

## Abstract Ngulutu

The purpose of this research was to investigate the effect of teaching and learning resources on academic performance in public secondary schools in Kitui County, Kenya. Academic performance is a key indicator of success in learning and teaching in institutions. The study adopted a descriptive survey research design. The design enabled the collection of detailed information on principals' quality assurance practices and their influence on students' academic performance in public secondary schools. Based on these official figures, the target population for this study comprised all 374 principals and 590 HoDs across the public secondary schools in Kitui County. Heads of Department (HODs) were selected using simple random sampling from each sampled school, allowing every HOD an equal chance of being included in the study and ensuring unbiased representation across departments. A total of 112 schools, representing approximately 30% of the 374 public secondary schools in Kitui County, were sampled. A representative sample was computed using Yamane's statistical formula, while a structured questionnaire was adopted for collection of data. Analysis of the data was conducted using SPSS statistical software version 26. The results showed that majority of the respondents, 53% indicated that principals supervise the instructional activities of teachers to a great extent, while a further 28.4% noted that this is done to a very great extent. This suggests that principals are highly involved in supervising teaching practices to ensure that classroom activities align with curriculum expectations. Furthermore, 68.2% of the heads of department reported that principals engage in discussions with teachers regarding trends in the use of teaching and learning resources to a great extent, with another 15.3% indicating this is done to a very great extent. The promotion of constant assessment was also mentioned as a widespread supervisory practice. Approximately, 69.1% of the respondents acknowledged that the use of continuous assessment is encouraged by principals to a great extent whereas 19.1% stated that this is encouraged to a very great extent. This is indicative of a culture of leadership in which continuous assessment is considered a channel towards improving effectiveness in teaching and monitor students' progress. This suggests that school leaders recognize the importance of integrating technology into the teaching and learning process. The findings show that the Teaching and learning materials are inadequate in Kitui County secondary schools; however, the few resources are effectively used by teachers. Academic performance in Kitui County Secondary schools can be improved in a Sustainable way if the

principals and teachers emphasizes the use of teaching and learning materials and attend regular appropriate training to enable them to use the available teaching and learning materials.