

# **Principals' Teachers' Professional Records Management Strategies And Its Influence On Student Performance In KCSE In Garissa Township Sub-County, Garissa County, Kenya.**

Mohamed Hassan Shafey, Prof. Pamela Ochieng, Dr. Emily Kirwok

*Student, School Of Education, Mount Kenya University*

*Lecturer, School Of Education, Mount Kenya University*

*Lecturer, School Of Education, Mount Kenya University*

---

## **Abstract**

*The purpose of the study was to determine the principals' teachers' professional records management strategy and its influence on student performance in KCSE in Garissa Township Sub-County, Kenya. The study used mixed methodology and employed a descriptive research design. Nine public secondary schools in Garissa Township Sub-County were targeted, involving a total of 1,240 respondents, including 1 Sub-County Education Officer, 9 principals, 330 teachers, and 900 students. The Sub-County Education Officer and 9 principals were selected through a census, while 30 percent of the remaining respondents were selected using simple random sampling, representing 270 students and 99 teachers totalling to 379 respondents for the sample size. It was found that teachers consistently utilized lesson plan books, attendance records, and regularly updated lesson plans. Examination record books were effectively used for compiling and analysing student results. However, the research also revealed that regular reviews of student and teacher registers did not significantly enhance administrative effectiveness, schemes of work were not thoroughly documented, timetables were not effectively used to manage daily class activities, and an accessible copy of national education policies was not maintained. These findings highlight strengths in record management practices but also indicate areas where documentation and administrative processes could be improved. However, the study recommended that it is crucial for principals to create policies that support the adoption and integration of modern record management systems in schools.*

**Keywords:** *Principals, Teachers Professional Records, Management Strategies, Student Performance*

---

Date of Submission: 06-11-2024

Date of Acceptance: 16-11-2024

---

## **I. Introduction**

Education served as a pivotal pathway for individuals to unlock better and more productive futures (Republic of Kenya, 2020). The importance of students' academic achievement in national examinations resonated at individual, familial, organizational, and national levels. Iglesias-Pradas et al. (2021) described academic performance as the assessed knowledge gained, evaluated through marks, or educational goals set by students and teachers over a specific period. Recently, concerns arose about the poor performance of students in school certificate examinations, with blame directed at school administrators (principals), teachers, students, and parents.

The teaching management strategies employed by educators played a crucial role in influencing academic outcomes. These strategies included various methods teachers used to help students learn and understand subject content (Agustini, Santyasa & Ratminingsih, 2019). Lee and Lee (2021) argued that teachers, through effective teaching strategies, enabled students to set and achieve goals both in the present and future. Notably, principals' choices in strategies, such as resource mobilization, professional record management, community engagement, and teacher motivation, impacted the overall teaching and learning environment.

Effective classroom management was essential for fostering meaningful teaching and learning experiences, as highlighted by Herman, Reinke, Dong, and Bradshaw (2022). This comprehensive approach to classroom management not only increased student engagement but also significantly reduced inappropriate and disruptive behaviors. Furthermore, it fostered a sense of responsibility among students for their academic work, ultimately contributing to improved academic performance. Debrelil and Ishanova (2019) suggested that teachers could minimize disruptive behaviors in the classroom through effective management, allowing effective learning to occur. When teachers successfully reduced or eliminated disruptive behaviors in the classroom, academic attentiveness and engagement increased, paving the way for better academic performance by students.

A cross-country study in Singapore, Japan, Finland, and Turkey by Franklin and Harrington (2019) investigated the impact of teachers' spiritual and motivational values on students' academic achievement in national examinations. The findings highlighted the significant influence of teacher morale and encouragement on student success in subjects like science and mathematics. The research showed that principals in high-performing schools exhibited strong assurance and inspiration for their educators. The encouragement provided by teachers, along with the assurance and inspiration demonstrated by principals, were crucial factors in understanding their impact on academic outcomes.

Amajuoyi (2021) emphasized that investment in education in Sub-Saharan Africa had not fully translated into the development of functional skills and knowledge essential for transforming economies and individual lives. Kissi-Abrokwah (2021) noted a proud tradition of schools being central to their communities, with community families playing a vital role in the schools. By continuing to actively involve and invite parents, families, and community members into the education system, the best possible schools for children could be created. This approach involved understanding how parental and community involvement could strengthen schools and create an environment conducive to optimal student performance.

In many schools, particularly in deprived communities such as those in Ghana, teachers often lacked adequate resources and effective classroom management strategies (Adarkwah, Zeyuan, Kwabena & Mensah-Abludo, 2022). The declining state of classroom management, underscores the critical need for effective classroom management in most schools. Insufficient attention to proper classroom management adversely affected learners' conduct and, consequently, their academic performance. These attitudes had the potential to negatively impact learners' behavior and hence their performance.

Education in Kenya was traditionally regarded as a catalyst for both individual advancement and national development. The expectation was that through education, the youth would gain the requisite knowledge and skills to actively participate in the nation's socio-economic and cultural progress. However, the current state of learning outcomes at the secondary school level revealed a concerning trend, with a staggering 70 percent of KCSE candidates failing to achieve a C+, the minimum requirement for university admission (Mutua & Mwendu, 2019). The significance of quality education was underscored by its direct correlation with students obtaining commendable grades in the KCSE examinations. The undeniable influence of principals' teacher management strategies on KCSE performance was evident, as noted by Kosgei, Tanui, and Rono (2018). The grade a student attained in the KCSE became a pivotal juncture, shaping both their immediate life trajectory and future career prospects. Over the five-year span from 2017 to 2022, approximately 70% of candidates consistently scored between mean grades of C to D-, making them eligible for admission to middle-level colleges. However, a concerning 2% of candidates consistently scored an E over the same period, underscoring the urgency to address these challenges. Additionally, the national transition to university remained below 40 percent (Kitur, Choge, & Tanui, 2020). Nationally, from 2017 to 2022, candidates attaining grades D to E consistently stood at a high 66.528%. During this period, the average mean score was 5.286, representing a mean grade of C- (Ireru, 2022).

Garissa Township Sub-County, classified as one of Kenya's arid and semi-arid areas (ASAL), was predominantly inhabited by nomadic pastoralist communities. Despite ongoing research in education, secondary school teachers in this sub-county faced the persistent challenge of adequately preparing students with the essential skills, knowledge, and attitudes needed for their future endeavours. The educational landscape in Kenya was undergoing significant changes, requiring a more proactive response to the increasing personal, social, economic, and technological challenges faced by both educators and learners (Republic of Kenya, 2020). Alarming findings from the Ministry of Education revealed that the teaching strategies employed by most teachers were insufficient in achieving desired learning outcomes, leaving learners unprepared to handle twenty-first-century challenges. Additionally, there was a prevalent reliance on teacher-centred teaching strategies, often theoretical in nature, among many teachers in Kenya, indicating a critical gap in pedagogical methods (Republic of Kenya, 2020). Garissa Township Sub-County had been identified as having some of the lowest KCSE performance rates. Changawa (2019) reported that in 2018, no grade A students were registered among public schools in KCSE. The performance continued to decline in subsequent years, with 2019 and 2020 showing worsening trends (Hassan, 2021). In 2021, Katana (2022) noted that the average KCSE performance in the area was a C-. The mean scores further highlighted the decline, with averages of 5.881 in 2015, 4.187 in 2016, 4.114 in 2017, 4.095 in 2018, and 4.6359 in 2019 (Kitur, Choge & Tanui, 2020).

The significant challenges faced by teaching staff in Garissa Township Sub-County—ranging from low morale to inadequate teaching and learning resources, coupled with a lack of enforcement of education standards and guidelines—underscored the urgent need to shift the focus towards learner-centred teaching (Ng'entu, 2019). These multifaceted challenges inevitably impacted student performance in the Kenya Certificate of Secondary Education in Garissa Township Sub-County. Given these circumstances, a comprehensive study aimed at establishing effective principals' teacher management strategies was crucial to addressing and mitigating the prevailing challenges, ultimately enhancing student performance in KCSE in Garissa Township Sub-County.

## **II. Research Objective**

To determine the principals' teachers' professional records management strategy and its influence on student performance in KCSE in Garissa Township Sub-County, Kenya.

## **III. Research Question**

How does the principals' teachers' professional records management strategy influence student performance in KCSE in Garissa Township Sub-County, Kenya?

## **IV. Statement Of The Problem**

The Kenyan education system had been frequently criticized for its examination-centric approach, which prioritized cognitive programs over social and psychomotor activities in schools (Muema, Mulwa & Mailu, 2018). The significant role of school management in ensuring effective teaching and learning was often overlooked, especially in secondary schools within Garissa Township Sub-County (Kimuya, Kimani & Mwaura, 2021). Despite government efforts to increase the number of teachers and enhance infrastructure, such as classrooms, laboratories, libraries, and dormitories, student performance in the Kenya Certificate of Secondary Education (KCSE) in Garissa Township Sub-County had consistently declined.

Several factors contributed to this poor performance, including insecurity and frequent teacher strikes that led to prolonged closures of public secondary schools. These closures not only disrupted the academic calendar but also limited the opportunities for students and teachers to complete coursework on time, resulting in reduced content coverage in national examinations. The evident shortcomings in KCSE performance of learners in Garissa Township Sub-County highlighted deficiencies in the principals' teacher management strategies within public secondary schools in Kenya, particularly in this sub-county.

Moreover, there was limited information regarding the impact of principals' teacher management strategies on student performance in KCSE in Garissa Township Sub-County, emphasizing the need for a comprehensive study on this issue. While efforts had been made to address issues such as resource allocation and infrastructure improvement, the role of principals in effectively mobilizing resources, managing teachers' professional records, engaging with the community, and motivating teachers remained underexplored. Therefore, there was a critical need to investigate the principals' teacher management strategy and its influence on student performance in KCSE in Garissa Township Sub-County, Kenya.

## **V. Empirical Literature Review**

### **Principals' Teacher Professional Record Management Strategy and its Influence on Student Performance**

Mukred, Yusof, Al-Moallemi, Mokhtar & Hawash, (2022) proposed a framework for implementing Electronic Records Management Systems (ERMS) and identified crucial factors associated with ERMS and cloud characteristics. Their study, utilizing the Technology Acceptance Model 3 (TAM3) to implement a cloud-based ERMS, employed a quantitative approach with questionnaires distributed to 350 academicians and managers in the Yemeni public education sector. Using Partial Least Square-Structural Equation Modelling (PLS-SEM) for second-order analysis, the study found significant relationships between identified factors and the behavioural intention to implement ERMS, highlighting its role in improving organizational competency. However, this study's focus on a more developed context and its lack of specific application to secondary education in less developed regions like Garissa Township Sub-County, Kenya, present a contextual gap.

Pheonah (2019) investigated the management of school records at Standard High School, using a case study research design with a qualitative approach complemented by quantitative data analysis. A purposive sample of 10 respondents, including the school bursar, class teachers, secretary, director of studies, and Head Teacher, was selected. Data was collected through interviews, observations, and document analysis. The study identified various types of records generated by the school and observed that proper record management, following the lifecycle from creation to disposition, contributed to efficient information retrieval, protection of vital records, informed decision-making, and accountability. Challenges such as record insecurity, misplacement, inadequate storage, environmental factors, financial constraints, and staff inadequacy were also noted. Despite the comprehensive approach, the study presented a methodological gap due to its different design compared to the current broader quantitative and descriptive approach.

Owino and Namande (2022) examined the impact of records management practices on service delivery at the Pensions Department in Kenya. Guided by the Design and Implementation of Records Keeping Systems (DIRKS) theory, the study employed a mixed-method descriptive survey design with a sample of 88 out of a target population of 112 employees. Data collection involved questionnaires, participant observation, and personal interviews, with analysis using SPSS for descriptive and inferential statistics, and qualitative data analysed through content analysis. The findings indicated that records management practices significantly affected service delivery, with a strong positive relationship observed between management practices and service

delivery. Despite providing valuable insights into records management, this study had a conceptual gap by focusing on the pensions industry rather than the education sector.

Muasa, Ogola, and Nzioki (2021) investigated the influence of principals' management practices regarding teacher professional records on students' academic performance in KCSE in public secondary schools in Mashuru Sub-County. Using a descriptive research design, the study targeted 45 principals, 540 teachers, and 585 student leaders, with a sample of 13 principals, 54 teachers, and 56 student leaders selected via simple random sampling. Data was collected through interviews and questionnaires, analysed using frequencies and percentages with SPSS version 27. The study found that principals' management practices related to teacher professional records had an influence on students' academic performance. However, the focus on Mashuru Sub-County presents a contextual gap as the current study addresses Garissa Township Sub-County.

These studies highlight various gaps: Mukred et al. (2022) focused on a developed context, Muasa et al. (2021) on a different sub-county, Pheonah (2019) on a different research design, and Owino and Namande (2022) on a different industry. The current study addresses these gaps by focusing specifically on principals' teacher professional record management strategies and their impact on student performance in KCSE in Garissa Township Sub-County, Kenya.

## VI. Research Methodology

This study adopted quantitative approach. This approach allows for a broad and quick understanding of the phenomenon under study. Consequently, while the quantitative approach was dominant, qualitative aspects were incorporated to help explain the quantitative findings. For instance, most items in the questionnaire were structured, but unstructured items were included to yield qualitative data that complemented the quantitative results. This approach facilitated a comprehensive explanation of the relationships between variables.

This research employed a descriptive research method, which is suitable for collecting, summarizing, presenting, and interpreting data to offer clarity (Ochieng and Odhiambo, 2021). According to Ochieng and Odhiambo, (2021) a descriptive research method can yield reliable data from a large area using a small sample size. This design was appropriate as it allowed for generalizations at the population level and was used to explore correlations between variables. It facilitated the acquisition of self-reported and descriptive information regarding principals' strategies for managing teachers and their impact on student performance in KCSE in Garissa Township Sub-County, Kenya.

## VII. Research Findings And Discussions

### Principals' Teacher Professional Record Management Strategy and Student Performance in KCSE

The study aimed to evaluate the impact of principals' teacher professional record management strategies on student performance in the Kenya Certificate of Secondary Education (KCSE) in Garissa Township Sub-County. The descriptive statistics provided in Table 4.5 reveal various aspects of record management practices and their perceived effectiveness.

**Table 1** Descriptive Statistics for Principals' Teacher Professional Record Management Strategy and Student Performance in KCSE

Test Item	Mean	Std. Deviation
Regular review of student and teacher registers enhances administrative effectiveness.	2.340	1.743
The school maintains an accessible copy of national education policies.	1.576	1.118
Every teacher consistently uses a lesson plan book that summarizes subject content.	4.366	1.267
Timetables are effectively used to manage daily class activities.	2.118	1.459
Teachers maintain detailed lesson plans and work diaries.	3.813	1.491
Examination record books are effectively used to compile and analyze student results.	3.714	1.448
Teacher lesson plans are regularly updated to reflect current educational standards.	3.874	1.407
School schemes of work are thoroughly documented and updated in the school log.	2.305	1.783
Attendance books are diligently used for tracking student presence.	4.221	1.341

Source: Researcher (2023)

The findings from the study offer valuable insights into the principals' teacher professional record management strategies and their influence on student performance in the Kenya Certificate of Secondary Education (KCSE) in Garissa Township Sub-County. The data shows that teachers consistently use lesson plan books, reflected in a high mean score of 4.366. This practice is crucial for structured and effective teaching, aligning with best educational practices that emphasize the importance of detailed lesson planning. The diligent use of attendance books, with a mean score of 4.221, further indicates that tracking student attendance is a priority.

This is essential for monitoring student engagement and addressing absenteeism, both of which can significantly impact student performance. Moreover, the regular updating of lesson plans (mean = 3.874) and the maintenance of detailed work diaries (mean = 3.813) reflect a commitment to maintaining current and comprehensive educational records. These practices support instructional quality by ensuring that teaching

strategies remain aligned with current educational standards and facilitate effective student assessment. However, the study also identified several areas where there is room for improvement. Respondents expressed disagreement with the effectiveness of regularly reviewing student and teacher registers, as evidenced by a low mean score of 2.340. This suggests that the current review processes may be perceived as ineffective or lacking in impact, highlighting a potential need for improved strategies or more efficient review mechanisms.

Additionally, there was disagreement on whether school schemes of work are thoroughly documented and updated (mean = 2.305) and whether timetables are effectively used (mean = 2.118). These findings suggest issues with adherence to documentation standards and timetable management, which could hinder the overall effectiveness of instructional and administrative practices. A significant concern was the low mean score of 1.576 regarding the accessibility of national education policies. This indicates a possible gap in ensuring that these policies are readily available and utilized by staff, which could affect the implementation of educational standards and policies.

These findings resonate with existing literature. Mukred et al. (2022) highlight the positive impact of Electronic Records Management Systems (ERMS) on organizational efficiency, aligning with the study's endorsement of digital systems for enhancing record accuracy and accessibility. Similarly, Owino and Namande (2022) found that effective records management significantly impacts service delivery, which supports the study's emphasis on the importance of efficient record-keeping practices. In contrast, the study's findings diverge from Pheonah's (2019) observations about challenges in record management, such as inadequate storage and security issues. While the study acknowledges similar challenges, it underscores the need for improvements in storage facilities and staff training, aligning with Pheonah's emphasis on addressing these issues.

### VIII. Regression Coefficients

Table 2 provides the regression coefficients, which help in understanding the impact of each predictor variable on student performance.

**Table 2** *Regression Coefficients*

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	21.502	6.880		3.125	0.002
Principals' teachers' professional records management strategy	0.711	0.213	0.682	3.338	0.001

Dependent Variable: Student performance in KCSE

Principals' Teachers' Professional Records Management Strategy: The unstandardized coefficient of 0.71 ( $p = 0.001$ ) shows a significant positive impact on student performance. Mukred et al. (2022) and Owino and Namande (2022) emphasize the importance of effective records management in enhancing performance and organizational competency.

### IX. Conclusions

The study concluded that principals' teacher professional record management strategies significantly influence student performance. Schools where teachers consistently utilized lesson plans, maintained detailed records, and effectively used examination record books showed better student outcomes. However, the research identified gaps in the regular review of registers, thorough documentation of schemes of work, and effective use of timetables. These areas need improvement to enhance administrative effectiveness and, consequently, student performance. Addressing these gaps is essential for ensuring that record management practices contribute positively to educational outcomes.

### X. Recommendations

It is crucial for principals to create policies that support the adoption and integration of modern record management systems in schools. This policy should provide funding for digital systems and include provisions for staff training to ensure accurate and efficient management of teacher records. By modernizing record-keeping practices, schools can enhance administrative effectiveness and improve the accuracy of data related to teacher performance and other critical administrative tasks.

### References

- [1] Adarkwah, M., Zeyuan, Y., Kwabena, S., & Mensah-Abludo, W. (2022). Novice Teachers' Self-Efficacy Beliefs In Teaching Multiple Subjects: Relations To Academic Performance Of Basic School Students In Ghana. *International Journal Of Curriculum And Instruction*, 14(1), 101-125.
- [2] Agustini, K., Santyasa, I. W., & Ratminingsih, N. M. (2019, November). Analysis Of Competence On "Tpack": 21st Century Teacher Professional Development. In *Journal Of Physics: Conference Series* (Vol. 1387, No. 1, P. 012035). Iop Publishing.

- [3] Amajuoyi, C. (2021). Teachers' Strategies For Managing Classroom Behavioral Problems In Secondary Schools In Oji River Lga Of Enugu State. *Coou Journal Of Educational Research*, 6(1).
- [4] Changawa, N. L. (2019). Effect Of Innovative Teaching Strategies On The Performance Of Public Secondary Schools In Kilifi County, Kenya (Unpublished Master's Thesis). Nairobi University.
- [5] Debreli, E., & Ishanova, I. (2019). Foreign Language Classroom Management: Types Of Student Misbehaviour And Strategies Adapted By The Teachers In Handling Disruptive Behaviour. *Cogent Education*, 6(1), 1648629.
- [6] Franklin, H., & Harrington, I. (2019). A Review Into Effective Classroom Management And Strategies For Student Engagement: Teacher And Student Roles In Today's Classrooms. *Journal Of Education And Training Studies*.
- [7] Hassan, M. (2021). Garissa Region On The Spot Over Poor Performance In 2020 Kcse Exams. Retrieved From <https://ke.opera.news/ke/en/education/77869daa2d6c6cb857282ebb3e49fe32>
- [8] Herman, K. C., Reinke, W. M., Dong, N., & Bradshaw, C. P. (2022). Can Effective Classroom Behavior Management Increase Student Achievement In Middle School? Findings From A Group Randomized Trial. *Journal Of Educational Psychology*, 114(1), 144.
- [9] Iglesias-Pradas, S., Hernández-García, Á., Chaparro-Peláez, J., & Prieto, J. L. (2021). Emergency Remote Teaching And Students' Academic Performance In Higher Education During The Covid-19 Pandemic: A Case Study. *Computers In Human Behavior*, 119, 106713.
- [10] Ileri, E. M. (2022). Determinants Of Students' Kcse Examinations Performance Among Young National Schools In Samburu, Marsabit And Isiolo Counties, Kenya (Doctoral Dissertation, Kenyatta University).
- [11] Katana, G. (2022). Why Garissa Performs Poorly In National Exams. Retrieved From <https://www.jumuiya.co.ke/reasons-behind-poor-performance-in-coast-region/>
- [12] Kimuya, C. M., Kimani, G., & Mwaura, J. (2021). Relationship Between Teachers' Perceptions Of Principals' Enhancement Of Ict In Teaching And Learning Strategy And Students' Academic Performance In Public Secondary Schools In Nairobi City County, Kenya. *European Journal Of Education Studies*, 8(6).
- [13] Kissi-Abrokwah, B. (2021). Effect Of Large Class Size And Teacher-Learner Ratio On Classroom Management In Early Childhood Educational Centres In Ghana (Doctoral Dissertation).
- [14] Kitur, K., Choge, J., & Tanui, E. (2020). Relationship Between Principals' Transformational Leadership Style And Secondary School Students' Academic Performance In Kenya Certificate Of Secondary Education In Bomet County, Kenya. *Universal Journal Of Educational Research*, 8(2), 402-409.
- [15] Kosgei, A. C., Tanui, E., & Rono, R. (2018). Influence Of Selected Leadership Styles Of Principals On Performance Of Public Secondary Schools In Narok South, Kenya. *International Journal Of Scientific And Education Research*, 2(01), 34-42.
- [16] Lee, H. S., & Lee, J. (2021). Applying Artificial Intelligence In Physical Education And Future Perspectives. *Sustainability*, 13(1), 351.
- [17] Muasa, D. M., Ogola, F., & Nzioki, S. (2021). Influence Of Principal Management Practices Of Teacher Professional Records On Students' Academic Performance In Kcse In Public Secondary Schools In Mashuru Sub-County. *African Journal Of Emerging Issues*, 3(5), 60-71.
- [18] Muema, J., Mulwa, D., & Mailu, S. (2018). Relationship Between Teaching Method And Students' Performance In Mathematics In Public Secondary Schools In Dadaab Sub County, Kenya. *Journal Of Education And Practice*, 9(12), 97-104.
- [19] Mutua, S., & Mwendu, M. (2019). Influence Of School Leadership On The Performance Of Students In Kenya Certificate Of Secondary Education: A Case Study Of Machakos County. *International Journal Of Education, Learning And Development*, 7(3), 16-28.
- [20] Mukred, M., Yusof, Z. M., Al-Moallemi, W. A., Mokhtar, U. A. A., & Hawash, B. (2022). Electronic Records<sup>1</sup> Management<sup>1</sup> Systems<sup>1</sup> And<sup>1</sup> The<sup>1</sup> Competency<sup>1</sup> Of Educational<sup>1</sup> Institutions: Evidence<sup>1</sup> From Yemen. *Information<sup>1</sup> Development*, 38(1), 125-148.
- [21] Ng'entu, S. (2019). Tutors' Lesson<sup>1</sup> Preparation<sup>1</sup> In<sup>1</sup> The<sup>1</sup> Implementation<sup>1</sup> Of Integrated<sup>1</sup> Literature<sup>1</sup> At<sup>1</sup> Public Primary<sup>1</sup> Teacher Training Colleges<sup>1</sup> In<sup>1</sup> Kenya. *International<sup>1</sup> Journal<sup>1</sup> Of Linguistics, Literature<sup>1</sup> And<sup>1</sup> Translation*, 2(5), 359-365.
- [22] Ochieng, J., & Odhiambo, G. (2021). Influence Of Principals' Leadership Styles On The Performance Of Students In Kenya Certificate Of Secondary Education In Public Secondary Schools In Kisii County, Kenya. *Journal Of Educational Leadership*, 10(3), 45-58.
- [23] Owino, O. O., & Namande, B. (2022). Records<sup>1</sup> Management<sup>1</sup> Practices<sup>1</sup> And<sup>1</sup> Service<sup>1</sup> Delivery<sup>1</sup> At<sup>1</sup> The<sup>1</sup> Pensions<sup>1</sup> Department, Kenya. *International<sup>1</sup> Journal<sup>1</sup> Of Current<sup>1</sup> Aspects*, 6 (1), 24- 45.
- [24] Pheonah, A. (2019). Management<sup>1</sup> Of School<sup>1</sup> Records: A Case<sup>1</sup> Study<sup>1</sup> Of Standard<sup>1</sup> High School, Zzana (Doctoral<sup>1</sup> Dissertation, Makerere<sup>1</sup> University).
- [25] Theobald, M. (2021). Self-Regulated<sup>1</sup> Learning Training Programs<sup>1</sup> Enhance<sup>1</sup> University<sup>1</sup> Students' Academic Performance, Self-Regulated<sup>1</sup> Learning Strategies, And<sup>1</sup> Motivation: A Meta-Analysis. *Contemporary<sup>1</sup> Educational<sup>1</sup> Psychology*, 66, 101976.