

Influence Of Provision Of Resources Practices On Students' Academic Performance In Public Secondary Schools In Wajir North Sub-County, Kenya

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Abstract

The success or failure of secondary school education for students is highly related to provision of resources of principals. Therefore, purpose of this research was to establish influence of principals' provision of resources on academic performance in public secondary schools in Wajir North Sub-County. Research employed mixed methods approach along with descriptive design. Target population included 1 Sub-County Director of Education 4 principals, 1618 students 103 teachers, 486 parents making a total of 2212 respondents. By use of Slovin's formula, a sample of 1 County Director of Education, 4 principals, 40 teachers, 194 students and 100 parents making up a total of 339 participants. Instruments for gathering information included questionnaires, focus group guides as well as interview guides. Data analysis entailed analysis of quantitative data using frequencies and percentages then presented in pie charts or bar graphs but for qualitative data analysis was achieved thematically then presented in form of narration. For inferential statistics analysis was done using Karl Pearson Correlation coefficient to determine relationship between principals' provision of resources and academic performance of students. Results indicated that principal's provision of resources has a significant impact on students' academic success in secondary schools. Such resources that were found to be of great importance includes, human resources for example qualified teachers of high quality, physical resources such as availability of classroom facilities that are well equipped, digital facilities for integration of ICT in teaching and learning, sporting activities resources, libraries, laboratories and financial resources in order to adequately finance all management practices that may require financial requirements. However, study recommends Teachers Service Commission to employ more teachers to bridge available gap for human resources in schools while Ministry of Education should tighten policies that ensure timely disbursement of financial resources

Keywords: *Principals, Provision, Resources, Academic Performance*

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I. Introduction

Students in secondary schools their academic performance is greatly influenced by social economic factors, environment of school, parental education, parental employment as well as place of residence where these students leave and commute to school (Mulinge, 2022). However, Chemiat, (2020) observed that management strategies such as school administration leadership style, teacher lesson attendance, teacher lesson preparation, students well written notes, regular lesson observation and enhanced school attendance are some of the management strategies that have a great influence on students' academic performance although factors such as supervision, provision of resources, Principals' Motivation strategies as well as discipline management was not addressed. Therefore, education is a very important tool in the development of a nation hence the reason behind nations in Sub Saharan Africa coming up with policies on how to subsidize education for their people for instance Kenya and Uganda where Free primary education and free secondary education has already been introduced (Chemiat, 2020).

Education is a pathway for individual development and also a backbone to the country development. This is because, in keeping with Radhika, (2018) in India observed that some factors such as students' attitude, skills of the teacher, leadership aspects of the headteachers, school resources have a significant effect on high school students' levels of learning in public institutions. However, classroom congestion is considered as an impediment for teachers when reaching out to their students. Therefore, the major purpose of a school is to give a conducive environment for students' acquisition of knowledge and skills because where there is an enabling school environment students tend to put more effort in their studies hence better academic performance (Maitra, 2018). Moreover, Namunga, (2017) noted that in America, England and Australia, leadership activities of the principals in public high schools as the main contributor to students' academic excellence. This is because where

teachers and students were well motivated by principals' students' improvement in academic results was realized. Furthermore, these arguments agree with Cruickshank, (2017) observations in United State of America where principals' management practices are undergoing reforms to attain better leadership practices that acts as enabler to academic achievements. These was facilitated by the realization by ministry of education in America that management practices of principals in senior school institutions influences students' academic abilities.

In an African context, Omotora, (2018) on factors affecting students of high school performance in Nigeria observed that, school climate comprising of variables such as large class size, attitude of teachers, availability of instructional media and teaching styles influenced positively secondary school students' performance in academics in Nigeria. Therefore, this necessitate for development of frameworks to ensure secondary institutions environment is safe as well as suitable for learning to enable provision of suitable environment for academic performance for the students. However, on a study carried out by World Bank, (2019) in Mozambique demonstrated that leadership practices of the principals such as teacher appraisal practices and teacher professional development practices as some of the major factors contributing to academic performance of secondary school students in Mozambique. These arguments are however in support of Nirere, Philothere and Jean, (2023) who made an investigation on effects of leadership activities on students' academic achievements in Rwanda where it was found that poor principals instructional leadership practices lead to poor academic attainments of students in senior school institutions.

However, Njuguna, (2021) in Murang'a South Kenya argued that use of vernacular language in school, use of sub-standard English and sub-standard Kiswahili, inadequate assessment, unmonitored private studies, unshared school vision as well as mission of the school to be among major factors in the school environment limiting public school students' performance academically in secondary schools. However, Benedina and Charles, (2023) in Kisii South Sub-County observed that lack of proper utilization of instructional resources by principals as a major barrier to improved academic success among students in secondary institutions. Opined to these observations it is necessary to research on impacts of principals' management strategies pertaining students' success on academics in Wajir North Sub-County as authors above fails to describe how management strategies such as provision of resources, supervision, discipline management as well as principals' motivation strategies influence on students' academic prowess in arid and semi-arid areas public secondary schools and their influence on students' achievements.

II. Statement Of The Problem

Examinations that are done nationally in Kenya has an important space in students' lives in senior secondary schools at end of their four years' study in schools. This is opined to the fact that learners who perform well are subject to better courses in universities and colleges as this examination acts as an entry to universities and colleges as well as pathways to certain careers for the students. These learners who are great achievers on academics work many are the times they are taken to have obtained education of high quality hence causing enhanced individual development leading to national development of the country. This is because the certification is used as a basis for selecting courses in universities or colleges (Alyaha & Mbogo,2017).

Although, the Kenyan government has placed mechanisms for ensuring learners are receiving good quality education across secondary schools in the republic, outstanding achievement remains a challenge on academic excellence in Wajir North Sub-County secondary public schools. This has been greatly influenced by observations that for the last five years' students' performance in KCSE has not yet been to expectations and in line with the provision of basic quality education as illustrated in table below.

Table 1 *KCSE performance in public secondary schools in Wajir North Sub-County over five years*

School KCSE PERFORMANCE	2019	2020	2021	2022	2023
Bute boys	8.988 B	7.10 C+	6.11 C	7.09 C +	4.62 C-
Bute girls	8.35 B-	6.81 C +	6.51 C+	5.5 C	3.426 D+
Bute mixed	8.04 B-	7.2243 C+	2.64 D	7.03 C+	4.41 D+
Danaba mixed	-	-	-	7.0 C+	7.1 C+

Source Sub-County Director of Education Office 2023

Table 1 above demonstrates a downward trajectory of academic performance of secondary schools from 2019 to 2023 where Bute boys dropped from a mean of 8.988 (B) in 2019 to a mean of 4.62 (C) in 2023, Bute Girls dropped from a mean of 8.35 (B-) in 2019 to a mean of 3.426 (D+) in 2023 whereas Bute Mixed dropped from 8.04 (B-) in 2019 to a mean of 4.41 (D+) in 2023 although Danaba mixed despite being a newly established schools performs better in comparison to the other three schools in the Sub-County. Therefore, these downward trajectory in KCSE performance calls for the need to establish influence of principals' management practices on students' educational success in Wajir North Sub-County, Wajir County, Kenya.

III. Research Objective

To assess influence of provision of resources practices on students' academic performance in public secondary schools in Wajir North Sub-County, Kenya

IV. Research Question

How does provision of resources influence students' academic performance in public secondary schools in Wajir North Sub-County, Kenya?

V. Empirical Literature Review

Principals Provision of Resources And Students Academic Performance

Gunning (2018) underscores the great role played by visual aids, educational resources, as well as other forms of facilitation to the learning process of students while at school. Availability of visual aids not only spark learners' interest but also makes comprehension become a little easier as far as learning is concerned (Klier, Juliah & Muchter, 2017). In Canada, Miller (2016) observes that learning and teaching resources are very important facilitating element on academic work, serving as the cornerstone for effective educational programs. They emphasize that these materials offer valuable opportunities for learners to apply their knowledge while assisting teachers in achieving their instructional objectives.

In situations where institutions confront resource constraints, educators are encouraged to exhibit creativity by improvising and making the best use of locally available materials. An empirical study conducted by Nsa, Ikot and Udo (2018) in Nigeria centered on comprehending impact of utilization of academic content on performance of pupils in their early childhood in Ikot Abasi Local Government Area. The study employed an experimental design involving management staff and evaluated 200 pupils for analysis. While the aforementioned research adopted a quasi-experimental approach, the current study employs a descriptive design method.

Lumuli (2019) underscores the significance of a well-structured classroom environment tailored to learners' preferences. Interactive displays in preschool settings, coupled with thoughtfully curated online resources, encourage active exploration of teachers' recommendations. In 2017, Ministry of Education while in partnership with UNICEF, introduced an approach to learning that is learner-centered approach as concerns teaching as well as learning processes. As per the Kenyan Ministry of Education Report (2016), learners' learning experiences are influenced by the availability, distribution, and utilization of methods for mastering concepts. Consequently, the present research aims at establishing the effects of knowledge utilization and accessibility of teaching materials on elementary reading proficiency among secondary school students, focusing specifically on the unique context of Wajir North sub-county.

VI. Materials And Methods

Mixed methodology was applied where quantitative together with qualitative data were collected. The questionnaires research tools were employed to obtain quantitative data while qualitative data by use of interview guides and focus group discussion guides data was collected. Rationale of mixed methodology was that it helps to remove errors that may occur while using qualitative or quantitative research hence more objective outcomes (Creswell and Plano, 2018).

Descriptive design was applied where gathering of quantitative data was done by use of questionnaires from students and teachers and analyzed. Then qualitative data from principals and board of management members were also collected by use of interview guides together with focus group discussion guides and analysis done separately. However, descriptive design enabled drawing of conclusions from both types of data analyzed.

Concerning research, population targeted was 1 Sub-County Director of Education 4 principals, 1618 students 103 teachers, 486 parents making a total of 2212 respondents. By use of above Slovin's formula, a sample of 1 County Director of Education, 4 principals, 40 teachers, 194 students and 100 parents making up a total of 339 respondents. Tools used include questionnaires for gathering information from students and their teachers, interview guides interviews which obtained information from principals together with Sub-County director of education and focus group discussion guides helped to gather information from parents were used to obtain both qualitative and quantitative information.

VII. Research Findings And Discussions

Report on General Characteristics of Participants

Information on demographic characteristics of participants was gathered from members of the institution where the study took place among them including participants level of education, participants gender as well as the age of learners in public high schools in Wajir North Sub-County. Findings indicated that Sub-County Director of Education was male and all four principals were male. However, there were 13 (34.21%) female teachers and 25 (65.79%) male teachers, while parents who took part in research 40 (44.44%) were male and 50 (55.56%)

were female but for students in secondary schools who participated in research 110 (57.89%) were male and female students contributed for 80 (42.11%) as shown in figure below.

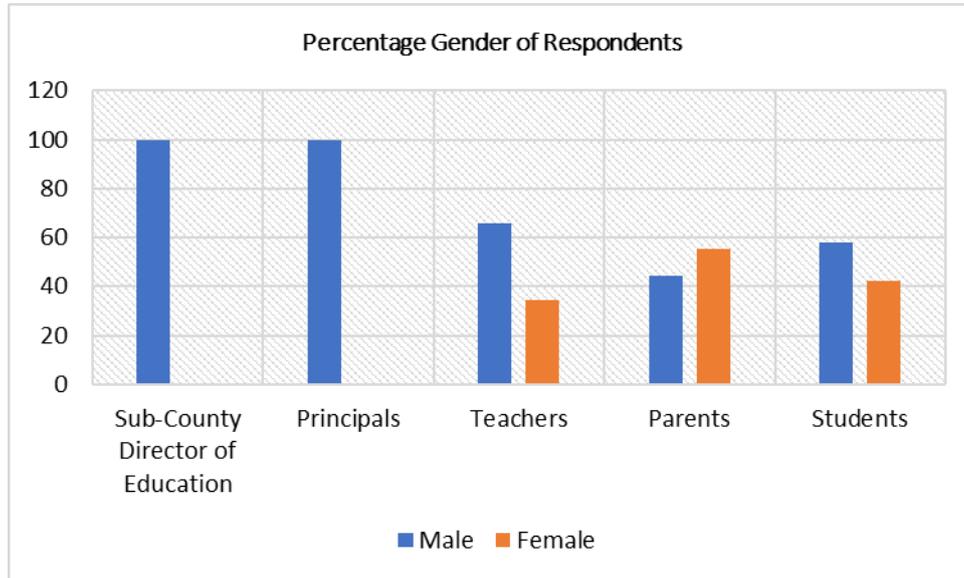


Figure 1 Percentage Gender of Respondents

Figure above demonstrated there was adequate gender parity as a part from parents where female participants were the majority at 50 (55.56%) all the other participants were dominated by male participants.

Education level for Sub-County Director of Education was captured together with principals, parents and teachers. The findings indicated that for Sub-County Director of Education had a degree as well as the principals. However, for teachers 3 (7.89%) had a post graduate qualification 24 (63.16%) had a degree while 11 (28.94%) had a diploma. On the other hand, 10 (11.11%) of parents had a post graduate qualification, those who had a degree were 8 (8.89%), while those who had a diploma were 15 (16.67%) and those who had a certificate were 54 (60.00%) as illustrated in figure below.

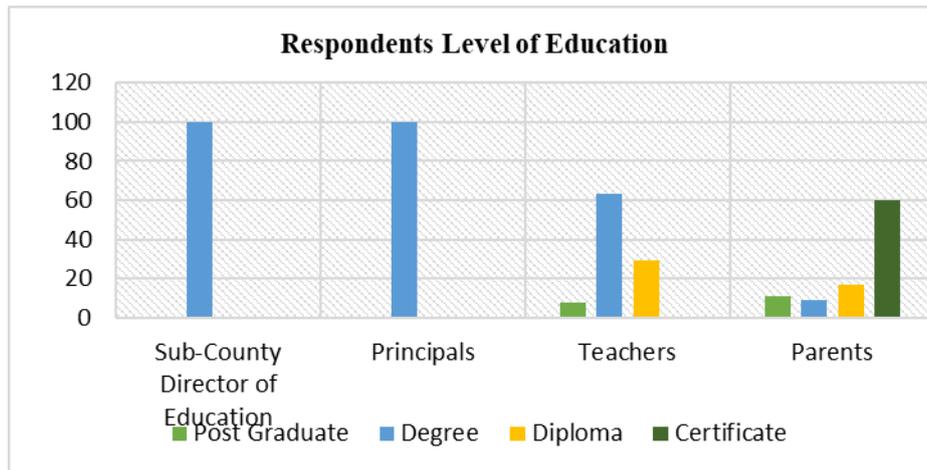


Figure 2 Respondents Level of Education

Information pertaining the age of the students was also captured by research questionnaire for students where information gathered revealed that 66 (34.74%) were of 16 years or below, 80 (42.11%) were of 17 years to 18 years while those who were 19 years and above contributed for 44 (23.16%) as demonstrated in the figure below.

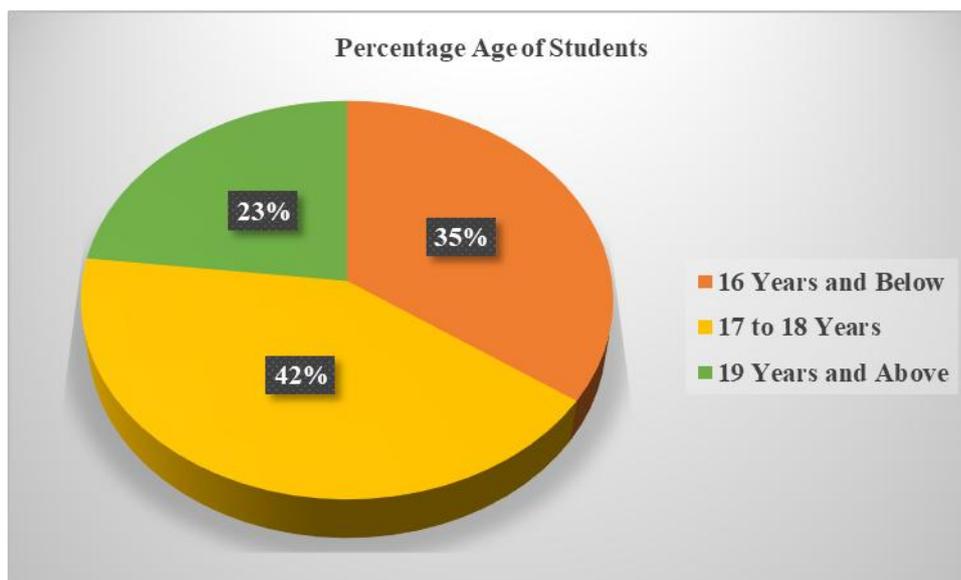


Figure 3 *Percentage Age of Students'*

VIII. Report On Influence Of Provision Of Resources Practices On Students' Academic Performance In Public Secondary Schools

To assist in collection of quantitative information teachers together with students participated in answering of research question where information received was analyzed to yield objective results as discussed below.

Table 1 *Report on Teachers Questionnaire on Provision of Resources and Students' Academic Performance*

Key: SA-Strongly Agree, A-Agree, U-Undecided, D-Disagree, SD-Strongly Disagree, F-Frequency, %-Percentage

Test Items		SA 5	A 4	U 3	D 2	SD 1
Availability of curriculum support materials in schools has enabled improvement in standardized test scores in my school.	F %	16 42.11	14 36.84	2 5.26	3 7.89	3 7.89
Access to digital learning tools has helped to improve learners' graduation rates in my school.	F %	10 26.32	12 31.58	5 13.16	5 13.16	6 15.79
My school quality of classroom facilities has enabled improvement in KCSE grade.	F %	10 26.32	6 15.79	4 10.53	10 26.32	8 21.05
My school availability of curriculum support materials has facilitated improvement in KCSE grade.	F %	17 44.73	10 26.32	3 7.89	4 10.53	4 10.53
My schools' access to digital learning tools has facilitated improvement in learners' attendance.	F %	8 21.05	11 28.95	6 15.79	7 18.42	6 15.79
My schools' quality of classroom facilities has facilitated improvement in KCSE grades.	F %	10 26.32	9 23.68	7 18.42	8 21.05	4 10.53
What is your level of agreement that provision of resources influences academic performance of students in public secondary schools	F %	18 47.37	12 31.58	2 5.26	3 7.89	3 7.89

Source; Researcher, 2025

The statement that availability of curriculum support materials has enabled improvement in standardized test attracted 42.11% (16) of teachers strongly agreeing, 36.84% (14) agreed, 5.26% (2) remained undecided, those who disagreed contributed for 7.89% (3) and those who strongly disagreed also made up 7.89% (3) of total number of teacher participants. In addition, whether access to digital facilities has helped graduation of learners from one class to the other 26.32% (10) of teachers strongly agreed, 31.58% (12) agreed, 13.16 (5) were undecided, those who disagreed contributed for 13.16% (5) and those who strongly agreed were 15.79% (6).

On the statement that quality of classroom has enabled improvement in KCSE grades 26.32 % (10) strongly agreed, 15.79% (6) agreed, 10.53% (4) remained undecided, 26.32% (10) disagreed and number of teachers who strongly disagreed were 21.05% (8). Moreover, on curriculum support materials influencing improvement in KCSE grades attracted almost half of teacher participants strongly agreeing at 44.73% (17), while those who just agreed contributed for 26.32% (10), although 7.89% (3) were undecided, 10.53% (4) disagreed and teachers who strongly disagreed contributed for 10.53% (10).

However, when teachers were asked whether access to digital facilities has led to improvement in learners' attendance in school 21.05% (8) strongly agreed, 28.95% (11) agreed, 15.79% (6) were undecided, 18.42% (7) disagreed and 15.79% (6) strongly disagreed. In addition, teachers were also asked on their views on whether quality of classrooms has facilitated improvement in KCSE grades where 26.32% (9) Of teachers strongly agreed, 23.68% (9) agreed, 18.42% (7) were undecided and teachers who disagreed were at 21.05% (8) but teachers view who strongly disagreed made up 10.53% (4) of total number of teacher participants.

Consequently, teachers' participants in the questionnaire were also examined on their general opinion of impacts of principals' availing of cocurricular activities influence on students' educational performance where a majority of teacher respondents at 47.37% (18) strongly agreed, 31.58% (12) agreed, number of teachers who were undecided contributed for 5.26% (2), those who disagreed were 7.89% (3) while teachers who strongly disagreed made up 7.89% (3). Also, students in public high schools participated in questionnaire on whether provision of resources influences academic performance whereby gathered view were recorded as illustrated below.

Table 2 Report on Students' questionnaire on Provision of resources influence on students' academic performance

Key: SA-Strongly Agree, A-Agree, U-Undecided, D-Disagree, SD-Strongly Disagree, F-Frequency, %-Percentage

Test Items		SA 5	A 4	U 3	D 2	SD 1
Availability of curriculum support materials in schools has enabled improvement in standardized test scores in my school.	F %	90 47.37	63 33.16	10 5.26	15 7.89	12 6.32
Access to digital learning tools has helped to improve learners' graduation rates in my school.	F %	80 42.11	73 38.42	12 6.32	15 7.89	10 5.26
My school quality of classroom facilities has enabled improvement in KCSE grade.	F %	60 31.58	50 26.32	20 10.53	30 15.79	30 15.79
My school availability of curriculum support materials has facilitated improvement in KCSE grade.	F %	25 13.16	35 18.42	15 7.89	50 26.32	65 34.21
My schools' access to digital learning tools has facilitated improvement in learners' attendance.	F %	25 13.16	20 10.52	25 13.16	50 26.32	70 36.84
My schools' quality of classroom facilities has facilitated improvement in KCSE grades.	F %	40 21.05	27 14.21	18 9.47	45 23.68	60 31.58
What is your level of agreement that provision of resources influences academic performance of students in public secondary schools	F %	100 52.63	60 31.58	10 5.26	8 4.21	12 6.32

Source; Researcher, 2025

Secondary school students when asked about availability of curriculum support materials and the kind of influence it has on improvement in standardized test scores 47.37% (90) of students strongly agreed, 33.16% (63) agreed, 5.26% (10) were undecided, 7.89% (15) disagreed and 6.32% (12) strongly disagreed. Another statement that was asked to students on their views or level of agreement was on whether digital learning tools has helped to improve graduation rate of students in public secondary schools where 42.11% (80) strongly agreed, 38.42% (73) agreed, 6.32% (12) were undecided, number of students who disagreed were 7.89% (15) and students who strongly disagreed contributed for 5.26% (10).

In addition, students were examined on influence of quality of classroom facilities influence on improvement of KCSE grades where 31.58% (60) of students strongly agreed, 26.32% (50) agreed, 10.53% (20) were undecided, 15.79% (30) disagreed while students who strongly disagreed were 15.79% (30). However, a small number of students at 13.16% (25) strongly agreed that improvement in KCSE grades has greatly been influenced by availability of curriculum support materials while students who agreed were 18.42% (35) while 7.89% (15) remained undecided and students who disagreed were a quarter of total number of student participants at 26.32% (50) and majority of students strongly disagreed at 34.21% (65).

It was also noted that 13.16% (25) of students strongly agreed that access to digital tools has improved learners' attendance, 10.52% (20) agreed, 13.16% (25) were undecided, 26.32% (50) disagreed while 36.84% (70) strongly disagreed. However, on the question that quality of classroom facilities has helped to improve KCSE grades 21.05% (40) of student respondents strongly agreed, 14.21% (27) agreed, 9.47% (18) were undecided, 23.68% (45) disagreed while a simple majority of teachers at 31.58% (60) strongly disagreed. Consequently, general opinion of students in public secondary schools was obtained on influence of provision of resources on academic performance where half of the students at 52.63% (100) strongly agreed, 31.58% (60) agreed, 5.26% (10) were undecided, 4.21% (8) disagreed while 6.32% (12) strongly disagreed.

IX. Report On Inferential Findings On Influence Of Provision Of Resources Practices On Students' Academic Performance In Public Secondary Schools

So that to establish on whether there is existence of what kind of relationship between frequencies of teachers together with students on provision of resources and students' academic performance frequencies of both teachers were analyzed as demonstrated in table below.

Table 3 Report on Analysis of Teachers and Students Frequencies on influence of provision of resources and academic performance of students

Frequencies	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Teachers' (X)	18	12	2	3	3
Students' (Y)	100	60	10	8	12

Source; Researcher, 2025

Students' and teachers' frequencies on provision of resources were analyzed using Karl Pearson Correlation Co-efficient to establish relationship that exist between them and academic attainments in public high schools in Wajir North Sub-County. The range of value of r was taken as positive 1 to negative 1. If the value of r was close to negative 1 there existed a strong negative relationship but if close to positive 1 there was existence of a strong positive relationship. On the other hand, if the r value was close to zero there existed a positive or negative relationship that is weak. The Karl Pearson results were as indicated in table below.

Table 4 Report on Karl Pearson Analysis of Provision of Resources and Academic Performance of students in public secondary schools.

Variable	$\sum X$ $\sum Y$	$\sum X^2$ $\sum Y^2$	N	$\sum XY$	r	Decision
Teachers (X)	38	490	5	2600	0.99	High Positive Correlation
Students (Y)	190	13908				

Source; Researcher, 2025

From Karl Pearson Correlation calculated of $r= 0.99$ illustrates there is a high positive correlation on provision of resources impacts on education attainment of students in public high schools in Wajir North Sub-County.

X. Report On Thematic Analysis Of Influence Of Provision Of Resources On Students' Academic Performance In Public Secondary Schools.

Principals together with Sub-County Director of Education participated in interview questioning so that to yield qualitative information on effects of availing of resources on academic achievements of students in public high schools. on the other hand, parents participated in focus group discussion group. During an interview one of the participants observed that:

Teacher quality as well as availability is very critical factor when it comes to students' academic achievements because as a human resource teachers are able to shape the academic well-being of students in various learning areas not only in academic but also other areas such as co-curricular activities sports and art in particular. Therefore, when schools suffer from understaffing or in some cases where teachers are underqualified this lowers academic abilities of learners in high schools.

In keeping with words of respondent it is clear that human resources quality and availability is critical for the success of students in their studies. This is because with high quality human resources students will also receive quality services consequently improved academic abilities of students in secondary schools. In addition, during focus group, one of the participants noted that:

Facilities such as classrooms, libraries and even laboratories provide a conducive learning environment for students that not only engage learners but also motivates them to study. This is because I have observed that those schools with better physical facilities many are the times, they tend to have higher academic attainment among their students.

In addition, concerning availability and use of digital resources one of the interviewees observed that;

In the recent years integration of ICT tools has become a pillar in education system. This is because these digital tools have been identified to provide diverse opportunity for students' educational experiences and secondary schools that have always utilized technology tend to realize improved academic results for their students.

According to this author ICT integration provides an engagement platform for students with educational activities of the school making learners become more engaged with studies consequently doing better in their academic studies. These arguments are however in support of Mongare and Christopher, (2020) that availability and use of teaching-learning resources has a close association to students' academic performance.

XI. Conclusions

Available data from research findings indicated that availability and provision of curriculum materials as one of the practices of the principals in public secondary school that has facilitated students' education in helping students realize academic successes. This is because, the quality of instructional materials is critical in provision of quality education. Moreover, due to the evolving world of technology that created need for technology integration in instruction in secondary school research showed that access and availability of digital learning tools has facilitated improvement in performance of standardized test among secondary schools' students although there is a need for principals in secondary schools to equip schools with more modern ICT resources for use by students and teachers.

However, in some instances the quality of classroom facilities were found to have deteriorated creating for the need for Ministry of education to have programs on renovation of some of the classrooms because a high-quality classroom facility was found to provide a conducive learning environment facilitating learning of students in Secondary schools. Human resources such as teachers who are responsible for delivering the curriculum were also found to be inadequate affecting performance of students in secondary schools therefore important for Teachers Service Commission to beef up on appointment of more teachers to cater for the demand for teachers. In addition, findings indicated that availability of resources such as clean drinking water and reliability of electricity a need exists on bettering these important resources that facilitate student learning.

Moreover, findings indicated that there was inadequacy of ICT tools for integration during lessons in classrooms creating for a need for secondary school principals to work in hand with other educational stakeholders to beef up on availability and access to digital tools for integration in teaching and learning. Consequently, it was established that in inferential findings of existence of a high positive relationship of $r=0.99$ between provision of resources and academic performance of students in public secondary schools.

XII. Recommendations

Teachers Service Commission may beef up staffing in public high schools in order to fill the deficiency that exist on human resources availability to schools while Ministry of Education can continue empowering schools with financials resources that are timely disbursed to facilitate running of the schools.

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