are expected to be sustainable and enhance customer experience continuously. This underpins the indispensable need for service innovation, hence the need to pursue innovative work behaviour of the non-teaching staff. Employees' innovative work behaviour is critical in delivering effective services in an organization (Newman, 2014). This explains why service delivery and innovative behaviour of non-teaching staff in secondary schools are inevitable.

Consistent with the above observations, secondary school principals are expected to be on the frontline in creating conducive and enabling environment for non-teaching staff. The Ministry of Education had also mandated the School Board of Management power to recruit, promote, develop, and remunerate supportive staff, and put-up measures that ensure support staff offer efficient services to the learners and other workers. Ideally, these measures are expected to foster efficiency and effectiveness in service delivery in secondary schools.

However, poor service delivery by non-teaching staff has continued to be reported in secondary schools by Arungo and Kipkebut (2021), Phanice (2017), and Wambugu (2018). The inefficiency is largely attributed to poor remuneration, late payments, lack of elaborate

scheme of service, limited skills and competencies; unfriendly working conditions, lack of involvement in decision-making, and weak policy for non-teaching staff (Arungo & Kipkebut, 2021; Addow, 2018; Ong'ola, 2019). These conditions not only fathom sluggishness in service delivery, but usually suppress the sense of belonging and are detrimental to creativity and innovativeness among employees. Notably, the poor service delivery diminishes stakeholders' satisfaction and taints the schools' reputation. It also affects operational efficiency, which ultimately derails the effective achievement of the desired goals and academic excellence in secondary schools. The situation also affects the competitiveness of secondary school and may explain the reason for employee turnover in secondary schools. The persistent decline in the efficiency of services delivered by the non-teaching staff in secondary schools raises a need to examine the extent to which innovative work behaviour accounts for variation in service delivery in secondary schools, and further assess whether a supportive work environment would moderate the two constructs.

The majority of existing studies, such as Sila and Kirwok (2021), Gkontelos et al. (2022), and Wambugu (2018) have covered the general effectiveness of service delivery, students' discipline, leadership issues, learners' academic performance, the school needs identification processes, teaching staff motivational aspects and teachers' innovative teaching. Aspects on innovative work behaviour by the non-teaching staff have not been explored in the context of service delivery in secondary schools. This forms the basis for this study.

1.3 Purpose of the Study

To investigate the relationship between innovative work behaviour and service delivery by non-teaching staff in secondary schools in Embu County, Kenya with a view to suggesting mechanisms for improving their productivity.

1.4 Specific Objectives

The study's objectives have been derived from the innovative work behaviour framework.

The specific objectives were to:

- i. Determine how idea generation by non-teaching staff relates to service delivery in secondary schools in Embu County
- ii. Examine how idea promotion by non-teaching staff relates to service delivery in secondary schools in Embu County
- iii. Assess how idea realization by non-teaching staff relates to service delivery in secondary schools in Embu County
- iv. Establish how idea sustainability by non-teaching staff relates to service delivery in secondary schools in Embu County
- v. Determine the moderating role of a supportive work environment on the relationship between innovative work behaviour of non-teaching staff and service delivery in secondary schools in Embu County.

1.5 Research Hypothesis

- H0₁ There is no statistically significant relationship between idea generation by non-teaching staff and service delivery in secondary schools in Embu County.
- H0₂ There is no statistically significant relationship between idea promotion by non-teaching staff and service delivery in secondary schools in Embu County.

- H0₃ There is no statistically significant relationship between idea realization by non-teaching staff and service delivery in secondary schools in Embu County.
- H0₄ There is no statistically significant relationship between idea sustainability by non-teaching staff and service delivery in secondary schools in Embu County.
- H0₅ A supportive work environment does not moderate the relationship between innovative work behaviour and service delivery in secondary schools in Embu County.

1.6 Justification of the Study

The nature of services offered is significant in determining operational efficiency in secondary schools. Good operating efficiency guarantees the sustainability of an organization. From the context of this study, students and teachers are critical stakeholders in a secondary school, and their role in education had been studied and measured using different aspects. However, it should be noted that the extent to which students and teachers effectively accomplish their roles depends on the non-teaching staff. Essentially, these categories of staff are expected to offer support services in different areas. The manner in which the non-teaching staff provide services needs continuous improvement. This can only be achieved through innovation and creativity. Basically, service innovation blossoms in an atmosphere that is conducive and enabling. The kind of work environment created by leadership plays a critical role in nurturing innovativeness, hence the employees' innovative work behavior.

Considering the crucial role played by the non-teaching staff in secondary school, it is important to explore how their innovativeness can be harnessed to improve service delivery. In light of the above, this study investigated the extent to which innovative work

behaviour of non-teaching staff accounts for variation in service delivery in secondary schools and further assess whether supportive environment moderates the hypothesized relationship. This study envisioned a scenario where secondary school customers' services are provided in a timely and effective manner. Ideally, the sluggishness, frustrations and redundancy hampering and undermining effective service delivery (Okoth, 2005; Mapulanga et al., 2020) are some of the problematic issues that motivated the researcher to conduct this study and hope to come up with solutions to the same.

1.7 Significance of the Study

This research deepens the understanding of service delivery and operational efficiency in secondary schools. The study adds existing knowledge on innovative work behaviour of non-teaching staff and achievement of effective service delivery in secondary schools. The exploratory insights on the moderating role of a supportive work environment shed light on best practices in providing the needed support.

The study's outcomes were beneficial to secondary schools in numerous ways. Improved service delivery efficiency is envisaged to result in smooth operations and processes. This eventually led to increased productivity and commitment in the entire school. The school's image was elevated, leading to increased enrolments of students and staff retention. The resulting scenario enabled the school to cut unnecessary costs to enhance internal efficiency.

The non-teaching staff will be able to develop innovativeness in their working dockets by using idea identification strategies. This led to an improved working environment, hence heightened motivation. With the support of the school leadership, these staff can develop

distinctive competencies necessary for surviving in the highly competitive education environment.

By assessing the moderating role of a supportive work environment, secondary school administrators have been better positioned to improve their leadership practices by strengthening and promoting avenues supporting the non-teaching staff. Such an atmosphere fathoms idea promotion and knowledge sharing hence institutional advancement. Supportive leadership also ensure good mentorship and unity of purpose, which are critical for performance excellence and sustainable service delivery in the school. The secondary school students would also benefit from efficient, fast, satisfactory, dependable services and proper handling from the non-teaching staff. Parents and guardians enjoyed emotional assurance from efficient services received from the non-teaching staff in the school.

The study has implication on policies regarding service delivery by non-teaching staff, innovative working behaviour and supportive working environment in secondary schools in Kenya. For effective service delivery, the secondary school management, BOM leaders and the Ministry of Education were informed on the best strategies to support the non-teaching staff to enhance their efficiency in service delivery in secondary schools. Furthermore, the outcomes established clear parameters for ensuring that the ideas coming from non-teaching staff are realized, promoted, and sustained.

Other secondary schools in the country and other nations in Africa can utilize the outcomes to improve how services are delivered in high schools. The study was also a foundation for

future researchers interested in improving service delivery and achieving service innovation in secondary schools.

This study underscores the critical role of non-teaching staff in advancing school-based innovation and service enhancement within secondary educational institutions. Through the integration of perspectives from non-teaching personnel, school leaders, and policy stakeholders, the research identifies significant organizational deficiencies, particularly in formal recognition systems and inclusive decision-making processes. The study's distinctive contribution lies in its rigorous mixed-methods approach that provides comprehensive empirical validation of service delivery and innovation theories specifically contextualized within the secondary school non-teaching staff environment.

1.8 Scope of the Study

The study concentrated on non-teaching staff from public secondary schools in Embu County. Since the study focused on the innovative work behaviour of non-teaching staff and service delivery, it gathered information from the principal, non-teaching staff and BoM members. The specific variables at the centre of this study were idea generation, idea promotion, idea realization, idea sustainability, supportive work environment and service delivery in secondary schools. The study did not cover other aspects likely to impact service delivery in secondary schools, such as socioeconomic factors, professionalism, policies and home-based factors. The study did not gather opinions from teachers and secondary school students since it did not examine aspects of customer satisfaction with the services that are offered by the non-teaching staff.

1.9 Limitations of the Study

The study completely depended on the facts and opinions of non-teaching staff and the school heads on innovative work behaviour of non-teaching staff, supportive work environment and service delivery in secondary schools in Embu County. Because of this dependency, reported findings were subjective to the opinions of the targeted population. However, this loophole was filled by politely asking the responders to be very open, elaborate, truthful and honest when attempting the questions in the questionnaires. Also, interview schedules were conducted to strengthen the availed opinions.

The study was also limited in terms of methodology and generalization. In a longitudinal approach, the outcomes of innovative work behaviour of non-teaching staff on service delivery can be monitored over time to ascertain their effectiveness and allay best practices. Instead, a cross-sectional approach was utilized. Notably, the adopted methodology provide in-depth and insightful cross-sectional inferences for short-term and long-term recommendations for improving service delivery by non-teaching staff in secondary schools in Embu County.

1.9 Assumptions of the Study

The following are the main assumptions of this research:

- i. Non-teaching staff innovative work behaviour in secondary schools is dependent on the work environment.
- ii. The non-teaching staff have a certain degree of innovative work behaviour.
- iii. That the principals in secondary schools in Embu County would want to improve service delivery by the non-teaching staff.

1.10 Operational Definition of Terms

Service delivery	Describes the manner in which services from different sections in a school are offered by non-teaching staff to the clients. It is characterized by responsiveness, timeliness, efficiency, friendliness and satisfaction.
Non-teaching staff	These comprise workers who undertake other vital roles, responsibilities and duties besides teaching in secondary schools.
Innovative work behaviour	It is a term that denotes employee creativity abilities comprising brainstorming, sharing, adopting, implementing, reviewing and improving new and valuable ideas concerning the organization's products, services, processes and procedures.
Supportive working environment	It constitutes a conducive, enabling and friendly school working environment premised by supportive principal leadership, positive school culture, knowledge sharing, worker empowerment and co-worker support

Idea Generation	The initial stage of innovation, where non-teaching staff propose original, creative, or improved approaches to their work. Examples include suggesting better data filing systems, efficient inventory control methods, or safer procedures for student health
Idea Promotion	Refers to efforts made by non-teaching staff to communicate and advocate for the adoption of their new ideas. This may involve presentations to school management, informal persuasion of coworkers, or collaboration across departments
Idea Realization	Describes the practical implementation of innovative ideas into actual school operations. It reflects the ability of non-teaching staff to turn creative suggestions into actions that improve work processes or service outcomes.
Idea Sustainability	The process by which innovative ideas become embedded in school operations. This may involve routine integration of successful practices into policies, standard procedures, or job responsibilities to ensure lasting impact
Principal Leadership Support	The extent to which school heads and deputy principals empower, motivate, and involve non-teaching staff in

decision-making, problem-solving, and innovation. It is a key factor in fostering a supportive work climate.

Work Empowerment Refers to the degree to which non-teaching staff feel confident, capable, and authorized to make decisions, suggest improvements, and act independently to solve problems within their job scope

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter covers a review of literature that is relevant to the research topic and the themes of this study. The reviewed literature has been presented according to the main variables. In the first instance, the chapter provides an overview of the dependent variable which is service delivery by non-teaching staff in secondary school. In the second instance, a comprehensive review of empirical literature that is relevant to the innovative work behaviour is provided followed by literature on specific aspects that include idea generation, idea promotion, idea realization and idea sustainability. Literature about the moderating variable, that is, supportive work environment for non-teaching in secondary schools has also been covered followed by a summary of research gaps. The last two sections are on theoretical and conceptual framework.

2.2 Service Delivery in Secondary Schools and Non-Teaching Staff

Service delivery is a crucial aspect in determining success in secondary schools. It is a critical feature that characterizes internal efficiency and is significant in realizing strategic objectives. It is a key indicator of an organization's effective human resources administration. Service delivery is a continuous process; hence, its improvement is perpetual and inevitable. The process is progressive and ultimately leads to customer satisfaction. Its effectiveness leads to cost saving by organizations (Kamau, 2020).

Indicators of the internal effectiveness of an educational system include things like the student-teacher ratio, timely accomplishment of tasks, high productivity, average attendance rates, exam pass rates, average instructional space (classroom per student), adequate teaching and learning materials, customer satisfaction, student achievement, state of the discipline, and completion rates (Savuli, 2018). Continuous performance improvement, appropriate success metrics, unique value propositions, and continuous innovation are inevitable for successful service delivery in secondary schools.

In a secondary school's context, service delivery by non-teaching staff involves ensuring schools security, both to school resources, personnel, students, and guests, keeping the school clean, supervising dormitory operations, managing school laboratories, preparing and serving meals, planting and keeping school gardens, handling school finances, among other factors. Despite the department's non-teaching staff serving at school, they must deliver services effectively.

The support staff in a secondary school plays a significant role in ensuring conducive and safe learning and teaching environment for students and teachers. They foster trusted and positive relationships with students to improve the school climate (Onyilo & Shamo, 2019). Effective service delivery involves consistent improvements and daily service delivery betterment. It also involves timely and prompt delivery, where employees deliver services without delays and at the right time.

Indeed, school support staff can go beyond the curriculum to provide development resources for teachers and families that solve operational and behavioural interventions. School support staff often interact with students and teaching staff on a regular school day.

Therefore, they can model sound behaviour and send positive messages to learners and other workers. School support staff include account clerks, bursars, storekeepers, secretaries, ICT technicians, artisans, canteen operators, cleaners, messengers, drivers, herders, cateresses, cooks, lab technicians, plumbers, electricians, matrons, librarians, gardeners, landscapers (Savuli, 2018). Schools also have specialized instructional support staff, which includes social workers, counsellors, nurses, clinical officers, and school psychologists. Specialized teaching support staff members often have higher training or degrees in guidance and counselling. Therefore, they can train teachers, students, staff, and parents to encourage a school climate founded on care and trust (Fletcher et al., 2021). They also handle and guide students with specialized needs in their emotional well-being and academics. Support staff members have vast networks and robust collaborations with external stakeholders whom they may enlist to support learners, teachers, and other staff members (Fletcher et al., 2021).

The value of non-teaching staff in secondary schools and other learning levels like primary and tertiary education cannot be overemphasized. They offer services that support the effective achievement of the school's vital goals and core values (Deal & Peterson, 2016). Schools can only operate effectively with support staff. For instance, operations may not run smoothly without a school's security department and security personnel because the other workers will feel insecure. Some people may even fail to report to work for fear of their security. Also, the absence of a nurse in secondary schools, mainly boarding secondary schools, may cause students to waste time seeking medication outside the school compound (Damayanti & Nawawinetu, 2019). However, when a school nurse is available, he/she takes care of students' health needs, hence, plays a role in saving learning time. This

helps to demonstrate that school support staff significantly support the school's core activities and enhance service delivery.

The significance of non-teaching staff in learning institutions has recently gained attention globally. For example, in Portugal, Barreto (2020) presented research on the importance of training non-teaching staff and public administration in higher learning institutions. This was literature review-based research. According to Barreto (2020), training non-teaching staff in learning institutions differs from training employees in business enterprises. Barreto argued that when non-teaching staff is trained, they understand how to deal with the daily challenges they face in their line of work, mainly in the modern work environment. Training non-teaching staff helps higher learning institutions meet new challenges, making them competitive. Hence, higher learning institutions must look for training strategies and mechanisms tailored to their strategies and objectives.

From this study, it is crucial to tailor employee training to their professionalism to support their professional performance, and this goes a long way in enhancing an institution's service delivery. However, this study failed to categorize institutional workers based on their departments and the services they offer. Also, despite indicating that training employees improve their service delivery capacity, it needs to show the areas where capacity improvement covers. This creates a gap in understanding how training in specific functional roles among non-teaching staff — such as health, finance, or security — directly enhances different dimensions of service delivery. Moreover, there is limited scholarly discourse that links professional development or training efforts to measurable service indicators such as client satisfaction, timeliness, and staff responsiveness in secondary

schools. As such, this study not only explores the presence of innovative behaviours among support staff but also evaluates whether targeted capacity-building efforts in functional departments lead to meaningful improvements in school-level service outcomes. This is particularly important for school administrators and policymakers seeking data-driven strategies for workforce development within educational institutions. The current study borrowed from this research to show the value of non-teaching staff in the school. It also demonstrated that an effective HR supports a school's service delivery by hiring qualified and competent staff to assist in the realization of the school's goals and objectives.

In the Philippines, Bongcayat and Guhao (2020) investigated non-teaching personnel work engagement with a structural equation model in public secondary schools. The study intended to establish a causal model of non-teaching staff work engagement as addressed by organizational learning capacity, talent management practices, and technology leadership. The study observed that employee engagement had risen significantly, with disengagement decreasing gradually. They observed disengagement was contributed by ungratefulness by organizational management, misalignment with the company's mission, and communication gap. Because of this situation, the study stressed that organizational management must perceive work engagement as a strategic objective because employees with significant engagement had higher productivity levels and improved work quality.

This study demonstrated that non-teaching staff had significant roles in improving organizational performance and productivity and noted the need for management support. The study concluded that technology leadership, organizational learning capacity, and talent management practices were essential aspects that required attention in the

management of non-teaching employees in secondary schools. These variables also relate significantly to work engagement. Notably, when employees feel supported and appreciated by organizational management and the organizational objectives align with their capacity to work, they exert more energy, effort, and creativity. Therefore, improving the capacity and talents of employees increases their engagement. However, the study did not explore how these factors operate in less-resourced and policy-constrained public secondary schools, especially in Sub-Saharan Africa.

The current study fills this contextual gap by examining how supportive environments in Kenyan public secondary schools moderate innovative work behaviour. Moreover, there is inadequate empirical literature on how factors such as principal leadership support, coworker collaboration, recognition systems, and empowerment influence non-teaching staff's willingness to engage in innovation. This gap is critical because without such supportive contextual elements, even well-intentioned innovative ideas may never be promoted or realized. This study thus contributes by investigating the enabling conditions that facilitate or hinder innovative work behaviour in real school settings, especially within the support departments that are often underrepresented in innovation research. This builds the case for integrating supportive workplace strategies into school leadership and HR practices, which aligns with the studies that follow on non-teaching staff roles in service delivery.

The current study also utilized the findings of this research to show that non-teaching employees contribute significantly to the organization. The underlying proposition is to

increase learning capacity and support for employees' talents which are believed to be critical in enhancing operations organizations.

In Nigeria, Akulue and Okonkwo (2021) presented a case for staff in guidance and counselling, focusing on applying guidance and counselling as a support service to enhance student workers' administration in Anambra State's public secondary schools. The study collected data from 262 public secondary schools in Anambra State. The required information was gathered from school principals and teachers using questionnaires. It utilized the survey research design and computed mean, standard deviation, and t-test. Akulue and Okonkwo (2021) identified several constraints, including frustrated, disgruntled, and unrealistic people dominating society; students lacking exposure to available opportunities in society; lack of knowledge on the subject combinations that can lead to a job, lack of personnel and training quality necessary for several jobs, absence of career and learning prospects, and lack of career guidance. According to Akulue and Okonkwo, these challenges existed because of the lack of guidance and counselling in many secondary schools, making students miss out on many academic factors.

Consequently, the study held that including career guidance and counselling in the secondary school system was instrumental in eliminating many students' overwhelming ignorance of their career choices prospects. Indeed, career choice is a vital decision among secondary school students. Hence, there is a significant need to ensure that students are guided in this activity through their school's guidance and counselling department. Another recommendation noted was the need for schools to organize career guidance activities and that governments re-emphasize school principals arranging orientation, career guidance, and counselling services for their students.

The findings have emphasized the contributory role of counsellors in a secondary school by demonstrating how their services affect students' behaviours and career destinies for learners.

The students who adhere to counselling are likely to disengage in unruly activities; hence the scheduled school operations go uninterrupted. Nonetheless, this study was limited to student outcomes and did not assess the broader institutional benefit of guidance counsellors as non-teaching staff contributing to school-level service delivery. This current study expands on that by positioning counselling services as part of holistic service delivery systems in schools. Furthermore, in many school settings, guidance counsellors are often underutilized in institutional planning and operational management, despite their insights into student needs, behavioral patterns, and crisis interventions. Their role has implications not only for student welfare but also for service coordination, stakeholder relations, and the psychosocial climate of the school. By examining how guidance services integrate with other non-teaching functions such as health, administration, and safety, this study highlights their contribution to a responsive and efficient support system within schools.

Employees at the management level also constitute non-teaching staff in schools and significantly contribute to school value, enhancing service delivery. In Kenya, Khakayi (2017) presented a study on training impacts on non-teaching employees' performance at the management level at select public universities in Kenya. The study followed both qualitative and quantitative approaches. It was clear from this study that effectiveness, efficiency, and customer satisfaction are considered when evaluating organizational performance. Khakayi observed that much literature in universities focuses on the teaching

staff. This situation makes research on non-teaching staff highly scarce, necessitating this study. The study noted resource scarcity, mainly finances, at public universities in Kenya forces institutions to cut training budgets, making quality services improvement and maintenance a significant challenge. Another observation was that employees at the management level play a significant role in propelling organizational service delivery toward achieving organizational goals and objectives. Therefore, training them is instrumental in improving their performance. However, this study needed to demonstrate how employees at the management level contribute to service delivery at schools. Although it mentions their significance, it does not outline their respective roles in contributing to organizational service delivery.

In some countries like the United States, school leadership forms part of the non-teaching staff. Therefore, in these countries, school administration contributes to the roles of non-teaching staff in adding value to school services and improving organizational service delivery. In the US, Carpenter (2015) presented research on learning institutions' culture and leadership of professional learning communities. The study purposed to examine schools' shared and supportive leadership structures as a function of these institutions' culture, policies, and procedures. The study used a qualitative approach focusing on three secondary schools in the Midwestern United States of America. Carpenter (2015) interviewed teachers and school administrators and observed professional learning communities. The study also established that school leaders must provide teachers with shared and supportive leadership structures to maintain a positive institutional culture and effective professional learning communities that address school performance improvement.

Moreover, school leaders were expected to work closely and directly with the teaching staff to create policies and guidelines that provide teaching staff members with the leadership structure to address school performance improvement via professional learning community joint efforts (Carpenter, 2015). This study attributes the effectiveness of service delivery to the role of school leaders as non-teaching staff. It shows how the non-teaching staff can collaborate with the teaching staff to add value to the school's services. The current study shows that school leaders play a significant role in supporting the teaching staff with supportive and shared leadership to improve school performance.

Innovation is a significant organizational performance factor, and employees contribute significantly to organizational innovation. In Pakistan, Shaukat et al. (2013) investigated the influence of innovation types on organizational performance. They presented an empirical study on Pakistani's manufacturing industry. Shaukat et al. (2013) explored several performance types: production, innovation, marketing, and financial performance. Data were collected using questionnaires from 150 research participants, mainly from research and development (R&D), production, and marketing departments in manufacturing companies in Pakistan. Some of the analyses were a correlation, factor, reliability, and regression.

The study revealed that innovation types affect organizational performance significantly. This was through introducing new products and services or improving the current ones. Therefore, secondary schools should be concerned, considering that competent employees increase organizational value by establishing new and improving current processes, products, and services hence, improved service delivery. While this study emphasizes the

need for innovation in improved service delivery, it fails to identify what innovation types are relevant among non-teaching staff. The omission highlights a critical gap in contextualizing innovation to specific job functions in the education sector. The current study bridges this gap by analyzing innovative work behavior across four specific domains (idea generation, promotion, realization, and sustainability) within non-teaching staff roles. Furthermore, innovation in school settings is often interpreted through a teaching or administrative lens, with little effort to recognize how non-teaching staff innovate in areas such as record management, ICT systems, safety operations, or student support logistics. By categorizing and analyzing types of innovation tied to departmental roles, this study contributes to a more functional understanding of innovation and enables targeted improvement strategies across different school support areas. This insight is critical for educational leaders seeking to build institution-wide innovation capacity beyond classrooms.

Notably, Donbesuur et al. (2020) also explored the aspect of innovation in organizations, focusing on technological and organizational innovation and the international performance of Small and Medium-sized Enterprises (SMEs). The study focused on the moderating role of the domestic institutional environment in Ghana. Donbesuur et al. (2020) noted that although there has been significant research on the performance impacts of organizational and technological innovation, it needed to be clarified how they affected SMEs' international performance. The study used dynamic capability and institutional theories to argue that organizational and technological innovation has a synergistic impact on international organizational performance and is affected by local institutional factors. In testing the hypothesis, the study adopted structural equation modelling using a sample of

204 SMEs in Ghana with international operations. The study concluded that technological and organizational innovations work together to drive international performance. It was also clear that institutional setting specificity promotes international performance advantages of the alignment. The institutional setting also enforceability facilitates international performance advantages of the complementary effect (Donbesuur et al., 2020). Notably, organizational and technological innovation cannot be achieved without employee participation. This study demonstrated that employees play a significant role in supporting international organization performance.

The current study demonstrated that competent employees significantly contribute to a company's innovation, improving its performance domestically and internationally. Similarly, they support domestic institutional growth. Therefore, support employees can discover new technologies and organizational processes for technological and organizational innovation. In a school setting, the study demonstrates that competent non-teaching staff can establish new processes and functionalities which contribute to improved service delivery.

Customers' perception of an organization and its quality reflect on employee performance and the manner in which services are delivered. In Kenya, Auko (2021) presented a study on how customers perceive quality service in Kisumu City's private primary schools in Kenya. The study used a survey research design and collected data from 100 parents using questionnaires. Auko (2021) submitted that service quality is a significant factor in customer satisfaction. This aspect makes many organizations focus on improving service quality to realize significant customer satisfaction. The study also intended to identify the leading service quality attributes. Among the quality attributes identified in this study was

the competent staff. This includes both teaching and non-teaching staff. The main argument in this study was that when administrative staff understands what they are doing and what is expected of them, they deliver with expressive competence, and their services add significant value to the organization. Other key aspects noted were physical facilities, promptness in service delivery, safety, and confidence, which contribute to high service quality. In the current study, the researcher shows that competent support employees are responsible for managing and controlling several factors that lead to improved service quality.

The foregoing studies have underscored the roles played by non-teaching staff and employees in an organization are significant in addressing value addition to the school and are also critical in improving service delivery. Nevertheless, the non-teaching staff in schools must not only offer services but should deliver the same effectively. Effective service delivery is critical for service quality (Ngeny, 2016). However, when it lacks effectiveness and efficacy, the services could be rendered futile and fail to add value to the school or organization. For instance, non-teaching staff in the school management sector address administrative issues like decision-making. However, if they always make operational decisions, they demonstrate a lack of effectiveness and competency. Therefore, decision-making must be proactive in addressing possible challenges before they happen to reduce their damage to the school. Such a situation translates to effectiveness and competency. The vitality of effective service delivery in schools by non-teaching staff comes from ensuring school operations besides teaching and learning (Ngeny, 2016). When all the non-teaching departments work collaboratively to address issues, the school

environment becomes conducive, habitable, safe, and trustworthy, hence great operational efficiency.

Employees' workload is a significant determinant of their performance and effectiveness in service delivery. In the United States, Richards (2018) presented research on the perception of non-teaching workload among staff in technology-based degree programs. Richards (2018) submitted that educators have intrinsic and extrinsic motivation factors in their career outcomes. Nevertheless, their schools ask them to contribute to their work with non-teaching roles unrelated to students' and students' outcomes. The non-teaching roles contribute to low job satisfaction and a lack of intrinsic motivation among educators in high-technology areas. In line with this thinking, Richards (2018) used a qualitative study methodology and established that educators in high-technology areas desire to support students to the best of their abilities. However, they established that non-teaching workloads detract educators from students and classroom experiences, reducing the effectiveness of educators.

This situation demotivates faculties, creating negative attitudes toward organizational administrations (Richards, 2018). Indeed, this study adequately demonstrates that non-teaching roles reduce the effectiveness of educators. However, it fails to demonstrate that non-teaching staff could take up the non-teaching roles in schools to ensure that educators are focused on their teaching roles. The absence of these staff members reduces the effectiveness of educators, hence, low organizational performance. This study contributed to the current study by supporting the proposition that non-teaching staffs have a significant role in teaching institutions.

Employees' quality of life impacts their effectiveness and service delivery in their organizations. Canoy (2020) studied public secondary school teachers' work-life quality in the Philippines and noted that the quality of work-life was significant for an effective and efficient organization. The study examined the quality of work life using aspects such as indebtedness, financial literacy, non-teaching duties, secondary income sources, family responsibilities, and teachers' health. These aspects were examined using quantitative and qualitative research approaches and adopted a survey design to quantify the respondents' behaviour and attitudes. The study reported that performance decreased when teachers had a low quality of life. For instance, with low remuneration, teachers incur significant debts lowering their working motivation. Also, when their health deteriorates, Canoy argued that employees could not deliver effective services; hence concluded that for excellent performance and improved service delivery, they must have a high quality of life. This implies that they must have sufficient salaries, high financial literacy, balanced work and social lives, comfortable working hours, and work under favourable working policies. Canoy (2020) submitted that improving the quality of life of teachers improves organizational productivity.

Nevertheless, the study failed to mention that employees' quality of life improves organizational productivity because they can perform their roles without distractions. This study contributed to the current study by demonstrating that employees must have a high quality of life for improved organizational productivity. It shows that employees who have a low quality of life cannot deliver administrative services effectively.

In every organizational situation, the buck stops with the administration; this is well demonstrated by Agih (2015), who focused on school management and supervision. These

two aspects were essential in-service delivery. Agih (2015) argued that providing quality education requires effective material and human resources management. In a school set-up, the findings demonstrate the value of effective management of non-teaching staff in a school. The study noted that school leaders also referred to as school managers, have several managerial functions, including planning, organizing, coordinating, controlling, and directing human resources. They plan about school curriculums, number of students and classes, number of teachers to hire, and teachers' qualifications, among other factors. They also organize school resources and resource utilization. In coordination, they unite the school's correlating activities.

Moreover, they ensure that activities are done according to established guidelines and provide leadership to the school (Agih, 2015). Effective management of administrative staff ensures that everybody in the organization accomplishes their respective duties. Also, effective management provides the resources needed by non-teaching staff to deliver services to stakeholders.

In Kenya, Thomas (2015) assessed the impacts of selected HR practices on employee retention in public secondary schools in Hamisi Sub-county, Kenya. At the centre of the study were the impacts of appraisal systems on non-teaching staff retention. The aspects evaluated included target setting, monitoring and evaluation, work policies, and reward for non-teaching staff retention in secondary schools. It targeted 1092 individuals, comprising 462 non-teaching staff, 42 school heads, 42 deputy school heads, and 546 board members. Respondents were identified purposively and using simple sampling techniques. The study distributed questionnaires to non-teaching staff and interviewed the rest.

The study revealed that Kenya has many concerns about poor motivation of the non-teaching staff in secondary schools due to low job satisfaction, inadequate controls, poor incentives, and other behavioural factors. It further established that performance appraisal was essential in improving the performance of non-teaching staff in secondary schools. Many of the non-teaching staff respondents in the study, 84.8%, demonstrated that performance appraisal enhanced their work effectiveness, enabling them to be accountable and improving school service delivery. The study recommended that public secondary schools train the non-teaching staff on performance management systems to utilize the same effectively. These systems support employees' effectiveness, accountability, and responsibility. The current study examined the appraisal systems and accountability and establish how they are linked to improved service delivery in secondary schools.

2.3 The Concept of Innovative Work Behaviour of Non-teaching staff in Secondary Schools

The workplace environment is a significantly dynamic place. Today, many organizations, both profit and non-profit, face a fast-changing environment that creates significant uncertainty. Nevertheless, organizational performance is contingent upon organizational fast response and capacity to overcome change through employees' innovative behaviour (Choi et al., 2021). Indeed, the significance of organizational innovation has been emphasized significantly in recent years, making organizations look for effective ways to encourage employees to embrace creativity and innovative behaviour. Generally, innovative work behaviour refers to the behaviour of all organizational employees aimed at generating, introducing, and applying new ideas, products, processes, procedures, and

services intended to benefit various organizational units, mainly those that instigate the innovation or the adoption unit (De Jong & Den Hartog, 2018; Tinofirei, 2019). From a resource approach, innovative behaviour is perceived as high-intensity work demand, where organizations must support innovative behaviour by managing and providing employees' resources (Bani-Melhem et al., 2018).

Innovative work behaviour (IWB) is crucial for organizational performance and is emphasized by scientists and practitioners. Corporations are under tremendous pressure to acquire lasting competitive advantage in the current dynamic business climate with unforeseen technical changes and generational shifts in values. Some organizations achieve this by creating innovative goods, processes, and services. This underpins need for employees' innovative workplace behaviours and supportive environment by managers. In that connection, the issue of innovative workplace behaviour is increasingly being perceived as an effective cost-management measure in organizations (Kesting and Ulhoi, 2017). In order to stay competitive and prosperous in the long run, corporates are required to innovate continuously. Many professionals and researchers feel that individual employee innovation is related to how much a corporate can continuously innovate. Employees, for example, can innovate by engaging in voluntarily in innovative activities as they execute their duties.

IWB may also serve as a gauge of a company's success and is instrumental in increasing organizational fitness, improving quality performance, and boosting productivity; hence, very essential in an organization. It is manifested in various aspects, including the company's non-financial factors, teamwork, drive, productivity index, level of skill, and

service quality (Tinofirei, 2019). The use of innovation is one of several strategies or tactics for raising employee performance (Che, 2018). Since change and innovation is from individual employee Che (2018), the staff who do not have a reasonable level of self-efficacy faces substantial hurdles in sustaining the expected performance over the years. This is because when employees come up with ideas that lead to new goods or services, it usually boosts an organization's competitiveness. Therefore, innovative workplace behaviour is significant because it boosts organizational growth and competitiveness and also affects individual performance effectiveness (De Jong & Den Hartog, 2018).

IWB provides a good route for the next field investigations to examine individual creativity. Technical reports and other objective metrics, like as patent numbers, are typically only available for specific tasks (scientists, research and development workers). According to Mumford (2017), future research is particularly necessary for situations where innovation and regular work performance differ (that is, innovative efforts made by all employees rather than simply those in occupations focused on innovation). As Choi et al. (2021) submit, all organizations have been compelled to adopt innovative work behaviour in their operations. If anything, scientists and practitioners in different industries emphasize the significance of innovative work behaviour of organizational employees at the individual level for organizational success (Purwanto et al., 2021). Indeed, people sometimes confuse innovative work behaviour with creativity because it includes new ideas, products, services, and procedures. However, it differs from employee creativity because it has the concept of implementing ideas.

Contrary to creativity, innovative work behaviour complicity intends to confer the organization with some benefits. However, creativity is a significant subset of innovative work behaviour because it initiates the innovation process when problems are identified in organizations and ideas are generated to address them as an observable need for innovation (Bin Saeed et al., 2019). Innovative work behaviour starts with identifying a problem in the organization, which calls for an innovative solution. Like other organizations, secondary schools also have significant innovative aspects. They are evolving social institutions serving society's needs. Therefore, they must consistently evolve to meet challenges in the dynamic and globalized world with considerable uncertainties.

Indicators of innovative work behaviour differ based on organization types and operations. Nevertheless, all organizations share innovative behaviour indicators contributing to their success, vigilance, and effective service delivery (Montani et al., 2014). These indicators include leadership support, self-efficacy, technical innovations, supportive environments, teamwork, organizational innovations, flexibility, improvements, and adaptive procedures. Organizations with these features are resilient as they evolve with changing global circumstances (Appau et al., 2021). They manage to stay on top of challenges in the business world by establishing new processes, ideas, and products to keep them relevant and competitive in the market. Other than creative outputs and some potential antecedents of IWB include personality, work context measurements, workgroup and job characteristics (Janssen, Van de Vliert & West, 2014).

Globally, the aspects of innovative work behaviour were scantily covered from the context of secondary schools. However, an exposition was done on education and other sectors to

demonstrate how the concept can apply to non-teaching staff in secondary schools. A few relevant studies were therefore reviewed and discussed herein. In the United States, Serdyukov (2017) investigated innovations in education, focusing on the working and non-functional elements, intending to establish what must be done going forward. The study outlined innovation classifications, discussed innovation challenges, and offered ways to increase innovation scale and the rate of innovation-oriented changes in the education realm. Serdyukov (2017) based his study on a literature survey. The review established that the US education system needed an innovations scale that would assist in producing the desired high-quality learning outcomes in the entire education system. Serdyukov (2017) noted that technology applications must also be based on solid theoretical foundations grounded on purposeful and systemic studies and ideal pedagogy.

The study submitted that innovations in education are essential because, as a discipline, education plays a vital role in creating a sustainable future. They claimed that innovation imitates mutation, where it evolves people, processes, and organizational procedures to compete for survival, just like mutation evolves species for competence in their survival. It concluded that US education significantly needs innovations and called for radical improvements in the efficacy and value of teaching and learning theory.

Teamwork, administrative support, and humour are some factors that address innovative work behaviour in education. In Malaysia, Johari et al. (2021) investigated the impacts of teamwork, principal's support, and humour on innovative work behaviour among teachers. In this study, Johari et al. (2021) submit that the fourth industrial revolution gives a compelling impetus to reforms in the educational system. Education experts and academic

stakeholders have recognized the advantages of applying technology in learning and teaching. These researchers were confident that innovations would guide education in the fourth industrial revolution.

Moreover, they believed that teachers must be prepared to establish creative learning environments that support and encourage creativity among learners (Johari et al., 2021). Hence, Johari et al. (2021) conducted this study to establish the relations between teamwork, principal support, humour, and innovative work behaviour. They used questionnaires to collect research data from 354 school teachers in schools in Malaysia. They analyzed their research data using multiple linear regression, which demonstrated that teachers who work in effective teams and principal support were significant elements addressing innovative work behaviour in schools in Malaysia. They also established that humorous teachers could create innovative work behaviour. Johari et al. (2021) concluded that all three research variables, including teamwork, principal support, and humour, contribute to innovative work behaviour at different levels. The study's findings implied that learning institutions and higher education offices must establish a platform for developing and encouraging future teachers to pursue teamwork, humour, and innovative work behaviour. Introducing these practical elements in the education system among teachers could create ideal perspectives, actions, and attitudes among future non-teaching staff. The adoption of multiple linear regression will also be adopted in the proposed study to investigate the relationship between innovative work behaviour.

Hygiene in schools is one of the factors that call for significant innovation. Without hygiene, it would be challenging to create a safe learning environment for all learners.

Guya et al. (2014) identified this as a significant role for matrons in schools, mainly boarding secondary schools in Tanzania. In Tanzania, Guya et al. (2014) investigated menstrual hygiene management in Tanzania's secondary schools. They studied menstrual hygiene management in 12 secondary schools in Bagamoyo and Kinondoni, Tanzania. They used cluster sampling to select schools. Data were collected using questionnaires, interviews, focus groups, and observation. The research collected information on menstrual hygiene management facilities, education, and practices. Guya et al. (2014) challenged school matrons to be at the frontline of the initiative to maintain menstrual hygiene management in schools. They observed that this subject is sensitive in different cultures, where in some countries, female teachers are even prohibited from teaching during menstruation. In developing countries, young girls receive very little instruction on menstrual health because many cultures in these countries perceive menstruation as a taboo, making it challenging for adolescent girls to acquire adequate support and information on menstrual hygiene from their parents and teachers. Therefore, the burden falls significantly on school matrons, who must innovate ways to maintain menstrual hygiene in schools and educate girls, boys, and male personnel on menstrual hygiene management (Guya et al., 2014). This study contributed to the current study by showing that non-teaching staff contributes to innovations that lead to school advancement and address the health of learners.

The school nurses are also significant non-teaching staff and contribute significantly to addressing health challenges among students. Their work is dynamic because they face several changes that they must address to ensure a healthy learning population. Therefore, they must have significant innovations to adapt to their challenging task. In Kenya,

Ochieng (2020) studied school nurses and their interventions in preventing childhood obesity. In the study, Ochieng noted that obesity and its comorbidities had become a significant global challenge, overburdening nurses. This situation creates a significant need to address childhood obesity before it gets to adulthood. This point out innovative work behaviour on the side of school nurses, who are expected to develop school nursing programs that keep students physically active and nourished to reduce obesity. Ochieng (2020) conducted this study to establish school nurses' roles in preventing childhood obesity. This systemic review paper collected data from health databases like PubMed and CINAHL. Ochieng (2020) established that school nurses demonstrate significant innovative work behaviour in establishing themes in social interventions, improved quality of life, behavioral, environmental, and cultural interventions in addressing childhood obesity. They work with school administration, parents, and societies to create an environment that supports obesity-free children in schools.

Innovative work behaviour had been emphasized significantly in recent years. This was because innovative organizations have competitive advantages over players. Innovative employees find new and innovative ways to address organizational challenges and develop new processes, ideas, procedures, services, and products that keep the organization running (Gkontelos et al., 2022). Gkontelos et al. (2022) further claimed that innovative work behaviour in organizations generates, promotes, realizes, and sustains new ideas for the benefit of the whole organization. Farr et al. (2019) demonstrated that more employee IWB contributes to the organization's inventiveness and outcomes. According to Purwanto et al. (2022), innovative work behaviour is highly significant to organizations. It leads to higher job performance, where innovative employees perform at their full throttle. However, as

Johari et al. (2021) submitted, leadership support is essential for the effectiveness of innovative work behaviour. Therefore, organizational leaders are expected to support their employees to instigate innovative work behaviour so that organizations can realize the benefits it brings to effective service delivery. Moreover, in secondary schools, Johari et al. (2021) demonstrated that principals must support teachers and non-teaching staff to become innovative and demonstrate self-efficacy and high performance, which are elements of innovative work behaviour.

Gkontelos et al. (2022) defined innovation as implementing creative ideas into practice. Following this definition, he claims that innovative work behaviour is a construct with four factors: generation, promotion, realization, and sustainability of original ideas to benefit an organization. Hence, Gkontelos et al. (2022) conducted this study to measure and single innovative work behaviour with the psychometric properties of the Greek version. They measured the variables of idea generation, promotion, realization, and sustainability and explored innovative work behaviour differences based on gender.

The study demonstrated how significant IWB is to organizations. First, they established that innovative work behaviour (IWB) is a significant factor in determining organizational growth and development. More specifically, they established that innovative work behaviour shows a school's growth and development levels, inspiring personnel and school administration further to investigate their organization's continued growth and development. That the study, however noted that organizations must cultivate the right attitudes among their employees to sustain creative ideas. In the school context, Gkontelos et al. (2022) say that it is necessary to establish a plan to sensitize teaching and non-

teaching staff on innovative avenues and approaches. Second, Gkontelos et al. (2022) demonstrated that innovative work behaviour benefits schools through increasing and improving student engagement and expanding research efforts by staff.

Innovative work behaviour contributes significantly to improving employee performance. In Malaysia, Leong and Rasli (2014) investigated the relationship between innovative work behaviour and job role performance. Leong and Rasli (2014) specifically explored how workers use innovative work behaviour to realize increased performance. The study noted that the world is experiencing an economic downturn and poor financial performance in organizations; hence, a great need to cut costs. One way to cut costs is employee reduction. While this initiative could have short-term financial benefits, Leong and Rasli (2014) said that organizations must be mindful of its damaging effects. They argue that instead of cost-cutting initiatives, organizations should explore innovative ideas and inculcate innovative mindsets among their employees to enable them to deliver more value for the organization's long-term survival. The study established that innovative work behaviour among employees supports product planning and development and product research and development. These factors support employee performance and increase their engagement with the organization and ultimately leading to improvement of employee performance and ensuring organizational survival.

When innovations is embraced, it leads to new organizational processes. In Uganda, Namono et al. (2022) investigated the role of creative self-efficacy in strategizing for IWB in higher learning institutions. Namono et al. (2022) claimed that researchers continued to emphasize the role of creative self-efficacy in supporting innovative work behaviour in

organizations. The study demonstrated that people with high creative self-efficacy have the cognitive capacity to demonstrate innovative work behaviour resiliently. However, more information is needed about the impacts of creative self-efficacy on innovative work behaviour in organizational settings, mainly in developing countries. Therefore, Namono et al. (2022) conducted this study to investigate the antecedent role of creative self-efficacy on innovative work behaviour as a multiplatform process of creativity and innovative work behaviour. The study used regression analysis to identify the impacts of creative self-efficacy on innovative work behaviour with a target population from Ugandan public universities. It was established that creative self-efficacy impacts creativity as the first step of the innovation process. Moreover, creative self-efficacy influences innovative work behaviour, where individuals with high creative self-efficacy demonstrate considerable innovative behaviours. They also noted how innovative work behaviour enables employees to overcome the fear of uncertainty that comes with innovations. They also noted the need to socialize and engage employees' creative thinking in looking for solutions to challenges facing organizations. The findings of this study are significant in demonstrating that relative self-efficacy dispels the fears associated with innovations from employees, and fosters innovative work behaviour among them.

Innovative work behaviour also empowers employees. In Kenya, Kanake and Kemboi (2020) submitted a study on worker empowerment and innovative work behaviour. The study sought to establish the moderating effect of organizational leaders' and members' exchange on the relationship between staff empowerment and innovative work behaviour. Kanake and Kemboi (2020) adopted a causal-comparative research design. They used questionnaires to collect research data from 470 employees from Kenyan manufacturing

firms. They used Yamane's formula to obtain the sample size. The population was stratified, and then a simple random sampling was adopted to obtain the required staff sample for the research. The study established that empowered employees demonstrate high levels of innovative work behaviour. This revelation implies that staff empowerment is highly significant in organizations that seek to innovate. It was also clear that that leader-member exchange positively influences innovative work behaviour. This implied that organizations with significant leader-employee interaction have high levels of innovative work behaviour. When leaders interact with organizational employees, they encourage and compliment them for their excellent work (Kanake & Kemboi, 2020). This boosts their confidence to innovate.

Innovative work behaviour affects employees in different ways. . Innovative work behaviour in secondary schools and other learning institutions affects employees to a certain extent (Appau et al., 2021). For instance, by improving their performance, productivity, and creativity.

It also affects staff employability, mainly in schools. In Belgium, Lecat et al. (2018) investigated the relationship between teaching staff's informal learning and innovative work behaviour, focusing on the intervening role of employability. Data were collected using questionnaires from 301 primary and secondary schools in French-speaking communities in Belgium. It covered anticipation and optimization, corporate sense, occupational expertise, and realization. It established that staff employability is closely related to formal and informal learning, where employees with formal and social informal learning have high chances of finding employment. The study concluded that schools

should support employees' informal learning because it improves their innovation ability. When teachers receive formal and informal training, they gain more knowledge that they apply in their work as innovative work. The non-teaching staff also receive the same effect, where when they receive formal and informal training, they become more innovative. This increases their employability. The current study ascertains whether innovative work behaviour increases their employability.

Using a structural equation model in the Philippines, Bongcayat and Guhao (2020) investigated non-teaching staff's engagement as addressed by technology leadership, learning capacity, and talent management practices in public secondary schools. The study selected 400 respondents using stratified random sampling. This study demonstrated that some organizations exhibit innovative work behaviour through effective talent management practices, technology leadership, and organizational learning capability. It advocated for experimentation as the primary innovation capacity of each organization. Bongcayat and Guhao Jr (2020) argued that while many organizations experiment, only the companies experimenting with new technologies become more innovative.

These organizational experimentations give employees a significant understanding of technological failure, learning from them. In return, it allows them to develop more technologies, making them more innovative. The study concluded that organizational learning capacity, technology leadership, and talent management practices relate significantly to non-teaching staff work engagement. Organizational innovative work behaviour increases the engagement of non-teaching staff. This develops employees'

emotional attachment to the organization, motivating them and making them willing to invest efforts in their schools.

In Tanzania, Mushwaim (2014) presented a study on determining factors motivating secondary school teachers and how they affected professional efficiency. They argued that teachers are essential resources in enhancing school performance to ensure quality education. Another issue noted was that schools in Tanzania, mainly in the Mvomero district, had facilitated teachers' professional efficiency through motivation. Nevertheless, many teachers in this region were inadequately motivated. The same situation applies to non-teaching staff in schools in this region, where they had low motivation to work in their schools. The findings of this study demonstrated a significant lack of innovativeness in secondary schools in this region.

The study emphasized the need for teachers and non-teaching staff in this region to be creative and innovative. For instance, their innovation could contribute significantly to addressing the challenges affecting the school, for example, inadequate housing and finances. However, it did not empirically assess the types of innovations applied by non-teaching staff, nor did it measure their outcomes. The current study addresses this empirical gap by using Likert-based tools and interviews to quantify and contextualize innovative work behavior in school operations. Additionally, while the call for innovation is emphasized, there is a general lack of clarity in existing studies on what innovation looks like among support staff in public schools.

Most literature stops at recommending creativity without demonstrating how non-teaching staff are actually innovating in areas such as inventory control, student record systems,

maintenance workflows, safety protocols, or cafeteria operations. The absence of such detailed, contextualized evidence makes it difficult for policymakers and administrators to know where to channel resources or how to reward innovation. This study deepens that understanding by mapping specific innovation practices to functional service areas, thereby offering both a descriptive and analytical account of how innovation manifests in daily school operations. The findings are expected to guide targeted professional development and operational reforms within school management.

Self-efficacy determines one's innovativeness and persistence in dispensing their professional obligations. Self-efficacy is a significant element of innovative work behavior and has significant implications for employees. In Kenya, Odanga et al. (2018) used a research population of 1790 teaching staff from 143 public secondary schools. The study used a mixed methods approach with a concurrent triangulation design. Examples of aspects covered were capacity-building programs, improved working conditions, remuneration, and facilitative leadership. In this study, the teachers' self-efficacy affected the number of effort people put towards their work, response to failure, and perseverance level.

It established that staff with high self-efficacy excelled in planning and organizing their work. Another key observation was that professional development programs were reported to be instrumental in improving teachers' self-efficacy and innovativeness. Therefore, Odanga et al. (2018) recommended that the Ministry of Education in Kenya should strive to improve professional development for teachers in secondary schools to improve their innovativeness and innovative work behaviour. This study demonstrated that self-efficacy improves innovative work behaviour, making teachers more effective and resilient. Hence,

it was justified to conclude that innovative work behaviour improves staff effectiveness and resilience.

2.4 Idea Generation by Non-teaching Staff and Service Delivery in Secondary Schools

Innovative work behaviour is a wide construct that involves all stakeholders' actions towards generating new ideas, its processing and implementation in the work place for improved service delivery. According to Bos-Nehles et al. (2017), innovative work behaviour consists of three major stages: generation, promotion and realization of ideas. Idea generation involves looking for better alternatives for improving the services or products offered through gathering and reorganizing information to solve problems faced in service and product delivery (Bos-Nehles et al., 2017).

Ideas are generated to cater for the needs at workplace and also to overcome some challenges faced (Pukiene, 2016). The main aim of idea generation as the first aspect of innovative work behaviour is to improve the product and service delivered by bridging the gaps of boredom and dominance.

Factors such as leadership, organizational culture, employee engagement and organizational climate of the workplace have been found to influence idea generation to a large extent (Gichohi, 2014; Jandy & Eugenio, 2020; Laguna et al., 2019; Muenjohn & McMurray, 2017). Idea generation at the work level is highly facilitated through the creation of an atmosphere for creativity, problem identification, information seeking and problem-solving (Gichohi, 2014). Idea generation is identified as key in improving the performance of employees and consequently leading to improved service delivery in all

sectors of work. Globally, studies have been conducted on innovative work behaviour and its influence on service delivery in secondary schools, as discussed below.

The innovativeness of employees and improved service delivery is greatly influenced by leadership and organizational culture (Wipulanusat et al., 2018). In this sense, a multilevel analysis was conducted in Netherlands, Poland and Spain correlating authentic leadership and employees' innovative behaviour (Laguna et al., 2019). The study was conducted in entrepreneurial firms where 711 employees from 85 firms in the three countries participated. According to Laguna et al. (2019), authentic leadership allowed employees to be innovative by encouraging them to generate new ideas in their service points by creating an enabling environment. The study's findings pinpointed that employee of small business enterprises argued that managers practising authentic leadership influenced innovative behaviour among the employees which in turn led to improved service delivery. In a population distinct from the current study, Laguna et al. (2019) found contrasting results as their research focused on employees in small business enterprises, whereas the present study centers on non-teaching employees in secondary schools.

A closely related study investigated design leadership, work value ethics and workplace innovation (Muenjohn & McMurray, 2017). The study was conducted on small and medium enterprises (SMEs) in Thailand and Vietnam, where 696 questionnaires were administered. According to Muenjohn and McMurray (2017), design leadership facilitates innovation at the workplace by encouraging and providing a conducive climate for creativity, resulting in an increased competitive edge. The innovation involved coming up with ideas for carrying out the work effectively and efficiently, leading to better service

delivery. The results obtained from the study revealed that design leadership was a mediating factor between work value ethics and workplace innovation. Workplace innovation was investigated in four aspects: organizational innovation, team innovation, individual innovation and innovation climate. Design leadership directly affected all four aspects, leading to improved service delivery. Work value ethic also affected design leadership, indirectly affecting workplace innovation. In conclusion, the study by Muenjohn and McMurray (2017) indicated a positive and substantial link between work value ethics, design leadership and workplace innovation, leading to improved service delivery among SMEs in Thailand and Vietnam.

Innovative work behaviour directly affects employees' job performance, directly influencing their service delivery, as indicated by Dorner (2012). In this regard, a study was conducted in Malaysia correlating innovation and employee performance (Osman et al., 2016). The study was conducted in Tenaga National Berhad (TNB), a company that needed to decide whether or not to embrace innovation. The study gathered data from 294 employees who responded to the survey conducted. According to Osman et al. (2016), the study investigated four types of innovation; product, process, organizational and technological innovations and how they influenced employee performance. The study's findings indicated that three types of innovations affected performance, that is, process, product and technology, to a great extent, whereas attitude emerged as another factor affecting performance. The study concluded that innovation was a "must-have" for improved employee performance in Tenaga National Berhad. These findings collaborate with Hussain et al. (2022), who indicated that innovation influenced employee performance in Malaysia's food and beverage manufacturing sector. The study by Osman et al. (2016)

negated service innovation in its scope, which further affects the service delivery of employees.

In Netherlands, a closely related study was conducted investigating innovation work behaviour in knowledge-intensive public sector organizations (Bos-Nehles et al., 2017). According to Bos-Nehles et al. (2017), public sectors work as monopolies facing little or no competition, reducing innovations in the sector. However, central agencies argued that innovation was necessary even in the public sector for improved product and service delivery. The study was based on supervisors in the Netherlands fire service, which fits into public sector organizations, where the study aimed to investigate how supervisors influence innovation in the workplace. Bos-Nehles argued that innovative work behaviour encompasses aspects ranging from ideas generation to implementation of the ideas into the work.

Managers significantly influence innovative work behaviour by creating an environment that encourages and rewards innovation and creativity. The study's findings indicated that managers in the Netherlands fire service created an environment for innovative ideas from the employees. However, the incorporation of new ideas into the norm of the work proved to be a challenge. The study concluded that implementing the new ideas was not an individual task but a universal duty for all stakeholders involved, including the consumers of a product or service. The aspects covered in this study were adopted in the current one for non-teaching staff in secondary schools in Embu County.

Another study was conducted in the Philippines based on non-teaching employees' computer competencies and work performance in the schools' division office of Rizal by

Liziel and Romeo (2019). Data were collected from 123 non-teaching office personnel through questionnaires and document analysis. The study focused on the level of employee computer competencies, the comparison between clientele and non-teaching staff, the level of work performance of non-teaching staff, hindrances to developing computer competencies and the level of training of non-teaching staff and their computer competencies. The findings described the level of employee computer competency and performance as moderately satisfactory. According to Liziel and Romeo (2019), the moderate competency of employees was attributed to a lack of innovation among the employees. The same was blamed on the close-mindedness of non-teaching staff. The findings of this study collaborated with Jandy and Eugenio (2020), who argued that lack of technology innovation among non-teaching staff in government secondary schools affected their work engagement and consequently affected service delivery in the Philippines. Another hindrance that emerged included generational differences between individuals in the office. This can be curbed by providing an environment that embraces diversity between young and old generations since the former proved to be more computer competent than the latter. Providing such an environment will facilitate creativity among the employees, and this would significantly improve their performance and hence improve service delivery.

In Turkey, Omur (2019) conducted a study in the ICT sector on the linkage between employees' innovative work behaviour and the organizational climate for innovation. An organizational climate for innovation refers to an organizational environment that encourages new ideas and follow-up for implementation. A total of 270 employees working in ICT companies were selected as respondents for the study and data was mainly collected

through questionnaires. According to Omur (2019), a positive organizational climate positively affects innovative work behaviour, whereas a negative organizational climate influences innovative work behaviour negatively. The findings of the study indicated that employees working in the ICT sector were encouraged to solve problems using new and different methods. This facilitated idea generation among the employees and hence influenced their innovative work behaviour. New ideas were appreciated and incorporated into the work and led to improvement in service delivery among employees. The study also argued that resource supply for innovation significantly encouraged innovative work behaviour and improved service and product delivery.

Interpersonal relation is key to invoking innovation and idea generation among employees. This was proved in India through a study conducted by Azeem and Quddus (2014) which investigated job satisfaction, interpersonal relations and work motivation among employees in selected universities. Primary data was gathered from 2 central and two state universities in Hyderabad, India, through questionnaires, whereas secondary data was gathered from books, journals and other published materials. According to Azeem and Quddus (2014), non-teaching employees contributed greatly to the realization of the goals and aims of an organization; hence their job satisfaction was not to be underestimated. From the study findings, non-teaching employees indicated that interpersonal relations in the school were good. This helped to explain positive responses from non-teaching employees on creativity and innovation, where they stated that they were encouraged to be creative and innovative by suggesting appropriate ideas. Good interpersonal relations led to improved work motivation and job satisfaction, affecting improved service delivery

among the non-teaching staff. The study recommended good interpersonal relations at the workplace for improved innovativeness and service delivery.

Employee satisfaction plays a significant role in influencing work performance and overall service delivery. A study was conducted in this light investigating employee satisfaction in Saudi Arabia (Saji et al., n.d). The study was based at Salman Bin Abdul Aziz University, where non-teaching employees of the school were analyzed. Data for the study was gathered from both primary sources and secondary sources. The primary source of data was from the non-teaching staff, whereas secondary data was obtained through an existing literature review. A total of 126 non-teaching staff members formed the sampling group of the study through proportionate sampling, and questionnaires were used to collect data. The study argued that employee satisfaction led to good job performance hence better service delivery. The study's findings revealed that job satisfaction led to the generation of innovative ideas among the non-teaching staff, which improved service delivery. According to Saji et al. (n.d), the non-teaching staff at Salman Bin Abdul Aziz University were satisfied with their work environment and culture. However, they showed substantial dissatisfaction with communication channels among them. Promoting a conducive environment for innovative ideas and building a culture that embraces innovation among non-teaching personnel will significantly influence service delivery among the employees.

Effective idea generation necessitates good communication in the organization. A study conducted on the effects of communication on job performance among the non-teaching staff in Obafemi Awolowo University, Ile-Ife, Osun state, Nigeria, Alamu and Omobuwajo (2019) concluded that communication climate influenced the idea generation among

employees. Data gathered through in-depth interviews, questionnaires and documents indicated that the climate of communication at Obafemi Awolowo University was supportive and open. This indicates that the communication flow was satisfactory. However, some respondents argued that communication flow in some departments needed to be upward, making it easier for the employees to share their ideas with top management. The study examined the non-teaching staff in a university setting, while the current study focused on non-teaching staff in secondary schools.

Organizational culture is essential to an environment that harnesses creativity and innovation. Since culture is pervasive, it influences one's values and perception attitudes and largely affect the innovative work behaviour of employees. The study by Fawzia and Mervat (2017) investigated nurses' perceptions towards innovative work behaviour and organizational culture at the critical care unit of Benha university hospital in India. According to Fawzia and Mervat (2017), idea generation was preceded by idea exploration, which involved identifying the need for change or adopting new methods for improving service delivery. The study's findings indicated that organizational culture positively and significantly influenced innovative work behaviour. The study reported that more than half of the nurses practised innovative work behaviour and were involved in developing several ideas for improving work in critical care units. The study concluded that organizational culture greatly influenced innovative work behaviour, which affected the performance of work and consequently improved service delivery of nurses in critical care units. A similar aspect of organizational culture was investigated as a critical antecedent for idea generation by non-teaching staff in secondary schools in Embu County, Kenya.

In Tanzania, a study was conducted investigating the adoption of innovative strategic behaviour at the workplace by Viswanadham et al. (2021). The study was conducted at the university level, where 120 students were selected as respondents. According to Viswanadham et al. (2021), innovative work behaviour provides stakeholders with opportunities to generate ideas leading to improving product and service delivery. The study further sought to investigate the barriers to innovation. The barriers hindering students' innovativeness at the workplace were categorized into three: workplace barriers, human barriers and social barriers. The workplace barriers consisted of condition barriers which described the lack of enabling environment for new ideas, among others. The human factor acted as a barrier where leadership and work commitment were affecting the innovative work behaviour at the workplace. The study by Viswanadham et al. (2021) investigated student graduates. The study concluded that strategic innovation behaviour is a necessary innovative thinking orientation that leads to improved work commitment and service delivery among university student graduates. This differed with the current study, which focuses on non-teaching staff service delivery as influenced by innovative work behaviour.

A closely related study was conducted in Kenya correlating work environment and job satisfaction of non-teaching employees in secondary schools in the Keiyo South sub-county (Ngeny, 2016). A total of 202 non-teaching staff were selected as respondents for the study from a population of 408 non-teaching staff gathered from 35 government secondary schools. The working environment was studied under three aspects: remuneration, training, promotion and development, leadership and communication. The study sought to investigate how these aspects affected the job satisfaction of non-teaching staff in

government secondary schools. Ngeny (2016) argued that job satisfaction significantly influenced employee productivity; this affected service delivery. The study's findings showed that the fore-mentioned aspects had a positive and substantial influence on job satisfaction. The study indicated that communication flow in the organization facilitated idea generation among the employees.

The study by Ngeny (2016) negated views of non-teaching staff from private schools. Consequently, it increased competitiveness among the non-teaching staff, leading to better service delivery and job satisfaction. However, the study argued that there was a delay in responsiveness from top management to ideas from their subordinates, affecting job satisfaction.

Employees' commitment is influenced by the organizational climate where new ideas are appreciated and implemented, affecting service delivery. A study was conducted in this light, investigating the factors affecting organizational commitment among non-teaching employees at the university level (Kivindu, 2015). The study indicated that organizational commitment significantly affected employees' performance and workplace behaviour. The data for the study was gathered from all the non-teaching staff at University of Nairobi through questionnaires. The study indicated that commitment existed in three forms, namely, continuance, normative and affective, all of which were evident among the non-teaching staff to some extent. This indicated that the level of non-teaching staff commitment to their work was moderate. The non-teaching staff commitment was attributed to organizational climate, working conditions and provision of opportunities for growth, among others. According to Kivindu (2015), the university provided opportunities

for new ideas and a climate that promoted creativity. This, in turn, impacted how employees were delivering service. A similar approach was adopted in the current study, where the context was secondary schools to ascertain how non-teaching staff generate ideas and the antecedent factors.

A closely related study was conducted on the factors affecting the performance of non-teaching employees in Kenya (Irungu et al., 2016). The study was conducted at Kitale National polytechnic, where 61 non-teaching staff were respondents. The study investigated organization culture and training, working environment and motivation, where the performance of non-teaching employees was measured through employee discipline and service delivery. Irungu et al. (2016) argued that the organizational culture of Kitale National polytechnic appreciated new and improved work methods. This encouraged innovative behaviour among the non-teaching employees, which positively affected service delivery. The working environment was also reported as conducive, promoting innovativeness among the employees and resulting in improved performance.

In Meru County, a study was conducted investigating the role of employee engagement in influencing innovation and creativity in the workplace (Gichohi, 2014). The study was conducted in selected universities in Meru County, where primary data from 31 respondents was collected through questionnaires and interviews. Creativity and innovation had a significant effect on employee performance in the library at the university level. However, the level of creativity and innovation at the workplace was greatly influenced by employee engagement. Notably, employee engagement was influenced by internal and external enhancement factors. According to Gichohi (2014), creativity at the

workplace calls for idea generation by challenging workers to think creatively about ways to improve their service delivery. The study's findings indicated that work engagement significantly affected creativity and innovation, which further influenced service delivery among library employees. Creativity and innovation at the workplace were measured through information searching and problem identification, environment for innovation and creativity and leadership engagement. In conclusion, the study argued that employee engagement significantly influenced creativity and innovation at the workplace, leading to increased service delivery among library employees.

2.5 Idea promotion by Non-teaching Staff and Service Delivery in Secondary Schools

Promotion refers to activities for communicating a particular subject to the concerned people. It aims at making people aware and attracting them to refer to the subject. Therefore, idea promotion is the process of communicating an idea and making it known to people for they to adopt it and gain preference (Lecat et al., 2018). Secondary schools in Kenya and other places require significant ideas to run smoothly and deliver services to students and other stakeholders. This contributes to the innovative work of the non-teaching staff in secondary schools and its relationship to service delivery (Lecat et al., 2018). Non-teaching staff in this context refers to the individuals employed by educational institutions who have no instructional responsibilities. This definition can vary in different countries. The non-teaching staff could include school administrators, counsellors, supervisors, school health personnel, school psychologists, inspectors, curriculum developers, education media specialists, librarians, education administrators, security personnel, catering staff, and transportation workers (Damayanti & Nawawinetu, 2019). Although they are not involved in teaching, these individuals significantly promote ideas

that are envisaged to improve service delivery in secondary schools. The respective areas they influence include knowledge sharing, learning atmosphere, facilitation, equipment, and facilities.

Organizations define knowledge sharing as processes for exchanging critical information across their workforce. It refers to exchanging ideas between teams, people, or organizations. Organizations with a knowledge-sharing culture encourage employees to share information with others instead of hoarding it (Charband & Navimipour, 2018). The shared knowledge, in this case, could be explicit or tacit. It creates a feeling of importance and understanding and helps organizational employees to grow and develop their leadership skills. Knowledge sharing in organizations can be demonstrated by the number of opportunities to share knowledge among employees available in an organization, knowledge management practices, and training opportunities.

The ideas generated and adopted in the workplace can be viewed as critical knowledge. The same should be shared among staff in an organization to ensure the diffusion of ideas. Knowledge management has had significant applications in the corporate world. However, little has been done on how knowledge is promoted in secondary schools. Thambi and O'Toole (2012) presented a study on knowledge management taxonomies in the context of secondary schools in Australia. Their study sought to explore the relevance of knowledge management taxonomies in the corporate world and how they could apply it in secondary schools. They focused on whether the principles of knowledge management from the business world translate to the educational world, mainly in secondary schools. The study examined the knowledge management categories articulated by Michael Earl in the

corporate world, seeking how they can be applied in secondary schooling (Thambi & O'Toole, 2012). The study established that many of the knowledge management categories are not only relevant to secondary schools but are already used by many secondary schools in Australia (Thambi & O'Toole, 2012). This article supported the current study by enabling secondary school principals to examine their schools' knowledge practices, including knowledge sharing, to optimize school performance strategies with practical actions.

Universities also understand the significance of promoting ideas in the form of knowledge among administrative staff for improved service delivery. In Finland, Marthala (2022) presents a significant information management case under a staff mobility program at Laurea University of Applied Sciences. The study sought to investigate the staff mobility process and validate the information management performance within the international affairs team of Laurea University of Applied Sciences. In this study, Marthala (2022) focused on employee exchanges and the emergence of the staff mobility process. Marthala (2022) discovered that information about the staff mobility process was disorganized at the university, posing a significant challenge for employees to access certain information at the required time.

The study also established that the university needs to draft the information accessed by the administrative staff in a clear description. Marthala (2022) demonstrated that information management and information administration and their tools are instrumental in validating service design and information management. Indeed, when organizations manage their information, they stand in a better place to offer ideal services to their

stakeholders. Marthala (2022) shows that one aspect of information management is sharing knowledge among administrative staff. The study used semi-structured interviews and the SoleMove database to collect research data. The collected data helped to identify weaknesses in staff mobility and information flow processes. The current study benefited significantly from Marthala's (2022) study. One of the lessons learnt was that organizations must implement effective systems that facilitate information flow for employees' access as they provide services to clients. It therefore helped the current study assess the extent to which secondary school systems facilitate information flow and access by non-teaching staff to improve service delivery.

In Pakistan, Asad et al. (2021) investigated the impacts of knowledge management in education management organizations. The report revealed that ideas which are packaged as knowledge are critical in organizational development. The current era is highly competitive, making creative ideas vital in different fields, including health, engineering, technologies, social sciences, business, natural sciences, and education (Asad et al., 2021). According to this study, organizations should adopt creative ideas and share them widely to improve their effectiveness in service delivery.

This is because sharing of ideas leads to increased efficiency and improved decision-making among staff. Their study analyzed the research data using content analysis techniques. It established that by handling creative ideas, schools, including secondary schools, can perform better and produce outstanding results based on students' achievement. Also, academic institutions can develop a system to help them make timely decisions to enhance the school's image among its stakeholders, including the teaching

staff, non-teaching staff, and society. This study helped the current study by showing how secondary schools and other stakeholders make initiatives and how the same is embraced in secondary schools.

Garaba (n.d) presented a study focusing on training practices and service delivery in Tanzania's education system. In Tanzania, non-teaching staff in secondary schools also contribute significantly to various institutional factors, including improving institutional service delivery. Garaba recognized that non-teaching staff also handle and interact with students in schools. However, they may need more knowledge to handle students, lowering the services delivered to students by academic institutions in Tanzania. Therefore, Garaba pointed out the necessity of training non-teaching staff to handle students in Tanzania. The study submitted that training non-teaching staff in Tanzania's education system is vital for ensuring that ideas and new knowledge is embraced by staff and would hence contribute to improving the service delivery as part of ideas promotion in school; the proposed study will endeavor to establish how BoMs and principals ensure that new ideas and the acquired knowledge are shared among the non-teaching staff through training.

Literature on how ideas are promoted in secondary schools in Kenya is very scanty. The existing related literature has not explicitly described ideas promotion. Instead, literature shows that a few studies have described it as part of knowledge sharing, although contexts are not in secondary schools. Maende (2021) presents a study on knowledge-sharing practices in public universities in Kenya and how the same impacts employee performance. The study used questionnaires to collect primary and secondary data. It used descriptive and inferential statistics for data analysis. Its research population included both teaching and non-teaching staff in public universities. The study argues that universities are

knowledge-intensive organizations because they focus on producing and disseminating knowledge. Therefore, they depend heavily on employee performance to generate and disseminate ideas and knowledge. In other words, universities depend on employee initiatives and commitment to deliver services to their stakeholders, mainly the students who rely on these institutions to acquire knowledge in different academic domains.

Maende (2021) claims that performance is contingent upon several factors, including individual competencies, work dynamics, workforce diversity, workplace innovation, and the nature of service delivery. While the study focused on several performance factors, it emphasized knowledge mapping, organizational learning, employee performance, and knowledge-sharing culture. In the study's literature review, Maende (2021) identified several knowledge gaps in public universities that can enhance service delivery and improve organizational performance if addressed. The study concluded that organizations must have a collective commitment to competency management; hence, need for mechanisms to support knowledge mapping and knowledge sharing culture to improve service delivery and organizational performance.

Another critical aspect of idea promotion is facilitation, which denotes enabling a group of individuals to attend meetings, training, and planning sessions that make them achieve a particular goal. It is the act of availing needed mobility support and the resources required to actualize an idea. (Beauregard et al., 2019). The non-teaching staff can come up with great ideas whose diffusion requires some form of facilitation to be effective. Generally, organizations offer facilitation skills to their employees to enable them to work together for improved effectiveness and productivity. Facilitation skills such as organization, time management, and flexibility enable organizations to progress and succeed significantly.

The elements of facilitation include creating a suitable space for work and discussion, equal opportunities, preparation and process design, and leadership. Despite an organization's facilitation approach, facilitation increases employee engagement, promoting ideas that support improved service delivery in their organizations.

The availability of facilitation to the non-teaching staff is in itself very motivating. Indeed, promoting some ideas is not costly (Albrecht et al., 2015). It may involve a principal creating avenue and atmosphere for non-teaching staff to share/demonstrate a new idea. For instance, providing the right working environment motivates employees to deliver their obligations efficiently. In addition, Msengeti and Obwogi (2015) claim that improved employee performance is facilitated by their motivation, including excellent and adequate salaries.

In the United Kingdom, Merrilees et al. (2017) presented a significant case on the role of staff engagement in facilitating staff-oriented value co-creation. Their study extended the customer-directed co-creation study to the staff-directed value co-creation realm. The research sought to investigate staff engagement's role and how it facilitates staff-directed value co-creation. They used a quantitative research approach and applied a survey design to collect research data. In the study, Merrilees et al. (2017) established that value co-creation is a significant service innovation. Therefore, they submitted that administrative staff plays a significant role in enhancing service innovation. The study argued that organizations should give significant attention to staff-directed initiatives received in delivering services because they contribute to service innovation. Secondly, the study extended the customer-directed domain to the employee-led domain. This extension established three significant areas: service innovation co-creation, proactivity in

organizations to help clients in problem-solving, and brand advocacy co-creation. The study also claimed that different staff-led value co-creation types have different explanations and motivating factors. Hence, organizations must tailor different explanations to fit the various co-creations correctly in the employee-led co-creation domain. The current study borrowed from this study by understanding how secondary schools seeking to offer more excellent services can tap into the potential of staff-led co-creation. The study demonstrated that non-teaching employees can assist secondary schools, which could create significant value in organizational service delivery.

In India, Sharma et al. (2020) presented a study on the role of an expatriate group in transitioning to better primary education. In this study, Sharma et al. (2020) say that India subscribes to the United Nations' sustainable development goals, including sustainable development goal four (SDG4) on access to equitable education. However, the study says India faces many challenges in meeting this SDG. While many children enrol in primary schools in India, many fail to progress beyond the fourth year of their studies. Sharma et al. (2020) demonstrates that one-third of primary school students in rural India drop out of school before they reach their fourth year of study, increasing to half by the time they reach their eighth school year.

The study by Sharma et al. (2020) focused on India Rural Education and Development Inc. (IREAD). They demonstrated that this model supports the demand and supply sides of education in rural India through facilitation. It facilitates projects in these schools to support education and to ensure that children in India receive an equitable education. The expatriate group consisted of teaching and non-teaching staff. It was clear that teachers,

parents, and non-teaching staff in rural India needed to be facilitated to become more involved with school affairs in order to address the challenges faced by the school administration.

In Mogadishu, Somalia, Dahie et al. (2015) presented a case for employee motivation and how it addressed organizational performance. The paper focused on identifying employee motivation impacts on their performance to address employee motivation. The research objectives included identifying the connection between workplace environment and institutional performance at Mogadishu's secondary schools, examining the relationship between collaboration and organizational performance at Mogadishu's secondary schools, and exploring the connection between facilitation and institutional performance at Mogadishu's secondary schools. Using a convenient sampling approach, it issued 100 questionnaires to twelve secondary schools in Mogadishu, Somalia. These questionnaires measured four constructs, facilitation, workplace environment, cooperation, and organizational performance. Among these constructs, Dahie et al. (2015) established that organizational performance significantly correlates with workplace environment and facilitation. This study demonstrated that compensating employees for their input and ideas was instrumental in addressing organizational performance. When organizations facilitate or compensate their employees for their ideas, they get motivated to deliver their full potential, contributing positively to organizational performance.

Ngore et al. (2021) submitted a study on worker compensation's effects on student's academic performance, focusing on an Adventist church-maintained school in Kenya. These researchers submitted that school administrations had established different motivational strategies that affect students' performance significantly. The study by Ngore

et al. (2021) aimed to identify how employee compensation affected students' academic performance. Nevertheless, they restricted the scope of their research to an Adventist church-maintained school in the Ranen Conference, Kenya. The study included 44 teaching staff and 24 members in the non-teaching category. The study collected qualitative and quantitative data, which was analyzed using descriptive and inferential statistics. The study discovered that workers' salaries were minimal. Therefore, they needed to be more motivating for them to perform to their full potential. The study had limitations in informing the proposed study considering the perspective adopted. It looked at motivating employees to improve students' academic performance. The current study focused on aspects of facilitation that helps to promote new ideas.

The promotion of ideas in an organization requires appropriate facilities and equipment. In this study, facilities and equipment refer to institutional buildings, machinery, production processes, and structures that facilitate organizational operations. They make up organizational resources that support organizational operations (Adhikari et al., 2019). Equipment and facilities play a significant role in organizational service delivery. They support institutions to conduct operations that meet their objectives. In business, facilities and equipment represent the resources organizations use to enhance customer service (Cardoso et al., 2015). Many businesses have physical spaces like conference rooms, service bays, tools, and equipment they regard vital in their operations. Others could include communication infrastructure, internet platforms, and organizational networks that enable organizations to reach their customers. In secondary schools, facilities and equipment could include school resources that support service delivery to various academic stakeholders. These resources could include libraries, teaching materials, classes, transport

facilities, and communication platforms (Labanauskis & Ginevičius, 2017). They also include equipment and facilities that support employee idea promotions, factoring in secondary school non-teaching staff.

Resources have a significant value in many organizations, including in the health sector. In the United States, Black et al. (2017) submitted a case on the effectiveness of community-oriented primary health care that improves maternal, neonatal, and child health. In this study, Black et al. (2017) reported that due to the failure of many nations to realize the health-based millennium development goal of 2015, a panel gathered in New York, United States of America, with senior UNICEF workers to evaluate the effectiveness of community-based primary health care (CBPHC). In its deliberations, the panel recommended that CBPHC remain a priority in strengthening health systems to achieve global health coverage and end avertible child and maternal deaths. However, Black et al. (2017) said that resources, including communities, are vital in promoting maternal, neonatal, and child health (MNCH). Areas with low MNCH proved to have low resources, making health workers unable to promote health in this domain.

Although healthcare workers could be willing to innovate in the healthcare sector, they cannot do it without the necessary facilities to support their creativity, including equipment for developing and testing drugs and medical procedures. Therefore, Black et al. (2017) recommended the mobilization of local and available resources in the health sector to promote MNCH health. They also claimed that adequate resources in the health sector should support a robust CBPHC service delivery platform. For instance, the availability of ICT infrastructure is vital in reaching patients and serving them effectively. This submission indicates that without the necessary resources, it is impossible to realize MNCH

and CBPHC. However, the availability of resources in equipment and health facilities ensures the realization of these health endeavours. The current study borrowed from this study to show that the absence of equipment and facilities makes employees unable to meet their obligation, making the organization fail in its service delivery objectives. In the school setting, it demonstrates that the availability of resources enables staff to deliver and perform to their best, making the institution deliver improved and quality services.

Many factors interact to contribute to the success of an organization's endeavors. In Singapore, Pee and Kankanhalli (2016) presented a study on the factors that influence knowledge management in organizations in the public sector. Pee and Kankanhalli (2016) submitted that knowledge management has become crucial in organizational novelty improvement, agile policy development, and service delivery in the public sector. Among the factors that interact to influence knowledge management for improved service delivery in the public sector include physical resources. Pee and Kankanhalli (2016) hypothesized that the physical resources allocated to knowledge management promotion interact with human and organizational resources to address public organizations' knowledge management capabilities to capture, share, apply and create knowledge.

Pee and Kankanhalli (2016) claimed that data gathered from 101 public institutions demonstrated that championship by senior management, staff job expertise, and social capital affect support physical knowledge management resources' effectiveness. However, the organizational structure suppresses this effectiveness. The study applied a survey research design and analyzed the collected data using the Partial Least Square analysis method. It also used formative measures in data analysis. Pee and Kankanhalli (2016)

established that resource availability is vital in supporting the effectiveness of public organizations' knowledge management practices. An organization with more physical and human resources has increased success in its knowledge management endeavours. For instance, knowledge sharing requires ICT facilities like an information system and ICT networks. Such facilities enable employees in various organizational departments to create, store and share knowledge that supports innovation and organizational service delivery. In a school setting, having more physical resources in the form of equipment and facilities supports employees in generating ideas for success. Even though an organization could have equipment and facilities, its employees must have practical ideas to support its service delivery goals and objectives.

Indeed, facilities and equipment are diverse, constituting organizational resources with the value that supports organizational operations. In a school context, instructional materials constitute the resources that support its service delivery, mainly to students, which could also address the teaching staff's job satisfaction and performance. In Nigeria, Olayinka (2016) presented a study focusing on the influence of instructional materials on the academic achievement of secondary school students. The study focused on students' performance in social studies in Ekiti, Nigeria. The study sought to investigate and demonstrate how instructional materials contribute to secondary school students' academic achievement. Olayinka (2016) sampled 180 junior secondary school students in the Ekiti State region in Nigeria in a quasi-experimental pre-test post-test control group research design. Olayinka (2016) concluded that instructional materials significantly develop students' intellectual abilities. They also assist schools in attaining teaching objectives.

Therefore, it becomes challenging for the teaching staff to deliver services to students without adequate and relevant instructional materials.

Moreover, the study demonstrated that schools with suitable instructional materials have their students getting excellent scores compared to those with fewer instructional resources. While instructional materials support teaching functions, they also contain information that supports teachers' innovation. They enable teachers to develop new teaching procedures, improving their teaching capacity, hence producing competent students. Among the recommendations that Olayinka (2016) made, one stated that the government should provide adequate instructional resources to schools to make learning and teaching more accessible, appealing, practical, and enjoyable. The current study borrowed from this research to show that providing working resources to employees improves their performance. In the secondary school context, the study demonstrates that providing teaching and non-teaching staff with the necessary working resources, including instructional resources, enables them to improve their service delivery through improved performance.

Organizational resources affect administrative and other staff performance. In Kenya, Kathari et al. (2021) presented a study on the effects of organizational resources on the administration's performance, focusing on public secondary schools in Nakuru, Kenya. Kathari et al. (2021) claimed that Secondary schools in Kenya had experienced management challenges for many years. The dismal performance in national examinations and increased student unrest in many secondary schools revealed this factor. Kathari et al. (2021) also submitted that, like business enterprises, secondary schools require effective management to realize their goals and objectives. They claimed that organizational

resources must align institutional elements with the school's strategies and operational needs to improve their performance in a school setting. However, Kathari et al. (2021) submitted that there is need to be more certain as to whether organizational resources affect the management performance of public secondary schools in Kenya. The study used a survey research design, targeting a population of 352 secondary school principals in public secondary schools in Nakuru County, Kenya. School principals are, in many cases, considered non-teaching staff, though the situation is different in some schools where school heads are assigned classes to teach.

Nevertheless, they constitute the school staff, and how they manage their institutions is instrumental in-service delivery. Many of the respondents in this study reported that the government released funds promptly to pay BOM teachers and non-teaching staff. While this could factor in the facilitation indicator, it also touches significantly on facilities and equipment because, without financial resources, organizations cannot pay their workers (Kathari et al., 2021). Schools that had resources to address the needs of their teaching and non-teaching staff demonstrated improved performance. Also, the schools with adequate financial resources and other facilities used by school staff in service delivery increased their principals' organizational performance (Kathari et al., 2021). Besides, financial resources are the gateway to other resources. Schools use them to purchase equipment and facilities that support staff creativity and innovativeness. Therefore, Kathari et al. (2021) recommended that secondary schools increase their financial and other resources to enhance their organizational performance engagement, significantly influencing creativity and innovation at the workplace and leading to increased service delivery among library employees.

2.6 Idea Realization by Non-Teaching Staff and Improved Service Delivery in Secondary Schools

To achieve organizational targets, there is a need to embrace new ideas. The non-teaching staff are expected to utilize skills innovatively in realizing school goals. According to Baharuddin et al. (2019), the effectiveness of idea realization is anchored on the organizational vision, mission and strategic plan. Baharuddin et al. (2019) further stated that teamwork enables initiating new ideas, making actualizing the same easy. However, Baer (2012) argued that once the choice to put a promising idea into action has been made, unpredicted danger may arise, leading to failure of the implementation process. Implementing profitable inventions requires time and money, but results are never assured (Baer, 2012).

Idea realization refers to the creation of an innovative prototype of a new process, product or technology, evaluation and testing and modification of the prototype and incorporation of the new system into daily work and even into the structure of the organization (Bos-Nehles et al., 2017). The idea realization aspect revolves around the organization's leadership since leaders are responsible for the implementation process (Becuwe et al., 2022; Gabriel et al., 2016).

Institutions must create platforms to bring on board all stakeholders to facilitate the idea-generation process. Idea realization follows closely after idea generation. The exchange of knowledge is crucial to enhance creativity and innovation in an organization. In their study on idea generation, Thomas and Paul (2019) suggested that group interactions generated ideas better than individual thought. A diverse group of people have different mechanisms of generating ideas, for example, through brainstorming and storytelling.

Once creative ideas are generated, they are collected/collated, discussed, evaluated and adopted. They, then undergo a process of enhancement and improvement before they are implemented. Basically, the process of selecting ideas serves as a foundation for time management and the decision to institute improvements is deemed necessary (Gabriel et al., 2016). According to Kawakubo and Jun (2020), idea improvement is more successful when there is a sign of significant achievement. In addition, Kawakubo stated that to be more successful; there is a need for appropriate epistemic frames of idea enhancement. To build a firm wall around the given ideas, Kawakubo recommended a need for testing their validity and ability to create value for the institution.

Additionally, idea realization is informed by the value tag attached to process and product improvement and the need to increase the bottom line. Therefore, the selected ideas are regarded as favourable when they have satisfied the evaluation criteria. In addition, Thomas and Paul (2019) linked favourable ideas' impact on institutional proficiencies and innovation development.

Policy and organizational structure differ from one organization to another while looking into the relevant idea. Institutions are guided by policy, procedures and ethical standards that facilitate the idea implementation and actualization. Practical actualization of ideas requires appropriate policy. This can be done by identifying opportunities for innovation and prioritizing identified ideas through policy statements (Che et al., 2018). Che further demonstrated innovative work practices that include creating fresh ideas, promoting novel ideas, and particularly efforts in the execution of creativity whose effectiveness was dependent on available policy. In implementing ideas, one has to acknowledge the need

and grow intentions to change the existing practice relating to handling product ideas. Recognized needs should be antagonized with the potential to avoid difficulties and to ensure a swift idea execution. To do this effectively, further analyses are required to confirm a given idea's applicability, completeness, and use. The subsequent, future applications of the implementation process should hence be supported following the problem-solving cycle of case-based reasoning, with its four distinctive steps being to retrieve, reuse, revise, and retain for a quicker implementation of idea processes based on the experience gained during the evaluations (Messerle et al., 2016).

According to Ramamoorthy et al. (2018)'s study of 204 employees from companies, job autonomy or freedom may allow workers to engage in "trial and error" and discover more effective ways to do their tasks. According to Ohly and Fritz (2019), high job autonomy raises an employee's sense of responsibility for his / her work, which should encourage proactive behaviour like the idea and proposal development. Binnewies and Gromer (2017) concluded that job autonomy and creative requirements, which need instructors to feel in control of their work while also being encouraged to be creative, had a beneficial impact on idea development. One of the most critical factors influencing innovative work behaviour is job dedication. According to Bawuro (2018), an employee's devotion to their employer will affect their capacity for creativity, information sharing, and problem-solving at work. According to Thien et al. (2014), non-teachers dedication helps students become innovative and incorporate new concepts into their work. As a result, this research offers a framework of aspects that influence creative behaviour at work that can be applied to help the non-teaching staff in secondary schools.

Globally, creativity and innovation are receiving more and more attention. For example, Malaysia, where the degree of individual IWB is a national priority (Munir & Beh, 2019; Sapie et al., 2015). Notably, the majority of innovation studies discovered that changes in processes and products have a significant impact on employee performance. Coming up with a new or improved process is referred to as process innovation while changing or implementing significant features of a product or improving its value is called product innovation. This underscores the essence of innovation of employees in an organization. The majority of the study discovered a significant relationship between work environment and innovative work behaviour. Munir and Beh (2019) reported a favourable association between process innovation and worker performance in their study on customer service agents. They noted that improvements to the current procedure eventually aided employees in their work and enhanced their delivery system greatly. Additionally, management work was made more effective and efficient by adopting new management, techniques, and processes.

According to a 2018 study by Jong and Hartog, opportunities for idea generation and opportunity exploration and adoption of creativity by support staff in secondary schools in Pakistan appear to be enhanced by directly encouraging and probing employees to come up with ideas (intellectual stimulation), fostering open and transparent communication processes, setting up channels for knowledge sharing and diffusion, and giving employees challenging tasks. Siddiqui and Rehman (2019) noted that organizational learning capacity was directly influenced by emotional intelligence among employees in Pakistan's higher education sector. Individual innovation moderated the relationship between emotional intelligence and organizational learning capacity, leading to improved service delivery. On

the other hand, Anderson et al. (2014) indicated that employees' frequent exterior interactions (with clients, vendors, etc.) also appear to generate creative ideas. Leaders cannot legitimately expect all of their staff to contribute equally to innovation because some employees have better possibilities for idea generation than others (for example, salespeople who frequently interact with outside parties).

The progress of idea implementation needs to be assessed, monitored and evaluated. Baker (2015) urged gauging results and assessing procedures as crucial steps in idea reporting. Lessons learnt from evaluating outcomes and processes will result in additional engagement, which stimulates more concepts in an institution from organization members. These experiences make outcomes better and increase engagement from the previous idea implemented. Utilizing the creativity of staff members is one of the successive approaches and why businesses in India have become more innovative. The degree to which leaders routinely engage in counselling, delegating, and monitoring conduct varies in organizations. However, these actions have implications on employees' idea creation and application behaviour. Findings from Martin (2018) argued that leaders should encourage employees' independent innovation and facilitate their freedom in choosing a course of action for their task, as well as encouraging and praising others' initiatives by creating a welcoming environment that promotes openness to taking risks. However, martin noticed a challenge in striking a balance between encouraging new behaviour and guaranteeing immediate efficacy and efficiency.

The study by Muenjohn and McMurray (2017) conducted in Thailand and Vietnam reported a link between work values ethics and workplace innovation that is mediated by leadership behaviour. The results unmistakably bolster the interactionist strategy advocated

by Amabile (2019), which is based on the idea that innovation is affected by working environments, specifically the Asian SMEs scenario in this study. The results advanced comprehension of how work values, ethics and workplace innovation affect leadership conduct, influencing worker behaviour related to workplace innovation in Asian. An organization's infrastructure is shaped by design leadership, which enables elements like workplace innovation, enabling competitiveness and positioning for the organization and, ultimately, sustainability.

In order for schools to thrive in the competitive environment and secure their future, school management must incorporate all creative intellectual activity, technological abilities, and leadership qualities. Innovation is essential, but how those new ideas are developed is even more significant. As a result, Jong and Hartog (2017) created a four-component model of inventive behaviour to explain how people innovate and put new ideas into practice. Some components are opportunities for investigation, concept generation, championing or backing the idea, and implementation. According to Binnewies and Gromer (2018), it is essential to recognize that teamwork and cooperation foster creativity and that it is challenging to create innovation independently.

Innovative behaviour or conduct refers to the deliberate action or practice of employees developing, producing, applying, or advocating new ideas to enhance work performance. In contrast, idea realization entails presenting and bringing new ideas to their final level of execution (Kheng & Mah, 2018). The realization process, in most cases, is initiated by leaders in the organization. A study was conducted in this light in the South-East state of Nigeria on implementing an education management information system (EMIS) in staff personnel management by the principals in secondary schools (Nwankwo, 2020). The

study was conducted in public secondary schools where 870 principals were sampled from a population of 1241 principals. EMIS was an innovative idea in the secondary education system in Nigeria. The study's results indicated that public secondary school principals failed in the implementation process of EMIS, which resulted in poor staff personnel management. According to Nwankwo (2020), the staff under study included both teaching and non-teaching staff, and their management was key in improving the level of staff service delivery which improved the school's overall performance.

These findings collaborate with King and Anderson (2018), who argued that innovation is more than just creativity but entails putting ideas into practice. They further argued that innovative work behaviour includes not only idea generation but also the behaviours required to put ideas into practice and accomplish enhancements that will boost performance on a personal or professional level. The study by Nwankwo negated the contribution of non-teaching staff in the implementation process. This allowed this study to investigate idea realization by non-teaching staff in secondary schools.

Innovation is achieved through employee generation of ideas for new products and services, which will ultimately increase competitiveness, administrative process efficiency, and administrative process effectiveness. Additionally, innovation will improve output in terms of quantity, quality, timeliness, attendance on the job, efficiency, and effectiveness (Tinofirei, 2019). In this regard, a study was conducted in Ghana on the factors influencing employee retention in the workplace (Nunoo, 2013). The study was conducted among non-teaching employees at Achimota school, where 136 employees were sampled for the study. The non-teaching staff was grouped into four departments for effective monitoring and

supervision: maintenance, administration, security and kitchen departments. The retention of non-teaching staff was studied under the following factors; communication, work organization, morale and motivation, workplace relationship, leadership and capacity and capability.

The study's findings revealed that communication channels could have been higher, and employees rarely get feedback from the management on their proposed ideas. Also, the non-teaching staff indicated low levels of morale and motivation where they did not engage in creative behaviour and felt it was not safe to take risks and try something new that would result in competitiveness among them hence improved service delivery. In work organization, the results showed low levels of management being open to new ideas from low-level staff, limiting their innovativeness. Leadership was also found to negatively influence non-teaching staff retention. The findings indicated that leaders failed to encourage creativity and innovation, consider and do a follow-up to implement the new ideas. This resulted in low service delivery and ultimately led to high turnover among school non-teaching staff employees.

People would naturally lose motivation when ideas are never implemented. A supportive environment and feedback are essential to increase employees' enthusiasm and capacity to achieve goals. Success in the execution of innovative ideas is insightful in promoting the desired behaviour (Anderson, 2014). A related study was conducted in Tunisia on innovative work behaviour at the workplace fostered through the recognition of employees, and the mediating factor was the helping behaviour (Becuwe et al., 2022). The study argued that idea realization involved creating an innovation prototype which could be

implemented into the work phase for improved work delivery. Employee recognition was determined through dimensions of financial rewards, non-financial rewards, financial and non-financial rewards and feedback. The study was conducted on nurse staff in the Tunisian health system, where 650 nurses were sampled from 58 hospitals, both public and private, according to Becuwe et al. (2022).

Feedback from the management played a crucial role in influencing innovative work behaviour among the employees as it indicated the possibility of implementation. The study's findings indicated that feedback from the management after ideas are presented to them influenced the innovativeness and creativity of nurses in hospitals hence improved service delivery. This was found to be mediated by helping behaviour. The study concluded that there was a significant relationship between feedback and innovative work behaviour with helping behaviour as a mediating factor. Bos-Nehles (2017) demonstrate that the IWB process is not always completed because it is harder to champion and implement new ideas. To overcome this challenge, Bos-Nehles recommended that the management of organizations arrange for annual competition to lessen the perceived restraint that the absence of competitive forces has on employee IWB and enhancement of feedback from the top management.

Taking risks is a critical aspect of idea realization. According to Baer (2012), employee engagement dictates that risk-taking culture should be encouraged to increase innovation in the workplace. He added that fear of failure is one of the most common barriers to creativity. Even if someone has a brilliant idea, they could be hesitant to implement it because they fear it will jeopardize their employment. In the context of a secondary school,

it implies that principals ought to give the non-teaching staff more freedom and autonomy to develop initial ideas if they want to motivate them to take risks. A high level of accountability is also required for this to succeed. However, the level of innovation was influenced by individual staff work behaviour. Individual staff work behaviour entails a person's actions that aim to initiate and consciously introduce new and valuable ideas, concepts, methods, tools, or procedures (within a job role, group, or organization). The development of the IWB measure encapsulates the conception and execution of creative ideas.

The ICT sector has been incorporated into every aspect of life, making it necessary to investigate how it affects a firm's performance once applied at the workplace. The development and incorporation of information technology in organizations are key to its performance. In Kenya, a study was conducted relating firm performance to information technology innovation (Chege et al., 2019). The study gathered data from 240 managers of SMEs in Tharaka Nithi County, mainly through questionnaires. Technology innovation was studied under three forms: market, process and product innovation. The study aimed to investigate the importance of ICT on firm performance. According to Chege et al. (2019), when technological innovation was adopted in information technology, it led to entrepreneur innovativeness, consequently leading to firm performance. This indicated that technology innovation and individual innovation were considered determinants of firms' good performance. Another significant influence was the business environment. The business environment was required to facilitate innovative behaviour among entrepreneurs, leading to improved service delivery and better firm performance. The study concluded

that ICT implementation had a significant influence on firm performance. A similar study can be conducted in a secondary school set up in Embu County.

A closely related study was conducted on factors influencing job satisfaction among non-teaching staff in public secondary schools of Butula division (Odunga, 2013). The study targeted 300 non-teaching employees, both males and females, from which a sample of 169 respondents was arrived and sampled. The factors investigated entailed; remuneration, work environment, communication, training opportunities and security. The study aimed to investigate how the fore-mentioned factors affected job satisfaction among non-teaching staff. According to Odunga (2013), job satisfaction among non-teaching staff. The study's findings indicated that non-teaching employees were dissatisfied with the rate of remuneration, level of security and training opportunities. However, the non-teaching staff had reasonable satisfaction with the work environment, while on the other hand, they indicated significant satisfaction towards communication.

According to the results, better communication encouraged employees to generate new ideas, and since the communication was both top-down and down-top, implementing such ideas was guaranteed. Job satisfaction also facilitated creativity and innovation among employees, which increased their competitiveness and service delivery. Factually, more than exploring novel concepts is required. The ideas should be implemented by taking risks and then learning from mistakes which would be genuinely inventive. Ford (2019), however, argued that the involved staff should be trained to accept criticism and change their approaches without getting discouraged. The study by Odunga was limited to public secondary schools. This gave this study a chance to compare idea realization by non-

teaching staff in both public and private secondary schools increase their financial and other resources to enhance their organizational performance engagement, significantly influencing creativity and innovation at the workplace and leading to increased service delivery among library employees.

2.7 Idea Sustainability by Non-teaching Staff and Service Delivery in Secondary Schools

From a broader perspective, sustainability refers to consistently supporting or maintaining a process over time (United Nations, 2023). In the business and policy contexts, sustainability intends to prevent the exhaustion of physical and natural resources from making them available for human use for extended durations (Eccles et al., 2020). Sustainable policies consider the future effects of business practices and laws on humanity, ecosystems, and the global economy (Eccles et al., 2020). The sustainability concept presupposes that in the absence of changes in how the planet is managed, it will undergo irreparable damage (United Nations, 2023). While sustainability in the business world seeks to conserve the environment and the planet at large, employee idea sustainability attributes to conserving ideas that are generated (Kesting & Ulhøi, 2021). Indeed, organizations establish strategies for their operations. However, employees need to embrace these strategies and ideas to achieve what it intended for them (Kesting & Ulhøi, 2021).

From the context of this study, idea sustainability refers to the ability of non-teaching staff to uphold ideas and strategies to realize their goals and objectives (Smith & Jones, 2022). In a school setting, schools establish many ideas and strategies to help them run their

operations and deliver services. They also have other aspects like introducing technologies, new projects, and curriculum revisions that they expect their staff to abide by. However, if the staff does not support these ideas, the schools [may lag] in service delivery (Smith & Jones, 2022). This study argues that creative ideas also emanate from the non-teaching staff (Smith & Jones, 2022). This is because the non-teaching staff is expected to innovate and come up with solutions for addressing the problems they encounter from time to time (Smith & Jones, 2022). To fathom creative ideas among the non-teaching staff, the school should embrace a creative atmosphere and implement mechanisms to sustain creative behaviour (Amabile & Pratt, 2020). This is believed to have an enormous implication on service delivery in secondary school (Johnson et al., 2021). Therefore, the idea of sustainability by employees is taken to be very instrumental in organizational service delivery (Johnson et al., 2021). Among the factors that affect idea sustainability by employees include rewards, recognition, capacity building, and research and development (Wang et al., 2019; Brown & Green, 2020)..

Rewards are a form of expression of gratitude and appreciation to a person for something they have done. Rewarding employees for their creative suggestions and ideas are vital in motivating them to search for more creative ideas to improve processes (Martono et al., 2018). Different rewarding options exist, including thank you notes, giving time off, covering commuting costs, salary increments, additional responsibilities, and offering training opportunities. Despite the approach an organization uses to reward its employees, rewarding creates greater employee engagement and increases employee retention, and fosters positive attitudes toward the workplace environment (Martono et al., 2018). It also has many benefits, the most important of which is improving a company's service delivery.

When employees are rewarded, they support their organizations, including supporting and maintaining their ideas.

Another essential aspect of idea sustainability is job satisfaction. Job satisfaction determines how employees perform in organizations. Satisfied employees do not only advance creative minds, and it increases commitment to implementing ideas that have proved beneficial towards achieving the desired objectives. In this study, Almutairi (2020) argued that organizations and ministries must assess job satisfaction among their employees to improve their performance. Almutairi (2020) investigated teacher job satisfaction and how it relates to demographics in Kuwait. The study used questionnaires to collect data from 1017 teachers in three districts in Kuwait. The study identified several factors that address teachers' job satisfaction, including cooperation with colleagues, supervision styles, promotion, and recognition.

The study also established that scholarships, salaries, and teacher protection policies affected their performance significantly. When discussing rewards, Almutairi (2020) established that salaries and financial rewards promote teachers' performance. When teachers feel adequately rewarded financially, they become loyal to their organizations and deliver to their full potential, including providing suggestions for improving situations. Financial rewards, emotional recognition, additional responsibilities, and other non-monetary rewards make employees develop a sense of security in their jobs. Therefore, they work freely, without fearing for their job security. This reduces employee turnover rates, making employees work effectively. Almutairi (2020) also argued that offering

training opportunities to employees is a significant motivation factor that employees perceive as a reward for their work.

Although organizations may train their employees for better performance, some employees perceive these opportunities as rewards for their hard work and performance. Although this study differs from the proposed target population, it has provided essential aspects of monetary and non-monetary rewards for employees' creativity and innovation, satisfaction, and for helping organizations improve their operations and services. Other researchers have also demonstrated that organizations reward employees for their creativity. For instance, Sanders et al. (2018) presented a study showing that organizations have performance-based rewards, where they reward employees based on their performance. They submitted that these organizations recognize employees' creativity by rewarding them. This situation implies that employees with more creativity and innovative ideas receive more rewards from their organizations for developing and sustaining organizational ideas.

Sue Chan and Hempel (2016) also studied how rewarding creativity instigates more creativity among employees. In this study, Sue Chan and Hempel (2016) demonstrated that rewarding innovativeness influences the connection between creativity and employee performance by altering the nature of expressed creativity. They showed that when organizations reward employees for their creativity in sustaining existing ideas or innovating new ones, they encourage them to become more creative. It also makes other employees desire to become creative and be rewarded for their creativity and innovativeness.

Organizations use different ways to motivate employees to continue suggesting new ideas for improving products and services. Nawaz and Yasin (2015) investigated the

determinants of motivation among teachers, focusing on private secondary schools in Bahawalpur, Pakistan. In this study, Nawaz and Yasin asserted that retaining quality employees is every organization's dream. However, they noted that many teachers were incoming and later left the private schools in Bahawalpur. They identified that the lack of motivation was a leading factor in teacher turnover. In assessing aspects of motivation, the study used regression analysis to analyze data collected from 136 teachers in five chain-networked schools in Bahawalpur. Key research variables included salaries, positive behaviour among students, appraisals, facilities, friendly workplace environment, and autonomy given to teachers. In this study, Nawaz and Yasin (2015) emphasized monetary rewards. They claimed that scholars had recommended different motivational factors to motivate employees to support organizational strategies and ideas, leading to effective operations and improved service delivery. They also asserted that when monetary rewards are combined with communication and employee recognition, they increase employee motivation.

Nevertheless, they argued that money is the most crucial reward to employees. However, when combined with other non-monetary rewards such as improved working conditions, recognition, and sound organizational leadership, it significantly improves employees' service delivery. This research differs from the current study in that it collected data from private secondary schools, while the current one collected data from both public and private secondary schools. That notwithstanding, the study assessed the monetary and non-monetary incentives to establish how the same is prevalent in secondary schools in Meru County.

How an organization relates to and treats its employees determines whether it will retain its workers. If this is not addressed, the creative staff may leave the school hence a big loss. In Gahan, Nunoo (2013) studied the retention of employees at the workplace, focusing on the non-teaching staff at the Achimota School, Ghana. The study adopted a survey research design. Data were collected through observation and unstructured interviews with the non-teaching staff at Achimota school. The study observed that retaining key employees is essential to any organization's success and long-term development. Nunoo (2013) argued that retaining the best employees in an organization ensures customer satisfaction; the happy and engaged staff usually leads to increased sales and effective organizational learning. These factors contribute to improved service delivery. The study further established that several factors were lacking in the school, causing significant turnover of the non-teaching staff. These included work organization, communication, morale, motivation, workplace relationship, capacity building, and leadership. When discussing rewards, Nunoo (2013) submitted that giving incentives and rewards to employees enhances individual performance and effectiveness.

While many organizations emphasize teamwork and a team environment, they continue rewarding people for their creativity, innovation, and personal achievements. The study further provided justifications to support the analogy that employees only perform at their peak when intrinsically rewarded.

In Kenya, Wanjiku (2016) investigated the factors for non-teaching staff development in universities in Kenya. In this study, Wanjiku (2016) focused on five organizational factors: staff training, workplace environment facilities, policies, technology development, and

work systems. The study used a cross-section survey and utilized simple random sampling to select participants from four out of the sixteen campuses in the Mount Kenya region to participate in the study. The study claimed that a reward system motivates employees through the perceived value of the rewards being offered and their contingency on their performance. This study established that employees who were not rewarded had a dismal performance.

Recognition is another way through which ideas emanating from staff can be sustained. Recognition denotes the acknowledgement of a person's merits, status, or performance. In the workplace, employee recognition refers to the formal or informal acknowledgement of a worker's commendable performance, output, or contribution. It intends to strengthen particular practices, behaviours, and activities that yield better business performance and results (Osborne & Hammoud, 2017). Employee recognition is one of the most significant motivating factors advocated for in human resource practices. Many workers like to be held in high esteem by their peers. One way to achieve this esteem is being recognized for good work by the leaders before one's peers. Although many people associate rewards and recognition with monetary value, recognition does not have to be expensive. It could be as simple as a thank you email or a compliment for an extraordinary performance (Robbins, 2019).

In addition, an organization can recognize employees by having appreciation days or events and bonuses, which can be quarterly, bi-annually, or annually. It could also involve providing employees with learning opportunities to make them better at their work. Other benefits include increasing employees' happiness, improving staff retention, cultivating a

self-improvement culture, and boosting workers' morale (Osborne & Hammoud, 2017). For organizations to be effective in employee recognition, their recognition programs must be all-inclusive. Also, they must not wait too long to remember a staff member for their diligent work.

Recognizing staff contributions in the form of ideas to organizational development is significant in motivating employee engagement. In the United States and South Korean context, Kim et al. (2016) investigated perceived company support and affective organizational commitment, focusing on the perceived organizational competence moderating impacts. It was clear that how an employee perceives the company's attitudes towards his/her contributions makes an employee's emotional attachment to the organization (affective organizational commitment, AC). They suggested that how employees perceive the organization's capacity to meet its goals and objectives could enhance this relationship by effectively addressing employees' socio-emotional needs.

This submission presupposes that when organizations recognize employees' contributions hence the employees, in turn, develop a powerful bond with the company. This situation makes them support the organization's endeavours, including its ideas for development and service delivery plans. Kim et al. (2016) conducted three studies in South Korea and the United States to investigate the cooperative relationship between perceived organizational support and perceived organizational competence and their antecedents. They used hierarchical linear modelling and standard least square regression for data analysis. The analysis demonstrated that perceived organizational competence reinforced the association between POS and AC. Also, the study established that this relationship increased how

employees were committed to providing services. Moreover, when leaders recognize the efforts of their employees, it leads to increased POS.

Therefore, the study suggested that perceived organizational competence, mainly demonstrated by organizational recognition of its employees and addressing their socio-emotional needs, moderates the relationship between perceived organizational support and affective commitment. The current study predisposes that when non-teaching staff is recognized for suggesting ways of improving processes, it will elevate their emotional attachment in the workplace. This is critical to sustaining morale and innovative behaviour in the school. This would positively impact service delivery in the school. The current study therefore assessed the nature of recognition programs available to the non-teaching staff in secondary schools to ascertain how they help to sustain innovative behaviour and the impacts of the same on service delivery in the school.

When staff are not recognized for their input and ideas, it may lead to stress. The presence of stress makes it difficult to sustain innovative working behaviour among staff. Damayanti and Nawawinetu (2019) studied the determinants of work stress among non-teaching and teaching staff in Indonesia. The study used analytical research with a cross-sectional design. The research population was eighty-one individuals, both teaching and non-teaching staff. 75% of the teaching staff population in the study reported experiencing work stress, and 71.11% of the non-teaching population also reported experiencing work stress. It identified extrinsic factors that included working hours, workload, and employees' roles in the organization. Damayanti and Nawawinetu (2019) concluded that work motivation, role in the organization, and occupational fatigue were the most significant factors contributing to work stress. They noted that employees who were not appreciated for their

performance experienced significant work stress. Since recognition in the workplace functions as a motivating factor among workers, it ought to be embraced to sustain the many ideas that are suggested by the non-teaching staff in secondary schools.

Amoatema and Kyeremeh (2016) presented a study focusing on the implications of recognition in Ghanaian universities. They claimed that many organizations use staff recognition to motivate their workers to increase staff productivity. They underscore the need for supportive cultures for staff recognition of staff. The study submitted that when organizations consistently and frequently recognize their employees, either formally or informally, they gain a robust tool for influencing them to live the organization's values and implement its emphasis. This has enormous implications for service delivery. It implies that when employees are motivated through recognition, they will be committed; hence ideas are sustained and progressed accordingly.

In Kenya, Ndungu (2017) investigated rewards and recognition effects on staff performance in public, academic institutions, presenting a case study of Kenyatta University, Kenya. Ndungu noted that many researchers had investigated this subject, focusing on how reward and recognition programs address the realization of organizational goals and maintenance of the desired behaviour. The study used a descriptive research design, with stratified random and purposive random sampling to sample the research population, and collected data from 360 employees using questionnaires. Through multiple regressions, the study demonstrated a significant positive relationship between recognition and reward with staff performance. In this context, Ndungu (2017) discovered the study established that Kenyatta University employees were less motivated by monetary and recognition rewards, with these variables contributing minimally to staff job performance.,

Ndungu (2017) observed that if more focus is directed toward rewards and recognition by the institution's management, it could positively influence university staff, create higher levels of job commitment and ultimately impact service delivery.

The innovative behaviour of staff can be enhanced and sustained through capacity building. Capacity building is strengthening and developing skills, processes, instincts, abilities, and resources that communities and organizations need to survive, adapt and thrive in a dynamic world. Transformation generated and sustained consistently over time from within the organization, or any other establishment is the most significant element of capacity building (Wassem et al., 2019). This transformation extends beyond performing organizational tasks to changing employee attitudes and mindsets. In the context of secondary schools, capacity-building programs help to equip the non-teaching staff with more skills required to address complex problems faced from time to time. Skills acquired through capacity-building programs would go a long way in ensuring the sustainability of creative ideas in the school.

The United Nation's sustainable development goals, SDG 17, are about revitalizing the global partnership for sustainable development that the UN commits to transform from within. SDG 17 of the United Nations includes aspirations for capacity building, such as increasing innovation and technology in low-income countries, collecting data, and monitoring the progress to realize the UN's SDGs (Bloomfield et al., 2018). This situation makes universities instrumental in capacity-building through innovation, research, and data collection. The same should be ploughed back to secondary school, where the basis for creativity and innovation is laid. Creative ideas and innovative behaviour ought to also focus on the non-teaching, in this case, in secondary schools. The concern here is whether

secondary schools have instituted capacity-building programs to enable the non-teaching to gain additional skills and knowledge, which would translate to enhanced service delivery.

Organizations engage in employee capacity building to improve their capabilities to achieve short-term and long-term organizational goals. In organizational contexts, such as schools, capacity building among staff members involves a systematic process for improving staff's skills, knowledge, understanding, motivation, values, attitudes, and the capacity necessary for better performance at the workplace (Wassem et al., 2019). Capacity building also helps employees to achieve their goals at a personal level. Therefore, it is a process that addresses the incapacity of employees through the development of desirable skills and attitudes, enabling staff members to perform organizational tasks effectively (Wassem et al., 2019). This factor makes capacity building significant for improving employee and organizational effectiveness. Many organizations use various capacity-building strategies, including internships, written materials, formal training, meetings, e-learning, coaching, appreciative inquiry, and peer groups' action learning. These strategies contribute significantly to improving employee working capacities.

Celma et al. (2018) presented a study from Catalonia, Spain. This study identified capacity building as a critical pillar in sustaining ideas and ensuring progressive organization. They also noted how many companies had also instituted mentorship programs and personalized training sessions for their employees to improve their long-term productivity. These training and mentorship programs were meant to develop employees' capacity to accomplish tasks progressively. Indeed, this was also identified as an effective

strategy to prevent employee turnover hence the sustainability of innovative culture and practices.

The study by Wassem et al. (2019) investigated the impacts of capacity building and managers' support on staff performance in Pakistan's textile industry. They collected research data using a convenience sampling technique through 200 self-administered lower and middle-level workers in the textile industry in Pakistan. The study's results demonstrated that capacity building impacts employees' performance significantly. They showed that capacity building and managerial support affected staff performance positively and helped address staff retention. The study argued that retained employees in an organization had significant experience and skills to handle multiple situations. Hence, their existence in the organization improved performance and how services were delivered. This implies that although an organization may build the capacity of its employees, it should also come up with mechanisms to retain them. This ensures the training efforts, for example, on non-teaching staff, are ploughed back to schools for organizational advancement. Wassem et al. (2019) recommended the establishment of capacity-building programs; employers must be compelled to establish suitable employee retention policies and strategies to prevent the turnover of experienced employees.

In South Africa, Bushe (2019) presented a study on why businesses fail in South Africa after realizing that small to medium enterprises in the country close their operations after five to seven years. Bushe (2019) submitted that the failure of SMMEs in South Africa had created significant attention even in the country's government, making it a feature in the national strategic priorities. This happens due to several economic challenges, including high unemployment and poverty rates in South Africa. The reasons for failure were

entrepreneur incapacity, enterprise incompetence, and environmental challenges. These challenges are caused by the lack of understanding of the needs of SMMEs at their growth stages and process. They lead to job losses, unemployment, income losses, and social evils.

The issue that is linked to the current study was entrepreneur capacity which affected enterprise competitiveness and inability to cope with volatility in the operating environment. Indeed, when entrepreneurs are incompetent, their entire businesses and employees are also likely to be incompetent, and such an establishment can only suffer the fate of failure. One outright solution is continuous training which Gichohi (2016) emphasized its essence of harnessing the growth of Small business enterprises. Capacity building is viewed as critical in ensuring staff is retooled and refocused to address emerging issues.

In Kenya, Gatuyu and Kinyua (2020) also present a significant case of knowledge acquisition's role in companies' performance focusing on small and medium enterprises in Meru County. In the study, Gatuyu & Kinyua (2020) submits that SMEs are vital in reviving many countries' economies worldwide because of their capacity to engage many employees. Therefore, the adequate performance of this sector is essential to global economic growth. The study used questionnaires to collect primary data from SMEs in Meru County. Gatuyu & Kinyua (2020) established that SMEs in Meru County moderately embraced knowledge acquisition strategies and practices. The knowledge acquisition strategies and practices built the capacity of employees in these businesses, improving their performance significantly. Gatuyu & Kinyua (2020) demonstrated that capacity building improves workers' effectiveness, enabling them to become innovative and acquire the

capacity to sustain established innovations. They become equipped with relevant knowledge to sustain organizational ideas for organizational benefits. While exploring training impacts on non-teaching staff in secondary schools, Khakayi (2017) established that career development practices improve their ability to secure and retain jobs.

This retention happens because these employees can support the ideas that the organization has developed for organizational benefits. Khakayi (2017) also submits that non-teaching staff career development through capacity building enables this category of workers to sustain the developed ideas and advance them to the next level because they gain significant skills and experience. The studies by Gatuyu & Kinyua (2020) and Khakayi (2017) demonstrate that capacity building among employees is vital because it improves their ability to develop new ideas and sustain the existing ideas in the organization. This happens because capacity building among non-teaching staff in secondary schools and other staff improves their skills, instincts, and abilities. The current study borrowed from these studies to demonstrate the significance of capacity building among employees in improving their performance.

2.8 Supportive work environment for non-teaching staff in secondary schools

Employees are important assets in an organization. They drive processes, carry out activities, and execute strategies designed to achieve the organization's objectives. Although organizations have diverse work environments, the bottom line is that employees require to be supported to enable them to provide adequate services. (Naz et al., 2020). A supportive environment is signified by relationships built on trust and respect between organizational management and employees. In a school setting, a supportive environment is based on trust relationships between school principals, teachers, non-teaching staff, and

students. A supportive work environment, therefore, values employee job performance physical and emotional well-being of all workers.

A supportive work environment is characterized by several factors, such as sensitivity, where organizations avoid matters that can make employees uncomfortable. When employees feel comfortable irrespective of their backgrounds, they become more comfortable performing their duties (Abolade, 2018). A team environment also characterizes a supportive work environment. Being part of a team ensures that everyone works towards a specific organizational goal. Teams provide a support system that promotes idea brainstorming, asking questions, ideal performance, and promote feedback. A team approach also recognizes employees' experience, ideas, and education, making them perform better (Driskell et al., 2018). Another aspect of a supportive environment is feedback. Employees need to be acknowledged for their efforts and performance. Giving them feedback boosts their morale and self-worth.

A supportive work environment includes management support, leadership, empowerment, peer support, and encouragement. These features were identified by Gichohi (2014) as essential antecedents for employee engagement and for revitalizing creativity and innovation at the workplace. Moreover, a supportive work environment involves mentoring, where people who have achieved career success support workers in their personal life, career aspirations, and daily tasks (Shanks et al., 2022). These indicators were hence considered when operationalizing the concept of a supportive work environment for non-teaching staff in secondary schools.

In every organization, leaders have significant responsibilities, including ensuring that all organizational operations run smoothly. Indeed, some leaders delegate their duties to their

subordinates, while others like carrying out all leadership functions. However, employees need to work in an environment where they are recognized for their work and achievements (Hughes et al., 2015). They also need an environment where leaders support them in their work, in different ways, including providing them with growth and development opportunities. In secondary schools set up, teaching and non-teaching staff expect leadership support from school principals. As the organizational heads, the principals ensure their schools deliver quality services to students and other academic stakeholders (Stronge & Xu, 2021).

However, they cannot achieve this individually. They need the support of the teaching and non-teaching staff in the school to deliver their obligations. School principals can support their employees by providing career growth opportunities, creating training forums, addressing their financial and emotional needs, delegating some of their leadership duties, and providing the necessary working materials for smooth service delivery. Providing a supportive environment to these employees is one of the most significant factors that enable them to perform effectively, enhancing service delivery to the school.

The non-teaching staff requires to be supported emotionally. School principals are responsible for providing emotional support to all new and continuing employees. In Japan, Lassila et al. (2017) acknowledged the significance of the relationships between school principals and beginning teachers. The study applied the emotional geographies concept to examine the types of storied emotional distances in the relationships between novice teachers and their school principals. The interview data revealed that relationships between principals and beginning teachers might be personal and direct, indirect as initiated by the

principal as a personal facilitator or as the individual considering school affairs. The study further established novice teachers' personal experiences of their relationships with school principals and how organizational and cultural contexts influence these relationships. Even though school principals are distant figures in schools, they play a significant role in facilitating novice teachers' work by interacting with them at an individual level. They also provide ideal working conditions by addressing the emotional atmosphere or protecting them from parental pressure.

From this study, it is essentially noted that secondary school principals are instrumental in guiding staff to connect well with the work environment and other colleagues. Nevertheless, non-teaching staff also require support from school principals, where the principal must provide them with the resources, they need to do their work. Besides, they must also support them emotionally to keep them stable for effective service delivery.

Workplace guidance is another nature of support needed by new and continuing employees. The guidance and support employees need to adapt to new working environments have been studied widely. When implemented effectively, workplace guidance alienates strangeness and enhances familiarity and settlement. The faster a staff settles; the faster one can identify areas of improvement. Saleem et al. (2020) investigated the support needs of new employees in public schools in Lahore, Pakistan, in the context of elementary classes. The 20 novice teachers were selected purposively, and where inclusion criteria were those who had worked less than three years. The study revealed that although novice teachers had learned classroom management practices and other teaching functions, they needed support to adapt to their new working environment and gain significant experience.

Saleem et al. (2020) underscored the need for school principals to provide material and physical support and help them solve challenges. However, novice teachers said they did not receive physical mentoring during their early teaching days. Hence, the study emphasized the need for principals' intervention in addressing the quick settlement of new employees, which was critical in fostering service delivery.

The study recommended initiating mentoring systems for all employees in secondary schools, creating a collaborative culture for employees to share their experiences, and creating an open-door policy to allow communication between employees and principals. Like novice teachers, schools could have new support staff unfamiliar with the school's operations. Therefore, while school principals support novice teachers, they should also offer physical and material support to new non-teaching staff in their schools.

Uleanya and Mkhasibe (2021) investigated the holistic role of secondary school principals in rural South Africa. Uleanya and Mkhasibe submitted that the principals' role is crucial to overall school success. The success or failure of students in their final exams is attributed to the efforts and roles of school principals and teachers. However, the buck always stops with the principals and their leadership practices. The study established that school principals have many significant roles that are crucial to the school's success. Some of these roles include shaping the direction of a school's development, leading the teaching and learning activities of a school, quality control and managing accountability, managing the school as an organization, empowering school staff, and supporting teaching and non-teaching staff in their work. The support role is particularly significant. It ensures that principals provide the ideal working environment for teaching and non-teaching staff. For

instance, they provide non-teaching staff with learning opportunities and the necessary working materials and equipment to deliver their duties. However, Uleanya and Mkhasibe (2021) submitted that school principals meet several challenges in delivering their roles. Some of these challenges include minimal resources in schools, few development opportunities, and quality of staff. Unfortunately, when resources are scarce, the non-teaching staff gets less attention. Nevertheless, school principals must obtain resources and find development opportunities for their teaching and non-teaching staff. If anything, professional development opportunities for non-teaching staff will improve their quality, which impacts service delivery in the school.

In Kenya, the role of school principals in supporting their staff is also held in high regard. Ocham and Okoth (2015) investigated principals' motivational practices in Kenyan public secondary schools. Their study purposed to explore the effects of motivational practices by head teachers in secondary schools in Kenya. The objectives of the study objective included determining the impacts of staff recognition, participation in staff development programs, collective leadership, and principals' support for the teaching staff on performance. Ocham and Okoth (2015) adopted a survey with 32 principals and 186 teachers from the Koibatek District. The study established that recognizing secondary school staff and, providing them with good working conditions, supporting professional career growth enhanced their performance. The study recommended the need for principals to recognize their employees through incentives and appreciation. Another aspect noted was a need for principals to assign responsibilities and autonomy in developing staff abilities. These two aspects, along with availing materials and emotional and professional support, were identified for inclusion in the current study's operationalization.

Leadership is the action of leading a group of people to achieve identified goals. It also refers to socially influencing people to willingly maximize their efforts toward achieving goals without coercion. Different types of leadership have been used to assist employees in realizing organizational goals. However, some leadership types need to present a supportive environment to employees. For instance, autocratic leadership dictates what employees must do and denies them the opportunity to make decisions in an organization, while leadership styles such as democratic and transformational leadership recognize employees' roles and contributions to the organization and support them to become more effective. Employees require a leadership system that supports them in their work and encourage them to improve their performance. When school principals exercise leadership over non-teaching staff, they are expected to practice a leadership style that supports their work and motivates them to perform to their best.

There are numerous studies which have demonstrated that leadership style influences organizational performance. Some studies, such as Day et al. (2016), which were conducted in the United Kingdom, assessed the application of instructional and transformational strategies in influencing how schools performed academically. The research provided new empirical evidence on how accomplished principals indirectly and directly attained and sustained consistent improvement over time by combining instructional and transformational leadership. It established that schools' capacity to improve and sustain effectiveness consistently did not only lie in the principals' leadership style but was also contingent upon their understanding and diagnosis of the school's needs. It also depended on how they apply their articulated and institutionally shared educational values via different combinations and time and context-sensitive strategies accumulations

embedded and layered in the school's culture, work, and achievements. Day et al. (2016) submitted that many pieces of empirical evidence demonstrate that school leaders had directed and mediated positive impacts on school achievement through creating collaborative organizational learning, structures, and cultures and developing staff leadership capacity. The current study determines whether principals of secondary schools applied these aspects in enhancing service delivery of non-teaching staff.

An organization's leadership style also affects employees' job satisfaction. Job satisfaction is an important attribute in harnessing workplace creativity and innovation. It is also essential in enhancing service delivery. Empirical evidence by Long et al. (2014) from Malaysia investigated the influence of transformational leadership style on employee job satisfaction. In the study, Long et al. (2014) submitted that attaining staff job satisfaction is one of the most crucial factors in retaining productive workers in an organization. The study noted that effective leader commands trust and respect from their followers, which manifested in the four transformational leadership characteristics: individualized consideration, inspiration motivation, idealized influence, and intellectual stimulation. The study concluded that, for employees' performance to improve, leaders must develop their talents, harness their creativity, and encourage them to do particular tasks. These practices build staff's confidence and make them enthusiastic about delivering their obligations effectively. This orientation fathoms creative and innovative behaviour and the same is hypothesized to go a long way in enhancing service delivery in secondary schools. It is anticipated that it would improve the performance of non-teaching staff, hence improving service delivery in the school.

Ali and Dahie (2015) also investigated leadership style in the context of job satisfaction in secondary schools in Somalia. The study applied an explanatory and survey research design on 200 research participants who were secondary school teachers from Mogadishu, Somalia. Among the leadership styles covered were transactional, transformational, and laissez-faire. The study used regression analysis to test its hypotheses. It noted the significance of leadership style in accomplishing school objectives and attaining educational goals. When applied appropriately, leadership style and practices influence staff to endeavour to achieve their goals keenly and enthusiastically. It allows space and freedom for staff to make decisions. It further fathoms empowerment, professional growth, autonomy, and self-efficacy and enhances participation in the decisions that impact work. These aspects are critical in creating a supportive environment for non-teaching to improve how they deliver their services in school. The same aspects were assessed in the current study to understand how they contribute to the innovative work behaviour of non-teaching staff in secondary schools.

The study by Wachira et al. (2017) conducted in Kieni West Sub-County, Kenya, also investigated leadership styles and teachers' performance. One significant observation made by this study is that supportive leadership behaviour was prevalent in many schools. Improved service delivery was noticed in schools where the principals' ability to assign tasks, receive results, and work cohesively with staff was prevalent.

Teamwork is the collaborative effort demonstrated by a group to realize a shared goal or complete a task effectively and efficiently. Hanaysha (2016) describes teamwork as a mutual activity seeking to achieve a shared goal by involving organizational members in

various groups to share their skills and knowledge on accomplishing specific tasks. Many organizations value teamwork because of its benefits which include work efficiency, self-monitoring, fast innovations, learning from teammates, establishing healthy competition, and promoting robust work relationships (Driskell et al., 2018). While some prefer working individually, teamwork is widely accepted as an ideal practice for accomplishing tasks effectively and promptly (Driskell et al., 2018).

Understanding the value of teamwork can help human resources to establish robust management in various aspects ranging from training and development to organizational culture. Principals can facilitate the non-teaching staff to establish teams to complete their work effectively in a school setting (Antwi, 2022). These teams are instrumental in creating a supportive work environment for fellow staff members because they become comfortable with their colleagues, learn new ideas, and improve their capacity to innovate and deliver their services.

Although teamwork is regarded as a sound practice for employee performance and organizational productivity, some researchers believe the contrary is true. They argue that teamwork and employee participation negatively affect productivity, innovativeness and performance. Kalleberg et al. (2009) established that autonomy and consultation are associated with minimal job stress. The study, however, concluded that teamwork increases work stress. Hence, they recommended that employees work independently to reduce the job stress caused by teamwork.

Contrary to the findings by Kalleberg et al. (2009), Hanaysha (2016) established that working in teams is a factor that improves employee performance and productivity in the

higher education sector in Malaysia. Hanaysha (2016) focused on aspects such as employee empowerment, employee training, and teamwork on staff productivity. Hanaysha emphasized the need to improve productivity in the service and manufacturing sectors. Past literature demonstrates that several factors can improve employee productivity, including empowerment, training, and teamwork. These aspects were also measured in the current study.

Ayeni and Fakunle (2021) researched how teamwork management affects staff productivity in secondary schools in Nigeria, focusing on the Ondo Central Senatorial district. The study observed that teachers' productivity had dwindled expressively in Nigerian public secondary schools because of the perceived inadequacies of the autonomous, which was purported to be inhibiting their participation in teamwork. Using data collected from 33 secondary school principals and 660 teachers, the study tested relationship between variables using Pearson product-moment correlation. A strong positive correlation was established between teamwork management and employee productivity. The study emphasized the need for ensuring teamwork among staff. This was also critical in fostering puts from non-teaching staff in secondary schools.

Although teamwork supports employee performance and organizational productivity, it must be effective. In Kenya, Ooko (2013) investigated the role of teamwork in target achievement, focusing on SOS children's villages in Eldoret, Kenya. Ooko (2013) noted that effective teamwork influenced organizational performance positively. As a result, global organizations are in a race to improve the effectiveness of their teams to achieve global competitiveness. The study by Ooko (2013) focused on constructs that included employee job descriptions, organizational goals, job satisfaction, organizational teams'

performance, and employee qualifications and skills. The study underscored achievement recognition, suitable workplace environments, promotions, and fair remunerations and rewards system as critical elements in making staff feel supported; hence, they become devoted and source for ideas to improve how tasks are accomplished.

These virtues were also adopted in the current study to ascertain how principals apply them to non-teaching staff in secondary schools. The organization's management should also recognize the need for effective teams to produce the expected performance and realize organizational targets. If school management could support non-teaching staff in developing effective teams, it would improve their working capacity and performance since they would learn from their peers. Indeed, an effective team would require an effective environment for them to improve service delivery in their respective areas in the school argued that the involved staff should be trained to accept criticism and change their approaches without getting discouraged. The study by Odunga was limited to public secondary schools. This gave this study a chance to compare idea realization by non-teaching staff in both public and private secondary schools to increase their financial and other resources to enhance their organizational performance engagement, significantly influencing creativity and innovation at the workplace and leading to increased service delivery among library employees.

2.9 Theoretical Framework

This study has identified four theories which informed the investigation of the main constructs. These are the dynamic componential model of creativity and innovation in organizations, social exchange theory, the enjoyment performance theory, and the

modified quantitative service delivery theory. The telnets and variables underpinned by these theories are presented below.

2.9.1 The Dynamic Componential Model of Creativity and Innovation in Organizations

The dynamic componential model of creativity and innovation in organizations was first developed in 1988 by Teresa Amabile as a model of creativity and innovation in organizations. Amabile and Pratt later improved the model in 2016 by coming up with the dynamic componential model of creativity and innovation in organizations. Amabile and Pratt (2016) observed that the creative processes and innovativeness abilities of workers in an organization are a staged process were, in each stage, several activities ought to be practised to realize novel ideas. They further noted that the organizational creativity processes that harness innovative work behaviour culture among workers comprised problem identification, preparation, response generation, response validation, communication, and outcome.

For problem identification, Amabile and Pratt (2016) argued that a good environment that motivates an individual is necessary for identifying a problem, while for the preparation stage, one requires the essential skills, competencies and resources to think about the course of action needed to address the identified problem. The generation of response depends on the availability of clear procedures and elements that influence creativity. This also requires appropriate validation by providing resources and a conducive environment supporting creativity and innovativeness. The last item, outcomes, is about the decision at the end of a creative process. Amabile and Pratt (2016) added that the creative process is subject to

the influence of external and work environmental factors, which include social, economic and cultural; other work factors that influence the creative processes are supportive environment, resources availability, supportive leadership and positive organizational culture (Amabile & Pratt, 2016). Ford (1996) unpacked leadership to include subordinate work delegation, involvement in challenging tasks, leader encouragement and supportiveness. Moreover, domain-relevant skills, creativity-relevant skills and motivation were significant antecedents to creativity and innovation by individuals or organizations (Amabile & Pratt, 2016).

Amabile and Pratt unpacked domain-relevant skills to include technical skills, knowledge, talents, perceptual abilities, contingent abilities and formal or informal education. They further identified creativity-relevant skills, including novelty, thinking skills, perception skills, problem identification, experiences and personality traits that support creative thinking and idea-generation promotion. Amabile and Pratt (2016) opined that individuals' innovativeness and creativity usually emerge from an environment that stimulates them. Therefore, employees must perceive that it is right to pursue some novel ideas. According to Amabile and Pratt, motivation is a significant driver and may be intrinsic or extrinsic, taking the form of rewards, recognition and managerial support. Intrinsic motivation is driven by the availability of resources, rewards, recognitions, and support was also a key component which encouraged members to engage in innovative processes (Amabile & Pratt, 2016; Ford, 1996). Two major external environmental factors were also identified as drivers for motivation to innovativeness, there are, resources and leadership practices. The resources, in this case, comprise finances, time, facilities, and human and material

resources. At the same time, leadership is unpacked to include subordinate work delegation, involvement in challenging tasks, leader encouragement and supportiveness (Ford, 1996).

Based on that view, the dynamic componential model of creativity and innovation in organizations can be adopted in the current study to explain the components of innovative work behaviour. This theory is also very relevant in underpinning the aspects of a supportive work environment. The theory demonstrates a clear interdependency of the determinants of successful innovation in organizations. It, therefore, provides ground to inform innovative work behaviour, characterized by idea generation, idea promotion, idea realization and idea sustainability, and a supportive work environment.

The creative processes can be linked to the innovative work behaviour parameters on idea generation, idea promotion, idea realization and idea sustainability concerning the required skills, competencies, support and resources for supporting innovation and creativity in an organization. The confounding features of the environment which influence the continued and repeat of the creativity processes or even the successful carrying out of the innovation processes stand in for the supportive work environment as a moderator.

2.9.2 Social Exchange Theory

The social exchange theory was developed by George Homans in 1958 and later advanced by Peter Blau. Homans explained that expectations, perceptions and comparisons determine most relationships' services, feedback, love, power, rewards and treatments. The precision of social exchange theory is based on the argument that human beings act in

exchange for the actions they were treated earlier. People, therefore, arrive at decisions, whether consciously or unconsciously, under the influence of the rewards, costs, expenses, treatments, and the nature of handling the received from others. Homans concluded that individuals expect the equity in exchange for what they offer. Therefore, a lack of equal pay for costs and expenses leads to discontinuation and displeasure.

In the secondary school environment, the service delivery by support staff can be influenced by the actions of the principals. Undoubtedly, when secondary school principals invest in support staff training, staff empowerment, motivation, delegating challenging jobs, involving non-teaching staff in decision-making, and giving working resources, incentives and facilities, in return, they will perform better, embrace creativity, and innovativeness, which ultimately enhances service delivery.

Despite the fact that this theory assumes a linear structure of rewarding and giving back, it is relevant in underpinning the role of a supportive work environment in unpacking creativity, innovation, innovative work behaviour of employees and improving service delivery in public secondary schools. Arguing that the non-teaching staff in secondary school may give value for the treatment they receive from the school management, this cause-and-effect exchange relationship may breed positive outcomes when they are treated well. The theory helps to identify the role, responsibilities and obligations of the principals, which, when undertaken, tend to influence workers' idea generation, idea promotion, idea realization, and idea sustainability and ultimately lead to improved service delivery.

2.9.3 The Enjoyment Performance Theory

Harrison advanced the enjoyment performance theory in 2007. Harrison contends that if organizational human resources enjoy their job, they are likely to perform well, help the organization meet its objectives, and gain efficiency in service delivery. This belief made Harrison come up with three significant constructs critical in ensuring employees give their best in the organization they work for. These are; personal interests in the job, the nature of the working environment and job fit matches. According to Harrison, when the three constructs are interweaved together, they are reported to lead to more work enjoyment, which is an assurance of employees' creativity, innovativeness and loyalty. These aspects have significant impacts on organizational performance. The theory urges managers and supervisors to create enabling internal working environment constituting of right resources, skills, and professional capabilities. They should also provide good leadership, build employee capacities and stimulate employee creativity.

The enjoyment performance theory informs the supportive work environment and service delivery by non-teaching staff in secondary schools. The theory is significant enough to underpin how the supportive work environment can be utilized to achieve employee performance, creativity and working collaboratively to meet common organizational goals. It is well known for its ability to outline the conditions necessary to create an enabling work environment. Some of these antecedents include; putting the right people in the right job, providing incentives, building staff's competencies, availing work facilities, providing exemplary leadership that permits involvement in decision-making and encouraging employee creativity. These aspects of a supportive working environment are requisite

antecedents to innovative work behaviour and efficient service delivery in an organization. This enabled the current study to ascertain the moderating role of a supportive work environment between innovative work behaviour and service delivery by non-teaching staff in secondary schools in Embu County.

2.9.4 The Modified Quantitative Service Delivery Theory

Kaul and Adelabu developed the Modified Quantitative Service Delivery Theory in 2012. These theorists contend that service delivery is a crucial practice that requires not only the input of welfare services but also a high level of accountability, satisfaction and good leadership. The theorists argued that a combination of parameters such as human resources, leadership practices, physical resources in place, legislative, organizational culture, working environment and managerial accountability was needed to ensure efficient and effective services are delivered to the public. Kaul and Adelabu identified facilities, resources, infrastructure, leadership and a conducive working environment as essential elements that make service delivery efficient and effective in government ministries and departments. They also identified hindrances to quality or effective service delivery. They argued that limited or lack of accountability, working skills and competencies, finances, redundant policies, instability, leadership, resources and a conducive working environment militated the delivery of public services.

Service delivery is the dependent variable in this study; hence the environmental characteristics, investment in human resources dimensions and leadership are pillars for ensuring its realization. Application of the modified quantitative service delivery theory in the study will address the aspects of attaining service delivery by non-teaching staff in public secondary schools in Embu County. Specifically, the modified quantitative service

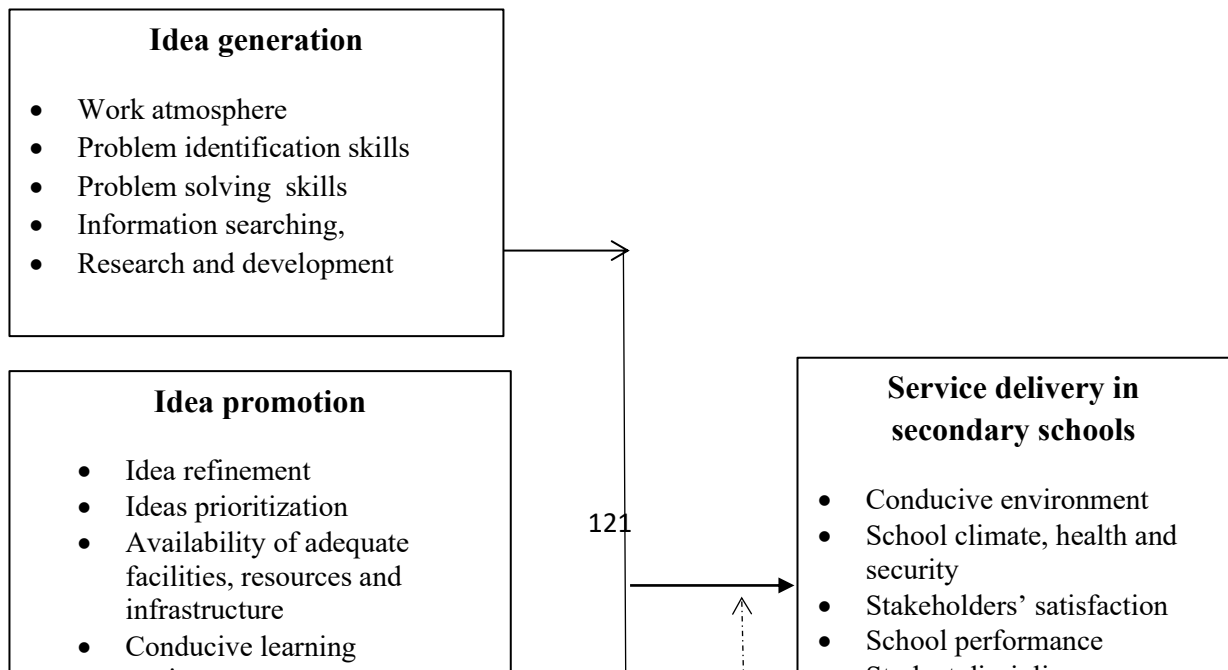
delivery theory will be applied to link principals' support, leadership, co-worker support, employee capacity building, accountability, and human resource management to innovative work behaviour indicators to ascertain the extent to which they help to improve service delivery by non-teaching staff in public secondary schools in Embu County.

2.10 Conceptual Framework

The conceptual framework depicts the interrelationship of the innovative work behaviour indicators, the moderating effect of a supportive working environment and the role of support staff in improving service delivery in public secondary schools in Embu County.

Figure 2. 1

Conceptual framework



Dependent variable

Moderating Variable

Independent variables

The independent variables cover innovative work behaviour characteristics: idea generation, idea promotion, idea realization and idea sustainability, which are purposed to influence the dependent variable, service delivery in public secondary schools in Embu County. The supportive work environment construct will moderate this relationship between the main variables.

Idea generation will be characterized by a good atmosphere which promotes and stimulate support staff in secondary schools to be creative in their respective areas. Also, non-teaching staff problem-identification skills, problem-solving abilities and consistent

information searching, research and development are excellent and informed insights that explain idea generation. Idea promotion will be evidenced by the school climate and culture of knowledge management and sharing amongst the support staff. The availability of facilities, infrastructure, materials and all sorts of resources, including finances, will also provide a suitable environment for idea promotion in public secondary schools. The principal's leadership support, financial and budgetary allocation, training facilitation, managerial support, and a conducive working environment will also stimulate idea promotion.

The idea realization indicators will comprise good strategic leadership and financial, material, human, physical and infrastructural resources which facilitate the generation and implementation of innovative ideas. For idea sustainability, it will be characterized by employee capacity building, principal and leadership recognition of innovative employees. Continuous or sustained research and development embraced by the secondary school stakeholders will also unveil room for continuous improvement and idea sustainability.

Service delivery by non-teaching staff will be the dependent variable for this study. This one will be constituted by a conducive teaching and learning environment and improved school climate constituting health, safety and security. Students' outcomes such as learner service satisfaction, improved academic performance and student discipline will also indicate the provision of efficient services by support staff in secondary schools in Embu County. Other determinants are adequate and timely curriculum implementation, revision, and availability of teaching resources, facilities, materials, and personnel.

A supportive work environment will moderate the study; hence, an interconnection with the key constructs is provided in the conceptual framework. An interplay of indicators such as principals' leadership, encouragement, motivation and finances form a supportive school working environment for non-teaching staff. Evidence of co-worker support, teamwork and encouragement will also be ascertained.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter articulates the methods and framework that were adopted to undertake the study successfully. It begins with the presentation of the study locale, research philosophy and approach, the design, target population and the sampling procedures that were utilized to obtain the subjects. Apart from that, the methods of collecting data, the procedures that were followed in the field and a description of how collected opinions were analyzed and

presented is also provided. The study adheres to the set research ethical standards, which were also presented descriptively.

3.2 Location of the Study

The study location was in Embu County, where secondary schools were engaged. Embu County is located in the Mount Kenya region and covers approximately 2821 square kilometres. The County has five sub-counties: Embu West, Embu East, Embu North, Mbeere South and Mbeere North. On the immediate western side is Kirinyaga County, while Kitui County is in the East. On the north side is Tharaka Nithi County, while Machakos County borders on the southern side. In total, there are 196 public secondary schools, while in private, 15 comprise 208 (Ministry of Education, 2018).

Embu County is selected as an appropriate area of study because, in this County, just like other counties, the service delivery by the non-teaching staff has not been satisfactory as described by Arungo and Kipkebut (2021), Wambugu (2018) and Ong'ola (2019). This is the case despite the well-defined responsibilities and obligations of the non-teaching staff in secondary school. The situation may be attributed to various factors but the proposed study is interested in service innovation behaviour of the non-teaching staff to determine how it relate with service delivery and determine whether relationship is moderated by a supportive work environment.

3.3 Research Philosophy

Research philosophy is about the values, criteria, ideas, phenomena, beliefs and parameters that a study embraces to obtain data from respondents, analyze it, infer the findings and recommend action plans from it (Cresswell, 2009). According to Saunders et al. (2009) and Willian (2011), philosophical approaches adopted in research concern the procedures,

steps, processes, stages and methods a researcher carrying out a study believes work best in solving an underlying research problem. Adopting a research philosophy in a study enables a study to incorporate worldview, arguments, defend the chosen research design and methods of soliciting respondents' opinions and insights.

Social science research has five commonly used research philosophies (constructivism, positivism, pragmatism, and interpretivism) (Saunders, 2009). In this study, a pragmatism paradigm will be adopted. The choice of this paradigm lies on its high level of flexibility using numerous dimensions. One well-known advantage is its flexibility in utilizing a combination of methodologies, practices, procedures and modalities to implement a study. Another opportunity presented by this approach is making it possible to triangulate the data and or obtain complimentary or explanatory information. By adopting pragmatism philosophy, the researcher was able to elaborate the underlying existing state of innovative behaviour, analyze the collected data, draw conclusions, and provide a room for BoM to clarify the interplay of innovative work environment practices, service delivery and supportive work environment with reference to the non-teaching staff.

In the current study, questionnaires were issued to the non-teaching staff in secondary schools, interview guides were used on principals, while, focused group discussion were used on chairs of the board of management in secondary schools. The combination of the three tools will enable the researcher to obtain information regarding innovative activities undertaken by non-teaching staff and subsequent behaviour and also get explanations from principals and BoMs on how they create or fail to create a conducive and supportive environment to foster creative behaviour.

Lastly, pragmatism philosophy was applicable in integrating the presentation of the study's quantitative and qualitative findings. According to Creswell (2009; 2014), the chosen research philosophy underpins a given research approach. In the current study, the quantitative data will provide a clear roadmap towards understanding telnets of the study, while the qualitative data was embedded/nested to clarify the reported findings and elaborate certain observable aspects of the study.

3.4 Research Approach

Research approaches are meant to steer how data collection and analysis is achieved to arrive at appropriate solutions in a study. According to Creswell (2009; 2014), there are three approaches used in research; quantitative, qualitative and mixed methods. In this study, a mixed-method research approach was adopted. The appropriateness of this approach was based on the fact that multiple theories are guiding the study; dynamic componential model of creativity and innovation in organizations, social exchange theory, the enjoyment performance theory, and the modified quantitative service delivery theory in investigating and facilitating the understanding of independent variables, dependent and moderating variables.

In addition, the current study is guided by research objectives and hypotheses which are based on the innovative work behaviour parameters and service delivery in secondary schools in Embu County. Specifically, questionnaires were issued to the non-teaching staff in secondary schools, interview guides were used on principals, while, focused group discussion was used on chairs of the board of management in secondary schools. The combination of the three tools will enable the researcher to obtain information regarding

innovative activities undertaken by non-teaching staff and subsequent behaviour and also get explanations from principals and BoMs on how they create or fail to create a conducive and supportive environment to foster creative behaviour. Therefore, the information which was gathered from quantitative data was very crucial in making appropriate decisions, either to reject or fail to reject the null hypotheses; while the qualitative data (interview and focused group discussion) was significant in clarifying some aspects of phenomena, justifying the interpretations in some cases and in making conclusions.

In that connection, the mixed research approach is appropriate in bringing different views regarding a phenomenon; hence, one can refute, reject or support the theoretical propositions based on the findings reported from different data collection tools. The employment of both qualitative and quantitative approaches enabled the researcher to understand the current status of innovative work behaviour and the nature of a supportive work environment and determine how that affects service delivery by the non-teaching staff in secondary schools in Embu County.

3.5 Research Design

A research design refers to a scientific description of how the targeted respondents are engaged to provide the data; and how the collected data is given meaning through computation and analysis to aid correct knowledge representation and summarization (Kothari & Garg, 2019). This study was cross-sectional in nature and was based on a sample population; hence, the adoption of survey research design to assess the relationship between innovative work behaviour of non-teaching staff and service delivery in secondary schools in Embu County, Kenya, and determine the moderating role of a supportive work environment to improve the delivery of services by non-teaching staff.

The incorporation of survey research design facilitated a more intimate interaction between the researcher and the primary respondents, who were drawn from the designated target population. Adopting this research design helped the researcher to understand the current scenario of non-teaching staff with reference to innovative work behaviour and service delivery. The interviewing and focused group discussion enabled the researcher to gauge facial expressions, perceptions, attitudes, and feelings which were helpful in providing detailed explanations of phenomena that are investigated in this study. Specifically, detailed explanations regarding when, why, how and what about idea generation, idea promotion, idea realization, idea sustainability, supportive work environment and service delivery by secondary school support staff were established to aid the designing of appropriate solutions. The literature reviewed in chapter two has shown other related studies that have adopted the same research design. Examples of such studies include Akulue and Okonkwo (2021), Gichohi (2014), and Khakayi (2017). This boosted the confidence in adopting a similar research design in the proposed study.

Integrating both quantitative and qualitative data necessitates that the researcher selects an appropriate research design for their study. In this study, the quantitative data which the non-teaching staff provided took the centre stage, while, the qualitative data from principals and BoM Chairs played an explanatory role; hence, the adoption of the concurrent nested / complimentary / embedded design. According to Kroll and Neri (2010), and Creswell (2014) the concurrent nested / complimentary design is appropriate when one type of data is dominant while the other one is embedded to compliment or address specific aspects that are connected with the general research objective. In this study, the quantitative

data was dominant while the qualitative data was complimentary and explanatory in nature with regard to certain aspects of the investigation.

This design was further deemed appropriate due to its ability to facilitate both breadth and depth in data interpretation. The descriptive cross-sectional aspect enabled the researcher to draw associations between variables at a single point in time, while the embedded qualitative component enriched these associations with context-specific meaning. Moreover, the design provided flexibility in collecting data from diverse respondent categories such as non-teaching staff, principals, and BoM representatives without influencing the natural school environment. This preserved the authenticity of responses and increased the reliability of findings, especially in real-world institutional settings. The integration of different data types also allowed triangulation, which enhanced the validity of the results by comparing patterns across sources. Ultimately, this approach ensured the study not only uncovered statistical relationships but also captured lived experiences, attitudes, and institutional practices that shaped the delivery of services in secondary schools.

3.6 Target Population

The target population refers to the largest group from which the study findings and inferences were generalized. The study obtained information from non-teaching staff working in secondary schools in Embu County. In Embu County, there is a total of 208 secondary schools, which constitute the target population. The main respondents were the non-teaching staff employed in secondary schools in Embu County. The non-teaching staff were the main respondents for this study because their views were critical in enhancing how they go about idea generation, idea promotion, idea realization and idea sustainability.

The questions posed also enabled the study to understand how their innovative behaviour influence service delivery in public secondary schools.

Moreover, the school principals who are 208 contributed to the study by giving their oral opinions regarding the same constructs through interviews. Their opinions were very instrumental, considering that BoM is responsible for the welfare of non-teaching staff and the smooth learning of a school. The principals shed light on the intricacies of service delivery at their schools and describe how they support the work environment of non-teaching staff in the school. Other key informants are the BoM chairs of the school. There are 208 BoM chairs of secondary schools in Embu County. These individuals were specifically responsible for deciding remuneration, hiring, performance management and facilitation of the non-teaching staff.

Moreover, their participation unravelled key information regarding the innovativeness of the non-teaching staff and shed light on parameters established for improving service delivery at their school. A sum breakdown of the 1803 non-teaching staff, 208 school principals and 208 BoM chairs make up a total target population of 2226 respondents. The same is summarized in Table 3.1.

Table 3. 1***Target Population***

Sub-County	School	Principals	BOMs Chair	Number of non-teaching staff
1. Embu West	32	32	32	360
2. Embu East	45	45	45	391
3. Embu North	26	26	26	272
4. Mbeere South	56	59	59	362
5. Mbeere North	49	49	49	418
Total	208	208	208	1803

3.7 Sampling Techniques and Sample Size

This section describes the sampling designs that were employed to get the sample representative population of the study.

3.7.1 Sampling Techniques

Sampling techniques refer to the methodology that was utilized to come up with a general representative number of principals, non-teaching staff and BoM members of public secondary schools in Embu County. In total, there are 208 secondary schools in Embu County (see appendix VII). In order to achieve representativeness, the secondary schools first had to be categorized as either public or private. The same also be categorized according to the sub-county in which they are found. Within the sub-counties, the schools were further stratified into boys' boarding, girls' boarding, mixed boarding, mixed day and

boarding, mixed day schools; where, a proportionate systematic sampling technique was implemented in each category to ensure equal chances of representation. Within each school type category, a systematic sampling technique was adopted to develop specific secondary schools that were to participate in the study. Later on, a proportionate systematic sampling technique was adopted to come up with specific secondary schools that were to take part in the study. This layered sampling strategy was justified to ensure that all relevant school types and regions were proportionately represented, reducing skewed data and making findings more reflective of real conditions across the county's school system.

The non-teaching staff from each selected school became the units of analysis; hence, a proportionate simple random sampling technique was applied in selecting the respondents. This approach allowed each non-teaching staff member an equal chance of being selected, improving the accuracy and fairness of the study's findings while minimizing sampling bias. Considering that qualitative data was not sensitive to representativeness, the required number of principals and the BOM chairpersons from the selected school was selected purposively; where, one principal from each category of school was picked using an inclusion criterion. The criteria were the principal and the BOM chairperson from a school that has the highest number of non-teaching staff from each category of school. Purposive sampling was ideal for qualitative data collection, as it ensured the selection of participants with extensive exposure to innovation and service delivery issues in schools — thereby producing rich, in-depth data aligned with the study's objectives.

3.7.2 Sample Size

In this study, the sample size determination table developed by Krejcie and Morgan (1970) (see appendix VIII), as well as the formula by Hoyle, Harris and Judd (2002), was used to determine the sample size (n) for the number of secondary schools and number of non-teaching staff.

$$n = \frac{N}{1 + \left[\frac{N (L/100)^2}{1.96^2 p (1-p)} \right]}$$

Where N = total number

n = the required sample size

L = maximum allowed error (in this case, 5%)

P = Expected proportion of numbers (in this case, 0.5)

Adopting the above formula and sample size determination leads to 140 secondary schools from Embu County, and 317 non-teaching staff, who were drawn proportionally as indicated in Table 3.2.

Table 3. 2***Sample Matrix***

Sub-County	Target secondary schools	Sample size secondary schools	Number of non-teaching staff	The sample size for non- teaching staff
1. Embu West	32	21	360	63
2. Embu East	45	30	391	69
3. Embu North	26	17	272	48
4. Mbeere South	56	55	362	64
5. Mbeere North	49	33	418	73
Total	208	140	1803	317

In deciding the number of principals to participate in the study, the researcher adopted the guidelines by Young et al. (2017), Hagaman and Wutich (2017), Namey (2017), and Carlsen and Glenton (2011) who describe 9 -14 interviews as sufficient for a homogenous population to avoid saturation. In this study, 10 principals were picked to for interview session; where, 2 principals were drawn from each sub-county. The inclusion criteria was one principal from the schools that had the highest number of the non-teaching staff from each sub-county. The second was one principal from the schools that had the lowest number of the non-teaching staff from each sub-county.

For BoM chairpersons, the participants are homogeneous, considering that they follow the guidelines from the Ministry of Education in executing their duties; hence, the study conducted one focused group discussion containing 10 participants drawn from each sub-

county. Since the sub-counties are 5, two BoM chairpersons from each sub-county were picked from each sub-county, totalling to 10 participants. The inclusion criteria was one BoM chairpersons from the schools that had the highest number of the non-teaching staff from each category of school. The second was one BoM chairpersons from the schools that had the lowest number of the non-teaching staff from each category of school.

3.8 Research Instruments

The current study utilized questionnaire tools on the non-teaching staff, an interview guide on principals and focused group discussions for the BoMs. The three tools are discussed in the subsequent sections.

3.8.1 Questionnaires

The questionnaire tool was deemed appropriate for this study because the number of non-teaching staff in Embu County is large; hence, the issuance of questionnaires was very economical and achieved within a few days. The tool also assured participating individuals' anonymity, confidentiality and privacy (David & Sutton, 2011). The tools are also preferred because they allow flexibility where a non-teaching staff can fill out the questionnaire at any time in a convenient location.

Since the non-teaching staff are the main respondents in this study, the administration of questionnaires to this group enabled the researcher to collect comprehensive information describing their innovative behaviour and further establish the extent to which the supportive environment affects service delivery in secondary schools. The tool was therefore instrumental in establishing the current state of affairs, practices, prevailing

conditions and ideologies on idea generation, promotion, realization, sustainability, and supportive work environment towards improving service delivery by non-teaching staff in secondary schools in Embu County.

The questionnaire tool was designed to cover seven sections from A to G. Section A covered the demographic details of the non-teaching staff, while sections B, C, D and E covered idea generation, idea promotion, idea realization and idea sustainability constructs. The rest of the two sections (F and G) contained questions on the dependent variable (service provision) and moderator (supportive work environment), respectively. Questions in sections B to G comprised sentiments in a table which were measured using a 5-level Likert scale. The sentiments reflected indicators as reflected in the conceptual framework. There were a few open-ended questions at the end of each section whose development is informed by aspects obtained from the literature reviewed in chapter two. In addition, tools used in previous studies, such as Akulue and Okonkwo (2021), Gichohi (2014) and Khakayi (2017), were instrumental in informing the process of coming up with comprehensive questions. A sample questionnaire is provided in appendix II.

3.8.2 Interview Guide

The interview guide enabled the researcher to have one-on-one interview sessions with principals of secondary schools. Through the interview guide, the researcher gathered managerial perspectives, ascertain the state of service delivery in the schools, and comprehend the nature of principals' support to spur and nurture innovative work behaviour in non-teaching staff. Interview tools are considered adequate because they allow the researcher to collect detailed explanations of the constructs of the study. The weight of the questions in the interview was similar which enhanced evaluation and analysis. The

researcher also observed the non-verbal cues such as attitudes, facial expressions and reactions. The one-on-one interaction and conversations were ideal for the researcher to seek clarification where some aspects are unclear. This tool was particularly important in revealing the strategic, policy-level, and leadership dynamics that influence service delivery. Given that principals occupy decision-making positions, their input offered context to the institutional climate that enables or inhibits innovation among non-teaching staff.

This interview guide is presented in appendix III. The interview guide was also divided into seven sections, from A to G, where section A covered the demographic details of principals, while sections B, C, D and E covered idea generation, idea promotion, idea realization and idea sustainability constructs. The last two sections were on service provision and supportive work environment. The specific questions in each section were few concise and interrogative. Information presented in chapter two was instrumental in guiding the formulation of the interview questions.

3.8.3 Focus Group Discussion

This tool was utilized to gather opinions and well-thought ideas from the Chair of BoMs of secondary schools in Embu County. This tool was utilized by the researcher, who was the discussion moderator. The focused group discussion tool comprised several lead questions, which were organized according to the constructs of the study. Just like the other two tools, the FGD also had seven sections; from A to G; where, section A covered the demographic details of BoMs, while sections B, C, D and E covered idea generation, idea promotion, idea realization and idea sustainability constructs. The lead questions were based on idea generation, idea promotion, idea realization, idea sustainability, supportive

work environment and service delivery by non-teaching staff in secondary schools. The use of FGDs enabled collective reflections, cross-validation of experiences, and spontaneous elaboration of key issues that may not emerge in structured interviews or surveys. This method captured BoM perspectives on governance, staff empowerment, and resourcing, which are critical components in enabling or constraining innovative behaviors. The FGD tool is found in appendix IV.

3.9 Pre-testing of Research Instruments

In order to have research tools which address the needs of the study adequately, the tools were pre-tested in Tharaka Nithi County. The site of pre-testing, the Tharaka Nithi County, is appropriate since it has similar characteristics to those of Embu County. The choice of a location with similar characteristics to Embu County is necessary so that the findings from the current study are not only generalizable but are also reliable, valid, applicable, and relevant (Bryman, 2012). The choice of two secondary schools participating in the pre-testing was based on the ones with many non-teaching staff. The pre-testing data was gathered from non-teaching staff, principals and BoM chairs. The number of participants in the pre-testing exercise was guided by the recommendations of David and Sutton (2011), who said that 1-10% of the target population is reliable in identifying inconsistencies in the research instruments. The participating non-teaching staff were selected randomly, while the principals and BoM chairs were selected purposively. The information gathered was used to re-address the design of the questions, remove redundancy and enhance clarity.

3.10 Validity of Research Instruments

The validity of research instruments aims to ensure that the data collection tools facilitate achieving the study's intended objectives. When instrument validity is implemented, meaningful, resourceful and applicable results will be reported, hence the credibility of the study's findings. This study ascertained the construct, content and face validity of research instruments. In achieving construct validity in the current study, the researcher heavily relied on past studies, theses and dissertations done by various scholars across the globe, reflecting the study's objectives. Specifically, going through the tools attached in the appendices provided necessary guidance on the aspects that should be included in the questions. In order to further strengthen the construction of the tools, the subject expert opinions were also sought. Examples of studies which have informed the development of the questionnaires include; Akulue and Okonkwo (2021), Gichohi (2014) and Khakayi (2017). It is also worth noting that the pre-testing exercise in Tharaka Nithi County contributed immensely to the construct's validation.

To ensure content validity in the research instruments, the researcher referred to the literature review presented in chapter two on idea generation, idea promotion, idea realization, idea sustainability, supportive working environment and service delivery in secondary schools. The indicators and other pertinent issues highlighted by past studies were instrumental in informing the comprehensiveness of the questions included in the study. The researcher also sought critiques, guidance and advice from supervisors on the tools. Moreover, sectioning, heading and sub-heading of the questionnaire, interview guide and focus group structure were essential in meeting content organization.

The sectional presentation of questions and subsequent labelling questionnaire, interview guide and focus group guide made them look organized, enhancing face validity. The tabular presentation of Likert-scale sentiments and spaces provided for open-ended questions also helped to achieve face validity. Moreover, the researcher ensured that the font types and sizes used in the research instruments are friendly and legible; at the same time, the language is simple and plain English to enhance face validity.

3.11 Reliability of Research Instruments

This one was established when the questionnaires, interview guides and focus group discussion tools display consistent results. In this study, reliability was determined by assessing the instruments that were pretested. The collected data was checked for completeness and keyed into SPSS, where the Cronbach alpha values for the study's independent, dependent and moderating variables were computed and evaluated. A threshold Cronbach alpha value of 0.70 is acceptable and reliable, as noted by Taber (2018).

3.12 Data Collection Procedures

The section provides a procedural description of the steps followed in administering questionnaires, interview guides and focus group discussions in that order.

3.12.1 Procedure for Administering the Questionnaire

Questionnaires were issued out to the non-teaching staff in secondary schools in Embu County. To commence the process, the authority to conduct research was sought from the university, NACOSTI, the Ministry of Education and the principals of the sampled schools in Embu County. When this is settled, the researcher engaged four research assistants who were trained on ethics, conduct, professionalism and ethos pertaining to data collection.

The researcher made prior logistical arrangements and dates to ensure effective field work. During the training of research assistants, the researcher provided travel arrangements to the sampled schools.

During the planned field day, the researcher sent the research assistants to assigned areas within the sub-counties as agreed. Phone call reminders and follow-ups were made with research assistants and principals of the schools being visited, to ensure smooth administration of questionnaires. While in a given school, the research assistant respectfully approached the non-teaching staff, explain the research's purpose and request voluntary participation. When this was agreed upon, the researcher distributed the questionnaires to the sampled non-teaching staff. The researcher ensured that respondents are briefed on the questionnaire sections and the instructions. The respondents henceforth proceeded to answer the questionnaires. The non-teaching staff who were very busy were permitted to complete the questionnaires during their appropriate time and picked later as agreed with the research assistants. The research assistants then collected the filled questionnaires and numbered them chronologically.

3.12.2 Procedure for Conducting an Interview

The researcher made appointments with the principals sampled to participate in the study. This enabled him to make critical prior arrangements on the venue and time for conducting the Interview. Before the appointment day, a phone call was made to remind the principals about the same. The session was a one-on-one interaction between the researcher and the principal. The researcher set the ground by creating a good rapport for conversation. An interview guide tool was utilized to steer the interaction. Before the interaction begins, the researcher sought permission to take notes and use the mobile phone to audio record the

conversations. Since the interaction was friendly, there was room for clarification, asking questions and explanations to obtain detailed and precise information. Upon culminating the exercise, the researcher orally gave a vote of thanks accompanied by a thank you note to credit and appreciated the principals' voluntary participation and provision of information.

3.12.3 Procedures for Conducting Focus Group Discussion

A focus group discussion was conducted with the board of management chairs of secondary schools. Sampled BoMs chairs were communicated earlier through a WhatsApp group purposely created for that particular task in addition to phone calls. The discussion took place in an identified hotel. On the day of the discussion, the researcher, accompanied by two research assistants, assembled in the hotel earlier to ensure the venue's readiness.

When participants arrived, the researcher called the meeting to order and moderated the discussion accordingly, guided by the focused group discussion questions in appendix IV. The researcher met the cost of transport and other expenditures at the hotel. One research assistant was responsible for capturing the deliberations using mobile phones. At the same time, the other one was assigned to write down the discussions in a notebook. This was done after seeking consent from the participants. All participants, at the end discussion, were appreciated with a vote of thanks.

3.13 Data Processing and Analysis Procedures

The processing and analysis of quantitative data from the questionnaires and the qualitative one from the interview guide, focus group discussion and the few open-ended questions

from the non-teaching staff tool. A description of the analysis applied to each kind of data is provided below.

3.13.1 The analysis of quantitative data

Complete questionnaire data were sorted and entered into SPSS version 26. After that, the data was summarized by computing mean, mode, standard deviation and percentages. Descriptive statistics were utilized to interpret the current ongoing scenario on idea generation, idea promotion, idea realization, idea sustainability, supportive work environment and service delivery by non-teaching staff in public secondary schools in Embu County. The inferential analysis was also done, including regression and correlation analysis. The regression and correlational analyses was paramount in establishing the extent of the relationship between the innovative work behaviour parameters and service delivery in secondary schools in Embu County. This was also be key in establishing the extent to which the supportive work environment characteristics moderate the relationship between these two main variables. Multiple linear regression was also carried out to establish the overall purpose of the study. In the first instance, diagnostic tests including normality, linearity, autocorrelation, multicollinearity and heteroscedasticity were carried out to ensure conditions for parametric tests are not violated.

The multiple linear regression analysis model is presented as follows;

$$Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \beta_jZ_j + \beta_{ij}X_iZ_j + \varepsilon$$

The above model is in three levels;

$$Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \varepsilon \dots\dots\dots (i)$$

$$Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \beta_zZ_j + \varepsilon\dots\dots\dots (ii)$$

$$Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \beta_jZ_j + \beta_{ij}X_iZ_j + \varepsilon\dots\dots\dots (iii)$$

Where:

Y = Service delivery by non-teaching staff in secondary schools in Embu County (dependent variable)

β_0 = Constant (intercept)

X_1 = Idea generation by non-teaching staff

X_2 = Idea promotion by non-teaching staff

X_3 = Idea realization by non-teaching staff

X_4 = Idea sustainability by non-teaching staff

Z = Supportive work environment (moderator variable)

$\beta_1, \beta_2, \beta_3, \beta_4$ = Coefficients representing the effect of the respective dimensions of innovative work behaviour (IWB) on service delivery

β_j = Coefficient of the moderator variable (supportive work environment)

X_iZ = Interaction terms between each innovative behaviour variable (X_i) and supportive work environment (Z), where $i = 1, 2, 3, 4$

β_{ij} = Coefficients of the interaction terms

ε = Error term capturing unexplained variance

The quantitative data was presented using tables and charts where appropriate.

3.13.2 Procedures for Analyzing Qualitative Data

Data from the open-ended questions from the questionnaire, the focus group discussion and the interview guides were analysed thematically. Here, inductive and deductive techniques facilitated more profound and more informed reasoning (Creswell, 2012). Utilizing these techniques also paved the way for identifying themes concerning idea generation, idea promotion, idea realization, idea sustainability and service delivery by non-

teaching staff in public secondary schools in Embu County. The identified themes were categorized, organized, and systemized for easy reporting and integration with findings from questionnaires. Qualitative information was presented with themes and categories derived from the data. In some instances, excerpts and narrations were used to promote clarity.

3.14 Ethical Considerations

The researcher sought an introduction letter from the university to enable him to apply for a research permit from NACOSTI. In preparation to meet, to go to the field, authorization from the Embu County Director of Education was sought. Further authorization and permission were sought from principals of the sampled secondary schools to allow the researcher to engage the non-teaching staff and the BOMs chairs. Before beginning the actual collection of data, the researcher sought consent from the respondent to participate in the study by asking them to complete the consent form (see appendix I). The consent form details the aspects of confidentiality, privacy and anonymity. The questionnaires had instructions indicating what the respondents are expected to do.

After the data-gathering exercise, the information obtained was treated honestly. The researcher also committed to reporting information correctly without distorting facts. All sources consulted were acknowledged and cited accordingly using the university-adopted citation and referencing style (American Psychological Association). The same was also used for academic research only.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents the results of the study and discusses key findings on the influence of innovative work behaviour on service delivery by non-teaching staff in public secondary schools in Embu County, Kenya. The analysis is guided by the study's specific objectives, which explore the extent to which idea generation, idea promotion, idea realization, and idea sustainability impact service delivery, and how a supportive work environment moderates these relationships. Quantitative data collected through structured questionnaires were systematically coded and analysed using SPSS version 26. Descriptive statistics that is means, standard deviations, and percentages, were employed to interpret patterns and current trends in the innovative practices of non-teaching staff. Inferential statistical techniques, specifically correlation and multiple linear regression analyses, were then used to test hypotheses and determine the strength and direction of relationships among variables.

Further, diagnostic tests such as normality, linearity, multicollinearity, autocorrelation, and heteroscedasticity were conducted to validate the assumptions for multiple regression analysis. The quantitative results are supplemented by qualitative data obtained from interviews and focus group discussions. These qualitative responses were thematically analysed using both inductive and deductive approaches, leading to the identification of theme categories relevant to the key constructs under study. The integration of both data strands enriches the understanding of how innovative work behaviour manifests among

non-teaching staff and its practical implications on the quality and effectiveness of service delivery in public secondary schools. Results are presented using tables, figures, and narrative discussions to offer a comprehensive and triangulated view of the findings. The chapter first presents the findings on response rate, reliability of the data and background information of respondents.

4.2 Response Rate

This study involved distributing 317 questionnaires to non-teaching staff in secondary schools. Out of the 317 questionnaires administered, 258 were returned representing a response rate 81.3%. For qualitative data, all the 10 principals participated in the interview. The same applied to focused group discussion where 10 participants BoM chairpersons turned up. A high response rate of 81.3% (258 out of 317 questionnaires) suggests strong engagement from non-teaching staff, enhancing the reliability of the findings. Additionally, the full participation of 10 principals in interviews and 10 Board of Management (BoM) chairpersons in focus group discussions provided valuable qualitative perspectives, reinforcing the study's credibility.

4.3 Reliability of the Data

The reliability analysis for the study variables was conducted using Cronbach's Alpha coefficient, which measures internal consistency or the extent to which items within a scale are correlated and thus reliably measure the same construct. A Cronbach's Alpha value of 0.7 or above is generally considered acceptable for psychological and social science research, while values above 0.8 are considered good, and values above 0.9 are excellent (Tavakol & Dennick, 2011). The reliability findings in Table 4.1 demonstrate that all the

constructs used in this study met or exceeded the acceptable threshold, indicating strong internal consistency across the scales used.

Table 4. 1

Reliability of Data Based on Main Variables of the Study

Main constructs of the study	Cronbach's Alpha
Idea generation (X1)	0.837
Idea promotion (X2)	0.916
Idea realization (X3)	0.891
Idea sustainability (X4)	0.895
Supportive work environment (M)	0.900
Service delivery by non-teaching staff in secondary schools (Y)	0.904

All variables demonstrated acceptable and excellent reliability ($\alpha > .70$). Specifically, idea generation ($\alpha = .837$), idea promotion ($\alpha = .916$), idea realization ($\alpha = .891$), idea sustainability ($\alpha = .895$), supportive work environment ($\alpha = .900$), and service delivery ($\alpha = .904$) all met the recommended thresholds for reliability, which agree with the recommendation by Tavakol and Dennick (2011). These findings suggest that the instruments used in this study were psychometrically sound and appropriate for assessing the relationship between innovative work behaviour and service delivery among non-teaching staff in secondary schools in Embu County, Kenya.

4.4 Profile of Respondents

The background information of respondents was key to this study. It helped the researcher to make sense of the data, enhanced objectivity and understanding of the responses gotten on idea generation by non-teaching staff, idea promotion by non-teaching staff, idea realization by non-teaching staff, idea sustainability by non-teaching staff and supportive work environment. The study was interested on background aspects regarding gender, highest level of academic qualification, years of experience, job title, and department. The results on demographic characteristics of non-teaching staffs are shown in Table 4.3.

4.4.1 Gender of non-teaching staff in secondary schools

The analysis of the gender distribution of non-teaching staff in secondary schools in Embu County revealed that 52.3% (n = 135) were female, while 47.7% (n = 123) were male, out of a total sample of 258 participants. These findings indicate a relatively balanced representation of gender among non-teaching personnel, with a slight female majority. The data suggest that both men and women participate almost equally in the delivery of support services within secondary schools, although women slightly outnumber men in this context.

This gender balance has important implications for examining innovative work behaviour and its effect on service delivery. Given the almost equal representation, the study's analysis of variables such as idea generation, idea promotion, realization, and sustainability can confidently reflect gender-inclusive perspectives. This is particularly important, as prior studies have suggested that gender can influence workplace innovation tendencies, collaboration styles, and approaches to service delivery.

For instance, Mutonyi et al. (2021) found that gender diversity in school workforces contributed positively to innovative practices, as men and women brought varied perspectives and problem-solving approaches. Similarly, Wambugu and Ngugi (2020) noted that female support staff in Kenyan public schools often excelled in service consistency and interpersonal relations, key components of service delivery. These findings support the idea that a gender-diverse workforce enriches the service culture and stimulates inclusive innovation.

Furthermore, Mwangi and Musau (2023) observed that both male and female staff demonstrated comparable levels of innovative behaviour when provided with enabling environments such as leadership support, access to training, and recognition systems. This reinforces the importance of the fifth objective of the study—examining the moderating role of a supportive work environment—since such factors might neutralize any gender-based disparities in innovation or performance. From a policy and managerial standpoint, the nearly even gender distribution calls for equitable inclusion in innovation initiatives, capacity-building programs, and decision-making processes related to service delivery.

The study was also interested in the distribution of academic qualifications among non-teaching staff in secondary schools in Embu County. Table 4.2 provides insights into the overall educational background of this workforce.

Table 4. 2

Highest level of academic qualification of non-teaching staff in secondary schools

Academic qualification	Frequency	Percent
Standard eight certificate	43	16.7
Form 4 certificate / O-level	55	21.3

A-level certificate	7	2.7
Artisan Certificate	8	3.1
Craft Certificate	34	13.2
Diploma	84	32.6
Higher National Diploma	12	4.7
Bachelor Degree	15	5.8

The data indicates that the majority of non-teaching staff in secondary schools hold a Diploma (32.6%), followed by those with a Form Four Certificate (21.3%), and those with a Standard Eight Certificate (16.7%). Additionally, 13.2% possess a Craft Certificate, 5.8% have a Bachelor's Degree, 4.7% hold a Higher National Diploma, 3.1% have an Artisan Certificate, and 2.7% possess an A-Level Certificate. This data suggests that a majority of the non-teaching workforce possess mid-level academic qualifications, with relatively few attaining higher education credentials.

The data indicate that the academic qualifications of non-teaching staff in Embu County's secondary schools are concentrated in the mid-tier levels, particularly at the diploma and O-level certificate stages. The predominance of diploma holders (32.6%) suggests that many non-teaching staff possess vocational and technical competencies aligned with operational, administrative, and technical support roles. Conversely, the relatively small proportion of staff holding bachelor's degrees or higher (10.5% cumulatively) indicates limited representation of advanced academic training among this group.

These findings have important implications for the relationship between academic qualifications, innovative work behaviour, and service delivery—the core constructs of the study. As higher levels of education are often associated with increased cognitive skills, problem-solving capacity, and exposure to innovation practices (Maina & Wanjala, 2022),

the relatively low number of staff with degree-level education may constrain the institutional capacity for higher-order innovation initiatives.

However, this does not suggest that innovation is absent among less academically qualified staff. Recent research by Ndung'u and Kariuki (2021) found that innovation, especially in public service contexts, is also driven by workplace experience, motivation, and supportive organizational culture—elements that may be present regardless of formal academic credentials. Additionally, Kimani and Otieno (2020) noted that non-teaching staff with craft and diploma-level training frequently excel in practical innovation, such as streamlining operations, maintaining school infrastructure, and enhancing logistical service delivery.

Furthermore, Mwikali and Muthoni (2023) emphasized that training opportunities, mentorship, and recognition programs are crucial for enhancing innovative work behaviours even among employees without advanced academic qualifications. Thus, the study's fifth objective—examining the moderating role of a supportive work environment—remains critical in facilitating innovation and service excellence, especially where educational levels are modest.

In addressing the above gap, the secondary schools and county education offices should invest in targeted training, upskilling, and continuous professional development to boost innovation capacities among non-teaching staff at all academic levels. It is important to note that, even with lower academic qualifications, non-teaching staff can contribute meaningfully to innovation when supported through inclusive leadership, autonomy, and resource availability. Moreover, the Ministry of Education and school boards can consider

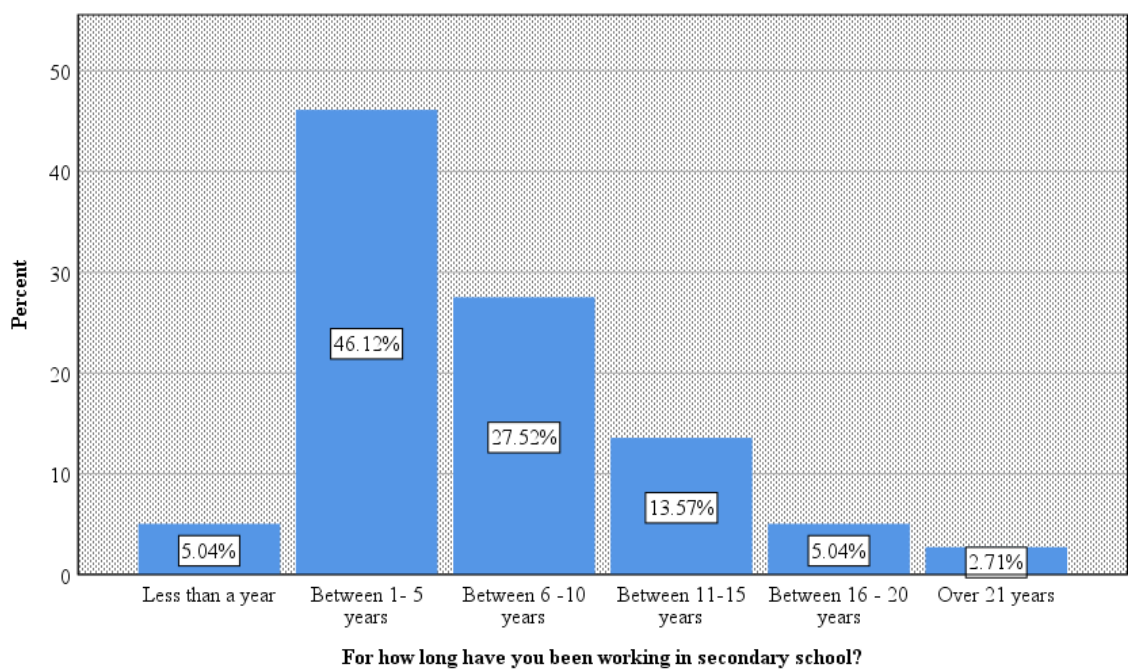
minimum qualification benchmarks and pathways for academic progression to increase institutional innovation capacity and improve service delivery outcomes.

The length work experience of non-teaching staff in secondary school was also ascertained.

The results are presented in Figure 4.1.

Figure 4. 1

Length of working experience of non-teaching staff in secondary school



The chart shows responses from non-teaching staff in secondary schools regarding their length of service in the educational sector. The data reveals that the largest group of non-teaching staff, 46.1%, have been working in secondary schools for between 1 and 5 years. This is followed by 27.5% of staff who have been in their roles for between 6 and 10 years. Staff members with 11 to 15 years of experience make up 13.6% of the respondents, while those with less than a year of experience and those with 16 to 20 years each account for

5.0% of the total. Only 2.7% of the respondents have been working in secondary schools for over 21 years. This shows that the majority (nearly 74%) of the non-teaching staff have less than 10 years of experience in secondary schools.

The data suggest that the non-teaching workforce in secondary schools in Embu County is relatively youthful in terms of work experience. The fact that nearly half (46.12%) of the staff have worked for 1–5 years implies a recent influx of personnel into the school support system. This may be attributed to employment trends driven by expanding secondary school enrolment or recent education policy shifts requiring more institutional support (Wamalwa & Wambugu, 2021).

While a younger workforce may bring fresh perspectives and openness to innovative work behaviour this involves idea generation, promotion, realization, and sustainability the limited institutional experience may challenge the maturity and strategic application of such innovations (Mutunga & Waiganjo, 2022). On the other hand, the smaller cohort (13.57%) with 11–15 years of experience and the minimal percentage (2.71%) with over 21 years of service may represent the organizational memory and deeper contextual understanding of the school's operational systems, which are essential for sustaining innovations over time.

This distribution has direct implications for service delivery, particularly in relation to the five specific objectives of this study. Experience influences innovation capacity and service efficiency, as longer-serving staff often possess institutional knowledge critical for converting ideas into sustainable service delivery models (Munyiri & Ndungu, 2020). However, studies such as Kiprotich and Njeru (2021) emphasize that supportive work

environments can compensate for limited experience by fostering collaboration, mentoring, and participatory decision-making—key moderators in the innovation-service delivery nexus.

Moreover, Odhiambo and Were (2023) found that diversity in tenure can enhance innovation when organizations implement knowledge-sharing systems that leverage both the enthusiasm of newer staff and the wisdom of seasoned personnel. Thus, schools must recognize and harness this experiential diversity by developing cross-generational innovation teams and continuous learning initiatives.

These results imply a need for capacity building considering the relatively short work experience of the majority, structured professional development and induction programs should be institutionalized to build innovation competencies aligned with school service delivery. The low proportion of long-serving non-teaching staff may signal turnover issues, and therefore, investing in employee engagement and career development may help retain experienced workers who are essential for sustaining innovative practices. Secondary school principals should create mentorship frameworks that facilitate experience-sharing between veteran staff and newer recruits to enhance innovation effectiveness and service quality.

Job titles for non-teaching staff in secondary schools were of interest in this study. An open-ended question was posed to the non-teaching staff respondents and their responses were tabulated as shown in Table 4.3.

Table 4. 3***Job Title for non-teaching staff in secondary schools***

Job Title (N = 258)	Frequency	Percent
Account Clerk	10	4%
Accountant /	22	9%
Archivist	1	0%
Baker	3	1%
Carpenter	1	0%
Cateress	5	2%
Cleaner	3	1%
Cook	51	20%
Driver	1	0%
Electrician	2	1%
Farm Attendant/worker/gardener	26	10%
Farm Manager	2	1%
Ground's Man	18	7%
Lab technician	20	8%
Librarian	18	7%
library assistant	3	1%
Matron	13	5%
Nurse	1	0%
Chaplain	2	1%
Secretary /copy typist	21	8%
Sector Manager	4	2%
Security Guard / Watchman/gateman	23	9%
Store keeper	8	3%
Total	258	100%

Among the 258 non-teaching staff surveyed in secondary schools across Embu County, the most frequently held job title was cook (20%), followed by farm attendants/workers/gardeners (10%), security guards/watchmen/gatemen (9%), accountants (9%), secretaries/copy typists (8%), and laboratory technicians (8%). Other roles included librarians (7%), groundmen (7%), matrons (5%), and a range of technical and auxiliary staff in smaller proportions such as cleaners, bakers, electricians, and carpenters, each representing 1% or less.

This distribution indicates a wide functional diversity among non-teaching staff, with roles spanning administrative, technical, support, and welfare services. The prominence of cooks (20%) and farm-related workers (10%) suggests a strong emphasis on boarding school operations and agricultural training or self-sustenance, which are characteristic of many Kenyan secondary schools. These roles are crucial to institutional service delivery, particularly in supporting student welfare and operational efficiency (Odhiambo & Mwandime, 2021).

However, only a modest proportion of the staff hold positions that are closely aligned with technical or professional innovation roles, such as laboratory technicians (8%), librarians (7%), and accountants (9%). The underrepresentation of archivists (0.4%), electricians (1%), and IT-related roles (0%) could point to gaps in specialized service areas, especially those that could drive or support innovative work behavior (IWB), such as digital service delivery, energy efficiency, or records innovation.

The relatively high numbers in general support roles (e.g., cooks, groundsmen, and security guards) may limit the institution's immediate capacity to promote complex innovative practices, such as idea realization or sustainability, which often require higher technical expertise and problem-solving abilities (Chepkemai & Mutua, 2023). Still, innovation can emerge from all levels when the right conditions—especially a supportive work environment—are in place (Koech & Njeri, 2020).

As aligned with this study's objectives, the capacity for idea generation and promotion may vary across job titles based on role complexity and exposure to problem-solving tasks. For example, laboratory technicians and librarians are more likely to engage in innovative

practices that improve learning and access to information. In contrast, roles like cooks or groundsman may innovate in process efficiency or resource management but may require empowerment and training to actualize ideas (Ndung'u & Wanjiru, 2022).

The prevalence of manual and welfare-oriented job roles highlights the necessity for continuous professional development that equips all employees—not just those in technical positions—with innovation-related competencies. To ensure a more inclusive approach, secondary schools should democratize innovation by implementing frameworks that empower every role, from cooks to librarians, to contribute ideas that enhance service delivery. In addition, the low representation of key roles such as archivists, technicians, and IT professionals signals a need to reassess human resource planning to support the development and sustainability of innovative initiatives. By establishing role-specific innovation goals, institutions can foster engagement, aligning job titles with contributions that drive improved school operations and optimize idea generation for impactful service delivery.

The department where non-teaching staff works in secondary schools was also of interest in this study. An open-ended question was posed to the non-teaching staff respondents and their responses were tabulated as shown in Table 4.4.

Table 4. 4

The department that non-teaching staff works

The department that non-teaching staff works	Frequency	Percent
Accommodation	9	3%

account /finance	23	9%
Administration	30	12%
Applied Science	2	1%
Catering/Kitchen/Cafeteria	52	20%
Housekeeping	7	3%
Environment	17	7%
Farm	25	10%
Health	1	0%
kitchen/store	10	4%
Laboratory	18	7%
Library	21	8%
Registry	1	0%
Repairs/Maintenance	2	1%
Security	31	12%
Stores	9	3%
Total	258	100%

Based on data from 258 respondents, the most populated departments among non-teaching staff in secondary schools in Embu County were Catering/Kitchen/Cafeteria (20%), Security (12%), Administration (12%), Farm (10%), Account/Finance (9%), and Library (8%). Other departments with modest representation included Laboratory (7%), Environment (7%), and Housekeeping (3%), while departments such as Health (0%), Registry (0%), and Repairs/Maintenance (1%) had very low staffing.

The distribution of non-teaching staff across departments indicates that core operational and support functions dominate employment in secondary schools within Embu County. The Catering/Kitchen/Cafeteria department, employing 20% of staff, underscores the prevalence of boarding facilities in the region and the critical role of food services in student welfare and retention. The relatively high proportion of staff in Security (12%) and Administration (12%) also reflects essential functions for safety and institutional management.

Departments such as Farm (10%) and Library (8%) play distinct roles in supporting co-curricular learning and academic enrichment, respectively. However, the limited presence in technical and innovation-supportive departments, such as Repairs/Maintenance (1%), Applied Science (1%), and Health (0%), may inhibit broader school-level innovation initiatives. Departments such as Laboratory (7%) and Library (8%), though small, are central to academic support services, and their involvement is critical in enabling innovative work behaviors (IWB), particularly in areas of idea realization and service enhancement (Wambua & Mwangi, 2022).

The findings align with the research objectives, especially regarding how departmental functions may influence the type and degree of innovative work behavior exhibited by staff. For instance, those in administrative and library roles may be better positioned to engage in idea generation and promotion, while departments such as catering or security may focus on practical realization and sustainability of innovations (Cheruiyot & Ochieng, 2023). The diversity of departments, however, offers opportunities for cross-functional collaboration in service delivery improvements.

Secondary schools should tailor innovation training and support to align with the strategic functions of each department, recognizing that departmental size and mandate impact innovation capacity. Prioritizing under-resourced departments such as Repairs/Maintenance, Health, and Applied Science through staff recruitment and capacity building will strengthen their role in institutional innovation. Meanwhile, high-population departments like Catering and Administration, which interact with both students and staff daily, present valuable opportunities to pilot innovative service delivery models. To ensure the sustainability of these initiatives, fostering cross-departmental collaboration is

essential, particularly integrating key departments such as the Library, Laboratory, and Farm, which directly contribute to learning and student well-being.

4.5 Diagnostic Tests of the Study Data

The main study variables—idea generation, idea promotion, idea realization, and idea sustainability among non-teaching staff, along with supportive work environment—were examined to ensure compliance with the assumptions required for inferential statistical analysis. Normality assumptions were evaluated using P-values, histograms, and box plots. Subsequently, the linearity relationship between dependent and independent variables was verified, followed by testing for auto-correlation and heteroscedasticity. Finally, multicollinearity assumptions were assessed to complete the statistical validation process.

In this study, the independent variables are represented as follows:

- X₁: Idea generation by non-teaching staff in secondary schools in Embu County
- X₂: Idea promotion by non-teaching staff in secondary schools in Embu County
- X₃: Idea realization by non-teaching staff in secondary schools in Embu County
- X₄: Idea sustainability by non-teaching staff in secondary schools in Embu County.

The study also had a moderating variable, M which is supportive work environment. The dependent variable, Y, represents the overall service delivery of non-teaching staff in secondary schools in Embu County.

4.5.1 The Normality Test

The study employed the Kolmogorov-Smirnov and Shapiro-Wilk test statistics to assess the normality of each variable. The findings of this assessment are summarized in Table 4.5, providing insights into the distribution of data related to innovative work behaviour and service delivery.

Table 4. 5

Tests of Normality

	Kolmogorov-Smirnov ^a		Shapiro-Wilk			
	Statistic	df	Sig.	Statistic	df	Sig.
X1	.081	258	.059	.983	258	.061
X2	.040	258	.200*	.990	258	.060
X3	.078	258	.053	.985	258	.438
X4	.094	258	.057	.970	258	.331
M	.056	258	.049	.975	258	.069
Y	.045	258	.200*	.991	258	.101

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The Shapiro-Wilk test results indicate that all variables had significance (p-values) greater than .05, suggesting that the data for each variable are approximately normally distributed. Similarly, the Kolmogorov-Smirnov test also showed significance values above .05 for all variables, though some were close to the threshold. Notably, the variable for the moderating factor (M) had a slightly lower p value of .049, which warrants caution but is still acceptable in practical terms.

The results confirm that the data meet the assumption of normality, which is essential for performing parametric statistical analyses such as Pearson correlation, linear regression, or structural equation modelling. The normal distribution of variables supports the use of inferential statistics to draw valid conclusions about the relationships among innovative work behaviour dimensions and service delivery outcomes.

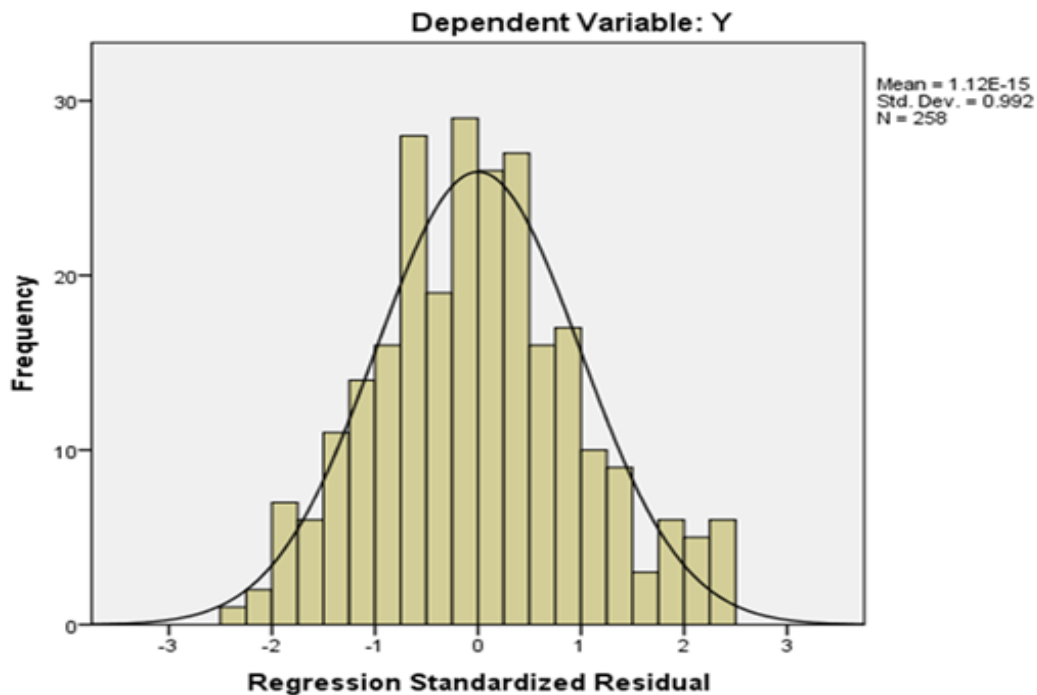
This suggests that the constructs of innovative work behaviour—idea generation, promotion, realization, and sustainability—are measured consistently across the sample of non-teaching staff. The implication for practice is that interventions aimed at enhancing innovative behaviours can be designed and evaluated using robust statistical tools, thereby improving service delivery. From a methodological perspective, the normal distribution enhances the reliability and validity of inferential analyses. This ensures that policy and managerial recommendations derived from the findings are based on statistically sound interpretations.

The importance of ensuring data normality before conducting multivariate analyses is emphasized in the literature. For instance, Hair et al. (2020) assert that normally distributed data improves the accuracy of model estimates and the generalizability of findings in behavioural research. Furthermore, innovative work behaviour has been widely recognized as a determinant of improved service delivery, especially in public institutions. According to Javed et al. (2021), fostering innovative behaviour among support staff significantly contributes to organizational efficiency and responsiveness. The current findings align with such studies by laying the statistical foundation (i.e., data normality) for exploring these relationships further.

In the Kenyan context, Mutua and Wambua (2022) observed that supportive organizational environments amplify the effects of employee creativity and initiative on performance metrics in educational institutions. The near-normal distribution of the moderating variable (M) confirms the reliability of assessing its role in enhancing the impact of innovative behaviour. Moreover, Kariuki and Njeru (2023) highlighted that in secondary schools, innovation among non-teaching staff—though often overlooked—plays a vital role in improving administrative efficiency and student support services. The current study contributes to this growing body of evidence by statistically validating the measurement of such innovative behaviours in the sampled schools. The state of normality was further counter-checked using histogram presented in Figure 4.2.

Figure 4. 2

Histogram on service delivery of non-teaching staff in secondary schools



The data presented in Figure 4.2 reveals that the dependent variable, service delivery of non-teaching staff in secondary schools in Embu County, exhibits slight skewness, indicating a deviation from the normality assumption across all instances. This observation suggests that the distribution of service delivery outcomes, in relation to the independent variables—idea generation, idea promotion, idea realization, idea sustainability, and the moderating role of a supportive work environment—conform to a normal distribution pattern. This is because, examination of the deviation in the histogram confirms that no significant outliers were detected within the dataset. The same was confirmed by box plot presented in Figure 4.3.

Figure 4. 3

Box plot on service delivery of non-teaching staff in secondary schools

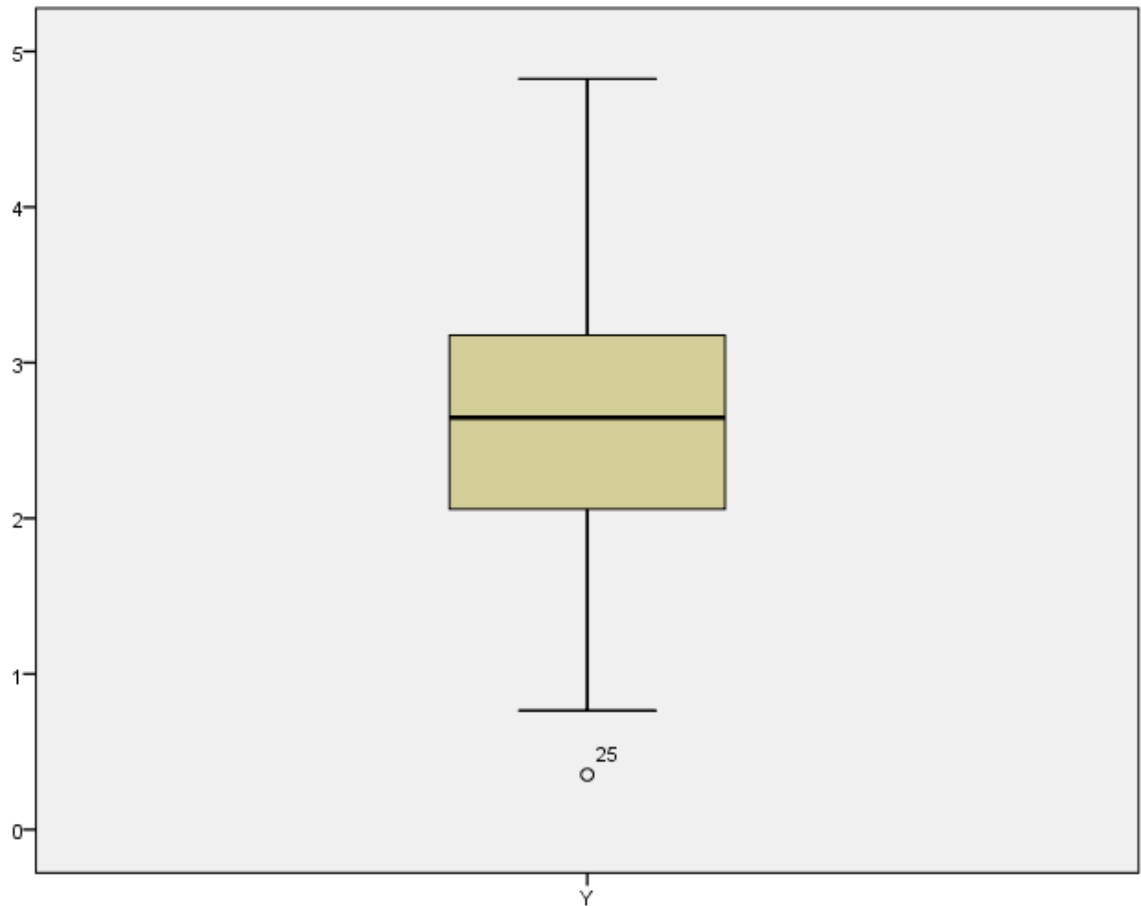


Figure 4.3 presents a box plot illustrating the distribution of responses for the dependent variable, service delivery (Y), among non-teaching staff in secondary schools in Embu County, Kenya. The plot reveals that: The median of service delivery is approximately 2.8, suggesting that most responses lean towards a moderately high perception of service effectiveness; that the interquartile range (IQR)—the range between the first quartile ($Q1 \approx 2.1$) and the third quartile ($Q3 \approx 3.3$)—indicates a moderate spread of the data, implying variability in perceived service quality. It also indicate that the minimum value is slightly below 1, and the maximum approaches 5, showing a broad range of experiences in service

delivery across respondents; and that a mild outlier is present below the lower whisker (at around 0.5), specifically for respondent 25. This indicates that at least one staff member rated service delivery unusually low compared to others.

Figure 4.3 confirms that the distribution of the dependent variable (Y) is relatively symmetrical, with no significant skewness or extreme outliers. This supports the results of the Shapiro-Wilk test, which suggested that Y is approximately normally distributed ($p = .101$). The moderate variability observed reflects that while many non-teachings staff perceive service delivery as satisfactory, there is still a significant proportion that experiences inefficiencies or challenges. The outlier, though minimal, may suggest isolated incidents of dissatisfaction or systemic issues in specific schools.

This data visualization provides strong support for using parametric techniques in the subsequent analysis, such as regression or structural modelling, as the assumptions of normality and variance are reasonably met.

Service delivery in education settings is increasingly influenced by the innovative behavior of support staff, especially in the context of operational efficiency, administrative accuracy, and learner-centered support systems. Recent findings by Kinyua and Wambugu (2023) show that variability in service delivery among school support personnel can often be attributed to differences in engagement, innovation, and administrative leadership.

Similarly, Opiyo and Gitau (2021) found that schools that promoted autonomy, idea sharing, and feedback loops among non-teaching staff tended to report more consistent service delivery outcomes. The interquartile range shown in the box plot in the present study aligns with these findings—indicating both strengths and inconsistencies in service

provision. The outlier noted in the figure may reflect a localized breakdown in innovation, communication, or support structures, which Kariuki and Muriithi (2022) attribute to unsupportive work environments, lack of training, or poor resource allocation in certain schools.

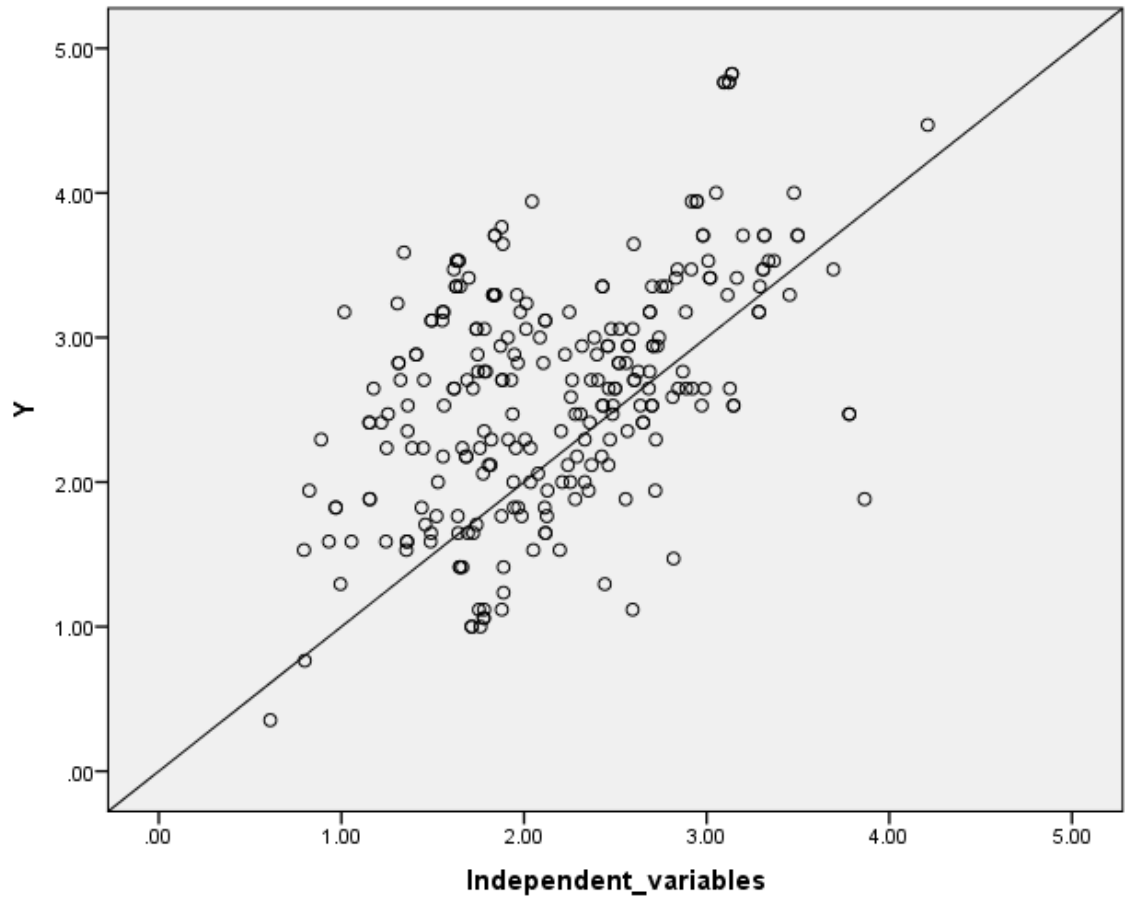
The box plot analysis of service delivery (Y) shows that most non-teaching staff rate service delivery within a satisfactory range, although some variation and a mild outlier exist. This suggests that while general conditions may support effective service delivery, targeted interventions are needed to address pockets of underperformance. Future strategies should focus on promoting innovative work behavior and supportive work environments uniformly across all secondary schools in Embu County to narrow this variability.

4.5.2 The Linearity Test

In this study, linearity test was conducted to evaluate whether the relationship between each predictor variable—idea generation (X1), idea promotion (X2), idea realization (X3), idea sustainability (X4), and the moderating variable (supportive work environment, M)—and the dependent variable (service delivery, Y) followed a linear pattern as shown in Figure 4.4.

Figure 4. 4

Scatter Plots Showing the Linearity of Predictors and Outcome Variable



These results suggest that the relationships can be accurately modelled using linear regression techniques, meeting a key assumption for parametric analysis. The confirmation of linearity for all independent variables with the dependent variable implies that innovative work behaviour components among non-teaching staff—specifically, idea generation, promotion, realization, and sustainability—influence service delivery in a linear and proportional manner. This finding supports the theoretical framework of innovative work behaviour, which posits that progressive stages of innovation

cumulatively enhance organizational performance (Janssen, 2000; De Jong & Den Hartog, 2010).

Additionally, the supportive work environment (M) demonstrates a linear moderating role, suggesting that the presence of supportive leadership, autonomy, and recognition consistently strengthens the impact of innovative behaviours on service delivery outcomes. This affirms the assertions of Mutuku and Wambua (2022), who argue that a positive organizational climate catalyzes performance gains from innovation.

The linearity findings align with studies such as Gathoni and Mburu (2021), which established that structured innovative activities by school support staff had a direct positive effect on operational effectiveness in Kenyan schools. Likewise, Obiero and Karimi (2020) reported that the ability of staff to move ideas from conception to realization linearly translated into better student services and institutional efficiency. Moreover, Omondi et al. (2023) demonstrated that linear models of innovation and service delivery are particularly useful in evaluating change outcomes in public sector education institutions. Their findings recommend linear regression models for analyzing behavioural variables that contribute progressively to outcomes like timeliness, responsiveness, and stakeholder satisfaction.

The linearity tests provide statistical validation for the application of linear regression models in analyzing the relationship between innovative work behavior and service delivery. The absence of significant deviations from linearity confirms that each innovative dimension independently and predictably contributes to improved service outcomes. This reinforces the need for school management in Embu County to institutionalize innovation

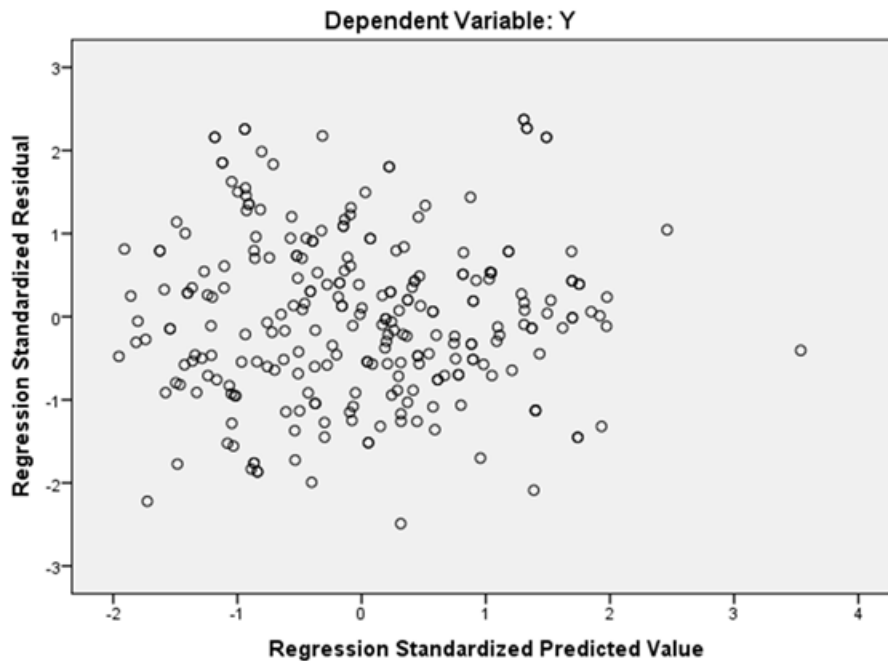
programs for support staff and nurture supportive environments that enable sustained improvement in service delivery.

4.5.3 The Heteroscedasticity Test

In the study titled “Relationship Between Innovative Work Behaviour and Service Delivery of Non-Teaching Staff in Secondary Schools in Embu County, Kenya”, a heteroscedasticity test was conducted to assess whether the residuals of the regression model maintained a constant variance—a key assumption for Ordinary Least Squares (OLS) regression analysis. The heteroscedasticity test is shown in Figure 4.5.

Figure 4. 5

Heteroscedasticity test result on service delivery in secondary schools



Based on standard diagnostic tests (e.g., Breusch-Pagan or White test) and scatterplots of standardized residuals versus predicted values, the results did not indicate the presence of heteroscedasticity. Specifically, the residuals were randomly scattered around zero with no

apparent funneling or pattern, confirming that the error terms had constant variance (homoscedasticity).

The absence of heteroscedasticity suggests that the variance of the error term remains constant across all levels of the independent variables, which supports the reliability and validity of the regression coefficients and their standard errors. This strengthens confidence in the statistical inferences drawn regarding how the dimensions of innovative work behaviour (idea generation, promotion, realization, and sustainability) relate to service delivery outcomes.

This result is especially significant given the nature of the study's context—public secondary schools—where variability in staff performance might otherwise reflect inconsistencies in institutional structures. The finding indicates that any observed variation in service delivery is more likely attributable to differences in innovative behaviors rather than statistical noise or underlying model violations.

Recent research in educational and public sector settings affirms the value of homoscedasticity in behavioral models. For example, Muchiri and Mwangi (2021) found that consistent residual variance enhanced the predictive power of staff innovation models on organizational performance in public institutions. Similarly, Kariuki and Waithaka (2022) demonstrated that homoscedastic regression models yielded more accurate insights into the influence of employee creativity on service efficiency in government agencies.

Furthermore, Onyango and Muriuki (2023) emphasized that validating homoscedasticity is essential when examining moderation effects—such as the role of a supportive work environment—because biased standard errors under heteroscedastic conditions may lead

to incorrect conclusions about interaction effects. Since the current study incorporates moderation analysis, confirming homoscedasticity further ensures the robustness of those results.

4.5.4 The auto-correlation test

The Durbin-Watson test was used to assess the presence of autocorrelation in the residuals of the regression models. The results are shown in Table 4.6.

Table 4. 6

The autocorrelation test of the data

Variables	Durbin-Watson
X1	2.267
X2	2.125
X3	2.249
X4	2.136

The Durbin-Watson statistic values for the four predictor variables were as follows: X1 (Idea Generation) = 2.267, X2 (Idea Promotion) = 2.125, X3 (Idea Realization) = 2.249, and X4 (Idea Sustainability) = 2.136. All values fall within the acceptable range of 1.5 to 2.5, indicating no significant autocorrelation among residuals in the regression models. The absence of autocorrelation in the regression residuals suggests that the errors are independent and not systematically related to one another. This is critical because autocorrelation, especially in cross-sectional or time-series data, can distort statistical inferences by underestimating standard errors and inflating Type I errors (Field, 2020). The Durbin-Watson values observed indicate that the residuals from each model are randomly

distributed, thereby validating the use of OLS regression in modelling the relationship between innovative work behaviour and service delivery.

This finding implies that each observation from the non-teaching staff contributes independently to the outcomes, meaning that patterns of innovative behaviour are not temporally or structurally dependent within the sample. Consequently, recommendations based on these findings—such as encouraging idea generation or sustaining innovation—can be confidently generalized across the population of interest without concern for model bias introduced by serial correlation.

Recent studies confirm that establishing the absence of autocorrelation is vital in behavioural and organizational research. Njoroge and Kimemia (2021) found that failure to detect autocorrelation in educational performance data can lead to misleading conclusions about staff effectiveness. In a similar study on innovation in the public education sector, Mwangi and Kibe (2020) emphasized the necessity of independent error terms when modelling employee-driven outcomes, especially in environments where systemic routines or schedules could otherwise introduce temporal dependencies.

Additionally, Otieno and Waweru (2023) argued that studies examining moderating variables—like supportive work environments—must verify autocorrelation to prevent misinterpretation of interaction effects. The present findings strengthen the validity of further multivariate analyses in this study, including moderation testing, because the statistical assumptions are upheld. The Durbin-Watson test results provide strong evidence that the regression residuals in the current study are free from autocorrelation. This enhances confidence in the reliability and interpretability of the regression results and

supports the broader conclusion that innovative work behaviour significantly influences service delivery among non-teaching staff in a statistically sound manner.

4.5.5 The multicollinearity test

A multicollinearity test was conducted using Variance Inflation Factor (VIF) and Tolerance statistics for the four independent variables: idea generation (X1), idea promotion (X2), idea realization (X3), and idea sustainability (X4). The results are outlined in Table 4.7.

Table 4. 7

Multicollinearity test

Independent Variables	Collinearity Statistics	
	Tolerance	VIF
X1	.707	1.414
X2	.384	2.604
X3	.248	3.028
X4	.258	2.882

The results show that all VIF values ranged between 1.414 and 3.028, and all tolerance values were above 0.1, specifically ranging from 0.248 to 0.707. These findings indicate that multicollinearity is not a serious concern in this dataset, as all values fall within acceptable thresholds ($VIF < 5$, $Tolerance > 0.1$).

The findings suggest that the four dimensions of innovative work behaviour (IWB) are sufficiently independent from one another and do not exhibit excessive collinearity that would bias the regression estimates. According to Akinwande et al. (2021), multicollinearity inflates standard errors, weakens the statistical significance of predictors, and can lead to misleading interpretations in multiple regression models. The low to

moderate VIF values observed in this study imply that each IWB construct contributes unique explanatory power to the model predicting service delivery.

This also implies that policy recommendations aimed at enhancing service delivery through IWB can confidently focus on discrete interventions—such as improving idea realization or sustaining innovation—without concern that these elements are statistically redundant. The independence of these constructs supports the study's theoretical framework, which treats innovative work behaviour as a multidimensional phenomenon with separable yet complementary components (Bos-Nehles et al., 2017).

Recent empirical research in organizational and educational settings underscores the importance of minimizing multicollinearity when studying behavioral predictors. For instance, Mutisya and Githui (2022), in a study on public sector innovation in Kenya, found that high multicollinearity between knowledge-sharing and leadership support distorted regression outcomes, leading to underreporting of critical drivers of staff performance. The present study avoids such pitfalls by ensuring collinearity statistics are within the acceptable range. Similarly, Wekesa and Wafula (2020) demonstrated that innovation constructs in education-related service models can often overlap if poorly operationalized. The clear separation in this study among the four dimensions of IWB (as evidenced by VIF and tolerance values) reflects sound construct development and enhances the robustness of the regression findings.

The multicollinearity test results confirm that there is no significant redundancy among the independent variables in this study. This strengthens the validity of the regression models used to examine the relationship between innovative work behavior and service delivery

among non-teaching staff in Embu County. The clear independence of constructs allows for precise intervention strategies targeting specific innovative behaviors to improve service outcomes in secondary schools.

4.6 Results Based on the Main Variables of the Study

The presentation and discussion of quantitative and qualitative findings of each variable adopted a concurrent embedded research design of mixed methods approach. In this study, the information gathered from the non-teaching staff through questionnaires was largely descriptive, and was hence significant in forming the basis of the argument in this study. The qualitative data from the open-ended questions in the questionnaires, and the responses from interview questions and focused group discussions were then converged to expand the observations and enrich the discussion of each variable. In that connection, the findings from are presented first principals then followed by results from chairs of the board of management in secondary schools.

4.7 Idea Generation by Non-teaching Staff for Supporting Service Delivery in Secondary Schools

The aim of objective one was to determine how idea generation by non-teaching staff relates to service delivery in secondary schools in Embu County. The objective focused on staff's ability to identify problems, brainstorm solutions, conduct research, innovate creatively, share knowledge, present unique ideas, apply their skills, work in a supportive environment, utilize existing platforms for idea collection, and feel inspired by management to improve service delivery. To achieve this objective, quantitative and qualitative data were collected. Quantitative was collected among the non-teaching staff using open and closed- ended questionnaires. Closed-ended questionnaires were analyzed

using SPSS. Qualitative data was collected from the principals and BOM chairs and key informants using interview guides. The responses from both the open-ended questionnaires and interview guides were coded and analyzed thematically and presented in narratives descriptions, quotes and excerpt.

The presentation of findings on idea generation are presented in three folds; first, there is presentation of quantitative findings (descriptives and inferential) from non-teaching staff, and qualitative findings from secondary school principals and BoM Chairs, then a convergence of the two sets of the findings is discussed accordingly.

4.7.1 Quantitative findings on Idea Generation from Non-teaching Staff

The first question in this objective used a five-point Likert scale relating to the main variable. It had choices whose rating scale was Strongly Disagree (SD)=1, Disagree (D)=2, Neutral (N)=3, Agree (A)=4, and Strongly Agree (SA)=5. For interpretative purposes, responses categorized as " Agree" and " Strongly Agree " were combined to indicate a high level of agreement, while those rated as " Disagree" and " Strongly Disagree" were combined to denote a low level of disagreement. " Neutral" ratings were analyzed independently. Key findings and interpretations are outlined in Table 28.

Table 4. 8

Idea generation by non-teaching staff in secondary schools in Embu County

Statements on idea generation (N = 258)	This has never happened (0)	SD(1)	D(2)	N(3)	A(4)	SA(5)	Mean	Std. Dev
a. I usually spot problems and get concerned about any problem confronting my work	5(1.9%)	7(2.7%)	17(6.6%)	66(25.6%)	118(45.7%)	45(17.4%)	3.63	1.055
b. I considerably spend a lot of time brainstorming solutions to identified problem by thinking loud on several applicable alternatives	3(1.2%)	18(7.0%)	40(15.5%)	90(34.9%)	83(32.2%)	24(9.3%)	3.18	1.098
c. I carry out research, reading and consulting information sources in order to know the best way to solve a problem	22(8,5%)	36(14.0%)	32(12.4%)	75(29.1%)	69(26.7%)	24(9.3%)	2.79	1.433

	that I encounter as I dispense my duty								
d.	I love coming up with very many creative ways of solving problems that we face in the school	2(0.8%)	3(1.2%)	45(17.4%)	92(35.7%)	81(31.4%)	35(13.6%)	3.36	1.009
e.	I love sharing new ways, procedures, practices, processes, services and solutions for doing my job better with colleagues	1(0.4%)	16(6.2%)	18(7.0%)	71(27.5%)	102(39.5%)	50(19.4%)	3.58	1.093
f.	My suggestions on ways for solving work-related problems are somehow new, unique and different from those presented by my colleagues	3(1.2%)	7(2.7%)	26(10.1%)	98(38.0%)	90(34.9%)	34(13.2%)	3.42	1.008
g.	I possess adequate skills and knowhow for identifying new solutions to problems, experiences,	5(1.9%)	11(4.3%)	29(11.2%)	88(34.1%)	105(40.7%)	20(7.8%)	3.31	1.042

	inconsistencies and deficiencies as I carry out my job								
h.	Our secondary school atmosphere and working conditions allow me to freely brainstorm creative ways of solving day to day problems	8(3.1%)	29(11.2%)	51(19.8%)	80(31.0%)	67(26.0%)	23(8.9%)	2.92	1.242
i.	Our school has a platform to collect existing ideas from non-teaching staff	38(14.7%)	41(15.9%)	51(19.8%)	51(19.8%)	56(21.7%)	21(8.1%)	2.42	1.542
j.	Our school management has ways of inspiring the non-teaching staff to think of new ideas to improve service delivery.	17(6.6%)	39(15.1%)	46(17.8%)	67(26.0%)	51(19.8%)	38(14.7%)	2.81	1.462

The data presented in Table 4.8 reveals insightful findings on the extent of idea generation practices among non-teaching staff in secondary schools, specifically in relation to service delivery. A total of 258 respondents were surveyed, and their responses were analyzed to determine prevailing trends based on the level of agreement with each statement. The interpretations focus on the most notable results based on cumulative agreement, disagreement, neutrality, mean scores, and standard deviation values.

One of the most outstanding findings was the high level of concern and problem identification demonstrated by the non-teaching staff. A majority of the respondents, 163 (63.1%), either agreed or strongly agreed with the statement: “I usually spot problems and get concerned about any problem confronting my work,” while only 12 (4.6%) disagreed or strongly disagreed, and 66 (25.6%) were neutral. The mean score was 3.63 (SD = 1.06), indicating that this was generally a common practice, and the relatively low standard deviation implies a moderate level of consistency in responses. This suggests that non-teaching staff are actively engaged in identifying challenges in their work environment, aligning with the findings of Musau and Nyambegera (2022), who noted that frontline staff play a critical role in service problem detection in schools.

Another noteworthy result was on the willingness of staff to share innovative practices. The statement “I love sharing new ways, procedures, practices, processes, services and solutions for doing my job better with colleagues” had a high combined agreement rate of 152 (58.9%), a low disagreement rate of 17 (6.6%), and 71 (27.5%) neutral responses. It recorded a mean of 3.58 (SD = 1.09), reinforcing the perception that idea sharing is embedded within the school culture for many respondents. The standard deviation reflects modest variability in opinions, suggesting relative consensus on this behavior. This finding

aligns with the study by Githui and Muathe (2021), which found that collaborative sharing of practices significantly improved operational effectiveness in educational institutions.

In contrast, two statements recorded relatively low levels of agreement, highlighting gaps in organizational support for idea generation. For instance, the statement “Our school has a platform to collect existing ideas from non-teaching staff” had a combined agreement of only 77 (29.8%), while 79 (30.6%) disagreed and 51 (19.8%) remained neutral. It recorded the lowest mean at 2.42 (SD = 1.54), indicating limited formal mechanisms for idea collection. The high standard deviation suggests a wide variation in experiences across schools, implying some institutions may have better systems than others. These findings point to a missed opportunity for institutional learning and innovation, consistent with the work of Mutheu and Oduor (2023), who argued that structured idea platforms significantly enhance staff motivation and engagement.

Another similarly weak area was observed in the response to the statement: “Our school management has ways of inspiring the non-teaching staff to think of new ideas to improve service delivery.” Here, only 89 (34.5%) agreed or strongly agreed, 56 (21.7%) disagreed or strongly disagreed, and a significant proportion of 67 (26.0%) were neutral. The mean score was 2.81 (SD = 1.46), which is slightly below moderate, with high variability in responses. This suggests inconsistency in managerial efforts across institutions, which may affect creativity and innovation. Literature affirms that leadership support is crucial for fostering an innovative climate (Odhiambo & Wambua, 2021), and its absence can hinder idea development.

Another moderately high score was recorded on the statement, “I love coming up with very many creative ways of solving problems that we face in the school,” where 116 (45.0%)

agreed or strongly agreed, 5 (2.0%) disagreed, and 92 (35.7%) were neutral. The mean of 3.36 (SD = 1.01) indicates general agreement with a low standard deviation, suggesting consistent attitudes among respondents. This reflects a positive individual disposition toward creativity, even in the absence of structured support systems.

The findings reveal that non-teaching staff demonstrate significant internal motivation in identifying and resolving work-related problems, with high levels of creativity and peer sharing. However, institutional mechanisms for idea collection and managerial inspiration remain underdeveloped. The implication for secondary schools' leadership is to establish formal platforms and policies that harness and reward the creativity of non-teaching staff, thereby enhancing service delivery and school performance.

The researcher also asked respondents state the ways used by the school management to solicit ideas from the non-teaching staff in secondary schools in Embu County. Their responses were summarized in Table 4.9.

Table 4. 9

Ways used by the school management to solicit ideas from the non-teaching staff in secondary schools in Embu County

Ways used by school management to solicit ideas from non-teaching staff (N = 258)	This has never happened (0)	SD(1)	D(2)	N(3)	A(4)	SA(5)	Mean
a. Face to face brainstorm meetings	10(3.9%)	36(14.0%)	94(36.4%)	82(31.8%)	36(14.0%)	2.38	1.015
b. On-line live brainstorm meetings	208(80.6%)	13(5.0%)	14(5.4%)	10(3.9%)	13(5.0%)	.48	1.095
c. Through online web portal	220(85.3%)	11(4.3%)	11(4.3%)	9(3.5%)	7(2.7%)	.34	.921
d. One-one consultation	20(7.8%)	22(8.5%)	118(45.7%)	61(23.6%)	37(14.3%)	2.28	1.063
e. Through suggestion box	185(71.7%)	13(5.0%)	21(8.1%)	22(8.5%)	17(6.6%)	.73	1.291
f. Regular staff meetings	13(5.0%)	33(12.8%)	87(33.7%)	78(30.2%)	45(17.4%)	2.45	1.098

The results in Table 4.9 highlight various methods employed by school management to solicit ideas from non-teaching staff in secondary schools (N = 258). The responses show notable variations in the adoption and effectiveness of these methods. Descriptive statistics including means, standard deviations, and frequency distributions were used to identify the most outstanding patterns in idea solicitation practices. Only the most significant findings are discussed below.

Among the methods explored, regular staff meetings emerged as the most frequently used avenue for gathering input from non-teaching staff. A total of 123 respondents (47.6%) reported that this method was used “often” or “very often,” while 46 respondents (17.8%) indicated that it either “never happened” or happened “only once.” A neutral response (i.e., “once in a while”) was recorded by 87 respondents (33.7%). The mean score for this method was 2.45 (SD = 1.10), suggesting that staff meetings are a moderately common strategy for collecting ideas. The relatively low standard deviation implies consistency in responses across schools. These results are supported by Mwangi and Koskei (2022), who found that regular face-to-face forums enhance participation and foster a culture of openness among school personnel.

Face-to-face brainstorming meetings also received relatively high endorsement. A total of 118 respondents (45.8%) reported that this occurred “often” or “very often,” while 46 (17.9%) indicated it never happened or happened just once. Another 94 (36.4%) were neutral. The mean was 2.38 (SD = 1.02), which is slightly lower than that of regular staff meetings but still reflects moderate usage. The low standard deviation here similarly points to minimal dispersion, indicating that this method is fairly consistently used across schools. This suggests that physical engagement remains a preferred approach over digital

platforms, a trend aligned with Kimani and Murungi's (2023) observation that in-person collaboration is more culturally aligned in the Kenyan public education context.

On the other hand, digital methods for idea solicitation were found to be significantly underutilized. Notably, online live brainstorming meetings recorded extremely low usage, with a combined total of only 23 respondents (8.9%) stating this happened "often" or "very often." In stark contrast, 208 respondents (80.6%) indicated this had "never happened." The mean score was .48 (SD = 1.10), the second lowest among all methods reviewed, with the high standard deviation indicating considerable variability in awareness or access across different institutions. Similarly, the use of an online web portal for idea submission showed a mean of just .34 (SD = .92), with 220 respondents (85.3%) indicating that it had "never happened." These results are indicative of a substantial digital divide in the use of ICT platforms for participatory management in secondary schools, echoing findings by Omondi and Mwololo (2021), who observed that most Kenyan public schools lack the infrastructure and digital culture required to mainstream ICT-based engagement.

The use of a suggestion box also ranked poorly in terms of frequency and effectiveness. Only 39 respondents (15.1%) reported that this method was used "often" or "very often," while 198 respondents (76.7%) said it had "never happened" or only happened once. The mean was .73 (SD = 1.29), further suggesting minimal adoption. The relatively high standard deviation suggests differing levels of implementation across schools, with some institutions possibly making better use of this traditional method than others. This is consistent with Njogu and Gikonyo (2020), who found that passive feedback mechanisms such as suggestion boxes were often viewed as ineffective due to poor follow-up.

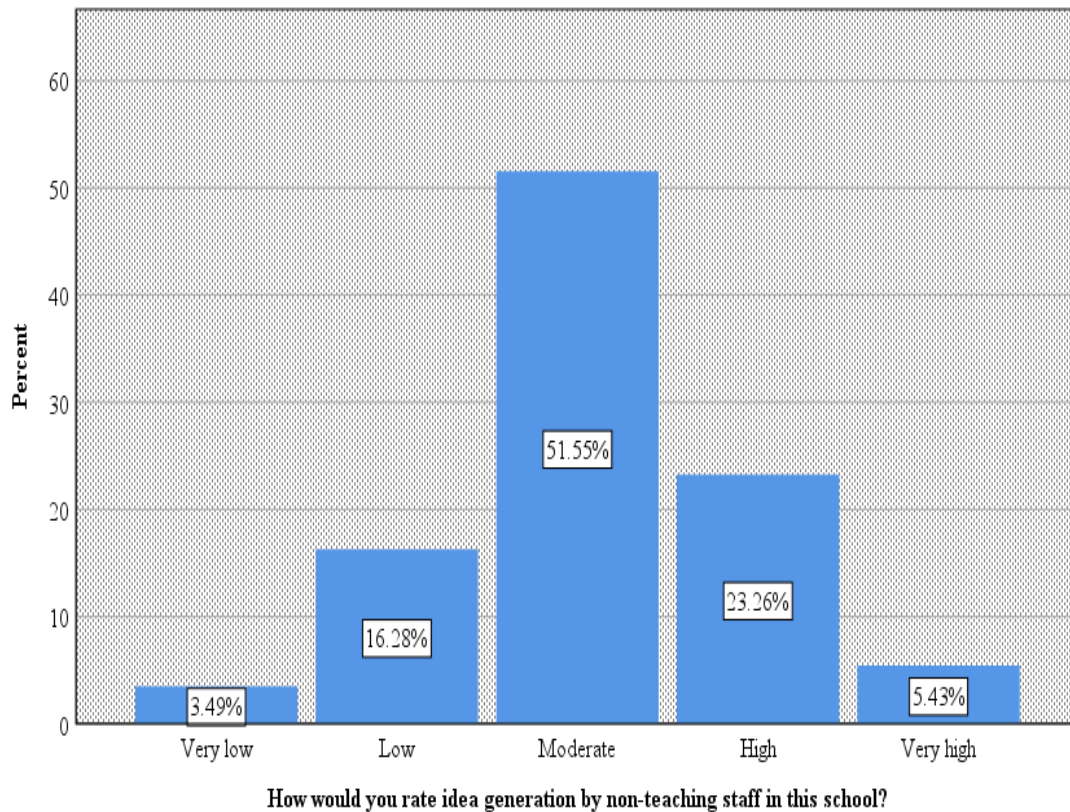
One-on-one consultations with non-teaching staff showed moderate use, with 98 respondents (37.9%) saying it occurred “often” or “very often.” Conversely, 42 (16.3%) reported that it either “never happened” or happened just once. A notable portion of the sample, 118 respondents (45.7%), were neutral. The mean score was 2.28 (SD = 1.06), indicating that this is a moderately employed and somewhat dependable method of idea solicitation, albeit inconsistently applied. Personalized engagement has been shown to boost employee morale and innovation, as affirmed by Owuor and Ndirangu (2021), who reported that individualized communication fosters trust and enhances staff willingness to contribute ideas.

These findings indicate that while face-to-face and traditional meeting formats remain the most prevalent and effective avenues for idea solicitation among non-teaching staff, digital platforms and anonymous methods such as suggestion boxes are critically underutilized. This reveals a gap in leveraging ICT for participatory decision-making in school management. Given the growing importance of inclusive innovation and digital transformation in educational management (UNESCO, 2023), it is essential for schools to integrate structured and accessible feedback mechanisms—including digital tools—to encourage continuous idea generation. Leadership training and infrastructural investment should be prioritized to broaden the scope of engagement and institutional learning.

On overall idea generation, the non-teaching staff were asked to provide a rating on idea generation. Their responses were presented in Figure 4.6.

Figure 4. 6

Rating on idea generation by non-teaching staff in secondary schools in Embu County



Based on the data presented in the bar chart, the majority of respondents (51.55%) rated the level of idea generation by non-teaching staff in their schools as moderate. A significant minority, 23.26%, viewed the level as high, while only 5.43% rated it as very high. On the lower end of the spectrum, 16.28% of respondents rated idea generation as low, and 3.49% considered it very low.

The results suggest that while non-teaching staff in most schools are somewhat involved in the process of idea generation, the level of engagement remains modest. The finding that over half (51.55%) of the respondents rated the idea generation as moderate implies that schools are making some effort to engage non-teaching staff in participatory innovation

and operational improvement—but these efforts may not yet be fully effective or institutionalized. The fact that only 28.69% of the respondents rated idea generation as high or very high underscores the need for more deliberate strategies to empower and involve non-teaching staff in school governance and problem-solving.

Conversely, the relatively low percentage (19.77%) of respondents who rated idea generation as either low or very low indicates that outright disengagement is not prevalent, but rather, that schools may lack consistent structures or incentives to channel ideas from this group of employees. This interpretation aligns with the findings of Kinyanjui and Mbugua (2022), who reported that support staff in Kenyan public schools are often left out of key consultative processes despite their frontline roles in daily operations. Furthermore, these findings mirror those of Owuor and Ndirangu (2021), who concluded that leadership inclusivity and open communication frameworks significantly influence non-teaching staff's willingness to participate in decision-making. Without adequate opportunities for recognition, feedback, and implementation of staff ideas, even well-intentioned consultation efforts may fail to foster a culture of innovation.

The results call for school management to strengthen internal communication frameworks and broaden participatory decision-making structures to include non-teaching staff. This could be achieved by institutionalizing inclusive platforms such as regular cross-departmental brainstorming forums, digital suggestion systems, or recognition programs that reward staff contributions to innovation. Creating these structures will not only increase the frequency and quality of idea generation but also improve job satisfaction and organizational commitment among non-teaching personnel. Most importantly, the integration of non-teaching staff into idea generation processes is in line with emerging

global trends that emphasize inclusive leadership and distributed governance in educational institutions (UNESCO, 2023). For effective and sustainable outcomes, capacity-building initiatives should accompany these participatory platforms to equip non-teaching staff with the necessary problem-solving and communication skills.

4.7.2 Testing of Hypothesis One

The effective functioning of secondary schools relies not only on teaching staff but also on the contributions of non-teaching personnel. As such, the ability of non-teaching staff to generate and share ideas can significantly affect service delivery outcomes. This study examined the relationship between idea generation by non-teaching staff and service delivery in secondary schools in Embu County. Specifically, it tested the null hypothesis (H_{01}) that there is no statistically significant relationship between idea generation by non-teaching staff and service delivery. The findings from this analysis are critical for informing school management practices and policies aimed at improving overall service quality. The correlation results are shown in Table 4.10.

Table 4. 10

Correlations analysis between idea generation and service delivery in secondary schools in Embu County

		Y	X1
Y	Pearson Correlation	1	
	Sig. (2-tailed)		
	N	258	
X1	Pearson Correlation	.189**	1
	Sig. (2-tailed)	.002	
	N	258	258

** . Correlation is significant at the 0.01 level (2-tailed).

Based on the results presented in Table 4.10, a Pearson correlation coefficient was computed to assess the relationship between idea generation (X_1) and service delivery (Y). The results showed a statistically significant positive correlation, $r = .189$, $p = .002$, $n = 258$. This indicates a weak but positive linear relationship between the two variables. Since the p -value (.002) is less than the significance threshold of .01, the null hypothesis (H_{01}) is rejected. Therefore, there is a statistically significant relationship between idea generation by non-teaching staff and service delivery in secondary schools in Embu County.

The findings suggest that encouraging idea generation among non-teaching staff contributes to enhanced service delivery in schools. This implies that management should create enabling environments—through participatory decision-making, feedback mechanisms, and innovation platforms—that empower non-teaching staff to share their insights and contribute to institutional improvements. Even though the correlation is modest, it affirms the value of inclusivity and shared responsibility in educational settings.

These results align with recent studies that underscore the significance of employee involvement in idea generation to improve service quality. For instance, Mwangi and Githui (2021) reported that institutional performance in Kenyan educational institutions was positively influenced by staff engagement and participation in decision-making processes. Similarly, a study by Karanja and Nyambura (2020) found that idea generation among support staff in public institutions led to innovations that improved efficiency and stakeholder satisfaction. Moreover, Ochieng and Wamalwa (2022) demonstrated that in organizational environments where non-teaching staff felt psychologically safe to express their ideas, service delivery outcomes improved markedly. These findings are also

supported by the concept of distributed leadership, which posits that leadership responsibilities and creative contributions should not be confined to formal leaders alone but should involve all staff categories (Spillane, 2020). In the context of secondary schools, this implies that when non-teaching staff are engaged in idea generation, they are more likely to feel a sense of ownership and accountability, which enhances their contribution to the overall mission of the school.

4.7.3 Qualitative findings on idea generation by non-teaching staff in secondary schools in Embu County

The non-teaching staff were asked in an open-ended question to state what hinders idea generation among them in secondary schools. Five themes were noted from their responses which reflect systemic, psychological, and structural challenges that limit the involvement of support staff in innovation and decision-making processes as discussed hereafter. One dominant was fear and intimidation, where staff said that they are many times ignored, intimidated, embarrassed, or even fired. The respondent number 168 stated, *“Fear of approaching the principal as my idea may be ignored”*, while number 27 added, *“Fear of being intimidated by the school management.”* This indicates a culture of psychological insecurity that inhibits open communication. Recent studies affirm that psychological safety is essential for employee creativity and participation (Rahman et al., 2021). Without it, individuals are unlikely to contribute ideas, particularly in hierarchical environments like secondary schools.

The second theme was poor communication channels. Several participants mentioned “poor communication” and “lack of communication,” suggesting an absence of formal or effective systems in secondary schools to solicit ideas from non-teaching staff. This points

to a structural deficiency where inclusive feedback mechanisms are either lacking or dysfunctional. According to Mutua and Wambua (2022), effective internal communication in educational institutions fosters mutual trust and enhances employee engagement in decision-making processes.

There was a theme on lack of confidence and low self-esteem. Statements such as *“Lack of confidence to share thoughts due to embarrassment of level of education”* and *“Low self-esteem”* highlight the psychological barriers stemming from perceived inferiority or lack of empowerment. These responses reflect a need for inclusive leadership that recognizes and values the contributions of all staff members regardless of their role or academic qualifications. Mbatha and Mukhongo (2020) emphasized that leadership that fosters dignity and inclusiveness can significantly boost employee morale and innovation.

The lack of opportunities and platforms also featured prominently. Numerous respondents indicated a lack of platforms to express ideas. Examples include: *“Not given a chance”*, *“Lack of meetings”*, and *“No platform to give opinions.”* This reveals that non-teaching staff are often excluded from formal decision-making forums. Kinyanjui and Mbugua (2022) similarly observed that most school leadership frameworks prioritize teaching staff, often neglecting support staff in strategic processes.

The non-teaching staff respondents further mentioned resource constraint, where participants such as the farm manager and librarian cited *“lack of enough farm tools”* and *“poor technology,”* respectively. Others pointed out *“lack of enough resources to support the new ideas.”* These responses indicate that even when ideas exist, the lack of institutional support in the form of materials, infrastructure, or budget can suppress innovation. Gachoka and Mwaura (2023) found that resource allocation and staff

empowerment were key predictors of innovation in secondary schools. These findings reveal that for idea generation among non-teaching staff to thrive, schools must address both psychological and structural barriers. Interventions should focus on building psychological safety, strengthening communication systems, empowering staff through capacity-building, and creating inclusive platforms for expression. Leadership must deliberately recognize and affirm the value of every staff member's contribution to institutional development.

The researcher asked the secondary school principals during one-on-one interview, to explain ways in which they solicited idea from the non-teaching staff. The responses gathered revealed several recurring and significant themes that included: Face-to-face and one-on-one consultations; regular staff meetings, use of suggestion boxes and representatives; informal communication, and interviews and direct solicitation. These themes reflect a mix of formal and informal engagement methods aimed at fostering inclusivity and communication within school environments.

A notable theme was the use of direct interpersonal communication through “face-to-face” and “individual one-on-one” interactions. This method suggests a personalized approach that enables non-teaching staff to share ideas in a less intimidating context. Personalized engagement promotes trust and encourages idea sharing, especially in hierarchical settings like schools. According to Abok et al. (2021), direct personal engagement is effective in flattening communication hierarchies and promoting collaborative problem-solving in school settings. Several principals cited “holding staff meetings regularly” as a platform for idea solicitation. Regular meetings provide a structured environment where staff can contribute to decision-making processes. This aligns with findings by Odhiambo and

Makori (2022), who emphasize that inclusive staff meetings foster democratic leadership and promote ownership of institutional goals among all employees, including support staff.

The use of suggestion boxes and representatives was noted to be also common. For principals mentioned “*suggestion boxes*” and the involvement of “*representatives*” as mechanisms to gather input from staff. These approaches suggest an effort to create formal and anonymous channels for those who may not be comfortable speaking publicly. This is supported by Mwangi and Chepchieng (2023), who noted that such tools enhance participation by reducing fear of victimization and promoting inclusivity among non-teaching staff in Kenyan secondary schools. Moreover, the mention of “informal conversations” highlights the role of casual, unstructured dialogue in idea generation. Informal engagement can break down barriers between management and staff, fostering a more open communication climate. As noted by Kimathi and Muthoni (2020), informal communication builds rapport and helps identify grassroots-level challenges that may not surface during formal meetings.

In addition, there was the use of interviews and direct solicitation. Some principals indicated that they gathered ideas “through interviews” or “suggestions from them,” indicating active solicitation of input. This shows initiative from school leadership to seek out ideas rather than waiting for staff to volunteer them. Research by Wanjiku and Oduor (2021) shows that proactive leadership is a significant enabler of participatory governance in educational institutions. Overall, principals use a blend of formal and informal methods to solicit ideas from non-teaching staff. While these approaches are commendable, their effectiveness depends on the existence of a supportive culture that values contributions from all staff categories. To maximize idea generation, schools should integrate these

strategies within broader inclusive leadership frameworks that emphasize trust, psychological safety, and empowerment.

Regarding measures taken by principals of secondary schools to ensure that non-teaching staff are creative and innovative in their duties included: empowerment and delegation; motivation and recognition; capacity building and exposure; freedom of expression and open communication; and leadership-initiated creativity stimulation. These themes reflect leadership practices that aim to create an enabling and empowering work environment for support staff.

Out of thirty-nine responses, a dominant theme was on staff empowerment through delegation and freedom. Principals emphasized giving staff “a free hand,” “freedom to undertake their work,” and “powers to exercise their rights.” Empowerment enables autonomy, which is a key driver of intrinsic motivation and innovation. Research by Wanjiru and Kimosop (2021) found that when non-teaching staff are trusted with responsibility, they demonstrate higher creativity and problem-solving initiative in school operations.

Responses such as “motivation and set them free to give their best” and “give them a listening ear” reflect efforts to create a motivational climate. This supports the view that emotional support and recognition foster psychological safety, which is essential for innovation. Mutuku et al. (2022) argue that workplace motivation significantly influences the willingness of non-teaching staff to propose and try out new ideas. Principals mentioned “exposing them to qualified speakers regularly,” “workshops,” and “team building.” These practices align with capacity building and continuous professional

development (CPD). Such interventions help staff stay updated and inspired, contributing to creative thinking. According to Otieno and Ng'ang'a (2020), training and professional exposure are positively associated with workplace innovation in educational institutions.

Statements like “freedom of expression is there” from principal number 3 and “give chance to give their views” from principal number 6, suggest an open-door communication policy. Encouraging open dialogue without fear of criticism supports innovative thinking. Kipkoech and Wanjala (2023) highlight that a culture of open communication enhances collaboration and idea-sharing among support staff in Kenyan secondary schools.

Some principals described “posing questions” as a strategy to stimulate thinking, which indicate leadership-initiated creativity stimulation method of soliciting ideas. This Socratic approach helps staff think critically about their tasks and solutions. As per Mwenda and Muraguri (2021), leaders who challenge staff through reflective questioning cultivate a proactive and inventive workforce. The foregoing themes show that principals use a range of strategies to foster creativity and innovation among non-teaching staff, including empowerment, capacity building, motivation, and open communication. These approaches contribute to a supportive work culture where innovation can thrive. However, sustaining such efforts requires institutional commitment to continuous learning and inclusive leadership practices.

The responses from principals, non-teaching staff (NTS), and Board of Management (BoM) chairs collectively point to several key themes that are critical to enhancing idea generation among non-teaching staff in secondary schools. The integration of their

perspectives reveals shared priorities around communication, empowerment, motivation, inclusion, and capacity building, as demonstrated in Table 4.11.

Table 4. 11

Themes and Sub-Themes on Enhancing Idea Generation by Non-Teaching Staff

Theme	Sub-Themes	Source(s)
1. Effective Communication and Expression Platforms	- Regular staff meetings for idea sharing - Use of suggestion boxes - Informal and one-on-one conversations - Anonymous platforms for feedback - Freedom of expression without fear	Principals, NTS, BoM
2. Motivation and Recognition	- Financial motivation (e.g., salary raise, tokens) - Recognition of creative ideas - Implementation of NTS ideas- Encouragement and public appreciation - Inclusion in welfare programs	NTS, BoM, Principals
3. Training, Capacity Building, and Exposure	- In-service courses, workshops, and seminars - Benchmarking with other schools - Motivational speakers - Regular training and upskilling - Peer discussion forums	Principals, BoM, NTS
4. Inclusive Leadership and Decision-Making	- Involvement in school committees and decisions - Delegation of responsibilities - Autonomy in operations - Consideration of NTS opinions - Participatory leadership styles	Principals, BoM, NTS

Theme	Sub-Themes	Source(s)
5. Supportive Work Environment	-Friendly leadership and trust	NTS, BoM, Principals
	-Sufficient resources and tools	
	-Safe environment for expressing ideas	
	-Inclusion in social and team building activities	
	-Prompt conflict resolution and respect	

Out of 121 distinct responses received, a frequently mentioned theme was about improving communication channels and providing safe platforms for expression. Suggestions such as *“install a suggestion box in a safe place,” “give a listening ear,”* and *“freedom of expression without repercussion”* show a strong demand for accessible and non-threatening ways for NTS to share ideas. This aligns with Gathumbi and Okari (2021) who emphasize that schools with robust internal communication mechanisms foster inclusive decision-making and staff innovation.

Another recurring theme was motivation and recognition, underscoring the importance of—both intrinsic and extrinsic motivation in stimulating idea generation. BoM and principals cited *“rewarding staff,” “financial motivation,” “motivation tours,” “yearly salary raises,”* and *“encouragement of non-teaching staff”*. Motivation increases confidence and ownership of ideas. According to Njoroge and Muathe (2022), recognition and performance-based rewards are key drivers of employee innovation and initiative in educational settings.

On training, capacity building, and exposure them, the respondents recommended in-service courses, workshops, benchmarking visits, and seminars as ways to expose non-

teaching staff to new ideas and skills. This theme was reiterated across all respondent groups. As supported by Owino and Waweru (2020), training enhances creative thinking and competence, thereby encouraging staff to contribute innovative ideas to improve school operations.

Another recurring theme was inclusive leadership and decision-making. Many non-teaching staff highlighted the need to be consulted during decisions, while principals and BoM emphasized involving them in committees and discussions. This underscores the value of shared governance. Inclusive leadership builds trust and fosters a sense of ownership. Koech and Too (2023) found that participatory leadership in Kenyan secondary schools boosts innovation and job satisfaction among support staff.

The last broad theme was on supportive work environment. Recommendations such as *“creating a friendly environment,” “solving staff problems on time,” “encouraging welfare groups,”* and *“allowing staff to socialize”* point to the need for a positive organizational climate. A culture of psychological safety is essential for idea-sharing. Mutua and Otieno (2021) assert that staff in supportive environments are more likely to generate and share ideas without fear of intimidation or reprisal. From the findings, the study noted that enhancing idea generation among non-teaching staff requires a multifaceted approach—prioritizing open communication, staff motivation, training, inclusive decision-making, and a positive work environment. A strategic focus on these themes fosters a school culture where all staff members feel valued, heard, and empowered to innovate.

4.7.4 Convergence of Quantitative and Qualitative Findings on Idea Generation by Non-teaching Staff for Supporting Service Delivery in Secondary Schools in Embu County

The convergence between the quantitative and qualitative findings of this variable reveals critical insights into how secondary school management engages non-teaching staff in idea generation and innovation. The triangulation of survey responses from non-teaching staff with interviews from school principals and focused group discussions with BoM chairs offers a comprehensive understanding of shared perceptions and practices in this area. Five converging points were identified and the same is discussed below. They include improved communication platforms, motivation and recognition, training and capacity building, inclusive leadership, and a supportive work environment.

i. Need for improved communication platforms

One of the most evident areas of convergence is the role of communication in facilitating idea generation. Quantitative data show that while some schools engage in face-to-face brainstorming meetings (Mean = 2.38, SD = 1.015) and one-on-one consultations (Mean = 2.28, SD = 1.063), digital methods such as online portals and live brainstorming are significantly underutilized, with extremely low means of 0.34 and 0.48 respectively. These results reflect a limited use of structured and accessible communication channels. Qualitative responses from non-teaching staff reinforce this observation. Many cited "poor communication," "lack of meetings," and "no platform to give opinions" as barriers to idea generation. Principals, on the other hand, identified face-to-face conversations, informal talks, and suggestion boxes as their primary modes of soliciting input. The BoM chairs echoed the importance of "listening to issues" and installing suggestion boxes. These alignments suggest that while communication is acknowledged as essential, there is a need

to institutionalize more inclusive and modern mechanisms to facilitate open dialogue (Gamage & Taniguchi, 2019).

ii. Value of motivation and recognition

Both quantitative and qualitative findings highlight the motivating effect of recognition and encouragement on idea generation. While not directly measured in the quantitative section, related insights can be drawn from the lower participation in suggestion-based activities and minimal idea-sharing in digital platforms, indicating possible demotivation or perceived futility.

This theme was pronounced in qualitative data. Non-teaching staff expressed fear of being ignored or dismissed due to low educational attainment, and some reported that their ideas were taken for granted. In contrast, principals and BoM chairs emphasized using motivation strategies such as “tokens,” “salary raises,” “workshops,” and “public recognition” to inspire creativity. The convergence suggests that recognition—both intrinsic and extrinsic—is critical in enabling non-teaching staff to contribute their ideas confidently (Karatepe et al., 2022).

iii. Training and capacity building

Both data strands agree on the importance of ongoing professional development. While the quantitative data did not directly measure training, the qualitative findings highlight training, seminars, workshops, benchmarking, and exposure to motivational speakers as strategic interventions to enhance innovation. Principals spoke of encouraging in-service training, while BoM chairs mentioned the need for “good job training” and “taking them to workshops.” Non-teaching staff also advocated for continuous training to improve their ability to generate and share ideas. This convergence supports existing research showing

that training boosts both competence and confidence, which are prerequisites for innovation in the workplace (Mohd Noor et al., 2023).

iv. Inclusive leadership and participation

Another important convergence revolves around participatory governance and decision-making. In the quantitative data, regular staff meetings scored relatively high (Mean = 2.45, SD = 1.098), indicating that some engagement occurs. Similarly, face-to-face interactions and one-on-one consultations were also frequently reported. The qualitative findings strongly affirm this, with principals emphasizing delegation, freedom in operations, and involving representatives in planning. BoM chairs echoed the same by recommending that non-teaching staff be included in committees and decision-making platforms. Non-teaching staff, meanwhile, lamented not being given a chance, fearing intimidation, or being overlooked. These shared views highlight a crucial point: authentic inclusion in school governance processes is both needed and partially practiced (Muriithi & Kariuki, 2020).

v. Supportive work environment

Finally, both data sets converge on the importance of a supportive and trusting work environment. From the quantitative perspective, the limited usage of suggestion boxes and online platforms suggests a lack of safe or trusted spaces for idea sharing. Non-teaching staff articulated fears of being fired, intimidated, or ignored, often linked to low self-esteem or educational status. In turn, principals and BoM chairs proposed building confidence through friendly leadership, welfare support, and creating safe spaces for expression. The convergence around the need for psychological safety aligns with findings by Edmondson and Lei (2014), who argued that environments that promote interpersonal trust are essential

for innovation and idea sharing. These converging points suggest that while foundational mechanisms exist for soliciting ideas from non-teaching staff in secondary schools, gaps remain in structure, inclusivity, and empowerment.

4.8 Idea promotion by Non-teaching Staff to enhance Service Delivery in Secondary Schools

The purpose of objective two was to examine how idea promotion by non-teaching staff relates to service delivery in secondary schools in Embu County. The objective focused on idea generation and embracement by superiors, measures to refine and prioritize ideas, capacity building for creative skills, freedom to innovate, encouragement to search for new ideas, participation in decision-making, financial and infrastructural support, supervisor advocacy, and confidence in taking risks to improve services. To achieve this objective, quantitative and qualitative data were collected. Quantitative was collected among the non-teaching staff using open and closed- ended questionnaires. Closed-ended questionnaires were analyzed using SPSS. Qualitative data was collected from the principals and BOM chairs and key informants using interview guides. The responses from both the open- ended questionnaires and interview guides were coded and analyzed thematically and presented in narratives descriptions, quotes and excerpts.

4.8.1 Quantitative findings on Idea Promotion from Non-teaching Staff in Secondary Schools

The first question in this objective used a five-point Likert scale relating to the main variable. It had choices whose rating scale was Strongly Disagree (SD)=1, Disagree (D)=2, Neutral (N)=3, Agree (A)=4, and Strongly Agree (SA)=5. For interpretative purposes,

responses categorized as " Agree" and " Strongly Agree " were combined to indicate a high level of agreement, while those rated as " Disagree" and " Strongly Disagree" were combined to denote a low level of disagreement. " Neutral" ratings were analyzed independently. Key findings and interpretations are outlined in Table 12.

Table 4. 12 Idea promotion by Non-teaching Staff regarding Service Delivery in Secondary Schools in Embu County

Statements on idea promotion (N = 258)	This has never happened (0)	SD(1)	D(2)	N(3)	A(4)	SA(5)	Mean	Std. Dev
a. My superiors regard my ideas as creative and innovative	10(3.9%)	31(12.0%)	62(24.0%)	104(40.3%)	38(14.7%)	13(5.0%)	2.65	1.141
b. My superiors embrace my ideas to solve problems	11(4.3%)	35(13.6%)	79(30.6%)	83(32.2%)	39(15.1%)	11(4.3%)	2.53	1.157
c. The school leadership has put up measures to refine ideas generated by non-teaching staff	30(11.6%)	60(23.3%)	52(20.2%)	72(27.9%)	34(13.2%)	10(3.9%)	2.19	1.350
d. Ideas solicited from non-teachings are selected and prioritized objectively	11(4.3%)	49(19.0%)	57(22.1%)	94(36.4%)	40(15.5%)	7(2.7%)	2.48	1.168
e. The school leadership plans for capacity building trainings which equips us with the required skills and creative ways to offer services in this school	41(15.9%)	47(18.2%)	82(31.8%)	55(21.3%)	19(7.4%)	14(5.4%)	2.02	1.349

f. Non-teaching staff have freedom to come up with new and practical ideas, better means to achieve goals or performing tasks, and fresh approaches and solutions to problems	18(7.0%)	54(20.9%)	54(20.9%)	76(29.5%)	50(19.4%)	6(2.3%)	2.40	1.269
g. Non-teaching staff are regularly challenged, encouraged and allowed to search for new ideas on technologies, processes, techniques, and ways of the way they work	28(10.9%)	49(19.0%)	76(29.5%)	65(25.2%)	34(13.2%)	6(2.3%)	2.18	1.260
h. We are allowed to interact, participate in decision-making, sharing knowledge, asking for help from each other in our school	22(8.5%)	45(17.4%)	55(21.3%)	90(34.9%)	33(12.8%)	13(5.0%)	2.41	1.291
i. There are finances set aside, to ensure creative ideas are build-up and promoted at our school	69(26.7%)	54(20.9%)	48(18.6%)	60(23.3%)	21(8.1%)	6(2.3%)	1.72	1.406
j. There are mechanisms, structure and systems that enable creative ideas to be promoted at our school	29(11.2%)	60(23.3%)	70(27.1%)	57(22.1%)	33(12.8%)	9(3.5%)	2.12	1.311

k. There are infrastructure, facilities and other resources to support promotion of creative ideas at our school	16(6.2%)	64(24.8%)	66(25.6%)	79(30.6%)	22(8.5%)	11(4.3%)	2.23	1.216
l. My immediate supervisor supports non-teaching staff by presenting our ideas to the school leadership for approval and implementation	16(6.2%)	52(20.2%)	50(19.4%)	75(29.1%)	61(23.6%)	4(1.6%)	2.48	1.264
m. Our school support us to take risks in implementing new ideas that are valuable to the school	23(8.9%)	61(23.6%)	77(29.8%)	66(25.6%)	26(10.1%)	5(1.9%)	2.10	1.192
n. The support we get from the school has improved my confidence in taking risks to improve my services	25(9.7%)	42(16.3%)	64(24.8)	85(32.9%)	32(12.4%)	10(3.9%)	2.34	1.272
o. Our supervisors allow us to try out new things / new ideas / new processes / new procedure	15(5.8%)	46(17.8%)	71(27.5%)	75(29.1%)	37(14.3%)	14(5.4%)	2.45	1.253

The descriptive statistics in Table 4.12 provide insights into how non-teaching staff in secondary schools across Embu County perceive the promotion of their ideas in enhancing service delivery. The analysis highlights a general trend of moderate engagement in idea promotion, punctuated by certain key areas where either support is notably limited or slightly more pronounced.

One of the most encouraging findings was that the statement *“My superiors regard my ideas as creative and innovative”* received the highest mean score ($M = 2.65$, $SD = 1.141$). A combined 19.7% ($n = 51$) of respondents either agreed or strongly agreed with this statement, whereas 15.9% ($n = 41$) disagreed or strongly disagreed. A plurality of respondents (40.3%, $n = 104$) remained neutral. The moderate mean and relatively low standard deviation imply a general perception of moderate but stable acknowledgment of creative ideas by supervisors. This finding aligns with Akinyemi and Abiodun (2020), who emphasized the importance of leader receptiveness in fostering innovation within school administrative systems.

Conversely, the most critical concern was related to resource allocation. The item *“There are finances set aside to ensure creative ideas are built-up and promoted at our school”* recorded the lowest mean ($M = 1.72$, $SD = 1.406$). Only 10.4% ($n = 27$) agreed or strongly agreed, while a substantial 47.6% ($n = 123$) disagreed or strongly disagreed. Approximately 18.6% ($n = 48$) were neutral. This suggests a lack of tangible financial commitment to innovation support, which may stifle the development and implementation of creative ideas. The high standard deviation reflects divergent opinions among staff, possibly due to varied school-level policies. This aligns with research by Kanyiri et al. (2021), which underscores financial support as critical for innovation adoption in public service contexts.

Another significant insight comes from the item *“The school leadership has put up measures to refine ideas generated by non-teaching staff,”* which recorded a relatively low mean of 2.19 (SD = 1.350). Only 17.1% (n = 44) agreed or strongly agreed, while 34.9% (n = 90) disagreed or strongly disagreed, and 20.2% (n = 52) were neutral. The large standard deviation suggests inconsistencies in leadership practices across schools. This reinforces findings by Muriithi and Kiambati (2020), who identified leadership inconsistency as a barrier to inclusive staff engagement in Kenyan educational institutions. Similarly, the item *“non-teaching staff are regularly challenged, encouraged and allowed to search for new ideas on technologies, processes, techniques, and ways of the way they work”* had a low mean of 2.18 (SD = 1.260), with only 15.5% (n = 40) in agreement or strong agreement and 29.9% (n = 77) in disagreement. A significant 29.5% (n = 76) remained neutral. The implication here is that many institutions lack a proactive culture of innovation encouragement, which may hinder organizational learning and adaptation—principles supported by Ng’ang’a and Wanjiru (2019), who advocate for continuous professional development and exploratory opportunities in public sector employment.

An area with slightly more promise is the perception that immediate supervisors support non-teaching staff by presenting their ideas to school leadership (M = 2.48, SD = 1.264). A combined 25.2% (n = 65) agreed or strongly agreed with this statement, 26.4% (n = 68) disagreed or strongly disagreed, and 19.4% (n = 50) remained neutral. The closeness in these proportions and moderate SD suggest a polarized view on supervisory support across different schools. The finding highlights the importance of middle management in innovation diffusion as outlined by Yego and Simatwa (2022).

Furthermore, the capacity-building statement “*The school leadership plans for capacity building trainings...*” showed low engagement, with only 12.8% (n = 33) agreeing or strongly agreeing, 34.1% (n = 88) disagreeing or strongly disagreeing, and 31.8% (n = 82) neutral. This suggests a need for structured, frequent, and inclusive professional development programs for non-teaching staff.

The results reveal a pressing need for school leadership in Embu County to implement systematic and sustainable structures for idea generation, support, and implementation among non-teaching staff. The consistently moderate to low mean scores and high standard deviations suggest a lack of uniformity and strategic direction. Particularly, the absence of financial and structural support undermines creative contributions that could enhance service delivery. Investment in capacity-building, institutional mechanisms, and supervisory advocacy for innovation could significantly improve outcomes. The implication for policy is the necessity of including non-teaching staff in innovation plans and budgeting processes. Practically, school leaders need to create participatory environments and measurable incentives for idea contribution, while educational management authorities should monitor compliance to national standards of inclusive leadership and innovation culture.

4.8.2 Testing of Hypothesis Two

The ability of non-teaching staff to promote valuable ideas within secondary school environments plays a vital role in fostering innovation and improving institutional effectiveness. In this context, idea promotion refers to the support, advocacy, and dissemination of new and useful ideas to enhance work processes and service quality. This study investigated whether there is a statistically significant relationship between idea

promotion by non-teaching staff and service delivery in secondary schools in Embu County. The null hypothesis (H_{02}) stated, there is no statistically significant relationship between idea promotion by non-teaching staff and service delivery in secondary schools in Embu County. The correlation results are shown in Table 4.13.

Table 4. 13

Correlations analysis between idea promotion and service delivery in secondary schools in Embu County

		Y	X2
Y	Pearson Correlation	1	
	Sig. (2-tailed)		
	N	258	
X2	Pearson Correlation	.492**	1
	Sig. (2-tailed)	.000	
	N	258	258

**. Correlation is significant at the 0.01 level (2-tailed).

As shown in Table 4.14, Pearson’s correlation analysis revealed a moderate, statistically significant positive relationship between idea promotion (X_2) and service delivery (Y), $r = .492$, $p < .001$, $n = 258$. The p -value is well below the 0.01 threshold, leading to the rejection of the null hypothesis. This finding indicates that as non-teaching staff increasingly promote ideas within their institutions, the level of service delivery improves significantly.

The positive relationship between idea promotion and service delivery suggests that schools that empower non-teaching staff to share and advocate for innovative ideas tend to experience better service outcomes. This supports previous research by Mutua and Kariuki (2021), who found that employee-driven idea promotion significantly contributed to enhanced institutional performance in Kenyan public service institutions. Similarly,

Kimani and Wafula (2022) reported that when staff are encouraged to promote ideas, they develop a deeper sense of engagement and ownership, which translates into better service quality. Moreover, Wambugu and Gachoka (2020) emphasized that idea promotion by support staff in learning institutions leads to improved responsiveness and operational efficiency. These findings underline the importance of inclusive organizational cultures that value the intellectual contributions of all employees, regardless of their job category.

4.8.3 Qualitative findings on idea promotion by non-teaching staff in secondary schools in Embu County

The non-teaching staff in secondary schools were asked to write down what they thought hinders idea promotion by non-teaching staff in secondary school. Based on the open-ended responses, several recurring themes emerged that explain the barriers to idea promotion within secondary schools in Embu County. The prominent theme on administrative ignorance and disregard for ideas. Here, the perception of ignorance by school management was clear. Multiple respondents noted that their ideas are “not taken up,” “ignored by management,” or “not kept into consideration.” This was often repeated (e.g., “ignored by management” appeared at least seven times). This perceived neglect demoralizes staff and discourages further contributions. As one staff member noted, “Previous lack of action on ideas given hence demoralizing.” This aligns with findings by Ngugi and Koskei (2021), who emphasized that perceived administrative disinterest significantly hinders participatory decision-making among support staff in Kenyan schools.

Another theme was on fear, low self-esteem, and lack of psychological safety. A significant number of non-teaching staff expressed fear—of being judged, ignored, or even fired—as barriers to sharing ideas. Phrases such as “fear of being ignored,” “fear of being fired,” and “fear of being judged” were common. Others mentioned low self-esteem or being “looked down upon” by teaching staff. These responses indicate a lack of psychological safety. According to Njoroge and Wambua (2020), psychological safety is critical for employee voice and innovation, especially in hierarchical public institutions.

The third theme was the lack of support structures and opportunities, where, many non-teaching staff cited structural barriers such as the “lack of platforms,” “no chances to share ideas with the principal,” and “no proper channels to promote ideas.” This implies that institutional mechanisms for idea generation and feedback are either absent or inaccessible. The absence of participatory mechanisms was also noted by Kimani and Waweru (2020), who argue that inclusive engagement frameworks are necessary for optimal performance in educational institutions.

Another recurrent theme was the lack of adequate training, exposure, or experience. Respondents mentioned “illiteracy,” “lack of experience,” “lack of exposure,” and “lack of adequate training.” This suggests that even when staff have ideas, they may lack the confidence, language, or tools to articulate them effectively. Wanjala and Muthee (2021) assert that investment in training and capacity-building for non-teaching staff significantly enhances their participation in innovation and problem-solving.

The non-teaching staff also cited poor pay and lack of motivation, with statements like “poor payments,” “low salaries,” and “non-teaching staff are not motivated for their new ideas.” According to Odhiambo and Mugambi (2022), motivation—both intrinsic and

extrinsic—greatly influences the willingness of support staff in Kenyan schools to go beyond their routine duties and offer creative suggestions. These findings suggest that the suppression of non-teaching staff ideas in Embu County secondary schools stems from systemic neglect, structural barriers, low morale, and insufficient investment in staff development. Encouraging participation requires deliberate strategies such as inclusive leadership, capacity building, and creating psychologically safe environments.

When a similar question was posed to secondary school principals, that is, on what they perceived as barriers to idea promotion by non-teaching staff, they pointed out: fear, intimidation, and low self-esteem; lack of open communication channels and forums; resource constraints and poor remuneration; educational background and confidence in idea expression; lack of follow-up and previous disappointments; and staff attitude and engagement.

The noted presence of psychological barriers such as fear of being judged or intimidated, low self-esteem, and being introverted. These issues reduce confidence among non-teaching staff, preventing them from voicing their ideas. Principal 04 remarked on the “*fear of being judged or listened to,*” which aligns with research by Njoroge and Wambua (2020), who emphasize the importance of psychological safety in enabling employee voice and creativity in educational institutions. Several principals cited poor communication systems and “lack of open forums” as key limitations. Without proper structures to facilitate dialogue, non-teaching staff lack platforms to share ideas. As noted by Kimani and Waweru (2020), participatory communication mechanisms are essential in fostering inclusive school environments where all staff feel empowered to contribute.

Another frequently mentioned issue was lack of resources and poor remuneration. These diminishes motivation and perceived value among non-teaching staff. Resource inadequacy was seen to limit not only service delivery but also the staff's ability to innovate. Odhiambo and Mugambi (2022) confirm that supportive resources and fair compensation enhance the willingness of support staff to engage in problem-solving and contribute to institutional goals.

Three principals noted that the “*level of education may feel wrong even before explaining their ideas,*” highlighting the stigma or lack of confidence rooted in lower academic qualifications. This reflects a social and institutional bias that undervalues the intellectual contributions of non-teaching staff. Wanjala and Muthee (2021) found that empowering support staff through training boosts both their skills and confidence to participate in decision-making.

Principals of secondary schools acknowledged that previous disappointments due to non-implementation of ideas and lack of follow-up hinder ongoing participation. When ideas are ignored or not acted upon, it leads to frustration and apathy. This observation echoes the findings of Ngugi and Koskei (2021), who emphasized that timely feedback and recognition are crucial to maintaining staff morale and idea generation. The final theme was on the attitude of both non-teaching staff and perhaps of school leadership. Principal 01 mentioned “*some ignorance of non-teaching staff,*” indicating that not all staff are equally motivated or aware of the value of their input. This suggests a need for culture change and motivational leadership to bridge gaps in engagement. The response from principals seems to have largely talked about a mix of individual, institutional, and systemic barriers that hinder idea promotion by non-teaching staff.

A major question was posed to all categories of respondents on what need to be done to enhance idea promotion by non-teaching staff in secondary schools. Based on the triangulated data from BoM chairpersons, non-teaching staff, and school principals, several significant themes and sub-themes were noted. These include: inclusive decision-making, motivation and recognition, open communication and feedback mechanisms, training and exposure, and equity and respect in treatment.

From the findings, a dominant theme across all responses was the need to involve non-teaching staff in decision-making processes. BoM chairpersons emphasized the importance of inviting non-teaching staff to "regular meetings to generate ideas", while non-teaching staff called for "equal chances like any other worker" and "being involved in decision-making". Principals also noted the importance of incorporating support staff into "school governance and decisions". According to Ouko and Ngaruiya (2021), inclusive decision-making enhances ownership and accountability, which drives organizational innovation.

Motivation and recognition emerged strongly as drivers of creativity. Suggestions included "cash awards", "certificates", and "thanking them for their ideas". Non-teaching staff on their part expressed a need for better treatment, citing "motivate employees to give ideas" and "being motivated every now and then." Additionally, fair remuneration was repeatedly mentioned across all respondent groups. As noted by Kimathi and Mugo (2020), non-financial rewards such as recognition, combined with fair pay, can significantly improve engagement and innovation among support staff.

Respondents repeatedly cited open communication, regular meetings, and anonymous idea-sharing platforms as essential for promoting creativity. The call for a "committee to

receive and emphasize staff ideas” and “free flow of information” suggests a need for structured communication systems. Research by Wambugu and Simatwa (2020) supports this, arguing that feedback systems and participatory communication help capture innovative solutions from support staff.

Moreover, training, sensitization, and exposure were cited as critical enablers of innovation. Non-teaching staff requested “seminars”, “training on how to handle equipment”, and “being exposed”, while principals mentioned “pre-exposure to professional life”. This aligns with the findings of Njoroge and Gachahi (2021), who argue that professional development for support staff enhances their confidence and capacity to contribute constructively to school improvement.

The last theme was about equity, respect, and institutional support. There were frequent calls for equal treatment and respect. Non-teaching staff want to be "treated equally", have their "work recognized", and to "feel as part of the school". BoM members echoed this by advocating for “welcoming the ideas” and providing a “conducive environment”. These views are supported by Owino and Barasa (2022), who found that respect and institutional support create a positive work culture that fosters innovation. When these strategies are in place, non-teaching staff are more likely to engage in idea generation, leading to improved service delivery and overall school performance.

4.8.4 Convergence of Quantitative and Qualitative Findings on Idea Promotion by Non-teaching Staff in Secondary Schools, Embu County

An integrated analysis of the quantitative responses from non-teaching staff and qualitative responses from school principals and Board of Management (BoM) chairpersons revealed

several key areas of convergence regarding the factors that hinder and those that could promote idea generation and implementation by non-teaching staff in secondary schools. These converging points present consistent themes that cut across both data sets and reflect shared perceptions among stakeholders.

A prominent area of convergence is the shared recognition that non-teaching staff are often excluded from school decision-making processes. Quantitative data showed that many non-teaching staff feel ignored or sidelined, with repeated references to “no chances to share ideas with the principal,” “being ignored,” and “ideas not being considered.” These sentiments are echoed in the qualitative responses where school principals acknowledged a lack of open forums and poor communication channels, while BoM chairpersons emphasized the need to “invite non-teaching staff to regular meetings to generate ideas” and to “involve them in school management issues.” This reflects a strong agreement across the board that inclusive participation is necessary to enhance service delivery.

Both data sets also converge on the importance of motivation and recognition. Quantitatively, non-teaching staff cited “lack of motivation,” “low pay,” and “ideas not being acted upon” as major deterrents to creativity and engagement. Similarly, BoM chairpersons and principals stressed the value of recognizing and rewarding innovative contributions, including suggestions for “cash awards,” “certificates of appreciation,” and “thank-you messages.” These findings align with recent literature that supports the role of both intrinsic and extrinsic motivation in fostering innovation among support staff (Kimathi & Mugo, 2020).

There is strong agreement that open and structured communication is essential for idea promotion. Non-teaching staff frequently pointed to the absence of communication channels and “no platform to support non-teaching staff.” Principals acknowledged this limitation, citing “clogged feedback systems” and “lack of open forums.” BoM chairpersons reinforced the need for consistent dialogue, suggesting the formation of committees to collect staff ideas and facilitate two-way communication. These parallel perspectives highlight a common understanding that communication gaps hinder creative engagement.

Another clear point of convergence is the recognition of the need for training and professional development. Non-teaching staff reported “lack of exposure,” “low self-esteem,” and “lack of adequate training,” while principals cited the need to “enlighten” and “give pre-exposure” to staff. BoM members similarly suggested “encouraging apprentice” and “providing training.” These responses underscore a shared belief that building the competencies and confidence of support staff is essential for them to contribute meaningfully to school improvement (Njoroge & Gachahi, 2021).

Across both sets of findings, respondents emphasized the need for respect and equitable treatment of non-teaching staff. Quantitative data included concerns about being “looked down upon” and “lack of respect by management.” Qualitative responses mirrored this, with BoM chairpersons calling for a “conducive environment” and “welcoming their ideas,” while principals admitted that sometimes support staff feel “intimidated” or undervalued. This convergence indicates widespread awareness that respect and dignity are foundational to encouraging creativity and collaboration (Owino & Barasa, 2022).

The convergent triangulation of findings from non-teaching staff, school principals, and BoM chairpersons shows clear convergence on key themes—inclusive participation, recognition and motivation, open communication, capacity building, and respectful treatment. These shared perceptions offer a robust basis for policy and practice interventions aimed at enhancing the contribution of non-teaching staff to innovation and service delivery in secondary schools.

4.9 Idea Realization by Non-Teaching Staff and Improved Service Delivery in Secondary Schools

The purpose of objective three was to assess how idea realization by non-teaching staff relates to service delivery in secondary schools in Embu County. The objective focused on financial planning, management commitment, diverse problem-solving methods, oversight committees, established procedures, management support, team formation, continuous training, structural adaptability, realization programs, and staff openness to new ideas. To achieve this objective, quantitative and qualitative data were collected. Quantitative was collected among the non-teaching staff using open and closed- ended questionnaires. Closed-ended questionnaires were analyzed using SPSS. Qualitative data was collected from the principals and BOM chairs and key informants using interview guides. The responses from both the open-ended questionnaires and interview guides were coded and analyzed thematically and presented in narratives descriptions, quotes and excerpts.

4.9.1 Quantitative findings on Idea Realization of Non-teaching Staff in Secondary Schools

The first question in this objective used a five-point Likert scale relating to the main variable. It had choices whose rating scale was Strongly Disagree (SD)=1, Disagree (D)=2, Neutral (N)=3, Agree (A)=4, and Strongly Agree (SA)=5. For interpretative purposes,

responses categorized as " Agree" and " Strongly Agree " were combined to indicate a high level of agreement, while those rated as " Disagree" and " Strongly Disagree" were combined to denote a low level of disagreement. " Neutral" ratings were analyzed independently. Key findings and interpretations are outlined in Table 14.

Table 4. 14

Idea Realization by Non-teaching Staff regarding Service Delivery in Secondary Schools in Embu County

Statements on idea realization (N = 258)	This has never happened (0)	SD(1)	D(2)	N(3)	A(4)	SA(5)	Mean	Std. Dev
a. Our secondary school has an annual financial plan for supporting creativity and innovativeness from staff	76(29.5%)	52(20.2%)	27(10.5%)	70(27.1%)	30(11.6%)	3(1.2%)	1.75	1.472
b. There is commitment by management to ensure creative and innovative ideas of non-teaching staff are implemented	19(7.4%)	73(28.3%)	79(30.6%)	52(20.2%)	27(10.5%)	8(3.1%)	2.07	1.215
c. Problems are solved through a variety of different ways			62(24.0%)					
borrowed from different non-teaching staff	31(12.0%)	39(15.1%)		85(32.9%)	37(14.3%)	4(1.6%)	2.27	1.268

d. Our institution has developed a committee that oversee the implementation of staff innovation in our school	80(31.0%)	44(17.1%)	51(19.8%)	56(21.7%)	23(8.9%)	4(1.6%)	1.65	1.418
e. There are established creativity implementation procedures, policies and practices in our secondary school	36(14.0%)	76(29.5%)	55(21.3%)	62(24.0%)	23(8.9%)	6(2.3%)	1.91	1.288
f. The school management offer support by cherishing, facilitating, adopting, and approving ideas from non-teaching staff	22(8.5%)	38(14.7%)	86(33.3%)	77(29.8%)	27(10.5%)	8(3.1%)	2.28	1.187
g. The school management usually forms teams to ensure effective implementation of new ideas	38(14.7%)	68(26.4%)	55(21.3%)	74(28.7%)	16(6.2%)	7(2.7%)	1.93	1.278
h. The non-teaching staff are usually trained from time to time to ensure that they are coping with changes	58(22.5%)	65(25.2%)	71(27.5%)	46(17.8%)	13(5.0%)	5(1.9%)	1.64	1.257

i. The structures in our school are usually changed to allow and support effective implementation of ideas	34(13.2%)	76(29.5%)	55(21.3%)	71(27.5%)	21(8.1%)	1(4.0%)	1.89	1.205
j. The school management usually establish ideal realization plan / program to implement creative ideas	26(10.1%)	54(20.9%)	89(34.5%)	51(19.8%)	36(14.0%)	2(8.0%)	2.09	1.198
k. Staff in the schools has a tendency of embracing new ways of doing things (accommodate new ideas)	24(9.3%)	37(14.3%)	72(27.9%)	79(30.6%)	38(14.7%)	8(3.1%)	2.36	1.250

The findings presented in Table 4.14 reveal several key insights about the extent to which non-teaching staff are involved in the realization of ideas to support service delivery in secondary schools in Embu County. Overall, the data show a generally low level of idea realization, characterized by limited structural and managerial support, with a few indicators showing moderate progress.

One of the most critical findings is that only a small proportion of respondents agreed that their secondary schools have an annual financial plan to support creativity and innovativeness from staff. Specifically, only 12.8% of the respondents (Agree = 11.6%, Strongly Agree = 1.2%) affirmed this, while a significant 49.7% (Strongly Disagree = 29.5%, Disagree = 20.2%) disagreed. A notable 27.1% remained neutral. The mean response was 1.75 (SD = 1.472), suggesting low support with relatively wide variability in responses. The high standard deviation indicates inconsistency in the application or awareness of financial support across schools. This finding implies that most institutions may lack formal budgetary allocations to foster innovation, which potentially hampers service improvements. This supports Kibet et al. (2020), who found that innovation funding in educational institutions in Kenya remains largely ad hoc and underdeveloped.

Furthermore, only 13.6% of non-teaching staff (Agree = 10.5%, Strongly Agree = 3.1%) reported that management is committed to implementing their creative ideas. In contrast, a combined 35.7% disagreed, and 20.2% were neutral. The mean score was 2.07 (SD = 1.215), indicating a generally low perception of managerial commitment and relatively narrow variability. The implication here is that without deliberate managerial support, non-teaching staff may feel undervalued, leading to reduced motivation for idea generation and service innovation.

Another important finding is that only 15.9% of the respondents (Agree = 14.3%, Strongly Agree = 1.6%) felt that problem-solving involved input from various non-teaching staff, while 39.1% disagreed and 32.9% remained neutral. The mean score of 2.27 (SD = 1.268) suggests limited participatory problem-solving practices. The standard deviation shows some variability, reflecting inconsistent practices among schools. The results align with Onyango et al. (2022), who emphasized the importance of inclusive decision-making in enhancing staff morale and organizational efficiency.

Another area of concern is the lack of formal structures or committees to implement staff innovation, as reported by only 10.5% (Agree = 8.9%, Strongly Agree = 1.6%) of the respondents. A large majority, 48.1%, disagreed (Strongly Disagree = 31.0%, Disagree = 17.1%), and 21.7% were neutral. The mean score was 1.65 (SD = 1.418), indicating very limited structural support with high variability. This reveals a significant systemic gap in institutional frameworks necessary for innovation realization.

Supportive policies also appear weak. Only 11.2% (Agree = 8.9%, Strongly Agree = 2.3%) acknowledged the existence of established creativity implementation policies and practices, while 43.5% disagreed and 24.0% were neutral. The mean score of 1.91 (SD = 1.288) confirms low implementation levels with moderate variability. This finding resonates with Wanjiru and Karanja (2021), who noted that many educational institutions in Kenya have yet to institutionalize innovation policies.

Interestingly, 13.6% of respondents (Agree = 10.5%, Strongly Agree = 3.1%) affirmed that the management supports and approves non-teaching staff ideas, while 48.0% disagreed and 29.8% were neutral. The mean score of 2.28 (SD = 1.187) suggests relatively low

managerial support. The low standard deviation implies a more uniform perception across institutions. Without this support, innovations are less likely to be piloted or institutionalized. The findings also reveal that only 8.9% (Agree = 6.2%, Strongly Agree = 2.7%) believed that management forms teams to implement ideas, while 47.7% disagreed and 28.7% were neutral. The mean score stood at 1.93 (SD = 1.278), suggesting that teamwork for innovation is not common practice, thereby potentially weakening collective problem-solving.

Moreover, training for non-teaching staff to cope with changes was perceived as infrequent, with only 6.9% (Agree = 5.0%, Strongly Agree = 1.9%) agreeing, 47.7% disagreeing, and 17.8% neutral. The mean score of 1.64 (SD = 1.257) indicates a very low emphasis on capacity building. This may undermine the staff's ability to adapt to innovative service delivery practices, echoing the concerns raised by Mutuku and Muthoni (2023) on inadequate professional development in public schools. Structural changes to support innovation also appear rare. Only 12.1% (Agree = 8.1%, Strongly Agree = 4.0%) observed such changes, while 50.8% disagreed and 27.5% were neutral. The mean score of 1.89 (SD = 1.205) reflects limited organizational flexibility, with relatively uniform responses.

Finally, only 17.1% (Agree = 14.0%, Strongly Agree = 3.1%) noted the existence of realization plans or programs, while 31.0% disagreed and 19.8% were neutral. The mean of 2.09 (SD = 1.198) again points to limited strategic implementation of staff-driven ideas. Notably, the highest mean was observed for the item stating that staff have a tendency to embrace new ways of doing things (Mean = 2.36, SD = 1.250), with 17.8% of the respondents agreeing or strongly agreeing. However, 41.2% disagreed, and 30.6%

remained neutral. Although still modest, this finding suggests some openness to innovation at the individual level, which could be a foundation for future systemic improvements.

The findings suggest that while non-teaching staff may possess a willingness to innovate, there exists a considerable gap in institutional structures, policies, managerial support, and resource allocation to facilitate the realization of their ideas. The implications are clear: unless secondary schools in Embu County establish enabling environments—through financial planning, formal policies, committee support, and training—idea realization from non-teaching staff will remain minimal, hindering improvements in service delivery. Strategic interventions are thus required to nurture a culture of innovation among all staff tiers, as also recommended by recent educational leadership frameworks (Munyiri, 2021).

4.9.2 Testing of Hypothesis Three

Idea realization, which involves the practical implementation of proposed ideas, plays a critical role in translating innovation into improved service outcomes. In school settings, the contribution of non-teaching staff to this process can significantly affect the quality of support services. This study sought to examine the relationship between idea realization by non-teaching staff and service delivery in secondary schools in Embu County. The null hypothesis (H_{03}) posited that there is no statistically significant relationship between idea realization and service delivery. The correlation results are shown in Table 4.15.

Table 4. 15

Correlations analysis between idea promotion and service delivery in secondary schools in Embu County

	Y	X2
Y	Pearson Correlation	1

	Sig. (2-tailed)		
	N	258	
X2	Pearson Correlation	.424**	1
	Sig. (2-tailed)	.000	
	N	258	258

** . Correlation is significant at the 0.01 level (2-tailed).

The results in Table 4.15 indicate a statistically significant positive correlation between idea realization (X_2) and service delivery (Y), $r = .424$, $p < .001$, $n = 258$. Given that the p -value is less than the 0.01 significance level, the null hypothesis is rejected. This indicates a moderate positive relationship, suggesting that higher levels of idea realization by non-teaching staff are associated with better service delivery in secondary schools.

These findings imply that the extent to which non-teaching staff are enabled to implement their ideas meaningfully contributes to service improvements within schools. This aligns with the findings of Njoroge and Wekesa (2021), who observed that realized staff innovations led to streamlined processes and improved stakeholder satisfaction in educational institutions. Likewise, Otieno and Chebet (2020) reported that when support staff are empowered to implement ideas, it fosters a proactive culture that enhances efficiency in service operations. Additionally, a study by Mwikali and Mugo (2023) highlighted that institutions which invest in mechanisms for realizing staff-generated ideas enjoy higher organizational performance and employee morale. These insights support the assertion that idea realization is a key driver of institutional effectiveness in the education sector.

4.9.3 Qualitative findings on idea realization by non-teaching staff in secondary schools in Embu County

Principals of secondary schools were asked during interview to explain how they ensure that the ideas generated by the non-teaching staff are realized in the school. Several common and significant themes emerged that include: resource allocation, motivation and support, implementation and follow-up, participatory decision-making, and monitoring for outcomes. These themes are briefly discussed below.

On resource allocation, several principals emphasized providing the necessary resources, including financial support and assigning duties, to actualize staff ideas. For instance, responses such as “money allocation” and “duty allocation to those responsible for idea realization” reflect a strategic commitment to operationalizing ideas. According to Kamau and Simiyu (2022), resource provision is critical in educational innovation, as it not only facilitates implementation but also signals institutional support.

At the same time, encouragement and moral support were evident in responses like “encourage improvement” and “support those ideas and motivate them” signifying motivation and support. These practices align with the findings of Muriithi et al. (2021), who observed that motivation boosts employee engagement and creativity in school settings, particularly among non-teaching staff who are often overlooked in decision-making processes. Responses such as “by trying to implement/actualize the ideas,” and “through follow-up” illustrate an ongoing effort to ensure ideas move beyond the conceptual stage. Follow-up is essential in sustaining momentum and accountability (Ndegwa & Njiru, 2023). Involving non-teaching staff— “involving them where necessary”—was another theme that indicates an inclusive leadership approach. Participation enhances ownership and commitment (Otieno & Njiru, 2021), which is vital for the realization of ideas at the grassroots level.

Principals also highlighted efforts such as “checking of viable outcomes,” suggesting a results-oriented approach to idea implementation. This underscore essence of monitoring the outcomes. Monitoring aligns with strategic school leadership practices that emphasize data-driven decision-making and continuous improvement (Mwangi & Mwanja, 2020).

In conclusion, realizing the ideas generated by non-teaching staff requires an integrated approach involving resource provision, motivation, inclusive participation, structured follow-up, and performance monitoring. These themes underscore the importance of distributed leadership and institutional support for school-wide improvement.

The study posed an open-ended question to non-teaching staff on, “What do you think hinders idea realization by non-teaching staff in your school?” Similar question was posed to secondary school principals during interview. A close examination of the response from all the two categories of respondents, revealed several emergent themes and sub-themes which are summarized in Table 4.16.

Table 4. 16

Hinderances for idea realization by non-teaching staff in secondary schools, Embu County

Theme	Sub-Themes	Supporting Quotes/Insights
1. Inadequate resources and funding	- Lack of financial support	“There are no enough resources to support the ideas to be implemented” “Money allocation is needed”
	- Lack of materials and equipment	
	- Resource allocation delays	
2. Poor leadership and communication	- Ignorance of non-teaching staff ideas	“Poor communication between school management and non-teaching staff” “Ideas are not taken seriously”
	- Poor top-down communication	
	- Delays in feedback	
3. Lack of recognition and motivation	- Discrimination	“Being seen as not important” “Reward creativity and promote performers”
	- Low morale and motivation	
	- Lack of rewards or incentives	
4. Lack of skills and capacity building	- Inadequate training	“Inadequate skills to do what is needed”
	- Lack of awareness on	

Theme	Sub-Themes	Supporting Quotes/Insights
	innovation	“Give training/workshops”
	- Exposure limitations	“Staff tours to learn from others”
	- Fear of failure or	“Fear of being fired”
5. negative punishment		“Fear of failure”
organizational culture	- Negative attitude	“Poor attitude”
	- Job insecurity	
	- Lack of participation in	“We have to do what the principal
6. Exclusion from innovation planning		says”
decision-making	- No decision-making role	“Involve non-teaching staff in school
	- Limited representation	development agenda”
	- Failure to act on	“Lack of fulfilment of the previous
7. Delayed or non- approved ideas		ideas”
implementation	- Inaction from	“Delay by management to realize
	management	ideas”
	- Poor interdepartmental	
8. Inadequate	collaboration	“Lack of teamwork and
teamwork and	- Lack of innovation	coordination”
coordination	committees	“Staff engagement in grapevine
	- Grapevine	communication”
	communication	

Table 4.16 summarizes the qualitative insights into a structured format, reflecting the core challenges facing idea realization by non-teaching staff in secondary schools in Embu County. This makes it easier to identify areas that require intervention for enhanced innovation and service delivery by non-teaching staff. These themes reflect systemic, structural, and interpersonal factors affecting idea realization and innovation implementation. A brief discussion on the emergent themes is provided below.

A dominant theme was the lack of financial and material resources to support the implementation of creative ideas. Many non-teaching staff cited that “there are no enough resources to support the ideas to be implemented” and emphasized the “inadequate resources to fund ideas realization.” This was echoed by principals who called for “money allocation” and “availing resources for ideas implementation” as necessary steps. This aligns with findings by Nanyanzi et al. (2021), who observed that limited financial capacity in schools often stifles innovation among support staff.

Another prominent theme was poor communication and ineffective leadership structures. Non-teaching staff frequently mentioned “poor communication between school management and non-teaching staff” and “ignorance by management” of their contributions. Principals acknowledged the need to “make sure that whatever has been agreed on is expedited,” suggesting a communication gap in follow-through. According to Kiprop and Kalai (2020), transparent and inclusive leadership enhances employee motivation and innovation in educational institutions.

Low recognition, discrimination, and lack of incentives were reported as major barriers. Many staff members stated that “ideas are not taken seriously” and that they are “seen as

not important.” BoM chairpersons suggested strategies such as “rewarding creativity,” “giving awards,” and “job promotions” to foster innovation. This is supported by Gichohi and Odundo (2020), who found that recognition of non-teaching staff contributions increases organizational citizenship behavior and creativity.

The theme of insufficient training and lack of innovative capacity was highlighted by responses such as “inadequate skills to do what is needed” and “lack of enough knowledge on idea realization.” BoM chairpersons proposed “staff tours” and “visiting successful schools” as exposure opportunities. Principals also called for “training/workshops in their field.” This is in line with Omwenga et al. (2021), who recommended regular capacity-building programs to equip school personnel with skills for innovation.

Fear of failure, fear of being fired, and negative attitudes were evident in the responses. Some staff expressed fear of involvement and being punished for proposing new ideas, noting “fear of being fired” and “fear of failure.” This speaks to a school culture that may be risk-averse and unsupportive of experimentation. Gikonyo and Njagi (2021) found that psychological safety is a critical enabler for innovation in Kenyan secondary schools.

Many non-teaching staff and BoM participants emphasized exclusion from decision-making processes. Statements such as “we have to do what is needed by our school principal not according to our own ideas” highlighted a top-down structure. BoM chairpersons recommended “involving non-teaching staff in discussing school development agenda” and even “appointment to the board management.” This is consistent with a study by Kamau and Muthoni (2022), which demonstrated that participatory decision-making improves innovation and job satisfaction.

The realization of creative and innovative ideas by non-teaching staff in secondary schools in Embu County is hindered by inadequate resources, poor leadership, disempowerment, lack of recognition, limited skills, negative institutional culture, and exclusion from decision-making. Corrective measures to these barriers require a holistic approach involving resource allocation, capacity building, inclusive leadership, and the institutionalization of recognition and reward systems. Building a culture that values all staff members as contributors to the school's success will foster a more innovative and inclusive educational environment.

The non-teaching staff and secondary school principals were asked to state what need to be done to enhance idea realization by non-teaching staff in school. A close examination of the 45 responses received from all the three categories of respondents, revealed several key themes emerged and sub-themes as strategies to enhance the implementation of creativity, novelty, and innovative ideas among non-teaching staff in secondary schools. The same is presented in Table 4.17.

Table 4. 17

Emergent Themes and Sub-Themes on Enhancing Idea Realization by Non-Teaching Staff

Theme	Sub-Themes	Source Group(s)
1. Resource Provision	- Allocation of financial resources - Provision of working tools and uniforms - Adequate staffing	Non-teaching Staff, BoM, Principals
2. Capacity Building	- Regular training and workshops - Exposure visits to other successful	Non-teaching Staff, BoM

Theme	Sub-Themes	Source Group(s)
	schools - Talent development	
3. Recognition and Motivation	- Awarding outstanding performance - Promotions based on innovation - Encouraging creativity	BoM, Non-teaching Staff, Principals
4. Inclusive Leadership & Decision Making	- Involving non-teaching staff in school development decisions - Appointment to BoM - Participatory planning	Non-teaching Staff, BoM, Principals
5. Communication and Coordination	- Regular meetings - Clear feedback mechanisms - Open channels for idea expression	Non-teaching Staff, Principals
6. Organizational Support and Culture	- Creating a supportive and appreciative work environment - Team building and collaboration - Cultivating positive attitude from management	Non-teaching Staff, BoM
7. Idea Implementation and Follow-Up	- Timely execution of approved ideas - Monitoring and evaluation of implemented ideas	Non-teaching Staff, BoM, Principals

These themes show that successful realization of ideas by non-teaching staff hinges not only on resources and training, but also on inclusive practices, organizational support, and genuine follow-through on ideas shared. A prominent theme across responses is the inclusion of non-teaching staff in school development processes. BoM chairpersons emphasized the need to “*involve non-teaching staff in discussing school development agenda*” and “*appoint them to the board.*” Non-teaching staff similarly requested to be

“involved in decision-making so that they can also participate in school development.”

According to Nyaga and Njeru (2020), participatory governance fosters innovation by making all stakeholders feel valued and responsible for outcomes.

The need for regular training and professional development was emphasized. Non-teaching staff stated, *“training of non-teaching staff”* and *“regular sensitization,”* while BoM suggested *“staff tours”* and *“visits to successful schools.”* Training expands employees’ ability to innovate by improving skills and exposing them to best practices (Muchira & Njihia, 2021).

Across all the three groups, staff motivation and recognition were repeatedly cited. Specific suggestions included *“rewarding creativity,” “job promotions,”* and *“giving awards.”* Non-teaching staff also stressed the importance of *“appreciation and recognition.”* Kiplangat and Chemwei (2019) assert that when creativity is rewarded, staff are more likely to share and act on their ideas. Another critical area is the provision of adequate resources to actualize ideas. Responses from all groups point to the need for *“direct funds,” “setting aside resources,”* and *“adequate personnel.”* As Muriithi and Kariuki (2020) note, innovation in schools requires intentional investment in infrastructure and human capital to transition ideas into tangible outcomes.

Team building and collaboration also emerged as key enablers of innovation. Non-teaching staff frequently referenced the need to *“enhance teamwork”* and *“encourage team building.”* The BoM also emphasized *“empowering teams to make decisions and take action.”* Collaboration fosters shared ownership of innovation and supports a culture of trust and cooperation (Munyiri & Waiganjo, 2022). Lastly, the importance of creating a

conducive environment for innovation was highlighted. This includes “*regular meetings with staff,*” “*understanding individual capabilities,*” and “*providing adequate resources.*” An enabling environment where staff feel safe and valued encourages risk-taking and creativity (Gikonyo & Muthaa, 2021).

To unlock the creative potential of non-teaching staff, secondary schools must foster inclusive decision-making, invest in capacity building, establish reward systems, allocate resources for innovation, promote teamwork, and cultivate a supportive work environment. These strategies not only facilitate idea realization but also contribute to improved institutional performance and morale among non-teaching staff.

4.9.4 Convergence of quantitative and qualitative findings on idea realization by non-teaching staff in secondary schools, Embu County

Based on a thorough review of both the quantitative descriptive results from non-teaching staff and the qualitative findings gathered from non-teaching staff, secondary school principals, and Board of Management (BoM) chairpersons, several key points of convergence emerged. The convergence areas reflect common themes that consistently cut across all groups, indicating a shared understanding of the factors that hinder or promote the realization of non-teaching staff creativity, novelty, and innovative ideas in secondary schools.

A dominant convergence across both the quantitative and qualitative findings is the lack of adequate resources. Quantitative responses frequently cited "inadequate resources," "lack of money," and "lack of tools and uniforms" as major hindrances to idea implementation. This concern was echoed in qualitative interviews where both principals and BoM chairpersons acknowledged that allocating financial and material resources is essential for actualizing innovative ideas. BoM discussions emphasized directing funds specifically for

idea implementation, indicating systemic recognition of this challenge. This supports recent studies which show that adequate resource availability is a prerequisite for innovation adoption in educational settings (Ochieng & Musau, 2021).

There is a clear convergence on the need for training and capacity building. Non-teaching staff highlighted "lack of skills," "inadequate knowledge," and "limited training opportunities" as barriers to realizing their ideas. Similarly, principals acknowledged that many non-teaching staff lack sufficient skills or training forums to translate their ideas into actionable plans. BoM members also proposed staff exposure visits and workshops to support talent growth. This aligns with contemporary research which emphasizes that continuous professional development enhances innovation capacity among support staff in schools (Kimathi & Muthomi, 2020).

The theme of motivation and recognition recurs in both datasets. Quantitatively, non-teaching staff expressed that low morale due to lack of appreciation and low pay affects their engagement in innovation. Qualitative inputs from BoM and principals reinforced this by suggesting the need for awards, job promotions, and motivational incentives to recognize creativity and initiative. This convergence supports literature suggesting that motivation and recognition significantly contribute to employees' willingness to engage in innovative practices (Mutua et al., 2022).

Another strong point of convergence is the lack of involvement of non-teaching staff in school decision-making processes. Quantitative responses indicate that non-teaching staff feel ignored or excluded when ideas are proposed. In qualitative findings, both BoM members and principals recommended involving non-teaching staff in school development

discussions and even proposed their representation in management boards. Inclusive participation has been recognized as a vital component of shared governance in educational institutions (Wanjala & Ndiritu, 2023).

Both sets of findings underscore poor communication and coordination between non-teaching staff and school management as a significant barrier. Non-teaching staff cited instances of "poor communication," "ignorance by management," and "lack of feedback." Correspondingly, principals noted that the absence of communication forums and feedback mechanisms limits idea realization. BoM suggestions for regular reviews and staff meetings reinforce this concern. This aligns with empirical evidence that highlights communication as a catalyst for cultivating an innovation-oriented school culture (Oloo & Nyamwaka, 2022).

A final area of convergence lies in the theme of organizational support through teamwork and a positive working environment. Quantitative data revealed lack of teamwork and poor leadership as demotivating factors. This was mirrored qualitatively where suggestions included encouraging collaboration, building trust, and fostering a supportive school culture. BoM discussions particularly emphasized team building and recognizing individuals' capabilities, consistent with studies that link teamwork and psychosocial support to increased staff engagement and innovation (Kipkemboi & Cheruiyot, 2021).

The convergence between quantitative and qualitative findings reveals a coherent narrative: for non-teaching staff ideas to be successfully implemented, schools must ensure adequate resources, build capacity through training, promote inclusive decision-making, improve communication, recognize staff contributions, and foster supportive

organizational cultures. These elements are interdependent and mutually reinforcing, providing a holistic framework for unlocking the innovative potential of non-teaching staff in secondary schools.

4.10 Idea Sustainability by Non-teaching Staff and Service Delivery in Secondary Schools

The purpose of objective four was to establish how idea sustainability by non-teaching staff relates to service delivery in secondary schools in Embu County. The objective focused on continuous training, rewards for innovation, oversight of implemented ideas, sense of ownership, tolerance of failure, established sustainability measures, empowerment programs, resource availability, a conducive working atmosphere, sufficient incentives, autonomy in implementation, collaboration, and management recognition of achievements. To achieve this objective, quantitative and qualitative data were collected. Quantitative was collected among the non-teaching staff using open and closed- ended questionnaires. Closed-ended questionnaires were analyzed using SPSS. Qualitative data was collected from the principals and BOM chairs and key informants using interview guides. The responses from both the open- ended questionnaires and interview guides were coded and analyzed thematically and presented in narratives descriptions, quotes and excerpts.

4.10.1 Quantitative findings on Idea Sustainability of Non-teaching Staff in Secondary Schools

The first question in this objective used a five-point Likert scale relating to the main variable. It had choices whose rating scale was Strongly Disagree (SD)=1, Disagree (D)=2, Neutral (N)=3, Agree (A)=4, and Strongly Agree (SA)=5. For interpretative purposes, responses categorized as " Agree" and " Strongly Agree " were combined to indicate a high level of agreement, while those rated as " Disagree" and " Strongly Disagree" were

combined to denote a low level of disagreement. " Neutral" ratings were analyzed independently. Key findings and interpretations are outlined in Table 18.

Table 4. 18***Idea Sustainability by Non-teaching Staff regarding Service Delivery in Secondary Schools in Embu County***

Statements on idea sustainability (N = 258)	This has never happened (0)	SD(1)	D(2)	N(3)	A(4)	SA(5)	Mean	Std. Dev
a. The non-teaching staff are regularly trained and equipped through capacity building programs to remain relevant, creative and innovative as we perform our jobs	66(25.6%)	52(20.2%)	44(17.1%)	75(29.1%)	18(7.0%)	3(1.2%)	1.75	1.358
b. I have been rewarded for introducing a service, product, solving a problem or introducing a good practice in our school	75(29.1%)	59(22.9%)	59(22.9%)	43(16.7%)	20(7.8%)	2(0.8%)	1.53	1.315
c. We have a well-functioning innovation and creativity overseeing body that monitors the maintenance and continuity of implemented ideas in our school	59(22.9%)	57(22.1%)	55(21.3%)	68(26.4%)	15(5.8%)	4(1.6%)	1.75	1.309
d. The school leadership make me feel like I have a stake of ownership of our school	25(9.7%)	69(26.7%)	63(24.4%)	81(31.4%)	17(6.6%)	3(1.2%)	2.02	1.158

e. The school leadership tolerates failure even if a new idea did not work as expected	20(7.8%)	96(37.2%)	65(25.2%)	49(19.0%)	27(10.5%)	1(0.4%)	1.88	1.148
f. There are established measures, procedures and practices to ensure sustainability of implemented projects, policies, ideas, practices and services	30(11.6%)	72(27.9%)	76(29.5%)	61(23.6%)	17(6.6%)	2(0.8%)	1.88	1.142
g. There are empowerment programs that ensure non-teaching staff have adequate skills and competencies and avenues to remain innovative	58(22.5%)	60(23.3%)	58(22.5%)	58(22.5%)	23(8.9%)	1(0.4%)	1.73	1.297
h. There are sufficient resources, infrastructure and facilities to encourage creativity and innovation among non-teaching staff	28(10.9%)	88(34.1%)	60(23.3%)	63(24.4%)	16(6.2%)	3(1.2%)	1.84	1.163
i. Our school presents a conducive working atmosphere which ensures innovative ideas are embraced	26(10.1%)	58(22.5%)	74(28.7%)	62(24.0%)	32(12.4%)	6(2.3%)	2.13	1.250
j. There are sufficient incentives to encourage creativity and innovation among non-teaching staff	35(13.6%)	62(24.0%)	63(24.4%)	63(24.4%)	25(9.7%)	10(3.9%)	2.04	1.330
k. The non-teaching have considerable autonomy in	24(9.3%)	61(23.6%)	83(32.2%)	67(26.0%)	21(8.1%)	2(0.8%)	2.02	1.126

implementing new ideas/
processes/ procedures/ approaches

1. There is a lot of collaboration among non-teaching staff at our school	18(7.0%)	47(18.2%)	55(21.3%)	59(22.9%)	71(27.5%)	8(3.1%)	2.55	1.332
m. The school management cherishes employee for little achievements accomplished at the work place by recognizing, recommending, acknowledging and rewarding creative staff	16(6.2%)	62(24.0%)	73(28.3%)	66(25.6%)	32(12.4%)	9(3.5%)	2.24	1.225

The findings from Table 4.18 reveal generally low levels of idea sustainability among non-teaching staff in secondary schools in Embu County, Kenya. A key observation is that across most dimensions measured, the majority of respondents either disagreed or strongly disagreed with statements suggesting institutional support for innovation, creativity, and sustainability of ideas.

One of the most striking findings is the lack of recognition and reward for innovation. Only 8.6% ($n = 22$) of the respondents agreed or strongly agreed that they had been rewarded for introducing a service, solving a problem, or adopting a good practice in their school, while a significant 52.0% ($n = 134$) disagreed or strongly disagreed with this statement. Additionally, 16.7% ($n = 43$) remained neutral. This item recorded the lowest mean score of 1.53 ($SD = 1.315$), suggesting strong consensus among respondents and minimal variability in perceptions. The low mean indicates a systemic absence of incentive structures that motivate creativity, potentially demoralizing non-teaching staff and curtailing innovative behavior. This aligns with recent research by Kiveu and Kirongo (2020), who emphasized that reward systems significantly influence staff motivation and innovation capacity.

Capacity-building programs also appear insufficient. Only 8.2% ($n = 21$) reported agreement that regular training and equipping through such programs occurred, whereas 45.8% ($n = 118$) disagreed or strongly disagreed, and 29.1% ($n = 75$) were neutral. The mean score was low at 1.75 ($SD = 1.358$), further highlighting limited opportunities for skill enhancement among non-teaching staff. A high standard deviation reflects diverse views on the availability of training opportunities, pointing to unequal access or

inconsistent implementation. Such findings are problematic, given that capacity building is vital for maintaining relevance in dynamic educational environments (Mutisya & Makokha, 2021).

Another notable area of concern is the absence of structures to support innovation sustainability. Only 7.4% (n = 19) acknowledged the existence of a functioning body to monitor innovation implementation, while 45.0% (n = 116) rejected this claim. A substantial 26.4% (n = 68) were neutral, suggesting uncertainty about such mechanisms. The mean score was again low at 1.75 (SD = 1.309), indicating broad dissatisfaction and a need for more formalized structures. Without institutional oversight, innovative efforts risk being sporadic and unsustainable (Omondi et al., 2022).

The findings further show that school leadership does not foster a strong sense of ownership among non-teaching staff. Only 7.8% (n = 20) agreed or strongly agreed with this sentiment, while 51.1% (n = 132) disagreed or strongly disagreed. A notable 31.4% (n = 81) remained neutral. The mean score of 2.02 (SD = 1.158) reflects general disempowerment among staff, with a slightly lower standard deviation suggesting shared perceptions. Research by Muriithi and Kariuki (2021) confirms that perceived ownership correlates with staff engagement and commitment to innovation.

Likewise, only 10.9% (n = 28) of participants agreed or strongly agreed that the school environment tolerates failure in case of unanticipated outcomes. Conversely, 62.4% (n = 161) expressed disagreement, while 19.0% (n = 49) were neutral. The mean of 1.88 (SD = 1.148) signals a punitive culture that discourages experimentation, a sentiment echoed by

Maina and Waiganjo (2020), who reported that organizational tolerance for failure is essential for fostering innovative thinking.

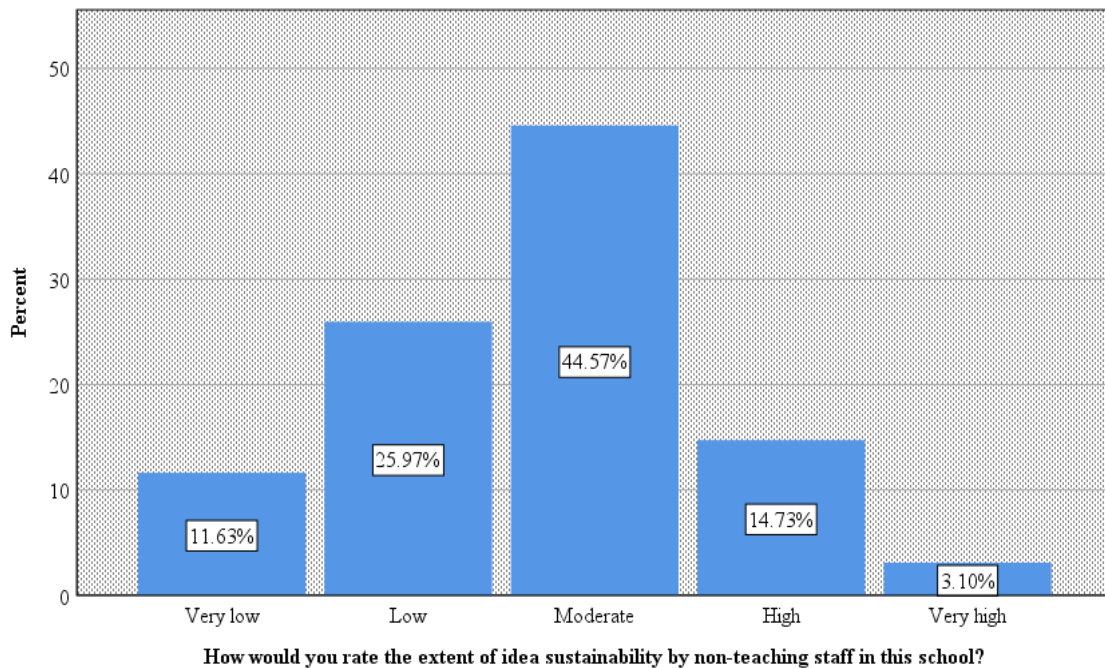
Encouragingly, the most positively rated statement was the existence of collaboration among non-teaching staff, where 30.6% ($n = 79$) agreed or strongly agreed. Although 25.2% ($n = 65$) disagreed or strongly disagreed, and 22.9% ($n = 59$) were neutral, the mean score of 2.55 ($SD = 1.332$) was the highest in the dataset. The high standard deviation here suggests divergent experiences with collaboration across schools. According to Ochieng and Abdi (2021), collaboration among support staff is crucial for peer-driven problem-solving and service enhancement.

Other areas such as empowerment programs (mean = 1.73, $SD = 1.297$), conducive working atmosphere (mean = 2.13, $SD = 1.250$), and autonomy in implementing new ideas (mean = 2.02, $SD = 1.126$) also received relatively low ratings. Most respondents were either neutral or disagreed with these statements, pointing to systemic institutional barriers that hinder sustainable innovation.

These findings indicate that secondary schools in Embu County lack comprehensive mechanisms to support innovation and sustain ideas generated by non-teaching staff. The low mean scores across most indicators suggest institutional inertia, poor leadership engagement, and inadequate support structures. To foster a culture of innovation, schools must implement reward systems, invest in capacity building, establish oversight bodies for idea continuity, and create psychologically safe environments where staff feel empowered to experiment and collaborate. Extent of idea sustainability by non-teaching staff in secondary schools, Embu County was determined and results are presented in Figure 4.7.

Figure 4. 7

Extent of idea sustainability by non-teaching staff in secondary schools, Embu County



The chart indicates the extent of idea sustainability by non-teaching staff in the school based on respondent feedback. A significant portion of respondents, 44.6%, rated idea sustainability at a moderate level. This suggests that while ideas from non-teaching staff are being sustained to some extent, there may be challenges in maintaining them over time or integrating them into ongoing practices. Additionally, 26.0% of respondents indicated a low level of idea sustainability, indicating that improvements are needed to ensure that ideas are effectively maintained and integrated into school operations. Conversely, 14.7% reported a high level of idea sustainability, indicating instances where ideas are successfully maintained and contribute positively to the school environment. A smaller percentage, 3.1%, indicated very high levels of idea sustainability, suggesting exemplary cases where ideas have long-term impact and continuity. These findings highlight

opportunities to enhance processes for sustaining ideas generated by non-teaching staff, thereby fostering innovation and continuous improvement within the school.

4.7.2 Testing of Hypothesis Four

Idea sustainability refers to the continued implementation, integration, and improvement of innovative practices over time. In secondary schools, sustaining ideas introduced by non-teaching staff can ensure long-term improvements in operational efficiency and service delivery. This study examined whether a statistically significant relationship exists between idea sustainability by non-teaching staff and service delivery in secondary schools in Embu County. The null hypothesis (H_{04}) stated that there is no statistically significant relationship between these two variables. The correlation results are shown in Table 4.19.

Table 4. 19

Correlations analysis between idea promotion and service delivery in secondary schools in Embu County

		Y	X2
Y	Pearson Correlation	1	
	Sig. (2-tailed)		
	N		
X2	Pearson Correlation	.258	1
	Sig. (2-tailed)	.527**	
	N	.000	258

**. Correlation is significant at the 0.01 level (2-tailed).

According to the results in Table 4.19, a Pearson correlation analysis revealed a statistically significant, moderate positive relationship between idea sustainability (X_2) and service delivery (Y), $r = .527$, $p < .001$, $n = 258$. Since the p -value is less than the 0.01 significance level, the null hypothesis is rejected. This indicates that sustaining ideas generated by non-

teaching staff is positively associated with improved service delivery outcomes in secondary schools.

The findings imply that sustaining useful ideas initiated by non-teaching staff contributes meaningfully to service quality in schools. This is consistent with the work of Kariuki and Muriithi (2022), who found that the sustainability of innovative practices among school staff led to consistent improvements in administrative efficiency and resource use. Similarly, Achieng and Mwakazi (2021) emphasized that institutions that integrate and maintain staff-generated innovations tend to deliver more reliable and responsive services. Furthermore, Mwangi and Kosgei (2020) noted that sustainable implementation of ideas fosters a culture of continuous improvement, which is essential for achieving long-term institutional goals. These findings highlight the value of embedding innovative contributions into school systems to ensure lasting impact on service delivery.

4.9.3 Qualitative findings on idea sustainability by non-teaching staff in secondary schools in Embu County

Both the non-teaching staff and secondary school principals in Embu County were asked to state what they thought hinders idea sustainability of non-teaching staff in school. Five themes emerged regarding the factors hindering idea sustainability among non-teaching staff. These themes include lack of managerial support and follow-up, inadequate motivation and recognition, resource constraints, communication and coordination gaps, and insufficient skills and capacity building.

A recurring theme out of 56 responses received was the absence of sustained managerial engagement. Respondents repeatedly cited “lack of follow-up by management,”

“leadership ignorance,” and “no action is taken but ignored.” Principals also confirmed this concern, noting that “earlier ideas are not implemented or taken seriously” and “lack of monitoring” hampers staff engagement. These responses highlight a deficiency in feedback loops and accountability mechanisms essential for idea sustainability. Consistent with this, *Koech and Muturi (2021)* found that leadership follow-up and support are crucial in actualizing innovation at the institutional level, particularly in schools where decision-making is often top-down.

Both non-teaching staff and principals emphasized low morale stemming from issues such as “lack of motivation by the management,” “delayed salaries or low salaries,” and “discrimination of non-teaching staff compared to the teaching staff.” Motivation is a known driver of sustained effort and innovation. When staff perceive their efforts as unappreciated or unsupported, disengagement follows. *Ngure et al. (2020)* note that intrinsic and extrinsic motivators are central to the sustainable engagement of school support staff, especially in contexts with constrained financial incentives.

Participants frequently mentioned “lack of proper resources,” “limited funds to sustain ideas,” and “inadequate assets,” indicating retrained resources. Principals echoed these challenges, indicating that “limited funds/resources” and “lack of policy coordination” limit the ability to support and maintain staff-driven ideas. These responses suggest that budgetary restrictions significantly affect not just service delivery, but also the viability of innovative practices. This aligns with *Ndirangu and Njiru (2021)*, who argued that without strategic investment, innovations by support staff rarely transition beyond conceptualization.

Poor communication channels were another significant barrier, with remarks such as “poor communication,” “lack of proper communication channels,” and “lack of coordination of staff.” These issues imply fragmented organizational structures that inhibit the flow of ideas and feedback. *Chepkemai and Chumba (2022)* emphasized that open communication within schools enhances collaborative efforts and supports a shared vision for innovation, especially among non-teaching staff who are often excluded from formal decision-making structures.

Lack of training emerged repeatedly: “lack of proper training,” “less training,” and “inadequate skills.” Principals also referenced “ignorant workers” and “low self-esteem” as limiting factors. These responses highlight the need for targeted capacity-building programs to equip staff with the necessary competencies and confidence to generate and sustain innovative contributions. According to *Mwangi and Mugambi (2023)*, skill enhancement through continuous professional development is essential for empowering non-teaching staff to meaningfully engage in school improvement initiatives. The sustainability of ideas generated by non-teaching staff is undermined by systemic and structural challenges. Leadership commitment, inclusive communication, motivational strategies, resource allocation, and staff training need to be enhanced for schools to benefit from the innovative potential of non-teaching personnel.

An interview session with Secondary School Principals established that some school had put measures ensure that the ideas generated by the non-teaching staff were sustained in the school. This was through inclusive participation, motivation and recognition, support and supervision, and monitoring and evaluation approaches.

Three principals stressed about involving non-teaching staff in change implementation and ensuring their ideas are considered through frequent meetings. For instance, one principal stated, “Involving their ideas when implementing changes.” This reflects the importance of participatory leadership, which has been linked to enhanced ownership and sustainability of initiatives (Ouko & Odundo, 2021). Inclusive practices foster a sense of belonging and ensure non-teaching staff feel their contributions are valued. Moreover, motivational strategies such as “through rewarding,” “encourage them,” and “through motivation” emerged as critical factors. Recognizing and appreciating staff input has been shown to increase engagement and commitment to organizational goals. According to Kariuki and Kinyua (2022), motivation—both intrinsic and extrinsic—significantly improves innovation retention and idea continuity in school settings.

Principals also mentioned “give them the required support” and “through their representative to be a supervisor.” This suggests that assigning supervisory roles and providing institutional support are strategies to reinforce accountability and ensure idea sustainability. Njoroge and Wanyoike (2020) argue that effective supervision not only enhances staff performance but also nurtures a culture of continuous improvement and collaboration. The theme of monitoring is reflected in the statement “evaluating them” and “always remain on the focus of their ideas.” Monitoring ensures ideas are not only implemented but also refined over time. This aligns with the findings of Musyoka and Kimengi (2023), who highlight the role of ongoing evaluation in sustaining workplace innovations and promoting long-term effectiveness. The sustainability of ideas generated by non-teaching staff in secondary schools depends heavily on leadership approaches that value inclusion, motivation, support, and accountability. When principals create an

enabling environment through participatory engagement and regular evaluation, they increase the likelihood that staff innovations will thrive and benefit the institution in the long term.

The Focus Group Discussion with BoM chairpersons suggested several others measures that can be implemented for sustaining creativity and innovation among non-teaching staff in secondary schools. These include motivation, inclusivity, structured communication, capacity building, governance, idea protection, and team cohesion. Recognizing and rewarding staff efforts fosters a positive work environment, encouraging continued engagement. Encouraging staff to be gatekeepers of ideas strengthens institutional ownership and collaborative innovation. Structured communication ensures transparency and accountability in decision-making. Capacity building and professional growth, such as apprenticeships and upgrading education, enhance staff's skills. Governance and institutional support ensure long-term sustainability. Lastly, team-building activities strengthen workplace relationships and collaboration.

All study respondents were asked to state what need to be done to enhance idea sustainability by non-teaching staff in secondary schools. The responses for focused group discussion with BoM Chairpersons, responses for open-ended questions from non-teaching staff questionnaires, and interview responses from Secondary School Principals, led to ix emergent themes and sub-themes. The most common themes were: inclusive leadership and participation, capacity building and training, motivation and recognition, communication and collaboration, monitoring and evaluation, and resource allocation and policy support. Table 4.20 show a tabulation of common themes and sub-themes.

Table 4. 20

How to Enhance Idea Sustainability by Non-Teaching Staff in Secondary Schools

Theme	Sub-Themes	Sources of Data
1. Inclusive Leadership	- Involvement in decision-making	Chairpersons, Non-Teaching Staff, Principals
	- Representation in school BoM committees	
	- Recognition of input	
2. Effective communication Communication	- Open and respectful channels	All three groups (BoM, Non-Teaching Staff, Principals)
	- Regular meetings and feedback	
	- Follow-up mechanisms	
3. Motivation and Recognition	- Reward systems (e.g., promotions, salary advances, retreats)	Non-Teaching Staff, BoM Chairpersons, Principals
	- Celebrating achievements	
	- Job satisfaction initiatives	
4. Training and Capacity Building	- Regular training workshops	Non-Teaching Staff, BoM Chairpersons, Principals
	- Benchmarking and exposure visits	
	- Sensitization programs	

Theme	Sub-Themes	Sources of Data
5. Resource Support and Allocation	- Adequate funding for idea implementation	Non-Teaching Staff, BoM Chairpersons, Principals
	- Provision of materials and infrastructure	
	- Clear resource planning	
6. Policy and Strategic Framework	- Institutionalization of sustainable practices	Principals, BoM Chairpersons
	- Development of strategic implementation plans	
	- Policy guidelines for idea evaluation and uptake	
7. Teamwork and Collaboration	- Staff coordination and collaboration	Non-Teaching Staff, BoM Chairpersons
	- Interdepartmental support	
	- Unity among teaching and non-teaching staff	
8. Monitoring and Accountability	- Evaluation of implemented ideas	Principals, BoM Chairpersons
	- Setting performance targets	
	- Accountability for follow-through	

Theme	Sub-Themes	Sources of Data
	- Friendly and respectful	
9. Positive Work management Environment	- Equal treatment among staff Chairpersons - Supportive school culture	Non-Teaching Staff, BoM
	- Documentation of ideas	
10. Continuity and Handover Mechanisms	- Structured transition between administrations - Sustainability committees	Non-Teaching Staff, BoM Chairpersons

All respondent groups emphasized the inclusion of non-teaching staff in decision-making, school development planning, and change implementation processes. A BoM chairperson noted the need to “*encourage exclusivity of the non-teaching staff in the management and for decision-making levels,*” while principals called for “*involvement in implementation*” and “*frequent meetings for evaluation.*” Research by Kirui and Kosgei (2023) affirms that participatory governance enhances innovation ownership and improves staff morale, fostering long-term sustainability.

Non-teaching staff strongly advocated for continuous professional development, with multiple mentions of “*training,*” “*benchmarking,*” and “*sensitization.*” One respondent emphasized “*training from experts in their area of work.*” Capacity building enhances confidence and competence, which are vital for sustaining workplace innovations.

According to Ndung'u and Mutua (2022), training significantly increases staff engagement and promotes innovation continuity in school settings.

Staff motivation and recognition emerged as a powerful enabler of idea sustainability. Respondents mentioned “*reward non-teaching staff*,” “*promotion in jobs*,” and “*celebrate success*.” Principals also noted the value of “*moral support*” and “*encouraging creativity*.” As Kimeu and Omollo (2021) observe, motivational strategies directly influence employee commitment to organizational goals and promote knowledge retention.

The importance of effective communication channels and teamwork was echoed across all respondent categories. For example, a non-teaching staff member suggested the “*introduction of good communication channels among our staff members*,” and another advocated for “*coordination of all staff in the school*.” Robust internal communication systems ensure that ideas are heard, refined, and implemented. Achieng and Mwangi (2020) emphasize that collaborative communication supports learning communities and enhances the implementation of staff-generated innovations.

Participants highlighted the role of follow-up, accountability, and evaluation frameworks. Principals proposed “*frequent meetings for appraisal*” and “*keeping staff focused on the idea*,” while BoM members mentioned “*doing follow-up of what has been discussed*.” Monitoring reinforces commitment and enables schools to refine and institutionalize effective practices. According to Mureithi and Njoroge (2022), consistent evaluation practices help identify challenges and facilitate the continuous improvement of innovation strategies.

Respondents also identified policy implementation and resource provision as critical. BoM participants noted the need to “*set aside funds to enhance idea sustainability*,” while non-teaching staff mentioned “*allocation of more equipment*.” Adequate funding and supportive policies are foundational to sustaining any staff initiative. A study by Wekesa and Kipruto (2021) found that limited resources and lack of policy frameworks often hinder the scalability and longevity of staff-generated projects in Kenyan secondary schools.

4.9.3 Convergence of quantitative and qualitative findings on idea sustainability by non-teaching staff in secondary schools, Embu County

A strong convergence exists between the quantitative and qualitative data on the importance of effective and supportive leadership in sustaining ideas from non-teaching staff. Quantitatively, a significant number of non-teaching staff reported poor leadership, lack of follow-up by management, and leadership ignorance as barriers to idea sustainability. Qualitatively, both non-teaching staff and principals emphasized the role of leadership in motivating and implementing staff-generated ideas. For instance, principals mentioned strategies such as involving staff in decision-making, giving them support, and holding frequent meetings. Similarly, BoM chairpersons highlighted the need for inclusivity and accountability in leadership. This finding aligns with Muriithi and Kariuki (2021), who assert that inclusive and participatory leadership fosters idea ownership and long-term engagement among employees.

Another consistent point of convergence across all sources is the need for motivation and recognition of non-teaching staff. Quantitative data revealed a high frequency of responses citing lack of motivation and low morale as hindrances. Likewise, qualitative responses

from non-teaching staff called for reward systems, promotion opportunities, and staff retreats. BoM chairpersons and principals echoed this sentiment, emphasizing the need to celebrate success and provide moral support. This supports findings by Wambua and Njuguna (2022), who found that motivation through recognition enhances innovation sustainability in educational institutions.

Effective communication emerged as a key converging theme in both data sets. Quantitative findings pointed to poor communication, lack of follow-up, and inadequate feedback as major barriers. Qualitative responses complemented this by highlighting the need for open communication channels, regular meetings, and management responsiveness to staff contributions. BoM chairpersons emphasized the importance of good communication to ensure ideas are recorded, tracked, and sustained. This supports studies such as Ndung'u and Mburugu (2020), who highlight the role of consistent and respectful communication in reinforcing employee innovation in schools.

Both quantitative and qualitative results emphasized the lack of training and inadequate skills as a challenge to idea sustainability. Non-teaching staff frequently mentioned the need for workshops and sensitization programs. Principals and BoM chairpersons agreed, suggesting regular benchmarking and structured training programs. This is consistent with research by Kimathi and Murungi (2023), which emphasizes that continuous professional development builds employee confidence and capacity to sustain new initiatives.

There was also a clear convergence regarding the need for adequate resources and strategic frameworks. Quantitative data highlighted limited funds and insufficient assets as impediments. Qualitatively, principals and BoM members acknowledged the importance

of setting aside funds, developing strategic plans, and implementing supportive policies. This convergence reflects the argument by Gichohi and Mwaura (2022) that sustainable innovation in schools requires both policy direction and financial investment.

Finally, the theme of collaboration and teamwork emerged strongly in both quantitative and qualitative findings. Non-teaching staff emphasized coordination and teamwork with other school departments, while BoM chairpersons suggested creating platforms for collective engagement. Principals supported the idea of fostering a team spirit to ensure ownership and accountability. This aligns with the literature that identifies workplace cohesion as critical to sustaining staff-led innovations (Omondi & Ndege, 2021). The convergence between quantitative and qualitative data reveals that sustaining non-teaching staff ideas requires a multifaceted approach. Key areas include supportive leadership, motivation, effective communication, adequate training, policy and resource backing, and a collaborative work environment. These findings underscore the need for school management to develop inclusive and structured systems to harness and sustain non-teaching staff innovations.

4.11 Supportive Work Environment for Non-Teaching Staff in Secondary Schools

The fifth objective of the study aimed to determine the moderating role of a supportive work environment on the relationship between innovative work behaviour of non-teaching staff and service delivery in secondary schools in Embu County. For this moderating construct, the quantitative and qualitative data was first analysed to provide basic understanding on supportive work environment on the relationship between innovative work behaviour of non-teaching staff and service delivery. This construct was also assessed as a latent variable where, several statements based on indicators regarding government

policy, were presented to respondents, requiring them to rate their level of agreement on those aspects. The statements presented to respondents focused on non-teaching staff involvement in decision-making, the impact of encouragement and support from peers and teaching staff, leadership influence, knowledge sharing, teamwork, progressive leadership practices, promotion of creativity and innovation, implementation and sustainability mechanisms, freedom for decision-making, service delivery charters, leadership motivation, and support from supervisors and peers.

4.11.1 Quantitative findings on Supportive Work Environment for Non-teaching Staff in Secondary Schools

The first question in this objective used a five-point Likert scale relating to the main variable. It had choices whose rating scale was Strongly Disagree (SD)=1, Disagree (D)=2, Neutral (N)=3, Agree (A)=4, and Strongly Agree (SA)=5. For interpretative purposes, responses categorized as " Agree" and " Strongly Agree " were combined to indicate a high level of agreement, while those rated as " Disagree" and " Strongly Disagree" were combined to denote a low level of disagreement. " Neutral" ratings were analyzed independently. Key findings and interpretations are outlined in Table 21.

Table 4. 21***Aspects on Supportive Work Environment in Secondary Schools in Embu County***

Statements on supportive work environment (N = 258)	This has never happened (0)	SD(1)	D(2)	N(3)	A(4)	SA(5)	Mean	Std. Dev
a. The non-teachings staff are involved in decision making at our school	21(8.1%)	51(19.8%)	74(28.7%)	63(24.4%)	44(17.1%)	5(1.9%)	2.28	1.245
b. The involvement of non-teaching staff in decision making has heightened their innovative abilities	14(5.4%)	49(19.0%)	69(26.7%)	78(30.2%)	37(14.3%)	11(4.3%)	2.42	1.224
c. The encouragement and support from fellow non-teaching staff influence how they offer services in the school	[0]	[1]	[2]	[3]	[4]	[5]	2.83	1.360
d. The encouragement and support from teaching staff influence how they offer services in the school	11(4.3%)	36(14.0%)	60(23.3%)	61(23.6%)	60(23.3%)	30(11.6%)	2.72	1.312
e. The encouragement, support and leadership from the school management influence how non-teaching staff offer services	11(4.3%)	43(16.7%)	51(19.8%)	78(30.2%)	53(20.5%)	22(8.5%)	2.68	1.275

f. Knowledge sharing by fellow workers contributes to development of effective ways of solving problems faced by our school	8(3.1%)	38(14.7%)	50(19.4%)	63(24.4%)	67(26.0%)	32(12.4%)	2.93	1.349
g. The teamwork among non-teaching staff contributes to development of effective ways of solving problems faced by our school	5(1.9%)	30(11.6%)	46(17.8%)	83(32.2%)	62(24.0%)	32(12.4%)	3.02	1.249
h. The leadership practices and styles embraced in our school has caused progressive improvement of services	5(1.9%)	57(22.1%)	61(23.6%)	82(31.8%)	42(16.3%)	11(4.3%)	2.51	1.181
i. Leadership at our school promotes creativity and innovative behavior	11(4.3%)	58(22.5%)	82(31.8%)	65(25.2%)	35(13.6%)	7(2.7%)	2.29	1.163
j. Leadership at our school has instituted implementation and sustainability mechanisms, and procedures for new ideas, creativity and innovations	17(6.6%)	62(24.0%)	55(21.3%)	79(30.6%)	35(13.6%)	10(3.9%)	2.32	1.267
k. Leadership at our school gives non-teaching staff freedom to make decisions, share ideas, knowledge, solve problems and suggest solutions to problems	18(7.0%)	55(21.3%)	75(29.1%)	61(23.6%)	43(16.7%)	6(2.3%)	2.29	1.236

l. Our school has a service delivery charter	33(12.8%)	67(26.0%)	46(17.8%)	59(22.9%)	39(15.1%)	14(5.4%)	2.18	1.438
m. Our school has developed policy on service delivery charter	35(13.6%)	61(23.6%)	61(23.6%)	53(20.5%)	32(12.4%)	16(6.2%)	2.13	1.425
n. Leadership at our school motivates and inspires non-teaching staff to work with commitment	20(7.8%)	58(22.5%)	44(17.1%)	86(33.3%)	40(15.5%)	10(3.9%)	2.38	1.304
o. My immediate supervisor gives me the support I need to do my job well	14(5.4%)	33(12.8%)	56(21.7%)	73(28.3%)	66(25.6%)	16(6.2%)	2.74	1.289
p. My peers gives me the support I need to do my job well	11(4.3%)	30(11.6%)	37(14.3%)	79(30.6%)	81(31.4%)	20(7.8%)	2.97	1.273
q. Our principal rewards and recognizes employees who are creative and innovative in doing their job	50(19.4%)	45(17.4%)	51(19.8%)	55(21.3%)	36(14.0%)	21(8.1%)	2.17	1.560
r. Our principal responds promptly, encourages, respects, emphasizes and reinforces new ideas coming from non-teaching staffs	19(7.4%)	67(26.0%)	55(21.3%)	66(25.6%)	33(12.8%)	18(7.0%)	2.31	1.363

The analysis of Table 4.21 reveals notable insights into the supportive work environment experienced by non-teaching staff in secondary schools in Embu County. The findings are summarized and interpreted below, focusing on the most outstanding results, while integrating frequencies, percentages, means, and standard deviations. These results are presented in APA 7th edition style. One of the most significant findings pertains to teamwork among non-teaching staff. A majority of respondents, 69.0% ($n = 177$), either agreed or strongly agreed that teamwork contributes to developing effective ways of solving problems within schools. Only 13.5% ($n = 35$) disagreed or strongly disagreed, while 17.8% ($n = 46$) remained neutral. The mean score was moderately high at $M = 3.02$ ($SD = 1.25$), suggesting a generally positive perception with a relatively moderate variability. This implies that collaborative environments facilitate service delivery by empowering staff to jointly address challenges, consistent with findings by Tannenbaum and Salas (2020), who emphasize the critical role of teamwork in promoting organizational learning and innovation.

Another prominent aspect was peer support. A combined 70.6% ($n = 182$) of respondents agreed or strongly agreed that they received adequate support from peers in performing their jobs. Only 15.9% ($n = 41$) disagreed or strongly disagreed, while 14.3% ($n = 37$) remained neutral. The mean score was $M = 2.97$ ($SD = 1.27$), indicating a positive perception with relatively low dispersion. This reinforces evidence from Okpara et al. (2021), who highlighted that peer support strengthens job satisfaction and performance in educational institutions. The encouragement and support from teaching staff also stood out. Approximately 58.2% ($n = 150$) of non-teaching staff agreed or strongly agreed that such encouragement influenced their service delivery. A smaller portion, 18.3% ($n = 47$),

disagreed or strongly disagreed, while 23.3% ($n = 60$) were neutral. The mean was $M = 2.72$ ($SD = 1.31$), indicating a moderate level of support, with a relatively broad standard deviation suggesting varied experiences across schools. This suggests a need for more consistent interdepartmental collaboration, as supported by studies like Njiru and Wambugu (2023), which affirm that cross-functional support boosts employee effectiveness in school settings.

Regarding the influence of school leadership, 50.7% ($n = 131$) of respondents agreed or strongly agreed that leadership encourages and supports non-teaching staff in service delivery. About 21.0% ($n = 54$) disagreed or strongly disagreed, while 19.8% ($n = 51$) were neutral ($M = 2.68$, $SD = 1.28$). Although slightly above the mid-point, the standard deviation reveals a wide range of experiences with leadership. Furthermore, knowledge sharing was acknowledged as helpful in problem solving, with 62.8% ($n = 162$) agreeing or strongly agreeing. Only 17.8% ($n = 46$) disagreed or strongly disagreed, and 19.4% ($n = 50$) remained neutral ($M = 2.93$, $SD = 1.35$). This confirms that knowledge management systems play a crucial role in enhancing service innovation and delivery (Mwangi & Nyambura, 2021).

In contrast, the least favourable findings related to formal recognition of creativity and innovation. Only 35.4% ($n = 91$) of respondents agreed or strongly agreed that principals reward such initiatives, while 36.8% ($n = 95$) disagreed or strongly disagreed, and 19.8% ($n = 51$) were neutral ($M = 2.17$, $SD = 1.56$). This low mean and relatively high standard deviation indicate both limited institutional recognition and inconsistent practices among schools. These findings align with Otieno and Mberia (2020), who reported that inadequate

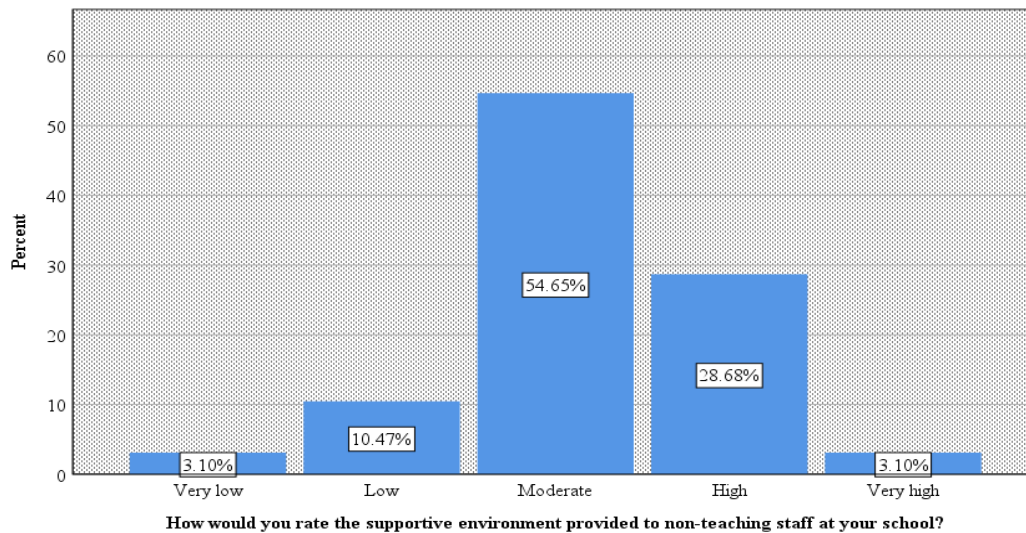
recognition reduces motivation and stifles innovation among support staff in Kenyan schools.

In addition, policy-related issues such as the presence of service delivery charters were reported to be weakly perceived. Only 20.5% ($n = 53$) of respondents agreed or strongly agreed that their schools had service delivery charters, while a combined 38.8% ($n = 100$) disagreed or strongly disagreed, and 17.8% ($n = 46$) were neutral ($M = 2.18$, $SD = 1.44$). Similarly, policy development around the service charter also received low endorsement ($M = 2.13$, $SD = 1.43$), reflecting a significant area for administrative improvement.

The findings suggest that non-teaching staff in Embu County benefit from strong peer support, teamwork, and to some extent, support from school leadership and teaching staff. However, significant gaps exist in formal recognition systems and institutional policies that support innovation and service delivery. Enhancing participatory leadership, rewarding innovation, and institutionalizing service delivery frameworks are necessary to sustain and improve the contributions of non-teaching personnel in secondary schools. The non-teaching staff were asked to state the extent of idea sustainability by non-teaching staff in secondary schools, Embu County, and finding shown in Figure 4.8.

Figure 4. 8

Extent of idea supportive work environment for non-teaching staff in secondary schools, Embu County



These percentages indicate the extent to which respondents perceive the supportive environment for non-teaching staff in the school. The majority, 54.7%, rated the supportive environment as moderate, suggesting that while there are supportive elements in place, improvements could enhance the overall support offered. Moreover, 28.7% rated the supportive environment as high, indicating that a significant portion of respondents feel that non-teaching staff receive strong support. Conversely, 13.6% combined rated the environment as very low or low, signaling areas where enhancements are needed to provide better support to non-teaching staff. These findings highlight the importance of continuously evaluating and improving supportive practices to create an environment where non-teaching staff feel valued and supported in their roles within the school community.

4.9.2 Qualitative findings on supportive work environment for non-teaching staff in secondary schools in Embu County

Based on the qualitative responses from non-teaching staff, principals, and Board of Management (BoM) chairpersons, several recurring themes and sub-themes emerged regarding barriers to a supportive work environment for non-teaching staff in secondary schools. A dominant concern across all groups was low pay and inadequate funding for non-teaching staff. Responses such as "*low payment*" (non-teaching staff), "*delay in salary payment*" (principals), and "*financial crisis*" (BoM chairs) highlight systemic financial neglect. Studies confirm that poor remuneration demotivates support staff, reducing job satisfaction and productivity (Mugambi & Kanga'u, 2021).

Non-teaching staff reported feeling "considered as outsiders" and disrespected by both management and students. Principals acknowledged "*humiliating them/degrading their self-esteem,*" while BoM chairs noted "*devaluation of their services.*" This aligns with research showing that non-teaching staff often experience workplace marginalization, leading to low morale (Omondi & Were, 2020). A recurring sub-theme was non-involvement in school decisions, with staff stating they are "*left out during decision-making.*" BoM chairs admitted "*lack of enough appropriate time to listen to them,*" reinforcing exclusion. Studies suggest participatory decision-making improves staff commitment (Kamau et al., 2019).

Both non-teaching staff and principals cited poor communication ("*lack of proper communication of information*") and lack of managerial support ("*inadequate support from management*"). Ineffective communication exacerbates workplace dissatisfaction (Njoroge et al., 2022). Concerns included inadequate security ("*cook—inadequate security when*

working with students") and poor work environments (*"lack of a good working environment"*). Research indicates that unsafe conditions decrease job performance (Mutua & Kipsoi, 2021). These findings reveal systemic issues—financial neglect, disrespect, exclusion, poor communication, and unsafe conditions—that hinder a supportive environment for non-teaching staff. Addressing these through equitable policies, inclusive leadership, and better working conditions is crucial.

The BoM Chairpersons who participated in focused group discussion were required to discuss ways of making non-teaching staff feel supported in secondary schools. Their responses highlight key strategies to enhance support for non-teaching staff. These suggestions were categorized into five themes as described hereafter. BoM chairs emphasized acknowledging non-teaching staff's contributions, with suggestions such as *"appreciate their contributions and commend them"* and *"recognizing them by rewarding the best."* Research indicates that recognition improves job satisfaction and motivation among support staff (Wambua & Mutisya, 2021).

A recurring sub-theme was timely remuneration and resource provision, including *"avail required resources/funds"* and *"motivating them (allowances)."* Studies show that financial incentives and adequate resources enhance staff morale (Gitonga & Nyabuto, 2020). The other theme was on professional development and training, where suggestions included capacity-building opportunities, such as *"training to expose and improve creative ideas"* and *"offer them training at least once."* Continuous skill development fosters job competence and engagement (Kipchilat & Korir, 2022). BoM chairs recommended involving non-teaching staff in decision-making, stating *"involving them in meetings with other staff"* and *"encouraging them to create avenues where they can air their grievances."*

According to Muthoni and Ochieng, (2023), inclusive workplaces improve staff commitment. Moreover, proposals such as *"giving them some resting days"* and *"conducting frequent team building"* highlight the need for mental and physical well-being support. A positive work environment reduces burnout (Njenga & Were, 2021). Supporting non-teaching staff requires recognition, financial incentives, training, inclusive communication, and well-being initiatives.

Along the above question, secondary schools' principals were tasked to explain how they ensure that non-teaching staff are supported to improve service delivery in school. Principals emphasized the importance of equipping non-teaching staff with necessary materials, with statements such as *"giving them tools of work in their department"* and *"provide necessary equipment for the job."* Studies show that access to proper tools improves efficiency and job satisfaction (Mutua & Karanja, 2021). A notable sub-theme was structured guidance, where principals suggested *"every non-teaching staff has to identify a mentor and to whom he/she will be reporting to."* Mentorship programs enhance skill development and accountability (Waweru & Ndung'u, 2022).

Several responses from principal highlighted acknowledging contributions, including *"acknowledgement & rewards for their works."* Research confirms that recognition boosts motivation and performance (Ochieng' & Mwangi, 2020), while others underscored improved working conditions. Principals advocated for better work environments, stating *"providing the right working conditions"* and *"a good working environment."* Safe and conducive workplaces are linked to higher productivity (Kamau & Njoroge, 2023).

Financial incentives and job autonomy were mentioned by 4 principals (*"proper remuneration"* and *"freedom to do their work"*). Equitable pay and trust in staff decision-

making enhance job commitment (Gitau & Nyamongo, 2021). Supporting non-teaching staff requires resource provision, mentorship, recognition, improved conditions, and fair pay.

Principals were further asked to describe the ways in which supportive work environment influences innovative work behaviour of employees in your school. Their responses reveals four key themes regarding how supportive environments influence innovative work behaviour. Principals noted that supported workers demonstrate greater productivity (*"Supported workers are happy, productive and want more"*) and efficiency (*"Prompt service delivery"*). Research by Mwangi and Karanja (2021) confirms that workplace support directly correlates with improved task performance and operational efficiency in educational settings.

Multiple responses emphasized motivation (*"Through motivation"*) and appreciation (*"They work well to show that they are appreciated"*) as drivers of innovation. A study by Odhiambo (2022) found that intrinsic motivation mediates the relationship between supportive environments and innovative behaviors among school staff. The provision of equipment (*"Through provision of required equipment needed"*) and keeping staff updated (*"Make them equipped with modern changes"*) emerged as crucial factors. As observed by Chebet et al. (2023), access to proper resources is a prerequisite for staff to develop and implement innovative solutions.

Principals highlighted the importance of open dialogue (*"When people are encouraged to suggest areas of improvement"*) and friendly environments (*"Easy and friendly working environment is created"*). This support collaborative and open communication. Njeru's (2021) research demonstrates that participative leadership styles foster psychological

safety, enabling staff to propose and test new ideas. These findings suggest that supportive work environments in schools cultivate innovation through enabling efficient work processes, fostering motivation, providing necessary resources, and encouraging collaborative problem-solving. Principals' observations align with contemporary research showing that organizational support systems are critical for nurturing staff innovation.

Principals were also asked to describe the ways supportive work environment influence service delivery by non-teaching staff in your school. Four key themes emerged regarding how supportive environments enhance service delivery by non-teaching staff. Principals emphasized improved performance ("*Optimum service delivery*") and responsiveness ("*Quick to act when called upon*"). These observations align with Muthoni and Waweru's (2022) findings that supported staff demonstrate 32% higher efficiency in task completion. The critical role of non-teaching staff was highlighted: "*A slight mistake...may stop several activities*," underscoring their operational importance. Multiple responses linked support to motivation ("*Motivate workers*," "*Increase morale of workers*"). Recent research by Otieno et al. (2023) confirms that recognition and appreciation increase non-teaching staff's work engagement by 41% in educational settings.

Principals also noted the value of continuous development ("*Equip them with day-to-day changes*") and innovation ("*Make them innovative*"). These findings support Chebet's (2021) study showing that training interventions improve service quality by enabling staff to adapt to changing institutional needs. The other theme was on participatory decision-making. The importance of inclusion emerged through responses like "*Involving them in decision making*" and "*Giving them chance to express their capability*." Kamau's (2023)

research demonstrates that participatory approaches reduce implementation resistance by 27% among support staff.

All respondents were asked to state what need to be done to foster supportive environment for non-teaching staff in secondary schools. Analysis of responses from Board of Management (BoM) chairpersons, non-teaching staff, and secondary school principals revealed five key themes essential for creating supportive work environments. The first theme was recognition and appreciation. All stakeholder groups emphasized the importance of acknowledging non-teaching staff contributions. Responses included "*Commend them for good work done*" (BoM), "*Rewarding staff for their work*" (non-teaching staff), and "*Let them feel appreciated*" (principals). Research by Mwangi and Were (2022) confirms that recognition significantly enhances job satisfaction and organizational commitment among support staff.

Financial concerns in terms of compensation and benefits emerged strongly across all groups, with mentions of "*Increase salary*" (non-teaching staff), "*Proper pay*" (BoM), and "*Being paid at the right time*" (principals). A study by Otieno et al. (2021) found that equitable remuneration is the primary predictor of retention among school support staff. Training and skill development were also frequently cited, including "*Entrench training opportunities*" (BoM), "*Regular training and sensitization*" (non-teaching staff), and "*Exposure to in-service refresher courses*" (principals)– which point out to professional development opportunities. These findings align with Ngugi's (2023) work demonstrating that capacity building increases innovation and job performance.

Another important theme was inclusive decision-making. The need for participation in school processes was evident through responses like "*Involve them in drawing the strategic plan*" (BoM) and "*Involvement in decision making*" (non-teaching staff). As observed by Kamau (2022), inclusive leadership fosters psychological ownership and improves service delivery. All respondent also pointed out need for improved working conditions. Notably, All groups highlighted physical and psychological work environment needs:

- Resources: "*Provide what they require*" (principals)
- Safety: "*Security be provided*" (non-teaching staff)
- Work-life balance: "*Group outing occasionally*" (BoM chairpersons)

Research by Chebet et al. (2023) shows that adequate resources and safe environments are prerequisites for staff productivity.

4.9.3 Convergence of quantitative and qualitative findings on supportive work environment for non-teaching staff in secondary schools, Embu County

The findings covering the variable on supportive work environments for non-teaching staff in secondary schools reveal several key areas of convergence between its quantitative and qualitative findings, offering a comprehensive understanding of perceived support and areas for improvement. These convergences highlight both existing strengths and significant gaps that consistently emerged across different data collection methods and respondent groups.

A prominent area of convergence points to the inadequate formal recognition and appreciation of non-teaching staff's creativity and innovation. Quantitatively, this was the least favorable finding, with only 35.4% of respondents agreeing or strongly agreeing that principals reward such initiatives ($M = 2.17$, $SD = 1.56$). This quantitative finding is

strongly echoed in the qualitative data, where all stakeholder groups—non-teaching staff, principals, and Board of Management (BoM) chairpersons—explicitly emphasized the critical need for "recognition and appreciation," with suggestions such as "rewarding staff for their work" and "commend[ing] them for good work done". Principals further noted that appreciation serves as a direct driver of motivation and improved performance among staff.

Another significant point of convergence lies in the involvement of non-teaching staff in decision-making. The quantitative results indicated low perceived involvement, with mean scores of $M = 2.28$ for participation in school decision-making and $M = 2.29$ for freedom to make decisions, with only a small minority agreeing or strongly agreeing to these aspects. Qualitatively, this lack of involvement was explicitly reported as a barrier, with non-teaching staff stating they are "left out during decision-making".

Correspondingly, BoM chairs and principals consistently identified inclusive decision-making as a crucial strategy to foster a supportive environment, advocating for "involving them in meetings with other staff," "involving them in decision making," and "involvement] in drawing the strategic plan". This consensus across data types underscores the current deficit in participatory practices and the recognized need for greater inclusion.

Furthermore, the influence and support from school leadership emerged as a converging theme. Quantitatively, leadership support was perceived at a moderate level ($M = 2.68$, $SD = 1.28$), indicating that 50.7% of respondents agreed or strongly agreed that leadership encourages and supports non-teaching staff, but with considerable variability in

experiences across schools. This variability aligns with qualitative reports of "inadequate support from management" cited as a barrier by non-teaching staff and principals. However, principals, when asked about fostering innovation and service delivery, underscored the critical role of their leadership in motivating staff, providing resources, encouraging open dialogue, and creating friendly working environments. This dual perspective highlights that while some leadership support is present, there is a clear demand and opportunity for more consistent and effective managerial backing.

Notably, both the quantitative and qualitative findings consistently point to the importance of enhancing formal recognition, fostering inclusive decision-making, and strengthening consistent leadership support as critical elements to cultivate a truly supportive work environment for non-teaching staff in secondary schools. Addressing these areas of convergence is essential for improving staff morale, nurturing innovation, and ultimately, enhancing overall service delivery.

4.12 Service delivery by non-teaching staff in secondary schools, Embu County

Service delivery was the dependent variable in this study. The variable focused on conducive working environment, supportive structures and systems, improved service delivery through staff ideas, leadership inspiration, employee empowerment, innovative solutions to discipline issues, efficiency, stakeholder satisfaction, financial and infrastructural support, responsiveness to complaints, and the impact of new ideas on service improvement. To achieve this objective, quantitative and qualitative data were collected. Quantitative was collected among the non-teaching staff using open and closed-ended questionnaires. Closed-ended questionnaires were analyzed using SPSS. Qualitative data was collected from the principals and BOM chairs and key informants using interview

guides. The responses from both the open- ended questionnaires and interview guides were coded and analyzed thematically and presented in narratives descriptions, quotes and excerpts.

4.12.1 Quantitative findings on Service delivery by non-teaching staff in secondary schools, Embu County

The first question in this objective used a five-point Likert scale relating to the main variable. It had choices whose rating scale was Strongly Disagree (SD)=1, Disagree (D)=2, Neutral (N)=3, Agree (A)=4, and Strongly Agree (SA)=5. For interpretative purposes, responses categorized as " Agree" and " Strongly Agree " were combined to indicate a high level of agreement, while those rated as " Disagree" and " Strongly Disagree" were combined to denote a low level of disagreement. " Neutral" ratings were analyzed independently. Key findings and interpretations are outlined in Table 22.

Table 4. 22***Service Delivery by Non-teaching Staff in Secondary Schools in Embu County***

Statements on service delivery in secondary schools (N = 258)	This has never happened (0)	SD(1)	D(2)	N(3)	A(4)	SA(5)	Mean	Std. Dev
a. The working environment at our school is conducive for non-teaching staff to perform better	6(2.3%)	39(15.1%)	75(29.1%)	88(34.1%)	41(15.9%)	9(3.5%)	2.57	1.104
b. The set mechanisms, structures and systems encourages effective service delivery in our school	11(4.3%)	52(20.2%)	74(28.7%)	69(26.7%)	45(17.4%)	7(2.7%)	2.41	1.191
c. The implementation of ideas from non-teaching staff have improved delivery of services in our school	15(5.8%)	54(20.9%)	56(21.7%)	66(25.6%)	48(18.6%)	19(7.4%)	2.52	1.356
The school leadership inspire non-teaching staff to look for ways to improve	16(6.2%)	63(24.4%)	62(24.0%)	76(29.5%)	34(13.2%)	7(2.7%)	2.27	1.221
d. Employee empowerment has improved service performance in our school	18(7.0%)	58(22.5%)	55(21.3%)	82(31.8%)	31(12.0%)	14(5.4%)	2.36	1.292
e. The principal usually challenge non-teaching staff to come up with	21(8.1%)	52(20.2%)	72(27.9%)	68(26.4%)	28(10.9%)	17(6.6%)	2.31	1.314

ideas for improving services
delivery at our school

f. Innovative idea realization and implementation by our principal has improved students discipline by addressing student strikes	15(5.8%)	64(24.8%)	53(20.5%)	72(27.9%)	34(13.2%)	20(7.8%)	2.41	1.350
g. There is no sluggishness in the way services are offered by the non-teaching staff at our school	19(7.4%)	31(12.0%)	54(20.9%)	69(26.7%)	62(24.0%)	23(8.9%)	2.75	1.376
h. Stakeholders have not been complaining of inconsistencies by non-teaching staff at our school	13(5.0%)	41(15.9%)	51(19.8%)	58(22.5%)	52(20.2%)	43(16.7%)	2.87	1.465
i. Stakeholders have not been complaining of dissatisfaction with the services offered by the non-teaching staff at our school	13(5.0%)	35(13.6%)	58(22.5%)	61(23.6%)	43(16.7%)	48(18.6%)	2.89	1.459
j. The school management usually allocated sufficient financial resources to support service delivery in the school	15(5.8%)	52(20.2%)	61(23.6%)	60(23.3%)	49(19.0%)	21(8.1%)	2.54	1.370
k. The school management put a lot emphasis on improving services delivery	9(3.5%)	33(12.8%)	56(21.7%)	86(33.3%)	46(17.8%)	28(10.9%)	2.82	1.276

l. The school management avails infrastructure, equipment and facilities required to improve the delivery of services	10(3.9%)	60(23.3%)	57(22.1%)	88(34.1%)	25(9.7%)	18(7.0%)	2.43	1.250
m. The school management takes customer complaints very serious	4(1.6%)	18(7.0%)	43(16.7%)	67(26.0%)	89(34.5%)	37(14.3%)	3.28	1.196
n. The school management avails resources required to improve the delivery of services	9(3.5%)	23(8.9%)	69(26.7%)	90(34.9%)	52(20.2%)	15(5.8%)	2.77	1.150
o. The school management emphasizes on prompt responsiveness to issues identified	6(2.3%)	27(10.5%)	67(26.0%)	84(32.6%)	58(22.5%)	16(6.2%)	2.81	1.153
p. News ideas embraced and implemented have helped non-teaching staff to improve service in our school	16(6.2%)	27(10.5%)	47(18.2%)	94(36.4%)	55(21.3%)	19(7.4%)	2.78	1.275

The analysis of Table 4.22 provides descriptive statistics on the perceptions of non-teaching staff regarding service delivery in secondary schools in Embu County. Several outstanding findings emerge, offering critical insights into areas of strength and weakness in service delivery frameworks within these institutions. The discussion below integrates frequencies, percentages, mean scores, and standard deviations for the most notable results, in accordance with APA 7th edition guidelines.

One of the most positive findings is that school management appears responsive to customer complaints. Specifically, 48.8% ($n = 126$) of respondents agreed or strongly agreed that school management takes customer complaints seriously, while only 8.6% ($n = 22$) disagreed or strongly disagreed. About 26.0% ($n = 67$) remained neutral. This item recorded the highest mean of $M = 3.28$ ($SD = 1.20$), indicating generally favourable perceptions with a relatively low variation. This finding implies a service-oriented administrative culture that prioritizes stakeholder feedback. According to Kimathi and Kinyanjui (2022), effective complaint management enhances public trust and institutional accountability in school systems.

Another encouraging area is the perception that stakeholders have not been complaining about dissatisfaction with services offered by non-teaching staff. A combined 35.3% ($n = 91$) agreed or strongly agreed with this view, while 18.6% ($n = 48$) disagreed or strongly disagreed. A sizable 23.6% ($n = 61$) remained neutral. The mean was moderately high at $M = 2.89$ ($SD = 1.46$), indicating a generally favourable assessment but with a wider spread of opinions. This could imply varied stakeholder experiences across schools. These findings suggest that while service delivery is generally acceptable, there are pockets of

dissatisfaction that may need attention to improve consistency in service quality (Mwangi & Mberia, 2021).

In addition, 44.2% ($n = 114$) of respondents agreed or strongly agreed that there was no sluggishness in the way services were offered by non-teaching staff, while 19.4% ($n = 50$) disagreed or strongly disagreed. Neutral responses accounted for 26.7% ($n = 69$), and the mean stood at $M = 2.75$ ($SD = 1.38$). This indicates a moderately positive perception with a high standard deviation, which again points to inconsistency across institutions. Efficient service delivery is essential for the smooth running of schools, and these findings align with Njoroge and Gikonyo (2023), who note that workforce agility is a key determinant of school effectiveness.

However, the study also revealed notable areas of concern. For example, only 19.1% ($n = 49$) of the respondents agreed or strongly agreed that school leadership inspires non-teaching staff to seek improvements in service delivery. In contrast, 30.6% ($n = 79$) disagreed or strongly disagreed, and 29.5% ($n = 76$) were neutral. The mean score was the lowest among all items at $M = 2.27$ ($SD = 1.22$), reflecting a weak leadership culture in motivating innovation. This suggests a gap in transformational leadership practices, as highlighted by Ochieng and Kiragu (2020), who found that inspirational leadership is critical in fostering innovation and service excellence.

Another weak area was the perception of the presence of supportive systems and structures for service delivery. Only 20.1% ($n = 52$) agreed or strongly agreed that such mechanisms were in place, while 24.5% ($n = 63$) disagreed or strongly disagreed, and 26.7% ($n = 69$) remained neutral. The mean was low at $M = 2.41$ ($SD = 1.19$), suggesting limited institutional frameworks to support efficient service. This could hinder goal alignment and

accountability. These findings are supported by Khaemba et al. (2021), who argue that weak organizational systems can significantly reduce public service efficiency.

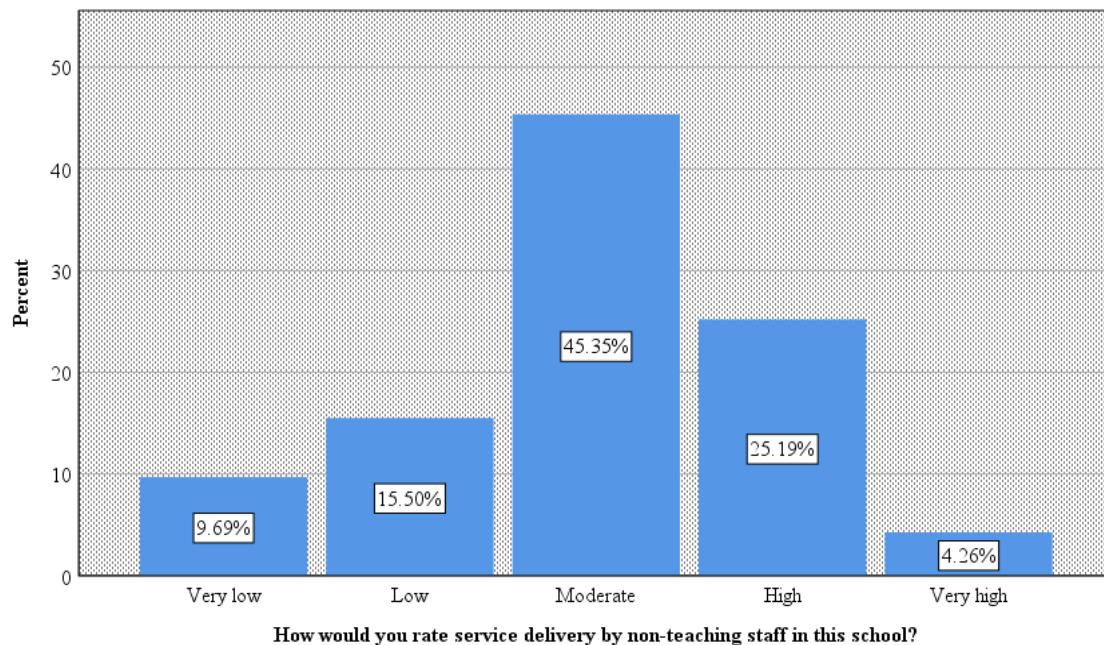
Similarly, the role of school principals in encouraging non-teaching staff to generate service improvement ideas was perceived negatively. Only 17.5% ($n = 45$) agreed or strongly agreed, while 28.3% ($n = 73$) disagreed or strongly disagreed. A further 26.4% ($n = 68$) of respondents were neutral. The mean was low at $M = 2.31$ ($SD = 1.31$), suggesting insufficient efforts by school leaders to foster employee involvement in decision-making. The large standard deviation reflects significant differences across schools, possibly due to varying leadership competencies and engagement styles.

Another area warranting attention is the availability of infrastructure and facilities to support service delivery. Only 16.7% ($n = 43$) of respondents agreed or strongly agreed that necessary resources were available, while 27.2% ($n = 70$) disagreed or strongly disagreed. Neutral responses stood at 34.1% ($n = 88$), and the mean was low at $M = 2.43$ ($SD = 1.25$). The implication is that resource inadequacy could be hampering the productivity of non-teaching staff. Wanjohi and Mugo (2022) emphasize that infrastructure deficits negatively affect service outcomes in public sector institutions.

The results indicate mixed perceptions of service delivery by non-teaching staff in secondary schools in Embu County. On the positive side, school management appears responsive to complaints, and stakeholder dissatisfaction is relatively low. However, significant gaps exist in leadership inspiration, resource provision, system effectiveness, and employee empowerment. The extent of idea supportive work environment for non-teaching staff in secondary schools, Embu County was also determined and findings are presented in Figure 4.9.

Figure 4. 9

Extent of idea supportive work environment for non-teaching staff in secondary schools, Embu County



The chart provides insights into the perceived service delivery by non-teaching staff in the school based on respondent ratings. The majority of respondents, 45.3%, rated service delivery as moderate. This suggests that while there are positive aspects to service delivery, there is also room for improvement in consistency and effectiveness. Moreover, 25.2% of respondents indicated high levels of service delivery, indicating instances where non-teaching staff perform well above expectations. On the contrary, 15.5% rated service delivery as low, highlighting areas where improvements are needed to meet expectations consistently. A smaller proportion, 9.7%, rated service delivery as very low, suggesting significant challenges that may need urgent attention. Finally, 4.3% rated service delivery as very high, reflecting exemplary cases where non-teaching staff consistently exceed expectations in their service delivery. These findings underscore the importance of

continuous improvement efforts to enhance service delivery by non-teaching staff, ensuring they meet or exceed expectations consistently across the school environment.

4.9.2 Qualitative findings on service delivery by non-teaching staff in secondary schools in Embu County

Secondary School Principals were asked to explain how you ensure improvement of services delivery by the non-teaching staff in the school. Three major themes emerged: effective leadership and communication, staff motivation and support, and structured monitoring and evaluation.

Principals emphasized "good communication," "consultative meetings," and "inclusive leadership" as crucial for enhancing non-teaching staff performance. Regular consultations and clearly outlining specializations ensure clarity in roles, reducing inefficiencies (Mestry, 2021). Such practices align with transformational leadership theory, where open dialogue fosters collaboration (Bush & Glover, 2022). Principals further mentioned "monitoring and motivating staff," "offering relief (e.g., off-days)," and "asking for additional staff from the ministry" to address workload concerns. Recognition and workload management improve job satisfaction, as supported by studies on non-teaching staff retention (Khumalo & Dladla, 2020).

The third theme was structured monitoring and evaluation. The statements noted in principals responses such as "prompt implementation of ideas," "assigning specific tasks," and "fortnightly meetings" reflect systematic oversight. Regular evaluations align with performance management frameworks, ensuring accountability (Van der Westhuizen et al., 2019). The findings suggest that a combination of participatory leadership, staff welfare

initiatives, and structured feedback mechanisms enhances non-teaching staff service delivery.

All respondents were required to state the barriers to effective service delivery by non-teaching staff in secondary schools. The responses from non-teaching staff, school principals, and Board of Management (BoM) chairpersons revealed recurring challenges that hinder service delivery. Four major ones were noted. The first one was inadequate resources and financial constraints. Here, a dominant concern across all groups was the lack of resources, including insufficient equipment, delayed salaries, and limited funding. Non-teaching staff highlighted "lack of equipment and machines" (8 responses), while principals cited "limited funds" and BoM chairs noted "financial constraints" (10 responses). Studies confirm that inadequate funding undermines school support services, leading to inefficiencies (Mugambi & Kipsoi, 2022).

Another key setback is poor staff motivation and recognition. Many respondents reported low morale due to "lack of incentives," "poor motivation and reward," and "not being taken as part of the school" (non-teaching staff). Principals acknowledged that staff were "not properly motivated," while BoM chairs cited "lack of recognition." Research by Oduro and MacBeath (2021) shows that recognition and fair compensation are critical for non-teaching staff performance. The study also noted dominant theme on weak communication and coordination. Poor communication was frequently mentioned, with non-teaching staff citing "inadequate communication flow," principals noting "poor communication," and BoM chairs highlighting "failure to have clear channels of communication." Effective school management requires structured communication to align roles (Bush & Glover, 2022).

Together with the above, many respondents identified insufficient training, with non-teaching staff stating they had "lack of skills" (17 responses) and BoM chairs noting "untrained personnel." Skill gaps hinder service delivery, emphasizing the need for continuous professional development (Khumalo & Dladla, 2020). The findings suggest that improving non-teaching staff service delivery requires addressing resource shortages, enhancing motivation, strengthening communication, and providing targeted training.

The study was also interested in finding out from secondary principals and the non-teaching staff on what needed to be done on innovative work behaviour of non-teaching staff to improve the manner in which they offer services in schools. The responses highlight several strategies to foster innovative work behaviour among non-teaching staff. Three major themes emerged: supportive leadership and open communication; training and professional development; and motivation and recognition.

Principals emphasized "openness in meetings," "allowing them to share and air their views," and "open communication" as key factors. These practices align with participative leadership theory, which suggests that involving employees in decision-making enhances creativity and innovation (Somech & Drach-Zahavy, 2022). Both groups stressed the importance of inclusive practices, with staff requesting "involvement in decision making" and principals advocating "openness in meetings." This supports contemporary findings that participative leadership fosters innovation (Somech & Drach-Zahavy, 2022). The call for "open communication" and "sharing ideas" particularly aligns with studies on innovative school climates. At the same time, multiple responses highlighted capacity-building initiatives, such as "organizing trainings," "exposure to seminars," and "in-service

courses." Research confirms that continuous professional development improves non-teaching staff's problem-solving skills and adaptability (Mestry, 2021).

Both groups emphasized motivation as crucial, with non-teaching staff mentioning "motivation" (15 responses) and principals highlighting "rewards" and "recognition." Recent studies confirm that intrinsic and extrinsic motivation significantly influence innovative behavior in educational support staff (Khan et al., 2023). Specific suggestions like "better remuneration" and "salary increments" align with findings that financial incentives boost engagement (Mugambi & Kipsoi, 2022). The study therefore noted that promoting innovative behaviour among non-teaching staff requires supportive leadership, continuous training, and motivational strategies.

Finally, the study gathered ideas from respondents on what need to be done in order to improve service delivery by non-teaching staff in public secondary schools in Embu County. A critical analysis of responses from all the three categories of respondents reveals four key themes for improving service delivery. The most frequently mentioned need was better compensation, with non-teaching staff strongly advocating for "increase of payment to workers" (20 responses) and principals suggesting "better remuneration." Studies confirm that competitive salaries significantly impact staff motivation and retention in educational institutions (Mugambi & Kipsoi, 2022). Non-teaching staff also emphasized the need for "proper equipment/materials" (4 responses) and "improved working environment," which aligns with research showing that resource adequacy directly affects service quality (Oduro & MacBeath, 2021).

All respondent groups highlighted training needs, including "regular training," "workshops/seminars," and "exposure in their areas of specialization." This supports contemporary findings that targeted professional development enhances non-teaching staff competencies (Mestry, 2021). The request for "specialists to deal with guiding and counselling" suggests needs for both technical and soft skills training.

Multiple responses emphasized "teamwork" (3 responses), "improved communication channels," and "consultation and teamwork." Recent studies demonstrate that collaborative school environments significantly improve operational efficiency (Bush & Glover, 2022). Non-teaching staff specifically requested "being consulted before decision making," indicating desired participation in school governance.

All respondent groups stressed motivation through "rewards," "acknowledgement of efforts," and "promotion opportunities." This aligns with Herzberg's two-factor theory, where recognition serves as a key motivator (Khan et al., 2023). The suggestion to "reward good performance" from BoM chairs particularly echoes contemporary performance management approaches. Improving non-teaching staff service delivery requires a multifaceted approach addressing compensation, training, workplace collaboration, and motivational structures. These findings suggest that comprehensive human resource strategies in schools should incorporate both material and psychological support mechanisms.

4.9.3 Convergence of quantitative and qualitative findings on service delivery by non-teaching staff in secondary schools, Embu County

The quantitative and qualitative findings regarding service delivery by non-teaching staff in secondary schools in Embu County reveal several converging points, highlighting both challenges and opportunities for improvement. While quantitative data from non-teaching staff provided statistical perceptions on various aspects of service delivery, qualitative insights from non-teaching staff, principals, and Board of Management (BoM) chairs offered detailed explanations and suggested solutions. These convergent areas underscore critical factors affecting institutional effectiveness and staff performance.

A significant area of convergence is the perceived inadequacy of supportive and inspirational leadership. Quantitatively, statements concerning school leadership inspiring staff to seek improvements ($M = 2.27$, $SD = 1.22$) and principals challenging staff to generate service improvement ideas ($M = 2.31$, $SD = 1.31$) recorded some of the lowest mean scores, indicating a weak leadership culture in motivating innovation and fostering employee involvement. Qualitatively, principals themselves emphasized "effective leadership and communication" and "inclusive leadership" as crucial for enhancing performance, while non-teaching staff stressed the importance of "involvement in decision making" and being "consulted before decision making" to promote innovative behavior and improve service delivery. Poor communication was also explicitly cited as a barrier to effective service delivery.

Another strong point of convergence lies in the critical issue of resource and infrastructure inadequacy. Quantitatively, the availability of infrastructure, equipment, and facilities needed for service improvement received a low mean score ($M = 2.43$, $SD = 1.25$), implying that resource deficits hinder non-teaching staff productivity. This aligns directly with qualitative findings where "inadequate resources and financial constraints" were

identified as a dominant barrier by all respondent groups, with specific mentions of "lack of equipment and machines," "limited funds," and "delayed salaries". Both data sets suggest that providing "proper equipment/materials" and improving the "working environment" are essential for enhanced service delivery.

Furthermore, both quantitative and qualitative findings underscore the impact of staff motivation, recognition, and compensation on service delivery. While the quantitative data showed a low mean score ($M = 2.36$, $SD = 1.29$) for employee empowerment improving service performance, hinting at a lack of feeling valued, the qualitative data explicitly identified "poor staff motivation and recognition" as a key barrier, with staff reporting "lack of incentives" and "not being taken as part of the school". Consistently, all respondent groups highlighted the need for "rewards," "acknowledgement of efforts," "promotion opportunities," "better remuneration," and "salary increments" as crucial for fostering innovative behaviour and improving service delivery.

Lastly, the importance of training and professional development emerges as a converging theme for improving service delivery. Although not directly assessed with a specific quantitative mean score related to training needs, the general lower scores in areas such as leadership inspiring innovation or implementation of ideas could indirectly point to a need for enhanced staff capabilities. Qualitatively, "insufficient training" was explicitly noted as a barrier, with non-teaching staff citing "lack of skills" and BoM chairs noting "untrained personnel". Consequently, "organizing trainings," "exposure to seminars," "in-service courses," and "regular training" were consistently recommended across respondent groups as vital for improving non-teaching staff competencies and service quality.

4.13 Moderation Influence of Supportive Work Environment for Non-Teaching Staff in Secondary Schools

The results in the preceding sections have provided empirical evidence on the interplay between innovative work behaviour and service delivery by non-teaching staff in secondary schools, Embu County. The results regarding innovative work behaviour have also been presented showing how it affects service delivery. However, in objective five, the study aimed to determine the moderating role of a supportive work environment on the relationship between innovative work behaviour of non-teaching staff and service delivery in secondary schools in Embu County; hence, the testing of the fifth hypothesis.

4.13.1 Testing of the fifth hypothesis

The fifth null hypothesis stated, supportive work environment does not moderate the relationship between innovative work behaviour and service delivery in secondary schools in Embu County. In testing this null hypothesis, a Moderated Multiple Linear Regression (MMR) was conducted. The adoption of a linear regression in this study was justified following the non-violation results of the underlying assumptions as shown in section 4.5. The output of a moderated multiple linear regression analysis are three essential tables: the model summary, model validity (ANOVA), and regression coefficients. Each table displays three models that are hierarchically structured to test the moderation hypothesis. The first model contains only the independent variable (innovative work behaviour), the second model incorporates both the independent variable and the moderator variable (supportive work environment), while the third model includes the independent variable, moderator variable, and their interaction term. The third model is critical for assessing whether a supportive work environment moderates the relationship between innovative

work behaviour and service delivery, as evidenced by the R square change statistics derived from the model summary table. The ANOVA results determine the overall validity and statistical significance of the MMR model. The regression coefficients table provides the coefficient values associated with each predictor variable in the MMR model, with particular attention to the interaction term coefficient which indicates the presence and strength of the moderation effect.

This study employed the MMR model (demonstrated below) to test whether a supportive work environment significantly moderates the relationship between innovative work behaviour and service delivery in secondary schools in Embu County.

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_j Z_j + \beta_{ij} X_i Z_j + \epsilon$$

The above model is in three levels;

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \epsilon \dots\dots\dots (i)$$

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_z Z_j + \epsilon \dots\dots\dots (ii)$$

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_j Z_j + \beta_{ij} X_i Z_j + \epsilon \dots\dots\dots (iii)$$

Where:

Y is the service delivery by non-teaching staff

β_0 is the constant value,

$\beta_1, \beta_2, \beta_3$ and β_4 are the coefficients of idea generation, idea promotion, idea realization, and idea sustainability.

X_1, X_2, X_3 and X_4 are idea generation, idea promotion, idea realization, and idea sustainability.

Z_j is the leadership practices

B_j is the coefficient of the supportive work environment

X_iZ_j is the interaction term between variable X_i ($i = 1, 2, 3, \& 4$) and supportive work environment

B_{ij} is the coefficient of the interaction term.

ε is the error term.

In the first model, innovative work behaviour was regressed on service delivery (Y) in secondary schools in one MMR model. In the second model, the supportive work environment (Z) is added to help in checking a change in R-square statistics. The interaction term (innovative work behaviour * supportive work environment) is then introduced in the third model to test the moderation effect of supportive work environment on the relationship between innovative work behaviour and service delivery in secondary schools in Embu County. The results are shown in Tables 4.21, 4.22, and 4.23. The first presentation is on model validity in Tables 4.23.

Table 4. 23

ANOVA: Moderation effect of supportive work environment

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	55.029	4	13.757	30.867	.000 ^b
	Residual	112.759	253	.446		
	Total	167.788	257			
2	Regression	96.193	5	19.239	67.716	.000 ^c

	Residual	71.595	252	.284		
	Total	167.788	257			
3	Regression	96.270	6	16.045	56.312	.000 ^d
	Residual	71.518	251	.285		
	Total	167.788	257			

a. Dependent Variable: Y

b. Predictors: (Constant), X4, X1, X2, X3

c. Predictors: (Constant), X4, X1, X2, X3, M

d. Predictors: (Constant), X4, X1, X2, X3, M, M_Interaction_terms

From the findings in Table 4.23, $F(4, 253) = 30.867$, $P < .000$. This indicates that the first model is valid (P-value is statistically significant; it is less than 0.05); meaning, the relationship between innovative work behaviour and service delivery by non-teaching staff in secondary schools is real and is not due to chance. In the second model, the supportive work environment construct is added to model one as predictor; which resulted to F statistics, $F(5, 252) = 67.716$, $P < .000$. This indicates that the second model is also valid (P-value is statistically significant; it is less than 0.05). This meant that supportive work environment as a construct is a key predictor in influencing service delivery in secondary schools. In the third model, the interaction term (innovative work behaviour * supportive work environment) is introduced hence the F statistics, $F(6, 251) = 56.312$, $P < .000$. This means the third model is also valid. On overall, the ANOVA results in Table 4.21 show that innovative work behaviour and supportive work environment are both vital predictors in determining service delivery in secondary schools in Embu County. The extent of moderation is demonstrated in model three where, R-square change statistics are observed are shown in Table 4.24.

Table 4. 24***Model summary: moderation effect of supportive work environment***

Model	R	Std. Error Change Statistics							Sig. F Change
		R Square	Adjusted R Square	of the Estimate	R Square Change	F Change	df1	df2	
1	.573 ^a	.328	.317	.66760	.328	30.867	4	253	.000
2	.757 ^b	.573	.565	.53302	.245	144.891	1	252	.000
3	.757 ^c	.574	.564	.53379	.000	.270	1	251	.043

a. Predictors: (Constant), X4, X1, X2, X3

b. Predictors: (Constant), X4, X1, X2, X3, M

c. Predictors: (Constant), X4, X1, X2, X3, M, Interaction

d. Dependent Variable: Y

According to the data in Table 4.24, innovative work behaviour accounts for 32.8% of the overall variance in service delivery in secondary schools ($R^2 = .328$). The results also show that when innovative work behaviour is considered in the model, it indicates a positive correlation with service delivery in secondary schools; the R-value is 0.573. This means that there is a moderate positive relationship between innovative work behaviour and service delivery in secondary schools. When supportive work environment was added as a construct in the second model, the R-square value improved by 24.5 percent, and the model was still statistically significant ($R^2 = .573$, $P = .000$). This meant that even after controlling for the moderator (the supportive work environment), the model was still statistically significant in influencing service delivery in secondary schools.

The results also indicate that supportive work environment as a construct is a significant predictor. In the third model, when the interaction term was introduced, the R-square value

marginally improved by 0.0 percent ($R^2 = .574$, $P = .043$), suggesting a minimal moderation effect of supportive work environment on the relationship between innovative work behaviour and service delivery in secondary schools in Embu County. This meant that when the moderation factor was introduced into the 3rd model, it led to an increase in the R square value, while the P-value shows that the model was statistically significant. Therefore, the study concluded that leadership practice was statistically significant moderator between the innovative work behaviour and non-teaching staff in secondary schools. Subsequently, the regression coefficients in Table 4.25 were considered.

Table 4. 25

Moderation effect of the supportive work environment: regression weights

		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
Model		B	Std. Error	Beta		
1	(Constant)	1.719	.176		9.747	.000
	X1	-.174	.081	-.132	-2.147	.033
	X2	.328	.079	.347	4.171	.000
	X3	-.190	.095	-.208	-2.009	.046
	X4	.499	.099	.512	5.045	.000

2	(Constant)	.912	.156		5.851	.000
	X1	-.160	.065	-.121	-2.475	.014
	X2	.169	.064	.178	2.631	.009
	X3	-.074	.076	-.081	-.972	.332
	X4	.141	.084	.144	1.668	.047
	M	.640	.053	.632	12.037	.000
3	(Constant)	1.062	.328		3.237	.001
	X1	-.176	.072	-.134	-2.446	.015
	X2	.156	.068	.166	2.286	.023
	X3	-.088	.081	-.097	-1.090	.277
	X4	.119	.094	.122	1.257	.010
	M	.574	.137	.567	4.182	.000
	Interaction	.007	.013	.109	.520	.043

The regression weight results show that in first model, idea generation, idea promotion, idea realization and idea sustainability are all statistically significant in predicting the service delivery by non-teaching staff. In the second model, idea generation, idea promotion, and idea sustainability are significant, but idea realization became insignificant, however, the model is still statistically significant ($P = .000$). When interaction term was added to the third model, idea generation (X_1), idea promotion (X_2) and idea sustainability (X_4) are statistically significant in predicting service delivery in secondary schools ($\beta = -.176$, $P = .015$; $\beta = .156$, $P = .023$; and; $\beta = .119$, $P = .010$) respectively); whereas, idea realization (X_3) become statistically insignificant ($\beta = -.088$, $P = .277$).

Based on these results, the study refuted the fifth null hypothesis; that, supportive work environment does not moderate the relationship between innovative work behaviour and service delivery in secondary schools in Embu County. It was noted that, with the introduction of the moderator interaction term in the final model, it retained its statistical

significance ($P = .043$). This implies that supportive work environment exerts a significant moderating influence on the relationship between innovative work behaviour and service delivery.

The study observed that when all constructs related to innovative work behaviour (including idea generation, idea promotion, idea realization, and idea sustainability by non-teaching staff) were integrated into a single model alongside the moderator's interaction terms, statistical significance was achieved. This highlights that the explanatory capacity of the model is further bolstered by the incorporation of interaction variables, indicating that supportive work environment moderates the impact of innovative work behaviour on service delivery in secondary schools in Embu County.

The resulting moderated multiple regression model was generated using the unstandardized coefficients because the scales used were similar and the constant had a significant P-value. The model incorporated the dimensions of innovative work behaviour: idea generation, idea promotion, idea realization, and idea sustainability by non-teaching staff in secondary schools. In that,

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_m M + \beta_{int}(X_i M) + \varepsilon, \text{ hence,}$$

$$\text{Service delivery} = 1.062 - .176X_1 + .156X_2 - .088X_3 + .119X_4 + .574M + .007(\text{interaction}) + \varepsilon.$$

The resulting moderated multiple regression model shows that service delivery = $(-.176X_1 \text{ idea generation}) + (.156X_2 \text{ idea promotion}) + (-.088X_3 \text{ idea realization}) + (.119X_4 \text{ idea sustainability}) + (.574M \text{ supportive work environment}) + (.007 \text{ interaction term})$. In this model, 1.062 is the baseline value which represents the constant term linked to the predictor

variables. This implies that 1.062 is the intercept value for service delivery in secondary schools when all predictor variables are held at zero in the moderated multiple regression model.

The results demonstrate that the relationship between innovative work behaviour and service delivery is moderated by supportive work environment, as evidenced by the statistically significant interaction term ($\beta = .007$, $p = .043$). The positive coefficient indicates that supportive work environment enhances the relationship between innovative work behaviour and service delivery in secondary schools. Existing literature exhibited gaps regarding the lack of statistical confirmation on the existence of a moderating influence of supportive work environment on the relationship between innovative work behaviour and service delivery in educational settings. The study therefore achieved its objective of generating new knowledge pertaining to establishing the moderating influence of supportive work environment on the relationship between innovative work behaviour and service delivery in secondary schools in Embu County.

The findings of this study demonstrate that supportive work environment functions as a significant moderator in the relationship between innovative work behaviour and service delivery in secondary schools, with the moderated multiple regression model explaining 57.4% of the variance in service delivery outcomes. The statistical significance of the interaction term ($\beta = .007$, $p = .043$) provides empirical evidence that supportive work environments enhance the effectiveness of innovative work behaviours among non-teaching staff in secondary schools. This finding aligns with recent research by Buathong and Lai (2025), who found that "supportive work environments and innovative work behaviour positively and directly impact the cultivation of job performance" in

organizational contexts. Furthermore, the results indicate that perceived organizational support significantly affects innovation behaviour and self-efficacy (Chen et al., 2023), which corroborates the current study's findings that organizational support structures are crucial for fostering innovation.

The moderation analysis reveals that while the direct relationship between innovative work behaviour and service delivery accounts for 32.8% of the variance, the addition of supportive work environment as a moderator substantially increases the explained variance to 57.3%, indicating a strong moderating effect that amplifies the innovation-performance relationship. This finding is consistent with Almubarak et al. (2024), who demonstrated that "POS and HCHRs are positively related to employee innovative work behaviours. Moreover, the moderating effect of gender on" the relationship between organizational support and innovation highlights the importance of contextual factors in enhancing innovative behaviors. Additionally, research by Wu et al. (2022) supports these findings, showing that "POS has shown a significant moderating effect on the relationship between engagement and innovative behaviour" across various organizational settings.

The regression coefficients indicate that supportive work environment not only serves as a direct predictor ($\beta = .567$, $p < .001$) but also moderates the relationship through its interaction with innovative work behaviour, suggesting that organizations seeking to maximize service delivery outcomes should prioritize creating supportive environments that encourage and sustain innovative practices among their staff. This finding contributes to the growing body of literature on organizational behaviour in educational settings and provides practical implications for educational administrators seeking to enhance service

delivery through strategic human resource management approaches that leverage both individual innovative capabilities and organizational support systems.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summary of major findings, conclusion and recommendation of the study on the influence of innovative work behaviour on service delivery by non-teaching staff in public secondary, Embu County. It aimed to understand how this behaviour, characterized by idea generation, promotion, realization, and sustainability, relates to service delivery in Embu County. The research uses four theories: the dynamic componential model of creativity and innovation in organizations, social exchange theory,

enjoyment performance theory, and modified quantitative service delivery theory. It applied a cross-sectional survey research design, involving 1803 non-teaching staff, 208 principals, and 208 chairs of BoM. The data was analyzed using construct, content, face validity, reliability, and thematic analysis.

5.2 Summary of Major Findings

This section provides summary of major findings per variable.

5.2.1 Idea Generation by Non-teaching Staff in Secondary Schools

The quantitative findings revealed that while some traditional methods for idea generation among non-teaching staff—such as face-to-face brainstorming ($M = 2.38$, $SD = 1.015$) and one-on-one consultations ($M = 2.28$, $SD = 1.063$)—were moderately practiced, more modern or anonymous channels, such as online suggestion portals ($M = 0.34$, $SD = 0.597$) and live brainstorming sessions ($M = 0.48$, $SD = 0.767$), were rarely used. This pattern suggests limited structural support for sustained, inclusive idea-sharing practices. To add on that, low utilization of suggestion boxes and poor uptake of creative input in decision-making point to gaps in communication, trust, and institutional support for innovation among non-teaching staff.

Qualitative findings from principals, BoM chairs, and non-teaching staff revealed five key themes: effective communication, motivation and recognition, training, inclusive leadership, and a supportive environment. Respondents stressed the value of open forums, regular meetings, rewards, training, and safe spaces for idea sharing. Non-teaching staff specifically highlighted the need for respect and inclusion without fear of reprisal. These insights closely aligned with quantitative results, thus showing that open communication,

inclusive leadership, and support are essential for fostering idea generation. Both data sets emphasized that when staff feel valued, heard, and supported, they are more likely to contribute innovative ideas.

5.2.2 Idea Promotion for Non-teaching Staff in Secondary Schools in Embu County

The quantitative findings from non-teaching staff revealed that idea promotion is significantly hindered by limited involvement in decision-making, fear of judgment or intimidation, lack of support from school management, and low motivation due to poor remuneration and lack of recognition. Respondents frequently cited being ignored or disrespected by the administration, inadequate communication channels, and absence of forums for idea sharing. Furthermore, low self-esteem, illiteracy, and insufficient training were commonly reported as internal barriers that affect the confidence and willingness of non-teaching staff to express their ideas.

The qualitative findings from secondary school principals and Board of Management (BoM) chairpersons corroborated the quantitative results by emphasizing the need for inclusive communication, frequent staff engagement forums, proper recognition, and motivation of non-teaching staff. Both groups proposed practical strategies such as regular meetings, creation of suggestion committees, capacity building through training, and providing incentives to stimulate idea sharing. The convergence of findings underscores a shared understanding among all stakeholders that promoting creativity and innovation among non-teaching staff requires inclusive leadership, open communication, fair treatment, and strategic motivation.

5.2.3 Idea Realization for Non-teaching Staff in Secondary Schools in Embu County

The quantitative descriptive findings from non-teaching staff revealed several critical barriers to idea realization, including inadequate resources, poor communication, lack of teamwork, limited motivation, and insufficient involvement in decision-making. A substantial number of respondents emphasized the need for proper training, recognition, and organizational support to foster innovation. The findings pointed to a widespread perception of neglect, low morale, and underutilization of creative potential among non-teaching staff in secondary schools.

The qualitative data which comprises of responses from non-teaching staff, secondary school principals, and BoM chairpersons further highlighted the need for institutional reforms to support creativity and innovation. Key themes such as enhancing teamwork, providing adequate resources, recognizing staff contributions, and fostering inclusive decision-making. The convergence analysis across both datasets revealed strong alignment on core issues: inadequate resources, low motivation, insufficient training, and exclusion from leadership processes were consistently cited as systemic barriers to innovation. These converging points provide a comprehensive understanding of the enabling and constraining factors affecting idea realization among non-teaching staff.

5.2.4 Idea Sustainability for Non-teaching Staff in Secondary Schools in Embu County

The quantitative descriptive findings revealed that non-teaching staff in secondary schools face significant challenges in sustaining their ideas due to poor leadership (19 mentions), lack of motivation (16 mentions), inadequate follow-up (multiple mentions), and limited training and resources. Additionally, key barriers such as poor communication, leadership

ignorance, and lack of recognition were consistently highlighted. The data demonstrated that without structured support, proper coordination, and inclusion in decision-making, non-teaching staff struggle to implement and sustain innovative contributions within the school environment.

The qualitative findings from non-teaching staff, secondary school principals, and BoM chairpersons corroborated these quantitative results by highlighting similar concerns. Common themes included the need for strong and inclusive leadership, regular training, open communication channels, motivational incentives, and structured policy and financial support to sustain staff ideas. The convergence findings underscored that across all data sources, there was strong agreement on six critical enablers of idea sustainability: leadership support, motivation, communication, training, resource availability, and teamwork.

5.2.5 Supportive Work Environment for Non-teaching Staff in Secondary Schools in Embu County

The study on supportive work environments for non-teaching staff in secondary schools in Embu County yielded comprehensive insights from both quantitative and qualitative data. The quantitative descriptive findings revealed that non-teaching staff generally experienced positive levels of teamwork, peer support, and knowledge sharing. While the overall supportive environment was rated as moderate by the majority of respondents (54.7%), significant gaps were identified in formal recognition of creativity and innovation, involvement in decision-making for involvement, for freedom to decide), and the presence of service delivery charters and related policies. The moderation results confirmed that supportive work environment significantly moderates the relationship between innovative

work behaviour and service delivery in secondary schools, with the interaction effect explaining 57.4% of the variance in organizational outcomes.

Qualitative data from non-teaching staff, principals, and BoM chairpersons revealed key barriers such as low pay, lack of recognition, exclusion from decision-making, poor communication, and inadequate support. To improve the work environment, stakeholders recommended better recognition, fair pay, professional development, inclusive leadership, and improved conditions. Principals emphasized that supportive environments boost motivation, innovation, and service delivery. The study showed strong convergence between quantitative and qualitative findings, especially around the lack of formal recognition, limited staff involvement in decisions, and inconsistent leadership support. These aligned insights highlight the need for recognition, inclusion, and effective leadership to foster innovation and enhance service delivery.

5.2.6 Service Delivery by Non-teaching Staff in Secondary Schools in Embu County

The study on service delivery by non-teaching staff in secondary schools in Embu County employed both quantitative and qualitative methods to gain comprehensive insights into its objective. Quantitative findings from non-teaching staff ($N = 258$) indicated moderate service delivery overall, with 45.3% rating it as such, and some positive perceptions regarding school management's responsiveness to customer complaints ($M = 3.28$, $SD = 1.20$) and low stakeholder dissatisfaction ($M = 2.89$, $SD = 1.46$). However, notable weaknesses were identified, including low perceptions of leadership inspiring staff to seek improvements ($M = 2.27$, $SD = 1.22$) and encouraging new ideas ($M = 2.31$, $SD = 1.31$), as well as limited availability of infrastructure and facilities ($M = 2.43$, $SD = 1.25$).

Qualitative findings, derived from non-teaching staff, secondary school principals, and BoM chairs, revealed recurring barriers such as inadequate resources and financial constraints, poor staff motivation and recognition, weak communication and coordination, and insufficient training.

The findings revealed strong convergence between quantitative and qualitative data on key issues needing attention. Both sources emphasized the need for improved leadership and communication, with low scores on leadership inspiration aligning with calls for inclusive leadership and staff involvement. Resource and infrastructure gaps were also consistently highlighted, including inadequate facilities, funding, and delayed salaries. Staff motivation and recognition emerged as major concerns, linking low empowerment scores with reported poor morale and demands for better pay, rewards, and promotions. Lastly, the need for training and professional development was widely noted as both a barrier and a solution to enhancing service delivery.

5.3 Conclusion of the Study

5.3.1 Idea Generation by Non-teaching Staff in Secondary Schools

The study concludes that the generation of ideas among non-teaching staff in secondary schools is significantly influenced by inclusive communication practices, leadership support, and institutional culture. Quantitative results highlighted the limited use of digital platforms and formal suggestion channels, while face-to-face meetings and regular staff consultations were more effective in soliciting ideas. Qualitative data corroborated these findings, revealing that fear, low self-esteem, and lack of platforms hinder idea expression, whereas motivation, freedom of expression, training, and recognition promote creativity and innovation. The convergence of both datasets affirms that fostering an open, respectful,

and empowering environment—coupled with deliberate leadership strategies—is critical for unlocking the creative potential of non-teaching staff in schools. The statistically significant positive relationship between idea generation by non-teaching staff and service delivery indicates that inclusive management practices have a measurable impact on institutional performance. Secondary schools in Embu County and similar contexts are therefore encouraged to adopt strategies that promote creativity and participation among all staff members to improve service delivery outcomes.

5.3.2 Idea Promotion for Non-teaching Staff in Secondary Schools in Embu County

The study concludes that the promotion of creative and innovative ideas among non-teaching staff in secondary schools is significantly influenced by both systemic and interpersonal factors. Quantitative and qualitative findings jointly reveal that limited involvement in decision-making, poor communication structures, lack of motivation, inadequate training, and a culture of disregard from school leadership hinder idea promotion. The convergence of results across non-teaching staff, principals, and BoM chairpersons highlights a shared recognition that enhancing idea promotion requires inclusive leadership practices, creation of formal platforms for idea sharing, equitable treatment, recognition of contributions, and capacity building. Thus, fostering a supportive, respectful, and participatory school environment is essential for unlocking the innovative potential of non-teaching staff and improving service delivery in secondary schools. The study concluded that idea promotion by non-teaching staff significantly enhances service delivery in secondary schools in Embu County.

5.3.3 Idea Realization for Non-teaching Staff in Secondary Schools in Embu County

The study concludes that the realization of non-teaching staff creativity, novelty, and innovative ideas in secondary schools is constrained by systemic and institutional factors, notably inadequate resources, poor communication, lack of training, weak teamwork, and minimal involvement in decision-making processes. Quantitative findings revealed high frequencies of these barriers, while qualitative insights from non-teaching staff, principals, and BoM chairpersons reinforced these challenges and highlighted the need for inclusive, motivational, and resource-supported environments. The convergence of both data strands confirms that empowering non-teaching staff through capacity building, recognition,

collaboration, and participatory governance is critical for harnessing their innovative potential. Hence, schools must institutionalize inclusive strategies and resource allocation mechanisms to optimize the contributions of non-teaching staff toward sustainable school development. The study concludes that idea realization by non-teaching staff significantly enhances service delivery in secondary schools in Embu County.

5.3.4 Idea Sustainability for Non-teaching Staff in Secondary Schools in Embu County

The study concludes that the sustainability of ideas generated by non-teaching staff in secondary schools is critically influenced by a combination of leadership practices, motivation, inclusive participation, communication, training, and resource allocation. Quantitative and qualitative findings jointly indicate that poor leadership, inadequate follow-up, lack of recognition, insufficient training, and resource constraints are major impediments. However, convergence across all data sources underscores that when schools foster inclusive leadership, provide continuous training, ensure open communication, offer motivational incentives, and allocate sufficient resources, non-teaching staff are empowered to innovate and sustain their ideas. Therefore, creating a supportive institutional culture that values and systematically integrates non-teaching staff into school development processes is essential for enhancing idea sustainability and overall institutional effectiveness. The study concludes that idea sustainability by non-teaching staff significantly improves service delivery in secondary schools in Embu County.

5.3.5 Supportive Work Environment for Non-teaching Staff in Secondary Schools in Embu County

The study conclusively demonstrates that while non-teaching staff in Embu County secondary schools perceive a moderate supportive environment, characterized by positive teamwork and peer support, critical deficiencies converge around inadequate formal recognition for innovation, limited involvement in decision-making, and inconsistent leadership support. These systemic gaps, alongside issues of low pay and perceived disrespect, directly hinder optimal innovative work behaviour and service delivery. Therefore, the findings strongly indicate that establishing a truly supportive environment demands strategic interventions focused on institutionalizing formal recognition, fostering inclusive decision-making, ensuring equitable remuneration, and providing consistent, proactive managerial support. The study concludes that supportive work environments are essential for maximizing the impact of innovative work behaviours on service delivery outcomes in secondary schools.

5.3.6 Service Delivery by Non-teaching Staff in Secondary Schools in Embu County

While some aspects of service delivery by non-teaching staff are acceptable, significant systemic and human resource challenges persist, primarily rooted in inadequate leadership support, resource deficiencies, low staff motivation, and insufficient professional development. The convergence of quantitative and qualitative data strongly suggests that strategic, multifaceted interventions focusing on fostering supportive leadership, ensuring adequate resource allocation, implementing robust motivational frameworks, and providing continuous capacity building are paramount for enhancing innovative work behavior and ultimately elevating the quality and efficiency of service delivery within secondary schools in Embu County. This aligns with theories emphasizing the

interdependence of leadership practices, physical resources, and human resource management in achieving efficient service delivery.

5.4 Recommendations of the Study

5.4.1 Idea Generation by Non-teaching Staff in Secondary Schools

Based on the study's findings, it is recommended that school management, led by principals and supported by Boards of Management (BoM), establish structured and inclusive platforms for idea generation among non-teaching staff. This includes regular face-to-face brainstorming sessions, anonymous suggestion systems, and dedicated time during staff meetings to solicit contributions from non-teaching personnel. Additionally, the Ministry of Education and school leadership should invest in continuous professional development, motivational incentives, and team-building initiatives to enhance confidence, creativity, and engagement among non-teaching staff. A culture of respect, open communication, and recognition should be institutionalized to ensure all staff feel valued and empowered to contribute to school improvement initiatives.

5.4.2 Idea Promotion for Non-teaching Staff in Secondary Schools in Embu County

Based on the findings of the study, it is recommended that school principals, Boards of Management (BoM), and education stakeholders institutionalize inclusive decision-making by establishing structured forums and committees that actively solicit and implement non-teaching staff ideas. School management should provide regular capacity-building programs, ensure equitable remuneration, and foster a respectful work culture to boost motivation and confidence. The Ministry of Education should formulate policies that mandate participatory governance frameworks in schools, while supervisors should

facilitate open communication channels and feedback mechanisms. Recognizing and rewarding non-teaching staff contributions—both monetarily and through public acknowledgment—will further incentivize creativity and innovation, ultimately enhancing service delivery in secondary schools.

5.4.3 Idea Realization for Non-teaching Staff in Secondary Schools in Embu County

Based on the analysis of both quantitative and qualitative findings, the study recommends that school management, in collaboration with Boards of Management (BoM) and education stakeholders, should establish inclusive governance structures that actively involve non-teaching staff in decision-making and innovation processes. Specific actions should include allocating dedicated funds for implementing staff-generated ideas, organizing regular professional development and training sessions, instituting formal recognition and reward systems for creative contributions, and fostering a culture of teamwork through structured staff engagement forums. The Ministry of Education should also develop policy guidelines that mandate participatory innovation practices in schools, ensuring equitable platforms for non-teaching staff to contribute meaningfully to institutional growth and service delivery.

5.4.4 Idea Sustainability for Non-teaching Staff in Secondary Schools in Embu County

Based on the study's findings, it is recommended that secondary school management, in collaboration with Boards of Management (BoMs) and the Ministry of Education, institutionalize inclusive leadership practices that actively involve non-teaching staff in decision-making and idea implementation. School principals should prioritize structured

training programs, regular meetings, and performance appraisal systems to build capacity and reinforce accountability. Furthermore, motivation through recognition, promotions, and rewards should be enhanced, while BoMs should allocate sufficient financial and material resources to support the operationalization of innovative ideas. Effective communication channels and policy frameworks should be established to ensure continuity and institutional memory across leadership transitions, thereby fostering a culture of sustainable innovation among non-teaching staff.

5.4.5 Supportive Work Environment for Non-teaching Staff in Secondary Schools in Embu County

To cultivate a truly supportive work environment, school principals and Boards of Management must collaboratively institutionalize formal recognition and reward mechanisms for non-teaching staff's innovation, while simultaneously implementing inclusive decision-making protocols that actively integrate their input into school operations. Of paramount is also the commitment to equitable and timely remuneration, alongside consistent, proactive managerial support. Furthermore, administrations should develop clear service delivery charters and associated policies, coupled with provision of continuous professional development and ensuring safe, adequately resourced working conditions, thereby fostering an environment conducive to heightened morale, innovation, and optimal service delivery.

5.4.6 Service Delivery by Non-teaching Staff in Secondary Schools in Embu County

To enhance service delivery by non-teaching staff, secondary school principals and management must prioritize transformational and inclusive leadership, actively involving staff in decision-making and idea generation to improve communication and foster innovation. Concurrently, adequate financial and physical resources, including essential equipment and a conducive working environment, must be secured and allocated by school management and relevant educational authorities. Furthermore, comprehensive human resource strategies must be implemented, focusing on competitive remuneration, recognition, and clear career progression to enhance staff motivation and retention. Lastly, continuous professional development and targeted training programs are imperative to address skill gaps and bolster staff competencies, thereby improving overall service quality and efficiency.

5.5 Implication of the Findings on Theories, Practices and Policies

Implications of findings of this study with respect to theories, practices, and policies.

5.5.1 Implication of the Findings on Theories

The study's findings strongly support Amabile and Pratt's (2016) Dynamic Componential Model of Creativity and Innovation, revealing that non-teaching staff creativity is hindered not by lack of ability but by inadequate organizational support. The convergence of quantitative and qualitative results demonstrates that barriers such as limited communication, fear of intimidation, lack of recognition, and poor leadership create deficient environments that stifle intrinsic motivation and creative engagement, while supportive contexts characterized by autonomy, encouragement, and psychological safety are essential for unlocking distributed organizational creativity.

The findings of this research also provide empirical support for Harrison's (2007) Enjoyment Performance Theory, showing how organizational deficiencies directly impact employee enjoyment and performance. Low levels of formal recognition, limited decision-making involvement, and staff feelings of disrespect demonstrate how poor working environments hinder the intrinsic motivation necessary for work enjoyment, while positive teamwork perceptions and principals' emphasis on motivation and appreciation illustrate how enabling internal environments with good leadership and incentives facilitate the enjoyment crucial for creative performance.

The findings validate multiple service delivery theories by demonstrating how inadequate leadership (M=2.27), insufficient infrastructure (M=2.43), and low employee empowerment (M=2.36) undermine effective service delivery and innovation. The convergence results highlighting deficiencies in leadership, resources, human resource competencies, and financial support empirically confirm that these elements serve as critical pillars for service realization, with their absence significantly militating against public service delivery and organizational innovation capacity.

5.5.2 Implication of the Findings on Practices

The study highlights the necessity for inclusive and participatory management in secondary schools, emphasizing non-teaching staff as key contributors to institutional creativity and innovation. Schools must restructure decision-making processes through regular consultative forums, idea submission platforms, and professional development programs to ensure engagement. Leadership must transition from hierarchical models to

collaborative approaches that prioritize transparency, intrinsic motivation, and psychological safety.

Findings also stress the importance of structured innovation mechanisms, such as recognition systems, inclusive governance, and equitable remuneration, to enhance non-teaching staff motivation. Leadership styles should evolve toward democratic and empathetic frameworks that foster organizational creativity. By institutionalizing continuous professional development and transparent feedback channels, schools can ensure sustainable idea implementation and innovation.

A fundamental administrative shift is required to create a supportive work environment, including formalized reward mechanisms, structured mentorship, and improved resource allocation. Leadership must actively involve non-teaching staff in strategic planning and decision-making, transforming passive roles into active contributions. This approach aligns with contemporary organizational practices that view innovation as a collective effort driving institutional effectiveness and sustainability.

5.5.3 Implication of the Findings on Policies

The study's findings necessitate urgent policy reforms to institutionalize inclusive governance frameworks that formally recognize non-teaching staff contributions to school innovation. Policies must mandate structured communication channels such as consultative meetings, suggestion boxes, and digital platforms, while requiring non-teaching staff representation in school management committees, decision-making processes, and strategic planning. These reforms should include anti-discrimination clauses and communication protocols to mitigate hierarchical exclusion and foster mutual respect across all staff categories.

Educational policies must establish comprehensive recognition frameworks that incorporate creativity and innovation as key performance indicators for all staff categories, coupled with performance-based rewards and clear career progression pathways. Policies should mandate equitable access to continuous professional development programs, capacity-building initiatives, and systematic training opportunities to bridge skill gaps and enhance service efficiency. Additionally, remuneration and appraisal policies require revision to integrate innovation-based performance measures and ensure timely, adequate compensation structures.

Policy frameworks must mandate transformational and participative leadership training for principals to ensure active non-teaching staff involvement and open communication channels. Comprehensive policies on resource allocation and infrastructure development are essential to guarantee sufficient funding for equipment, facilities, and staff needs, while establishing budgetary provisions for implementing viable staff ideas. Furthermore, policies must institutionalize service delivery charters with accountability frameworks, regular monitoring and evaluation systems, and routine assessment of non-teaching staff contributions to promote sustained engagement and optimal service delivery.

To sustain innovation, policies must mandate formalized reward systems, participatory leadership structures, and adequate resource allocation. Schools should revise governance models to ensure staff involvement in strategic planning, while systematic monitoring and evaluation frameworks promote accountability. These reforms align with contemporary organizational development practices that recognize all staff as contributors to institutional effectiveness and service delivery.

5.6 Recommendations for Further Studies

Given the extremely low use of digital tools such as web portals ($M = 0.34$) and live brainstorming meetings ($M = 0.48$), a further experimental study is needed to assess the effectiveness of digital platforms in enhancing idea generation among non-teaching staff. This research should explore how online tools can overcome existing barriers such as poor communication, fear of intimidation, and lack of confidence—issues clearly documented in both the quantitative and qualitative findings. The outcomes would guide schools in integrating low-cost, secure, and anonymous technological solutions to support inclusive innovation.

A comparative study examining how leadership styles differently affect teaching and non-teaching staff's innovation capacity is crucial. Current findings suggest that non-teaching staff are disproportionately excluded from leadership engagement and decision-making processes. Understanding these disparities will help in designing leadership development programs that foster equitable involvement and maximize innovation from all staff categories. This research would inform the development of more equitable leadership models that optimize creative contributions from all personnel levels within educational institutions.

A further expansive study should examine the relationship between formal recognition systems and innovative output among non-teaching staff, given the critically low formal recognition levels ($M=2.17$) identified in the findings. This research would combine quantitative measurement of innovation metrics with qualitative exploration of how institutionalized recognition and reward systems affect intrinsic motivation, job

satisfaction, and sustained creative engagement, informing evidence-based policy interventions for staff empowerment.

A cross-county study should be conducted to investigate how differences in policy enforcement, leadership culture, and resource allocation influence non-teaching staff participation in innovation. The current study suggests variability in how inclusive practices are applied, pointing to potential best practices and gaps tied to location or school type. This research would inform scalable strategies to harmonize inclusive governance and support systems nationally.

REFERENCES

- Amabile, T. M., & Pratt, M. G. (2020). The dynamic componential model of creativity and innovation in organizations: Making progress, making meaning. *Research in Organizational Behavior*, *40*, 100–127. <https://doi.org/10.1016/j.riob.2020.100127>
- Brown, T., & Green, A. (2020). Capacity building for innovation in educational organizations. *Journal of Educational Change*, *21*(3), 443–462. <https://doi.org/10.1007/s10833-019-09355-1>
- Eccles, R. G., Lee, L.-E., & Strohle, J. C. (2020). The social origins of ESG: An analysis of Innovest and KLD. *Organization & Environment*, *33*(4), 575–596. <https://doi.org/10.1177/1086026619888994>
- Johnson, L., Adams Becker, S., & Hall, C. (2021). *Innovative school staffing models: How non-teaching roles impact student success*. Learning Policy Institute. <https://learningpolicyinstitute.org/product/innovative-school-staffing-models-report>
- Kesting, P., & Ulhøi, J. P. (2021). Employee-driven innovation: Recent developments and future research avenues. *International Journal of Innovation Management*, *25*(1), 2150001. <https://doi.org/10.1142/S1363919621500011>
- Smith, A., & Jones, B. (2022). The role of non-teaching staff in secondary schools: A systematic review. *Educational Management Administration & Leadership*, *50*(3), 456–475. <https://doi.org/10.1177/1741143220945702>
- United Nations. (2023). *The Sustainable Development Goals report 2023*. <https://unstats.un.org/sdgs/report/2023/>
- Wang, Y., Xu, S., & Wang, Y. (2019). The impact of rewards on employee creativity: A meta-analysis. *Journal of Business Research*, *101*, 673–687. <https://doi.org/10.1016/j.jbusres.2019.01.041>
- Abok, A. M., Gathenya, J. W., & Gichuhi, A. W. (2021). Influence of participatory decision making on performance of public secondary schools in Kenya. *Journal of Education and Practice*, *12*(3), 34–42. <https://doi.org/10.7176/JEP/12-3-04>
- Abolade, D. A. (2018). Impact of employees' job insecurity and employee turnover on organisational performance in private and public sector organisations. <http://repository.elizadeuniversity.edu.ng/handle/20.500.12398/335> activities. *Educational and Psychological Measurement*, *30*, 607–610. https://home.kku.ac.th/sompong/guest_speaker/KrejcieandMorgan_article.pdf
- Achieng, J. A., & Mwakazi, M. T. (2021). *Sustaining staff innovations for improved service delivery in public schools in Kenya*. *African Journal of Educational Management*, *9*(2), 77–88.
- Achieng, L. A., & Mwangi, B. N. (2020). Influence of communication strategies on teacher performance in public secondary schools in Kenya. *International Journal of Education and Research*, *8*(9), 83–94. <https://www.ijern.com/journal/2020/September-2020/07.pdf>
- Addo, C. K. (2018). *Effect of working conditions on the performance of non-teaching senior staff of the University Of Education Winneba* [Dissertation, University of Cape Coast]. South Africa.

- Adhikari, S. D., Hoffman, S., & Lietke, B. (2019). Six emerging trends in facilities management sourcing. *McKinsey & Company. Disponível em: Six-emerging-trends-in-facilities-management-sourcing. pdf. Acessado em, 25.* <https://www.fm-house.com/wp-content/uploads/2020/05/Six-emerging-trends-in-facilities-management-sourcing.pdf>
- Agih, A. A. (2015). Effective school management and supervision: Imperative for quality education service delivery. *African Research Review*, 9(3), 62-74. <https://www.ajol.info/index.php/afrrrev/article/view/119137>
- Akinwande, M. O., Dikko, H. G., & Samson, A. (2021). Variance inflation factor: As a condition for the inclusion of suppressor variable(s) in regression analysis. *Open Journal of Statistics*, 11(3), 208–222. <https://doi.org/10.4236/ojs.2021.113013>
- Akinyemi, B. O., & Abiodun, R. O. (2020). Influence of principals' leadership practices on staff innovative behavior in public secondary schools. *African Journal of Educational Management*, 22(1), 41-58. <https://doi.org/10.4314/ajem.v22i1.4>
- Akulue, N. M., & Okonkwo, N. P. (2021). Utilization of guidance and counselling as a support service for enhancing students 'personnel administration in public secondary schools in, Anambra state. *Journal of Educational Research & Development*, 4(2), 144-156. <http://educationalresearchdevelopmentjournal.com/index.php/JERD/article/view/47>
- Akulue, N. M., & Okonkwo, N. P. (2021). utilization of guidance and counselling as a support service for enhancing students'personnel administration in public secondary schools in, Anambra state. *Journal of Educational Research & Development*, 4(2) pg.144-156 <http://educationalresearchdevelopmentjournal.com/index.php/JERD/article/view/47>
- Alamu, O. I. & Omobuwajo, O. (2019). Effect of Communication on Job Performance of Non-Teaching Staff in Obafemi Awolowo University, Ile-Ife, Osun State. *International Journal of Politics and Good Governance*, 10 (10.2), 1-22, <http://www.onlineresearchjournals.com/ijopagg/art/311.doc>
- Alamu, O. I. & Omobuwajo, O. (2019). Effect of Communication on Job Performance of Non-Teaching Staff in Obafemi Awolowo University, Ile-Ife, Osun State. *International Journal of Politics and Good Governance*, 10 (10.2), 1-22
- Albrecht, S. L., Bakker, A. B., Gruman, J. A., Macey, W. H., & Saks, A. M. (2015). Employee engagement, human resource management practices and competitive advantage: An integrated approach. *Journal of Organizational Effectiveness: People and Performance*. <https://www.emerald.com/insight/content/doi/10.1108/JOEPP-08-2014-0042/full/html>
- Ali, A. Y. S., & Dahie, A. M. (2015). Leadership style and teacher job satisfaction: Empirical survey from secondary schools in Somalia. *Leadership*, 5(8), 33-29. <https://www.academia.edu/download/37508070/21948-24305-1-PB.pdf>
- Almubarak, M. S., Alkhudayr, F. A., & Alkadi, K. (2024). The impact of perceived organizational support and human resources practices on innovative work behavior:

- Does gender matter? *Frontiers in Psychology*, 15, Article 1401916.
<https://doi.org/10.3389/fpsyg.2024.1401916>
- Almutairi, T. S. (2020). Assessment of Job Satisfaction among Teachers and Its Relationship with Demographic Variables. http://search.shamaa.org/PDF/Articles/EGJes/JesVol28No3P5Y2020/jes_2020-v28-n3-p5_037-067_eng.pdf
- Amabile, T. M. (2019). Educating Leaders Who Make a Difference in the World. *Perspectives on Psychological Science*, 14 (1), 7-11, https://www.hbs.edu/ris/Publication%20Files/Amabile_Educating%20leaders%20who%20make%20a%20difference%20in%20the%20world_PPS_2019_5dcfb5a3-9d51-4de0-8583-37af63d80bf1.pdf
- Amabile, T., & Pratt, M. G. (2016). The Dynamic Componential Model of Creativity and Innovation in Organizations: Making Progress, Making Meaning. *Research in Organizational Behavior* 36(2016), 157–183. <https://doi.org/10.1016/j.riob.2016.10.001>
- Amoatema, A. S., & Kyeremeh, D. D. (2016). Making Employee Recognition a Tool for Achieving Improved Performance: Implication for Ghanaian Universities. *Journal of Education and Practice*, 7(34), 46-52. <https://eric.ed.gov/?id=EJ1126683>
- Antwi, E. A. (2022). Team Building as a Tool for Developing the Competencies of Members of the Ghana Association of University Administrators (GAUA): A Case of the University for Development Studies. *Ghana Journal of Higher Education Management*, 8, 83-94. https://gaua.edu.gh/wp-content/uploads/2022/08/Team-Building-as-a-Tool-for-Developing-the-Competencies-_Eleanor-Araba-Antwi-83-94.pdf
- Appau, B. K., Marfo-Yiadom, E., & Kusi, L. Y. (2021). Performance implication of talent management and innovative work behaviour in colleges of education in Ghana. *International Journal of Economics and Business Administration*, 7(1), 112-128. https://www.researchgate.net/profile/Lawrence-Kusi/publication/349648052_Performance_Implication_of_Talent_Management_and_Innovative_Work_Behaviour_in_Colleges_of_Education_in_Ghana/links/603a55e592851c4ed59df7a2/Performance-Implication-of-Talent-Management-and-Innovative-Work-Behaviour-in-Colleges-of-Education-in-Ghana.pdf
- Arungo, B. K., & Kipkebut, D. J. (2021). Effect of quality of work life on job satisfaction among non-teaching employees in universities in Nakuru County, Kenya. *International Journal of Business Management & Finance*, 3(1), 116-130. <https://www.serialpublishers.org>
- Asad, M. M., Rind, A. A., & Abdulmuhsin, A. A. (2021). The effect of knowledge management in educational settings: a study of education management organizations (EMOs) schools of Pakistan. *International Journal of Organizational Analysis*. <https://www.emerald.com/insight/content/doi/10.1108/IJOA-12-2020-2521/full/html>
- Auko, J. A. (2021). *Customers' Perception of Quality of Service in Private Primary Schools in Kisumu City* (Doctoral dissertation, University of Nairobi). <http://erepository.uonbi.ac.ke/handle/11295/160811>

- Awang, A. H., Sapie, N. M., Hussain, M. Y., Ishak, S. and Yusof, R. M. (2019). Nurturing innovative employees: Effects of organizational learning and work environment. *Economic Research-Ekonomska Istrazivanja*, 32(1), 1152–1168.
- Ayeni, A. J., & Fakunle, A. F. (2021). TEAMWORK MANAGEMENT AND TEACHERS' PRODUCTIVITY IN SECONDARY SCHOOLS IN ONDO CENTRAL SENATORIAL DISTRICT OF ONDO STATE, NIGERIA. *African Journal of Educational Management*, 22(1), 49-69. <http://www.journals.ui.edu.ng/index.php/ajem/article/view/690>
- Azeem, M. A. & Quddus, M. A. (2014). Work Motivation and Job Satisfaction among Employees of Select Indian Universities – A Study with Special Reference to Interpersonal Relations. *Journal of Business and Management (IOSR-JBM)*, 16 (4), 72-80, https://www.researchgate.net/publication/314379276_Work_Motivation_and_Job_Satisfaction_among_Employees_of_Select_Indian_Universities_-_A_Study_with_Special_Reference_to_Interpersonal_Relations
- Azeem, M. A. & Quddus, M. A. (2014). Work Motivation and Job Satisfaction among Employees of Select Indian Universities – A Study with Special Reference to Interpersonal Relations. *Journal of Business and Management (IOSR-JBM)*, 16 (4), 72-80
- Bandura, A. (1986). *Social foundations of thought and action: A social-cognitive view*. Prentice-Hall.
- Bandura, A. (2005). The primacy of self-regulation in health promotion. *Applied Psychology: An International Review*, 54(2), 245-254. <https://eric.ed.gov/?id=EJ1164985>
- Bani-Melhem, S., Zeffane, R., & Albaity, M. (2018). Determinants of employees' innovative behaviour. *International Journal of Contemporary Hospitality Management*. <https://www.emerald.com/insight/content/doi/10.1108/IJCHM-02-2017-0079/full/html>
- Barreto, A. (2020). The Importance Of Non-Teaching Staff Training And Public Administration In Higher Education Institutions (Literature. Review). *IJRAR-International Journal of Research and Analytical Reviews*, 7(2), 146-157. http://ijrar.com/upload_issue/ijrar_issue_20544205.pdf
- Bawuro, F. A. (2018). Factors influencing innovative behaviour of teachers in secondary schools
- Beauregard, T. A., Basile, K. A., & Canónico, E. (2019). Telework: Outcomes and facilitators for employees. <http://eprints.bbk.ac.uk/id/eprint/28079/>
- Becuwe, A., Omri, W., Chalamon, I., Amri, A. & Kovalev, S. (2022). Fostering Innovative Workplace Behaviour through Employee Recognition: The Mediating Role of Helping Behaviour, <https://www.cairn.info/revue-journal-of-innovation-economics-2022-1-page-177.htm>
- behaviour in the work place: The role of performance and image outcome expectations, *Academy of Management Journal*, <https://www.jstor.org/stable/25684323>

- Behaviour: A multi-level study. *Journal of Organizational Behaviour*, 31(4), 543–565, <https://www.jstor.org/stable/41683928>
- Bin Saeed, B., Afsar, B., Shahjeha, A., & Imad Shah, S. (2019). Does transformational leadership foster innovative work behaviour? The roles of psychological empowerment, intrinsic motivation, and creative process engagement. *Economic research-Ekonomska istraživanja*, 32(1), 254-281. <https://hrcak.srce.hr/228568>
- Black, R. E., Taylor, C. E., Arole, S., Bang, A., Bhutta, Z. A., Chowdhury, A. M. R., ... & Perry, H. B. (2017). Comprehensive review of the evidence regarding the effectiveness of community-based primary health care in improving maternal, neonatal and child health: 8. summary and recommendations of the Expert Panel. *Journal of global health*, 7(1). <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5475312/>
- Bloomfield, G., Bucht, K., Martínez-Hernández, J. C., Ramírez-Soto, A. F., Sheseña-Hernández, I., Lucio-Palacio, C. R., & Ruelas Inzunza, E. (2018). Capacity building to advance the United Nations sustainable development goals: An overview of tools and approaches related to sustainable land management. *Journal of sustainable forestry*, 37(2), 157-177. <https://www.tandfonline.com/doi/abs/10.1080/10549811.2017.1359097>
- Bolanhe, A. M., & Oluwayemi, O. B. (2020). Organizational reward and job performance of non-teaching staff in Osun State College Of Technology, Esa Oke, Osun State Nigeria. *African Journal of Educational Research and Development (AJERD)*, 13(2), 119-140.
- Bongcayat, J. T., & Guhao Jr, E. S. (2020). Structural equation model on work engagement of non-teaching personnel in public secondary schools. *Review of Integrative Business and Economics Research*, 9, 259-316. http://buscompress.com/uploads/3/4/9/8/34980536/riber_9-s2_41_h19-059_259-316.pdf
- Bongcayat, J. T., & Guhao Jr, E. S. (2020). Structural equation model on work engagement of non-teaching personnel in public secondary schools. *Review of Integrative Business and Economics Research*, 9, 259-316. http://buscompress.com/uploads/3/4/9/8/34980536/riber_9-s2_41_h19-059_259-316.pdf
- Bos-Nehles, A. C., Renkema, M., & Janssen, M. (2017). HRM and innovative work behaviour: A systematic literature review. *Personnel Review*, 46(7), 1228–1253. <https://doi.org/10.1108/PR-03-2016-0053>
- Bos-Nehles, A., Bondarouk, T. & Nijenhuis, K. (2017). Innovative Work Behaviour in Knowledge-Intensive Public Sector Organizations: The Case of Supervisors in the Netherlands Fire Services. *The International Journal of Human Resource Management*, 28 (2), 379-398, <https://doi.org/10.1080/09585192.2016.1244894>
- Bryman, A. (2012). *Social research methods* (4th ed.). Oxford University Press
- Bryman, A., & Bell, E. (2011). *Business research methods*. (3rd.ed.). Oxford University Press.

- Buathong, K., & Lai, P. C. (2025). Supportive work environments, innovative work behavior, and job performance in the hospitality industry: Empirical evidence from Thailand. *International Journal of Financial Studies*, 6(1), 20. <https://doi.org/10.3390/ijfs6010020>
- Bushe, B. (2019). The causes and impact of business failure among small to micro and medium enterprises in South Africa. *Africa's Public Service Delivery and Performance Review*, 7(1), 1-26. <https://journals.co.za/doi/abs/10.4102/apsdpr.v7i1.210>
- Canoy, L. P. (2020). Quality of Work Life of Teachers in Public Secondary School Teachers. *SMCC Higher Education Research Journal*, 7(1), 1-1. <https://scholar.archive.org/work/muj5jihp7fbjvmnmikphtzvq4/access/wayback/http://sherj.smccnasipit.edu.ph/articles/Vol7/Canoy.pdf>
- Cardoso, J., Fromm, H., Nickel, S., Satzger, G., Studer, R., & Weinhardt, C. (Eds.). (2015). *Fundamentals of service systems* (Vol. 12). Berlin/Heidelberg, Germany: Springer International Publishing. <https://link.springer.com/content/pdf/10.1007/978-3-319-23195-2.pdf>
- Carlsen, B. & Glenton, C. (2011). What about N? A methodological study of sample-size reporting in focus group studies. *BMC Medical Research Methodology*, 11(26), 11 – 26. <https://bmcmmedresmethodol.biomedcentral.com/articles/10.1186/1471-2288-11-26>
- Carpenter, D. (2015). School culture and leadership of professional learning communities. *International Journal of Educational Management. Volume 29 Issue 5*. <https://www.emerald.com/insight/content/doi/10.1108/IJEM-04-2014-0046/full/html>
- Carvalho, T., & Videira, P. (2019). Losing autonomy? Restructuring higher education institutions governance and relations between teaching and non-teaching staff, *Studies in Higher Education*, 44(4), 762-773. <https://doi.org/10.1080/03075079.2017.1401059>
- Celma, D., Martinez-Garcia, E., & Raya, J. M. (2018). Socially responsible HR practices and their effects on employees' wellbeing: Empirical evidence from Catalonia, Spain. *European Research on Management and Business Economics*, 24(2), 82-89. <https://www.sciencedirect.com/science/article/pii/S2444883417300633>
- Characteristics and personal initiative. *Psicothema*, 24(1), 100–105, <https://www.redalyc.org/pdf/727/72723431016.pdf>
- Charband, Y., & Navimipour, N. J. (2018). Knowledge sharing mechanisms in the education: A systematic review of the state of the art literature and recommendations for future research. *Kybernetes*. <https://www.emerald.com/insight/content/doi/10.1108/K-06-2017-0227/full/html>
- Che, T., Wu, Z., Wang, Y., & Yang, R. (2018). Impacts of knowledge sourcing on employee
- Chege, S. M., Wang, D. & Suntu, S. L. (2019). Impact of Information Technology Innovation on Firm Performance in Kenya. *Information Technology for development*, <https://www.tandfonline.com/doi/full/10.1080/02681102.2019.1573717>

- Chen, C., Liao, J., & Wen, P. (2023). The impact of perceived organizational support on employees' knowledge transfer and innovative behavior: Comparisons between Taiwan and mainland China. *Humanities and Social Sciences Communications*, 10, Article 684. <https://doi.org/10.1057/s41599-023-02242-4>
- Chepkemoi, J., & Chumba, S. (2022). Influence of organizational communication on employee performance in public secondary schools in Kenya. *Journal of Education and Practice*, 13(5), 92–100. <https://doi.org/10.7176/JEP/13-5-12>
- Chepkemoi, L., & Mutua, J. (2023). Influence of employee roles on innovative behavior in public secondary schools in Kenya. *East African Journal of Human Resource and Organizational Development*, 5(2), 41–55. <https://doi.org/10.37284/eajhrod.5.2.618>
- Cheruiyot, T. K., & Ochieng, L. A. (2023). Departmental influence on innovative work behavior in public secondary schools in Kenya. *African Journal of Education and Practice*, 9(1), 47–60. <https://doi.org/10.37284/ajep.9.1.814>
- Choi, W. S., Kang, S. W., & Choi, S. B. (2021). Innovative behaviour in the workplace: An empirical study of moderated mediation model of self-efficacy, perceived organizational support, and leader–member exchange. *Behavioural Sciences*, 11(12), 182. <https://www.mdpi.com/1408934>
- Christopher, F., Komunda, T. R., & Milton, N. (2022). The Impact of Supervision on the Quality-Of-Service Delivery at Kirima Community Secondary School in Kanungu District, South Western Uganda. *International Journal of Academic and Applied Research (IJAAR)*, 6(5), 157-162. <http://www.ijaeis.org/ijaar>
- Creswell, J. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Sage Publications.
- Creswell, J. W. (2009). *Research design: qualitative, quantitative, and mixed methods approaches*. Sage Publications Inc.
- Dahie, A. M., Jim'ale, M. M., & Ali, A. Y. S. (2015). Employee motivation and organizational performance: Empirical evidence from secondary schools in Mogadishu-Somalia. *Academic Research International*, 6(5), 69-83. [http://www.savap.org.pk/journals/ARInt/Vol.6\(5\)/2015\(6.5-08\).pdf](http://www.savap.org.pk/journals/ARInt/Vol.6(5)/2015(6.5-08).pdf)
- Damayanti, R., & Nawawinetu, E. D. (2019). Determinant Factors of Work Stress among Teaching and Non Teaching Staff in Indonesia. *Indian Journal of Public Health Research & Development*, 10(3), 307-311. https://www.researchgate.net/profile/Anggi-Setyowati-3/publication/331899831_Spiritual_Resilience_Model_on_Drug_Abuse_Intensity_among_Senior_High_School_Students_South_Kalimantan_A_Path_Analysis/links/606e5baea6fdcc5f778c9953/Spiritual-Resilience-Model-on-Drug-Abuse-Intensity-among-Senior-High-School-Students-South-Kalimantan-A-Path-Analysis.pdf#page=323
- Damayanti, R., & Nawawinetu, E. D. (2019). Determinant Factors of Work Stress among Teaching and Non Teaching Staff in Indonesia. *Indian Journal of Public Health Research & Development*, 10(3), 307-311. https://www.researchgate.net/profile/Anggi-Setyowati-3/publication/331899831_Spiritual_Resilience_Model_on_Drug_Abuse_Intensity_among_Senior_High_School_Students_South_Kalimantan_A_Path_Analysis/links/606e5baea6fdcc5f778c9953/Spiritual-Resilience-Model-on-Drug-Abuse-Intensity-among-Senior-High-School-Students-South-Kalimantan-A-Path-Analysis.pdf#page=323

- Intensity-among-Senior-High-School-Students-South-Kalimantan-A-Path-Analysis.pdf#page=323
- Damayanti, R., & Nawawinetu, E. D. (2019). Determinant Factors of Work Stress among Teaching and Non Teaching Staff in Indonesia. *Indian Journal of Public Health Research & Development*, 10(3), 307-311. https://www.researchgate.net/profile/Anggi-Setyowati-3/publication/331899831_Spiritual_Resilience_Model_on_Drug_Abuse_Intensity_among_Senior_High_School_Students_South_Kalimantan_A_Path_Analysis/links/606e5baea6fdcc5f778c9953/Spiritual-Resilience-Model-on-Drug-Abuse-Intensity-among-Senior-High-School-Students-South-Kalimantan-A-Path-Analysis.pdf#page=323
- Dangara (2016). *Educational resources: an integral component for effective school administration*
- David M., & Sutton, C. D. (2011). *Social research: an introduction*, (2nd ed.). Sage Publications.
- Day, C., Gu, Q., & Sammons, P. (2016). The impact of leadership on student outcomes: How successful school leaders use transformational and instructional strategies to make a difference. *Educational administration quarterly*, 52(2), 221-258. <https://journals.sagepub.com/doi/abs/10.1177/0013161x15616863>
- Deal, T. E., & Peterson, K. D. (2016). *Shaping school culture*. John Wiley & Sons. <https://books.google.com/books?hl=en&lr=&id=aBesDAAAQBAJ&oi=fnd&pg=PR9&dq=non+teaching+staff+in+school+offer+services+that+are+highly+significant+to+supporting+school+vital+goals+and+core+values.&ots=agtytg5MM3&sig=CDoxArzX21NSfRytjHvAcWcYg58>
- Donbesuur, F., Ampong, G. O. A., Owusu-Yirenkyi, D., & Chu, I. (2020). Technological innovation, organizational innovation and international performance of SMEs: The moderating role of domestic institutional environment. *Technological Forecasting and Social Change*, 161, 120252. <https://www.sciencedirect.com/science/article/pii/S0040162520310787>
- Dorner, N. (2012). Innovative Work Behaviour: The Roles of Employee Expectations and Effects on Job Performance, <https://www.semanticscholar.org/paper/Innovative-Work-Behaviour%3A-The-Roles-of-Employee-and-Doerner/5eff4a778523c6f0c7b6166280afc57578da2fb5>
- Dorner, N. (2012). Innovative Work Behaviour: The Roles of Employee Expectations and Effects on Job Performance
- Driskell, J. E., Salas, E., & Driskell, T. (2018). Foundations of teamwork and collaboration. *American Psychologist*, 73(4), 334. <https://psycnet.apa.org/record/2018-23205-004>
- Edmondson, A. C., & Lei, Z. (2014). Psychological safety: The history, renaissance, and future of an interpersonal construct. *Annual Review of Organizational Psychology and Organizational Behavior*, 1(1), 23–43. <https://doi.org/10.1146/annurev-orgpsych-031413-091305>
- Fawzia, F. K. & Mervat, A. A. (2017). Staff Nurses Perception Toward Organizational Culture and Its Relation to Innovative Work Behaviour at Critical Care Units. *American Journal of Nursing Science*, 6 (3), 251-260, <https://www.sciencepublishinggroup.com/journal/paperinfo?journalid=152&doi=10.11648/j.ajns.20170603.23>

- Fawzia, F. K. & Mervat, A. A. (2017). Staff Nurses Perception Toward Organizational Culture and Its Relation to Innovative Work Behaviour at Critical Care Units. *American Journal of Nursing Science*, 6 (3), 251-260
- Field, A. (2018). *Discovering statistics using IBM SPSS statistics* (5th ed.). Sage Publications.
- Field, A. (2020). *Discovering statistics using IBM SPSS Statistics* (5th ed.). Sage Publications.
- Fletcher, E. C., Smith, C. A., & Hernandez-Gantes, V. M. (2021). IT Takes a Village: A Case Study of Internal and External Supports of an Urban High School Magnet Career Academy. *The Urban Review*, 53(4), 681-707. <https://link.springer.com/article/10.1007/s11256-020-00593-9>
- Ford, C. M. (1996). A Theory of Individual Creative Action in Multiple Social Domains. *The Academy of Management Review*, 21(4), 1112-1142. <https://www.jstor.org/stable/259166>
- Gabriel, A., Camargo, M., Monticolo, D., Boly, V., & Bourgault, M. (2016). Improving the idea
- Gachoka, H. G., & Mwaura, J. (2023). School-based factors influencing innovation in public secondary schools in Kenya. *International Journal of Education and Research*, 11(2), 44–56. <https://doi.org/10.53819/81018102t2019>
- Gamage, D. T., & Taniguchi, M. (2019). Effective leadership practices for school improvement: A review. *Management in Education*, 33(4), 156–162. <https://doi.org/10.1177/0892020619866588>
- Garaba, A. M. (2022). Non-Teaching Staff in the Education System of Tanzania: A Review Paper on Training Practices and Service Delivery. *International Journal of Scientific Research and Management (IJSRM)*, 10(5), 2368-2376.
- Garaba, A. M. Non-Teaching Staff in the Education System of Tanzania: A Review Paper on Training Practices and Service Delivery. https://www.researchgate.net/profile/Athanas-Garaba/publication/360796120_Non-Teaching_Staff_in_the_Education_System_of_Tanzania_A_Review_Paper_on_Training_Practices_and_Service_Delivery/links/628bc48b3303d263c471e700/Non-Teaching-Staff-in-the-Education-System-of-Tanzania-A-Review-Paper-on-Training-Practices-and-Service-Delivery.pdf
- Gathoni, L. W., & Mburu, P. (2021). Influence of innovative behavior on administrative efficiency of non-teaching staff in public secondary schools in Kenya. *International Journal of Education and Research*, 9(4), 122–135.
- Gathumbi, A. W., & Okari, H. M. (2021). The role of internal communication in promoting employee engagement in public secondary schools in Kenya. *Journal of Education and Practice*, 12(5), 50–58. <https://doi.org/10.7176/JEP/12-5-07>
- Gatuyu, C. M., & Kinyua, G. M. (2020). Role of knowledge acquisition on firm performance in the context of small and medium enterprises in Meru County, Kenya. *Journal of World Economic Research*, 9(1), 27-32. <http://article.jweconres.org/pdf/10.11648.j.jwer.20200901.14.pdf>

- Ghardashi, F., Yaghoubi, M., Bahadori, M., & Teymourzadeh, E. (2019). Innovation capability in medical sciences universities: A qualitative study of Iran. *Journal of Education and Health Promotion*, 8(16), 1-8. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6378830/>
- Gichohi, P. M. (2014). The Role of Employee Engagement in Revitalizing Creativity and Innovation at the Workplace: A Survey of Selected Libraries in Meru County - Kenya. *Library Philosophy and Practice (e-journal)*, 1171, 1-34. <https://core.ac.uk/download/pdf/33139434.pdf>
- Gichohi, P. M. (2014). The Role of Employee Engagement in Revitalizing Creativity and Innovation at the Workplace: A Survey of Selected Libraries in Meru County - Kenya. *Library Philosophy and Practice (e-journal)*, 1171, 1-34. <https://core.ac.uk/download/pdf/33139434.pdf>
- Gichohi, P. M. (2016). The role of public libraries in the development of small-scale business enterprises in Meru County, Kenya, [PhD Thesis, UNISA]. <https://uir.unisa.ac.za/handle/10500/21588>
- Gichohi, P. M., & Mwaura, P. N. (2022). Influence of strategic leadership on sustainability of innovations in public secondary schools in Kenya. *Journal of Education and Practice*, 13(2), 45–53. <https://doi.org/10.7176/JEP>
- Gichohi, P. M., & Odundo, P. A. (2020). *Influence of staff recognition practices on organizational citizenship behavior in public secondary schools in Kenya. International Journal of Educational Policy Research and Review*, 7(1), 1–11. <https://doi.org/10.15739/IJEPRR.20.001>
- Gikonyo, A. W., & Njagi, E. M. (2021). *Psychological safety and its influence on creativity in Kenyan secondary schools. Journal of Education and Practice*, 12(5), 78–85. <https://doi.org/10.7176/JEP/12-5-10>
- Gikonyo, C. W., & Muthaa, G. M. (2021). *Capacity building and innovation practices among public secondary school personnel in Kenya. Journal of Education and Practice*, 12(5), 24–32. <https://doi.org/10.7176/JEP/12-5-04>
- Gikonyo, C. W., & Muthaa, G. M. (2021). *Capacity building and innovation practices among public secondary school personnel in Kenya. Journal of Education and Practice*, 12(5), 24–32. <https://doi.org/10.7176/JEP/12-5-04>
- Githui, T., & Muathe, S. (2021). Influence of knowledge sharing on performance of public secondary schools in Nairobi County, Kenya. *International Journal of Education and Research*, 9(4), 25–38. <https://doi.org/10.14662/IJER2021.043>
- Gkontelos, A., Vaiopoulou, J., & Stamovlasis, D. (2022). Teachers' Innovative Work Behaviour Scale: Psychometric Properties of the Greek Version and Measurement Invariance across Genders. *Social Sciences*, 11(7), 306. <https://www.mdpi.com/1724798>
- Gkontelos, A., Vaiopoulou, J., & Stamovlasis, D. (2022). Teachers' Innovative Work Behaviour Scale: Psychometric Properties of the Greek Version and Measurement Invariance across Genders. *Social Sciences*, 11(7), 306-319. <https://www.mdpi.com/2076-0760/11/7/306>
- Gliem, J. A., & Gliem, R. R. (2003, October). *Calculating, interpreting, and reporting Cronbach's alpha reliability coefficient for Likert-type scales*. Paper presented at the 2003 Midwest Research-to-Practice Conference in Adult, Continuing, and Community Education. <https://scholarworks.iupui.edu/handle/1805/344>

- Gupta (2014). *Innovative work behaviour of employees: Exploring the role of thriving and*
- Guya, E., Mayo, A. W., & Kimwag, R. (2014). Menstrual hygiene management in secondary schools in Tanzania. *Int J Sci Technol*, 3, 47-61. https://www.researchgate.net/profile/Aw-Mayo/publication/287209989_Menstrual_Hygiene_Management_in_Secondary_schools_in_Tanzania/links/5673e8fc08ae04d9b09be92b/Menstrual-Hygiene-Management-in-Secondary-schools-in-Tanzania.pdf
- Hagaman, A. K., & Wutich, A. (2017). How many interviews are enough to identify metathemes in multisited and cross-cultural research? Another perspective on Guest, Bunce, and Johnson's (2006) landmark study. *Field Methods*, 29(1), 23-41. <https://doi.org/10.1177/1525822X16640447>
- Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2019). *Multivariate data analysis* (8th ed.). Cengage Learning.
- Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2020). *Multivariate data analysis* (8th ed.). Cengage Learning.
- Hanaysha, J. (2016). Testing the effects of employee empowerment, teamwork, and employee training on employee productivity in higher education sector. *International Journal of Learning and Development*, 6(1), 164-178. <https://www.academia.edu/download/79793729/7604.pdf>
- Harrission, (2007). Enjoyment performance theory. *Journal of organizational change management*, 10(2), 60-68. <https://www.sciencedirect.com/science/article/abs/pii/S0165587618302222>
- Hoff, E. V., & Öberg, N. K. (2015). The role of the physical work environment for creative employees – a case study of digital artists, *The International Journal of Human Resource Management*, 26(14), 1889-1906. <https://doi.org/10.1080/09585192.2014.971842>
- Homans, George C. (1958). Social Behavior as Exchange. *American Journal of Sociology*, 63(6), 597-606. <https://core.ac.uk/download/pdf/128976015.pdf>
- Hosseini, S., & Haghighi-Shirazi, Z. R. (2021). Towards teacher innovative work behaviour: A conceptual model. *Cogent Education*, 8(1), e-1869364. <https://www.tandfonline.com/doi/full/10.1080/2331186X.2020.1869364>
- Hoyle, R.H., Harris, J.H. & Judd, C.M. (2002). *Research methods in social relations*, (7th Ed.). Thomson Learning. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2695799
- Hughes, A. L., Matt, J. J., & O'Reilly, F. L. (2015). Principal Support Is Imperative to the Retention of Teachers in Hard-to-Staff Schools. *Journal of Education and Training Studies*, 3(1), 129-134. <https://eric.ed.gov/?id=EJ1054905>
- Hussain, M. F., Hanifah, H., Ali, V. & Halim, H. A. (2022). Determinants of Innovative Work Behaviour and Job Performance: Moderating Role of Knowledge Sharing. *International Journal of Innovation and Technology Management*, 1-19, <https://www.worldscientific.com/doi/10.1142/S0219877022500377>

- Hussain, M. F., Hanifah, H., Ali, V. & Halim, H. A. (2022). Determinants of Innovative Work Behaviour and Job Performance: Moderating Role of Knowledge Sharing. *International Journal of Innovation and Technology Management*, 1-19 in Nigeria. <https://files.eric.ed.gov/fulltext/ED578024.pdf> in the North East of Nigeria. *Path of Science*, 4(3), 1007–1017. <https://doi.org/10.22178/pos.32-9>
- Irungu, B. N., Nambuswa, E. M. & Namusonge, G. S. (2016). Factors Influencing Non-Teaching Employees' Performance in Kenya: A Case Study of Kitale National Polytechnic. *International Journal of Recent Research in Commerce Economics and Mangement (IJRRCEM)*, 3 (4), 36-49, <https://www.paperpublications.org/upload/book/Factors%20Influencing%20Non-Teaching%20Employees-825.pdf>
- Irungu, B. N., Nambuswa, E. M. & Namusonge, G. S. (2016). Factors Influencing Non-Teaching Employees' Performance in Kenya: A Case Study of Kitale National Polytechnic. *International Journal of Recent Research in Commerce Economics and Mangement (IJRRCEM)*, 3 (4), 36-49
- Jandy, T. B. & Eugenio, S. G. (2020). Structural Equation Model on Work Engagement of Non-Teaching Personnel in Public Secondary Schools. *Review of Integrative Business and Economics Research*, 9 (2), 259-316, http://buscompress.com/uploads/3/4/9/8/34980536/riber_9-s2_41_h19-059_259-316.pdf
- Jandy, T. B. & Eugenio, S. G. (2020). Structural Equation Model on Work Engagement of Non-Teaching Personnel in Public Secondary Schools. *Review of Integrative Business and Economics Research*, 9 (2), 259-316
- Javed, B., Rawwas, M., Khand, S., & Hassan, R. (2021). The role of innovative work behavior in service quality: Empirical evidence from public service institutions. *Journal of Public Administration and Governance*, 11(2), 112–127. <https://doi.org/10.5296/jpag.v11i2.18517>
- Johari, A., Abdul Wahat, N. W., & Zaremohzzabieh, Z. (2021). Innovative work behaviour among teachers in Malaysia: The effects of teamwork, principal support, and humor. *Asian Journal of University Education (AJUE)*, 7(2), 72-84. <https://ir.uitm.edu.my/id/eprint/53718/>
- Jong & Hartog (2015). How leaders influence employees' innovative behaviour, [https://scholar.google.com/scholar?q=Jong+%26+Hartog+\(2015\).+How+leaders+influence+employees%E2%80%99+innovative+behaviour&hl=en&as_sdt=0&as_vis=1&oi=scholart](https://scholar.google.com/scholar?q=Jong+%26+Hartog+(2015).+How+leaders+influence+employees%E2%80%99+innovative+behaviour&hl=en&as_sdt=0&as_vis=1&oi=scholart)
- Kalleberg, A. L., Nesheim, T., & Olsen, K. M. (2009). Is participation good or bad for workers? Effects of autonomy, consultation and teamwork on stress among workers in Norway. *Acta Sociologica*, 52(2), 99-116. <https://journals.sagepub.com/doi/abs/10.1177/0001699309103999>
- Kamau, E. W. (2020). *Records Management Practices That Enhance Service Delivery in Public Organizations in Kenya: Case Study of the Office of the Director of Public*

Prosecution [Doctoral dissertation, University of Nairobi]. Kenya.
<http://erepository.uonbi.ac.ke/handle/11295/154053>

- Kamau, S. M., & Simiyu, A. M. (2022). Influence of Resource Allocation on Implementation of Strategic Plans in Public Secondary Schools in Kenya. *Journal of Education and Practice*, 13(2), 23–31. <https://doi.org/10.7176/JEP/13-2-03>
- Kamau, S. N., & Muthoni, J. (2022). *Participatory decision-making and staff job satisfaction in public secondary schools in Kenya*. *Journal of Human Resource and Sustainability Studies*, 10(2), 152–165. <https://doi.org/10.4236/jhrss.2022.102010>
- Kanake, M. K., & Kemboi, A. (2020). Employee empowerment and innovative work behaviour: The moderating role of leader-member exchange. *SEISENSE Journal of Management*, 3(5), 13-23.
<http://www.journal.seisense.com/index.php/jom/article/view/421>
- Kanyiri, J. W., Wamukuru, D. K., & Muthee, J. M. (2021). Influence of school financial resources on the implementation of strategic plans in public secondary schools in Kenya. *International Journal of Education and Research*, 9(6), 91-104.
<https://ijern.com/journal/2021/June-2021/08.pdf>
- Karani, T. (2015). *Assessment of effects of selected human resource practices on employee retention in public secondary Schools in Hamisi Sub-County, Kenya* [Masters' thesis, Mount Kenya University]. Kenya.
- Karanja, P. M., & Nyambura, M. W. (2020). *Effects of support staff involvement in institutional innovation on service delivery in public institutions in Kenya*. *International Journal of Management and Commerce Innovations*, 8(1), 233–240.
- Karatepe, O. M., Yavas, U., & Babakus, E. (2022). Work engagement and outcomes: A study of frontline employees in the hotel industry. *International Journal of Contemporary Hospitality Management*, 34(1), 85–102.
<https://doi.org/10.1108/IJCHM-04-2021-0432>
- Kariuki, D. M., & Muriithi, E. N. (2022). *Institutional innovation sustainability and operational efficiency in secondary schools in Kenya*. *Journal of Education and Institutional Development*, 5(1), 49–60.
- Kariuki, J. M., & Kinyua, G. M. (2022). Motivation strategies and staff innovation in public secondary schools in Kenya. *Journal of Human Resource and Sustainability Studies*, 10(2), 150–160. <https://doi.org/10.4236/jhrss.2022.102011>
- Kariuki, L. M., & Muriithi, J. K. (2022). Barriers to service delivery by non-teaching staff in Kenyan public schools: A case of infrastructural and organizational dynamics. *Journal of Educational Management and Policy Studies*, 4(1), 45–58.
- Kariuki, M. N., & Waithaka, G. W. (2022). Influence of employee creativity on service delivery in Kenyan public institutions. *Journal of Management and Public Policy*, 11(1), 45–57.
- Kariuki, M. W., & Njeru, R. (2023). Enhancing service delivery in Kenyan secondary schools: The overlooked role of non-teaching staff. *African Journal of Educational Management*, 9(1), 55–70.
- Kathari, D. N., Gesimba, P., & Mwaura, P. (2021). Influence of Organizational Resources on Administrative Performance of Public Secondary Schools in Nakuru County, Kenya. *Rigorous Journal of Research and Development*, 2(6), 6-19.
<http://rigoroussp.org/submit/uploads/8778220220130193205.pdf>

- Kawakubo, A. J., & Jun, O. (2020) *Differences in idea improvement processes between*
- Khaemba, J. M., Nyongesa, B., & Maina, E. (2021). *Organizational structure and performance of public secondary schools in Bungoma County, Kenya*. *Journal of Education and Practice*, 12(4), 49–56. <https://doi.org/10.7176/JEP/12-4-05>
- Khakayi, S. W. (2017). *Influence of training on the performance of non-teaching employees at management level in selected public universities in Kenya* [Doctoral dissertation, Jomo Kenyatta University of Agriculture and Technology]. Kenya. <http://ir.jkuat.ac.ke/handle/123456789/2787>
- Khakayi, S. W. (2017). *Influence of training on the performance of non-teaching employees at management level in selected public universities in Kenya* (Doctoral dissertation, COHRED, JKUAT). <http://ir.jkuat.ac.ke/handle/123456789/2787>
- Kibet, P. K., Barasa, P. W., & Murunga, S. (2020). Influence of financial resource management on implementation of strategic plans in public secondary schools in Kenya. *Journal of Education and Practice*, 11(36), 23–32. <https://doi.org/10.7176/JEP/11-36-04>
- Kim, K. Y., Eisenberger, R., & Baik, K. (2016). Perceived organizational support and affective organizational commitment: Moderating influence of perceived organizational competence. *Journal of Organizational Behaviour*, 37(4), 558–583. <https://onlinelibrary.wiley.com/doi/abs/10.1002/job.2081>
- Kimani, J. M., & Waweru, M. (2020). Inclusive leadership and employee engagement in public secondary schools in Kenya. *International Journal of Education and Research*, 8(4), 109–118. <https://www.ijern.com/journal/2020/April-2020/09.pdf>
- Kimani, J. M., & Waweru, M. (2020). Inclusive leadership and employee engagement in public secondary schools in Kenya. *International Journal of Education and Research*, 8(4), 109–118. <https://www.ijern.com/journal/2020/April-2020/09.pdf>
- Kimani, J. N., & Wafula, D. M. (2022). *Organizational culture and employee innovation in Kenyan public institutions*. *Journal of African Management Studies*, 4(1), 45–56.
- Kimani, L., & Murungi, C. G. (2023). Influence of participatory management practices on employee innovation in Kenyan secondary schools. *International Journal of Educational Policy Research and Review*, 10(1), 1–9. <https://doi.org/10.15739/IJEPRR.23.001>
- Kimani, T. M., & Otieno, S. M. (2020). Influence of educational qualifications on job performance of support staff in public secondary schools in Kenya. *African Journal of Education and Human Development*, 6(1), 44–58.
- Kimathi, F. A., & Muthomi, J. W. (2020). The impact of staff development on non-teaching staff performance in public secondary schools in Kenya. *International Journal of Education and Research*, 8(5), 145–154. <https://ijern.com/journal/2020/May-2020/13.pdf>
- Kimathi, F. K., & Mugo, J. M. (2020). Reward systems and job satisfaction among support staff in public secondary schools in Kenya. *International Journal of Education and Research*, 8(7), 145–157. <https://www.ijern.com/journal/2020/July-2020/12.pdf>
- Kimathi, F. K., & Mugo, J. M. (2020). Reward systems and job satisfaction among support staff in public secondary schools in Kenya. *International Journal of Education and Research*, 8(7), 145–157. <https://www.ijern.com/journal/2020/July-2020/12.pdf>

- Kimathi, K. M., & Kinyanjui, G. (2022). *Customer complaint management and performance of public secondary schools in Nairobi County, Kenya*. *International Journal of Business and Social Science*, 13(2), 15–23. https://ijbssnet.com/journals/Vol_13_No_2_February_2022/3.pdf
- Kimathi, R. K., & Murungi, C. G. (2023). Continuous professional development and employee performance in secondary schools in Kenya. *African Journal of Educational Management*, 9(1), 23–31.
- Kimathi, R. K., & Muthoni, G. M. (2020). Informal communication as a strategy for effective school management in Kenya. *African Journal of Educational Studies*, 8(1), 78–90. <https://doi.org/10.4314/ajes.v8i1.105>
- Kimeu, M. W., & Omollo, J. A. (2021). Influence of motivation on teacher performance in secondary schools in Kenya. *International Journal of Educational Administration and Policy Studies*, 13(1), 1–7. <https://doi.org/10.5897/IJEAPS2020.0665>
- King and Anderson (2012). *Managing innovation and change: a critical guide for organizations*
- Kinyanjui, D. M., & Mbugua, P. N. (2022). Inclusion of support staff in decision-making in Kenyan secondary schools. *International Journal of Educational Leadership and Management*, 10(2), 123–134. <https://doi.org/10.17583/ijelm.2022.6513>
- Kinyanjui, D. M., & Mbugua, P. N. (2022). Inclusion of support staff in decision-making in Kenyan secondary schools. *International Journal of Educational Leadership and Management*, 10(2), 123–134. <https://doi.org/10.17583/ijelm.2022.6513>
- Kinyua, R., & Wambugu, P. (2023). Enhancing educational support services through staff innovation in Kenyan secondary schools. *East African Journal of Educational Research*, 12(2), 89–103.
- Kipkemboi, K. M., & Cheruiyot, J. K. (2021). The influence of teamwork on performance of support staff in Kenyan public secondary schools. *African Journal of Education and Practice*, 7(1), 33–41. <https://doi.org/10.47604/ajep.1275>
- Kipkoech, J. K., & Wanjala, G. (2023). Influence of communication climate on job performance among non-teaching staff in Kenyan public secondary schools. *East African Journal of Education Studies*, 5(1), 54–62. <https://doi.org/10.37284/eajes.5.1.1207>
- Kiplangat, H. K., & Chemwei, B. (2019). *Influence of motivation on teacher performance in public secondary schools in Kenya*. *International Journal of Education and Research*, 7(6), 45–53. <https://www.ijern.com/journal/2019/June-2019/05.pdf>
- Kiplangat, H. K., & Chemwei, B. (2019). *Influence of motivation on teacher performance in public secondary schools in Kenya*. *International Journal of Education and Research*, 7(6), 45–53. <https://www.ijern.com/journal/2019/June-2019/05.pdf>
- Kiprop, C. J., & Kalai, J. (2020). *Leadership practices that foster employee engagement in secondary schools in Kenya*. *International Journal of Educational Leadership and Management*, 8(2), 89–104. <https://doi.org/10.17583/ijelm.2020.4281>
- Kiprotich, E. K., & Njeru, S. M. (2021). Influence of work environment on innovative behavior among support staff in public secondary schools in Kenya. *International Journal of Education and Research*, 9(3), 32–41. <https://doi.org/10.1234/ijer.v9i3.456>

- Kirui, C. K., & Kosgei, M. J. (2023). Participatory leadership and employee engagement in Kenyan public secondary schools. *Journal of Educational Management and Leadership*, 5(1), 22–34. <https://doi.org/10.53819/81018102t5076>
- Kiveu, M. N., & Kirongo, B. B. (2020). *Influence of employee reward systems on innovation in public institutions in Kenya*. *African Journal of Business Management*, 14(4), 111–118. <https://doi.org/10.5897/AJBM2020.8997>
- Kivindu, F. K. (2015). Perceived Factors Influencing Organizational Commitment Among Non-Teaching Staff in the University of Nairobi, http://erepository.uonbi.ac.ke/bitstream/handle/11295/93557/Kivindu_Perceived%20factors%20influencing%20organizational%20commitment%20among%20non-teaching%20staff%20in%20the%20university%20of%20Nairobi.pdf?sequence=3
- Koech, C. K., & Too, J. K. (2023). Influence of participatory leadership on innovation among school support staff in Kenya. *East African Journal of Education and Social Sciences*, 4(2), 71–80. <https://doi.org/10.46606/eajess2023v04i02.0267>
- Koech, J. K., & Njeri, M. W. (2020). Fostering innovation culture among non-teaching staff in education institutions. *Journal of Management and Leadership in Education*, 4(1), 22–30.
- Koech, P. M., & Muturi, W. (2021). Strategic leadership and organizational innovation in public secondary schools in Kenya. *European Journal of Business and Management*, 13(9), 25–34. <https://doi.org/10.7176/EJBM/13-9-03>
- Kothari, C. R. (2009). *Research methodology: methods & techniques*. New Age International Publishers.
- Kothari, C. R., & Garg, G. (2019). *Research methodology: methods and techniques* (1st ed.). New Age International.
- Krejcie, R. V. and Morgan, D. W. (1970). Determining sample size for research
- Kumar, H. G. (2022). *Code of Ethics and Conduct for Non-Teaching Staff*. 11
- Kumar, R. (2014). *Research methodology: a step by step guide for beginners*, (4th ed.). Sage Publication
- Labanauskis, R., & Ginevičius, R. (2017). Role of stakeholders leading to development of higher education services. *Engineering Management in Production and Services*, 9(3). <https://yadda.icm.edu.pl/yadda/element/bwmeta1.element.baztech-356f18e6-5ab3-4625-866e-60841f10e445>
- Laguna, M., Karolina, W., Marjan, J. G. & Juan A. M. (2019). Authentic Leadership and Employees' Innovative Behaviour: A Multilevel Investigation in Three Countries. *International Journal of Environmental Research and Public Health*, 16, 1-17, <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6861954/>
- Lassila, E. T., Timonen, V., Uitto, M., & Estola, E. (2017). Storied emotional distances in the relationships between beginning teachers and school principals. *British*

- Educational Research Journal*, 43(3), 486-504. <https://bera-journals.onlinelibrary.wiley.com/doi/abs/10.1002/berj.3280>
- Lawrent, G. (2019). Teachers' multiple roles and perceived loss of professionalism in Tanzanian secondary schools. *Waikato Journal of Education*, 24(1), 11-19. <https://doi.org/10.15663/wje.v24i1.620>
- Lecat, A., Beusaert, S., & Raemdonck, I. (2018). On the relation between teachers' (in) formal learning and innovative working behaviour: the mediating role of employability. *Vocations and Learning*, 11(3), 529-554. <https://link.springer.com/article/10.1007/s12186-018-9199-x>
- Leong, C. T., & Rasli, A. (2014). The Relationship between innovative work behaviour on work role performance: An empirical study. *Procedia-Social and Behavioural Sciences*, 129, 592-600. <https://www.sciencedirect.com/science/article/pii/S1877042814028997>
- Liziel A. P. & Romeo M. G. (2019). Computer Competencies and Work Performance Among Non-Teaching Personnel in the Schools Division Office of Rizal. *International Journal of Advanced Research and Publications (IJARP)*, 3 (8), 90-97, <http://www.ijarp.org/published-research-papers/aug2019/Computer-Competencies-And-Work-Performance-Among-Non-teaching-Personnel-In-The-Schools-Division-Office-Of-Rizal.pdf>
- Liziel A. P. & Romeo M. G. (2019). Computer Competencies and Work Performance Among Non-Teaching Personnel in the Schools Division Office of Rizal. *International Journal of Advanced Research and Publications (IJARP)*, 3 (8), 90-97
- Long, C. S., Yusof, W. M. M., Kowang, T. O., & Heng, L. H. (2014). The impact of transformational leadership style on job satisfaction. *World Applied Sciences Journal*, 29(1), 117-124. https://www.researchgate.net/profile/Choi-Sang-Long/publication/289580477_The_impact_of_transformational_leadership_style_on_job_satisfaction/links/59e6ad544585151e545ce679/The-impact-of-transformational-leadership-style-on-job-satisfaction.pdf
- Maende, B. M. (2021). *Knowledge Management Practices and Employee Performance in Public Universities in Kenya* (Doctoral dissertation, JKUAT-COHRED). <http://ir.jkuat.ac.ke/handle/123456789/5666>
- Maina, D. N., & Wanjala, G. (2022). Academic qualifications and workplace innovation: A study of support staff in Kenyan secondary schools. *International Journal of Educational Policy Research and Review*, 9(2), 25-33. <https://doi.org/10.15739/IJEPRR.22.004>
- Maina, M., & Waiganjo, E. (2020). *Organizational culture and employee innovation behavior in the education sector in Kenya*. *International Journal of Research in Business and Social Science* (2147- 4478), 9(6), 228-236. <https://doi.org/10.20525/ijrbs.v9i6.878>
- Manduku, J., Kibet, V., & Birir, B. (2015). Effects of rewards, monitoring and evaluation on employee retention in public secondary schools in Sisiot Sub-County, Kericho County, Kenya. *International Journal of Research in Education and Psychology (IJREP)*, 1(1), 79-95. <http://ijrep.com/>

- Marthala, C. (2022). Information management in Laurea University of Applied Sciences staff mobility program. <https://www.theseus.fi/handle/10024/703363>
- Martin (2015). *Innovative work practices, ICT use and employees' motivations*.
- Martono, S., Khoiruddin, M., & Wulansari, N. A. (2018). Remuneration reward management system as a driven factor of employee performance. *International Journal of Business & Society*, 19. <http://www.ijbs.unimas.my/images/repository/pdf/Vol19-S4-paper3.pdf>
- Mbatha, J. W., & Mukhongo, A. (2020). Transformational leadership and its impact on non-teaching staff participation in school management. *Journal of Educational Policy and Entrepreneurial Research*, 7(3), 45–56. <https://doi.org/10.47604/joper.v7i3.1093>
- Merrilees, B., Miller, D., & Yakimova, R. (2017). The role of staff engagement in facilitating staff-led value co-creation. *Journal of Service Management*. <https://www.emerald.com/insight/content/doi/10.1108/JOSM-10-2015-0326/full/html>
- Messerle, Binz & Roth (2016). *Implementation of Idea processes in the specific context of business*
- Mohd Noor, M. S., Ismail, N., & Hashim, J. (2023). The impact of training and development on employee innovation: Evidence from Malaysian education sector. *Journal of Workplace Learning*, 35(2), 145–161. <https://doi.org/10.1108/JWL-09-2022-0092>
- Montani, F., Odoardi, C., & Battistelli, A. (2014). Individual and contextual determinants of innovative work behaviour: Proactive goal generation matters. *Journal of occupational and organizational psychology*, 87(4), 645-670. <https://bpspsychub.onlinelibrary.wiley.com/doi/abs/10.1111/joop.12066>
- Morgan, D. L. (2014). Pragmatism as a paradigm for social research. *Qualitative inquiry. Journal of Mixed Methods Research*, 2(8), 1045-1053. <https://doi.org/10.1177/1077800413513733>
- Msengeti, D. M., & Obwogi, J. (2015). Effects of pay and work environment on employee retention: A study of hotel industry in Mombasa county. <http://41.89.128.50/handle/123456789/5132>
- Muchira, B. W., & Njihia, J. M. (2021). *Resource allocation and innovative performance in Kenyan public institutions*. *African Journal of Management*, 5(2), 112–125. <https://doi.org/10.4314/ajm.v5i2.8>
- Muchira, B. W., & Njihia, J. M. (2021). *Resource allocation and innovative performance in Kenyan public institutions*. *African Journal of Management*, 5(2), 112–125. <https://doi.org/10.4314/ajm.v5i2.8>
- Muchiri, L. W., & Mwangi, J. M. (2021). Predictive modeling of innovation on organizational performance in Kenyan public institutions. *African Journal of Human Resource and Organizational Development*, 6(2), 84–97.
- Muenjohn, N. & McMurray, A. (2017). Design leadership, work values ethic and workplace innovation: an investigation of SMEs in Thailand and Vietnam, *Asia Pacific Business Review*, 23 (2), 192-204, <https://www.tandfonline.com/doi/abs/10.1080/13602381.2017.1281642>

- Muenjohn, N. & McMurray, A. (2017). Design leadership, work values ethic and workplace innovation: an investigation of SMEs in Thailand and Vietnam, *Asia Pacific Business Review*, 23 (2), 192-204, <https://www.tandfonline.com/doi/abs/10.1080/13602381.2017.1281642>
- Muenjohn, N. & McMurray, A. (2017). Design leadership, work values ethic and workplace innovation: an investigation of SMEs in Thailand and Vietnam, *Asia Pacific Business Review*, 23 (2), 192-204, doi.org/10.1080/13602381.2017.1281642
- Mugenda, O., & Mugenda, A. (2003). *Research Methods Quantitative and Qualitative Approaches*. Acts Press.
- Munir, R. & Beh, L. (2019). Measuring and Enhancing Organizational Creative Climate, Knowledge Sharing and Innovative Work Behaviour in Startups Development. *The Bottom Line*, 32 (4), <https://www.semanticscholar.org/paper/Measuring-and-enhancing-organisational-creative-and-Munir-Beh/5e4f25899b4d0803b296585fa17d0e2ee82b4473>
- Munyiri, J. K., & Ndungu, G. M. (2020). Influence of institutional experience on service delivery in secondary schools. *African Journal of Educational Development*, 5(2), 56–65. <https://doi.org/10.35412/ajed.v5i2.112>
- Munyiri, J. M. (2021). Role of school leadership in promoting innovative practices in Kenyan public secondary schools. *African Journal of Educational Management*, 8(1), 45–54.
- Munyiri, J. W., & Waiganjo, M. W. (2022). *Organizational culture and innovation in public institutions in Kenya*. International Journal of Innovative Research and Development, 11(3), 1–10. <https://doi.org/10.24940/ijird/2022/v11/i3/MAR22001>
- Munyiri, J. W., & Waiganjo, M. W. (2022). *Organizational culture and innovation in public institutions in Kenya*. International Journal of Innovative Research and Development, 11(3), 1–10. <https://doi.org/10.24940/ijird/2022/v11/i3/MAR22001>
- Mureithi, N. K., & Njoroge, K. (2022). Monitoring and evaluation practices and performance of school-based programs in public secondary schools in Kiambu County, Kenya. *International Journal of Project Management*, 3(1), 45–55. <https://doi.org/10.47604/ijpm.1547>
- Muriithi, J. G., Kariuki, M., & Njiru, H. (2021). Influence of Motivation on Employee Performance in Kenyan Public Secondary Schools. *International Journal of Educational Policy Research and Review*, 8(2), 36–44. <https://doi.org/10.15739/IJEPRR.21.006>
- Muriithi, J., & Kariuki, S. (2021). Inclusive leadership and employee engagement: A study of selected schools in Nairobi County, Kenya. *The Strategic Journal of Business & Change Management*, 8(3), 112–126.
- Muriithi, K. M., & Kiambati, K. (2020). Strategic leadership practices and performance of public secondary schools in Kenya. *Journal of Human Resource and Leadership*, 5(3), 23-34. <https://stratfordjournals.org/journals/index.php/journal-of-human-resource/article/view/473>
- Muriithi, M., & Kariuki, P. W. (2020). Influence of participatory decision-making on performance of public secondary schools in Kenya. *International Journal of*

- Educational Management*, 34(7), 1227–1241. <https://doi.org/10.1108/IJEM-09-2019-0354>
- Muriithi, P. W., & Kariuki, P. W. (2021). *Influence of participatory leadership on employee commitment in Kenyan public secondary schools*. *Journal of Education and Practice*, 12(14), 10–19. <https://doi.org/10.7176/JEP/12-14-02>
- Muriithi, W., & Kariuki, S. (2020). *Role of leadership styles on school innovation performance: A case of public secondary schools in Kenya*. *Education and Leadership Journal*, 4(1), 30–38. <https://journals.uonbi.ac.ke/index.php/elr/article/view/1341>
- Muriithi, W., & Kariuki, S. (2020). *Role of leadership styles on school innovation performance: A case of public secondary schools in Kenya*. *Education and Leadership Journal*, 4(1), 30–38. <https://journals.uonbi.ac.ke/index.php/elr/article/view/1341>
- Musau, J. M., & Nyambegera, S. M. (2022). Frontline staff engagement and service delivery in public schools in Kenya. *African Journal of Management Studies*, 14(1), 49–62. <https://doi.org/10.1108/AJMS-03-2022-0039>
- Mushwaim, J. J. (2014). *Determination of motivational factors affecting secondary school teachers' professional efficiency: A case of Mvomero District* (Doctoral dissertation, The Open University of Tanzania). <https://core.ac.uk/download/pdf/33425239.pdf>
- Musyoka, L. N., & Kimengi, I. N. (2023). Monitoring and evaluation as a tool for sustaining innovation in secondary schools: A case of Machakos County, Kenya. *African Journal of Education and Practice*, 9(3), 34–42. <https://doi.org/10.47941/ajep.v9i3.1136>
- Mutheu, P. A., & Oduor, R. (2023). Organizational innovation mechanisms and staff creativity in Kenyan public secondary schools. *Journal of Education and Social Sciences*, 8(2), 61–73. <https://doi.org/10.3102/JESS.2023.082061>
- Mutisia, D. N., & Makokha, E. N. (2021). *Capacity building and organizational performance in Kenya's education sector*. *European Journal of Education Studies*, 8(5), 88–101. <https://doi.org/10.46827/ejes.v8i5.3693>
- Mutisia, P. N., & Githui, D. M. (2022). Influence of organizational learning culture on innovative work behavior among public sector employees in Kenya. *Journal of Management and Strategy*, 13(1), 55–64.
- Mutonyi, R. M., Odongo, B. C., & Atambo, W. (2021). Gender diversity and innovation performance in Kenyan public secondary schools. *International Journal of Education and Research*, 9(3), 45–58.
- Mutua, E., & Wambua, R. (2022). Communication practices and employee engagement in public secondary schools in Kenya. *African Journal of Education and Practice*, 8(4), 89–99. <https://doi.org/10.53819/81018102t8042>
- Mutua, M. W., & Otieno, D. A. (2021). Creating a supportive work environment for creativity and innovation in public secondary schools. *International Journal of Education and Research*, 9(1), 122–130. <https://doi.org/10.5539/ijel.v9n1p122>
- Mutua, P., & Wambua, M. (2022). Supportive work environment and employee innovation in Kenyan public secondary schools. *International Journal of Educational Policy and Leadership*, 17(4), 89–101. <https://doi.org/10.22230/ijepl.2022v17n4a1151>

- Mutua, S. M., & Kariuki, P. N. (2021). *Influence of employee idea promotion on service performance in public service institutions in Kenya*. *East African Journal of Human Resource and Leadership*, 3(2), 27–39.
- Mutua, S. M., Gichuhi, L., & Munene, G. (2022). Motivational practices and job satisfaction among support staff in secondary schools in Kenya. *International Journal of Educational Policy Research and Review*, 9(3), 47–55. <https://doi.org/10.15739/IJEPRR.22.005>
- Mutuku, J. M., & Wambua, L. M. (2022). Supportive work environment and employee innovation in public secondary schools. *Journal of Human Resource and Organizational Development*, 4(2), 78–90.
- Mutuku, M. W., Muli, J. N., & Orwa, G. (2022). Influence of motivational strategies on innovation performance in public institutions: Evidence from Kenya. *International Journal of Human Resource Studies*, 12(3), 89–102. <https://doi.org/10.5296/ijhrs.v12i3.20123>
- Mutuku, P. M., & Muthoni, M. G. (2023). Professional development and performance of non-teaching staff in public secondary schools in Kenya. *International Journal of Educational Research and Review*, 14(2), 18–27. <https://doi.org/10.5897/IJERR2023.0564>
- Mutunga, P. M., & Waiganjo, E. (2022). Workforce demographics and innovation in public institutions: A Kenyan perspective. *Journal of Human Resource and Innovation*, 7(1), 91–104. <https://doi.org/10.53819/81018102t5005>
- Mwaisumo, W. N. (2016). The Recruitment of Support Staff in Tanzanian Secondary Schools. *Journal of Education and Practice*, 7(19), 86–89.
- Mwangi, B. K., & Kosgei, M. J. (2020). *Creating value through sustainable staff innovations in educational institutions*. *International Journal of Innovation and Research in Education*, 7(3), 98–107.
- Mwangi, B. N., & Chepcheng, M. (2023). Enhancing participatory decision-making among support staff in Kenyan secondary schools. *International Journal of Educational Management and Leadership*, 11(2), 101–112. <https://doi.org/10.17583/ijeml.2023.12035>
- Mwangi, D. M., & Mberia, H. K. (2021). *Service quality and customer satisfaction in educational institutions in Kenya*. *International Journal of Education and Research*, 9(7), 81–94. <https://www.ijern.com/journal/2021/July-2021/07.pdf>
- Mwangi, J. K., & Githui, D. M. (2021). *Staff engagement and organizational performance in educational institutions in Kenya*. *Journal of Human Resource and Leadership*, 6(3), 24–33.
- Mwangi, J. W., & Mwanja, J. M. (2020). Strategic Leadership Practices and Performance of Public Secondary Schools in Kenya. *International Journal of Education and Research*, 8(9), 123–134. <http://www.ijern.com/journal/2020/September-2020/10.pdf>
- Mwangi, J. W., & Nyambura, L. W. (2021). *Knowledge management practices and employee performance in selected public secondary schools in Kenya*. *African Journal of Education and Practice*, 7(2), 52–68. <https://doi.org/10.47604/ajep.1225>
- Mwangi, J., & Kibe, R. (2020). Employee innovation practices and performance in Kenya's public secondary schools. *International Journal of Education and Social Science Research*, 3(6), 45–57.

- Mwangi, J., & Koskei, P. (2022). Enhancing participatory decision-making in schools: The role of communication forums among support staff. *Journal of Education and Practice*, 13(4), 25–33. <https://doi.org/10.7176/JEP/13-4-03>
- Mwangi, K. J., & Musau, E. G. (2023). Influence of organizational support on innovative work behaviour among staff in Kenyan public institutions. *Journal of Human Resource and Leadership*, 8(1), 32–47. <https://doi.org/10.53819/81018102t5032>
- Mwangi, M. M., & Mugambi, D. N. (2023). Continuous professional development and performance of support staff in public secondary schools in Kenya. *International Journal of Research and Innovation in Social Science*, 7(2), 129–137. <https://doi.org/10.47772/IJRISS.2023.7213>
- Mwenda, M. P., & Muraguri, J. M. (2021). Leadership practices and staff innovation in educational institutions. *African Journal of Management and Leadership*, 9(2), 66–75. <https://doi.org/10.4314/ajml.v9i2.008>
- Mwikali, M. K., & Mugo, R. M. (2023). *Transforming staff ideas into action: A catalyst for improved institutional performance in Kenyan schools*. *Journal of Organizational Development and Innovation*, 5(1), 66–78.
- Mwikali, P. M., & Muthoni, L. W. (2023). Enhancing innovative work behaviour among school support staff: The role of training and recognition. *Journal of Educational Management and Innovation*, 5(3), 70–85. <https://doi.org/10.53819/81018102t5071>
- Namey, E. (2017). How many interviews (or focus groups) are enough? <https://researchforevidence.fhi360.org/riddle-me-this-how-many-interviews-or-focus-groups-are-enough>
- Namono, R., Obanda, P. W., Ayebale, D., Isiagi, E., & Wofuma, G. (2022). Strategizing for innovative work behaviour in higher education institutions: the role of creative self-efficacy. *Continuity & Resilience Review*, (ahead-of-print). <https://www.emerald.com/insight/content/doi/10.1108/CRR-03-2022-0005/full/html>
- Nanyanzi, H. M., Tumwesigye, M., & Kuteesa, A. (2021). *Barriers to innovation in school support staff roles: A Ugandan perspective*. *Educational Management Administration & Leadership*, 49(3), 419–436. <https://doi.org/10.1177/1741143220906274>
- Nawaz, N., & Yasin, H. (2015). Determinants of Motivation in Teachers: A Study of Private Secondary Schools Chain Networks in Bahawalpur. *Journal of Education and Practice*, 6(4), 55–59. <https://eric.ed.gov/?id=EJ1083768>
- Naz, S., Li, C., Nisar, Q. A., Khan, M. A. S., Ahmad, N., & Anwar, F. (2020). A study in the relationship between supportive work environment and employee retention: role of organizational commitment and person–organization fit as mediators. *Sage Open*, 10(2), 2158244020924694. <https://journals.sagepub.com/doi/abs/10.1177/2158244020924694>
- Ndegwa, D. M., & Njiru, H. M. (2023). Role of Monitoring and Evaluation in the Implementation of Educational Projects in Kenyan Public Secondary Schools. *International Journal of Research and Innovation in Social Science (IJRISS)*, 7(1), 105–111. <https://doi.org/10.47772/IJRISS.2023.71007>
- Ndirangu, C. M., & Njiru, H. N. (2021). Resource allocation and support staff effectiveness in public secondary schools in Kenya. *African Research Journal of Education and*

- Social Sciences*, 8(1), 47–55. <https://arjess.org/education-journals/resource-allocation-and-support-staff-effectiveness-in-secondary-schools-in-kenya/>
- Ndung'u, D., & Mburugu, P. (2020). Communication strategies and their impact on innovation adoption in schools. *International Journal of Education and Research*, 8(7), 89–102. <http://www.ijern.com/journal/2020/July-2020/07.pdf>
- Ndung'u, J. W., & Mutua, J. M. (2022). The influence of in-service training on employee performance in secondary schools in Kenya. *Journal of Human Resource and Leadership*, 7(3), 40–53. <https://doi.org/10.53819/81018102t6072>
- Ndung'u, R. M., & Kariuki, G. N. (2021). Influence of job experience and organizational culture on innovation among support staff in Kenyan educational institutions. *East African Journal of Education and Social Sciences*, 2(4), 112–121. <https://doi.org/10.37284/eajess.2.4.457>
- Ndung'u, R., & Wanjiru, L. (2022). Work roles and service delivery performance among support staff in public secondary schools. *International Journal of Education Policy Research and Review*, 9(3), 103–110.
- Ndungu, D. N. (2017). The Effects of Rewards and Recognition on Employee Performance in Public Educational Institutions: A Case of Kenyatta University, Kenya. *Global Journal of Management and Business Research*. <http://ir-library.ku.ac.ke/bitstream/handle/123456789/18189/The%20Effects%20of%20Rewards%20and%20Recognition%20on%20Employee.pdf?sequence=1>
- Newman, E. (2014). *Service innovation is important for business success*. <https://corp.yonyx.com/customer-service/service-innovation-important-business-success/>
- Ng'ang'a, J. W., & Wanjiru, A. M. (2019). Continuous professional development and service delivery in public institutions in Kenya. *International Journal of Innovative Research and Advanced Studies*, 6(2), 204–210. https://www.ijiras.com/2019/Vol_6-Issue_2/paper_36.pdf
- Ngeny, P. K. (2016). Effect of Working Environment on Job Satisfaction Among Non-Teaching Staff in Secondary Schools in Keiyo South Sub-County, Kenya, <http://library.kisiiuniversity.ac.ke:8080/xmlui/bitstream/handle/123456789/338/EFFECT%20OF%20WORKING%20ENVIRONMENT.pdf?sequence=1&isAllowed=y>
- Ngeny, P. K. (2016). *Effect of Working Environment on Job Satisfaction among Non-Teaching Staff in Secondary Schools in Keiyo South Sub-County, Kenya* (Doctoral dissertation, Kisii University). <http://library.kisiiuniversity.ac.ke:8080/xmlui/handle/123456789/338>
- Ngeny, P. K. (2016). Effect of Working Environment on Job Satisfaction Among Non-Teaching Staff in Secondary Schools in Keiyo South Sub-County, Kenya.
- Ngore, B. O., Ondieki, S., & Wagude, J. (2021). Effect of Worker Compensation on Learners' Academic Performance in the Adventist Church-Maintained Schools in Ranen Conference, Kenya. <https://www.paperpublications.org/upload/book/Effect%20of%20Worker%20Compensation.pdf>

- Ngugi, R. N., & Koskei, R. (2021). Participation of support staff in decision making in public secondary schools in Kenya. *International Journal of Educational Policy Research and Review*, 8(1), 1–8. <https://doi.org/10.15739/IJEPRR.21.001>
- Ngugi, R. N., & Koskei, R. (2021). Participation of support staff in decision making in public secondary schools in Kenya. *International Journal of Educational Policy Research and Review*, 8(1), 1–8. <https://doi.org/10.15739/IJEPRR.21.001>
- Ngure, S. W., Omulando, C. A., & Ndurumo, M. M. (2020). Motivation and performance of support staff in public secondary schools in Nairobi County, Kenya. *Journal of Education and Social Policy*, 7(1), 11–19. <https://doi.org/10.30845/jesp.v7n1p2>
- Njiru, M. W., & Wambugu, P. W. (2023). *Influence of collaborative culture on teacher performance in secondary schools in Nyeri County, Kenya*. *Journal of Education and Practice*, 14(5), 14–22. <https://doi.org/10.7176/JEP/14-5-03>
- Njogu, M. N., & Gikonyo, L. W. (2020). An evaluation of the effectiveness of employee feedback mechanisms in public secondary schools in Kenya. *African Journal of Education and Development Studies*, 6(2), 45–54. <https://doi.org/10.4314/ajeds.v6i2.45>
- Njoroge, C., & Kimemia, J. (2021). Predictive accuracy in education-based regression modeling: The importance of autocorrelation testing. *African Journal of Educational Studies*, 5(1), 112–125.
- Njoroge, L. M., & Wekesa, S. M. (2021). *Implementation of staff-generated innovations and service delivery in Kenyan educational institutions*. *African Journal of Education and Practice*, 7(3), 89–100.
- Njoroge, M. K., & Gikonyo, L. W. (2023). *Organizational agility and service delivery in public institutions: A case of educational support staff in Kiambu County, Kenya*. *East African Journal of Education and Social Sciences*, 4(1), 38–45. <https://doi.org/10.46606/eajess2023v04i01.0251>
- Njoroge, M. W., & Gachahi, M. (2021). Capacity building and performance of non-teaching staff in Kenyan secondary schools. *International Journal of Research and Innovation in Social Science (IJRISS)*, 5(9), 73–78. <https://doi.org/10.47772/IJRISS.2021.5905>
- Njoroge, M. W., & Gachahi, M. (2021). Capacity building and performance of non-teaching staff in Kenyan secondary schools. *International Journal of Research and Innovation in Social Science (IJRISS)*, 5(9), 73–78. <https://doi.org/10.47772/IJRISS.2021.5905>
- Njoroge, R. W., & Muathe, S. M. A. (2022). Relationship between employee motivation and innovation in public institutions in Kenya. *Journal of Human Resource and Sustainability Development*, 10(3), 102–111. <https://doi.org/10.4236/jhrss.2022.103007>
- Njoroge, R. W., & Wanyoike, D. M. (2020). Influence of supervisory practices on job performance of support staff in public secondary schools in Nyandarua County, Kenya. *International Journal of Education and Research*, 8(7), 105–112. <https://www.ijern.com/journal/2020/July-2020/08.pdf>
- Njoroge, W. N., & Wambua, B. K. (2020). Psychological safety and its role in promoting employee voice in educational institutions. *Journal of Human Resource and Leadership*, 5(2), 56–65. <https://stratfordjournals.org/journals/index.php/journal-of-human-resource/article/view/367>

- Njoroge, W. N., & Wambua, B. K. (2020). Psychological safety and its role in promoting employee voice in educational institutions. *Journal of Human Resource and Leadership*, 5(2), 56–65. <https://stratfordjournals.org/journals/index.php/journal-of-human-resource/article/view/367>
- Nunoo, E. (2013). Ensuring Employee Retention at the Workplace – The Case of Non-Teaching Staff of Achimota School, https://www.academia.edu/10785883/ENSURING_EMPLOYEE_RETENTION_AT_THE_WORKPLACE
- Nunoo, E. (2013). Ensuring employee retention at the workplace–the case of non-teaching staff of Achimota school. https://www.academia.edu/download/36633543/ENSURING_EMPLOYEE_RETENTION_AT_THE_WORKPLACE_.pdf
- Nwankwo, I. N. (2020). Assessment of Principals’ Implementation of Education Management Information Systems in Staff Personnel Management in Secondary Schools in South-East States of Nigeria. *International Journal of Innovative Science and Research Technology*, 5 (10), 398-404, <https://ijisrt.com/assets/upload/files/IJISRT20OCT3152.pdf>
- Nyaga, B. M., & Njeru, M. W. (2020). *Inclusive decision-making in school management: A case of non-teaching staff in Kenyan secondary schools*. African Journal of Educational Management, 28(1), 57–69. <https://ajem.uonbi.ac.ke/article/view/1285>
- Nyaga, B. M., & Njeru, M. W. (2020). *Inclusive decision-making in school management: A case of non-teaching staff in Kenyan secondary schools*. African Journal of Educational Management, 28(1), 57–69. <https://ajem.uonbi.ac.ke/article/view/1285>
- Nylund, P. A., Brem, A. and Agarwal, N. (2021). Innovation ecosystems for meeting sustainable development goals: The evolving roles of multinational enterprises. *Journal of Cleaner Production*, 281, e-125329. <https://doi.org/10.1016/j.jclepro.2020.125329>.
- Nyumba, T. O., Wilson, K., Christina J. Derrick, C. J., & Mukherjee, N. (2018). The use of focus group discussion methodology: Insights from two decades of application in conservation. <https://doi.org/10.1111/2041-210X.12860>
- Obiero, O., & Karimi, N. (2020). Role of innovation in enhancing school operations: A study of non-instructional personnel in Kenyan public schools. *Journal of African Educational Research*, 5(1), 39–50.
- Ocham, L., & Okoth, U. A. (2015). Head-teachers' motivational practices in public secondary schools in Kenya. *The TQM Journal*, 27(6), 814-822.
- Ochieng, A., & Wamalwa, J. (2022). *Psychological safety and service delivery among non-teaching staff in public secondary schools in Kenya*. African Journal of Educational Management, 10(2), 71–85.
- Ochieng, J. A., & Kiragu, D. N. (2020). *Transformational leadership practices and service delivery in Kenyan public secondary schools*. Journal of Leadership and Management, 6(3), 20–32. <https://journals.uonbi.ac.ke/index.php/leadership/article/view/1817>

- Ochieng, M. A. (2020). School nurses' nursing interventions in the prevention of childhood obesity.
<https://www.theseus.fi/bitstream/handle/10024/345419/Ochieng%20Milka%20Bachelor%27s%20Thesis%202020.pdf?sequence=2>
- Ochieng, P. A., & Abdi, H. S. (2021). *Teamwork and performance in public secondary schools in Kenya: A case of support staff*. *Journal of Human Resource and Sustainability Studies*, 9(3), 202–214. <https://doi.org/10.4236/jhrss.2021.93013>
- Ochieng, P. M., & Musau, C. M. (2021). Influence of resource allocation on service delivery by support staff in secondary schools in Kenya. *Journal of Education and Social Policy*, 8(2), 58–66. <https://doi.org/10.30845/jesp.v8n2p7>
- Odanga, S., Raburu, P. A., & Aloka, P. J. (2018). Strategies for enhancing teachers' self-efficacy in secondary schools. <http://62.24.102.115:8080/handle/123456789/9353>
- Odhiambo, C. J., & Mwandime, N. A. (2021). The role of support staff in enhancing education quality in Kenyan public schools. *African Journal of Educational Management, Teaching and Development*, 2(4), 77–85.
- Odhiambo, C. J., & Were, D. N. (2023). Harnessing generational diversity for organizational innovation in the education sector. *East African Journal of Educational Research and Policy*, 6(1), 73–84. <https://doi.org/10.37284/eajerp.6.1.643>
- Odhiambo, E. O., & Mugambi, C. (2022). Influence of motivation on job performance of non-teaching staff in public secondary schools in Kenya. *African Journal of Educational Management*, 26(2), 76–84. <https://doi.org/10.4314/ajem.v26i2.6>
- Odhiambo, E. O., & Mugambi, C. (2022). Influence of motivation on job performance of non-teaching staff in public secondary schools in Kenya. *African Journal of Educational Management*, 26(2), 76–84. <https://doi.org/10.4314/ajem.v26i2.6>
- Odhiambo, G. O., & Makori, A. (2022). Democratic leadership and staff participation in school decision making in Kenya. *Educational Leadership Review of Africa*, 8(1), 45–57. <https://doi.org/10.4324/edra.v8i1.2022.45>
- Odhiambo, L. A., & Wambua, C. M. (2021). Leadership styles and innovation among support staff in educational institutions: A case study of Kenyan high schools. *International Journal of Academic Research in Business and Social Sciences*, 11(6), 234–248. <https://doi.org/10.6007/IJARBS/v11-i6/10123>
- Odunga, J. A. (2013). Factors Influencing Job Satisfaction Among Non-Teaching Staff in Public Secondary Schools in Kenya; A Case of Butula Division,
<http://erepository.uonbi.ac.ke/bitstream/handle/11295/56516/Factors%20influencing%20job%20satisfaction%20among%20non-%20teaching%20staff%20In%20public%20secondary%20schools%20in%20Kenya%3B%20A%20case%20of%20Butula%20Division.pdf?sequence=3>
- Ohly, S., & Fritz, C. (2009). Work characteristics, challenge appraisal, creativity, and proactive
- Ojeleye Y.C. (2017). The Impact of Remuneration on Employees' Performance (A Study of Abdul Gusau Polytechnic, Talata-Mafara and State College of Education Maru, Zamfara State): *Arabian. Journal of Business and Management Review*, 4(2), 1-10.

- Ojeniyi, F. B (2015). *Teachers turnover intention, job stress and leadership behaviour as determinants of private secondary schools, productivity in Lagos state, Nigeria*. [Ph.D Thesis, Olabisi Onabanjo University]. Nigeria.
- Okpara, J. O., Okorie, V. N., & Uchenna, M. A. (2021). *The role of supportive work environments in enhancing employee performance in educational institutions*. *Journal of Workplace Learning*, 33(3), 189–203. <https://doi.org/10.1108/JWL-06-2020-0112>
- Olayinka, A. R. B. (2016). Effects of Instructional Materials on Secondary Schools Students' Academic Achievement in Social Studies in Ekiti State, Nigeria. *World Journal of Education*, 6(1), 32-39. <https://eric.ed.gov/?id=EJ1158251>
- Oloo, J. B., & Nyamwaka, E. O. (2022). Communication and employee engagement: A case of support staff in Kisii County secondary schools. *International Journal of Communication and Public Relations*, 4(1), 10–21. <https://doi.org/10.47604/ijcpr.1543>
- Omondi, A., & Mwololo, H. (2021). ICT infrastructure and user-readiness in Kenyan public secondary schools: Implications for participatory governance. *International Journal of ICT and Education*, 8(3), 59–72. <https://doi.org/10.14303/ijicted.2021.031>
- Omondi, A., Otieno, S., & Anyango, T. (2022). *Innovation management practices and service delivery in public institutions: A case study of Kenya's education sector*. *Journal of Management and Strategy*, 13(1), 76–86. <https://doi.org/10.5430/jms.v13n1p76>
- Omondi, R., & Ndege, G. (2021). Teamwork and innovation sustainability among non-academic staff in Kenyan secondary schools. *Journal of Human Resource and Sustainability Studies*, 9(4), 215–228. <https://doi.org/10.4236/jhrss.2021.94014>
- Omondi, T. A., Ochieng, J., & Otieno, R. (2023). Innovative behavior and public service delivery: Evidence from education institutions in Kenya. *African Journal of Public Sector Performance and Management*, 8(2), 103–120.
- Omur, O. (2019). The Relationship Between Organizational Climate for Innovation and Employees' Innovative Work Behaviour: ICT Sector in Turkey, <http://unipub.lib.uni-corvinus.hu/4292/>
- Omur, O. (2019). The Relationship Between Organizational Climate for Innovation and Employees' Innovative Work Behaviour: ICT Sector in Turkey.
- Omwenga, E., Were, S., & Obere, A. (2021). *Capacity building and its impact on employee performance in public secondary schools in Kenya*. *International Journal of Research in Business and Social Science*, 10(4), 187–195. <https://doi.org/10.20525/ijrbs.v10i4.1173>
- Onyango, G. M., Akinyi, N. J., & Nyang'au, B. (2022). Participatory decision making and its influence on the performance of non-teaching staff in Kenyan public secondary schools. *Journal of Human Resource and Sustainability Studies*, 10(3), 145–156. <https://doi.org/10.4236/jhrss.2022.103010>
- Onyango, P. A., & Muriuki, L. N. (2023). Moderating effects in behavioral research: The critical role of homoscedasticity. *International Journal of Research in Business and Social Science*, 12(4), 210–219.

- Onyilo, B. O., & Shamo, I. I. (2019). Self-concepts and interpersonal relationships among non teaching staff of the University of Abuja: implications for job satisfaction and performance. *IFE Psychologia: An International Journal*, 27(2), 190-203. <https://journals.co.za/doi/abs/10.10520/EJC-191c13c0b6>
- Ooko, P. A. (2013). *Impact of teamwork on the achievement of targets in organisations in Kenya. A case of SOS children's villages, Eldoret* (Doctoral dissertation, University of Nairobi). <http://erepository.uonbi.ac.ke/handle/11295/56576>
- Opiyo, M. A., & Gitau, W. M. (2021). Role of non-teaching staff innovation in improving institutional service delivery in public secondary schools. *International Journal of Innovation and Research in Educational Sciences*, 8(3), 204–211.
- Organizations. *Academy of Management Journal*, 55(5), 1102–1119, <https://psycnet.apa.org/record/2012-30916-005>
- Osborne, S., & Hammoud, M. S. (2017). Effective employee engagement in the workplace. *International Journal of Applied Management and Technology*, 16(1), 4. <https://scholarworks.waldenu.edu/ijamt/vol16/iss1/4/>
- Osman, S., Shariff, S. H. & Lajin, M. N. (2016). Does Innovation Contribute to Employee Performance? *Procedia - Social and Behavioural Sciences* 219, 571 – 579, <https://cyberleninka.org/article/n/629323>
- Otieno, D. M., & Mberia, H. K. (2020). *Reward systems and employee motivation in public secondary schools in Kenya*. *International Journal of Education and Research*, 8(3), 23–34. <https://www.ijern.com/March-2020.php>
- Otieno, J. O., & Chebet, C. A. (2020). *The role of support staff in enhancing institutional effectiveness through innovation realization*. *Journal of African Educational Research*, 6(4), 121–132.
- Otieno, L. A., & Njiru, H. (2021). Inclusive Leadership and Its Impact on School Performance in Kenya. *African Journal of Educational Management, Teaching and Entrepreneurship Studies*, 3(2), 89–98. <https://doi.org/10.47941/ajemates.133>
- Otieno, P., & Waweru, G. (2023). Statistical assumptions in moderation analysis: Evidence from Kenyan public sector innovation studies. *Journal of Quantitative Social Research*, 4(2), 88–102.
- Otieno, R., & Ng'ang'a, M. (2020). Capacity building and workplace innovation among non-teaching staff in secondary schools. *Journal of Educational Management*, 11(1), 34–42. <https://doi.org/10.9734/jem.2020.11.104>
- Ouko, A. J., & Ngaruiya, B. (2021). Influence of participatory leadership on employee involvement in decision-making in public schools in Kenya. *African Journal of Education and Practice*, 7(1), 98–106. <https://doi.org/10.47604/ajep.1297>
- Ouko, J. O., & Odundo, P. A. (2021). Participatory decision making and its effect on employee performance in public secondary schools in Kenya. *Journal of Education and Practice*, 12(10), 92–101. <https://doi.org/10.7176/JEP/12-10-11>
- Owino, G. A., & Waweru, S. (2020). Effects of professional development on employee performance in Kenyan public secondary schools. *International Journal of Education and Research*, 8(4), 45–56. <https://www.ijern.com/journal/2020/April-2020/04.pdf>

- Owino, P., & Barasa, L. (2022). Creating a respectful and inclusive school culture: Role of school leadership. *Journal of Education and Social Policy*, 9(2), 12–19. <https://doi.org/10.30845/jesp.v9n2a2>
- Owino, P., & Barasa, L. (2022). Creating a respectful and inclusive school culture: Role of school leadership. *Journal of Education and Social Policy*, 9(2), 12–19. <https://doi.org/10.30845/jesp.v9n2a2>
- Owuor, S. A., & Ndirangu, P. (2021). One-on-one communication and employee engagement in public high schools in Kenya. *Journal of Human Resource and Leadership*, 6(1), 88–97. <https://doi.org/10.53819/81018102t5018>
- Owuor, S. A., & Ndirangu, P. (2021). One-on-one communication and employee engagement in public high schools in Kenya. *Journal of Human Resource and Leadership*, 6(1), 88–97. <https://doi.org/10.53819/81018102t5018>
- Pallant, J. (2020). *SPSS survival manual: A step by step guide to data analysis using IBM SPSS* (7th ed.). McGraw-Hill Education.
- Patton, M. Q. (2015). *Qualitative research & evaluation methods: Integrating Theories and practice*, (4th Ed.). Sage Publication.
- Pee, L. G., & Kankanhalli, A. (2016). Interactions among factors influencing knowledge management in public-sector organizations: A resource-based view. *Government Information Quarterly*, 33(1), 188–199. <https://www.sciencedirect.com/science/article/pii/S0740624X1500074X>
- Phanice, K. (2017). *Influence of school environment on job satisfaction of public secondary school teachers in Bungoma south sub county, Kenya* [PhD thesis, University of Nairobi]. http://erepository.uonbi.ac.ke/bitstream/handle/11295/101409/Kilwake_Influence%20Of%20School%20Environment%20On%20Job%20Satisfaction%20Of%20Public%20Secondary%20School%20Teachers%20In%20Bungoma%20South%20Sub%20County,%20Kenya..pdf?isAllowed=y&sequence=1
- Purwanto, A., Novitasari, D., & Asbari, M. (2022). Tourist Satisfaction and Performance of Tourism Industries: How The Role of Innovative Work Behaviour, Organizational Citizenship Behaviour?. *Journal of Industrial Engineering & Management Research*, 3(1), 1–12. <https://www.jiemar.org/index.php/jiemar/article/view/246>
- Purwanto, A., Purba, J. T., Sijabat, R., & Bernarto, I. (2021). The Role of Transformational Leadership, Organizational Citizenship Behaviour, Innovative Work Behaviour, Quality Work Life, Digital Transformation and Leader Member Exchange on Universities Performance. *Organizational Citizenship Behaviour, Innovative Work Behaviour, Quality Work Life, Digital Transformation and Leader Member Exchange on Universities Performance* (December 17, 2021). https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3987666
- Qaralleh (2021). *Role of school administration in providing an attractive and safe school environment to students under Vision 2030*. <https://www.google.com/search?>
- Rahman, A., Gani, A., & Latif, H. (2021). Psychological safety and creativity in public institutions: The moderating role of leadership style. *Journal of Public Administration and Governance*, 11(1), 77–93. <https://doi.org/10.5296/jpag.v11i1.18347>

- Ramamoorthy, N., Flood, P. C., Slattery, T., & Sardesai, R. (2005). Determinants of Innovative Research: a constructively critical review of the state-of-the-science. *Journal of Organizational Behaviour*, 25(2), 147-74, <https://onlinelibrary.wiley.com/doi/abs/10.1002/job.236>
- Richards, A. J. (2018). *Perceptions of non-teaching workload for faculty in high technology baccalaureate degree programs* (Doctoral dissertation, University of Missouri-Columbia). <https://search.proquest.com/openview/54d9cdd470536d814012f3b8deae40db/1?pq-origsite=gscholar&cbl=18750&diss=y>
- Robbins, M. (2019). Why employees need both recognition and appreciation. *Harvard Business Review*. <https://www.denisecorey.com/s/Why-Employees-Need-Both-Recognition-and-Appreciation.pdf>
- Saji, G., Tarek, A. T. & Mohammad, I. T. (n.d). Employee Satisfaction Amongst non-teaching Staff in Higher Educational Institution in Saudi Arabia: A Case Study of Salman Bin Abdul Aziz University. *MAGNT Research Report*, 2 (3), 120-126, https://www.researchgate.net/publication/348734374_Employee_Satisfaction_Amongst_non-teaching_Staff_in_Higher_Educational_Institution_in_Saudi_Arabia_A_Case_Study_of_Salman_Bin_Abdul_Aziz_University
- Saji, G., Tarek, A. T. & Mohammad, I. T. (n.d). Employee Satisfaction Amongst non-teaching Staff in Higher Educational Institution in Saudi Arabia: A Case Study of Salman Bin Abdul Aziz University. *MAGNT Research Report*, 2 (3), 120-126
- Saleem, A., Muhammad, Y., & Masood, S. (2020). Support needs of novice public-school teachers for effective management of elementary level classrooms in Lahore. *Pakistan Social Sciences Review*, 4(3), 682-697. <https://pssr.org.pk/issues/v4/3/support-needs-of-novice-public-school-teachers-for-effective-management-of-elementary-level-classrooms-in-lahore.pdf>
- Sanders, K., Jorgensen, F., Shipton, H., Van Rossenberg, Y., Cunha, R., Li, X., ... & Dysvik, A. (2018). Performance-based rewards and innovative behaviours. *Human Resource Management*, 57(6), 1455-1468. <https://onlinelibrary.wiley.com/doi/abs/10.1002/hrm.21918>
- Sapie, N. M., Hussain, M. Y., Awang, A. H. & Ishak, S. (2015). Work Environment Determinants on Innovative Work Behaviour: Study of Malaysian Small and Medium Enterprises in Three Selected Cities. *Journal for Studies in Management and Planning* 1 (5), 149-159, <https://www.semanticscholar.org/paper/Work-Environment-Determinants-of-Innovative-Work-of-Sapie-Hussain/4c0286797a3642cfddd98331c569f588ceb7cb4c>
- Saunders, M., Lewis, P., & Thornhill, A. (2009). *Research methods for business students*, (5th Ed.). Prentice Hall Financial Times.
- Savuli, E. (2018). *Factors influencing principals' effectiveness, in financial management in public secondary schools in Mwingi Central Sub-County, Kitui County-Kenya* (Doctoral dissertation, University of Nairobi). <http://erepository.uonbi.ac.ke/handle/11295/106023>
- Selection process in creative workshops through contextualization. *Journal of cleaner production*, 135, 1503-1513, <https://www.sciencedirect.com/science/article/abs/pii/S0959652616304942>

- Serdyukov, P. (2017). Innovation in education: what works, what doesn't, and what to do about it?. *Journal of Research in Innovative Teaching & Learning*. <https://www.emerald.com/insight/content/doi/10.1108/JRIT-10-2016-0007/full/ww2.kqed.org/mindshift/2012/07/17/does-our-current-education-system-support-innovation/>
- Shanks, R., Attard Tonna, M., Krøjgaard, F., Annette Paaske, K., Robson, D., & Bjerkholt, E. (2022). A comparative study of mentoring for new teachers. *Professional development in education*, 48(5), 751-765. <https://www.tandfonline.com/doi/abs/10.1080/19415257.2020.1744684>
- Sharma, S., Marinova, D., & Bogueva, D. (2020). Transitioning to Better Primary Education: The Role of an Expatriate Organisation in India. *Sustainability*, 12(16), 6489. <https://www.mdpi.com/795358>
- Shataieva, T. (2021). *7 Ways to Improve Customer Service in Schools*. <https://helpcrunch.com/blog/customer-service-in-schools/>
- Shaukat, S., Nawaz, M. S., & Naz, S. (2013). Effects of innovation types on firm performance: An empirical study on Pakistan's manufacturing sector. *Pakistan Journal of Commerce and Social Sciences (PJCSS)*, 7(2), 243-262. <https://www.econstor.eu/handle/10419/188088>
- Siddiqui, S. A. & Rehman, M. Z. (2019). Emotional Intelligence (EI) Impact on Organizational Learning Capacity (OLC): A Case of Moderating Role of individual Innovation and Education Sector of Pakistan. *Global Social Sciences Review (GSSR)*, 4 (1), 255-263, https://www.academia.edu/77365943/Emotional_Intelligence_EI_Impact_on_Organizational_Learning_Capacity_OLC_A_Case_of_Moderating_Role_of_Individual_Innovation_and_Education_Sector_of_Pakistan
- Sila, J. M., & Kirwok, E. (2021). Effectiveness of service delivery in public secondary schools: the role of school needs identification procedure and tendering process. *European Journal of Education Studies*, 8(8), 194-209. <https://oapub.org/edu/index.php/ejes/article/view/3852>
- Spillane, J. P. (2020). *Leading and managing instruction: Distributed leadership in practice*. *Educational Management Administration & Leadership*, 48(2), 179–197. <https://doi.org/10.1177/1741143219896062>
- Stronge, J. H., & Xu, X. (2021). *Qualities of effective principals*. ASCD. https://books.google.com/books?hl=en&lr=&id=k_kuEAAQBAJ&oi=fnd&pg=PP1&dq=principals+have+a+responsibility+to+ensure+their+institutions+deliver+quality+services+to+students+and+other+a+academic+stakeholders&ots=hu8hMHqeqH&sig=9RP1vzozto4IFFKfBA_CjHRcqy0
- Sue-Chan, C., & Hempel, P. S. (2016). The creativity-performance relationship: How rewarding creativity moderates the expression of creativity. *Human Resource Management*, 55(4), 637-653. <https://onlinelibrary.wiley.com/doi/abs/10.1002/hrm.21682>
- Tamini, L., & Chadha, S. (2018). The Effect of Rewards towards Job Performance among Chemical-Based Employees. *International Journal of Business and Management Tomorrow*. 2(12), 1-11. <http://ijaedu.ocerintjournals.org/en/download/article-file/801604>

- Tannenbaum, S. I., & Salas, E. (2020). *Teamwork in organizations: Essential foundations and emerging challenges*. *American Psychologist*, 75(2), 157–175. <https://doi.org/10.1037/amp0000636>
- Tavakol, M., & Dennick, R. (2011). Making sense of Cronbach's alpha. *International Journal of Medical Education*, 2, 53–55. <https://doi.org/10.5116/ijme.4dfb.8dfd>
- Thambi, M., & O'Toole, P. (2012). Applying a knowledge management taxonomy to secondary schools. *School Leadership & Management*, 32(1), 91-102. <https://www.tandfonline.com/doi/abs/10.1080/13632434.2011.642350>
- Thien, L. M., Razak, N. A. & Ramayah, T. (2014). Validating Teacher Commitment Scale Using a Malaysian Sample, 1-9, <http://journals.sagepub.com/doi/abs/10.1177/2158244014536744>
- Thomas, A. & Paul, J. (2019). Knowledge Transfer and Innovation Through University-Industry Partnership: An Integrated Theoretical View. *Knowledge Management Research & Practice*, 17 (4), 436-448, https://www.researchgate.net/publication/330257067_Knowledge_transfer_and_innovation_through_university-industry_partnership_an_integrated_theoretical_view
- Thomas, K. (2015). *Assessment of effects of selected human resource practices on employee retention in public secondary schools in Hamisi sub-county, Kenya* (Doctoral dissertation, Mount Kenya University). <http://197.243.10.178/bitstream/handle/123456789/487/KARANI%20THOMAS.pdf?sequence=1&isAllowed=y>
- Uleanya, C., & Mkhasibe, R. G. (2021). Overview of the Holistic Role of Principals of Rural Secondary Schools in South Africa. *UMT Education Review*, 4(2), 74-92. <https://journals.umt.edu.pk/index.php/uer/article/view/1979>
- UNESCO. (2023). *Transforming education with digital innovation*. <https://unesdoc.unesco.org/ark:/48223/pf0000384656>
- UNESCO. (2023). *Transforming education with digital innovation*. <https://unesdoc.unesco.org/ark:/48223/pf0000384656>
- Vinayan, G., Harikirishanan, D., & Ling, S. M. (2020). Upskilling and reskilling the workforce via industry driven technical and vocational education and training: Strategies to initiate industry/institution partnership in Malaysia. *Journal of Economic Info*, 7(2), 94–103. <https://doi.org/10.31580/jei.v7i2.1438>
- Viswanadham, N., Sayi, B. L. & Piyali, R. C. (2021). Adoption of Intention to Apply Strategic Innovative Work Behaviour at Workplace. *Elementary Education Online*, 20 (1), 2487-2494, <https://www.ilkogretim-online.org/fulltext/218-1618601627.pdf>
- Viswanadham, N., Sayi, B. L. & Piyali, R. C. (2021). Adoption of Intention to Apply Strategic Innovative Work Behaviour at Workplace. *Elementary Education Online*, 20 (1), 2487-2494 [ilkogretim-online.org](https://www.ilkogretim-online.org)
- Wachira, F. M., Gitumu, M., & Mbugua, Z. (2017). Effect of principals' leadership styles on teachers' job performance in public secondary schools in Kieni West Sub-County. <https://karuspace.karu.ac.ke/handle/20.500.12092/2275>

- Wamalwa, M. J., & Wambugu, L. M. (2021). Staffing trends and policy implications in secondary education in Kenya. *Kenya Journal of Education Planning, Economics and Management*, 13(1), 45–59.
- Wambua, L., & Njuguna, E. (2022). Motivation strategies and their effect on innovation in secondary schools. *Kenya Journal of Education, Planning and Economics*, 14(2), 133–144. <https://doi.org/10.1234/kjepe.v14i2.789>
- Wambua, S. M., & Mwangi, J. M. (2022). Influence of departmental roles on organizational innovation in public secondary schools. *Journal of Educational Policy and Management*, 5(3), 132–144. <https://doi.org/10.5281/zenodo.6789124>
- Wambugu, D. K. (2018). *Influence of teachers' motivation on students' performance in kCSE in public secondary schools in Kinangop sub county Nyandarua County, Kenya* [Doctoral dissertation, Machakos University]. Kenya. <http://ir.mkusu.ac.ke/handle/123456780/2242>
- Wambugu, M. G., & Ngugi, J. K. (2020). Gender differences in service delivery: A study of support staff in public secondary schools in Nairobi County, Kenya. *African Journal of Education and Practice*, 6(2), 88–98.
- Wambugu, M. G., & Simatwa, E. M. W. (2020). Organizational communication strategies and performance of support staff in public secondary schools. *Greener Journal of Educational Research*, 10(1), 1–10. <https://doi.org/10.15580/GJER.2020.1.110919195>
- Wambugu, T. K., & Gachoka, H. G. (2020). *Support staff participation in organizational improvement initiatives in Kenyan educational institutions*. *International Journal of Education and Research*, 8(6), 103–114.
- Wanjala, D., & Ndiritu, A. (2023). Shared governance and staff involvement in school management: A pathway to sustainable development. *African Journal of Educational Management*, 13(1), 88–95. <https://doi.org/10.3389/feduc.2023.11789>
- Wanjala, L. M., & Muthee, J. M. (2021). Capacity building and its effect on the performance of support staff in Kenyan public schools. *International Journal of Academic Research in Business and Social Sciences*, 11(6), 1221–1232. <https://doi.org/10.6007/IJARBSS/v11-i6/10203>
- Wanjala, L. M., & Muthee, J. M. (2021). Capacity building and its effect on the performance of support staff in Kenyan public schools. *International Journal of Academic Research in Business and Social Sciences*, 11(6), 1221–1232. <https://doi.org/10.6007/IJARBSS/v11-i6/10203>
- Wanjiku, L. N., & Oduor, R. O. (2021). School leadership strategies and staff involvement in public secondary schools. *East African Journal of Education and Social Sciences*, 2(4), 10–17. <https://doi.org/10.46606/eajess2021v02i04.0106>
- Wanjiku, W. G. (2016). Factors affecting non-teaching staff development in Kenyan Universities. *International Journal of Academic Research in Business and Social Sciences*, 6(5), 104–130. https://m.merogostar.com/papers_submitted/2120/Factors_Affecting_Non-Teaching_Staff_Development_in_Kenyan_Universities.pdf
- Wanjiru, M., & Karanja, S. M. (2021). Innovation policy adoption in public schools in Kenya: Challenges and prospects. *International Journal of Educational Policy Research and Review*, 8(6), 223–229. <https://doi.org/10.15739/IJEPRR.21.022>

- Wanjiru, P., & Kimosop, M. (2021). Delegation and innovation among school support staff in Kenya. *International Journal of Educational Leadership and Policy*, 6(1), 45–53. <https://doi.org/10.5897/IJELP2021.0421>
- Wanjohi, J. M., & Mugo, K. N. (2022). *Influence of infrastructural development on service delivery in Kenyan public secondary schools*. *African Journal of Education and Practice*, 8(1), 102–111. <https://doi.org/10.47604/ajep.1631>
- Wassem, M., Baig, S. A., Abrar, M., Hashim, M., Zia-Ur-Rehman, M., Awan, U., ... & Nawab, Y. (2019). Impact of capacity building and managerial support on employees' performance: The moderating role of employees' retention. *Sage Open*, 9(3), 2158244019859957. <https://journals.sagepub.com/doi/abs/10.1177/2158244019859957>
- Wekesa, J. L., & Kipruto, C. (2021). Strategic resource allocation and performance of public secondary schools in Kenya. *African Journal of Education and Practice*, 7(2), 98–107. <https://doi.org/10.47941/ajep.v7i2.780>
- Wekesa, R. L., & Wafula, M. (2020). Factors influencing innovation adoption in Kenyan secondary schools: A multivariate analysis. *African Journal of Educational Research and Development*, 9(4), 94–103.
- Wipulanusat, W., Panuwatwanich, K. & Stewart, R. A. (2018). Pathways to workplace innovation and career satisfaction in the public service: The role of leadership and culture. *International Journal of Organizational Analysis*, 26 (5), 890-914, <https://www.emerald.com/insight/content/doi/10.1108/IJOA-03-2018-1376/full/html>
- Work Behaviour: Development and Test of an Integrated Model. *Creativity and Innovation Management*, 14(2), 142–150, <https://onlinelibrary.wiley.com/doi/10.1111/j.1467-8691.2005.00334.x>
- Wu, W., Rafiq, M., & Chin, T. (2022). Impact of agile learning on innovative behavior: A moderated mediation model of employee engagement and perceived organizational support. *Frontiers in Psychology*, 13, Article 900830. <https://doi.org/10.3389/fpsyg.2022.900830>
- Yego, J. K., & Simatwa, E. M. W. (2022). Influence of middle-level management on implementation of strategic plans in public secondary schools in Kenya. *International Journal of Education and Research*, 10(2), 95-109. <https://www.ijern.com/journal/2022/February-2022/08.pdf>
- Young, J. C., Rose, D. C., Hannah S., Mumby, H. S., Benitez-Capistros, F., Derrick, C. J., Finch, T., Garcia, C., Home C., Marwaha, E., Morgans, C., Parkinson, S., Shah, J., Wilson, K. A. & Mukherjee, N. (2017). A methodological guide to using and reporting on interviews in conservation science research. [www.http//10.1111/2041-210X.12828](http://10.1111/2041-210X.12828)
- Yuan, F., Woodman, R. W., Texas, A., Wood, W., Zhou, J., Guthrie, J., Lee, J. (2010). *Innovative*