

# **Influence Of Principals’ Instructional Resources Management Strategies On Student Academic Achievements In Public Secondary Schools In Mandera East Sub-County, Mandera County, Kenya**

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## **Abstract**

*The purpose of the study was to determine influence of principals’ instructional resources management strategies on student academic achievements in public secondary schools in Mandera East Sub-County, Mandera County, Kenya. The study used a mixed research methodology because both qualitative and quantitative data was collected to bring out issues on how principals instructional resources provision influences on students’ educational success. Research study location was secondary public schools in Mandera East Sub-County where a target group of 8298 respondents that is 1 Sub-County Director of Education, 19 principals, 300 teachers, 7978 students were targeted. By use Yamane’s Formula, a sample of 382 respondents comprising 1 Sub-County Director of Education, 9 principals, 30 teachers, 342 students were obtained. Using purposive sampling Sub-County Director and principals were selected while simple random sampling was used to select teachers and students. Findings revealed that due to government initiative on a hundred percent transition initiative there has been an upsurge of numbers of learners in public secondary schools. However, despite being a positive thing on ensuring that students get their basic right to education it has really caused pleasures on instructional resources available for use by the students and more so in public day secondary schools especially in rural areas which seemed to be more affected unlike their urban counterparts and boarding schools. Research concluded that there is a positive direct impact of principals’ instructional resources provision on learners’ educational achievements among public secondary schools in Mandera East Sub- County.*

**Keywords:** *Principals, Instructional Resources, Students’ Academic Achievements*

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## **I. Introduction**

Education is the foundation of development both socially and economically. This is because, it assists in pushing forward industrious capacity of the country in terms of politics, field of science and innovations as well as economic development (Huaisheng, Dwumah, Adije, Fan, and Oduro, 2019). Therefore, productive management of schools and students’ achievement are inseparable (Avidov,2017). However, Lemos, (2014) postulates that improvement on school management has been found to have an effect on better academic achievement among pupils among developed or developing countries. These arguments are however in support of Narad and Abdullah, (2016) claims that academic achievements of students in schools is a key feature in the education sector as it helps to determine the level of knowledge gained by students at school through national examinations as well as a measure of success or failure of a school in delivering education curriculum to their students. Putting into considerations of these arguments it therefore means that the principal has a role when it comes to creation of a suitable environment for academic performance in public high schools. However, academic achievement among students is normally evaluated via output measures such as wastages, completion rates and progression rates and less likely on the skills gained by the students for various activities (Sarrico, Rosa and Mantos, 2012). Although there exist several factors potentially affecting education in a negative manner in terms of standards although a fundamental factor to put into consideration is principals resource management strategies.

Globally, countries use huge sums of money to develop education institutions as education has been used to alleviate people from poverty, impacts on their health, nutrition and also their population (Huaisheng, Dwumah, Adije, Fan, and Oduro, 2019). However, many states in United States of America are spearheading reforms in education because they have realized that principal’s leadership normally have a very considerable impact on achievements of learners in public senior schools hence this reform has to aim at making the principals of various secondary schools in America accountable for the performance of their schools (Cruickshank, 2017). Similarly,

in Australia over the last 30 years has been undergoing through reforms in education purpose being raising of educational quality levels for achievement of students in secondary schools (Cruickshank, 2017). Consequently, interesting area in educational reforms as it concerns Australia is on Leadership of the school majoring on resource management practices where it has been established that it has a positive relationship to learners' academic achievement in Australian public senior schools. England too has also not been left behind as for a couple of years educational reforms have been taking place on human resource management for purpose of improving academic abilities of students in England (Liberto, 2023). In England human resource management in the education sector entails rewarding, promotion of better performing employees while sanctioning those who do not perform, recruitment of best teachers while retaining best performing ones as part of the educational reforms aiming at improving academic achievements of its students in secondary schools (Liberto, 2023). In Chile, teachers who work well and make their students excel in their studies are normally rewarded. What all these means is that principals' management strategies are key in a school in order for its students to perform.

In Africa, similar phenomenon has been witnessed in various nations. In Keeping with Zambia, as a human resource management practice of the principal it was established that monitoring together with evaluation of teachers impacts positively on studies achievements of learners in public secondary schools (Scherman and Fraser, 2017). Similarly, in Nigeria, where the principals spearheaded setting for targets for their students at senior schools it was seen to have influence on their performance. This is because when students set targets are able to self-evaluate themselves and aim at attaining their targets consequently doing well in their studies (Idowu, Chibuzor and Louisa, 2014). In keeping with Nirere, Philothere and Jean, (2023) in Rwanda on a study pertaining the influence of instructional leadership of school heads it was observed that in Musanze District in Rwanda lack of efficient instructional leadership from school heads was amongst the factors that would lead to poor performances in Musanze District primary schools.

In Kenya, Benedina and Charles, (2023) on a study on principals' resource utilization observed that there is evidence of poor students' performance in public high schools in Sub- County of Kisii South where resources are not well utilized or underutilized. Additionally, it was found that a number of reports from Ministry of Education had attributed the poor performance on administrative issues of the principals in the Sub-County (Benedina and Charles, 2023). However, Kinyua and Muchanje, (2023) on human resource management practices in Kiambu County and impacts on students' academic achievement revealed that, professional development of teachers increases their capacity in teaching consequently impacting on better performance among secondary school students in government high schools. Nonetheless, situation in Mandera county has no much different as on a study to evaluate principals' instructional supervision it was noted that Mandera County performance of learners was on a declining trajectory for the period year 2017 to year 2021 for students who attained a C+ or above and one of the major causes was identified as inadequate principals' instructional supervision (Abdi and Biutha, 2023). What all this means is that for academic achievement in secondary schools to be realized several factors has to be put into considerations although the studies above fail to explain on principals' instructional resources provision on influence it has to academic achievements hence the need for the study to evaluates its effects among students in Sub-County public secondary schools in Mandera East.

## **II. Statement Of The Problem**

Principals' management strategies speak volumes in enhancing secondary public schools' academic achievements. This is because they have been provided with the mandate of resources management which is a backbone to academic excellence (Fatma, 2022). However, National examination performance has progressively deteriorated in the past five years where grade for admission to university of C+ dropping from 38.23 % in 2019 to 27.98% in 2023 which is a 10.25% drop which is relatively high (Mandera County Quality Assurance and Standards Office, 2024). Therefore, there has been a direct negative impact on learners' ability to move from secondary education level to universities despite of various efforts made by government of Kenya to provide quality education reason being performance in KCSE for students in Mandera East Sub-County has progressively dropped as more than 75% of students getting less than C+ which is an average grade for university admission in Kenya. Although ministry of education in Kenya has developed measures in an effort to mitigate the tragedy, academic performance of learners in Mandera East Sub-County secondary government schools has generally deteriorated. Literature analysis of KCSE performance in Mandera East Sub-County public secondary schools shows that lack of adequate studies on principals' instructional resource provision strategies of public secondary schools as indicated by poor performance as illustrated table 1 below.

**Table 1** Mandera East Sub-County Students Academic Performance Between 2019 and 2023 Kenya Certificate of Secondary Education in Public Secondary Schools.

Year	Mean	C+ and above (%)	D and below Mandera County	D and below Mandera East Sub-County
<b>2019</b>	5.77	38.23	4.23	4.76
<b>2020</b>	5.49	32.56	5.02	7.8

2021	4.98	30.56	10.27	13.42
2022	4.296	28.64	16.00	17.04
2023	3.987	27.98	15	18.32

Source: Mandera County Education Office, 2024

Table 1 above shows a continuous decline in academic achievement among Mandera East Sub-County public secondary schools between the years 2019 and 2023. In comparison to Mandera County average performance, number of secondary school students who get admissions to university with a C+ reduced but those who attained D grade and below increased. However, inadequate empirical literature exists on principal's instructional resources provision strategies necessary for facilitating productive teaching or learning process which leads to improved student achievement facilitating the need for investigation to establish relationship that exist between principals' instructional resource management strategies of senior schools in Mandera East Sub-County and learners' achievements in academics.

### III. Research Objective

To determine the influence of principals' instructional resources management strategies on student academic achievements in public secondary schools in Mandera East Sub-County, Mandera County, Kenya.

### IV. Research Question

What is the impact of principals' instructional resources management strategies on student academic achievements in public secondary schools in Mandera East Sub-County, Mandera County, Kenya?

### V. Empirical Literature Review

#### **Influence of Principals' Instructional Resources Management Strategies on Student Academic Achievements in Public Secondary Schools**

Instructional materials play a pivotal role in facilitating teachers in classroom in their delivery of the lessons to students and consequently realization of improved standards of education at government secondary schools in most parts of the globe (Wilson, Martin and Jackline, 2020). In keeping with Wilson, Martin and Jackline, (2020) they observed that academic attainment of students in Kenya Certificate of Secondary Education (KCSE) is low while those students who attain more than C+ grade is on downward trajectory and among factors that they identified to be some of the contributing factors includes level of provision of instructional resources together with poor staffing that compromise standards of provision of education at secondary schools. These arguments agree with Hellen and Lucy, (2018) that instructional resources such as text books, set books, laboratory equipment as well as teaching aids as among materials for instruction impacting on learners' academic success.

In keeping with global investigation, Hiroyuki and Masato, (2019) investigated on impact of quality of materials for instruction on student academic attainment where it was found that instructional time is more impactful when combined with higher teacher quality by basic indicators including teaching experience, professional growth and academics major where effects were found to be largely influencing on students whose social economic status is lower. However, in Florida United State Department of Education, (2019) noted a positive direct relationship between provision of instructional resources on students' achievement on their studies in Florida secondary schools. These is because, the more the students are provided with instructional resources the more there is improvement in their academic achievements in secondary schools.

In African Context, Gloria, (2021) on a study in Ghana on effects of criteria for selection of materials for instruction on learners' performance where it became clear that proper selection of teaching resources led to improvement in academic performance of students in business studies. Further, it was noted that teaching tools not only make the lesson more meaningful but also bring about the practical aspect of the lesson enhancing students' comprehension. These prepositions agree with Evermeld and Andala, (2023) findings in Rwanda where it was observed that better utilization of instructional resources, qualification of educators together with motivation of students has a significance influence on achievement of the students academically. Consequently, in Tanzania the case is no difference as Wema and Kennedy, (2022) in Arusha Tanzania Secondary schools noted that availability of teaching resources has a direct effect on learners' achievements in academic studies in secondary schools.

In Kenya, Wilson, Martin and Jackline, (2020) on a research in Murang'a County on influence of instructional resources on education quality and found that number of students completing school is on decline, number of students attaining a mean of C+ and above in KCSE is on decline trajectory and students participation in cocurricular activities in school has in a great extent reduced but some of the identified contributing factors to these problems were provision of instructional resources are not at an ideal level which is key. However, on a similar study in Kisumu East District Hellen and Lucy, (2018) recommended for a need for principals in high

schools to beef up provision of text books to students and laboratory equipment because they are of great necessity in academic wellbeing of the students. What all this means is that for academic achievement of learners in secondary schools there is need to pay attention on adequate provision of resources for facilitating students in schools hence the need to investigate instructional resources influence as far as students' academic attainment is concerned in Mandera East Sub-County as despite of government along with other stakeholders' effort on resources provision in secondary schools' performance remains a key issue of concern.

### **VI. Research Methodology**

So that to offer a thorough understanding of current research investigation, a hybrid methodology, entailing both quantitative and qualitative techniques, was used. This is because the study gathered and analyzed both quantifiable and qualitative data. Conversely, in the quantitative approach, the questionnaires with structured open-ended and closed-ended questions were used to collect data. Sub-County administrators, principals and teachers of selected schools were interviewed in order to gather qualitative data. There were 19 secondary public schools that were aimed to be studied in Mandera East sub-county comprising a target population of 8298 respondents made up of 7978 students, 300 teachers, 19 school administrators and Mandera East Sub-County Director of Education. Based on Slovin's formula, a sample size of 382 participants was reached and formed the study's sample size for participants. In order to form three sampling units in consideration to number of zones in Mandera East Sub-County stratified sampling was employed. This facilitated homogenous sampling as well as high degree of proportionality relationship from every zone. For each of the three zones 3 principals, 114 students, and 10 teachers were selected. Sub-County Director of Education was also considered hence arriving at a sample size of 382 participants

### **VII. Research Findings And Discussions**

Questionnaires were issued to both teachers and students in order for them to show level of compliance with various comments in the tool where responses on impact of principals' instructional resource management strategies impact on students' educational attainment as shown in table 2 below.

**Table 2** Report on Teachers' Questionnaire on Influence of Principals' Instructional Resources Management Strategies on Students' Achievements

**KEY SD-** Strongly Disagree, **D-**Disagree, **N-**Neutral, **A-**Agree, **SA-**Strongly Agree, **F-**Frequency, **%-**Percentage

Item		SD	D	N	A	SA
The principal ensures there are enough textbooks for student that facilitate student performance	F %	7 25.93	1 3.70	1 3.70	7 25.93	11 40.74
The principal ensures there are enough teaching aid e.g., chalkboard charts, maps and posters.	F %	7 25.93	1 3.70	2 7.41	14 51.85	3 11.11
Principal play role of acquiring and allocating the necessary instructional resources to supplement teaching and improve student learning	F %	6 22.22	1 3.70	1 3.70	8 29.63	11 40.74
The principal ensures good storage and maintenance of textbooks that facilitate learning outcomes	F %	7 25.93	1 3.70	1 3.70	8 29.63	10 37.04
Do you agree principal management of instructional resources has direct influence on student academic achievement	F %	4 14.81	2 7.41	4 14.81	5 18.52	12 44.44

Source; Researcher, 2024

Statistics in table 2 above shows that on ensuring that there are adequate textbooks for students nearly a quarter of the teachers at 25.93% (7) strongly disagreed, 3.70% (1) disagreed same as those who remained neutral at 3.70% (1) where 25.93% (7) agreed while a fair majority of teachers at 40.74% (11) strongly agreed. On the same vein slightly above a quarter of teachers at 25.93% (7) strongly disagreed with the assertions that principals ensure there are adequate teaching such as maps and posters while 3.70% (1) disagreed, 7.41% (2) were neutral while slightly more than half at 51.85% (14) agreed and 11.11% (3) strongly disagreed. Moreover, on principal play role of acquiring as well as allocating suitable instructional resources to supplement teaching and improve student learning 22.22% (6) strongly disagreed, 3.70% (1) disagreed, 3.70% (1) were neutral, 29.63% agreed and 40.74% strongly agreed. Teachers were also asked on whether principals ensures that there is good storage and maintenance of instructional resources and influence it has on students' academic achievement where 25.93% strongly disagreed, 3.70% (1) disagreed, 3.70% (1) remained neutral, 29.63% (8) agreed while 37.04% (10) strongly agreed.

Furthermore, teachers were also subjected to their level of coherence with the statement that principal management of instructional resources has a direct influence on students' academic achievement where 14.81% (4) strongly disagreed, 7.41% (2) disagreed 14.81% (4) remained neutral while 18.52% (5) agreed and a higher percentage of 44.44% (12) strongly agreed. Therefore, these findings are indicative that instructional resources

are an important component that should be put into consideration when it comes to educational achievement of learners in secondary public schools. Secondary school students were also subjected to a questionnaire in order to establish how principals' instructional resources influence on their academic achievement while at school where results were recorded as illustrated table 3 below.

**Table 3** Report on Students' Questionnaire on Influence of Principals' Instructional Resources Management Strategies on Students Achievements

**KEY SD-** Strongly Disagree, **D-**Disagree, **N-**Neutral, **A-**Agree, **SA-**Strongly Agree, **F-**Frequency, **%-**Percentage

Item		SD	D	N	A	SA
The principal ensures there are enough textbooks for student to facilitate their achievements	F %	87 25.74	13 3.85	13 3.85	89 26.33	136 40.24
The principal ensures there are enough teaching aid e.g., chalkboard charts, maps and posters.	F %	89 26.33	14 4.14	27 7.99	171 50.59	37 10.95
Principal play role of acquiring and allocating the necessary instructional resources to supplement teaching and improve student learning	F %	76 22.49	14 4.14	15 4.44	100 29.59	133 39.35
The principal ensures good storage and maintenance of textbooks that enhance student learning	F %	88 26.04	16 4.73	18 5.33	97 28.70	119 35.21
Do you agree principal management of instructional resources has direct influence on student academic achievement	F %	49 14.49	27 7.99	39 11.54	49 14.50	174 51.50

Source; Researcher, 2024

When students were subjected to the questionnaire it was revealed that around a quarter of them at 25.74% (87) strongly disagreed with the statement that principals ensures that there are proper adequate textbooks for use by the student in school while 3.85% (13) disagreed, 3.85% (13) were neutral to this statement but 26.33% (89) agreed and a majority of the students at 40.24% (136) strongly agreed. However, on assurance of principal on teaching aids availability such as maps together with posters 89 students which was 26.33% of total number of students participants who took part in the study strongly disagreed, a small number of students at 4.14% (14) disagreed while 7.99% (27) were neutral and about half of students at 50.59% (171) agreed and only 10.95% (37) who strongly agreed. Also, a similar observation was made when students were asked on role of principal of acquiring as well as allocating necessary instructional resources in order to supplement teaching improving students' academic achievement because 22.49% (76) strongly disagreed, 4.14% (14) disagreed, 4.44% (15) remained neutral while 29.59% (100) agreed while 39.35% (133) which was a simple majority of students strongly agreed.

Moreover, another question expected to be answered by the students was on good storage of instructional materials such as textbooks on principal's role where 26.04% (88) of students strongly disagreed they are well stored, 4.73% (16) disagreed which was almost equal to those who remained neutral at 5.33% (18) but 28.70% (97) agreed which was close to a simple majority at 35.21% (119) who strongly agreed that instructional materials such as textbooks are well stored. Furthermore, on the question on opinion that principals' instructional resources management has a direct impact to students' academic achievement 14.49% (49) strongly disagreed, a small number of students at 7.99% (27) disagreed while 11.54% (39) remained neutral, 14.50% (49) agreed while a good majority of students making up for 51.50% (174) strongly agreed with that statement. Therefore, both teachers and students to appoint agreed that instructional resources both physical and digital resources are important to the academic journey of the students and their quality and availability is of great important to both teachers and students.

### Report on Inferential Findings on Influence of Principals' Instructional Resources Management Strategies on Students' Achievements in Public Secondary Schools

Results on frequencies of responses from both teachers and students were further subjected to analysis as shown in the table 8 below in order to determine existence of a relationship between frequencies of adopting principals' instructional resources management strategies influence on students' academic achievement.

**Table 4** Analysis of Frequencies of Teachers and Students on Influence of Principals' Instructional Resources Management Strategies on Students' Academic Achievements

**KEY SD-** Strongly Disagree, **D-**Disagree, **N-**Neutral, **A-**Agree, **SA-**Strongly Agree

Respondents	Frequencies				
	SD	D	N	A	SA
Teachers (X)	4	2	4	5	12
Students (Y)	49	27	39	49	174

Source; Researcher, 2024

These frequencies of teachers and students after being analyzed they were then subjected for further analysis to investigate whether there was a relationship between frequencies of adopting principals' instructional resources management strategies and students' academic achievements using Karl Pearson Correlation coefficient as shown in the table below:

**Table 5** *Karl Pearson Correlation Coefficient on Principals' Instructional Resources Management Strategies on Students' Academic Achievements*

X	Y	X <sup>2</sup>	Y <sup>2</sup>	XY
4	49	16	2401	196
2	27	4	729	54
4	39	16	1521	156
5	49	25	2401	245
12	174	144	30276	2088
$\Sigma X=27$	$\Sigma Y=338$	$\Sigma X^2=205$	$\Sigma Y^2=37328$	$\Sigma XY=2739$

Source; Researcher, 2024

$$r = \frac{N \Sigma XY - \Sigma X \Sigma Y}{\sqrt{[N \Sigma X^2 - (\Sigma X)^2] \{N \Sigma Y^2 - (\Sigma Y)^2\}}}$$

$$r = \frac{5(2739) - (27 \times 338)}{\sqrt{\{5(205) - (27 \times 27)\} \{5(37328) - (338 \times 338)\}}}$$

$$r = \frac{4569}{\sqrt{21429216}}$$

$$r = \frac{4629.17012}{4525}$$

$$r = 0.987001964$$

The range of value of **r** was **negative 1** to **positive one**. Where the value was close to **zero (0)** there was a **weak positive** or a **weak negative** relationship but if the value is close to **1** there is a **strong positive** or **strong negative** correlation depending on each scenario. From Karl Pearson Correlation calculated it can therefore be wrapped up that there is a high positive relationship of **r= 0.987001964** between frequencies of adopting principals' instructional resources management strategies on students' academic performance in public secondary schools in Mandera East Sub-County.

**Report on Thematic Analysis of Inferential Findings on Influence of Principals' Instructional Resources Management Strategies on Students' Achievements in Public Secondary Schools**

In order to obtain qualitative information from participants, Sub-County Director of Education together with principals were subjected to interviews on impacts of principals' instructional resources management strategies on students' educational achievement among secondary public schools in Mandera East Sub-County.

Nonetheless, in aim of providing adequate curriculum as well as implementation of activities in education availability as well as use of teaching-learning materials is one of the key elements for educational attainment among secondary school students in secondary public schools. This is because one of the respondents' noted that;

*“Educational stakeholders and government via Ministry of Education should be in fore front in facilitation of provision of teaching-learning resources. For example, so that students in secondary public schools can develop good study habits there is need for the establishment of school libraries because it is very important when it comes to enhancement of provision of high-quality education in schools.”*

In keeping with observations of respondent above it is clear that provision of instructional resources to the schools is not only the work of the principal but also a responsibility of other educational stakeholders including government via Ministry of Education, Non-governmental Organizations, parents, communities surrounding the school, civil societies, political leaders, well-wishers and Faith Based Organizations. However, these findings are also in support of Mogaka, Ogeta and Kariuki, (2019) who did research on the kind of influence availability of textbooks has on educational attainment among learners in secondary public schools and noted that availability and use of textbooks has a direct impact on the level of success students are likely to attain. This is because instructional resources are vital when it comes to implementation of educational programs hence contribute to failure or success of any educational system. Additionally, during an interview one of the participants observed that:

*“In our school we have gone a step further to look for digital instructional resources to facilitate learning of our students while at school. These digital instructional materials include things such as a laptop,*

projector and screen that has really enabled our teachers to integrate ICT in learning which consequently we have seen it contributing to academic improvement of our students in school not only during internal examinations but also in Kenya Certificate of Secondary Education”.

According to participant above it is therefore very important for principals together with other stakeholders to ensure there is adequate provision of instructional resources for use both by teachers and students in teaching-learning processes not only physical instructional materials such as maps but also necessary to inculcate digital instructional resources as it has a positive impact on students' academic performance while at school among public secondary school students.

### **VIII. Conclusion**

Findings of the first objective revealed that due to government initiative on a hundred percent transition initiative there has been an upsurge of numbers of learners in public secondary schools. However, despite being a positive thing on ensuring that students get their basic right to education it has really caused pleasures on instructional resources available for use by the students and more so in public day secondary schools especially in rural areas which seemed to be more affected unlike their urban counterparts and boarding schools. Nonetheless, principals have tried to mobilize available instructional resources including textbooks, maps, charts and posters and also digital resources in some of the schools was found to be available although digital resource was in a greater deficit among public day secondary schools in Mandera East Sub-County.

It was also worth noting that there has been an attempt made for proper storage of instructional resources although facilities such as libraries for storing instructional materials for the teachers lacked in public day secondary schools. It was also worth noting that instructional resources such as equipment in the laboratories was also another resource that was established very important in teaching-learning but it was found to be a limiting factor more so among day secondary schools unlike in boarding schools where they were fairly equipped. In addition, other instructional resources outside the confinements of the walls of the classroom such as sport kits and playgrounds they were found to be available in most of the boarding schools but for day secondary schools their structure and maintenance needs an improvement. Moreover, it was wrapped up that there is a high positive correlation relationship of  $r = 0.833679488$  between adopting principals' instructional resources management techniques and students' academic performance in secondary public schools.

### **IX. Recommendations**

The school Principal, Board of Management together with other educational stakeholders should ensure that there are adequate instructional resources at all times in public secondary schools including digital resources to facilitate integration of ICT in teaching and learning.

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