

Trends in Utilization of Selective Educational Borrowing Practices on Students' Learning Outcomes in Public Secondary Schools in Nairobi City County

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Abstract: Selective Educational borrowing is the process of comparing the performance of an institutional processes and indicators such as cost, cycle time, productivity, or other characteristics that are widely accepted as best practices. The main purpose of the current study was to assess the trends in utilization of selective education borrowing in public secondary schools in Nairobi City County for the last ten years. The study was based on Goal-setting theory to Performance Management by Edwin Locke in 1960. A descriptive survey design was used in the study. The study was carried in Nairobi City County. The study targeted 78 secondary school principals and 78 secondary school deputy principals in Nairobi City County; making a total population of 156 respondents based on (9) sub-groups in accordance with the nine educational Districts and a sample size of 112 respondents. To choose schools and principals for the study, three selection strategies was used: stratified, purposive and simple random sampling procedures and to determine the sample size for responders, the researcher employed Slovin's formula for sample size determination: to gather information from the respondents for the study, principals and their deputies completed an interview schedule and questionnaires respectively. Two principals in two schools participated in the piloting of data collection tools. To assess the internal consistency of the principals' surveys, the researcher utilized Cronbach's Alpha coefficient to establish the reliability of the instruments. The researcher utilized both descriptive and inferential statistics, such as frequencies, means, standard deviation to analyze quantitative data according to the study objectives. Quantitative data was coded, examined using percentages and frequency tables and presented. Thematic analysis complemented quantitative data by triangulating findings, involving the location, analysis and interpretation of patterns and themes in textual data. This qualitative analysis aided in drawing conclusions that addressed the study objectives by understanding how textual patterns contribute to the overall understanding.

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I. INTRODUCTION

Education is recognized globally as a vital factor for any nation's economic, political and social development (Republic of Kenya, 2012). Quality Education is a key component of the United Nations Sustainable Development Goals 4 (UN-SDG4) that call for a commitment to 'ensure inclusive and equitable quality education and promote lifelong learning opportunities for all' (United Nations, 2015). Similarly, initiatives like the East African Protocol on Education has pointed to the need to enhance cooperation in addressing challenges to education. The above protocol is used in efforts to synchronize the policies and

quality of the education systems in the member states of the East African community to make improvements in education attainable and sustainable (East African Community, 2013). In Kenya, the belief in education as a basis of personal and national achievement is grounded in the Constitution of Kenya (2010) and Vision 2030. Given the principle of the right to education, several Acts of Parliament has been enacted to actualize the right in the country. The Basic Education Act (2013) on free and compulsory basic education to the secondary level enhance the quality of education to all children.

Selective education borrowing is the process of comparing the performance of an institutional processes and indicators such as cost, cycle time, productivity, or other characteristics that are widely accepted as best practices (Rusdiana, 2014). Therefore, education borrowing is a continuous process of systematic evaluation through comparisons that regularly looks for new ideas, implements changes, and evaluates the advantages (Nyaoga et al., 2013). Education borrowing is a strategy that has been embraced by schools around the world since it helps to increase academic attainment (Amunga, 2020). In this regard, selective education borrowing, which has become a global phenomenon having significant impacts on students learning outcomes has been implemented notably in the United Kingdom, for instance, through the partnership between the Higher Education Academy and the Joint Information Systems Committee to improve eLearning capacities and integrate best practices into mainstream provision (Lobna, 2015).

In France, the investigation of selective educational borrowing in secondary school shows that the process is not only nuanced, but also subtle (Duru-Bellat, 2015). In contrast, European Union countries with higher educational equity, like the Netherlands and Sweden, avoid early selection and achieve better outcomes. Conversely, countries with early tracking, such as Austria and Germany, show lower equity and higher correlations between social background and educational outcomes (Luzia et al., 2013). In discussing selective educational borrowing in Latin America, it would be apropos to explain the functions of international assessments and frameworks such as PISA and the International Baccalaureate. The Organization for Economic Cooperation and Development-sponsored PISA has become one of the most critical drivers of educational reform efforts worldwide, even reaching U.S. policy efforts relating to increasing global competitiveness in education (Gvirts, & Beech, 2014). Costa Rica's Ministry of Education also adopted the IB program within public schools as one means to help improve the quality of education, and thus to help better prepare students for higher education.

At the regional level, the African Union's plan for the social and economic development of the continent, stress on the process of standardization of education in Africa as a way of reducing imbalances. Selective educational borrowing in secondary schools in Africa depicts the typical scenario whereby a limited number of resources are invested in a certain number of schools on merit through qualifiers to secondary school. This is evident in countries such as Botswana, Chad, Ghana, Nigeria, Senegal, and Uganda where poor students are admitted to archetypal conventional schools while the high performing students are sent to the well-resourced conventional schools or otherwise end up attending community day schools or private institutions (De Hoop, 2010). The tracking policies formulated also seek to guarantee a certain standard and they should not allow a certain level of education to venture into tertiary education or the job market, but the efficiency of these

tracking policies has not been investigated. The provision of resources in relation to examination results in specific school triggers issues to do with equity in access to good secondary education across all the African countries that are under study.

In East Africa, the evaluative review of the trends and selective borrowing into secondary schools in Uganda, Tanzania, and Rwanda bring forth critical issues and strategies in reforming secondary education. These countries, therefore, have borrowed lessons from one another and internationally to address and strengthen their respective educational systems. For example, EAC Vision 2050 demands a standardization of education in the region to bridge gaps in access and quality (EAC, 2015). Entities like Uwezo East Africa, Inter-University Council for East Africa, and East African Science and Technology Commission are all playing their determined roles in this direction. While Uwezo concerns itself with the core mandate of measuring specific primary learning outcomes for policy guidance, IUCEA and EASTCO work on harmonizing standards of higher education in the region in line with what is obtained globally. However, such efforts notwithstanding, the challenges persist, with less than 30% of secondary students in Kenya and Tanzania passing national exams, compared to higher pass rates in Rwanda and Uganda (Amutuhair, 2023). International lending bodies also shape policies and encourage further borrowing of educational models, especially regarding quality assurance and university globalization (Mrema et al., 2023), despite concerns over equity and quality.

In Kenya, school learning outcomes with students being evaluated in different ways through tests depending on written and oral assessments, presentations, homework and participation (Mwanga et al., 2021) and aspects of selective borrowing like discipline, performance and management of school and personnel. Kenya education system through examinations determines quality of education by the students' performance in the national examinations such as Kenya Certificate of Secondary Education (K. C. S. E.) (Mwanga et al., 2021). However, cases of poor K. C. S. E. performances have made it hard for students in public secondary institutions to compete for national opportunities for enhanced performance. Mwanga et al. (2021) note that those challenges notwithstanding, many students had a positive attitude towards education borrowing due to need to enhance their academic performance. In the Kenyan context, school learning achievement indicators are mainly determined by the tests scores where inferior rated schools compare themselves with schools with higher ratings (Ongeri et al., 2014). A study by Ambula (2006) established the relationship between education borrowing and the student performance in the secondary schools and the findings indicated that, schools that embraced such strategies recorded an improvement in the KCSE mean scores by about 5.633 to 6.379. Against this background, the study sought to assess the trends in the use of selective education borrowing in the public secondary schools in Nairobi City County over the last decade.

➤ *Statement of the Problem*

From conditions prevailing in secondary education in Kenya, it is evident that there is unequal distribution of learning outcomes where only a few schools have constant high performance in the national examinations while others lag behind. These trends have raised concerns among many stakeholders comprising parents, educators and policy makers, who are in search of the factors causing the gaps and ways of improving performance in all the schools. Several interventions have been advocated as important for the enhancement of learning outcomes in Secondary education system in Kenya based on the trends of educational borrowing. Such proposals consist of focusing on the preparation and development of teachers and educational leaders, changes in curriculum, provision of infrastructures, redressing socio-economic inequalities and information communications technologies. However, there are growing concerns as to the realization of these proposals, mainly because data on the effects that these solutions have on student learning outcomes and on the extent to which these have been successfully implemented at schools are limited. In order to fill these gaps, the current study sought to assess the trends of borrowing in education and identifying the effects on school learning outcomes. Therefore, the study looked at the above factors to offer empirical evidence that helped to understand the applicability of the current suggestions for enhancing learning outcomes and to shape future policy and practice in secondary education in Kenya. This study is important in knowledge generation that can help inform educational policy reforms and also help provide practical solutions for schools intending to improve their performance.

➤ *Purpose of the Study*

The main purpose of the study was to determine trends in utilization of selective educational borrowing practices on students' learning outcomes in public secondary schools in Nairobi City County.

II. RESEARCH METHODOLOGY

In this section, the research approach, design, population, sample size and sampling techniques, methods of data collection and analysis have been addressed.

➤ *Research Design*

In this study, a descriptive survey research design was appropriate for use because it allowed for the collection of both qualitative and numerical data at the same time. This approach is established by Creswell (2014) as a mixed method that allows for the integration of findings for analysis and interpretation of the research context's qualitative and quantitative data. This design enabled the researcher gain better insights on the research questions with a view of establishing the determine trends in utilization of selective educational borrowing practices on students' learning outcomes in public secondary schools in Nairobi City County. Descriptive survey design was particularly suitable at examining events within real-life settings because it preserves participants' real-life experience

and impressions, thereby increasing the total construct validity of the study. As for the comparative dimensions of this study, the systematic area study approach introduced by George Bereday in 1964 shall was adapted.

➤ *Target Population, Sampling Techniques and Sample Size*

A target population is a group of people or businesses who share certain characteristics (Kothari, 2004). Therefore, the study targeted 78 secondary school principals, 78 secondary school deputy principals, 234 Board of Management (BOM) members, and 116 Parents Association (PA) members in Nairobi County. This made a total population of 506 respondents based on nine sub-groups in accordance with the nine educational districts. To select schools, principals, BOM members and Parents Association (PA) members for the study, three sampling strategies was employed: stratified, purposive, and simple random sampling procedures. Each technique is suitable for different population groups. Firstly, stratified sampling was used to select secondary schools in Nairobi County. According to Creswell (2015), stratified sampling involves dividing the entire population into subgroups or strata based on shared characteristics. Secondly, purposive sampling was employed to select principals and deputy principals from public secondary schools. As Etikan, Musa, and Alkassim (2016) explain, purposive sampling is the deliberate choice of participants based on specific traits they possess. Simple random sampling was employed in order to select BOM members and PA members from the selected schools. This study employed a simple random sampling method to facilitate generalization of the results to the target population following statistical tools (Orodho, 2017; Orodho et al., 2016). The Slovin's method was used to calculate the sample size for the study since it gave the researcher the appropriate level of accuracy (Stephanie, 2013). The sample size for the current study was therefore 112 Principals and deputy principals (56 principals and 56 deputy principals) from a target population of 156 respondents and 112 BOM and PA members then distributed proportionately as according to educational Districts.

➤ *Instrumentation for Data Collection*

To gather data, the study used both questionnaire and interview schedules to collect data from the respondents. Questionnaires were used to collect data from the deputy principals while interview schedules were used to collect data from the principals. Data collection covered the sampled secondary schools through online forms by the researcher using Google. The researcher distributed online forms to the heads of schools, Board of Management members and Parents Association members via emails and other digital platforms. Introductory e-mails were done at the start of data collection; these welcomed the participants to the research study, stating the objectives and their role in the research. Links to the online forms were shared and participants guided on how to fill and submit the forms electronically. The researcher also provided the possibility of flexibility in the time frame within which the

questionnaires must be filled out to enhance the response rate and minimize non-response, especially for the head teachers.

research areas covered by the study objectives in order to draw conclusions.

III. DATA ANALYSIS

The data was cleansed and sorted before processing and analysis. Quantitative data was coded in the computers, examined and the outcomes presented using percentages and frequency tables. Thematic analysis of the qualitative data was utilized to further triangulate the quantitative data and produce the final results. In order to understand how patterns and themes in textual data contribute to addressing the study objective, the qualitative data analysis comprised locating, analyzing and interpreting patterns and themes in textual data. The analysis of the qualitative data looked for broad trends relating to several

IV. RESULTS

➤ *Trend in the Utilization of Selective Borrowing*

The study sought to assess the trends in the application of selective educational borrowing practices in Nairobi City County public secondary schools over the last decade. One of the methods that schools employ in ensuring this becomes a reality is that of benchmarking, where schools actually go and learn from those who have succeeded in implementing some education practices earlier. Benchmarking is focused on how frequent the benchmarking occurs, on what stakeholders participate, and whether benchmarking is undertaken outside Nairobi County. The findings shown in Table 1.

Table 1: Trend in the Utilization of Selective Borrowing

| Statement | 1 | 2 | 3 | 4 | 5 | Mean | SD |
|---|-------|-------|-------|-------|-------|------|-----|
| The school normally benchmark more than once in a year | 26.2% | 16.9% | 6.2% | 27.7% | 23.1% | 3.1 | 1.6 |
| The school normally take several teachers for benchmarking | 20.0% | 18.5% | 3.1% | 33.8% | 24.6% | 3.3 | 1.5 |
| The school normally involve several students for benchmarking | 21.5% | 15.4% | 10.8% | 23.1% | 29.2% | 3.2 | 1.5 |
| The school normally include BOM for benchmarking | 35.9% | 17.2% | 10.9% | 18.8% | 17.2% | 2.6 | 1.5 |
| The school normally benchmark beyond Nairobi County. | 35.4% | 20.0% | 3.1% | 26.2% | 15.4% | 2.7 | 1.5 |
| Total | 27.8% | 17.6% | 6.8% | 25.9% | 21.9% | 3.0 | 1.5 |

Source: Research work (2025)

The findings, as presented in Table 1, are that educational borrowing is quite common among Nairobi City County secondary schools, although how often and with whom varies. Schools had benchmarked a mean of more than once a year ($M = 3.1$, $SD = 1.6$) with a significant number of teachers ($M = 3.3$, $SD = 1.5$). Fewer schools, however, involve BOM members in educational borrowing exercises ($M = 2.6$, $SD = 1.5$), and this suggests that decision-makers are not necessarily learning about best practice. Notably perhaps, an overwhelmingly high percentage of schools' benchmark outside Nairobi County ($M = 2.7$, $SD = 1.5$), and this suggests institutions are looking outside immediate regions for ideas on education. These results indicate that although educational borrowing is a common practice, its application is not standardized, and certain stakeholders, like the BOM, can be underutilized in the process. The study aimed to determine the trends in the application of selective educational borrowing strategies by gender differences. The respondents were asked to indicate their level of agreement with various statements on educational borrowing on a Likert scale, and the results are shown in Table 2.

Table 2: Trends in Selective Borrowing Based on Gender Difference

| Gender | N | Mean | Std. Deviation |
|--|----|------|----------------|
| Male Trends in Educational borrowing | 39 | 3.17 | 1.378 |
| Female Trends in Educational borrowing | 25 | 2.62 | 1.311 |

Source: Research work (2025)

As the table 2 revealed, male participants ($N = 39$) also possessed a higher mean value of 3.17 ($SD = 1.378$) than that of female participants ($N = 25$), whose mean value was 2.62 ($SD = 1.311$). This indicates that, as a whole, male participants were more prone to agree with statements confirming the practice and trend of selective educational borrowing compared to female participants. Both sex group standard deviations (1.378 for men, 1.311 for women) suggest a moderate level of response variation within each sex group. That slightly higher mean among men can still suggest that male respondents are more aware of, more interested in, or more approving of selective education borrowing practices than are women respondents. These findings hint at a potential gender difference in experience or opinion on educational borrowing to be examined using qualitative inquiry in order to uncover the why like differential exposure to policy enactment, access to knowledge or inclusion in decision-making procedures regarding education reforms.

The study further sought to establish trends in the application of selective educational borrowing practices across different age groups of respondents. The items were measured on the Likert scale, and descriptive statistics revealed that there were considerable differences in the levels of agreement by age and the findings presented in Table 3.

Table 3: Trends in Selective Borrowing Based on Gender Difference

| Age | | N | Mean | Std. Deviation |
|--------------------|---------------------------------|----|------|----------------|
| | Trends in Educational borrowing | 1 | 4.40 | . |
| Below 30 Years | Trends in Educational borrowing | 16 | 3.70 | 1.420 |
| 31-40 Years | Trends in Educational borrowing | 29 | 2.68 | 1.274 |
| 41-50 Years | Trends in Educational borrowing | 11 | 2.71 | 1.412 |
| 51 and Above Years | Trends in Educational borrowing | 7 | 2.60 | 1.120 |

As shown in Table 3, below 30-year-old respondents got the highest mean score of 3.70 at a standard deviation of 1.420. This reflects that the younger respondents showed a better agreement towards making use of selective education borrowing behaviors. Their positively perceived view can be explained because they are used to being familiar with new approaches to education due to exposure to current education reform and being innovative-friendly in terms of the educational field. On the other hand, the respondents between the ages of 31–40 years posted a low mean score of 2.68 and a standard deviation of 1.274, indicating a moderate level of agreement. Similarly, the 41–50 years old respondents posted a very similar mean score of 2.71 with a standard deviation of 1.412. These two groups demonstrated a conservative posture towards educational borrowing, which may be a balance between sensitivity to global educational movements and a tendency towards context-responsive practices.

The oldest age group at 51 years and above had the lowest mean of 2.60 and standard deviation of 1.120. This indicates a comparatively lesser level of agreement with adopting school innovations from outside systems. This is perhaps because of

prolonged exposure to traditional schooling models by this age group and possibly doubt about the borrowed reforms as well. It is also noteworthy that among the respondents who failed to report their age, one of them had a mean score of 4.40, very high indeed. But due to the one data point and no variability (no standard deviation provided), this observation carries very little statistical weight and should be interpreted carefully. Generally, the findings are that youthful respondents are more prone to support the adoption of selective educational borrowing policy than old respondents. Such age pattern would therefore imply that successful implementation of such reforms would depend on specific approaches that engage and address the issue of older education stakeholders and take advantage of the openness of the youth.

The study also cross-tested the trends in the application of selective educational borrowing practices by the educational level of the respondents. This was in order to determine if the respondents' educational level influenced their perception and agreement rate towards educational borrowing, as per responses gathered on a Likert scale and the findings presented in Table 4.

Table 4: Trends in Selective Borrowing Based on Level of Education

| Level of Education | | N | Mean | Std. Deviation |
|--------------------|---------------------------------|----|------|----------------|
| . | Trends in Educational borrowing | 1 | 4.40 | . |
| Diploma | Trends in Educational borrowing | 4 | 4.30 | .200 |
| Graduate B.Ed | Trends in Educational borrowing | 48 | 2.76 | 1.416 |
| BA/PGDE | Trends in Educational borrowing | 4 | 3.35 | 1.215 |
| M.ED | Trends in Educational borrowing | 7 | 3.09 | 1.107 |

Source: Research work (2025)

As shown in Table 4, respondents who were Diploma qualified had a high mean score of 4.30 and a very low standard deviation of 0.200, a sign of strong and stable agreement with selective educational borrowing practices. This would suggest that Diploma holders would be willing to be receptive to the adoption of external education practices, possibly due to the fact that they would desire innovation and change in the systems they are working in. Similarly, BA/PGDE respondents had a relatively high mean score of 3.35 and standard deviation of 1.215. While this is a positive attitude towards educational borrowing overall, the higher standard deviation indicates more variability of opinion within this category.

The respondents who had Master's and B.Ed, the most numerous subgroup (N = 48), posted a mean score of 2.76 on a standard deviation of 1.416. This shows modest agreement and rather broad variation of opinion for use of selective borrowing of educational practices. Because this is a professional group composed of trained teachers, prudence could suggest greater rigorous evaluation of imported practice for usage in local schooling context and deployment limitations. Those with M.Ed posted a mean response of 3.09 and with a standard deviation of 1.107. This slightly more positive attitude toward education borrowing indicated a slightly more positive opinion than the B.Ed graduates. The comparatively smaller standard deviation indicates greater consistency of response, perhaps being wiser and well-considered as a result of greater study. The findings suggest that the less formally educated respondents

(Diploma, BA/PGDE) were more affirmative of selective educational borrowing behaviors compared to their better-educated counterparts.

The study also explored trends in the adoption of selective educational borrowing practices by school type boys' schools and girls' schools. The findings, as reported in Table 4.6, show considerable variation in the level of agreement with educational borrowing among these two groups.

Table 5: Trends in Selective Borrowing Based on Type of School

| Type of School | | N | Mean | Std. Deviation |
|----------------|---------------------------------|----|------|----------------|
| Boys School | Trends in Educational borrowing | 20 | 3.83 | 1.152 |
| Girls School | Trends in Educational borrowing | 44 | 2.56 | 1.281 |

Source: Research work (2025)

The boys' schools' respondents had a high mean score of 3.83 and a standard deviation of 1.152. This indicates a more positive opinion and greater agreement with the implementation of selective educational borrowing policies. The relatively low standard deviation indicates some level of consistency in teachers' responses from boys' schools. Girls' school respondents, on the other hand, had a lower mean of 2.56 and somewhat larger standard deviation of 1.281. This indicates weaker support for educational borrowing practices and larger differences in their views. The findings suggest that teachers in girls' schools are possibly more conservative or skeptical with regard to the usability or applicability of borrowed education practices in their schools.

The disparity in the mean scores may reflect latent variations in school culture, institutional priorities, or exposure to reform programs between girls' and boys' schools. It may also reflect different leadership styles or bias for change and innovation in such school settings. In general, the findings suggest that teachers of boys' schools will tend to take selective educational borrowing, while their counterparts at girls' schools may require more focused interventions and support in an attempt to appreciate and implement such practices effectively.

The interview results support these findings, pointing to the larger trends in selective educational borrowing. One of the principals emphasized that over the last decade, their school has adopted competency-based learning and project-based assessments from international best practices.

"We have borrowed pieces from Finland and Singapore, mainly problem-solving and critical thinking," (Principal P1).

However, challenges arise, specifically in integrating these borrowed practices into Kenya's current curriculum as teachers normally resist the mounting work demands. A member of BOM also referenced how most schools adopted STEM-modelled learning patterns replicated from progressive education systems to boost practical skills among the students. However, the same BOM member acknowledged that:

"Many schools lack the necessary infrastructure, such as well-equipped science labs, to fully implement these models" (BOM 1).

These findings substantiate the survey results in showing that while selective educational borrowing is in practice, infrastructural shortfalls, participation of stakeholders, and curriculum fit still hinder its full achievement.

V. DISCUSION

The findings of this study are congruent with empirical evidence in the United States, according to the National Center for Education Statistics (2023). The study confirms that selective education borrowing is increasingly a trend among public secondary schools, and benchmarking has an integral function in adopting innovative pedagogical practices. Just as is the case with research in the USA, where educational institutions have embraced STEM education and digital learning materials, the Nairobi City County research ascertained that educational institutions are actively embracing competency-based learning and project-based assessment approaches borrowed from high-performing education systems. However, while the American study emphasizes the independence of technology experts in facilitating learning, the current research found infrastructural limitations and poor teacher professional development as significant barriers to the problem-free borrowing of practices. This would mean that while the borrowed principle is sound, its applicability is highly dependent on local factors like the presence of resources and political will, which vary across schooling systems.

The pedagogical style selection in the current study parallels findings from Eriksson and Lindström (2023) who studied Finnish schools. Schools participating in the Finnish study adopted project-based learning as well as interdisciplinary education patterns that originated from bordering countries Sweden and Norway. The public secondary schools in Nairobi have adopted educational methods based on best practices which originate from international benchmarking.

Yet, an important difference appears in the degree of institutional preparedness and systemic implementation of adopted measures. Though Finland has well-established national policies guiding selective borrowing, the present research attested that in Kenya there was no existence of systematic frameworks and thus variability in execution. Besides, Maria et al. (2020) research in Portugal identifies the

role of benchmarking in affecting pupil performance with varied achievement based on school choice and prior academic preparedness. This agrees with the finding of this study, that while benchmarking has assisted in developing improved teaching approaches, its overall effect on the performance of the students remains ambiguous, as it depends on school facilities and teacher readiness.

The research findings from Asian studies and African studies show similarities with both Lim and Tan (2022) who studied Singapore and Eta & Vuban (2018) who researched Cameroon. The researchers from Singapore investigated peer teaching strategies which could potentially work in both Kenya and peer-to-peer learning approaches were becoming more popular. The Singaporean experience stands strongly because of policy backing and infrastructure development although such support does not exist in the same way within the Nairobi context. Similarly, the findings of research on policy adaptation challenges of Cameroon mirror what was observed in the present study, where borrowed practices face implementation challenges because of variation in settings. The study conducted by Nyaoga et al. (2013) in Kenya proves support for the current research by showing a positive link between benchmarking and school outcomes while skipping the analysis of education borrowing determinants in general. This study brings together BOM members and essential stakeholders to offer a complete picture of public secondary school selective educational borrowing acceptance and execution factors beyond current research.

VI. CONCLUSIONS

The study establishes that selective borrowing for education has played a principal role in developing pedagogic practice in the secondary schools within the Nairobi City County. Learning from world best practice has seen schools seek best practice, of which benchmarking emerges as the main strategy involved in the acquisition of new approaches in teaching and learning. But the success of such borrowed processes depends on the level of institutionality, availability of necessary resources, and level of involvement of critical stakeholders, including school administration, in the exercise. The periodic involvement of the BOM and minimal infrastructural capacity of most schools confirm that, despite the intent to improve education through borrowing, its full realization is hampered by workability issues.

The study also points out that, although selective borrowing is likely to enhance the quality of education, it has to be undertaken systematically with regard to the context of a particular school. Without proper policy directives and adequate resource commitment, schools may not be able to implement borrowed methods properly. For this purpose, a better systemic approach combined with increased stakeholder participation and investment in school infrastructure must be formulated so that selective educational borrowing can bring tangible effects in the education system.

RECOMMENDATIONS

Based on the study findings, the following recommendations were made:

- To ensure optimal effectiveness of selective educational borrowing, the study recommends that the Ministry of Education develop brief guidelines on how schools can adopt and implement borrowed education practices in a systematic manner. The guidelines are supposed to provide a benchmarking framework to ensure borrowed practices are adapted to the local curriculum and address contextual challenges. Schools should also be encouraged to enter into partnerships with institutions that have effectively employed similar practices to exchange knowledge and mentorship.
- Secondly, the majority of schools do not have appropriate facilities such as science laboratories and computer-based learning materials that will enable competency-based and STEM-based learning. Providing them with funding in addition to professional training will enhance the ability of teachers to master new pedagogy, making selective education borrowing more productive in general.

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