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## **INFLUENCE OF PRINCIPAL MANAGEMENT PRACTICES OF TEACHER PROFESSIONAL RECORDS ON STUDENTS' ACADEMIC PERFORMANCE IN KCSE IN PUBLIC SECONDARY SCHOOLS IN MASHURU SUB-COUNTY**

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### **ABSTRACT**

**Purpose of the study:** The purpose of the study was to determine the influence of principals' management practices of teacher professional records on students' academic performance in KCSE in public secondary schools in Mashuru Sub-County.

**Statement of the problem:** According to the records from the office of the Kajiado County Director of Education, the performance of students in KCSE in Mashuru Sub-County has not only been poor but also spiralling downwards. The region has only produced 23 students attaining a grade of C+ in a period of four years. The poor performance calls for a scrutiny of what could be the cause to this status quo. There was therefore need to establish whether despite all efforts put in place, the students' academic performance in KCSE was still declining.

**Research Methodology:** The study utilized a descriptive research design. The target population consisted of 45 principals, 540 teachers and 585 student leaders. Simple random sampling was employed to select a sample size of 13 principals, 54 teachers and 56 student leaders. Data was collected by use of interview schedule for principals and questionnaires for teachers and student leaders. The collected data was analysed using descriptive statistics which consisted of frequencies and percentages with the help of SPSS version 27.

**Research Findings:** The study established that principal management practice on teacher professional records had some influence on student academic performance in KCSE in public secondary schools.

**Conclusion:** The study concluded that principals' management practice of teacher professional records influenced students' academic performance in KCSE as well as the quality and standards of education in public secondary schools in Mashuru Sub-County.

**Recommendations:** The study recommended that the principals and other stakeholders in the education sector should sensitize the teachers on the importance of preparing teachers professional records to the recommended standards and on time. These findings could be used by serving principals to establish the reasons of poor performance in their schools and the

corresponding corrective measures. This will also help to improve their professional competence and performance.

**Keywords:** *Principals' Management Practice, Teacher Professional Records, Students' Academic Performance in KCSE, Public Secondary Schools*

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## **1.1 INTRODUCTION**

Supervision is defined as the glue of successful schools (Gordon, 2009). It is the tool of quality control in a school system and the most single school-based factor in improving students' achievement (Darling-Hammond, 2000). Supervision is the relationship between a senior member of a profession and a junior member or members of same profession. It is evaluative, extends over time, serves to enhance the skills of a junior person, and monitors the quality offered by the junior person and gatekeeping to the profession (Bernard & Goodyear, 2000). Further, according to Raiser and Dempsy (2007), instructional supervision is the systematic process used to develop education programmes that are consistent with educational expectations. A report by Ministry of Education (Republic of Kenya, 2015) defined instructional supervision as the management tool which is used to improve and monitor efficiency and quality of teaching and learning at all levels of the education system. Effective functioning of schools is the result of school management that in turn is critically dependent of quality supervision.

Through supervision of instruction, supervisors assist in improving classroom instruction because teachers are more competent and efficient, parents are satisfied with the performance of their children who are motivated to work harder in order to achieve the required standard. Namunga (2017) points out that academic performance could be improved if instructional performance is heightened with good teacher-student observation, frequent checking of teachers' professional documents, induction of new teachers and having instructional conferences to improve teaching and learning. This is corroborated by Mutinda (2016) and Reche, Bundi, and Riungu (2012) who found that if principals conduct their role effectively in instructional management, there is inevitable influence on improved students' academic achievement in KCSE.

## **1.2 STATEMENT OF THE PROBLEM**

When the society sacrifices resources so that children attend school, the expectation is that the children gain competence in terms of knowledge, skills, attitudes and values. Performance in national examinations is a trusted method of measuring the extent that this competence has been attained. According to records available from the office of the Kajiado County Director of Education (2020), the performance of students in KCSE in Mashuru Sub-County has not only been poor but also spiralling downwards. This has culminated in only 23 students attaining a grade of C+ in a period of four years. The poor performance calls for a scrutiny of what could be the cause to this status quo. There was therefore need to establish whether efforts being put in place by all educational stakeholders reveal any link between the principals' management practice of teacher professional records and the students' academic performance in KCSE.

## **1.3 RESEARCH OBJECTIVE**

To determine the influence of principals' management practices of teacher professional records on students' academic performance in KCSE in public secondary schools in Mashuru Sub-County.

## **2.0 LITERATURE REVIEW**

### **2.1 THEORETICAL FRAMEWORK**

This study was informed by two theories; namely the systems theory and the role theory.

#### **2.1.1 Systems Theory**

The Systems Theory which was developed by Ludwig Von Batenlaffe (Patton & McMahon, 2006). A school as a system is composed of various parts which work in an interrelated manner for accomplishment of stated goals. A school exists in the form of an open system because it receives input from the society and it also gives output to the society. The school receives curriculum, teaching materials, finances, teachers, parents and students. The principal coordinates the activities as he/she performs the instructional supervision tasks. Checking of professional documents, class visitation, checking students' academic progress records and implementation of instructional programmes play a major role in the realization of the institution's objectives.

The teacher, students and parent as representatives of the environment influence the function of the system at greater percentage. It is also applicable that the institution as a process unit shapes the environment. Therefore, effective instructional supervision such as principal management practice of teachers professional records by principals plays a major role in the success of an individual student, school and the entire society.

#### **2.1.2 Role Theory**

Role Theory which was advanced by Gatzels and Egon (1975). They looked at an organisation as a social system. The theory espouses a social system where individuals define their role, role of others and expectations (Nyongesa, 2007). The theory postulates that people in their position use their roles to perform their functions and their roles dictate their outward mannerisms. This affects the responsibilities and the expectations in regard to the roles and more so in educational institutions (Hindsin, 2007).

According to this theory, education has various positions; namely, principals, HODs, teachers, parents, education officials, the government, and students and if one fails in their role then the system fails. A school receives teachers and students from the society and the head teacher coordinates the activities as he/she performs his/her instructional supervision tasks: checking of the professional records, pupils' notes/exercise books, classroom visitation, provision of learning and teaching resources, checking of students and instructional programmes play a major role in the realization of good performance (Perker & Wikman, 2005).

## **2.2 EMPIRICAL REVIEW**

Professional records are the working tools for effective instruction that guide teachers' performance and act as safeguards for the well-being of the student (Fischer, 2011). These records include: teachers' class attendance registers, clocking in and out times printouts, schemes of works, lesson plans, lesson attendance register, lesson notes and students notes, students class registers and records of work covered and evidence of issued assignments, marking and correction of the same. According to Olango (2010), instructional supervision enables teachers to plan their teaching in accordance with the syllabus. Thereafter, it is the duty of the instructional supervisor, to gauge the lesson notes and instructional materials, watching teachers actualise teaching in lesson observation, evaluating the teacher in delivery of content, identifying the instructional challenges, introducing the necessary changes, helping the subject teacher realise their potentials and reduce their weaknesses. All these make it possible for learners to actualise good academic grades.

Principals checking on these professional records facilitate a better teaching by teachers. Schemes of work, projects action plan, what teachers use to prepare their lessons, what is to be taught in the week, term and the entire year together with associated learning activities, goals and objectives for each lesson are key documents in the principal's work activity. The existence of lesson plans is an indicator of teachers' preparedness and adherence to the scheme of work plotted (Mavindu, 2013). Principals must ensure that teachers are adhering to the syllabus and schemes of work in terms of content, scope, depth and the learners' intellectual ability for effective teaching and learning process to take place (Mavindu, 2013).

Teachers prepare and structure their lesson plans better when they are certain the principal will check the works and outputs. Principals need to use record of work and lesson attendance register as evidence of teaching. Record of work is an accurate record of what has been taught, the subtopics covered, teacher's observation of the student's reaction and understanding and a measure of their efficiency in content delivery (Mavindu, 2013). Records of work should be updated regularly and supervised by principals (Mugambi, 2017). The attendance register ensures punctuality by the teachers and students; hence teachers' lessons begin on time, thus leading to good time management, an aspect crucial in learning. Though looked at as too much control, it enables the instructional supervisor to establish a firm culture on time management and other practices (Ngunjiri, 2012).

Kimeu (2010) maintains that overall high performance would be realized in schools if principals look at what the teacher is utilising to teach, checking of learners' books to ascertain that lesson notes are taken, assignments given are marked and corrected and attendance by the teacher is evident. Dangara (2015) holds that principals should be concerned with how teachers plan their lesson plans and prepare for their class, their presentation of the content to the students and the subject mastery and their class lesson control. This study sought to establish if principals as instructional supervisors in Mashuru Sub-County check on the teachers' professional records despite the continual drop in performance in schools.

### 3.1 RESEARCH METHODOLOGY

A descriptive survey design was used to guide this study. The target population consisted of 45 principals, 540 teachers and 585 student leaders. Simple random sampling was employed to select a sample size of 13 principals, 54 teachers and 56 student leaders. Data was collected by use of interview schedule for principals and questionnaires for teachers and student leaders. The collected data was analysed using descriptive statistics consisting of frequencies and percentages. Data was analysed with the help of the SPSS version 27. Analysed data was presented using frequency tables, pie-charts and bar graphs.

### 4.0 RESEASRCH FINDINGS

#### 4.1 Response Rate

The response rate is presented in Table 1

**Table 1: Response Rate**

Response	Sampled Respondents	Successful Participants	Return Rate
Principals	13	11	84.6%
Teachers	54	47	87.0%
Students	56	56	100%

Results presented in Table 1 demonstrate that all the students filled in and returned the questionnaires while 47 questionnaires administered to the teachers were properly filled and

returned. Of the 13 targeted interviews, the researcher managed to successfully interview 11 principals. The results show that the study had a response rate of over 80%.

## 4.2 Demographic Characteristics

### 4.2.1 Gender of the Respondents

Results in Table 2 outline the gender of the principals, teachers and students.

**Table 2: Gender of the Principals, Teachers and Students**

Gender	Respondents' Category	Frequency	Percent
Male	Principal	7	63.6
	Teachers	32	68.1
	Students	24	42.9
Female	Principal	4	36.4
	Teachers	15	31.9
	Students	32	57.1

Results from Table 2 illustrate that for the principals 63.6% were male while 36.4% were female. For the teachers, 68.1% were male while 31.9% were female. Considering the students 42.9% were female while 57.1% were female. The results show that for the principals, teachers and students the proportion of males is slightly higher than that of females. This implies the Schools in Mashuru Sub-county attract both genders and so there is a slightly small disparity. It also shows KCSE performance doesn't depend on gender.

### 4.2.2 Education Level of the Principals and Teachers

Results in Table 3 outline the level of education for both the principals and teachers.

**Table 3: Education Level of the Principals and Teachers**

Respondents	Education Level	Frequency	Percent
Principals	M.Ed	6	54.5
	B.Ed.	5	45.5
Teachers	M.Ed	1	2.1
	B.Ed.	44	93.6
	B.A. with PGDE	1	2.1
	B.Sc. with PGDE	1	2.1

Results in Table 3 demonstrate that 54.5% principals have attained a Masters of Education degree while the rest 45.5% had only attained a Bachelor's degree in Education. Considering the teachers, results illustrate that most (93.6%) had a Bachelor's degree in Education, 2.1% had attained a Masters of Education degree. Another 2.1% had attained a Bachelor's of Science degree with PGDE while 2.1% had a Bachelor of Arts with PGDE. The results show that both the teachers and principals have the requisite qualifications (university degree) to serve in their positions. However, it is apparent that a higher percentage of principals have taken the initiative to further their education to higher levels than the teachers. It also shows that principals are in position to understand and influence students' academic performance positively.

### 4.2.3 Age of the Teachers and Students

Table 4 shows the age of both the teachers and students.

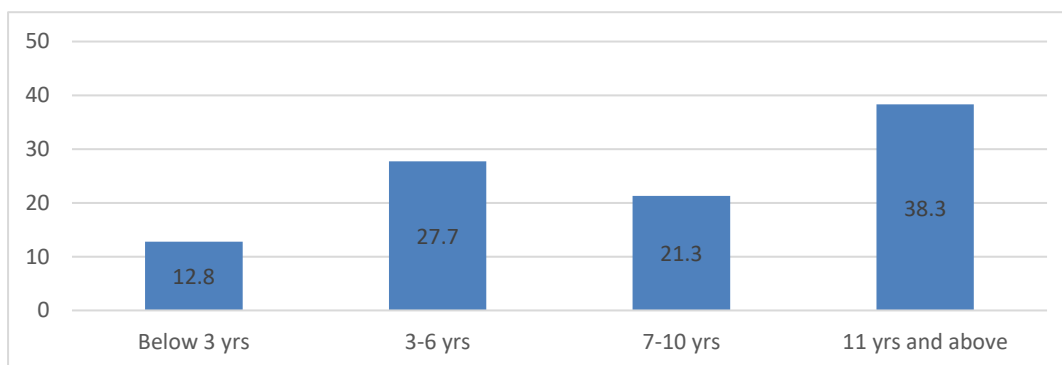
**Table 4: Age of the Teachers and Students**

Respondents	Age	Frequency	Percent
Teachers	24 yrs and below	4	8.5
	25-30 yrs	9	19.1
	31- 35 yrs	13	27.7
	36-40 yrs	14	29.8
	46 yrs and above	7	14.9
Students	12-15yrs	18	32.1
	16-19 yrs	32	57.1
	20yrs over	6	10.7

Results from Table 4 show that 29.8% of the teachers were aged between 36-40 years, 27.7% were aged between 31-35 years, 19.9% were between 25-30 years, 14.9% were 46 years and above while only 8.5% were 24 years and below. Results also show that, for the students, majority (57.1%) were aged between 16-19 years, 32.1% were between 12 -15 years while 10.7% were 20 years and above. Further, the results show that most of the teachers are middle aged with less proportion being 24 years and below which can be explained by the fact that most university students graduate at this age and it takes time before job placement by the TSC. Similarly, it can be observed that there is decline in the proportion of teachers aged 46 years and above which can be explained by the fact that some teachers choose to retire early while others advance their education and get promotions to other ranks such as university lecturers.

#### 4.2.4 Teacher Experience

The results depicted in Figure 1 presents the experience of the teachers.



**Figure 1: Teacher Experience**

Results in Figure 1 show that 38.3% had an experience of 11 years and above, 27.7% had an experience of 3-6 years, 21.3% had an experience of 7-10 years while the rest (12.8%) had an experience of less than 3 years. The results indicate that the teachers had a wealth of experience in their profession and thus possess requisite skills to execute their professional duties. In the same way, they provided relevant information needed to conduct this study

#### 4.2.5 Schools' Sex Composition

Results in Table 5 outline the school's sex composition for the principals, teachers and students.

**Table 5: School Sex Composition**

Respondents	Sex Composition	Frequency	Percent
Principals	Boys	2	18.2
	Girls	3	27.3
	Mixed	6	54.5
Teachers	Boys	16	34
	Girls	6	12.8
	Mixed	25	53.2
Students	Boys	15	26.8
	Girls	15	26.8
	Mixed	26	46.4

Results from Table 5 show that 54.5% principals interviewed were from mixed public secondary schools, 27.3% were from girls' public secondary schools, while 18.2% were from boys' public secondary schools. With regard to teachers, 53.2% teachers who were reached were from mixed public secondary schools, 12.8% were from girls' public secondary schools, while 34% were from boys' public secondary schools. Further, considering the students, 46.4% students reached were from mixed public secondary schools, 26.8% were from girls' public secondary schools, while another 26.8% were from boys public secondary schools. The results show that majority of public secondary schools in Mashuru Sub-County are mixed.

#### 4.2.6 School Category

Results in Table 6 outline the school's category as indicated by the principals and teachers.

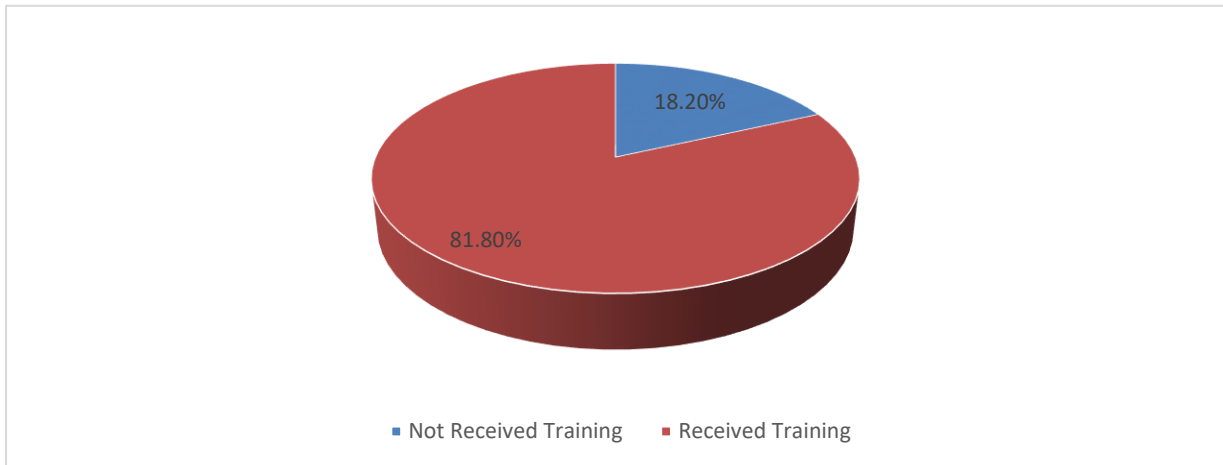
**Table 6: School Category**

Respondents	School Category	Frequency	Percent
Principals	County	4	36.4
	Sub-County	7	63.6
Teachers	Extra-County	5	10.6
	County	27	57.4
	Sub-County	15	31.9

Results presented in Table 6 reveal that most (63.6%) principals headed schools at the Sub-County level while the rest 36.4% headed schools at the county level. For the teachers reached, results illustrate that 57.4% taught on county public secondary schools, 31.9% taught in sub-county level public secondary schools while only 10.6% taught in Extra-County level schools. The disparity in the school categories for principals and teachers reached can be explained by the response to the research instruments. It is also evident that there are few Extra-County schools in Mashuru Sub-County.

#### 4.2.7 Training on Instructional Supervision

Results in Figure 2 portray the results for the proportion of principals who had received training on instructional supervision.

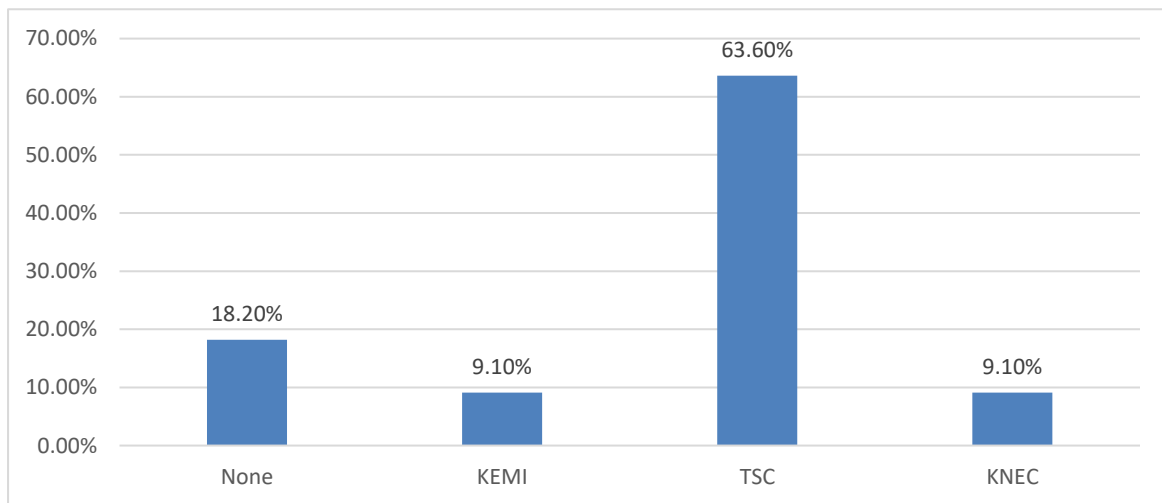


**Figure 2: Training on Instructional Supervision**

Results depicted in Figure 2 illustrates that most principals (81.8%) had received training on instructional supervision while only 18.2% were yet to be trained. The results point out to the effectiveness of the government of Kenya through the Ministry of Education in training principals on instructional supervision with an aim of improving academic performance in public secondary schools.

**4.2.8 Institution of Training on Instructional Supervision**

Results in Figure 3 present the respective institutions that the principals received training on instructional supervision.



**Figure 3: Training Institution**

Results from Figure 3 show that most of the principals (63.6%) had been trained by the Teachers Service Commission (TSC), 18.2% had not been trained while the rest 9.1% were trained by KNEC and KEMI respectively

**4.3 Principal’s Management Practices of Teacher Professional Records and Students’ Academic Performance in KCSE in Public Secondary Schools**

Data was gathered from the principals, teachers and students. Descriptive statistics for the teachers and students are presented in Table 7 and 8 respectively while descriptive information for the principals is presented in continuous prose. The teacher’s response to principal’s management practices of teachers’ professional records is presented in Table 7.



**Table 7: Teachers Response to Principal’s Management Practices of Teachers’ Professional Records**

Statement	No defined time	Termly	Monthly	Weekly	Daily
Checking of the schemes of work	10.6%	46.8%	8.5%	27.7%	6.4%
Checking coverage of syllabus	12.8%	42.6%	14.9%	25.5%	4.3%
Checking teacher’s lesson plans	29.8%	14.9%	21.3%	25.5%	8.5%
Checking records of work	8.5%	10.6%	12.8%	61.7%	6.4%
Checking mark books	29.8%	29.8%	23.4%	10.6%	6.4%

Results presented in Table 7 show that 46.8% teachers stated that the principals checked the schemes of work termly, 27.7% stated that they checked the schemes of work weekly, 10.6% stated that there was no definite time of checking the schemes of work, 8.5% stated monthly while only 6.4% stated daily. Regarding principals checking the coverage of syllabus, 42.6% teachers stated termly, 25.5% stated weekly, 14.9% stated monthly, 12.8% reiterated that there was no defined time of checking while only 4.3% stated daily. Regarding principals checking of teacher’s lesson plans, results showed 29.8% posited that there was no defined time of checking, 25.5% teachers stated weekly, 21.3% stated monthly, 14.9% stated termly, while only 8.5% stated daily.

Further, regarding principals checking records of work, results show that most (61.7%) teachers stated weekly, 12.8% stated monthly, 10.6% stated termly, 8.5% pointed out that there was no defined time of checking while only 6.4% stated daily. Finally, regarding principals checking mark books, results showed that 29.8% posited that there was no defined time of checking, another 29.8% teachers stated termly, 23.4% stated monthly, 10.6% stated weekly, while only 6.4% stated daily. These findings are supported by Olango (2010) who opined that instructional supervision enables teachers to plan their teaching in accordance with the syllabus.

Thereafter, it is the duty of the instructional supervisor, to gauge the lesson notes and instructional materials, watching teachers actualise teaching in lesson observation, evaluating the teacher in delivery of content, identifying the instructional challenges, introducing the necessary changes, helping the subject teacher realise their potentials and reduce their weaknesses, which makes it possible for learners to actualise good grades. From the findings, it is evident that majority of the principals have no time to check professional records because of other administrative duties and that they mostly they delegate their supervisory role to their deputies. This has a significant effect on students’ academic performance.

On the other hand, student’s response to principal’s management practices of teachers’ professional records is depicted in Table 8

**Table 8: Students Response to Principal's Management Practices of Teachers' Professional Records**

Statement	No defined time	Termly	Monthly	Weekly	Daily
Check's students report form	28.6%	37.5%	32.1%	0.0%	1.8%
Checks students' personal file	32.1%	33.9%	32.1%	0.0%	1.8%
Checks students' notebooks	32.1%	37.5%	28.6%	1.8%	0.0%
Checks students' syllabus coverage	37.5%	30.4%	30.4%	1.8%	0.0%

Results in Table 8 show that 37.5% of students opined that principals checked students report forms termly, 32.1% stated monthly, 28.6% stated that there was no definite time of checking the students report form while only 1.8% stated daily. Regarding principals checking the students' personal files, 33.9% students stated termly, 32.1% stated monthly, another 32.1% reiterated that there was no defined time of checking while only 1.8% stated daily. Regarding principals checking students' notebooks, results showed that 37.5% students stated termly, 32.1% posited that there was no defined time of checking, 28.6% students stated monthly while only 1.8% stated weekly. Further, regarding principals checking student's syllabus coverage, results show that 37.5% pointed out that there was no defined time of checking, 30.4% students stated termly, another 30.4% stated monthly, while only 1.8% stated weekly.

These findings are supported by Kimeu (2010) who maintains that overall high performance would be realized in schools if principals look at what the teacher is utilising to teach, checking of learners' books to ascertain that lesson notes are taken, assignments given are marked and corrected and attendance by the teacher is evident.

To ascertain the information provided by the teachers and students, the researcher implored the principals to state which teacher records they managed. In response, they stated schemes of work, records of work, class registers, lesson plans, mark books, and

lesson notes. This matches Fischer (2011) findings that teacher professional records include: teachers' class attendance registers, clocking in and out times printouts, schemes of works, lesson plans, lesson attendance register, lesson notes and students notes, students class registers and records of work covered and evidence of issued assignments, marking and correction of the same. The results reveal that all the principal management of teacher professional records had influenced students' academic performance.

However, the principals stated that they experienced challenges in managing those records. The challenges included incidences of teachers using commercial schemes of work, non-commitment of teachers to their work, late submission of teacher records and submission of poorly updated records, and at times lack of submission of teacher records. The principals also cited poor connectivity to online services and general lack of resources such as printing materials as key challenges. To solve, this challenges the principals stated that teachers need sensitization on the importance of these records and how they impact students' academic performance. Secondly, the principals stated that full adoption of TPAD would aid in solving these challenges and boost students' academic performance.

## 5.1 CONCLUSIONS

The study concluded that the principals' management practice of teacher professional records influence students' KCSE academic performance as well as quality and standards of education in public secondary schools in Mashuru Sub-County. Principals' responses to the frequency of

management practice of teacher professional records showed that this was done termly and weekly. Where documents were checked frequently, teaching staff prepared their professional records willingly and on time the schools posted good grades and the vice versa.

### **6.1 RECOMMENDATIONS**

The principals and other stakeholders in the education sector should sensitize the teachers on the importance of preparing teachers professional records to the recommended standards and on time. Also, the Ministry of Education in collaboration with Teachers Service Commission should establish strategies of training all institutional administrators on effective instructional supervision and award them certificate of completion. Other institutions, such as KEMI and KICD, which are tasked with the responsibility of conducting in-service training for teachers should evaluate and address the challenges that principals experience when performing their role. This would assist them in the effective management of teachers' professional records as well as improvement on students' academic performance in KCSE.

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