

Relationship between Provision of Students' Academic Advising Resources and Effective Performance of Instructional Roles by Teachers in Secondary Schools in Nandi East Sub-County, Kenya

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ABSTRACT

This study sought to investigate the relationship between the provision of students' academic advising resources and effective performance of instructional roles by teachers' in secondary schools in Nandi East Sub County, Kenya. The study adopted a correlational research design. Test re-test method was used to test the reliability of the instruments. The study targeted secondary school teachers while the accessible population was 192 teachers teaching in the 30 secondary schools and 30 deputy principals in Nandi East Sub-County. The study used proportionate sampling to categorize respondents into female and male; Boarding and day schools. Proportional sampling was used to apportion teacher respondents from various schools. Simple random sampling method was adopted to sample the actual respondents. The Sample size was 127 teachers in the 30 sampled schools determined by using Krejcie and Morgan Table of Sample Size determination and the 30 deputy principals surveyed. The study reported that that there was a positive and significant relationship between the provision of academic advising resources and performance of instructional roles by teachers' The study concluded that teachers were ineffective in providing career guidance materials to students, regularly giving academic advice to students, and regularly providing students with recreational games, insufficient time was allocated to academic counselling sessions, and some teachers were not effective in regularly organizing school-wide academic advisory services. This study recommends that principals of secondary schools should ensure that academic counselling sessions are scheduled in the timetable to address the issue of insufficient time allocated to academic counselling.

Key Terms: Provision of academic advising resources, educational advising resources, Performance of Instructional Roles.

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Introduction

Provision of academic advising resources to enable teachers to perform their roles is an important management function used in running successful educational institutions (Usman, 2016). The Management Boards of educational institutions in Germany and other jurisdictions play a critical role in the provision of instructional resources, which may be required for teaching and learning (Zuljan, & Zuljan, 2012). Moreover, Van (2014), argues that school managements in the USA formulate and implement policies, which ensure that teachers perform their evaluation roles uninterrupted by the insufficient provision of evaluation resources. In China, Arijit (2014) reports that Boards of Management of schools account for how they provide teachers with teaching resources and how this influences the performance of their instructional roles in the schools under which they have been appointed. Such roles, among others, include academic advising.

Previous Studies in East African countries revealed that teacher's performance of instructional roles had been ineffective, and there had been a scarcity in the provision of instructional materials in schools (Wangu, 2012, & Mberia, 2012). A study by KICD (2014) showed that there were an inadequate provision of teaching resources in many secondary schools and a few teachers used locally available resources. Teachers' service commission (TSC 2018), established that the performance of instructional roles in public secondary schools had deteriorated, a view supported by a report of the Ministry of Education (MOEST, 2017). This report noted, "The government, education sector players and individuals were not satisfied with teachers' performance of instructional roles.

A survey by Kenyan National Examinations Council (KNEC) found out that teachers' performance of instructional roles may have been affected by inadequate teaching and learning resources among other factors (KNEC, 2017), a

view also advanced by a SACMEQ IV (2017) report. The problem of teachers' ineffectiveness in the performance of instructional roles was widespread across all counties in Kenya (Wekesa, & Nyaruros, 2018). Stakeholders in education in Nandi East Sub-County had complained about teachers' effectiveness in the performance of instructional roles (CEB, 2016). The level of compliance with regulations related to the acquisition of teaching resources by many Boards of Management being wanting as reported in the Status of Schools Audit (Mulatya, 2006). Teachers' ineffective performance of instructional roles could have affected learning outcomes. If the problem of ineffective performance by teachers in academic advising continues unabated, then the general academic performance in the sub-county could deteriorate further. There is no study that had been carried out to establish the relationship between the provision of academic advising resources and performance of instructional roles in secondary schools by teachers in Nandi East Sub-County, Kenya. This study sought to fill the gap.

This study sought to investigate the problem of ineffective performance of instructional roles by teachers in Nandi East Sub-County, Kenya. The background of this study indicated that teachers had not been effective in performing instructional roles. There had been numerous complaints by various education stakeholders on the effective performance of instructional roles by teachers, as shown in the background of this study. These indicate that teachers had not been effective in performing roles related to academic advising, classroom instruction and students' evaluation in Nandi East Sub-County. Ineffective performance of instructional roles by teachers could have affected learning outcomes. If the problem of ineffective performance of instructional roles by teachers in academic advising, classroom instruction and students' evaluation continues unabated then learning outcomes in Nandi East Sub-County, Kenya could continue to deteriorate. Could the problem of ineffective performance of instructional roles

by teachers be related to inadequate provision of academic advising resources in Nandi East Sub- County, Kenya?

LITERATURE REVIEW

According to Okoth (2015), some schools were found to experience challenges in offering academic advisory resources. The school management for academic advisory activities allocates the scholar further notes that limited funds. These limitations could impede student advisors from being effective in discharging their functions. Moloko et al. (2014) opine that some principals of secondary schools had a negative attitude towards student advisory services and could not support such programs. The Basic Education Act (2013) requires the schools' BoM to plan, organize, coordinate and control advisory services through the allocation of financial, human and time resource. According to Azikwe (2014), the role of school management includes identifying programs and activities that address prioritized advisory needs of the school. It could also look into the best ways of funding activities that could enable teachers to provide advisory services in a better working environment. The school management could establish resources needed in academic counselling, do condition survey on existing facilities, and, apportion realistic costs to needs. Additionally, they can establish standards and ensure that financing is secured to carry out advisory resource acquisition.

Academic advisors in secondary schools play a vital role in ensuring that there are full utilization and economical use of the institutions' advisory resources. According to Mutiso and Ndombi (2014), acquisition of instructional resources for advisory services could be well thought out to ensure that there are relevant and adequate resources for use by the teachers and students. Provision of academic guidance and counselling resources by schools include securing services for guidance and counselling, provision of more appropriate rooms for counselling services, creation of more time for student counsellors and training of

responsible teachers. Nyaega (2011) avers that the provision of counselling and advisory resources like videos, films and other support items could have an effect on how teachers perform academic advising roles. From the foregoing literature, teachers have carried out limited research to establish the relationship between the provision of academic advisory resources and effective performance of instructional roles. It is evident that more studies need to be done to establish the relationship between the provision of academic advising resources and effective performance of instructional roles by teachers in secondary schools; which this study investigated.

Teachers significantly play a key role in shaping the academic achievement of students. For teachers to perform this role effectively and efficiently, they need to be provided with necessary teaching resources. This section covers instructional roles performed by teachers, such as the performance of academic advising.

Teachers offer academic advisory services to students; they help learners implement new ideas by observing and giving feedback (Blasé, & Blasé 2013). This enhances students' efficacy by allowing them to believe in their capacity to successfully solve their academic and non-academic challenges (Kayondo, 2015). Teachers engage in academic advisory services and develop programs aimed at enabling students to grow academically and socially. Such initiatives include guidance and counselling programs, career fairs and individualized academic advisory services where they act as a catalyst for change (Lerner, 2014). Studies have not been carried out to find out the relationship between the performance of instructional role and provision of academic advising resources. Much as the Government of Kenya has recognized the importance of guidance and counselling in our educational institutions, it has not, however, provided adequate resources necessary to create an enabling environment for offering such advisory services. Okoth (2015) recommends that schools should

provide finances which could allow teacher advisors to have the equipment, materials and financial resources necessary for them to carry out their functions. These resources could enable teacher advisors to get a regular supply of books, journals, magazines and visual aid materials, which in turn, could equip them with the current and accurate information for students' advice.

According to Nyaega (2011), a teacher counsellor could occasionally invite a professional speaker to take students out for tours or talk to students based on relevant issues. He further reports that many educational institutions do not set aside time and finances for such activities. Okoth (2015) notes that Kenyan counsellors have inadequate academic advising resources; this makes it difficult for effective implementation of academic advisory programs. There could be an appropriate area for teachers to offer student advisory services. Chairs should be comfortable, preferably with armrests and the room should have enough lighting. Nderitu, (2007) indicates that an ideal guidance and counselling centre could be a large room with display racks, bulletin boards and tables where materials could be maintained and displayed. The rooms could be used for holding discussions, showing films or holding

parent-teacher meetings. Group counselling could also be done here, and part of it could be partitioned for individualized academic counselling. Okoth (2015) established that some schools did not have an office for the teacher counsellor. Besides, guidance and counselling was not timetabled and lacked enough staff to offer advisory services. (Nyaega, 2011) opine that most teacher counsellors had no specialized training in guidance and counselling yet we are expected to give academic advisory services. Studies by Kayondo (2015); Nyaega (2011); Okoth (2015) and Nderitu (2007) did not investigate the relationship between provision academic advising resources and effective performance of instructional roles by teachers in secondary schools. This study sought to fill this gap.

RESULTS AND DISCUSSION

Descriptive Analysis of Provision of Academic Advising Resources

An analysis of the provision of academic advising resources for the effective performance of instructional roles by teachers in secondary schools in Nandi East Sub-County, Kenya was done. The findings are shown in Table 1 and 2.

Table 1: Provision of Academic Advising Resources (According to Teachers)

Statement	Teachers(n=124)			
	SD (%)	D (%)	A (%)	SA (%)
My school provides teachers with relevant materials for academic advising.	21.8	30.6	23.4	24.2
My school provides teachers with resource materials for career advising.	6.5	9.7	45.2	38.7
My school provides teachers with lockable file cabinets in academic advising rooms.	4.8	9.7	50.0	35.5
My school allocates teachers adequate time to offer academic counselling sessions.	6.5	57.3	33.1	3.2
My school provides teachers with office space for student advising services.	8.9	25.8	30.6	34.7

My school provides teachers with computers for use in academic advising rooms.	7.3	31.5	31.5	29.8
My school provides teachers with appropriate chairs in academic advising rooms.	1.6	4.8	33.1	60.5
My school provides teachers with multimedia items for use during academic advising sessions.	6.5	29.8	27.4	36.3

Key:SD=Strongly Disagree; D=Disagree; A=Agree; SA=Strongly Agree; %=Percentages.

Table 2: Provision of Academic Advising Resources (According to Deputy Principals)

Statement	Deputy Principals(n=30)			
	SD (%)	D (%)	A (%)	SA (%)
My school provides teachers with relevant materials for academic advising.	23.3	43.3	26.7	6.7
My school provides teachers with resource materials for career advising.	20.0	46.7	3.3	30.0
My school provides teachers with lockable file cabinets in academic advising rooms.	6.7	23.3	40.0	30.0
My school allocates teachers adequate time to offer academic counselling sessions.	10.0	70.0	13.3	6.7
My school provides teachers with office space for student advising services	13.3	40.0	23.0	23.7
My school provides teachers with computers for use in academic advising rooms.	16.7	10.0	13.3	60.0
My school provides teachers with appropriate chairs in academic advising rooms.	0.0	0.0	33.3	66.7
My school provides teachers with multimedia items for use during academic advising sessions.	6.7	26.7	23.3	43.3

Key: SD=Strongly Disagree; D=Disagree; A=Agree; SA=Strongly Agree; %=Percentages

The findings from Table 1 show that a significant number, a total of 52.4 per cent of teacher respondents aver that their schools did not provide relevant recourses for academic advising of students. Additionally, from Table 2, a majority (66.6%) of deputy principals either strongly disagreed or disagreed that their schools provided relevant fliers and pamphlets to teachers for academic advising of

students. This finding infers that the majority of the schools had not provided pamphlets and fliers for use by teachers' during student academic advising sessions in Nandi East Sub-County, Kenya. On the issue of provision of career resource materials, some, (15.2%) of teacher respondents disagreed that such resources had been provided. On the contrary, a majority (66.7%) of deputy principals either

strongly disagreed or disagreed that their schools offered relevant career resource materials to teachers for academic advising of students.

Another significant percentage of teacher respondents, 14.5 per cent, stated that they had not been provided with lockable file cabinets to be used by academic advising counsellors for the performance of instructional roles. Similarly, 30.0 per cent of deputy principals either strongly disagreed or disagreed that their schools provided lockable file cabinets to academic advising counsellors. This finding infers that some school managements in Nandi East Sub-County were not taking confidentiality of documents used by the academic advising department seriously. Further, a huge proportion of teacher respondents (63.8%) indicated that adequate time was not allocated to academic advising sessions. In addition, 80% of deputy principals either strongly disagreed or disagreed that their schools allocated time to academic counselling sessions. Ndirangu (2013) which established that in order for career counselling to be more effective, it needs to be an activity which adequate time is allocated also shared this view. He further advanced that academic counsellors be freed from other duties when their services are required.

A small percentage of 34.7 per cent of teacher respondents either strongly disagreed or disagreed that office space had been provided. Furthermore, the majority (53.3%) of deputy principals either strongly disagreed or disagreed that their schools provided office space to be used by academic counsellors. This finding is in concurrence to Nyongo (2015), which concluded that some schools had not provided appropriate rooms for guidance and counselling

services. This finding suggests that some of the schools in Nandi East Sub-County, Kenya had not provided office space where academic advising could be carried out. This could have compromised teachers' provision of academic advising services. Computers for use in academic advising rooms were reported to be insufficiently provided with 38.8 per cent of teacher respondents either disagreeing or strongly disagreeing on its provision. Either, 26.7 per cent of deputy principals either strongly disagreed or disagreed that their schools provided computers for use in academic counselling rooms.

36.3 per cent of teacher respondents either disagreed or strongly disagreed that multi-media items for use during academic advising activities had been provided. Likewise, 33.4 per cent of deputy principals either strongly disagreed or disagreed that their schools provided multimedia items for use during academic advising in secondary schools in Nandi East Sub-County, Kenya. As Ndirangu (2013) posits, the objective of using audio-visuals in academic advising is to enable the teacher to facilitate access to relevant information to students. In addition, it could allow learners to make informed choices, understand decision-making processes and increase the ability to become independent.

Differences in Provision of Academic Advising Resources by School Category

T-test was conducted to investigate whether statistically significant differences existed in the provision of academic advisory resources between boarding and day schools at 0.05 alpha levels. The results are as presented in Table 3 and 4.

Table 3: Differences in Provision of Academic Advising Resources by School Category (According to Teachers)

School Category	N	Mean	SD	D Df	t-value	p-value
Boarding	70	2.90	0.54	122	-0.421	0.674

Day	54	2.94	0.58			
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Table 4: Differences in Provision of Academic Advising Resources by School Category (According to Deputy Principals)

School Category	N	Mean	SD	D Df	t-value	p-value
Boarding	8	2.78	0.61	28	-0.400	0.311
Day	22	2.80	0.65			

T-tests result in Table 3, and 4 shows that differences in the provision of academic advising resources between boarding and day schools were statistically significant at $\alpha = 0.05$, $t(122) = -0.421$, $p > 0.05$ and $t(28) = -0.400$, $p > 0.05$ from teachers and deputy principals respectively. This finding is in contradiction with Nyaega, (2011), which established that the way teachers' organize and provide guidance and their schools being day or boarding did not influence counselling services. This finding implies that provision of academic advising resources was better in day

schools (mean 2.94) than in boarding schools (mean 2.90) in Nandi East Sub-County, Kenya.

Differences in Performance of Academic Advising Roles by Work Experience

Analysis of variance was run to find out whether there exist statistically significant differences in effective Performance of academic advising roles with respect to respondents' work experience. The findings are presented in Table 5 and 6.

Table 5: Analysis of Variance of Performance of Academic Advising roles by Work Experience (According to Teachers)

Statement	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	.255	3	.085	.310	.818
Within Groups	32.901	120	.274		
Total	33.156	123			

Table 6: Analysis of Variance of Performance of Academic Advising roles by Work Experience (According to Deputy Principals)

Statement	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	.311	3	.092	.211	.097

Within Groups	23.651	26	.351		
Total	23.962	29			

Analysis of variance on differences in the effective performance of academic advising roles by work experience in Table 5 and 6 indicate that there was a statistically significant difference in the effective performance of academic advising roles by work experience at $\alpha = 0.05$ level $F(3,120) = 0.310$, $p = 0.818$ from teachers and $F(3,26) = 0.211$, $p = 0.097$ from deputy principals. This finding concurs with Nderitu (2007) which established that teachers with more teaching experience were better in providing guidance and counselling services. This finding implies that more teaching experience of the respondents' could improve teachers' effectiveness in the performance of academic advising roles in Nandi East Sub-County, Kenya.

Correlation coefficient

Relationship between Provision of Academic Advising Resources and Effective Performance of Instructional Roles by Teachers

Teachers in secondary schools in Nandi East Sub-County, Kenya computed Pearson Product Moment Correlation Coefficient to find out the relationship between the provision of Academic Advising resources and effective performance of instructional roles. Table 7 and 8 were used to present the relationship between strength and the direction of the variables.

Table 7: Relationship between Provision of Academic Advising Resources and Effective Performance of Instructional Roles by Teachers (According to Teachers)

		Effective Performance of Instructional Roles
		Teachers
Provision of Academic Advising Resources	Pearson Correlation	.647*
	Sig. (2-tailed)	.000
	N	124
**. Correlation is significant at the 0.05 level (2-tailed).		

Table 8: Relationship between Provision of Academic Advising Resources and Effective Performance of Instructional Roles by Teachers (According to Deputy Principals)

		Effective Performance of Instructional Roles
		Deputy Principals
Provision of Academic Advising Resources	Pearson Correlation	0.708**
	Sig. (2-tailed)	0.000
	N	30

****.** Correlation is significant at the 0.05 level (2-tailed).

The findings from Table 7 and 8 show that there exists a positive and statistically significant relationship between the provision of academic advising resources and effective performance of instructional roles by teachers according to teachers ($r=0.647^*$; $p<0.05$) and deputy principals ($r=0.708^{**}$; $p<0.05$). This finding corroborates Tanui (2012) which established that academic advising resources could allow teachers to inculcate good learning skills, enables students to access interesting learning resources that build their capacity to overcome academic challenges and make learning fun. This finding suggests that the provision of academic advising resources could improve the performance of instructional roles, whereas inadequate resources could negatively affect the performance of this role. The finding further suggests that the provision of academic advising resources to teachers could improve instructional performance in Nandi East Sub-County secondary schools.

Hypothesis Testing

The decision to reject or fail to reject the null hypothesis was set at 0.05 alpha levels; that is rejected H_0 : if $p<0.05$, otherwise fail to reject the H_0 : $p>0.05$. The null hypothesis being tested was H_{01} : There is no significant relationship between the provision of academic advising resources and effective performance of instructional roles by teachers in a secondary school in Nandi East sub-county, Kenya. In order to test this hypothesis, a correlation test between the provision of academic advising resources and effective performance of instructional roles by teachers in Nandi East Sub-County, Kenya was done. Table 7 and 8 shows a correlation test results.

The test results in Table 7 show that Pearson Product Moment Correlation coefficient yielded ($r=0.647^*$; $p<0.05$) at 0.05 alpha levels for teachers and ($r=0.708^*$; $p<0.05$) at

0.05 alpha levels for deputy principals as shown in Table 8. Consequently, the null hypothesis was rejected since the p value (0.000) is less than 0.05 alpha levels for both teachers and deputy principals. Teachers in Nandi East sub-county, Kenya, therefore made a decision that there's a positive and statistically significant relationship between the provision of academic advising resources and effective performance of instructional roles. This conclusion is consistent with Ndirangu (2013), which established that there was a close relationship between schools provision of guidance and counselling resources and how effective teachers performed their roles.

The finding infers that provision of academic advising resources affects the effective performance of instructional roles by teachers in Nandi East Sub-County, Kenya. It further implies that when schools provided the required academic advising resources, teachers' effectiveness in performance of instructional roles could subsequently be improved and, conversely, where they were inadequately provided, the performance was not impressive. As opined by Azikwe (2014) availability of academic advising resources could enable teachers to employ varied strategies in academic advising. Academic advising resources could provide teachers with information to make informed decisions that facilitate teachers' access to relevant materials and provide supplementary information to both teachers and students, thereby improving performance in academic advising roles.

CONCLUSION AND RECOMMENDATIONS

Conclusion: This study concluded that there was a positive and statistically significant relationship between the provision of academic advising resources and effective performance of instructional roles by teachers in Nandi East sub-county, Kenya. In addition, it was concluded that

insufficient time was allocated to academic counselling sessions and that some teachers were not effective in regularly organizing school-wide academic advisory services. Furthermore, this study concludes that some teachers were not regularly providing career guidance materials to students, not regularly giving academic advice to students, and not regularly providing students with recreational games. Regular provision of academic advising resources for the performance of instructional roles was concluded to be sufficiently done in Nandi East Sub-County, Kenya with some respondents reporting that they were not effective in the performance of academic advising roles.

Recommendation: This study recommends that principals of secondary schools should ensure that academic counselling sessions are scheduled in the time table to address the issue of insufficient time allocated to academic counselling. Moreover, academic advisors should have reduced teaching workload to create more time for consultations with students and be supported to plan, organize and have school-wide academic advisory services. It is further recommended that more efforts should be put by the BoM to ensure that sufficient work done by most of the academic advisors in the performance of academic advising role is sustained. Mechanisms to ensure that the few teachers who were ineffective in performances of academic advising are supported to offer better services in Nandi East Sub-County, Kenya should be put in place.

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