IMPLEMENTATION OF SCHOOL BASED INTERVENTIONS TO ENHANCE ACADEMIC ACHIEVEMENT AMONG LOW ACHIEVERS IN PUBLIC SECONDARY SCHOOLS IN KAJIADO COUNTY, KENYA

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DECLARATION

I declare that this thesis is my original work and has not been presented in any other university/institution for consideration of any certification. This thesis has been complemented by referenced sources duly acknowledged. Where text, data (including spoken words), graphics, pictures or tables have been borrowed from other sources, including the internet, these are specifically accredited and references cited in accordance with anti-plagiarism regulations.

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DEDICATION

This work is dedicated to my wife and friend Enting'ana Joyce Ariri for deferring the celebration of her achievement to wait for this accomplishment and for being the embodiment of hard work. Her passion does not only confound, but also inspires.

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ABBREVIATIONS AND ACRONYMS

ADEA	**:**	Association for the Development of Education in Africa
ASAL	**:**	Arid and Semi-Arid Land
BOM	**:**	Board of Management
CATs	:	Continuous Assessment Tests
CBC	**:**	Competency Based Curriculum
CDE	**:**	County Director of Education
CERI	:	Centre of Educational Research and Innovation
CPGs	**:**	Career Progression Guidelines
EFA	**:**	Education for All
FGM	:	Female Genital Mutilation
ICT	**:**	Information and Communication Technology
IE	:	Inclusive Education
IEP	**:**	Individualized Educational Programmes
KCPE	**:**	Kenya Certificate of Primary Education
KCSE	**:**	Kenya Certificate of Secondary Education
KISE	**:**	Kenya Institute of Special Education
KNEC	**:**	Kenya National Examination Council
MDGs	**:**	Millennium Development Goals
MOE	:	Ministry of Education
MOEST	**:**	Ministry of Education, Science and Technology
NACOSTI	**:**	National Commission for Science, Technology and Innovation
OECD	**:**	Organization for Economic Cooperation and Development
PA	**:**	Parents Association

SDGs	**:**	Sustainable Development Goals
SNE	**:**	Special Needs Education
SPSS	:	Statistical Package for Social Sciences
SRL	**:**	Self-Regulated Learning
SSA	**:**	Sub-Saharan Africa
TPAD	**:**	Teachers Performance Appraisal and Development
UNESCO	**:**	United Nation Educational, Scientific and Cultural Organization
UNICEF	**:**	United Nations Children's Education Fund

ABSTRACT

Low achievers represent one of the most challenging student groups for school administrators and teachers in public secondary schools in Kenya. The study focused on implementation of school-based interventions for enhancing academic achievement among low achievers in public secondary schools in Kajiado County in Kenya. The objectives of the study were to assess the implementation of teacher-related, parent-related, school management related, student related interventions for improving academic achievement of low achievers and to examine ways in which students cope with school-based interventions meant to enhance academic performance among low achievers. The study was guided by Walberg's Theory of Educational Productivity (1981), Multiple Intelligences theory (1983), and the Critical theory in education. The study adopted the mixed method research design and specifically the convergent parallel design. The target population comprised of 91 principals, 91 Board of Management (BOM), 91 Parent Association (PA) chairpersons, 685 teachers and 24,000 students. The study had a sample size comprising of 420 students, 253 teachers, 20 principals, 20 BOM and 20 PA chairpersons. Slovene's formula was used to compute the sample of 420 students and 253 teachers who were further identified using simple random sampling technique. Purposive sampling technique was used to select the 20 principals, 20 BOMs, and 20 PA chairpersons. Stratified sampling technique was used to select schools due to their various levels. Questionnaires were used to collect data from teachers, students, BOMs and PAs and interview guides to collect data from the principals. Pretesting was done in 5 schools to ascertain validity and reliability of research instruments. Reliability was established through the split-half method while validity was established by five experts in research and educational management. Correlation coefficients of 0.83, 0.88, 0.81 and 0.82 for students', teachers', BOMs and PA chairpersons' questionnaires were established respectively. Interview guide for principals had a correlation coefficient of 0.84. Quantitative data was analyzed both descriptively and inferentially using the Statistical Package for Social Sciences (SPSS) software, presented in frequencies, percentages, tables and graphs and charts while qualitative data was analyzed thematically and presented in narrative form. The study found out that interventions towards enhancing academic achievement of low achievers involved the interaction of principals, teachers, BOMs, parents and students. The study confirmed that low KCPE entry marks translated to low grades in KCSE if proper school-based interventions are not put in place. The study concluded that, classification of secondary schools into various levels depending on KCPE entry behavior should be replaced with a system that gives all learners equal opportunity to quality education regardless of their academic prowess. The study recommends that government policy shifts focus to funding, equipping and staffing of sub county schools which admit majority of low achieving learners. The study further recommends that schools should put in place programs and structures that bring all parents on board giving parents room for participating in the academic journey and final academic achievement of their children.

CHAPTER ONE

INTRODUCTION AND BACKGROUND OF THE STUDY

1.1 Introduction

This chapter dealt with the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions and significance of the study, limitations of the study, delimitation of the study, assumptions of the study, theoretical and conceptual framework and operational definitions of terms of the study.

1.2 Background to the Study

Globally, education occupies an indisputable place as a key driver to sustainable development and a people's wellbeing. Education has been an essential aspect of human life throughout history of humanity (Rose & Sika, 2019) and the Universal Declaration of Human Rights recognizes education as a fundamental human right (UN, 2013). In the pursuit of Education for All (EFA), countries have committed to realizing the EFA goals, acknowledging the critical role education plays in national development (UNESCO, 2012). Both the Millennium Development Goals (MDGs) and the Sustainable Development Goals (SDGs) identify education as a key driver for achieving these global aspirations (UN, 2013). Globally, countries have established efforts to improve student performance and reduce achievement gaps (Kitainge, Kisilu, Dorothy & Annah, 2015). Studies have shown that low achievement is a common problem among all learners of all educational levels world over. A study done in Spain by Veas, Gilar, Minano and Casejon (2016) found out that there was a large population of underachieving learners at 28.14% from a sampled population of 643 learners.

A 2020 report by Eurydice, based on findings from 47 European countries, highlights that education promotes fairness and inclusivity in societies, urging the need for more equitable education systems. The report also emphasizes the connection between low academic achievement and educational equity, stating that students who perform poorly academically are deprived of the knowledge, skills, and competencies essential for both individual and societal success. According to Cabral-Gouveia, Menezes, & Neves (2023), despite ongoing spirited efforts in many countries, the educational achievement gap remains a major barrier to achieving greater equity and social justice in most societies. According to Keller (2015), low achieving students include non-classified students who struggle academically or are performing below proficiency. They may also include below level grade and those making little or no academic progress.

In a number of countries like America, South Korea, Finland and Belgium the focus for long has shifted from preoccupation with access and completion rates to provision of quality education (Smarick, 2013). In fact, these countries have since turned their attention from helping struggling learners or low achievers to aiding the high achievers realize their fullest potential. Low academic achievement according to Marcus, Dick and Grant (2015) is one of the causes for students leaving school from both chartered and ordinary public schools in America. In order to mitigate low academic achievement, nations have identified wide-ranging interventions ranging from socioeconomic, education policies, schools and teachers aimed at reducing the proportion of low academic achievement.

East Asian countries, including China, Korea, Singapore, Hong Kong, and Japan, employ a range of educational strategies that emphasize the values of hard work,

diligence, and a strong commitment to education. Key measures include the implementation of highly competitive assessments, the prevalence of supplementary out-of-school tutoring, the careful selection of qualified and competent teachers, and a focus on the quality and rigor of school curricula (Jerrim, 2015). In Singapore, some of the specific measures include the provision of advance diagnosis and complementary support for weak students. Screening tests are used to isolate learners requiring support who are given to specialist teachers. This is affirmed by East Asian studies by Jerrim (2015) where early diagnosis of low achievers was done and teachers used differentiated pedagogy and out of school tutoring to assist low achieving learners.

The European Commission Eurydice report (2020) reveals that in most European member states teachers use various interventions to reduce proportion of low academic achievers. These include offering one-to-one and group tutorials, placing learners into small groups, classes or even programs. They also increase instructional time, tutoring offered during and after normal school hours, feedback, monitoring and use cooperative learning. According to Gatogo (2022), teachers agree that classroom-teaching strategies influence academic achievement among low achievers, and motivating low academic achievers in and out of class was key to promoting their performance. Katamei and Omwono (2015) concluded that teachers could support low achieving students through personalized academic and intellectual programs like mentoring, counselling, coaching, advice, guidance and tutoring.

A study in the USA by Michael (2013) underscored the importance of school management practices in raising academic achievement and shows relationship between board governance and improved academic results. Working closely with the

principal, school management boards do strategic planning, formulate policies, reduce conflicts, improve cooperation and lower dropout rates through provision of and creating favorable teaching and learning conditions. Another study in the USA by Linton (2014) on the role of principals in improving student achievement revealed the crucial role principals play in providing and allocating resources to support instruction, motivate teachers and students, determine teaching schedules, create additional time to support needy students.

On parental involvement and its influence on academic achievement, Moss & Urban (2017) found out that OECD countries have legislated cooperation between schools and parents in order to enhance academic achievement of all learners. This synergy between schools and parents according to Boonk & Brand-Gruwel (2018) significantly influences a child's academic achievement leading to better goals, student motivation, reduced absenteeism and minimizes dropout rates. Although there is debate as to what form and structure the parent school engagement should take, parental involvement has been shown to contribute immensely to reduced academic underachievement. In the USA the No Child left Behind Act of 2001 empowered parents to take an active role in the education of their children (McGuin, 2016). Lara & Saracossti (2019) in research examining relationship between parental participation and pupil success in public schools in Chile found out that children whose parents had low participation in their education had worse academic outcomes.

A study in India by Radhika (2018) opines that student's attitude and discipline contributes greatly to academic improvement. He further found out that development of healthy study habits and skills like memorization, essay writing practices, note

taking skills and time management on the students' part are critical in raising academic performance. Student-related interventions meant to improve academic achievement calls for students to understand that they have a key role to play in their education and that their attitudes towards education influenced their academic performance (Gatogo, 2022; Mutindi, 2018).

According to the Organization for Economic Cooperation and Development (OECD, 2016), a great majority of learners find themselves in a vicious cycle of low achievement and discouragement which leads to poorer grades and contributes to more dropping from school. This is in spite of the significant role education plays in the emancipation of people from ignorance, disease and poverty thus the need to consistently search for ways to mitigate this problem. Students in all schools should be helped to realize that their academic achievement and destiny rests in their own hands and not in the type of school they attend (Njue, 2015).

In Africa, empirical evidences show that most secondary schools' performance is poor (Gatogo, 2022). In Nigeria, a study by Owusu and Amedahe (2018) investigating trends of Mathematics and Science over a period of ten years found out that 50% of the candidate had grade F (Failure) of marks 0-39 %. A study in South Africa by Mabena, Mokgosi, & Ramapela (2021) on factors contributing to poor learner performance in mathematics concluded that factors that have an impact in performance of mathematics are related to aspects of learners, teachers, the school and the environment. He calls for continuous development of teachers on constructivist teaching methods, thorough involvement of parents and school managers in supporting academic programs. A study by Boham (2014) on the role of head teachers in improving the quality of education in Ghana found out that some

variables from the Head teachers' instructional supervision had positive effect on learner's academic achievement accounting for 64% of the influence on academic achievement. This means that teachers and school management are key in raising academic achievement.

A survey by Uwezo East Africa (2011) revealed that despite the countries making progress in Free Primary Education (FPE) and allocating huge budgets to education, low achievement in literacy and numeracy was a big challenge in these countries. This questioned whether learning was really taking place in the classrooms. A research in Tanzania by Mong'are (2017) found out that besides the foregoing interventions, parents take interest in academic performance of their children by providing resources and supporting teachers. A study done in secondary schools in Uganda by Kabuga, Mohamed and Mnjokova (2016) on attitudes of learners and performance in Science in 'A' level showed that performance in Science subjects from 2011-2013 had deteriorated. A study in Tanzania by Maganga (2016) on factors affecting academic performance in secondary schools revealed that performance of secondary schools in national examinations had more that 81.3% of the students scoring poor grades. The study context of these studies in America, Europe and East Asia countries, Africa and Sub-Sahara differed with the situation in Kenya and Kajiado County, which necessitated the current study.

In Kenya, a study by Nyagosia (2011) on determinants of differential KCSE performance and school effectiveness in Kiambu and Nyeri counties cited teacher related variables (time, placement, pedagogical practices), management related interventions (leadership, class performance and human resource advancement) as critical to better academic achievement. The researcher further found out that

management related interventions (creativity, quality, resources, applicable curriculum, and motivation) provide direction, and parent related interventions (home conditions, educational support) were critical to academic achievement. More studies by Mutua (2015) on learning styles and academic achievement, Othoo & Nekesa (2022) on factors affecting teacher motivation and Ndege, Bosire & Ogeta (2015) on factors affecting academic performance in day schools reiterate the critical role of teachers in raising academic achievement. Njue (2015) did a comparative study on study habits of low and high achieving learners and found out that low achievers needed critical support unlike high achievers who were self-driven. This is reinforced by a study by Wekesa & Simatwa (2016) on student factors influencing academic achievement. The study cites performance at KCPE, age, participation in co-curricular activities and exclusion from school as statistically significant predictors of student academic achievement.

The secondary education segment is crucial in the national education system, because it is the link between the primary, secondary and tertiary levels of education (Judith & Johnson, 2017). Several studies have reported a connection between good grades at KCPE and quality grades in KCSE (Wakaraka, Mugwe, 2023; Mutindi, 2018; Mwalo, 2021; Waseka, Simatwa, Okwach, 2016). This is however disputed in a study by Maitha (2013) which opines that KCPE performance predicts only 27.1% performance at KCSE. The rest 79.9% is a contribution from other school-based factors. One of these factors is parental involvement as attested by a study by Mudibo (2014) on the impact of parental involvement on student's academic success. This academic achievement is dependent on the extent to which parents are involved in their children's' learning.

In Kenya, low achievers are those students who score grades D, D- or E in their major examinations like mid-term, end of term and KCSE (Gatogo, 2022). In 2016, for instance, among the learners who sat for (KCSE) examination 149, 929 scored grade D and while 33,399 scored grade E. in 2017, candidates who scored the lower grades of D, D- and E accounted for 57.4%, 52.1% in 2018 and 45.81% in 2019. The mean percentage for the 3 years was 53.5% (Gatogo, 2022). In 2021 those students who scored between grade D to grade E stood at 45.71% of the total candidates who sat for the KCSE while in 2020 it was 38.2%.

According to Muchunguh (2022), in 2021 KCSE results, 18,000 more candidates scored a mean grade of E where 46,151 candidates scored a mean grade of E. In 2022 only 19.03% of 881,416 candidates scored C+ and above leaving the rest 80.9% sharing the lower grades where half of them at 40% scored D plain and below. In the year 2023, only 58.27% of the candidates scored D+ and above meaning 41.73% scored between D and E. The Cabinet Secretary for Education worried of the trend, ordered for a probe into the huge number of Es totaling to 48,174 candidates. Even in 2024 things have not changed much given that about 37% of the candidature scored D, D- and E cumulatively being 353,154 of 962,512 candidates.

In Kajiado County, performance of students in KCSE has not been impressive as compared to other counties like Nairobi, Murang'a, Kericho, Kiambu, Machakos, Nandi among others where performance at KCSE is above average. This poor performance is evidenced by several researches by Obwoge (2013), Maitha (2013), Mureu (2023) and Otieno & Magoma (2022). They cite issues ranging from poor study environment, low entry behavior from KCPE, lack of parental involvement,

cultural hindrances and wanting school management practices as issues affecting academic achievement in the County. The KCSE performance in Kajiado County from 2016-2023 shows a large proportion of KCSE graduates as having performed dismally as presented in Table 1.1

Table 1.1: Kajiado County KCSE Performance for the years 2017 - 2023

Year	Total Enrolment	D+	D	D-	E
2023	11690	1688	2175	2769	480
2022	10241	1442	1893	2524	615
2021	9,374	1,422	1,606	2,070	443
2020	8,638	1,000	1,229	1,790	2,087
2019	8,028	1063	1750	2792	608
2018	7338	982	1480	2204	534
2017	14,313	915	969	655	66

Source: Kajiado County Director of Education (2023)

Table 1.1 shows learners who scored grades D+, D, D- and E since 2017. Clearly, the percentage of students who perform dismally is high comparative to those who are above average. In 2023 for instance, this category of learners accounts for 46.03 percent. This high level of wastage has been the concern of leaders in the county in every stakeholder's forums which they argue marginalizes the county further. Besides these low grades the county hardly gets students with quality grades of 'A' and 'A-' to be admitted to pursue coveted courses like medicine, engineering, pharmacy, architecture, teaching among others. This denies the county a share in the national cake of the skilled labor force retarding socioeconomic progress. This study seeks to find out if interventions meant to help this class of learners are really working in the schools.

Kajiado County falls under the Arid and Semi-Arid Land (ASAL) region and majority of students and schools encounter academic challenges such as shortage of teachers, lack of infrastructure, lack of teaching and learning resources, and harsh school environments among others. A study by Katamei and Omwono (2015) on interventions geared towards improving students' academic performance is Arid and Semi-Arid Land in Kenya areas found out that support programs for learners like guidance and counselling and remedial programs played a major role in promoting academic achievement for low achievers. Due to the nomadic lifestyle and low socioeconomic status of many parents, participation in the education of their children is minimal (Lara & Saracostti, 2019). Living below the poverty line, affording basic educational needs for their children is a daunting task.

1.3 Statement of the Problem

The issue of sub-optimal academic achievement in national examinations has emerged as a pressing concern, with far-reaching implications for various stakeholders, including the government, educators, students, and the broader societal framework. The persistent challenge of low achievement, particularly within the context of the Kenya Certificate of Secondary Education (KCSE), continues to undermine educational outcomes and societal development. This phenomenon not only raises questions about the effectiveness of the education system but also highlights systemic issues that contribute to the widening gap in academic success. The ramifications of poor academic performance are not confined to the immediate educational sphere but reverberate across national economic growth, social mobility, and the future of the workforce. KCSE results are a key determinant of a student's progression to higher education or vocational training. In Kenya, success in schools

is often measured by the outcome of national examinations, with high achievers enjoying competitive advantages in access to employment and further education, while low achievers face significant barriers.

At present, the prevailing one-size-fits-all approach in public schools often fails to meet the diverse educational needs of students, leaving a significant number of learners behind. This is especially evident in Kajiado County, where KCSE performance has consistently been below the national average. Between 2016 and 2024, statistics indicated that between 37% and 49% of students in Kajiado County scored between grades ‘D’ and ‘E,’ which are considered failing grades. These figures translate to an annual average of 44%, with a negligible number of students achieving grades ‘A’ or ‘A-’. In society, students who score grades ‘D’ and ‘E’ are often viewed as failures, and those with grade ‘E’ do not receive certification, leaving them with no official recognition of secondary education (Mogaka, 2014).

While much research has focused on the general causes of low academic achievement, there is a lack of studies exploring the implementation of school-based interventions aimed at improving academic achievement among low achievers, particularly in Kajiado County. This gap underscores the need for targeted interventions to address the issue of low academic performance. Therefore, this study aims to assess the efficacy of school-based interventions on the academic achievement of low-achieving students in public secondary schools in Kajiado County, with the goal of reducing the incidence of poor academic achievement.

1.4 Purpose of the Study

The study aims to assess the efficacy of various interventions—teacher-related, parent-related, management related, and student-related on the academic achievement of low-achieving students in public secondary schools in Kajiado. Specifically, the research will assess the extent to which these interventions contribute to improving the academic achievement of students who are at risk of low achievement. The findings of this study are intended to inform evidence-based decision-making and provide insights that can guide the development and implementation of targeted programs designed to enhance academic achievement for low achievers in public secondary schools. By exploring the effectiveness of these interventions, this research seeks to contribute to the improvement of educational strategies that support academic success for marginalized students.

1.5 Objectives of the Study

The study was guided by the following objectives:

1. To assess the implementation of teacher-related interventions for enhancing academic performance among low achievers in public secondary schools in Kajiado County, Kenya.
2. To examine implementation of parent-related interventions for enhancing academic achievement among low achievers in public secondary schools in Kajiado County, Kenya.
3. To assess the implementation of school management related interventions for enhancing academic achievement among low achievers in public secondary schools in Kajiado County, Kenya.

4. To investigate the implementation of student related interventions for improving academic achievement of among low achievers in public secondary schools in Kajiado County, Kenya.
5. To find out ways in which students cope with school-based interventions meant to enhance academic achievement among low achievers in public secondary schools in Kajiado County, Kenya.

1.6 Research Questions

The following are research questions of the study:

1. How has implementation of teacher related interventions enhanced academic achievement among low achievers in public secondary schools in Kajiado County, Kenya?
2. How has implementation of parent related interventions enhanced academic achievements among low achievers in public secondary schools in Kajiado County, Kenya?
3. Does implementation of school management related interventions improve academic achievements among low achievers in public secondary schools in Kajiado County, Kenya?
4. In what ways have student related interventions been implemented to improve academic achievement of among low achievers in public secondary schools in Kajiado County, Kenya.
5. How do students cope with implementation of school-based interventions meant to enhance academic achievement among low achievers in public secondary schools in Kajiado County, Kenya?

1.7 Significance of the Study

The significance of this study extends to several key stakeholders, including principals of secondary schools, students, teachers, parents, the Ministry of Education, and researchers.

For principals, the study provides valuable insights into the effectiveness of interventions aimed at improving the performance of low academic achievers. This understanding can guide them in identifying critical areas that require additional focus and resources, potentially informing future budgetary allocations.

For students, the research highlights the importance of school-based interventions and encourages active participation in academic improvement initiatives. By raising awareness of available support structures, the study empowers students to take ownership of their learning, thereby fostering better academic performance.

For parents, the findings offer a clearer understanding of the interventions schools are implementing and those that face challenges in execution. This knowledge equips them to better allocate resources and support their children's academic development in collaboration with schools.

The Ministry of Education can use the study to gain a deeper understanding of the specific challenges faced by low achievers in the county, as these challenges may vary across regions. This information can help the Ministry prioritize areas for intervention and funding, ensuring more targeted and effective strategies to improve academic achievement at the county level.

Finally, for researchers in the field of academic performance and educational interventions, this study serves as a valuable point of reference. It contributes to the

broader knowledge base on the implementation of academic support measures for low achievers and offers recommendations for further research in the area, fostering continued exploration and innovation in this crucial field.

1.8 Limitations of the Study

Many schools are located in remote, hard-to-reach areas, making data collection slow, expensive, and logistically challenging. The security situation in these regions further compounds these difficulties. The researcher addressed the security challenges by liaising with the County and local security apparatus, ensuring safer access to the region. Additionally, advanced planning and coordinating with local authorities helped minimize logistical delays.

Financial limitations forced the researcher to use personal savings to cover the costs associated with travel, stationery, and other essential materials for the study. This could have restricted the scale and scope of the research. The researcher managed this constraint by carefully budgeting and prioritizing the essential resources. Future studies could benefit from seeking funding or sponsorship from educational or research institutions to reduce reliance on personal finances

Being actively employed meant the researcher had limited time for fieldwork and data collection, which may have impacted the pace of the study and the depth of data gathered. To overcome this challenge, the researcher created a detailed timetable and prioritized tasks, balancing work responsibilities and research commitments effectively. This time management strategy helped ensure steady progress throughout the study.

The study did not directly involve parents, who are an important factor in students' academic success. This omission could have limited the completeness of the findings in understanding the full range of influences on academic achievement. The researcher mitigated this limitation by involving representatives from the Parent Association. These representatives helped provide valuable insights into the parents' roles and perspectives, thus offering indirect but relevant data on parental involvement in students' academic achievement.

1.9 Delimitation of the Study

The study was confined to public secondary schools in Kajiado County, deliberately excluding private secondary schools, which also contribute to the education sector in Kenya. This delimitation was made due to the researcher's extensive professional experience within public schools in Kajiado County. Additionally, most private schools in the region generally possess superior resources and infrastructure, which may influence academic performance and outcomes, thus creating a potential bias that could skew the focus on public schools' unique challenges and interventions.

The scope of the study was specifically focused on school-based interventions, intentionally leaving out home-based interventions, despite their potential impact on student outcomes. To partially address this gap, comprehensive questionnaires were administered to students and Parents' Association (PA) chairpersons, incorporating questions that gathered insights into the influence of home-based interventions.

Furthermore, the study was conducted exclusively within the context of Kajiado County. While this localized approach provided an in-depth understanding of the issue, it may limit the broader generalization of the findings. To counteract this limitation, a robust mixed-methods research design was employed to enhance the

validity of the results and provide a more comprehensive understanding that could inform education policy and practices beyond the specific locale of the study.

1.10 Assumptions of the Study

The study was guided by the following assumptions:

1. The study assumed that respondents were truthful in responding to items in the research instruments.
2. It also assumed that respondents had similar characteristics and therefore generalizations to be made out of the research findings would viable.
3. In addition, the researcher assumed that all the data collection tools would answer the desired researcher questions.
4. The principals and teachers were aware of school-based interventions for improving low academic achievement in their schools.
5. The principals, teachers, BOMs, PA representatives and students were aware of school-based challenges that influenced low academic achievement in their schools.

1.11 Theoretical and conceptual Framework

1.11.1 Theoretical Framework

This study was underpinned by three key theoretical frameworks: Walberg's Theory of Educational Productivity, Gardner's Theory of Multiple Intelligences, and Critical Theory in Education. Walberg's Theory of Educational Productivity was selected for its focus on the various factors influencing learning and academic performance, making it highly relevant to this research. Gardner's Theory of Multiple Intelligences was chosen for its comprehensive perspective on how individuals learn differently, providing insight into the educational divisions between high and low

achievers. Finally, Critical Theory in Education was employed for its emphasis on addressing inequalities in education and advocating for interventions that empower marginalized students, particularly those with lower academic achievement. These theories collectively informed the investigation into strategies for enhancing learning achievement among students facing academic challenges. The choice of the three theories was to provide various lenses through which the research topic could be viewed, allowing for a more comprehensive understanding and triangulation, where the findings can be cross-validated from different theoretical perspectives.

1.11.2 Walberg's Theory of Educational Productivity

Walberg's (1981) Educational Productivity Theory provides a comprehensive framework for understanding the complex factors that influence academic achievement. It posits that multiple variables impact student academic achievement, which in turn affect overall academic achievement. The theory's credibility is reinforced by its foundation in over 3,000 studies conducted in collaboration with various theorists, who collectively examined how different factors shape student learning and academic success. Walberg and his colleagues argue that students represent the most valuable asset in any educational system, as their academic performance is directly linked to broader economic development. Consequently, addressing factors that contribute to low academic achievement is crucial, as it has far-reaching implications for both individual and societal progress.

In his theory, Walberg identified nine key variables that influence academic outcomes, which can be categorized into three primary domains. The first domain, "learner characteristics," includes aptitude (previous academic accomplishments), motivation, and developmental stage (age). The second domain, "instruction," covers

the quantity and quality of learning experiences. The third domain, "psychological environment," incorporates factors such as classroom climate, peer group interactions, home environment, and exposure to mass media (Reynolds & Walberg, 1992). These variables, according to Walberg, can either facilitate or hinder academic achievement depending on how they are managed or moderated.

Walberg's model asserts that a dynamic interaction among these variables shapes educational outcomes. For instance, the interaction between learner characteristics (such as motivation and ability), instructional quality, and environmental factors (like peer and family support) can have a profound effect on academic performance. This theory suggests that by optimizing these variables, educators can enhance the learning environment and improve academic achievement for students at risk of low achievement.

This study, focusing on low-achieving learners, draws on Walberg's theory to explore how various school-based interventions can mitigate the factors contributing to poor academic performance. By examining the interplay between learner characteristics, instructional quality, and environmental influences, this research seeks to identify strategies that can enhance academic achievement among students at risk of low achievement. Walberg's Educational Productivity Theory, with its clear focus on the critical factors affecting educational outcomes, provides a robust theoretical framework for understanding the complexities of academic achievement and guiding interventions aimed at improving the performance of low achievers. Walberg's Theory of Educational Productivity, often referred to as the "Walberg Model," asserts that student learning is a product of a combination of student, family, school, and peer influences. While it has been influential in understanding

educational effectiveness, the theory has also faced significant criticism. Some of the weaknesses include over-simplification of complex factors, insufficient attention to social and cultural context, neglect of teacher quality and pedagogical approaches, limited focus on long-term outcomes, overemphasis on quantitative measurement, and limited consideration of teacher-student interactions. Critics like Dreeben (1986) argue that this oversimplification neglects the intricate ways these factors interact and how they may vary across different contexts and populations and that Walberg's focus on individual and institutional factors ignores how systemic issues such as inequality, racial disparities, and socioeconomic conditions impact learning outcomes. Tomlinson (2001) posits that Walberg's model assumes that the same factors influence educational productivity similarly across all students, without considering individual differences in learning styles, needs, and backgrounds. Critics argue that the model does not account for the diversity of learners in real-world educational settings. Tersely, while Walberg's theory offers a framework for understanding educational productivity, its critics suggest that it underestimates the complex, contextual, and human factors that contribute to educational success. These critiques highlight the importance of incorporating more nuanced, qualitative, and context-sensitive considerations into the theory.

1.11.3 Theory of Multiple Intelligences

The theory of Multiple Intelligences (MI) was first introduced by Howard Gardner in his seminal work in 1983, challenging the prevailing notion of intelligence that had long been dominated by traditional measures, such as the Intelligence Quotient (IQ) test. Gardner's theory posits that human intelligence is not a singular, fixed entity, but rather a collection of distinct, independent modalities that reflect a broader and

more nuanced range of human capabilities. This approach offers a more inclusive framework for understanding the diversity of cognitive abilities, which is particularly relevant in educational settings.

Gardner initially identified seven intelligences: linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal, and intrapersonal. These intelligences, according to Gardner, represent different ways in which individuals engage with and make sense of the world around them. Each intelligence highlights unique cognitive strengths, such as the ability to excel in language, reason abstractly, create visually compelling imagery, or understand and respond to one's own emotions and the emotions of others. This conceptualization of intelligence diverges significantly from traditional models that typically prioritize linguistic and logical-mathematical skills.

Furthermore, Gardner's theory advocates for a transformation in educational practices. He emphasizes the need for a diverse and flexible approach to teaching that accommodates the varied strengths and learning styles of students. Teachers, according to this framework, should be trained to design and deliver lessons using a wide array of instructional strategies, such as integrating music, visual arts, role-playing, multimedia resources, and kinesthetic activities. The goal is to create a learning environment where students can engage with content through the intelligence modalities that resonate most with them, thereby fostering a more inclusive and effective educational experience.

The theory of Multiple Intelligences has profound implications for curriculum development, instructional planning, and assessment strategies. It calls for the creation of a dynamic, student-centered approach to education, in which learning

experiences are tailored to the individual strengths of each student. For instance, if a teacher struggles to reach a student through traditional methods of linguistic or logical instruction, the theory suggests exploring alternative avenues, such as incorporating musical or kinesthetic activities, to enhance comprehension and engagement.

This approach aligns with the growing recognition among educators that a one-size-fits-all approach to teaching is inadequate. The variability in students' strengths, preferences, and learning styles necessitates a more personalized and adaptive educational model. Gardner's theory underscores the importance of acknowledging the diverse intellectual profiles of students, and it supports the idea that all students, regardless of their dominant intelligence, can achieve academic success when provided with the right tools and opportunities.

For educators, the theory offers a powerful lens through which to assess and nurture the unique intellectual potential of each student. It provides a framework for understanding not only the cognitive strengths of students but also their interests and motivations. By incorporating Gardner’s theory into classroom practices, educators can design curricula that promote holistic development and foster a deeper connection to learning.

In conclusion, the theory of Multiple Intelligences offers a comprehensive and transformative perspective on intelligence, providing educators with a framework to better understand, support, and engage students. By integrating diverse teaching strategies and pedagogical tools, the MI theory advocates for an inclusive and adaptive educational system that acknowledges the full spectrum of human

intellectual abilities. This approach not only enhances academic achievement but also promotes a more equitable and personalized learning experience for all students.

The Multiple Intelligences (MI) theory, has been influential in shaping educational approaches, but it has also faced several criticisms. Some of the main weaknesses raised by Berman (1998) include lack of empirical evidence to support the distinctiveness of the intelligences proposed, overextension of the concept of intelligence making the concept too vague and difficult to operationalize and overlapping and redundancy making the theory less useful for educational purposes and harder to apply in practice. Other weaknesses cited include cultural bias for overly relying on Western conceptions of intelligence, ignoring other cultural and societal factors that influence cognitive abilities and educational implementation challenges for suggesting advocating for highly individualized instruction and diverse teaching methods, which can be difficult to achieve with large class sizes and limited resources.

However, despite these criticisms, the Multiple Intelligences theory has contributed to a more inclusive view of human cognitive abilities. While it may face challenges in empirical validation and practical application, its focus on diverse intellectual strengths continues to shape educational thinking. However, educators and researchers are encouraged to apply it with caution, considering both its strengths and limitations.

1.11.4 The Critical Theory in education

The school occupies a pivotal role in the development of both individuals and societies, serving as a key institution for fostering academic, social, and economic growth. Societies that focus on improving academic achievements across all student

demographics tend to experience broader social, political, and economic development. As noted by Salehiss and Mohammed Khani (2013), the educational reforms initiated by the Frankfurt School in Germany laid the foundation for the emergence of critical pedagogy. Critical Theory, which underpins this pedagogical approach, posits that the school curriculum must reflect and embrace individual differences. This inclusive perspective necessitates a radical rethinking of the roles of teachers and students in contemporary educational settings, with an emphasis on equipping learners to become critical thinkers and productive societal members.

In this framework, education must extend beyond mere academic knowledge to include the cultivation of social skills, empowering students to actively participate in community life and contribute to societal transformation. Critical theorists argue that education should be emancipatory, fostering personal and collective growth. The school curriculum, therefore, must be constructed to honor diversity, ensuring that it addresses the needs and potentials of all learners. This study explores educational interventions designed to enhance learning outcomes among low achievers, using Critical Theory as a lens through which to interrogate these interventions. The researcher critically examines how school-based initiatives can support low-achieving learners in acquiring the necessary skills and knowledge to participate meaningfully in social life, ultimately facilitating personal and communal transformation.

Within the context of Critical Theory, learning is viewed as a student-centered process, emphasizing social interaction, critique, research, problem-solving, and hands-on experience. This approach seeks to empower traditionally disempowered individuals, enabling them to transcend societal limitations. Critical Theory is

particularly relevant in addressing the challenges faced by those who influence student achievement, such as teachers, school administrators, and policymakers. The theory provides insight into the complex dynamics at play in educational settings, particularly the expectations placed on schools and the purpose of education itself.

In recent years, there has been an increasing focus on student academic achievement as a measure of educational effectiveness, with many educators and policymakers turning to academic performance as a primary indicator of success (Mphale & Mhlauli, 2015). Teachers, as facilitators of the teaching and learning process, play a central role in shaping student outcomes and are consequently seen as key agents of change. This growing emphasis on academic achievement has drawn significant attention from the public, educators, policymakers, and Ministries of Education (MOE), all of whom are concerned with the factors that contribute to or hinder student success.

However, schools have faced criticism for poor student performance, despite the myriad factors beyond teachers' control that influence learning achievement. Teachers, often held accountable for students' performance, have faced increasing pressure, with the threat of job losses looming when academic results fail to meet public or parental expectations. This dynamic has led to a form of "discrimination" and "inequality" within the educational system, as educators contend with the challenges of addressing diverse student needs within a context of external pressures. Critical Theory, therefore, serves as a framework for examining the roles of teachers, school management, parents, and institutional factors that either facilitate or obstruct efforts to improve learning outcomes for low-achieving students.

This study will utilize Critical Theory to explore the complexities surrounding low achievement in schools, critically analyzing the multifaceted roles of educational stakeholders and the structural factors that influence the success of interventions aimed at supporting low achievers. By doing so, it aims to contribute to a deeper understanding of how educational systems can be re-imagined to better serve all learners, particularly those from disadvantaged backgrounds.

Critical Theory in education has had a significant influence, particularly in challenging traditional power structures and advocating for social justice. However, it also faces several criticisms. Some of the main weaknesses of Critical Theory in education as advanced by Carr & Kemmis (1986), Apple (2004) & Noddings (2007) include its overemphasis on ideology and power sometimes placing too much focus on ideology, power structures, and the critique of societal norms, potentially neglecting practical teaching strategies and concrete educational solutions and lack of practical application. Critics also contend that while the theory is powerful in analyzing social inequalities, it may not offer sufficient practical tools for classroom teaching and curriculum development**.** They further criticize it for its potential for political bias arguing that the emphasis on political transformation in Critical Theory may alienate students and educators with different ideological views. They also censure it arguing that its focus on transforming society through education may be seen as a form of indoctrination, where educators impose particular political or ideological views on students.

1.12 Conceptual Framework

The conceptual framework underpinning this study defines the mechanisms through which targeted interventions are implemented to enhance the learning outcomes of low-achieving students in public secondary schools in Kajiado County, Kenya. Rooted in a comprehensive understanding of educational theory and practice, the framework posits that successful school-based interventions-coordinated by key stakeholders, including school principals, teachers, parents, and Boards of Management (BOMs) have the potential to significantly influence the academic performance of students who are identified as low achievers. This conceptual lens emphasizes the interconnected roles of these stakeholders in fostering an environment conducive to academic improvement and addresses the multifaceted nature of interventions aimed at elevating learning achievements in this context.

This can be achieved if principals focus their attention towards embracing school-based interventions, teacher related interventions, parent related interventions, management related interventions and student related interventions that consider the needs of the students who are low achievers. The conceptual framework suggested that proper execution of the school-based interventions positively influenced the academic achievement of students who are low achievers through provision of adequate resources, proper oversight of teachers, use of proper teaching and learning resources, adapting the school environment to and buildings and learners' needs supervision of curriculum for effective delivery. This was a significant concern for learning achievement among low achievers as presented in Figure 1.1.

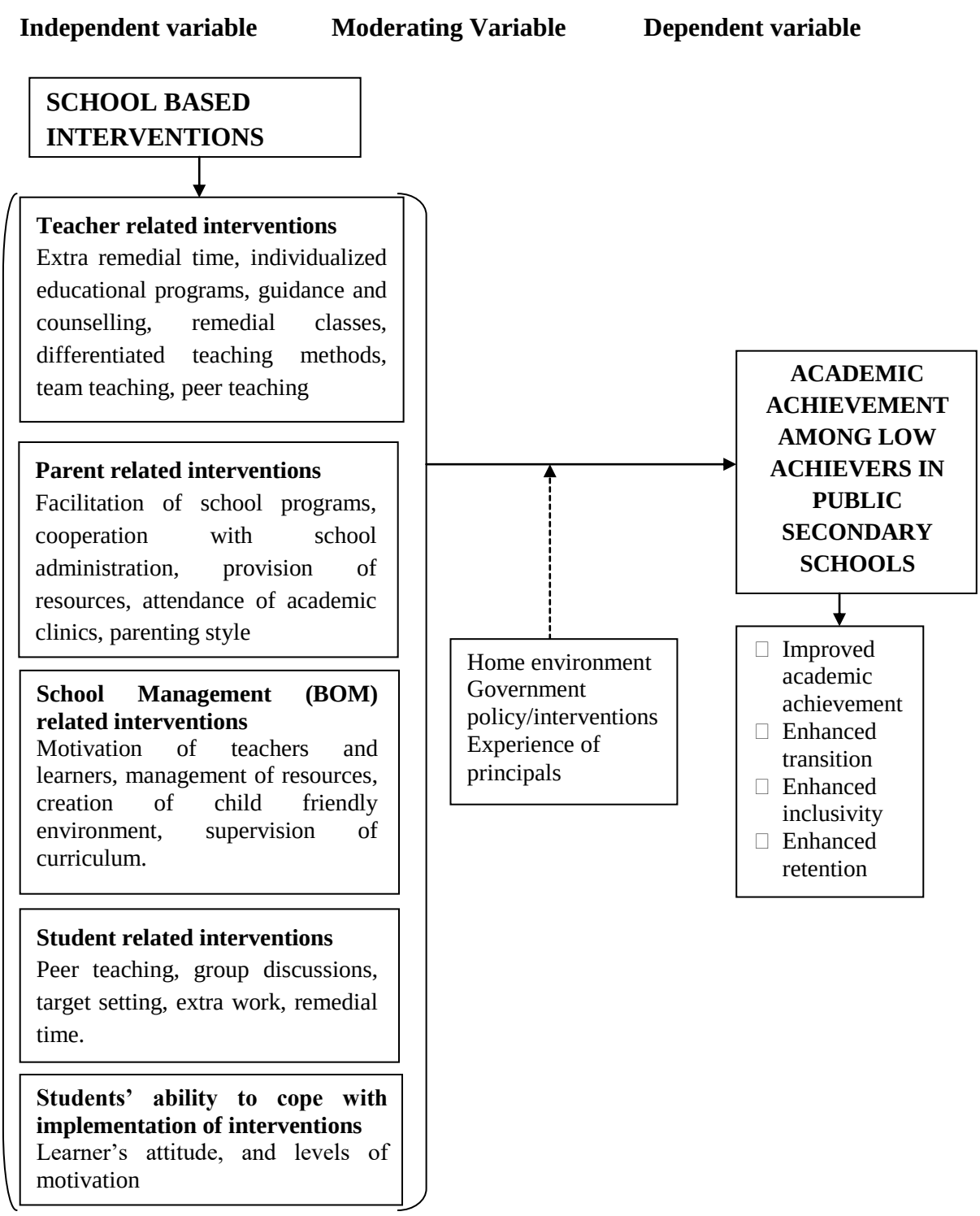

Figure 1.1: Conceptual Framework on school-based interventions for improvement of learning achievements in low achievers in public secondary schools in Kajiado County, Kenya Source: Modified by researcher (2023)

1.13 Operational Definition of Terms

Academic achievement: Successful accomplishment through effort in acquiring academic knowledge and skills largely evaluated by grades or scores that a learner obtains in an assessment. Academic achievement is measured through KCSE or end term examinations

Assessment: Evaluation of the success of curriculum implementation and academic content through predetermined criteria such as standardized tests.

Inclusive education: Education that incorporates both the regular learners and those with special needs in education in the same classroom and school where barriers have been removed to enable these students learn together.

Individualized education plan: A structured educational plan for students with special needs that specifies the interventions, accommodations, and educational goals to be provided for the student.

Intelligent quotient: Measure often used in the education system to predict academic potential.

Interventions: Measures that are put in place so as to enhance the academic improvement of low achievers in public secondary schools such as remedial teaching, group/peer learning, guidance and counselling among others.

Low achievement: The situation in which a child fails to acquire basic skills despite having no identified disabilities and possessing cognitive abilities within the normal range.

Low achievers: Students who likely have a great amount of difficulty meeting set educational standards. These are students who consistently score grade D and below in exams

Parental involvement: Taking active role by parents in the education of their children with the aim of promoting academic and social success.

Pedagogy: Teaching methods employed by teachers to facilitate curriculum implementation.

School based interventions: Strategies put in place in schools to address the unique learning needs of each and every student**.** This may include provision of adequate teaching and learning resources, adequate teachers, adequate physical facilities and adequate school leadership among, which are vital for enhancing students' academic achievement.

Slow learner: It is a student who has the ability to learn the necessary academic skills but at a rate and depth below average of the same age peers.

Student Performance: Academic level of a student which is graded from the lowest which is E to the highest which is A in KCSE.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter contains a review of related literature under the following sub-headings; literature related to the concept of academic achievement, teacher related interventions for improving learning achievement among low achievers, parent-related interventions for improving learning achievement among low achievers, management related interventions for improving learning achievement among low achievers, student related interventions for enhancing learning achievement among low achievers and obstacles to interventions meant to improve learning achievement among low achievers.

2.2 Concept of Academic Achievement

Academic achievement may be defined as a product of learning outcomes indicating the degree a learner achieves definite objectives, which constitute the interest of actions in learning milieus like a school (Steinmayr, Meibner, Weidinger & Wirthwein, 2014). Achievement is defined as behavior that can be measured through successive standardized tests developed and standardized to measure masterly of a given subject. According to Mutua (2015), academic achievement is rated through standardized assessments developed from school curriculum. Steinmayr, Meibner, Weidinger and Wirthwein (2014) further affirm that routine and declaratory knowledge attained in an instructional setup, more curricular anchored criteria like scores or results from standardized assessments and summative indicators of academic achievement such as degrees and certificates constitute academic indicators besides the aforementioned.

In the American system of education, a learner's progression is predicted on graded performance in a sequence of courses. Academic failure has serious ramifications on communities in terms of shortage of workforce in all sectors of life (Rono, Onderi & Owino, 2014). Dessalegn, Bekalu and Frew (2015) posit that, intellectual attainment, as the product of education, describes the degree to which a learner, tutor or school achieves their didactic goals which are usually measured by examinations or continuous assessments.

Academic achievement according to Mutua (2015) requires all learners in the school to take the same curriculum and learn under similar conditions. Academic achievement is differentiated from academic performance in that academic achievement is long term whereas academic performance is continuous as it is measurable at any point in time. According to Adhiambo, Odwar and Mildred (2011), inability of learners to cope with new school environments is responsible for low academic achievement, conflicting learning objectives and low learner retention. Low academic achievement should thus be curbed if its negative consequences are to be avoided.

It means therefore that academic achievement is gauged according to what is achieved at the end of a given defined instruction. The problem of low achievement of students in the examinations is one of the most challenging problems that face students as well as teachers. Low academic achievement is a challenge bedeviling most students and teachers as they continue to wrestle with low achievement in order to raise schools' overall academic performance thus the need for such a study. This problem has educational, social, cultural and psychological ramifications. According to Ponge, Ndungo and Lodiaga (2018), testing is done to ascertain compliance with

the curriculum and the effect of that coverage on learner achievement. Assessment also helps to understand the capabilities of the learners as in giving feed back to the parents and society.

According to Rono, Onderi and Owino (2014), the education system in Kenya has traditionally emphasized academic achievement leading to formal employment. Evaluation of schools by the public is based on the number of learners qualifying for admission to public and private universities. Those not meeting parental and government academic criteria for success are judged unfavorably. In this regard therefore, students who score 95% in standardized tests are deemed to be achievers, while the ones who score 15% are labelled as failures. In Kenya, academic achievement is judged through school and national level examinations (Mwaura, 2010). For education as an investment to bear fruit, the expectation is that learners should do well in national assessments since academic achievement is normally judged through examinations (Selina, Patrick & Ferej, 2017). Statistics from the Kenya National Examination Council (KNEC) between 2015 and 2024 paint a grim picture of performance in national examination. For example, in the year 2019, the cabinet secretary, Ministry of Education Science and Technology, (MOEST), noted that 181,657 students who sat for Kenya Certificate of Secondary Education (KCSE) examination scored between grade D- and E, in 2018 (196,097 students) and 2017 (214, 917 students). In the latest results of 2024 about 37% of the candidature scored D, D- and E cumulatively being 353,154 of 962,512 candidates.

Njue (2015) conducted a study in Embu County that employed an exploratory descriptive survey design to perform a comparative analysis of the study habits of upper and lower quartile academic achievers in secondary schools.

Data was collected using questionnaires from 50 public secondary schools, which involved 500 students. The study revealed that, poor performing schools in national examinations are negatively perceived by the general public especially by parents, students and community at large. Ranking of schools is not a new phenomenon. Ranking in most cases has been used for academic and professional purposes (Kimeli, 2017). According to Mwaniki (2012), high wastage of students revolves around poverty, absenteeism, badly trained teachers, and inappropriate curriculum and examination methods. According to Michelle (2010), under achievement can be caused by unidentified learning disability or it may arise notwithstanding the diagnosed learning challenge. It can also emerge as a result of the learning disability. Some low achieving learners have sometimes been labelled as “lazy” or “difficult”. Teachers have also referred to them as “un-teachable”. These reasons least explain cause for low academic achievement. There is need to investigate causes for low academic achievement given the negative consequences for individuals and general society. Academic achievement contributes immensely to any nation’s economy and prosperity and deserves thorough attention (Steinmayr, Meibner, Weidinger & Wirthwein, 2014).

When KCSE results are released, the top performers are given all the attention while those who do not do well are not mentioned at all or are treated with scorn. Ranking of schools is not a new phenomenon. Ranking in most cases has been used for academic and professional purposes (Kimeli, 2017). According to Mwaniki (2011), high wastage of students revolves around poverty, absenteeism, badly trained teachers, and inappropriate curriculum and examination methods. Schools that fail to achieve strong performance in national examinations are often subject to negative

perceptions from the broader public, including parents, students, and educators (Njue, 2015). Some of the secondary schools in Kenya posting poor performance and low achievement may be suffering from poor leadership (Gatogo, 2022).

Further, Njue (2015) affirms that the high achievers receive all the attention while nobody cares to find out reasons for low performance attained by those who are lowly ranked. In addition, poor performing students remain under-represented as those whose performance is high get recognition and are admitted to privileged schools (Mugure, 2014). Hence, this clearly demonstrates how academic success is esteemed and poor performance is frowned upon and the need to study how to reduce low academic achievement.

In its quest to provide Education for All (EFA) the Kenyan government is striving to achieve 100% transition. This simply means that all learners who sit for the Kenya Certificate of Primary Education (KCPE) should automatically transit to secondary school their performance notwithstanding. While these are laudable efforts, there is need to go beyond increasing numbers to access education and move to issues of quality and equity in education provision.

Keller (2015) asserts that students who are classified as low achievers are often grouped with those who have learning disabilities, although it is important to recognize that not all low achievers exhibit such disabilities. While some low-performing students may indeed struggle with learning disabilities, many others are characterized by a perceived lack of motivation, initiative, and self-drive in their academic performance (OECD, 2016). Despite the adoption of inclusive education policies in schools, in alignment with the Millennium Development Goals (MDGs) and more recently the Sustainable Development Goals (SDGs), which led to the

gradual closure of special education schools, regular educational institutions still accommodate students with special needs. These students form a significant portion of the low-achieving population in secondary schools. Keller (2015) further emphasizes that low achievers often experience considerable pressure to perform, navigating complex educational and social expectations. This situation underscores the challenges in effectively addressing the diverse needs of students within inclusive educational frameworks.

The negative impact of low achievement in academic achievement cannot be overemphasized. Studies by Hanushek & Woesmann (2011) show that countries stand to gain economically when low academic achievement is reduced especially in literacy and numeracy. Achievement of universal basic skills holds the key to economic empowerment of people and nations. Some of the benefits of reducing low achievement besides economic empowerment include overall improvement in the performance of an education system and equity. Hanushek and Woesmann (2011), indicate that a combination of factors account for low achievement. This is also confirmed by researches by Hao, Hu and Lo (2014) and Bernardi (2014). These include family socio-economic status, linguistic background, geographical location and family structures. A learners' accumulation of certain important practices in the cause of learning are also causal factors.

Empirical studies have revealed that, academic excellence is influenced by a variety of aspects among them student associated aspects (Intelligent Quotient, inclination to learn), teacher related factors (teacher motivation, pedagogy, job satisfaction, management), parents related factors (socio-economic status, fees payment, conducive home environment) and school related factors (sufficiency of resources

and other amenities) (Ndereba, 2011; Mudibo, 2014; Njue, 2015, Mutindi, 2018). Hence, there is need for possible interventions for promoting effective learning and academic achievement.

2.3 Teacher-related interventions for improving academic achievement among low achievers

Academic achievement is shaped by a range of factors, with teacher-related variables being pivotal in determining student success. Numerous studies have underscored the role of teacher experience, pedagogical competence, enthusiasm, and empathy in fostering positive academic outcomes. Yet, the empirical research on the specific interventions targeted at improving the academic achievement of low achievers remains fragmented and context-dependent. This review synthesizes key empirical studies, identifies gaps, and highlights the need for further investigation into teacher-related interventions designed to address low academic achievement.

A research study by Harithi, Ahmed, and Suhaini (2020) in Malaysia indicated that teacher-related factors, including experience, attitudes, pedagogical skills, and empathy, are crucial in shaping student outcomes. Similarly, Rose & Sika (2019) emphasized that teachers are fundamental to academic achievement, actively contributing to the promotion of positive academic performance. Teachers' roles, therefore, are not merely instructional but also relational, where their skills in fostering an engaging learning environment directly impact student achievement. However, while the importance of teacher competence is widely acknowledged, there remains a gap in understanding how teacher-related interventions specifically target low-achieving students.

Magidanga (2017) emphasized the importance of ongoing in-service training to update and enhance the tutors' pedagogical skills. This is in line with Jerrim (2015), who argued that teachers need updated pedagogical knowledge to address diverse student needs effectively. However, there is limited research on the precise nature of these interventions, particularly those aimed at enhancing the academic outcomes of low achievers. For example, while professional development programs are common, there is little empirical evidence on their direct impact on low-achieving students' performance.

In many countries, collaborative teaching models have been employed to support students with learning difficulties. Xuan et al. (2010) noted that teacher collaboration-where experienced educators mentor others—has been effective in addressing learning challenges in American schools. Similarly, Snyder et al. (2019) in a meta-analytic study on interventions for underachieving students, found that interventions' effectiveness varies by grade level, with early interventions proving particularly beneficial. While these studies underscore the importance of collaborative efforts, few have examined how these collaborative practices specifically target low achievers and what specific pedagogical strategies are most effective for these students.

Francisco and Celon (2020) conducted a study in the Philippines that identified the link between instructional practices (planning, instruction, and assessment techniques) and student performance. They suggested that targeted training based on needs assessments could enhance teacher effectiveness. However, the study did not delve into the specific instructional strategies or interventions that could address the needs of low-achieving students. This represents a gap in the literature, where more

research is needed to identify and evaluate the specific teaching strategies and interventions that have a measurable impact on low achievers.

Countries like Singapore, China, Japan, and Korea have been lauded for their successful interventions in reducing low academic achievement. Jerrim (2015) observed that these countries employ a combination of early intervention, remedial support, and high expectations to support students at risk of underperforming. In particular, Singapore's focus on early detection and remedial help by experienced tutors has proven successful in addressing academic gaps. However, these strategies are often contextual and tailored to the specific cultural and educational environments in which they are implemented. This raises an important question: how applicable are these interventions in different cultural contexts, particularly in developing countries like Kenya or other African nations?

Despite the success of these international examples, there remains a lack of empirical studies that assess the transferability of such interventions to secondary schools in African contexts, particularly in countries like Kenya, where academic achievement gaps are prevalent. There is also insufficient research into how teacher-related interventions, such as those employed in East Asia, can be adapted to the needs of low achievers in these settings.

In Kenya, there exists a critical gap in the training of teachers to effectively address the diverse needs of students with special educational needs, including those who are low achievers. Walingo (2010) underscores that a significant number of secondary school teachers lack specialized training in special needs education, thereby hindering their ability to adequately support and respond to the challenges faced by low achievers. This deficiency in teacher preparation has profound implications for

the academic outcomes of students who struggle within the traditional classroom framework, limiting their opportunities for success. Further studies, such as those by Ndereba (2014) and Silyvier (2017), highlight the necessity of employing individualized instructional strategies to support diverse learners. However, these studies primarily focus on general instructional approaches and do not delve into how specific teacher-related interventions could be tailored to effectively assist low achievers. This research gap calls for a more nuanced exploration of how teacher professional development and instructional strategies can be re-envisioned to meet the unique needs of these students, thereby improving their academic experiences and achievements.

Moreover, research in Kenya by Waseka, Simatwa, and Okwach (2016) indicated a favorable connection between teaching experience and student performance, suggesting that experienced teachers may be better equipped to address the diverse needs of students, including low achievers. However, the study did not investigate the specific teacher interventions that could be employed to help low-achieving students succeed. The lack of detailed empirical evidence on effective teacher strategies for low achievers in Kenya remains a significant gap in the literature.

While there is substantial literature on teacher-related factors affecting academic achievement, there is a notable gap in studies that specifically focus on interventions targeting low-achieving students. Existing studies primarily emphasize the general role of teacher competence but fail to investigate the specific interventions that directly address the needs of low achievers. This includes understanding how different teaching strategies, remedial programs, and professional development initiatives can be tailored to improve academic outcomes for these students.

Furthermore, while cross-cultural studies provide valuable insights, there is limited research on how teacher-related interventions can be adapted and implemented in African contexts, particularly in Kenya. Given the unique educational challenges faced by low achievers in Kenya, including inadequate teacher training in special needs education and the lack of targeted pedagogical strategies, there is a need for research that explores the specific interventions that can be employed in this context.

Finally, there is a need for a comprehensive study that assesses the implementation of teacher-related interventions for low achievers in Kenya, particularly in regions like Kajiado County, where academic performance remains suboptimal. Such a study would fill a critical gap in the literature and provide practical recommendations for enhancing teacher effectiveness in supporting low-achieving students.

2.4 Parent-related interventions for improving academic achievements among low achievers

Academic achievement of students gravely interests not only the learners but also all stakeholders and particularly parents. The family and the school are seen to contribute immensely to student academic progress. Parents contribute significantly to student achievement, although their involvement tends to wane as their children advance through secondary school (Peiffer, 2015). According to Emanuel, Moses and Kassahun (2016), a parent's role of guidance in a child's academic achievement has become a crucial component in the learning process. Mugure (2014) argues that, a parent's involvement is often considered a means through which teachers can help the under-performing children. This involvement entails the way parents relate with the school and how they behave at home in term of the assistance the give their children. However, the education system in Kenya has not precisely detailed the role

of parents in academic performance. The role and influence of parents particularly in guiding, monitoring, helping and inspiring their children academically has been singled out as a key factor affecting academic achievement (Bellon *et al,* 2017). According to OECD (2013), parents can proactively participate in the learning of their students by monitoring their performance and providing the needed resources and other form of support needed.

According to Kelly (2003), the extent to which a family takes interest in the learning of its child determines the academic progress of a low achieving child. Good home-school communication as a family factor has been linked to student success. In poor nations where joblessness is common parents look at academic achievement as a means to better job prospects and career placement (Mphale & Mhlauli, 2015). Studies indicate that learners from homes where parents are involved in their learning tend to show encouraging learning behaviors including improved attendance, better grades and increased completion rates (Peiffer, 2015). Therefore, the home and school relation should be strengthened in order to improve student academic achievement (Biswas, 2015).

Research has demonstrated that increased parental involvement in their children's education correlates with higher student success rates. A study by Mudibo (2014) examined the effect of parental engagement on academic performance in secondary schools in Kenya. This research employed a descriptive design and a mixed-method approach, gathering both quantitative and qualitative data via questionnaires from 130 participants, including 45 teachers and 85 students. The findings revealed that parental involvement significantly impacted students' academic achievements and behavior, as well as influenced their decision to continue their education. While

Mudibo’s study relied solely on questionnaires, the current research utilized a broader range of data collection methods, including questionnaires for teachers, BOM members, PA chairpersons, and students, as well as interview guides for principals to gain a more comprehensive understanding.

Peiffer's (2015) study on the impact of self-efficacy on parental involvement at the school level employed a survey design, utilizing self-administered questionnaires to gather data from parents. The findings indicated that parental involvement is critical to student achievement; however, this involvement tends to diminish as children advance through their education. While Peiffer's study focused on self-administered questionnaires for parents, the present research employed self-administered questionnaires for teachers, Board of Management (BOM) members, Parent Association (PA) chairpersons, and students, alongside interview guides for principals, in order to gain a more comprehensive understanding. In contrast, this study did not include parents directly, despite their significant role in student academic success. Instead, the researcher engaged Parent Association representatives as key informants.

Another investigation by Muyalo (2017) examined the influence of parent-related factors on learners' academic performance in the KCSE within Igembe North Sub-County, Meru. The study employed a descriptive survey design, gathering data from 12 principals, 12 teachers, and 960 students through questionnaires and interview guides. Both quantitative and qualitative methodologies were utilized for data analysis. The findings indicated that greater parental or guardian support was associated with fewer behavioral issues among learners, a higher likelihood of completing high school, and improved academic performance compared to those

with limited parental or guardian involvement. It is important to note that this research was conducted in Meru County, where the economic activities and occupations of parents may differ from those in Kajiado County, the location of the current study.

As asserted by Njue (2015), it is incumbent upon both educators and parents to assist students in recognizing and valuing their academic strengths and weaknesses, while also motivating them to leverage their strengths to mitigate areas of weakness. The academic success of children is often reflective of active parental engagement and oversight (Emanuel, Moses, & Kassahun, 2016). Mudibo (2014) further highlights that a robust partnership between parents and schools is strongly correlated with the academic success of students. Parental involvement, in particular, has consistently been identified as a significant factor contributing to improved academic performance in children.

According to Peiffer (2015), there is need for teachers to develop strong systems that involve parents in the academic progress of their children for this has been shown to improve performance. Parental involvement does not take place at school only; it also takes place at home. According to Mudibo (2014), parental involvement may take many forms including good parenting at home, provision of secure and stable environment, parent-child discussions, contact with school to share information and participation in school events and governance among others. Parenting styles have adverse results on academic achievement. The negligent carefree parental style is the worst parenting style, contributing to low student achievement (Mphale & Mhlauli, 2015). Many parents may feel that they have little to contribute to their children's' education as their children transit into secondary school arguing that at high school,

learners have matured thus they should be independent in developing their own sense of responsibility. Parental education also influences achievement enhancing positive academic outcomes for students (Ndereba, 2014). According to Emmanuel, Moses & Kassaun (2016), a cordial and affectionate relationship between parents and their children is said to lead to better academic performance because children feel loved and accepted.

Parental intervention also engenders a warm, conducive environment in the home. Parents who have lower academic expectations of their children are most likely to be less involved in their children schooling (Mudibo, 2014). According to Ponge, Ndungo and Lodiaga (2018), a good number of parents' demand for good academic results but do not take the pain to know what the learners go through to get the results. Student from carefree parents were found to perform dismally in class. A student's a family background and socio-economic standing are also likely to influence low academic achievement. Parental income, parental occupation and parental school cooperation were very important challenges that enhanced students' academic achievement (Mwalo, 2021). Additionally, Mugure (2014) affirms that, students whose parents earn a high income will likely perform better than their counterparts from low income parents with low education.

Parents may choose to be involved in their children's' learning in diverse ways (Peiffer, 2015). Parents who choose to involve themselves in school programs influence positively their children's academic achievement (Mphale & Mhlauli, 2015). Ponge, Ndungo and Lodiaga (2018) assert that parents make school choices for their children depending on how well they are rated in terms of academic

performance. Principals and teachers have an important influence on academic achievement of students (Mwalo, 2021).

Parents and teachers play a critical part to ensure the learner achieves his or her potential. Research conducted in member states of Organization for Economic Development (OECD 2016) showed that parents could be a great source of support to low achieving students through investing time in helping with schoolwork, providing financial resources and educational materials, employing private tutors and discussing expectations for their children's education with the school. Learning achievements were found to be high in institutions where parental pressure was greater than in schools where parents exercised little or no pressure at all. In Uganda, the responsibility of parents includes instilling of discipline, supplying of learning resources, providing for teacher's welfare, infrastructural development and student welfare (Katamei & Omwono, 2015). This seems to imply that parents' involvement in school management is useful and may give rise to enhanced academic performance reducing incidence of low achievement.

In his study, Mudibo (2014) adds that by holding high expectations of their children, parents are getting involved at school through school visits, attending academic clinics, consultations with teachers can raise performance of low achieving learners. In addition, students of involved parents are more likely to show improved behavior and show better social skills. These are all research proven interventions but the extent to which they are implemented for better academic outcomes was what this study sought to unearth in the target population. Besides teacher, parent and management related interventions, the unique role played by the school head or principal impacts greatly on academic achievement.

In a study done in Borabu district by Ndege, Bosire and Ogeta (2015), most poor and uneducated parents take little or no interest at all in the learning of their children. Such parents tend to have big families and live an impoverished life with their children ending up in very poor schools. Mudibo (2014) further attests that parents get involved in multiple ways in the education of their children mostly through role modelling including, providing a conducive home climate for study, inspiring their children freely interacting with them, being in touch with the school and participating in school administration among others. Schools, which recognize the contribution of parents, tend to do well due the synergy and support from them (Mphale & Mhlauli, 2015). There is a positive correlation between parental discipline at home and academic performance.

According to Peiffer (2015), parental involvement may occur both at home and at school but the extent to which they are engaged depends on their understanding of their role in the education of their children. Parents with great expectations are inclined to offer the needed backing for schoolwork and being present (Emmanuel, Moses & Kassahun, 2016). Parent's active participation enhances teacher morale because their cooperation with the school inspires the teachers who work hard to deliver due to this motivating relationship (Mphale & Mhlauli, 2015). Society considers academic achievement as a means to better social and economic gain. According to Makewa, Elizabeth, Jesse and Yegoh (2011), parents struggle to gain admission for their children in schools they perceive as doing well academically even if their resources and facilities may be wanting but scorn those that do poorly their good facilities notwithstanding.

The government of Kenya still categorizes schools as national schools –select schools which absorb the best performing learners at KCPE from each Sub- County in Kenya. Then there are the Extra County schools seen as the second best, the County schools which admit students from the County of origin and Sub-County admitting learners from the school's environment most of whom attained below average marks at KCPE and finally there are the private schools (Orina & Omamba, 2017). Majority of these low achievers from the primary schools find their way to ill equipped Sub county and some private schools where again incidence of low achievement is high meriting further study. Students' performance level at KCPE may not be an indicator of how well he/she was taught, but also how the students overcame challenges that come with the process of learning. Some students face more challenges than others do.

According to Nambuya (2013), low academic achievement by learners from poor families is due to the fact that these learners are admitted to schools often impoverished facility wise besides the parents' inability to afford education in better schools. This may very early inculcate an attitude of powerlessness in students giving them an impression that being in school is a wasteful endeavor due low prospects of doing well academically. Gatogo (2022) posit that, despite the importance of education and the efforts that have been made to improve the quality of learning outcomes, a significant number of students attain low grades in secondary schools in Kenya. Njue (2015) claims that, the effectiveness of learning among secondary school students is reflected and demonstrated in the results posted by individual students in KCSE at the end of the 4 years secondary education.

Equally, family poverty has adverse effects on the academic achievement of learners due to incapacity of parents to sufficiently supply for the learners (Mudibo, 2014).

None of the above studies attempted to find out the implementation of parent-related interventions for enhancing academic achievement among low achievers. There is therefore need to find out how schools are implementing measures meant to reduce low academic achievement through parent related interventions. Kajiado County academic achievement and performance remains low, yet there are no empirical studies conducted to examine the implementation of parent-related interventions for enhancing academic achievement among low achievers. This study therefore strove to fill the gap.

2.5 Implementation of School Management related interventions for improving academic achievements among low achievers

In Nigeria, a qualitative study by Oyewole and Ehinola (2014) opines that school managers through the principal supervise instruction, provide physical and human resources leading to improved academic results. School Governing Boards organize vacation classes, remedial classes, support school tuition programs and support discipline. Provision of such a conducive academic climate is bound to reduce low achievement. The challenge is whether this really happens on the ground thus need to look at implementation of these interventions to enhance academic performance of low achievers. There has been agitation for the quest for productive teaching and enhancing teacher efficiency (Kitainge, Annah, Kisilu & Dorothy, 2015).

Kenya's vision 2030 intends to make Kenya a "globally competitive and prosperous nation where every citizen enjoys high quality life". Education has been earmarked as a critical element in the social pillar of the government's general economic blue

print. It cannot be overemphasized the role of education in opening up a person's intellect to critical thinking, better problem-solving methods and learning (Mbunde, 2017). Education and training in Kenya, according to the National report of Kenya (MOE, 2008) is governed by the Education Act (1968) which guides on the creation and development of institutions, their organization and governance, selection of curricula and teacher education and training.

In Kenya, basic education is provided free of charge to all children, with the state being the primary provider of education at all levels. The government's dedication to ensuring universal access to basic education has resulted in substantial allocations of both recurrent and development funds to the State Department of Education. Despite this, the education system continues to experience significant inefficiencies, including the graduation of students who underperform academically and are unfit for further training, as well as a high dropout rate. Kieti (2017) conducted a study in public secondary schools within the Matungulu Sub-County of Machakos County, utilizing a descriptive survey research design. The study employed a combination of simple, stratified, and purposive sampling techniques to select 230 students, 40 teachers, 10 principals, and 10 public secondary schools. Data were collected through questionnaires. The findings revealed a severe shortage of learning resources, which notably hindered academic performance. Based on these results, the researcher recommended that school management prioritize the acquisition of essential resources to support both teachers and students.

The policy of MOE is to improve school enrolment and transition (Jerrim, 2015). This is besides the fact that even before the adoption of the inclusive policy in education, the challenge of low achieving students still existed that may now be

compounded by the policies. According to Birte, Gallagher, Philips, Martina, Eyers, Skaldiou, Stevenson and Bhalvasar (2017) most educational interventions focus on expanding access to school by all learners whether by growing enrolment in current schools or developing and equipping new ones where there were no schools before.

Research examining the connection between the qualities of principals in relation to student academic achievement reveals that school principals are second to only teachers as the most significant school level influence on student academic achievement (Krasnoff, 2015). Academic achievement is commonly used as a proxy for school quality due to its straightforward assessment through examinations, in contrast to other educational outcomes that may be more intricate and abstract (UNICEF, 2007). Furthermore, assessments serve as a means to select and identify individuals deemed eligible to progress to the next stage of education (Orina & Omamba, 2017). Wakaraka and Mugwe (2023) conducted a study in Kiambu County on the "Influence of School Management Practices on Students' Academic Achievement," employing a mixed-methods research design. They gathered both quantitative and qualitative data via questionnaires and interview guides from 174 participants, including principals and 111 teachers. The findings revealed that a significant issue in Kiambu County was the disparity in students' academic performance, with a few schools achieving excellent results while the majority underachieve.

In Kenya, the Ministry of Education uses summative assessment in the form of KCSE to hold secondary schools accountable for providing quality education. According to Wekesa and Simatwa (2016), students who entered form one with low KCPE marks were found to be slow learners and this delayed syllabus coverage. The

questions that this study begs to ask is whether the mentioned assessment considers those students who are low achievers and whether many secondary school teachers have knowledge on how to handle these learners. So, when a school performs, the principal and teachers are congratulated while when a school fails or performs dismally; teachers and principals receive the blame. According to Krasnoff (2015), efficient school heads increase the intellectual attainments of a typical learner in their schools within two and seven months of learning in one year. An ineffective principal lowers the achievement by the same amount time according to the research findings.

The Centre for Educational Research and Innovation (CERI, 2015) asserts that summative assessments are designed to evaluate learners at the conclusion of a course, primarily for the purpose of determining their readiness for progression to the next level of education, certification for employment, and eligibility for further educational opportunities. Similarly, Wakaraka and Mugwe (2023) emphasize the significant focus placed on achieving strong performance in examinations and obtaining prestigious academic credentials, which are viewed as essential for enabling school leavers to access further education or secure employment. Assessment also exposes weaknesses and learner's potential. Hence, if the learner cannot utilize the feedback given through assessment, then the whole purpose of evaluation is futile.

In addition, there are few numbers of qualified officers and teachers to conduct assessments making it difficult to help all students with learning challenges. According to Centre of Educational Research and Innovation (CERI, 2015), assessments may also serve formative function. These are frequent, interactive

learner assessments used to determine the rate of learner progress and understanding to inform tutors of the learning needs of students and make decisions on how the needs should be met for successful learning. According to MOE (1999), assessment of any nature must be learner centered and assessments should be consistent, appropriate, with clear guidance for all syllabuses. Attempts should be made geared at creation of appropriate environments for evaluation to provide for assessment of school performance, which will evaluate management function in school performance.

According to Gatogo (2022), in Kenya there are policies that affect academic achievement like policies on FPE and secondary school, prohibitions against corporal punishment and mental harassment of learners, prohibition of holiday tuition, prohibition against employment of a child of compulsory school age and no repetition and expulsion of learners. None of these policies target low achievement. This may guide formulation of informed policies. It appears that policy making in education no longer works for the interest of the child but seems to satiate political egos. According to Balitilla (2017), all policy makers in the public and private sectors passed through the hands of a teacher and it should not be lost on them that teachers deserve to be heard as major stakeholders in education.

According to Krasnoff (2015), policy makers should be aware that school development and progress does not happen overnight. It takes a principal 5-7 years to bring significant impact in an institution. Successful principals inspire a diversity of school outcomes as well as student academic achievement. The various education commissions or committee reports as well as Education Act, Education for All and the United Nations Standard Rules should guide policy decisions on equalization of

opportunities for persons with disabilities. Therefore, it is important to get a clearer picture of the challenges affecting these low achievers' performance to facilitate remedial measures so that fruitful school-based interventions could be realized.

Schools can expand the ability to sustain the wellbeing of learners by fostering partnerships through sharing curriculum strategies and aligning instructional practices mainly between primary and secondary schools. Selina, Patrick and Ahmed (2017), further asserts that inclusive learning denotes ways in which approaches to teaching, curricula and evaluation are developed and implemented to involve students in meaningful instruction appropriate and open to all. The inclusive learning program helps schools to identify vulnerable students, which allow teachers to target and provide support to these learners. These most likely causes the desperation of a majority of learners as they see that their learning interests are not accommodated in the ordinary classroom.

According to Njue (2015), what the top achievers do differently from the low achievers should interest teachers who should use those skills to inspire low achievers improve their academic performance. A disorganized student with deficiency in studying traits who is also undisciplined will achieve poor results in KCSE while good study habits and discipline may result to high mean grade at KCSE (Shabrina, Fatimah & Mlamad, 2012). According to OECD (2016), reduction incidences of low achievement should encompass diverse activities like the dismantling of the multiple challenges, a challenging and caring instructional school environment, encouraging parental involvement and that of the community, inspiring learners to use existing educational openings as well as detecting low achievers and design a tailored policy strategy.

OECD (2016) further affirms that reduction of low achievers will have an overall effect of improving education standards and enhance equity given that it will lift those economically poor families which have a great share in the number of low achieving learners. The current policy on education, training and research in Kenya gives emphasis to the necessity to continuously in-servicing teachers to ensure they have contemporary knowledge and practices through ongoing professional development. According to OECD (2016), low performing learners require competent tutors to help them do well in their studies. No education system can go beyond the competencies and quality of its teachers.

According to Kelly (2003), in order to alleviate low academic performance, it may be necessary to design an education, which from the onset takes care of struggling students. One probable means to increasing academic achievement of low achieving learners is making the education systems' structure more responsive to the needs of these struggling learners. Another possibility is to disband the old-style grading system, rearrange classrooms to take care of learners where they actually "are" academically instead of where they "should be". He believes that learners' particularly low achievers can do well if their environment can be manipulated to respond to their learning desires. In addition, the managing of school resources including plant equipment, playing fields, instructional materials and structures improves academic results among low achievers. According to Muthui, Muthaa and Barchok (2017), the achievement of educational aims necessitates efficient management and organization of physical, human and financial resources which is a function of management.

A relationship exists between a schools' academic performance and the capability and efficiency of the head of the institution. In addition, the resourcefulness of a school head is key as far as student's achievement in education and management goes. This has immense effects on the entire school system (Mbunde, 2017). Ability to handle all stakeholders in the management of an institution like teachers, students, parents, BOMs, education officers, sponsors and the wider community is an important management skill (MOE, 1999).

None of the above studies attempted to find out implementation of school management related interventions for improving academic achievements among low achievers. The academic performance in Kajiado County continues to be subpar, yet there is a notable absence of empirical research examining the effectiveness of school management interventions aimed at enhancing academic outcomes for low achieving students. Consequently, this study endeavors to address this gap in the existing body of knowledge.

2.6 Student-Related Interventions for Improving Academic Achievement Among Low Achievers

Secondary education serves as a pivotal stage in preparing students for higher education or vocational training, yet many students worldwide continue to struggle and fail in final secondary examinations (Judith & Johnson, 2017). Schools have a fundamental responsibility to provide learners with a supportive and enriching learning environment that is transparent, empathetic, considerate, and free from violence. Across the globe, there have been concerted efforts to enhance academic performance at all educational levels (Ogola, 2013). Usaini, Abubakar, and Bichi (2015) found a positive correlation between the school environment and student

academic achievement, underscoring the critical role that the physical, social, psychological, and cultural contexts of the school play in shaping academic outcomes.

The school environment, where students spend a significant portion of their time, should be carefully planned to optimize teaching and learning practices, foster student well-being, and ensure effective management. Schools are, in many respects, intellectual hubs that shape students' cognitive abilities and academic efforts. As Korir and Kemboi (2014) assert, the quality of learning atmosphere in a school is tightly linked to the nature of interactions between teachers and students. A positive and conducive school climate is essential for fostering academic excellence and addressing the needs of low achievers.

Ahmad, Shaari, Hashim, and Kariminia (2015) examined the impact of the physical environment on preschool learners, particularly focusing on slow learners, and found that factors such as thermal comfort, acoustic quality, and visual stimuli (e.g., body movements, graphics, and computer-generated icons) positively influenced academic performance. Similarly, attributes like quality furnishings, physical planning, and safety features were found to contribute to a favorable school environment that supports student learning. A conducive school climate, characterized by an atmosphere that prioritizes comfort and well-being, is critical in enhancing students' academic outcomes (Usaini, Abubakar & Bichi, 2015).

One of the most commonly explored areas in the reduction of low academic achievement is psychological interventions. Studies have demonstrated that students' mindset and motivation play a pivotal role in shaping their academic trajectories. Dweck's (2006) work on mindset, though older as source of literature, continues to

inform recent research on students' self-concept and resilience in the face of academic challenges. In a more recent study, Yeager et al. (2019) found that fostering a "growth mindset" in students—where they believe that intelligence can be developed through effort and learning—leads to increased academic persistence and performance. Their intervention targeted students' cognitive perceptions, which in turn boosted their confidence and perseverance in challenging tasks.

In addition to mindset, motivation is a critical psychological factor. A study by Guo and Jiao (2018) revealed that students who engage in self-regulation strategies, such as goal-setting and self-monitoring, are more likely to improve their academic performance. Self-regulated learning (SRL) involves actively planning, monitoring, and evaluating one's progress, which is often associated with better grades and more sustained academic engagement (Schunk, 2020). Students who used SRL techniques reported feeling more empowered in their studies, showing increased levels of intrinsic motivation and reduced procrastination.

Furthermore, emotional regulation has been identified as another significant factor affecting academic success. A study by Steffens and colleagues (2020) found that students who developed emotional regulation skills were better able to cope with academic stress, ultimately leading to improved academic outcomes. This aligns with research by Abenavoli et al. (2018), which shows that emotional well-being and academic achievement are closely linked. Therefore, students who actively engage in emotional regulation strategies, such as mindfulness, demonstrate lower anxiety levels and a higher capacity for academic persistence.

Cognitive and metacognitive strategies are also central to academic success. Recent studies have highlighted how students can improve their learning strategies to reduce

academic underachievement. In a study by Butler et al. (2020), students who were trained to use metacognitive strategies, such as planning, monitoring, and evaluating their learning processes, exhibited greater academic improvements compared to those who relied solely on rote memorization. The ability to reflect on one's thinking processes and adjust strategies accordingly enhances comprehension and retention of material, thus increasing academic performance.

Similarly, cognitive load theory has been instrumental in understanding how students can optimize their study habits. According to Sweller and colleagues (2018), managing cognitive load-balancing the complexity of learning material with students' cognitive capacity-can significantly reduce academic struggle. Instructional strategies such as chunking information and using visuals to represent complex concepts have been shown to be effective in this regard (Sweller et al., 2018). These findings suggest that when students are equipped with the tools to manage their cognitive load, they are better able to process and retain academic content.

While individual strategies are essential, institutional support plays a crucial role in mitigating low academic achievement. Recent studies have explored how educational institutions can design environments that foster student success. For example, research by Stewart et al. (2019) demonstrated that academic mentoring programs, where students receive guidance from faculty or peers, can significantly improve academic outcomes for underachieving students. Mentoring provides not only academic support but also emotional encouragement, promoting a sense of belonging and engagement within the academic community.

Furthermore, the integration of technology into the learning environment has been found to be a beneficial strategy for reducing academic underachievement. A study

by Tsai and Lin (2020) revealed that online learning platforms, which offer personalized feedback and adaptive learning paths, can help struggling students by providing targeted interventions. These platforms allow students to work at their own pace and receive customized support, making learning more accessible and less overwhelming for those with low academic performance.

Another promising institutional strategy involves providing early intervention programs that identify students at risk of academic failure. According to a study by Maddux and Hagan (2021), schools that implemented early-warning systems and proactive academic advising were able to reduce dropout rates and improve graduation rates. These systems allow educators to identify students' academic difficulties early in the semester, enabling timely interventions such as tutoring, counseling, or course modifications.

In certain contexts, teachers too experience frustration due to not only student behaviors but also poor working conditions, which exacerbate workplace stress and demotivation, thereby affecting their instructional effectiveness and, consequently, student performance (Duruji, Azuh & Oviasogie, 2014). Addressing teacher-related challenges such as inadequate teaching resources, poor welfare, and unfavorable working environments is essential for improving both teacher motivation and student achievement. A study by Duruji et al. (2014) emphasized that improving institutional amenities, class sizes, and overall school infrastructure is crucial for supporting both teachers and students in achieving better academic outcomes.

At the school level, interventions designed to improve academic achievement focus on optimizing management structures, encouraging creativity, and empowering parents to take an active role in enhancing the school environment (Snilstveit et al.,

2015). These interventions can help create a positive, resource-rich environment that enables students to thrive academically. For students who struggle in specific areas such as reading, writing, or mathematics, or who exhibit slower learning speeds, interventions can be tailored to address individual needs. Remedial education and individualized instructional strategies are particularly effective in supporting low achievers. According to Sigilai and Bett (2013), principals and teachers should employ remedial strategies to identify and address areas of academic weakness rather than employing blanket teaching methods for all students.

Mugambi (2015) conducted a study on the role of school principals in enhancing academic performance in secondary schools in Tigania West Sub-County, Meru County, revealing that frequent testing, providing feedback, and implementing remedial teaching were among the strategies used to improve students' performance in national exams. However, government policies in Kenya have also influenced academic interventions, with practices such as extra coaching and holiday tuition being banned. Despite these regulations, scheduling remedial lessons within the school timetable remains a significant strategy for addressing academic gaps and improving performance (Gatogo, 2022).

In a broader sense, school-related influences on academic achievement include structural factors such as school arrangements, infrastructure, and the overall school setting, all of which have a direct impact on student learning (Korir & Kemboi, 2014). According to Makewa et al. (2011), a conducive learning environment significantly contributes to academic success, with effective student-teacher relationships, timely remedial assistance, and a supportive school climate all playing key roles in promoting academic achievement. Moreover, equitable resource

allocation and addressing disparities between schools are necessary to ensure that all students, regardless of their school's location or type, have equal opportunities to succeed academically (OECD, 2016).

Recent studies have highlighted the impact of school leadership and teacher quality on academic performance, with evidence suggesting that teacher qualifications and experience, as well as the leadership style of school principals, are key predictors of student achievement (Korir & Kemboi, 2014). For instance, Mwalo (2021) found that the availability of teaching resources, teacher adequacy, and effective school leadership positively influenced student performance at the KCSE level. These findings suggest that addressing both school-level leadership and student-related interventions can significantly improve academic achievement among low achievers.

In Kenya, schools that perform poorly often face challenges such as inadequate resources, demotivated teachers, and poor school infrastructure, which contribute to low student achievement (Nyagosia, 2011). The physical setting of schools, coupled with the management style of principals and teacher characteristics, plays a significant role in determining whether students perform well or poorly academically (Ndereba, 2011). Mugambi (2015) further links school success or failure to the leadership style of the principal, suggesting that principals' decisions regarding school management and academic strategies can influence student outcomes.

Despite the wealth of studies on academic performance, few have examined the specific student-related interventions that can enhance the academic achievement of low achievers. King'ori and Kiumi (2018) investigated the relationship between school location, type, and student aspirations, revealing that students from rural day schools had lower academic aspirations compared to their urban and boarding school

counterparts. This study, while insightful, did not focus on interventions available for supporting low achievers. The current study aims to fill this gap by investigating how student-related interventions at the school level can improve academic achievement among low achievers.

In conclusion, while many studies have explored the causes of low academic performance, few have focused on student-centered interventions aimed at addressing the specific needs of low achievers. This study seeks to contribute to the body of knowledge by examining the impact of such interventions and offering practical recommendations for improving academic outcomes for students at risk of underachieving. By addressing the root causes of low achievement and implementing targeted interventions, schools can create environments where all students, regardless of their academic starting point, can succeed.

2.7 Students' Strategies for Coping with Interventions Designed to Improve Academic Achievement Among Low Achievers

Low academic achievement is a persistent issue in educational systems globally, impacting students' long-term success, opportunities, and well-being. Consequently, understanding the strategies students employ to overcome academic struggles is crucial for both educators and policy-makers. This study provides a comprehensive review of contemporary research on the strategies students use to mitigate low academic achievement and explores both individual and institutional interventions, considering psychological, behavioral, and cognitive approaches. It analyses recent studies aiming at highlighting effective strategies that can be employed to enhance academic achievement among students at risk of low achievement.

A substantial body of literature has investigated the impact of school-based interventions designed to enhance academic performance among underperforming students. For example, Dietrichson et al. (2021) carried out a quantitative analysis across OECD nations, examining targeted interventions intended to improve reading and mathematics outcomes for students in grades 7-12 at risk of academic failure. Their results indicated that peer-assisted learning and small group instruction were the most effective elements of these interventions. Although the study primarily sought to evaluate the effectiveness of various intervention strategies, it did not explore how students personally engage with or respond to these interventions. This gap in the literature highlights the need to explore how low-achieving students navigate and respond to such academic support mechanisms.

A related study in Israel by Algani and Eshan (2019) explored factors contributing to low academic achievement in mathematics and proposed solutions for addressing these issues. Their research identified a combination of student-related factors (such as mental abilities, health, psychological state, and social adjustment), teacher-related factors (including competence, experience, and pedagogical knowledge), curriculum-related factors (such as clear objectives and content presentation), and environmental factors (including classroom environment, infrastructure, and family support). The study underscored the importance of differentiated instruction, real-life connections to learning, tutoring, and fostering a positive academic environment as key interventions to mitigate low academic achievement.

The issue of low academic achievement in secondary schools remains a subject of intense debate among education stakeholders (Kitainge, Kisilu, Annah & Dorothy, 2015). One critical point often raised is that the achievement gap exists even before

formal schooling begins, as student background experiences play a critical role in shaping their academic trajectories (Ndereba, 2011). Despite various interventions at the primary school level, such as those implemented by the Kenya Institute of Special Education (KISE), which trains teachers to address learning challenges, a significant disparity persists at the secondary school level in Kenya. In particular, high-performing students are often placed in prestigious schools, while low-achieving students are relegated to poorly resourced, low-cost schools. This practice exacerbates the achievement gap, limiting opportunities for academic success for disadvantaged students (Nyagosia, 2011).

Research by Mutindi (2018) in Kathiani Sub-County examined the factors influencing academic performance in the Kenya Certificate of Secondary Education (KCSE). Using descriptive research methods, the study revealed a decline in performance over the years and emphasized the need for greater attention to low-achieving students. National exams like the KCSE often fail to accurately assess the potential of these students, which calls for alternative assessment methods that could more effectively capture their academic abilities and developmental needs.

Factors contributing to poor academic achievement include inadequate mastery of study habits, individual abilities, and time management (Njue, 2015). Time management, in particular, is a critical factor that students frequently struggle with, despite it being a universally available resource. Additionally, insufficient infrastructure and inadequate facilities, especially in rural schools, further complicate efforts to improve academic achievement (Ndereba, 2011). Studies have consistently shown that school environments, including peer influences and classroom dynamics,

significantly affect student motivation and academic outcomes (Shabrina, Fatimah & Mlamad, 2012).

In terms of assessment, there are ongoing tensions between summative and formative assessments. While summative assessments provide a snapshot of student achievement, they do not necessarily uncover underlying factors contributing to poor academic performance. Conversely, formative assessments, which focus on improving learning throughout the academic year, are more effective in identifying and addressing challenges faced by low achievers (CERI, 2015). However, there remains a lack of comprehensive strategies for assessing students with low performance or disabilities (Yu, Altman & Thurlow, 2017).

The significance of academic achievement in national education systems cannot be overstated, as it serves as a measure of the success of schools and the broader educational framework (Mustafe, 2017). A growing body of literature underscores the importance of creating an environment conducive to learning, which includes supportive school climates, effective leadership, and skilled teachers (Makewa, Elizabeth, Jesse & Yegoh, 2011). Indeed, a school's environment, shaped by physical, social, and academic factors, plays a critical role in promoting academic achievement (Usaini, Abubakar & Bichi, 2015). In many instances, failing schools attempt to address low achievement by changing leadership or bringing in external support to improve outcomes.

An important consideration in addressing low academic achievement is the training of teachers in special needs education. There is a significant shortage of educators equipped to handle the diverse learning needs of low-achieving students in Kenya's public secondary schools. Studies have shown that teachers who are better trained in

dealing with students with learning challenges can make a significant difference in improving academic outcomes (Kelly, 2003). Mwaniki (2011) notes that high-performing students are typically directed toward prestigious courses and higher education institutions, while low-achieving students are often left with limited options. Biswas (2015) similarly found that successful students tend to exhibit better study habits, attitudes, and inclinations toward learning compared to their low-achieving counterparts.

The issue of how students adapt to and cope with academic interventions aimed at enhancing their achievement remains underexplored. For instance, Gatogo, Kanga, and Machyo (2022) found that low-achieving students often avoided extra work and did not seek feedback from teachers, which hindered their academic progress. Providing an engaging and supportive learning environment, as well as incorporating diverse teaching strategies, can help low-achieving students navigate these interventions more effectively. Furthermore, the use of group discussions and mixed-ability groups has been shown to offer opportunities for peer-to-peer learning, enabling low achievers to ask questions and receive explanations in a supportive environment (Gatogo, 2022).

Despite the growing body of research on academic interventions, few studies have explored the strategies that students themselves employ to cope with these interventions. Research on this topic is essential to understanding how students can better engage with interventions designed to improve their academic performance. The academic achievement of students in Kajiado County, for example, continues to remain low in KCSE, underscoring the need for a deeper investigation into the

coping strategies that low-achieving students use in response to school-based interventions aimed at improving academic achievement.

Students employ a variety of strategies to reduce low academic achievement, ranging from psychological and emotional interventions to cognitive and metacognitive approaches, as well as institutional support systems. The research reviewed here indicates that fostering a growth mindset, enhancing emotional regulation, and developing self-regulated learning skills are among the most effective individual strategies. At the institutional level, mentoring, technology integration, and early intervention programs provide crucial support for struggling students. By continuing to explore and implement these strategies, educators can better support students in overcoming academic challenges and improving their overall academic performance. Further research is needed to refine these approaches and explore the unique needs of different student populations to ensure equitable academic success for all.

In conclusion, while numerous studies have explored various factors affecting academic performance and the effectiveness of interventions for low achievers, there is still a need for more focused research on how students themselves respond to these interventions. This study aims to fill this gap by exploring the coping strategies employed by low-achieving students in response to school-based interventions designed to enhance academic achievement.

2.8 Research Gaps

The identification of research gaps in this study emerged from a comprehensive review of the existing empirical literature on academic achievement in secondary schools. It is evident from the literature that the majority of research has predominantly focused on general factors influencing academic performance, with

limited attention paid to the specific challenges faced by low achievers in the educational system. While numerous studies have explored factors affecting academic outcomes, they often overlook the plight of low achievers. Furthermore, even when such studies do address low achievement, there is a notable absence of actionable guidelines or strategies to effectively address the needs of this student group.

The reviewed literature also reveals that schools with poor performance in national assessments, such as the Kenya Certificate of Secondary Education (KCSE), often face societal stigma and are rated poorly. Students from underperforming schools are frequently marginalized, while high achievers receive recognition and are admitted to prestigious institutions. Consequently, low-achieving students remain underrepresented and often do not receive the necessary support to enhance their academic outcomes (Mugure, 2014). The challenge of low achievement in national examinations is one of the most pressing concerns for both educators and learners. Teachers in secondary schools, particularly those who have not received training in special needs education, often lack the requisite skills and knowledge to effectively engage and support low achievers. This gap in teacher training is exacerbated by the absence of special needs education as part of the mandatory curriculum in many teacher training institutions (Selina, Patrick & Ferej, 2017). The failure to address the needs of low achievers is a critical issue, as the current teacher education curriculum does not equip educators with the strategies necessary for accommodating diverse student needs.

A significant gap identified in the existing literature is the scarcity of research evaluating the implementation of teacher-centered interventions aimed at enhancing

learning outcomes for underperforming students in public secondary schools, particularly within the context of Kajiado County. This study endeavors to address this gap by investigating the efficacy of teacher-driven interventions tailored to mitigate low academic achievement in this specific setting.

A thorough review of existing literature underscores the critical role of parental involvement in shaping students' academic outcomes. Empirical studies have consistently demonstrated that active parental engagement in their children's education yields a direct and positive impact on academic performance (Mudibo, 2014; Peiffer, 2015). However, this involvement tends to decline as students advance through high school, a trend that has been shown to adversely affect their academic success. Beyond influencing academic performance, parental participation is also integral to students' behavioral development and plays a pivotal role in their decision to either persist in their education or drop out. Despite the well-documented significance of parental involvement, there remains a notable gap in the literature regarding the implementation of parent-focused interventions aimed at enhancing the academic performance of low-achieving students, particularly in regions such as Kajiado County. This study seeks to address this gap by investigating the role of parental involvement and its impact on the academic achievements of low-performing students in this specific context.

The literature also underscores the fact that academic achievement is often used as a key indicator of school quality. Schools with high academic performance receive praise, while those with poor performance are subjected to criticism. This dynamic creates immense pressure on educators and school leaders to improve student outcomes, often leading to unorthodox measures such as remedial classes, additional

tutoring, and, in some cases, unethical practices like cheating (Nyagosia, 2011). However, while national assessments such as the KCSE serve as tools for holding schools accountable, they fail to address the underlying barriers faced by low achievers. Moreover, many teachers and school leaders are not adequately prepared to support students who struggle academically. This lack of preparedness, coupled with the absence of strategies adapted to the needs of low-achieving students, highlights a critical gap in the existing literature. This study seeks to explore whether school-based interventions are being effectively implemented to support low achievers in Kajiado County.

In addition to teacher and parent-related interventions, the physical learning environment plays a crucial role in supporting the academic success of low achievers. Research has shown that the scarcity of learning resources and inadequate school facilities can significantly impact student performance (Kieti, 2017). This study seeks to assess the implementation of management-related interventions, including the adequacy of physical resources and educational materials, in public secondary schools in Kajiado County.

School-based strategies aimed at improving academic achievement for low achievers are central to the success of educational systems. These interventions are intended to enhance school management, improve the learning environment, and foster greater parental involvement. However, as indicated by Nyagosia (2011), the pressure to improve academic performance has often led schools to adopt measures that may not address the root causes of low achievement, such as inadequate teaching methods or insufficient support for students with special needs. This study will examine the implementation of such school-based strategies and assess their effectiveness in

revitalizing the education of low achievers in public secondary schools in Kajiado County.

Finally, while summative assessments such as the KCSE are used to hold schools accountable for academic performance, they fail to consider the specific challenges faced by low achievers, particularly those with special needs. The current system does not adequately assess or address the barriers that contribute to poor academic performance among these students (Slanda & Little, 2018). Moreover, there are limited strategies in place to help low-performing students cope with the obstacles they face in the learning environment. This study seeks to explore students' adaptability to interventions and to evaluate the effectiveness of such measures in improving academic achievement for low achievers in Kajiado County.

The majority of existing research on this topic has been conducted in other regions or countries, with limited focus on Kajiado County. Given that the KCSE results from Kajiado County reveal a substantial proportion of students with low academic performance, as demonstrated by many students achieving below a grade of D, there is a clear justification for this study. This research seeks to evaluate the implementation of school-based interventions aimed at enhancing academic outcomes for low-achieving students in Kajiado County and to offer recommendations for improving the educational performance of this group. By addressing the gaps identified in the current literature, this study will provide valuable insights into the effective management and support strategies essential for boosting academic success among low achievers in secondary schools.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter outlines the research design and methodology used to conduct the study. It covers the research design, research methodology, study location, target population, sampling techniques and sample size, research instruments, piloting procedures, instrument validity and reliability, data collection methods, and data analysis procedures. Additionally, logistical and ethical considerations in the study are discussed**.**

3.2 Research Design

This study employed a mixed-methods research approach, which combines both quantitative and qualitative data collection and analysis. According to Tashakkori & Teddlie (2010) and Creswell & Clark (2018), the mixed-methods approach integrates both types of data to address research questions comprehensively. In this study, the researcher utilized a convergent parallel design. In this design, two types of data (quantitative and qualitative) are collected and analysed separately but concurrently. The results are then compared or merged to gain a more thorough understanding of the problem under investigation. The choice of the convergent parallel design was driven by the need to triangulate quantitative data from students, teachers, BOM members, and Parent Association (PA) chairpersons with qualitative data from school principals. The intention is to provide a richer, more robust interpretation of the findings, validating the results from different data sources (Creswell & Clark, 2018). This is shown in Figure 3.1.

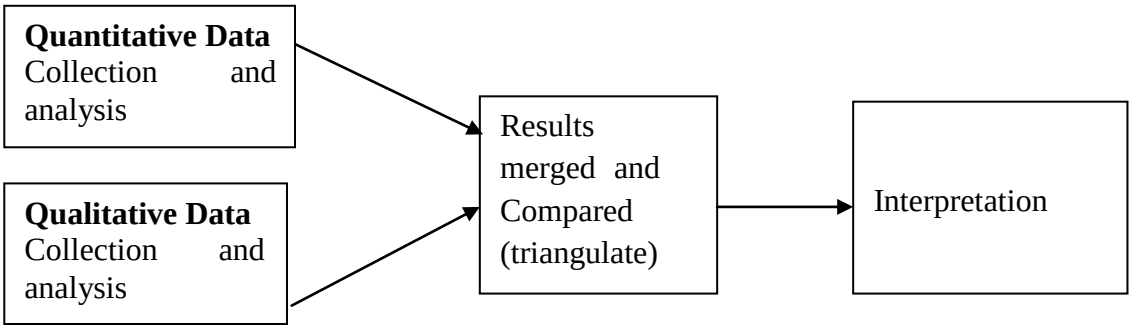

Figure 3.1: Convergent parallel Design, Adopted from Designing and Conducting Mixed Methods (2nded.) by Creswell & Clark (2018)

3.3 Variables

The study identifies several independent variables related to school-based interventions, which include teacher-related interventions such as Individualized Education Programs (IEP), extra remedial time, guidance and counselling, remedial teaching, differentiated teaching methods, team teaching, and peer teaching. Parent-related interventions include parental facilitation of school programs, cooperation with school administration, provision of resources, and attendance at academic clinics. School management-related interventions include but not limited to motivation of teachers and learners, effective resource management, creation of a child-friendly environment, provision of diverse curricula, and supervision of instruction. Student-related interventions encompass peer teaching, group discussions, and extra remedial time.

The dependent variable is the academic achievement of low-achieving students in public secondary schools in Kajiado County, Kenya. Academic outcomes are measured through student performance metrics.

3.4 Location of the study

The study was conducted across all public secondary schools in Kajiado County, Kenya. The selection of this region was based on persistent poor academic performance in the county, with a significant proportion of students scoring below a Grade D in national examinations. For instance, between 2017 - 2024, an average 44.35% of students scored between D- and E grades in the KCSE exams (Kajiado County Education Office, 2024). This underperformance provides the motivation for investigating the implementation of school-based interventions

3.5 Target Population

The study targeted a wide range of participants from all public secondary schools in Kajiado County. The target population is as follows: 91 school principals, 685 secondary school teachers, 24,000 secondary school students, 91 Board of Management (BOM) chairpersons and 91 Parent Association (PA) chairpersons

Table 3.1 shows the distribution of the target population:

Table 3:1: Target population

Categories	Target population	%
Principals	91	0.36
Secondary teachers	685	2.74
Students	24,000	96.16
BOM Chairmen	91	0.35
PA Chairpersons	91	0.35
Total	**24958**	**100**

Source: TSC County office & County Education Office, Kajiado (2022)

3.6 Sampling Techniques and Sample Size

3.6.1 Sampling Techniques

This study employed both probability and non-probability sampling techniques. Probability sampling involves random selection, while non-probability sampling relies on the researcher's judgment. For schools, teachers, students, BOM members, and PA chairpersons, a combination of probability sampling methods (simple random and stratified random) and non-probability sampling methods (purposive sampling) was used**.**

3.6.2 Sampling of Schools

Out of the 91 public secondary schools in Kajiado County, 75 schools were selected using Stratified Random Sampling. Schools were grouped into four strata: national, extra-county, county, and sub-county. Proportional allocation was used to ensure that the sample represented the distribution of schools across these categories. The Slovin's formula was applied to calculate the number of schools to be sampled, resulting in a sample of 75 schools. Slovin's formula for sample selection is as follows: $n = N/(1+Ne^2)$

Where: n = sample, N = Target population, e = sampling error.

For this study e = 0.05

3.6.3 Sampling of Teachers

The sample size for teachers was determined using Slovin's formula, resulting in a sample of 253 teachers from the 685 available in the county. Teachers were proportionately selected from the 75 schools, ensuring that the sample was representative of the number of teachers in each school. Random sampling was used to select teachers from each school, ensuring an unbiased selection.

3.6.4 Sampling of BOM Members

For the Board of Management (BOM) chairpersons, purposive sampling was used, selecting all BOM chairpersons from the 75 schools included in the study, resulting in 75 BOM chairpersons.

3.6.5 Sampling of PA Chairpersons

Similarly, purposive sampling was used to select all 75 PA chairpersons from the 75 sampled schools.

3.6.6 Sampling of Students

A sample of 420 students was selected from the 24,000 students in the county, using Slovin's formula. The sample was divided proportionately across the 75 selected schools. Students were randomly selected from each class (Form 1 to Form 4), ensuring equal representation across different class levels.

3.6.7 Sampling of Principals

All 75 principals of the selected schools were included in the study through purposive sampling due to their key role in providing information about school-based interventions**.** There were 75 principals into the principals' sample as shown on Table 3.2.

Table 3.2: Sampling Principals for Schools

School category	Population	Sample
National	2	2
Extra-County	8	7
County	20	16
Sub-county	61	50
Total	**91**	**75**

The study utilized simple random sampling to identify the secondary school teachers and students in respect of their responsibilities and positions in the schools and county. Purposive sampling was used to select the principals on the basis of the MOE policy (male principals head boys' only schools and female principals to head girls' only schools) and BOM chairperson was the target among the BOMs members. Stratified random sampling technique was used in the selection of schools because secondary schools are stratified into various levels (forms) and various strata (national, extra county, county, sub-county).

3.8 Sample size

Based on the sampling techniques outlined above, the final sample for the study consists of the following: 20 Principals, 253 Teachers, 324 Students, 20 BOM Members, and 20 PA Chairpersons. Thus, a total of 637 participants were sampled for the study.

as presented in Table 3.3.

Table 3.3: Sample size

Category of population	**Total population**	**Sampled population**	**Sampling procedure**
Principals	91	20	Purposive sampling
Secondary teachers	685	253	Simple random sampling
Students	24,000	324	Simple random sampling
BOMs	91	20	Purposive sampling
PA	91	20	Purposive sampling
Total		**24,958**	**637**

3.7 Research Instruments

This study employed questionnaires and interview guides as primary data collection tools. The use of questionnaires was driven by the adoption of a mixed-methods approach, which necessitates the collection of large volumes of data—something achievable primarily through the use of questionnaires (Orodho, 2017). Interview guides, on the other hand, were utilized to gather verbal responses, providing rich, in-depth insights from secondary school principals.

3.7.1 Questionnaires

The questionnaires used in this study were structured into six sections. Section A gathered demographic information of the respondents, while Sections B, C, D, E, and F comprised both open and closed-ended questions aligned with the study's objectives.

3.7.2 Questionnaires for secondary school teachers

The questionnaires designed for secondary school teachers also consisted of six sections. Section A collected demographic details, including educational background, teaching experience, and the nature of the school. Sections B through F included open and closed-ended questions drawn from the key variables identified in the study's objectives.

3.7.3 Questionnaires for students

To collect data from students, the researcher used questionnaires with the same structure as those for teachers. Section A gathered demographic information and details about the nature of the students' schools. Sections B, C, D, E, and F comprised both open and closed-ended questions based on the study's objectives.

3.7.4 Questionnaires for BOM Chairpersons

The researcher also used questionnaires to gather data from the Board of Management (BOM) chairpersons. These questionnaires were divided into six sections, with Section A collecting demographic data, and Sections B through F consisting of open and closed-ended questions derived from the study's objectives.

3.7.5 Questionnaires for PA Chairpersons

For the Parents' Association (PA) chairpersons, the researcher used a similar questionnaire structure. Section A focused on demographic information, while Sections B, C, D, E, and F contained open and closed-ended questions directly aligned with the study's objectives.

3.7.6 Interview guides for principals

Data from secondary school principals was collected using interview guides. Qualitative interviews provided an opportunity to gather nuanced perspectives on the research topic. As Kelly (2003) notes, the primary goal of unrestricted interviews is to access the interviewee's perceptions rather than influence their responses. This qualitative approach allowed the researcher to extract deeper insights into the principals' views and experiences

3.8 Pilot Study

A pilot study is a smaller-scale version of the actual research conducted prior to the full investigation. After developing the research instruments, they should be tested on the ground to ensure their functionality before they are used in the primary research (Orodho, 2017). Pre-testing is crucial as it helps identify potential issues such as unclear instructions, insufficient space, or awkward phrasing, among others. Additionally, it allows for the identification of vague questions that need rephrasing

(Orodho, 2017). The research instruments were piloted in 8 selected public secondary schools in Kajiado County, none of which participated in the final study. This process enabled the researcher to familiarize themselves with the instruments and identify any ambiguous questions or statements that required revision. The piloting also helped to assess the strengths and weaknesses of the instruments, ensuring any necessary adjustments were made before the actual data collection began.

3.8.1 Validity

Validity establishes the connection between the data and the variable of interest by assessing how correctly the data obtained in the study embodies a given variable or construct of a study (Mugenda, 2008). Content validity was tested through pretesting of instruments and use of experts in curriculum studies. To establish content validity, the tools were given to five experts to assess the relevance of the items to the objectives of the study and overall significance. Each item on the questionnaire and interview guide was rated on the scale as *highly relevant*, *quite relevant*, *somewhat relevant* and *not relevant.* Suggestions from these experts and education specialists informed the revision, deletion and substitution of items which enriched the instruments. Validity was then calculated using the Content Reliability Index (CRI) as follows:

$$CVI = \frac{\text{Number of items rated relevant}}{\text{Total number of items in the questionnaire}}$$

In the case of quantitative data, validity was strengthened by careful sampling, appropriate instrumentation, and the application of suitable statistical techniques for data analysis. For qualitative data, validity was ensured through transparency, depth, richness, and the breadth of the data collected, the selection of participants, the

extent of triangulation, and the independence of the researcher (Louis, Lawrence & Keith, 2011).

3.8.2 Reliability

Reliability was evaluated using the split-half technique, which checks whether the items in the questionnaire yield consistent results (Makewa et al., 2011). This approach was chosen for its simplicity. Reliability is vital because it ensures that data collection instruments consistently measure what they intend to measure. In this study, the reliability was assessed by comparing the scores from the first and second halves of the instruments. The Pearson product-moment correlation coefficient (r) was used to determine the correlation between these scores. The formula for calculating the Pearson correlation coefficient is:

$$r = \frac{\sum (x - \bar{x})(y - \bar{y})}{\sqrt{\sum (x - \bar{x})^2 \sum (y - \bar{y})^2}}$$

Where:

x = the first observations of the first half.

y = the second observations of the second half.

In the pilot study, 20 teachers, 30 students, 8 Board of Management (BOM) members, 8 Parents Associations (PAs), and 8 principals participated. The correlation coefficients for the students', teachers', BOMs', and PA's questionnaires were 0.83, 0.88, 0.81, and 0.82, respectively. A correlation value greater than 0.80 is generally considered acceptable, indicating reliable instruments (Orodho, 2012). The instruments were therefore deemed suitable for the main study. The results of the piloting were used to test the reliability of the questionnaire in order to ascertain the degree to which it was able to produce the desired information. Reliability of

coefficient shows the extent to which an instrument is free of error or variance. A reliability coefficient of greater than 0.5 was accepted.

3.8.3 Dependability

The researcher ensured the reliability (qualitative) of the instruments by gathering data from the same participants at different times using the same tools, while also confirming that the research questions were clearly defined and aligned with the overall research design. To assess reliability, the researcher employed two separate teams to collect identical data sets and compared the consistency of their findings. Reliability in this context suggests that a quantitative study can be replicated in different settings under the same conditions and yield consistent outcomes (Mugenda, 2013). It also affirms that an instrument will consistently produce the same results, provided that the measured variables remain stable. In establishing trustworthiness within the qualitative data, the researcher meticulously recorded verbatim statements from participants. This approach provided a solid foundation for the primary data, offering a basis for evaluating the accuracy of the conclusions drawn.

3.8.4 Credibility

Credibility (qualitative) ensured that the research instruments effectively captured the essence of the objectives the researcher sought to investigate. As noted by Mugenda (2013), credibility is optimally demonstrated by establishing a clear connection between the data and the phenomenon it is intended to represent. In this study, credibility was upheld through the researcher's prolonged engagement in the field, the application of triangulation, and the incorporation of multiple theoretical frameworks. Additionally, the researcher's thorough and detailed presentation of the

data further reinforced credibility. Demonstrating credibility necessitates transparency, scholarly rigor, and a commitment to advancing knowledge.

3.9 Data collection Procedures

To commence the study, the researcher secured an introductory letter from Kenyatta University. This letter was then submitted to the National Commission for Science, Technology, and Innovation (NACOSTI) as part of the formal application for a research permit. Upon obtaining the permit, the researcher presented it to both the Kajiado County Commissioner and the County Director of Education (CDE) to request approval for conducting the study within the region.

Data collection was carried out over a four-week period during the academic term, with the researcher personally administering the research instruments to all participants. This method facilitated direct engagement and ensured rigorous oversight throughout the data collection process.

3.10 Data Analysis

The analysis of the gathered data aimed to identify and elucidate critical issues related to the implementation of school-based interventions and their influence on student performance, with particular emphasis on low-achieving students. The central objective of this analysis was to examine the relationship between school-based interventions and the academic outcomes of low-achieving students in public secondary schools within Kajiado County.

This study yielded both quantitative and qualitative data. The quantitative data were analyzed using a combination of descriptive and inferential statistical techniques. Descriptive statistics were employed to provide a summary of the data, with the

results presented in the form of tables and visual representations. Inferential statistical methods, including a T-test at a 95% confidence level and Pearson's correlation coefficient, were utilized to derive conclusions from the sample data. The analyses were conducted using SPSS version 23, and the findings were subsequently illustrated through frequencies, percentages, tables, and graphical displays.

Qualitative data were analyzed thematically, drawing on the responses provided by participants. These data were presented in narrative form, with the themes emerging from the data offering insights into the key factors influencing academic achievement among low achievers. This is presented in narrative format, as illustrated in Table 3.4.

Table 3.4: Data collection procedures

Research Questions	Independent Variable	Dependent Variable	Analysis Approach
How has implementation of teacher related interventions influenced learning achievement among low achievers in public secondary schools in Kajiado County, in Kenya?	Teacher related interventions	Learning achievement among low achievers	Thematic Frequencies Percentages
How has implementation of parent related interventions influenced learning achievement among low achievers in public secondary schools in Kajiado County, in Kenya?	Parent related interventions	Learning achievement among low achievers	Thematic Frequencies Percentages Multiple regression
Does implementation of school management related interventions influence learning achievement among low achievers in public secondary schools in Kajiado County, in Kenya?	School Management related interventions	Learning achievement among low achievers	Thematic Frequencies Percentages Multiple regression
In what ways have student related interventions been implemented to influence learning achievement among low achievers in public secondary schools in Kajiado County, in Kenya?	Student related interventions	Learning achievement among low achievers	Thematic Frequencies Percentages. Multiple regressions
How do students cope with implementation of school-based interventions meant to enhance academic achievement among low achievers in public secondary schools in Kajiado County, in Kenya?	Obstacles related interventions	Learning achievement among low achievers	Thematic Frequencies Percentages. Multiple regressions

Source, Researcher, 2024

3.11 Logistical and Ethical Considerations

3.11.1 Logistical Considerations

To facilitate a seamless data collection process, the researcher obtained an official introductory letter from Kenyatta University, which was subsequently submitted to NACOSTI to secure the necessary research permit. Once the permit was granted, the researcher sought approval from the Kajiado County Commissioner and the County Director of Education. With these authorizations in place, the researcher was granted permission to visit schools within Kajiado County and proceed with the data collection.

The data collection took place over a span of four weeks during the academic term, ensuring that the researcher had access to schools while they were operational. To maintain consistency and rigor throughout the process, the researcher personally administered the research instruments to all participants. This approach ensured greater control and reliability in the data gathering procedure.

3.11.2 Ethical Considerations

Ethical guidelines are fundamental to ensuring that research is conducted responsibly, safeguarding the rights and freedoms of participants. In this study, ethical considerations were adhered to in the planning, data collection, analysis, and dissemination stages, in line with established research standards (Njue, 2015; Mugenda, 2008).

Informed consent represents a fundamental aspect of ethical research practices. All participants were thoroughly briefed on the objectives of the study, and their involvement was entirely voluntary. Prior to participation, individuals were asked to sign consent forms, thereby confirming their understanding of their rights and the

specific aims of the research. To uphold confidentiality and safeguard the privacy of participants, no identifying information such as names was requested on any research instruments. Instead, each participant was assigned a distinct code or number for identification purposes.

Furthermore, the researcher ensured that all data collected was handled confidentially and used solely for the purpose of the study. A commitment to anonymity was communicated to all participants, reinforcing their right to privacy (Donald, Jacobs & Chris, 2010).

The study also adhered to legal and ethical guidelines regarding research conduct. The researcher ensured that the study met the required plagiarism threshold of 16% by using Turnitin for plagiarism checks. In addition, no fraudulent data were used in the study, as all findings were based on accurately collected and analysed information (Orodho, 2017).

By observing these ethical standards, the researcher maintained the integrity of the study and upheld the trust of participants, ensuring that the findings would contribute meaningfully to the field of education.

CHAPTER FOUR

FINDINGS, INTERPRETATION AND DISCUSSIONS

4.1 Introduction

This chapter focused on presenting the data analysis and discussing the study's results. The aim of this research was to evaluate the implementation of school-based interventions in public secondary schools in Kajiado County, with the goal of improving academic achievement among low achieving students. The findings of the study are presented based on the five objectives that assessed the implementation of teacher-related interventions for enhancing academic achievement among low achievers, parent-related interventions for enhancing academic achievement among low achievers, school management related interventions for enhancing academic achievement among low achievers, student related interventions for improving academic achievement among low achievers and ways in which students cope with school-based interventions meant to enhance academic achievement among low achievers in public secondary schools in Kajiado County, Kenya. Data was collected from five sampled groups of respondents' namely the principals, members of the Board of Management, parents (PA), and secondary school teachers and students.

4.2 Questionnaire Response Rate

The return rate of questionnaires for teachers and students is discussed in Table 4.1.

Table 4.1: Questionnaire response rate

Sampled respondents	***f***	**Returned responses**	***f***	**Return rate in %**	**Return rate %**
Secondary school teachers	209	Female teachers	102	**17.8**	**90.0**
		Male teacher	86	**15.0**	
Students	324	Female students	162	**28.3**	**95.4**
		Male students	147	**25.7**	
BOM Members	20	Male BOM members	12	**3.7**	**95.0**
		Female BOM members	7	**1.2**	
PA	20	Male PA members	16	**2.8**	**90.0**
		Female PA	2	**0.3**	
Total	**573**	**Total**	**534**	**93.2**	**93.2**

Table 4.1 shows that out of 573 questionnaires distributed, 534 were duly filled and returned. This was 93.2% return rate which is good for the study. Teachers were chosen because they were key participants in teaching and learning process in the school. The number of teachers who returned the questionnaires was 188 out of the sampled population of 209 accounting for a 90% return rate. A total of 309 students completed and returned the questionnaires from the original sample of 324, resulting in a return rate of 95.4%. Students were selected due to their direct engagement with the curriculum instruction at the school. As the primary focus of the study is on student performance, their involvement was essential to the research.

BOM members who returned the questionnaires were 19 out of 20 translating to a 95% return rate. BOM members were chosen to participate in the study to offer insights on school management in general, as well as on developmental matters, serving as a bridge between parents, teachers, students, and the government. Of the 20 PA members who were distributed questionnaires, 19 completed and returned them, resulting in a 95% response rate. PA members were selected due to their crucial role as key stakeholders who not only contribute students to the school but also support it financially in various capacities, including, but not limited to, funding academic programs, school development, and infrastructure through the payment of fees and other forms of assistance. The high response rate provided a solid foundation for drawing valid and reliable conclusions.

4.2.1 Interview Guide Response Rate

The return rate of interview guides for principals and BOM members is discussed in Table 4.2

Table 4.2: Interview response rate

	f	**Returned responses**	***f***	**Return rate in %**	**% Sample Return Rate**
Sampled respondents	20	Male Principals	11	55	
		Female Principals	8	40	95
Total		**Total**	**19**	**95**	

Table 4.2 indicates that 19 principals were interviewed out of a sampled population of 20, resulting in a response rate of 95%. Principals were chosen because they are the managers of schools and have important information at their disposal related to school academic achievement as well as supervision of teachers and execution of

teaching and learning. The total sample for the study was 573 out of which 534(93.2) fully participated in the study.

4.3 Demographic Information of Respondents

The demographic information of respondents was analyzed according to their gender, age range, educational level, years of service and years taught before being a principal, school category and school type. There is significant literature that associates academic achievement to age, educational level, gender, years of service, school category and school type. Knowledge of this information was vital in establishing whether the study addressed inclusivity. This is presented in Figure .3 as follows:

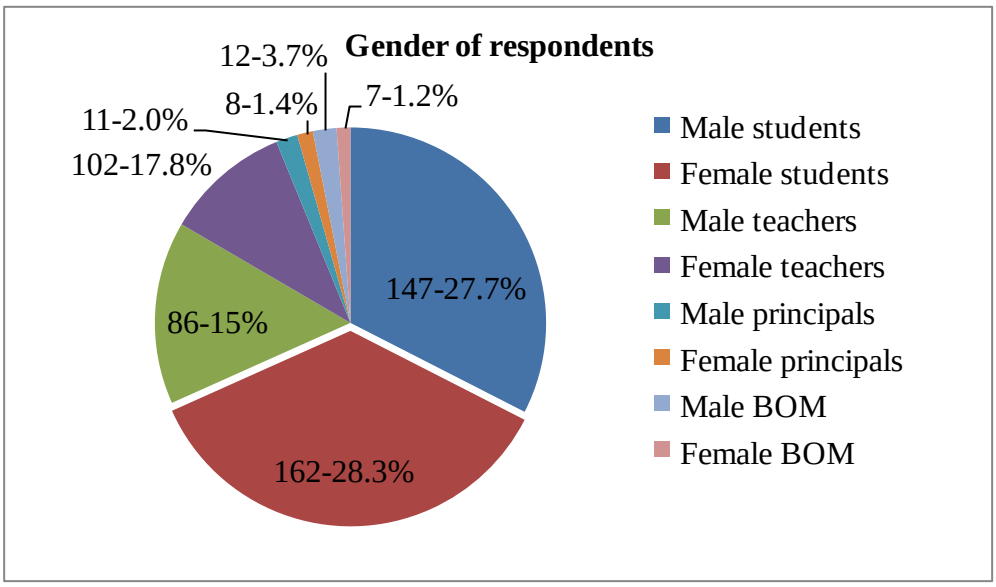

Figure 3.1: Gender of respondents

The data from Figure 3 reveals that a larger proportion of female students, 162 (28.3), responded in comparison to their male counterparts, 147 (27.7). Additional findings show that 86 (15.0) of male teachers responded, while 102 (17.8) of female teachers participated. In addition, more male principals 11(2.0) and male BOM members at 12(3.7) were interviewed compared to their female counterparts separated by a small

margin due to the fact that most schools are mixed schools headed by either gender. The gender distribution of the respondents allowed the researcher to equally assess the perspectives of male and female participants regarding the impact of school-based interventions on the academic achievement of low achievers in public secondary schools. This can also be interpreted as an indication of the absence of sampling bias.

4.3.1 Age Bracket of Respondents

A mature teaching fraternity is able to handle their teaching duties professionally. Having mature members in the managing of a school enables sound decisions to be made in enhancing academic achievement.

4.3.1.1 Age Bracket of Principals, BOM members and PA chairpersons

Age is an important factor in school management and leadership. Age depicts the level of maturity and sobriety in terms of decision-making, management of people and work experience. The age of principals and BOMs and PA chairpersons is presented in Figure 3.2.

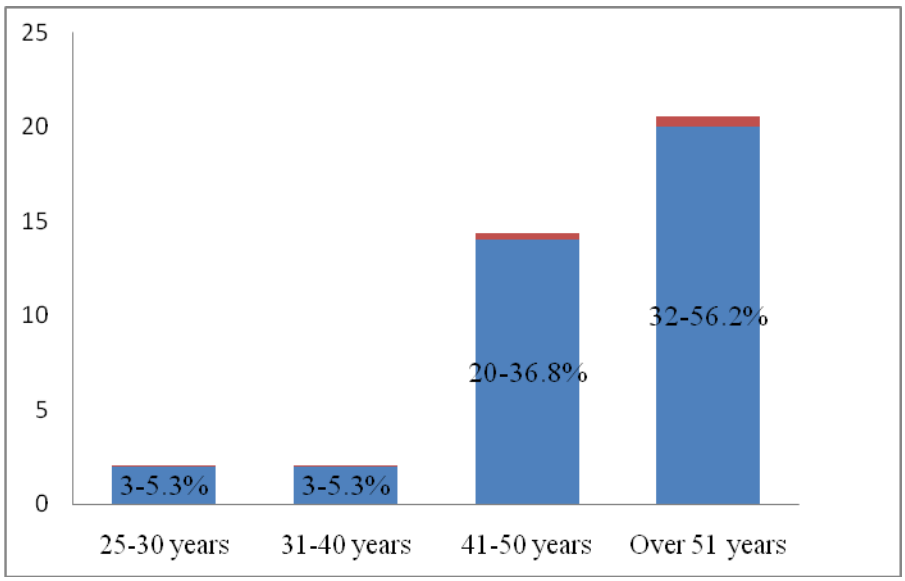

Figure 3.2: Age of Principals, BOM members and PA chairpersons

Results from Figure 3.2 indicate that most of the principals, BOM members and PA chairpersons at 32(52.6) were over 51 years followed by those aged between 41-50 years at 20(36.8). The least percentage at 3(5.3) were in the age brackets 25-30 and 31-40 years of age. This meant that there was a high number of experienced principals, BOMs and PA chairpersons managing the public secondary schools in Kajiado County.

4.3.2 Students KCPE entry marks to secondary schools

The entry behavior of students from primary to secondary schools is very important since it determines which category of the school the student will be placed. KCPE marks are in many instances correlated with the KCSE grades. The students' entry behavior to secondary school in terms of KCPE marks are presented in Table 4.3.

Table 4.3: Students KCPE entry marks

KCPE Marks	***f***	**%**
Less than 200	25	8.09
201-250	76	24.52
251-299	105	34.05
300-349	75	22.27
350-399	26	8.33
400 and above	2	0.71
Total	**309**	**100**

Findings on Table 4.3 indicate that majority of the secondary school students at 105(34.05) scored KCPE marks of between 251-299, followed by those who scored between 201-250 marks at 76(24.3). The least number of students at 2(0.71) scored

over 400 marks. This therefore means that bulk of learners admitted to secondary schools are average considering the entry behavior from primary school.

4.3.3 Educational Level of Teachers

The level of education was considered important in this study to establish the qualification of teachers in the public secondary schools. This is represented in Figure 3.3.

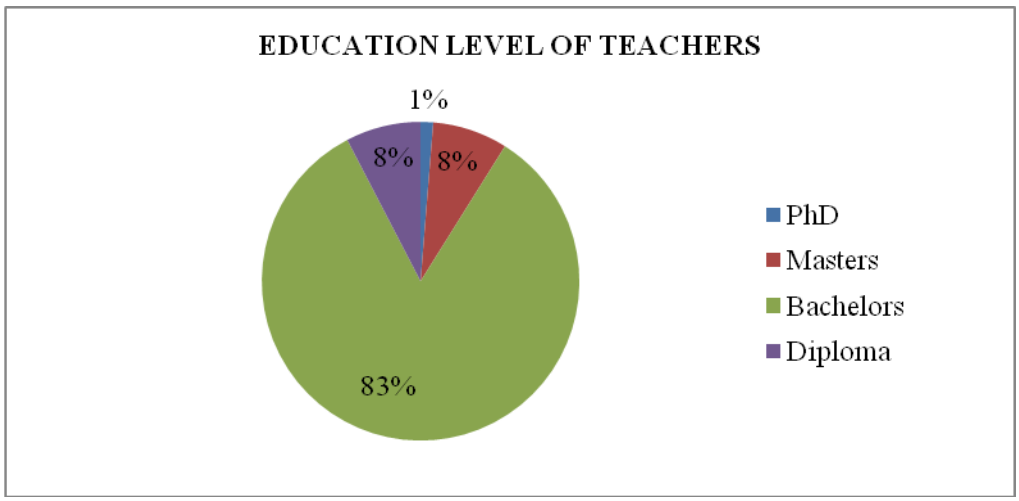

Figure 3.3: Education level of teachers

Figure 3.3 shows that majority of teachers at 156(83.0) are degree holders while those teachers with diploma and master's level of education came second at 15(8.0). PhD holders were very few at 2(1.0). Previous research has demonstrated that teacher education levels are connected with teacher effectiveness (Nyagosia 2011). This suggests that the majority of teachers in Kajiado County's public secondary schools hold the necessary professional qualifications to teach at that level of education.

4.3.4 Educational Level of BOMs and PA Chairpersons

BOM members play an important role in the day-to-day management of schools. They manage the school with the support of the principals. Parent chairpersons play an important role in school administration. They represent the parents' interests in the BOM.

As such, the level of their education is important as it enables them make critical and sound decisions in the management of schools as shown in Figure 3.4

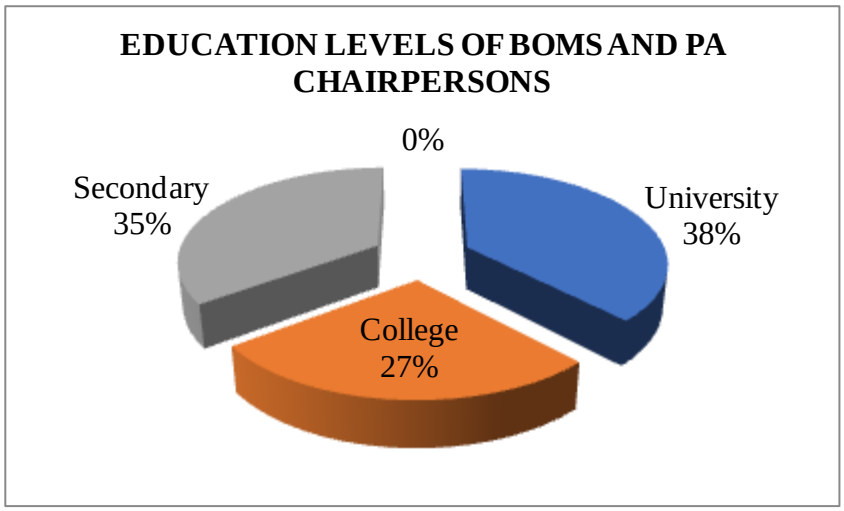

Figure 3.4: BOMs and PA Chairpersons Level of education

According to Figure 3.4, the majority of BOM members and PA chairpersons have a degree (14(38.0), while those with a secondary education level are 13(35.0). A few BOM members and PA chairs had a college degree of education of 3 (16.0). This implies that the majority of BOM members and PA chairpersons in Kajiado County's public secondary schools have the educational qualifications required to be appointed as a BOM member, and thus are better positioned to make informed decisions in the management of their schools, all other factors remaining constant.

4.3.5 Teaching Experience of Teachers and Principals

Teachers' and principals' teaching experiences were significant to the study since it was believed that experience influenced people's attitudes and opinions as well as their appointment as principal. Learning and teaching can be improved more when leadership is instructionally focused and located closest to the classroom. This is presented in Figure 3.5

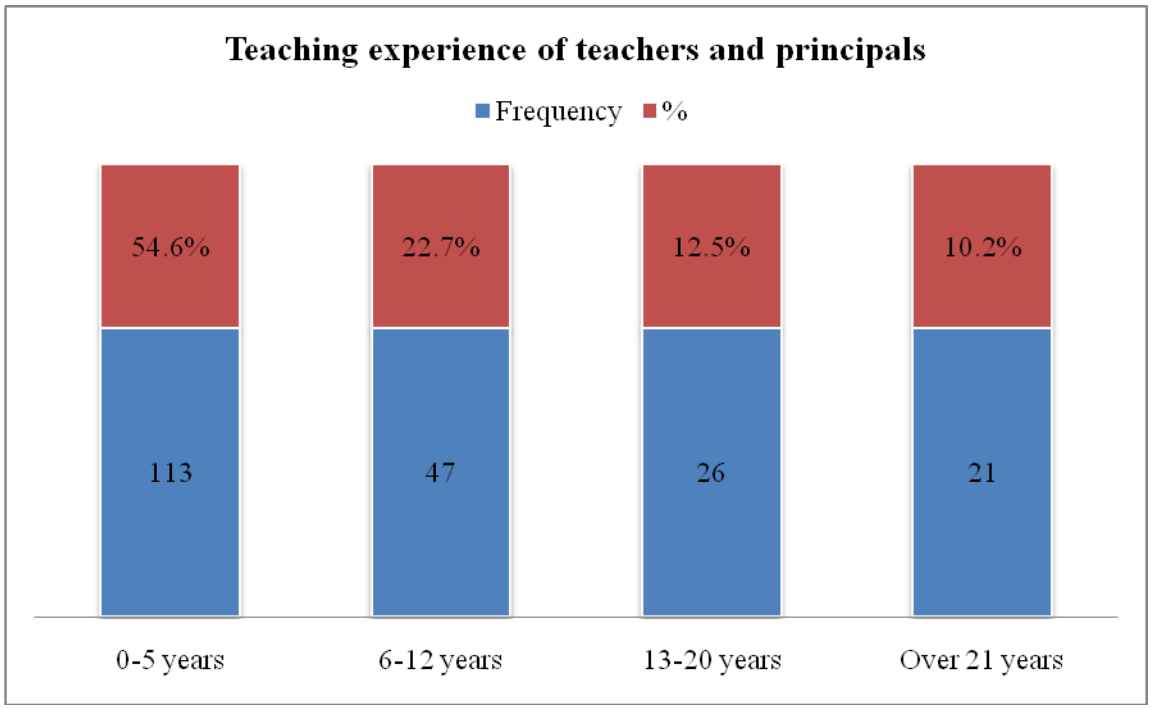

Figure 3.5: Teaching experience of teachers and principals

The findings in Figure 3.5 showed that the majority of principals and instructors at 113 (54.6) had 0–5 years of teaching experience, followed by those with 6–12 years at 47 (22.7). At age 21, very few principals and instructors have more than 21 years of teaching experience (10.2). Nyagosia (2011) asserts that long-serving principals and instructors have a thorough awareness of the problems that schools face and may offer knowledge on school-related considerations, whether they be administrative or academic. Empirical studies have shown that teaching experience, which is the teachers' period in the teaching service, contributes positively to a students' academic achievement. There was a positive relationship between teaching experience and KCSE (Abdi, 2017, Waseka, Simatwa& Okwach, 2016). From the data collected, majority of the teachers seem to be young in the profession given the high percentage of those with teaching experience of less than five years.

4.3.6 Teaching experience of principals before appointment to principalship

Principals who have taught for long before appointment to become principals may have developed experience and demonstrated managerial, public relation skills, interpersonal skills among other skills that may enable them face challenges in their work environments as educational managers and leaders. This is presented in Figure 3.6

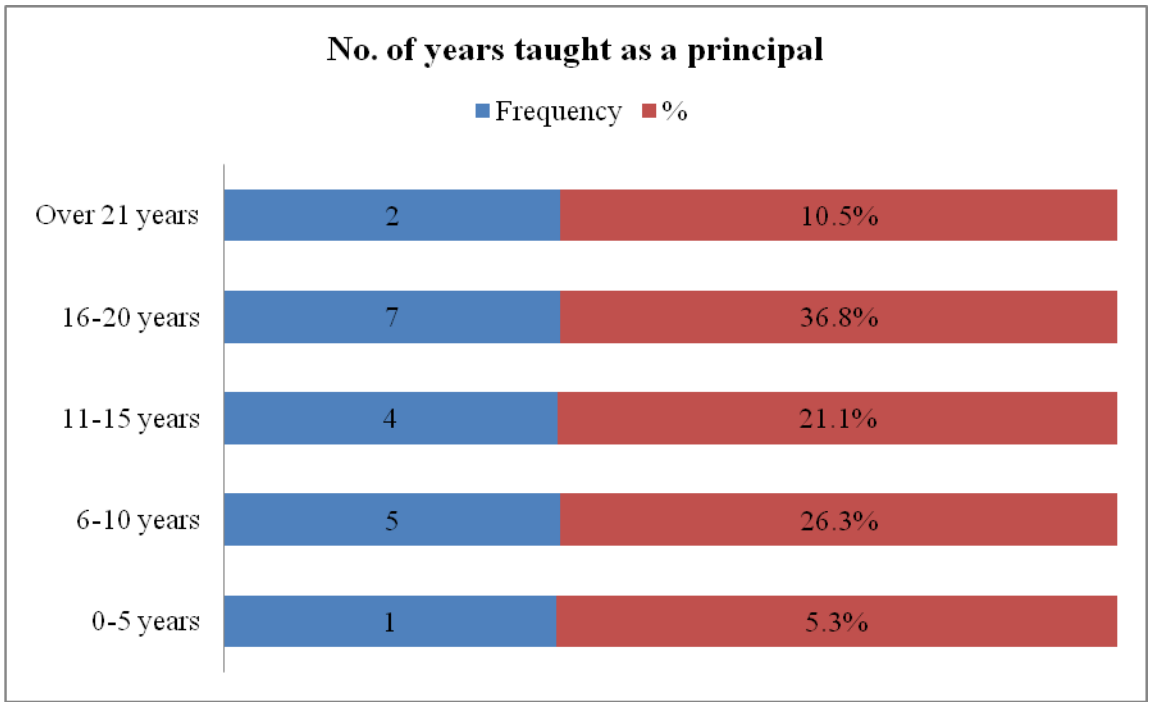

Figure 3.6: Number of years taught before appointment to principalship

The results in Figure 3.6 represent the number of years the principals have worked as a classroom teacher before appointment to be principal. The study established that 7(36.8) of the principals had taught between 16-20 years before being appointed as principals. This was followed by those with 6-10 years at 5 (18.2). Four (4) principals (21.1) had taught between 11-15 years. A small percentage of the principals at 2(10.5) had taught for over 21 years before being appointed to be principal while very few at 1(5.3) have taught between 0-5 years. From the data, 55 percent of the principals had taught for over ten years before appointment to headship meaning they had reasonable experience to manage schools they were appointed to head. Ndiga, Mumuikha, Flora, Ngugi, and Mwalwa (2014) assert that principals with years of experience in leadership were familiar with the requirements of these kinds of institutions and possessed the skills and knowledge necessary to manage the schools.

The implication of the above finding is that principals once served as classroom teachers before their appointment or promotion to be principal hence are knowledgeable on matters to do with curriculum delivery and implementation.

4.3.7 Categories of School

There are different categories of schools in Kenya, which have been classified according to different levels. These schools are categorized as national schools – select schools that absorb the best performing learners at KCPE from each Sub-County in Kenya. Then there are the Extra County schools seen as the second best, the County schools which admit students from the County of origin and Sub-County admitting learners from the school's environment most of whom attained below average marks at KCPE. These schools accommodate students according to their KCPE entry behavior. The responses are presented in Table 4.4.

Table 4.4: Respondents categories of School

Category of school	Principals	Students	Teachers	BOM	PA	Total	%
National	1	31	18	2	1	**52**	**9.6**
Extra-county	2	86	32	1	2	**123**	**22.2**
County	3	44	38	4	4	**93**	**16.8**
Sub-county	13	148	100	11	11	**284**	**51.4**
Total	**19**	**309**	**188**	**18**	**18**	**553**	**100**

Results from Table 4.4 shows the categories of respondents who participated in the study according to categories of schools. The study established that majority of the respondents were from sub-county secondary schools at 284(51.4) followed by respondents from county schools at 123(22.2). Extra County schools accounted for 13% (80) of the respondents. Few respondents came from national schools at

53(9.6). This is an implication that the category of school may be important in understanding the placement of students to such schools because of their entry marks. The entry behavior of students from primary schools determines their placement in the various categories and levels of schools and this may affect academic performance of students depending on the category of school they qualify to join. This study confirmed that most learners with low marks from KCPE end up in Sub county schools where incidences of low achievement are high.

4.4 Implementation of teacher-related interventions for improving academic achievement among low achievers

The researcher evaluated how teacher-related interventions were being used in public secondary schools in Kajiado County to raise learning achievement among low achievers. Descriptive statistics (percentages and frequencies), inferential statistics (multiple regressions), and thematic analysis (quotations and narrations) were used to examine and convey the respondents' opinions as follows:

4.4.1 Descriptive statistical analysis

This involved analyzing the respondents' views and presentation of their opinions by use of descriptive statistics (frequencies and percentages).

4.4.1.1 Students average yearly mean grades

In Kenya, academic performance in secondary school is judged through examinations right from school-based exams to the national examinations. Academic success is esteemed and rewarded and poor performance is frowned upon and hence the need to study how to reduce low academic achievement. This is presented in Table 4.5.

Table 4.5: Students yearly mean grade

Mean grades	***f***	**%**
A	0	0
A-	5	1.7
B+	12	4.04
B	27	8.6
B-	36	11.7
C+	82	26.7
C	49	15.5
C-	41	13.3
D+	29	9.5
D	16	5.2
D-	10	3.3
E	2	0.48
TOTAL	**309**	**100**

Table 4.5 shows that majority of the students have a yearly mean grade of C+ at 82(26.7) followed by those with a mean grade of C at 49(15.5) and C- at 41(13.3). These are scores in their formative exams. Very few students registered an annual mean grade of 'A'- and 'E' at 5(1.7) and 2(0.48) respectively. This data from students themselves confirm that performance is not very good. Statistics earlier referred to from the education office in Kajiado County indicate that in the entire county there are years when there is no single 'A' plain at KCSE examination. This is deplorable because it means that the County does not present students to coveted courses in the university like medicine and engineering further marginalizing the populace. Given that this is data volunteered by respondents themselves on performance in internal examinations, there is a possibility that the grades could be exaggerated considering performance data from national assessments.

Literature demonstrates that poor academic performance presents a great challenge in Kenya (Rono, Onderi & Owino, 2014). In addition, education gives any community an opportunity to gain a fair share of the national resources meaning that a community whose learners do not compete with others favorably in academics marginalizes itself. According to Atkinson (2013), principals track results from students and other indicators of student learning outcomes in order to help teachers focus learning where it is needed. Studies also show that there is little or even no value addition in terms of academic achievement across all category of schools (Kosgei, Chelimo & Kitainge, 2023) which explains the low levels of annual averages in student performance above.

The implication of this finding is that, there is a high number of low achievers presently in our secondary schools. Hence, the need to address the educational needs of low achievers in each individual public secondary school if the students' academic achievement of secondary education has to be improved. In order to achieve high education standards in a country, the utmost aim of schools should therefore be to improve the quality of teaching and learning by raising academic performance of all learners (Usman, 2015).

4.4.1.2 Students views on teacher related interventions for improving performance of low achievers.

Success in schools for a long time has been gauged by the degree of passing in the national examinations. This in turn determines the competitive advantage high achievers have on the low achievers and the criteria for competition for employment or higher education. This eventually determines one's socioeconomic status in

society. The views of students on teacher related interventions for improving performance of low achievers is shown in Table 4.6.

Table 4.6: Students views on teacher related interventions for improving performance of low achievers

Statements of opinion	S/Agreed		Agreed		Neutral		Disagree		S/Disagree	
	f	%	*f*	%	*f*	%	*f*	%	*f*	%
Outside of class, teachers provide specialized remedial instruction to pupils who struggle with understanding concepts.	74	23.8	10	3.1	48	15.7	112	36.5	65	20.9
Teachers revise exams and help those who failed the test.	149	48.1	93	30.2	30	9.8	15	5	22	6.9
Teachers occasionally utilize computers, laptops, radios, televisions, projectors, charts, and images to teach us.	105	34.3	73	23.6	45	14.3	16	5.2	19	6
Teachers encourage low achievers to do well by having polite conversations with them.	144	46.9	88	28.3	42	13.6	16	5.2	19	6
Those who fail assignments and exams are called out and punished.	74	23.8	66	21.2	51	16.7	62	20	56	18.3
Teachers organize learning trips, excursions and contests with other schools.	90	29	73	23.6	60	19.5	49	15.7	37	12.1
Teachers call parents to discuss individual performance of their child.	141	45.5	96	31	37	12.1	16	5.2	19	6.2
You can consult other teachers freely.	168	54.3	77	25	34	11	16	5.2	14	4.5

Overall, according to the results in Table 4.6, 177 (42.9) respondents disagreed that teachers should provide extra remedial instruction to children who struggle to grasp outside of class, while 84 (27.2) respondents agreed they gave remedial lessons to slow learners outside class time. A study by Gatogo done in Kandara Sub County, Murang'a County showed 54.5% of students agreed that there existed remedial or mentorship programs in their schools that targeted low achievers with 45.5% citing non-existence of such programs. This lack of attention in giving individualized remedial attention to low achievers could explain the high numbers of learners at the bottom of the academic ladder. One of the interventions embedded in the Teacher Performance Appraisal and Development (TPAD) is Individualized Education Programs (IEP) where teachers are supposed help struggling learners in their subjects. This study's findings indicate that most teachers do not provide individualized attention which is a means of raising academic achievement among low achievers. Kareithi (2018) in her study done in Kirinyaga County, she found out that TPAD system plays a significant role in enhancing teachers and learner's performance, however many teachers have not taken the TPAD system positively. This study did not relate the influence of the TPAD system to enhancing and improving academic achievement of low achievers, which the current study has attempted to do.

Furthermore, three-quarters of 232 students (75.2) felt that teachers spoke politely to low achievers and encouraged them to do well, whereas 58 students (18.8) did not. Furthermore, more than three-quarters of the students at 237 (76.5%) agreed that teachers called parents to discuss their particular performance. Furthermore, less than half of the students (140/45.0) agreed that students who failed assignments and

exams should be called out and penalized, while 118(38.3) disagreed. It further emerged that more than three quarters of students at 245(79.3) agreed that students could consult other teachers freely. Clearly, from these findings a sizeable number of students seem to agree that these interventions are not implemented by all the teachers, which could account for the many cases of low achievement.

This is an implication that, though there seems to be some good effort from the teachers, according to the learners, there could be some obstacles inhibiting this effort. From the interview responses received from the principals, insufficient teachers, high teacher-student ratios, low morale among other factors could inhibit effective teacher interventions in helping low achieving learners. Teachers, according to Werang (2022), are indispensable in the raising of academic achievement of all learners and should be aided to deal with individual differences of all learners.

4.4.1.3 Views of teachers when students fail in the examinations

Teachers can enable students to learn by increasing their independent learning capabilities leading to full personal development and lifetime learning. There is need to question the role of teachers in implementation of interventions aimed to improve academic performance of low achievers. The views of teachers when students fail in the examinations is shown in Figure 3.7

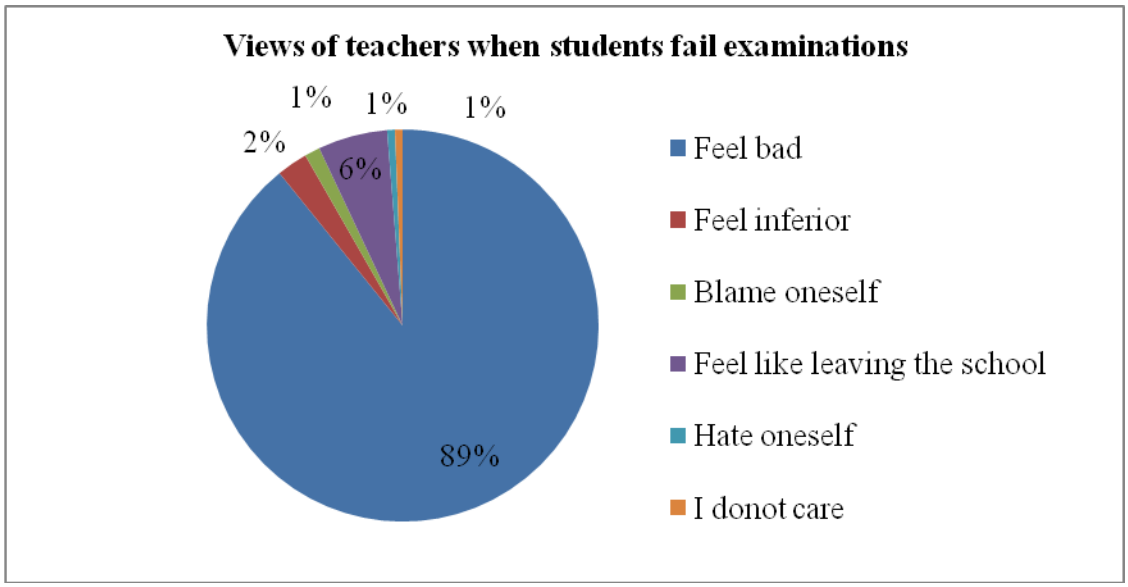

Figure 3.7: Views of teachers when students fail in the examinations

Results in Figure 3.7 shows views of teachers when students failed in the examinations. Majority of the teachers at 89% said they *felt bad* when their students failed in examinations while very few teachers at 1% responded by saying they *did not care* nor *hate themselves* when their students failed in examinations. The primary activity in schools is the successful implementation of the curriculum, which includes reliable procedures for assessing learners' educational outcomes as well as teachers' effective and efficient practice (Naidoo & Petersen, 2015). This emphasizes the importance of developing a positive relationship between teachers and low achievers, as well as a shift in teachers' and schools' attitudes and perceptions of low achievers.

4.4.1.4 Views of teachers on best ways to use to improve academic achievement

Teachers recognize students who are having difficulty studying and provide remedial assistance during regular class periods and after class. Teachers evaluate, assess, and support students who are struggling with their learning. Table 4.7 presents teachers' perspectives on the most effective approaches to improve learning accomplishment.

Table 4.7: Teachers views on best ways to use to improve academic achievement

Statements of opinion	S/Agreed		Agreed		Neutral		Disagree		S/Disagree	
	f	%	*f*	%	*f*	%	*f*	%	*f*	%
I try all ways to help poor performers improve	133	70.7	45	24.2	10	5.1				
I give separate remedial lessons to students who are slow to understand outside class time	52	33.1	91	48.4	31	16.5	4	2		
I give my own simplified notes to students to copy during/ after teaching	101	53.5	56	30.6	19	10.2	5	2.5	7	3.2
I revise exams and individually help those who do not do well.	106	56.1	63	33.6	8	4.5	7	3.8	4	2
I sometimes use projectors, Television, radios, laptops, computers, charts, pictures and other resources in teaching.	77	40.8	72	38.2	25	13.4	10	5.1	4	2.5
I counsel and guide low achievers nicely and encourage them to do well.	132	70.1	50	26.8	5	2.5			1	0.6
Those who fail assignments and exams are called out in the assembly and shamed for failing exams.	8	4	5	2.5	14	7.6	45	24.1	116	61.8
I organize learning trips, excursions and contests with other schools to motivate learners	51	27.4	85	45.2	30	16	11	5.7	11	5.7
I call parents to discuss individual performance of their child in my subjects	64	33.8	100	53.5	17	9	7	3.8		
I encourage my students to consult other subject teachers who do not teach them to help them if they do not understand something.	124	66.2	45	24.2	11	5.7	5	2.5	3	1.3

Table 4.7 displays teachers' perspectives on the greatest approaches to improve learning achievement. Overall, the majority of instructors at 178 (94.7) agreed that teachers explored a variety of methods to help poor achievers improve, and none disagreed. Furthermore, more than three-quarters of teachers at 153 (81.5%) felt that they provided separate remedial sessions to kids who are slow to understand outside of class time. The research also asked teachers whether they updated exams and individually helped individuals who did poorly, and nearly three-quarters of them, 169(89.9), agreed, with only 11(5.8) disagreeing.

Further research into whether people who failed assignments and tests were called out in assembly and chastised for failing exams indicated that over three-quarters of teachers (85.6) disagreed. Only 13 (6.9%) of the teachers agreed. This contradicts student data, which found that 45% of respondents reported negative reinforcement for publicly humiliating poor performers. The majority of instructors at 164 (87.2%) agreed that they called parents to discuss their children's individual performance in their various subjects. Gatogo (2022) in their study on assessment of strategies used to promote learning of low achievers in Kandara Sub-County, Muranga County revealed that during academic clinics, teachers and parents attempted to identify reasons behind underperformance of their students and proposed ways of dealing with the underachievement. It was also discovered that more than three quarters of the teachers at 182 (96.8) advised and coached low achievers, encouraging them to do well.

Furthermore, nearly three-quarters of the instructors at 136 (72.6) stated that they sometime conducted learning tours, excursions, and competitions with other schools to motivate students. Approximately 40% of respondents acknowledged that they employed one or more types of ICT to help their students understand. As evidenced by the data reviewed, varying learning stimuli can improve academic achievement, particularly among low achievers. This is supported by Gardner's Multiple intelligences theory which holds that individuals perceive and understand the world differently and the use of ICT presents such an opportunity for diversified learning. However, the study found that some schools continued to utilize negative reinforcements, such as sanctions and public shaming, to discourage low performance. According to Kelly and Pohl (2018), this can reduce learner motivation to do well in class and prevent positive teacher-learner interaction. Head teachers in the twenty-first century must be change agents who can help enhance curriculum and instruction in schools (Naidoo & Petersen, 2015).

4.4.1.5 Views of BOM members on teacher related interventions for improving academic achievement of low achievers

The prohibition of repetition, extra coaching, and vacation tuition, which were previously viewed as initiatives to enhance poor achievement among students, exacerbated the situation by leaving a significant percentage of low achievers unattended. Table 4.8 summarizes BOM members' perspectives on teacher-related strategies for improving low-achieving students' performance.

Table 4.8: BOM members' views on teacher related interventions for improving performance of low achievers

Statements of opinion	S/Agreed		Agreed		Neutral		Disagree		S/Disagree	
	f	%	*f*	%	*f*	%	*f*	%	*f*	%
Teachers try all ways to help poor performers improve academically	10	**52.6**	9	**47.4**						
Teachers give separate remedial lessons to students who are slow to understand outside class time	7	**36.8**	8	**42.1**	2	**10.5**	2	**10.5**		
Teachers give their own simplified notes to students to copy after teaching	9	**47.4**	7	**36.8**	2	**10.5**	1	**5.3**		
Teachers revise exams and reteach to help those who failed the test	10	**52.6**	7	**36.8**	1	**5.3**	1	**5.3**		
Teachers sometimes use projectors, television, radios, laptops, computers, charts, pictures and others in teaching.	4	**21.1**	11	**57.9**	2	**10.5**	2	**10.5**		
Teachers motivate low achiever and encourage them to do well.	9	**47.4**	8	**42.1**	1	**5.3**	1	**5.3**		
Those who fail assignments and exams are called out and punished.	1	**5.3**	7	**36.8**	3	**15.8**	4	**21.1**	4	**21.1**
Teachers organize learning trips, excursions and contests with other schools to improve performance	5	**26.3**	10	**52.6**	3	**15.8**	1	**5.3**		
Teachers call parents to discuss individual performance of their students	7	**36.8**	11	**57.9**	1	**5.3**				

The results in Table 4.8 reveal BOM members' perspectives on teacher-related strategies for enhancing low-achieving student performance. Overall, the majority of BOM respondents (100%) felt that teachers tried all means to help weak performers improve academically. Furthermore, more than three-quarters of BOM respondents (78.9) agreed that teachers provided additional remedial sessions to pupils who were slow to understand outside of class. Furthermore, more than three quarters of BOM respondents (89.4) agreed that teachers corrected exams and retaught to assist students who failed their assessments. According to Njue (2015), study habits are incomplete unless they include good exam taking habits. Positive examination behaviors should be encouraged and negative ones abandoned. A further 17 (89.5) of the BOMs agreed that teachers motivated and encouraged low-achieving students to succeed. It was also shown that the majority of BOM respondents 18(94.7) agreed that teachers call parents to discuss their children's specific performance.

Further research revealed that 8(42.1) of BOM respondents agreed that students who failed assignments and exams were called out and penalized in their schools. The study also found that 21.1% of instructors used ICT in teaching and learning, while 26.3% organized learning trips, excursions, and contests with other schools to improve performance. A study by Tenai (2017) revealed that teachers' use of ICT in teaching was influenced by their training in its usage, ICT literacy and teaching experience. In most of the parameters, the parents seem to agree with responses given by teachers. However, the bit on negative reinforcements used by teachers was higher at 42% compared to 10% rating from the teachers. This as noted in the previous section could be counterproductive and continue affecting performance negatively. This implies that the kind of dynamics that take place within each school

depends on the interaction between the principal, BOM, teachers, parents, students and education stakeholders.

4.4.1.6 BOM members' views on teacher related interventions for improving academic achievement of low achievers

High-quality interactions between teachers and students require a complex combination of testing skills, material mastery, and teaching abilities to deal with low achievers. Table 4.9 summarizes BOM members' perspectives on their participation in discussions about teacher-related strategies for improving poor achiever performance.

Table 4.9: BOM members' views on teacher related interventions for improving performance of low achievers

Point of discussion	Weekly		Monthly		Termly		Yearly	
	f	%	*f*	%	*f*	%	*f*	%
Performance targets			2	**10.5**	12	**63.2**	**5**	**26.3**
Academic improvement plans			2	**10.5**	16	**84.2**	**1**	**5.3**
Helping low achievers	7	**36.8**	2	**10.5**	10	**52.6**		
Motivation of students and staff			2	**10.5**	8	**42.1**	**9**	**47.4**

According to the findings in Table 4.9, nearly two-thirds of the BOMs (12) claimed they addressed teacher-related interventions for improving low-achieving students' performance on a termly basis in their schools, 5(26.3) discussed yearly, and 2(10.5) discussed monthly. Furthermore, more than three-quarters of the BOMs (84.2) reported that their schools had termly academic development plans, two (10.5) had monthly academic improvement plans, and one (5.3) had yearly academic improvement plans. Further findings revealed that more than half of the BOMs at 10

(52.6) discussed how academic performance in their school could be improved on a termly basis, while 7 (36.8) discussed teacher-related interventions for assisting low achievers on a weekly basis.

Furthermore, 9(47.4) and 8(42.1) of the BOMs stated that they motivate students and staff at their schools on a yearly and termly basis. Only 2 (10.5) motivate students and staff on a monthly basis. Because it is the government's responsibility to form the BOM, it is solely responsible for ensuring that the BOM performs its role effectively to improve academic achievement, failing which the principal will face a challenge as reflected in the students' academic achievement (Korir and Kemboi, 2014).

It is unclear what type of motivation is provided to both teachers and students, but according to Othoo and Nekesa (2022), both intrinsic and extrinsic motivation increases academic achievement. Most instructors are disheartened by the TSC's existing salary and reward system. Furthermore, for better academic performance, the TSC, as the teachers' employer, should adjust its leadership styles, vocal tones, and strict teacher management (Chui & Ogola, 2017) to improve service delivery.

However, according to principals' interview responses, parents paid for remedial programs, and these payments increased students' and teachers' motivation. The above findings imply that it is within the BOM members' mission to engage teachers, students, and parents in meaningful talks aimed at promoting and enhancing the academic performance of low achievers in their individual schools.

4.4.2 Inferential statistical analysis

4.4.2.1 Participation of BOM members in school activities

Learners' academic achievement remains an important outcome of many education systems, demonstrating the legitimate achievement of educational goals by learning institutions. There is therefore a need to investigate the role of boards of management in the implementation of interventions aimed at improving the academic performance of low achievers. Table 4.10 shows how the BOM members participate in school activities.

Table 4.10: Statistical measurement on how BOM members interventions influence academic achievement

	Dependent variable: Academic achievement	
	Regression statistics	**Model 1**
Predictor: BOM Members School based interventions	R	.537
	R-squared(R^2)	.289
	Adjusted R squared(R^2)	.423
	Standard error of estimate (E)	.45080
	Significant Change	.761
	Durbin-Watson	1.434

Table 4.10 depicts the findings of a multiple regression analysis on how BOM members' school-based interventions (predictor) affect academic achievement in Kajiado County's public secondary schools. Pearson's R=.537 reveals a significant positive link between BOM member initiatives and academic achievement in public secondary schools in the research area. The estimated R-squared (R2) value of.289 indicated that BOM members' interventions explained 28.9% of the variability in

academic achievement in public secondary schools in Kajiado County, with the remaining 71.1% explained by factors not included in the model. The corrected R-squared (R2) =.423 indicated that BOM members' school-based actions accounted for 42% of the total increase in academic attainment.

The standard error of estimate (E) was determined to be.45080, indicating that there were other factors that were not included in the model but had an impact on academic attainment. The Durbin-Watson Test returned a result of 1.434. A score of 1 indicates that there is no autocorrelation in the sample data. Values near 4 suggest a negative auto correlation, whereas values approaching 0 indicate a positive auto correlation. This led to the finding that BOM member school-based interventions had a statistically significant link with academic achievement in Kajiado County's public secondary schools. These findings show that BOM members need to be knowledgeable with the essential legal and administrative papers to develop their administrative skills, for effective governance, accountability, and better academic achievements.

4.4.2.2 Views of PA Chairpersons on teacher related interventions for improving performance of low achievers

The views of PA chairpersons on teacher related interventions for improving performance of low achievers is presented in Table 4.11.

Table 4.11: PA chairpersons' views on teacher related interventions for improving performance of low achievers

Statements of opinion	S/Agreed		Agreed		Neutral		Disagree		S/Disagree	
	f	%	*f*	%	*f*	%	*f*	%	*f*	%
Teachers try all ways to help poor performers improve academically	9	**50.0**	9	**50.0**						
Teachers give separate remedial lessons to students who are slow to understand outside class time	7	**38.9**	8	**44.4**	1	**5.5**	2	**11.1**		
Teachers give their own simplified notes to students to copy after teaching	8	**44.4**	7	**38.8**	2	**11.1**	1	**5.5**		
Teachers revise exams and reteach to help those who failed the test	9	**50.0**	7	**38.8**	1	**5.5**	1	**5.5**		
Teachers sometimes use projectors, Television, radios, laptops, computers, charts, pictures and others in teaching.	4	**22.2**	11	**61.1**	1	**5.5**	2	**11.1**		
Teachers motivate low achiever and encourage them to do well.	7	**38.8**	8	**44.4**	2	**11.1**	1	**5.5**		
Those who fail assignments and exams are called out and punished.	2	**11.1**	5	**27.8**	3	**16.7**	4	**22.2**	4	**22.2**
Teachers organize learning trips, excursions and contests with other schools to improve performance	5	**27.8**	10	**55.6**	2	**11.1**	1	**5.5**		
Teachers call parents to discuss individual performance of their students	6	**33.3**	11	**61.1**	1	**5.5**				

Table 4.11 displays the views of PA chairpersons on teacher-related interventions for enhancing low-achieving students' performances. Overall, 100% of respondents

thought that teachers would attempt whatever to help struggling students improve academically. Furthermore, more than three-quarters of PA respondents (83.3) believed that teachers provided separate remedial sessions to kids who were slow to understand outside of class time. Furthermore, more than three-quarters of PA respondents (88.9) believed that teachers corrected exams and retaught to assist students who failed their assessments.

A further 17 (89.5) PAs felt that teachers motivated and supported low performers to succeed. It was also shown that the majority of PA respondents (94.4%) agreed that teachers call parents to discuss their children's specific performance. Further research revealed that 7 (38.5) of PA respondents agreed that students who failed assignments and exams were called out and penalized in their schools.

4.4.3 Principals' views on teacher related interventions for improving academic achievement of low achievers:

4.4.3.1 Thematic analysis

The qualitative data findings complemented the quantitative data, indicating that teacher-related interventions were implemented to improve low achievers' academic performance. Overall, 11 (57.9) of principals stated teachers done everything to assist struggling students succeed, while 8 (42.1) disagreed. Additional findings from the interviews on whether they provide separate remedial classes to all students and, on occasion, to individuals who are slow to learn outside of class time found that 10(52.6) of the principals agreed while 9(47.3) disagreed. Those who dissented said that the pressure to complete the syllabus outweighed attempts to assist struggling low performers and slow learners.

Furthermore, differentiated instruction was done primarily after the syllabus was completed, when learners may be categorized based on their abilities and assigned tasks appropriate with their academic strength and aided accordingly. This contradicts the high ratings given by PA and BOM respondents.

Furthermore, the results revealed that teachers in their schools revise exams and individually assist students who do not perform well, with 14(73.6) of the principals agreeing and only 5(26.3) disagreeing. Furthermore, 10 (52.6) of the principals acknowledged that instructors in their schools sometimes used ICT in their lessons by employing projectors, television, radios, laptops, computers, and other teaching tools such as charts and photographs. Three (15.8) stayed neutral, while six (31.6) disagreed, citing teacher indifference and a lack of ICT resources in schools.

Mutindi (2018) found that schools lacked resources such as radios, televisions, laptops, and projectors, which hampered academic success. The principals expressed concern about the availability and frequency of usage of a range of these resources. These findings are supported by a study conducted by Hafeez (2021), who believes that when teachers use diverse teaching methods and a diversity of teaching and learning resources, student academic achievement improves significantly. Principals, BOMs, and PA must consequently assure the availability, sufficiency, and usage of facilities and resources in their schools in order to promote positive academic accomplishment using a variety of pedagogies and media in teaching and learning.

Additional qualitative data results revealed that 14 (73.6) of principals agreed that teachers counsel and assist pupils in general and encourage them to succeed in their schools, while 5 (26.3) disagreed. This obviously shows that teachers had a good purpose to aid pupils, but there were fewer concrete strategies for assisting low

achievers in the schools. According to the literature, there are few specialized teachers in secondary schools who can handle students with complex learning needs in inclusive classes who may be among the low achievers. A reassessment of basic teacher training curricula is required to prepare teachers to work with all learners.

Additional findings from the interviews revealed that 18 (94.7) of the principals stated that students who fail assignments and tests are not called out in the assembly, shamed for failing exams, or disciplined. This countered the findings of instructors and BOM respondents, who evaluated this feature higher than principals did. However, 1(5.3) agreed that those who fail assignments and exams are called out in front of the assembly, shamed, and disciplined.

It was also reported that, generally, 11 (57.9) of the principals felt that instructors created learning trips, excursions, and contests with other schools to engage students, despite the fact that money for these arrangements was a struggle for both schools and parents. However, 8(42.1) stayed neutral. Gatogo (2022) discovered that poor achievers were rarely allowed to attend external symposiums and debates. Further results revealed that the majority of principals felt that teachers should contact parents to discuss their children's specific performance in their subjects, particularly at academic clinics, which are held once a term in most schools. Some principals reported that due to perennial poor performance of some learners, some parents miss these academic clinics forcing schools to take other measures for the parents to comply. Further analysis of qualitative results revealed that 16 (84.2) of the principals interviewed agreed that teachers in their schools encouraged their students to consult other teachers who do not teach them to assist them if they needed it,

despite the fact that most low achievers were reported to lack the personal motivation to consult teachers.

Principals hold the key to school excellence, learning environment, and honed technique. They are in charge of managing instructional programs and ensuring that instructional time is used effectively to help students achieve educational goals and objectives. Instructional leadership and administration are critical to achieving high academic standards in schools. Further qualitative study on how principals described the teachers in their schools, reinforced by interviews, revealed that little is being done to address the situation of low achievers, as recounted by one of the principals of a sub-county school:

> *"My teachers are cooperative, team players but need to improve on their teaching techniques especially when it comes to handling low achievers. Teachers mostly tend to concentrate on the bright students leaving out the slow learners*" (P 15, 22nd March, 2023)

According to the preceding statement, which was shared by several principals, it is clear that many teachers focus on the high achievers while ignoring the low achievers. This might be linked to a lack of understanding and skills to deal with such learners in secondary schools, as well as a desire to achieve the highest grades. According to Abdi (2017), instructors' experience is vital in helping pupils attain academic success. Furthermore, the need for instructors to produce strong results as a metric for greater approval ratings in the TPAD causes them to focus on high achievers at the expense of low achievers. The TSC's TPAD, a mechanism that allows administrators to review teacher performance with the goal of enhancing teaching and learning standards, has done little to increase performance. Chui and Ogola (2017) discovered that most teachers are overworked, disheartened, and do

not have time to provide individualized attention to low achievers.

Another principal reported that:

> *"My teachers work with those students who are bright. There is no initiative in place to help low achievers. Teachers seem to demand for extra remuneration to conduct remedial lessons and when it is done, it is for whole class to cover syllabus. There are no separate programs for low achievers per se"* (P13, 27th March, 2023*)*

This comment highlights the importance of giving additional opportunities for secondary school teachers in public secondary schools to receive training on how to best handle low achievers who have transitioned from ordinary or special schools at the primary school level. Even remedial or Learner Support Programs (LSP) funded by parents do not cater to the needs of low achievers. Teachers are compensated for engaging pupils in extra teaching outside of typical class hours, but not for providing individual coaching to low achievers.

As a result, compensating teachers for remedial instruction does not guarantee that low-achieving students' educational requirements will be satisfied in their school contexts. Furthermore, principals were tasked with defining instructors' involvement in student instruction at their schools. One principal stated that:

> *"My teachers are quite involved in the students learning and individual performance since this will paint the true picture of the school overall performance*" (P 7, 27th March, 2023)

The preceding remark shows that when teachers are concerned with the total individual performance of their pupils, the school's overall performance improves since each student's performance plays an important role in the ultimate class or school performance. However, a study by Gatogo (2022) found out that poor teacher motivation was a strong contributor to low academic achievement. According to Khoza (2012), at educational institutions, the success of heads of schools is

measured by academic performance, or how well pupils meet government and institution criteria. Another principal of an extra-county school stated that:

> *"Most of them have no Individualized Education Programs for low achievers and have to be pushed. In fact, majority even create professional records for satisfying TPAD assessments but not to help learners."* (P16, 23rd March, 2023)

This comment brings to the fore the importance of teachers considering the individual educational needs of each student separately. Principals need to spend more time in classrooms and engaging teachers in conversations about effective teaching and learning. Additionally, another principal asserted that:

> *"My teachers are actively involved by coming up with programs and systems meant to improve students' performance"* (P 11, 22nd March, 2023)

According to the preceding quote, teachers in some schools are doing an excellent job of developing mechanisms to improve and address the academic needs of their diverse students. As a result, student motivation is a critical component of education. Another principal stated that:

> *"My teachers are helpful and always ready to attend to the students professionally. They are very concerned and ready to give extra guidance and motivation to the students"* (P 4, 22nd March, 2023)

This comment brings to the fore the importance of motivation of students as well as proper guidance and counselling by all teachers. Low self-esteem and negative attitude towards certain subjects can be linked to poor performance in some students. Low performing learners are frequently portrayed as missing the needed motivation, initiative and self-drive on their performance (OECD, 2016).

4.5 Implementation of Parent-related Interventions for Improving Low Achievement among Low Achievers

The researcher assessed the implementation of parent-related interventions for improving learning achievement among low achievers in public secondary schools in Kajiado County, in Kenya. The respondents' views were analyzed and presented using descriptive statistics (frequencies and percentages), inferential statistics (multiple regressions), and thematic analysis (quotations and narrations) as follows:

4.5.1 Descriptive Statistical Analysis

4.5.1.1 Students views on parental involvement in assisting low performers improve their academic achievement.

Parental participation affects students' academic achievement and behavior, as well as whether or not they continue their education. Table 4.12 summarizes students' perspectives on how parental participation can help low performers improve their learning results.

Table 4.12: Students views on how parents are involved in assisting low academic achievers improve their academic achievement.

Statements of opinion	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	f	%	*f*	%	*f*	%	*f*	%	*f*	%
My parents freely participate in school meetings and activities when called	191	**61.7**	86	**27.9**	23	**7.4**	4	**1.4**	5	**1.7**
My parents are involved in my academic progress in my school personally come to see my teachers	111	**36**	84	**27.1**	55	**17.9**	33	**10.7**	26	**8.3**
My parents encourage me to study while at home and provide for my academic needs	213	**69**	61	**19.5**	24	**7.9**	5	**1.7**	6	**2**
My parents check and sign my academic report every term and reward me when I do well	135	**43.6**	81	**26.2**	43	**14**	28	**9**	22	**7.1**
My parents organize for my remedial lessons to help me do better.	125	**40.5**	72	**23.3**	54	**17.4**	37	**12.1**	21	**6.7**
My parents have high expectations of me and motivate me to have high targets	236	**76.4**	57	**18.3**	8	**2.6**	2	**0.5**	6	**2.1**
My parents pay fees and do everything to ensure I don't miss school	231	**74.8**	46	**14.8**	21	**6.7**	8	**2.6**	3	**1.2**

Table 4.12 shows that the majority of the students at 277 (89.6) agreed that their parents freely participated in school meetings and activities when called. Additionally, the majority of the students at 274 (88.5) agreed that their parents encouraged them to study at home and provided for their academic needs. Nearly three quarters of the students at 216 (69.9) agreed that their parents checked and

signed their academic reports every term and rewarded them. Therefore, the home and school relation should be reinforced so as to improve student academic achievement (Biswas, 2015). Further, majority of the students at 293 (94.8) agreed that their parents have high expectations of them and motivated them to achieve high targets. It was also revealed by a majority of the students at 277(89.6) that parents paid fees and did everything to ensure they did not miss school. This finding differs from the responses from principals who intimated that lack of parental support, high levels of absenteeism, poor fees payment among other reasons account for low academic achievement. As a result, strengthening the home-school relationship is necessary to increase student academic progress (Biswas, 2015).

This implies that there is a positive symbiotic relationship between teacher-parent involvement in the education of children and academic performance of schools which ideally should translate to better academic outcomes. If this finding be true, then there could be other factors contributing to low academic achievement unless the quality of parental involvement is questionable.

4.5.1.2 Views of teachers on parental involvement in assisting low achievers improve their academic achievement

Parents who choose to involve themselves in school programs influence positively their children's academic achievement (Mphale & Mhlauli, 2015). The views of teachers on how parental involvement assist low performers improve their learning outcomes are presented in Table 4.13.

Table 4.13: Teachers views on how parents are involved in assisting low performers improve their academic achievement.

Statements of opinion	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	f	%	*f*	%	*f*	%	*f*	%	*f*	%
Parents freely participate in school meetings and activities when called.	66	**35**	68	**36.3**	37	**19.7**	12	**6.4**	5	**2.5**
Parents are involved in the academic progress of their children in my school and personally come to see the teachers.	74	**39.6**	65	**34.8**	27	**14**	14	**7.6**	8	**4**
Parents encourage their children to study while at home and provide for their academic needs.	45	**24.2**	62	**33.1**	55	**29.3**	16	**8.3**	10	**5.1**
Parents check and sign academic report every term and motivate them when they do well.	42	**22.3**	66	**35**	32	**17.2**	26	**14**	22	**11.5**
Parents organize for remedial lessons to help low achievers do better.	45	**24.2**	62	**33.1**	32	**17.2**	28	**14.6**	21	**10.8**
Parents have high expectations of their children and motivate them to set high targets.	44	**23.6**	49	**26.1**	54	**28.7**	31	**16.6**	10	**5.1**
Parents pay fees and do everything to ensure their children don't miss school.	65	**34.4**	52	**27.4**	31	**16.6**	26	**14**	14	**7.6**

Results in Table 4.13 shows that overall, nearly more than three quarters of the teachers at 134(71.3) agreed that parents freely participate in school meetings and activities when called while 17(9.0) disagreed. Additionally, majority of the teachers at 139 (73.9) agreed that parents are involved in their academic progress of their children and some personally come to school to see the teachers. 27(14.4) remained neutral. In addition, more than half of the teachers at108(57.4) agreed that parents check and sign the academic reports every term and motivated their children when they do well, while 48 (25.5) disagreed. Further results show that, nearly half of the teachers at 93(49.5) agreed that parents have high expectations of their children and motivate them to set high targets, 41(21.8) of the teachers disagreed and 54(28.7) remained neutral.

A further 107(56.9) of the teachers agreed that parents organize for remedial lessons to help low achievers do better. Literature reveals that, parent's active participation enhances teacher morale because their cooperation with the school inspires the teachers who work hard to deliver due to this motivating relationship (Mphale & Mhlauli, 2015). The implication of the above finding confirms the importance of engaging parents in the education of their children if schools have to produce better results and improve the learning outcome of low achievers. Learning achievement was found to be high in institutions where parental pressure was greater than in schools where parents exercised little or no pressure at all.

4.5.1.3 BOM members' opinions on parents' role in helping low achievers do well

Society considers academic achievement as a means to better social and economic gain. The opinions of BOMs on roles of parents in helping low achievers are presented in Table 4.14.

Table 4.14: BOM members' opinions on parents' role in helping low achievers

Statements of opinion	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	f	%	*f*	%	*f*	%	*f*	%	*f*	%
Parents of low achievers get concerned over their performance.	10	**52.6**	7	**36.8**	2	**10.5**				
Parents support academic programs	5	**26.3**	12	**63.2**	2	**10.5**				
Parents pay fees on time to avoid student absenteeism.	5	**26.3**	6	**31.6**	4	**21.1**	2	**10.5**	2	**10.5**
Parents provide remedial help for their children while at home	3	**15.8**	6	**31.6**	5	**26.3**	4	**21.1**	1	**5.3**
Parent support school development	5	**26.3**	11	**57.9**	2	**10.5**	1	**5.3**		
Parents support motivational programs to uplift low achievers	5	**26.3**	11	**57.9**	1	**5.3**			2	**10.5**
Parents visit school voluntarily to check learners progress	3	**15.8**	11	**57.9**	3	**15.8**	2	**10.5**		

Results in Table 4.14 shows that more than three quarters of the BOMs at 17(89.4) agreed that parents of low achievers get concerned over their performance. More than three quarters of the BOM respondents at 17(89.5) agreed that parents support

academic programs in the schools and additionally, more than half of the BOMs at11(57.9) agreed that parents pay fees on time to avoid student absenteeism though this being an arid and semi-arid area, fees payment in dry seasons was very poor. Furthermore, more than three-quarters of the BOMs (16, 84.2) agreed that parents support motivational programs to help low-achieving students, with an additional 14 (73.7) agreeing that some parents willingly visit the school to check on their children's development.

The implication of this finding is that the competency of the BOM members in terms of active involvement in the school programs and activities can positively influence how parents support education activities and school programs in individual schools. This can have a significant impact in concerned parents playing their active roles in helping their children who are low achievers.

4.5.1.4 PA Chairpersons' opinions on parents' role in helping low achievers do well

The PA body is an important cog in the wheel of school administration. The PA body helps in the general running of the schools and its contribution towards the success in academic achievement and performance of schools cannot be overlooked. The PA opinions are captured in Table 4.15.

Table 4.15: PA Chairpersons' opinions on parents' role in helping low achievers do well

Statements of opinion	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	f	%	*f*	%	*f*	%	*f*	%	*f*	%
Parents of low achievers get concerned over their performance.	8	**44.4**	5	**27.8**	5	**27.8**				
Parents support academic programs	7	**38.9**	7	**38.9**	4	**22.2**				
Parents pay fees on time to avoid student absenteeism.	5	**27.8**	4	**22.2**	4	**22.2**	2	**11.1**	2	**11.1**
Parents provide remedial help for their children while at home	3	**16.7**	4	**22.2**	5	**27.8**	4	**22.2**	1	**5.5**
Parent support school development	3	**16.7**	11	**61.1**	2	**11.1**	1	**5.5**		
Parents support motivational programs to uplift low achievers	5	**27.8**	9	**50.0**	1	**5.5**			2	**11.1**
Parents visit school voluntarily to check learners progress	2	**11.1**	10	**55.5**	3	**16.7**	2	**11.1**		

Results in Table 4.15 shows that almost three quarters of the PAs at 13(72.2) agreed that parents of low achievers get concerned over their performance. More than three quarters of the PA respondents at 14(77.7) agreed that parents support academic programs in the schools and additionally, half of the PAs at9(50.0) agreed that parents pay fees on time to avoid student absenteeism though this being an arid and semi-arid area, fees payment in dry seasons was very poor. Further results showed that more than three quarters of the PAs 14(77.8) agreed that parents support motivational programs to uplift low achievers and an additional 12(66.7) agreeing

that some parents voluntarily visit the school to check on their learners' progress. However, the principals indicated that these motivational and remedial programs do not target low achievers per se but whole classes for purposes of faster completion of syllabus. This means that low achievers do not benefit fully from such programs.

The implication of this finding is that low academic achievers have not been fully catered for in the schools' programs. The competency of the PA members in terms of active involvement in the school programs and activities can positively influence how parents support education activities and school programs in individual schools but there is need to be deliberate in helping low achievers specifically. This can have a significant impact if concerned parents play their active roles in helping their children who are low achievers do well.

4.5.2 Inferential statistical analysis

4.5.2.1 Principals opinions on parents' role in helping low achievers do well

It takes a principal 5-7 years to bring significant impact in an institution. Successful principals inspire a diversity of school outcomes as well as student academic achievement. The views of principals on how parental involvement assist low performers improve their learning outcomes are presented in Table 4.16.

Table 4.16: Principals' opinions on roles of parents in helping low achievers do well

	Dependent variable: Academic achievement	
	Regression statistics	**Model 1**
Predictor: Roles of parents	R	.980
	R-squared(R^2)	.960
	Adjusted R squared(R^2)	.880
	Standard error of estimate (E)	.26209
	Significant Change	.079
	Durbin-Watson	1.434

Table 4.16 depicts the findings of a multiple regression analysis on the responsibilities of parents (predictors) in assisting poor achievers in public secondary schools in Kajiado. Pearson's R=.980 suggests that there was a significant positive link between parental roles and academic achievement in public secondary schools in the research area. The computed R-squared (R2) value of.960 indicated that parental roles explained 96% of the variability in academic achievement in public secondary schools in Kajiado County, with the remaining 4% explained by factors not included in the model. The corrected R-squared (R2) =.880 revealed that parental responsibilities accounted for 88% of total viability in academic attainment.

The standard error of estimate (E) was determined to be.26209, indicating that there were other factors that were not included in the model but had an impact on academic attainment. The Durbin-Watson Test returned a result of 2.430. A score of 1 indicates that there is no autocorrelation in the sample data. Values near 4 suggest a negative auto correlation, whereas values approaching 0 indicate a positive auto

correlation. This led to the conclusion that there was a statistically significant association between parental involvement and academic achievement of low-achieving students in Kajiado County's public secondary schools.

4.5.3 Thematic analysis

Qualitative analysis on implementation of parent-related interventions for improving learning achievement among low achievers enriched by the interviews conducted to principals revealed their views on how parents are involved in dealing with poor performances in their respective schools. A principal from a sub county school reported that:

> *"Most parents are illiterate and not keen on getting involved. They are too busy with their own issues." (*P 07, 23rd March, 2023)

This comment emphasizes the need of schools providing more means and chances for parents to be involved in their children's academic performance. According to Gary (2015), parents have a major contribution to student accomplishment, albeit their involvement decreases as their children progress through secondary school. The quality of parental involvement is also determined by the parents' literacy levels. The suggestion is that parents should be encouraged to monitor their children's academic progress rather than simply paying fees and leaving the rest to the school and staff. Another administrator of a subcounty school claimed that:

> *"Parents have relegated themselves from poor performance. Hence the need for more parental involvement in the academic life of the learners. At the moment it is low"* (P 11, 27rd March, 2023)

This phrase implies that parental engagement is an important component in the academic path of pupils. It is a wake-up call for schools to develop interventions and methods to achieve full parental support.

Mugure (2014) affirms that, parental involvement is often considered a means through which teachers can help the under-performing children. This involvement entails the way parents relate with the school and how they behave at home in term of the assistance they give their children. The implication is that home-school relationships should be reinforced to increase student academic progress (Biswas, 2015). According to Nyagosia (2011), an organized school environment that is efficiently managed and efficient sets the stage for improved student learning. Another principal at an extra-county school who reported echoed a similar suggestion.

> *"Parents need to be more involved in the education of their children. Many are too busy trying to eke out a living and are little involved in their children's' education" (*P17, 25th March, 2023)

This observation supports Mudibo's (2014) research, which revealed that a good bond between parents and schools is more likely to generate successful students who excel academically. Parents must stop abdicating their responsibilities for their children's education. Additionally, two principals interviewed further asserted the need of having parents' involvement in the school strengthened. One reported that:

> "*I can say parental involvement is moderate. Some parents are very cooperative while others are not concerned whether their children come to school or not"* (P05, 25th March, 2023).

Another principal had this to say:

> *"They are not involved a lot since some are illiterate while others are semi-illiterate. They are not sure of their roles and they lack zeal and seriousness"* (P10, 24th March, 2023)

According to the aforementioned quotations, many parents may believe that they have little to contribute to their children's education as they enter secondary school, arguing that because students have matured in high school, they should be independent in developing their own sense of responsibility. Additionally, illiterate

parents can be educated on the importance of getting involved in their children education because they pay for it and should therefore see the fruit of their hard work. Illiteracy should not be taken as a hurdle towards parental involvement. Parents who choose to involve themselves in school programs influence positively their children's academic achievement (Mphale & Mhlauli, 2015).

Further qualitative analysis on the implementation of parent-related interventions for improving learning achievement among low achievers, supplemented by interviews with principals, revealed their perspectives on what they can change in their schools to engage parents in reducing poor academic performance. A principal reported that:

> "*Motivate parents to support their children by providing what is necessary for good performance. I will also encourage parents to attend meetings as well as academic clinics for low achievers only." (*P02, 19th March, 2023)

According to the preceding remark, parents should take a deep interest in their children's academic performance, as well as follow up with the school about their children's academic progress.

Another principal stated the need for parents to be involved in supporting remedial programs in school. She asserted that:

> *"I will encourage parents to support remedial programs, consult more with teachers and give remedial lessons outside the normal contact hours to those who are not performing as required"* (P09, 20th March, 2023)

The foregoing remark clearly indicates that the type of dynamics that occur within any school is determined by the interaction of the head teacher, BOMs, teachers, parents, students, and education stakeholders.

Learning achievements were found to be high in institutions where parental pressure was greater than in schools where parents exercised little or no pressure at all. Additionally, another principal opined that:

> "*I will change the mode and style of fee payment to make it fast and sustainable so as to reduce absenteeism among the students. Also, each parent to individually own the results of their children"* (P03, 30th March, 2023)

Similar sentiments were echoed by another principal who reported that:

> "*Some parents are too busy. Such parents need to be educated on the importance of monitoring their children academic performance"* (P06, 22nd March, 2023)

From the foregoing comments, it is true to say that the school itself cannot make students succeed if parents are left out. Students from carefree parents were found to perform dismally in class. Parents should play their roles of ensuring that their children embrace good study habits at home and at school through effective supervision, encouragement and support (Njue, 2015). According to Mudibo (2014), parents with lower academic expectations for their children are more likely to be less interested in their children's education.

4.6 Implementation of school management related interventions for improving academic achievement among low achievers

The researcher assessed the implementation of school management related interventions for improving academic achievement among low achievers in public secondary schools in Kajiado County, in Kenya. The respondents' views were analyzed and presented using descriptive statistics (frequencies and percentages), inferential statistics (multiple regressions), and thematic analysis (quotations and narrations) as follows:

4.6.1 Descriptive statistical analysis

4.6.1.1 Strategies school management use to improve academic achievement among low achievers in schools

Making the educational system's structure more responsive to the requirements of these struggling learners is one likely way to improve academic attainment. Table 4.17 shows students' perspectives on school-based strategies for improving academic achievement among low achievers.

Table 4.17: Views of students on strategies used by management for improving academic achievement among low achievers in schools.

Strategies for improving academic performance	Always		Sometimes		Never	
	f	%	*f*	%	*f*	%
The principal encourages setting of high academic targets and holds high expectations for all students.	240	**77.8**	55	**17.8**	14	**4.3**
The school has a remedial program after class hours only for students who don't do well in examinations and tests	77	**24.8**	77	**24.9**	155	**50.3**
Principal monitors setting of examinations for quality assessment	157	**50.9**	107	**34.5**	45	**14.5**
Principal visits teachers in class to observe teaching and learning	91	**29.3**	122	**39.5**	96	**31.2**
Principal discusses academic targets of the school with students and the targets are displayed everywhere.	167	**54**	98	**31.7**	44	**14.3**
Principal ensures that teachers attend school and are punctual in class.	239	**77.4**	53	**17.1**	17	**5.5**
Parents are involved in setting school goals and academic targets	137	**44.3**	132	**42.8**	40	**12.8**
Students who score poorly are shamed by being called and lined up in the assembly or class to discourage poor performance	37	**11.9**	60	**19.3**	212	**68.8**
The school environment is beautiful and encourages students to learn	216	**69.8**	71	**22.9**	22	**7.4**

Results from Table 4.17 shows that more than three quarters of students at 240(77.7) said that the principal *always* encouraged the setting of high academic targets and held high expectations for all students, while 55(17.8) said principal *sometimes* encouraged the setting of high academic targets and held high expectations of them. In addition, half of the students at 155(50.3) said that their schools do not have a remedial program after class hours for students who do not do well in examinations and tests. Further results revealed by more than half of the students at 167(54) showed that the principal *always* discusses academic targets of the school with students and the targets are displayed everywhere. Additionally, nearly two thirds of the students at 212(68.8) said that students who score poorly are *neve*r shamed by being called and lined up in the assembly or class to discourage poor performance. This however means that some schools still use negative strategies to discourage low achievement which may be counterproductive. The lack of remedial programs for low achieving learners in half of the schools is confirmed from the interview with principals who cited lack of parental support for remedial programs as one of the reasons. The support here alluded to is the remedial payments implying that paid tuition is still practiced in spite of its ban by the government.

Also 122 (39.5) of the students said that *sometimes* the principal visits teachers in class to observe teaching and learning, 91(29.3) said *always* while 96(31.2) said the principal *never* visits teachers in class to observe teaching and learning. According to Njue (2015), what the top achievers do differently from the low achievers should interest teachers who should use those skills to inspire low achievers improve their academic performance. The implication of this finding is that, there is need for school administration in secondary schools to involve the students in their own

learning. Additionally, the recognition of the students' councils in school is critical for improving academic performance and effective school management. Peer group learning as well as putting in place an active student council can help a school shape how it handles its students more so the low achievers. Student council enhances individual academic achievement and realization of education goals (UNICEF, 2010). Student council is an indicator of a dynamic school management. The study revealed that low achievers receive little support at individual level from the teachers. Overall, the principals need to be to enhance instructional supervision which targets strategies for helping low academic achievers.

4.6.1.2 Teachers views on strategies school management use to improve academic achievement among low achievers in schools

When a school performs well, the principal and teachers are congratulated but when a school fails or performs dismally, teachers and principals receive the blame. Table 4.18 summarizes teachers' perspectives on school management strategies for improving learning achievement among low achievers.

Table 4.18: Teachers views on strategies for improving academic performance

Strategies for improving academic performance	Always		Sometimes		Never	
	f	%	*f*	%	*f*	%
The principal encourages setting of high academic targets and holds high expectations for all students.	128	**68.2**	54	**28.7**	6	**3.2**
The school has a remedial program for only academically weak students after class to help them do better	119	**63.1**	59	**31.2**	10	**5.7**
Principal monitors setting of examinations for quality assessment	130	**69.4**	43	**23**	15	**7.6**
Principal visits teachers in class to observe teaching and learning	57	**30**	101	**54**	30	**16.0**
Principal discusses academic targets of the school with students and the targets are displayed everywhere.	133	**70.7**	41	**21.7**	14	**7.6**
Principal ensures that teachers attend school and are punctual in class.	146	**77.7**	33	**17.8**	9	**4.5**
Parents are involved in setting school goals and academic targets	74	**39.5**	79	**42**	35	**18.2**
Students who score poorly are shamed by being called and lined up in the assembly or class to discourage poor performance	11	**5.7**	23	**12**	154	**82.2**
The school environment is beautiful and encourages students to learn	120	**63.6**	56	**30**	12	**6.4**
Principal makes sure teachers keep up-to-date professional documents	142	**75.8**	29	**15.3**	17	**8.9**
Principal visits teachers in class for observation	79	**42**	69	**36.9**	40	**21.1**
Principal encourages teachers to set academic performance targets per subject taught	159	**84.7**	23	**12.1**	6	**3.2**
Principal involves teachers in decision making	130	**69.4**	41	**21.7**	17	**8.9**
Principal regularly meets staff to discuss academic performance	114	**60.5**	59	**31.2**	15	**8.3**
Principal and staff have strategies targeting low achievers	117	**62.4**	54	**28.7**	5	**8.9**
Principals ensures teaching and learning resources are provided targeting low achievers	129	**68.8**	54	**28.7**	5	**2.5**

Results from Table 4.18 shows that nearly two thirds of the teachers at 128(68.2) said principals *always* encouraged setting of high academic targets and held high expectations for all students. However, 6(3.2) said the principals *never* encouraged setting of high academic targets nor held high expectations for all students. Besides, nearly three quarters of the teachers at 133(70.7) said the principal *always* discussed academic targets of the school with students and the targets are displayed everywhere. However, 14(7.6) said principals *never* discuss academic targets of the school with students and the targets are *never* displayed everywhere. Further, more than three quarters of the teachers at 159(84.7) said the principal encouraged teachers to set academic performance targets per subject taught, while 6(3.2) said principals *never* encouraged teachers to set academic performance targets per subject taught.

Additional results by 54(28.7) revealed that *sometimes* the principal and staff have strategies targeting low achievers, however, 17(8.9) said that the principal and staff *never* have strategies targeting low achievers. Lastly, 129(68.8) of the teachers alleged that *sometimes* principals ensured teaching and learning resources targeting low achievers were provided, 54(28.7) of teachers said *sometimes* it is provided while 5(2.5) said principals *never* provided teaching and learning resources targeting low achievers. This conclusion implies that there is a considerable association between a principal's administrative ability and academic achievement, which influences even the academic performance of low-achieving students. The fact that these interventions are used *sometimes* suggests absence of solid programs for helping low academic achieving learners.

4.6.2 Inferential statistical analysis

4.6.2.1 BOM members' and PAs views on school-based management interventions used to improve academic achievement among low achievers in schools.

Statistical measurement on school-based management intervention for improving academic achievement among low achievers in schools is presented in Table 4.19.

Table 4.19: BOM Views and PA chairpersons' views on strategies school management use to improve learning achievement among low achievers in schools

	Dependent variable: Academic achievement	
	Regression statistics	**Model 1**
School management strategies		
Predictor: School Management strategies	R	.966
	R-squared(R^2)	.933
	Adjusted R squared(R^2)	.597
	Standard error of estimate (E)	.57083
	Significant Change	.425
	Durbin-Watson	3.157

This conclusion implies that there is a considerable association between a principal's administrative ability and academic achievement, which influences even the academic performance of low-achieving students.

The standard error of estimate (E) was determined to be.57083, indicating that there were other factors not included in the model but had an impact on academic attainment. The Durbin-Watson test returned a result of 3.157. A score of 1 indicates that there is no autocorrelation among the sample values. Values near 4 imply

negative auto correlation, while values approaching 0 suggest positive auto correlation. As a result, there was a statistically significant positive association between school management practices and academic achievement in Kajiado County's public secondary schools. This was confirmed by Osuo (2022) who argued that, effective boards of management (BOMs) contribute immensely to better academic performance through strategic interventions targeting staff and students. Something needs to be done about management of schools if the proportion of low achievers has to be reduced in order to create a literate and skilled society for greater socioeconomic development.

4.6.3 Principals' Responses on School Management Related Interventions for enhancing academic achievement of low academic achievers

4.6.4 Thematic analysis

A qualitative analysis on the implementation of school management-related interventions for improving learning achievement among low achievers, supplemented by interviews with principals, revealed their perspectives on the challenges that parents face as they become involved in their children's academic achievement. The principals stated that financial issues, particularly the payment of school fees, as well as illiteracy among many parents, hampered the execution of school management-related interventions aimed at increasing learning attainment among low achievers.

> *"Most parents are faced with financial challenges. They are unable to pay the required fees on time and this affects the running of the school. They also do not follow up on their children academic performance"* (P02, 23rd March, 2023).

The preceding remark shows that paying fees is and has been a major difficulty for many parents. This eventually affects their children's academic performance when

they miss school to go home due to expenses. Furthermore, it is apparent that some parents pay tuition while not monitoring their children's academic achievement. Parental participation has been repeatedly linked to a child's improved academic success (Mudibo, 2014). Another sub-county school principal who reported shared similar sentiments:

> *"Majority of the parents cannot read and write. So, they do not guide their children properly because they do not know what to tell them as far as academic achievement is concerned."* (P05,23rd March, 2023)

From the preceding quotation, it is clear that language barrier was also reported as one of the challenges faced by parents in most of the sub-county schools. Another principal echoed similar sentiments on the low literacy levels of parents in his school.

He asserted that:

> *"Due to illiteracy many of the parents are unable to understand the needs of the school. And in many a time their children do not present their parents with the school academic reports."* (P1 21st March, 2023)

From the foregoing quotations, it became very clear that students take advantage of their illiterate parents not to share their academic results. Moreover, if they share, their illiterate parents may not understand what the academic report says about their children. Another scenario may involve the socio-economic standing of the parents. According to Nambuya (2013), low academic achievement by learners from poor families is because these learners are admitted to schools often with impoverished facilities besides the parents' inability to afford education in better schools. Majority of these low achievers from the primary schools find their way to ill equipped Sub County and some private schools where again incidence of low performance is high.

Furthermore, replies from interviews with principals appeared to confirm the assumption that the language barrier is caused by a lack of literacy. A principal explained that:

> "*Language barrier due to low literacy level and lack of resources inhibit their level of support to the school"* (P17, 23rd March, 2023)

From the preceding quotation, it is clear that a student's family background and socio-economic standing are likely to influence low parental involvement. In addition, since most of our schools are located within a catchment area, language barrier is often seen as a challenge especially when dealing with illiterate parents who may not understand English or Kiswahili, which are the language of communication used in parents' meetings. Similarly, a female principal admitted experiencing challenges due to the nomadic lifestyle of the community. She reported that:

> *"You call out a parents' meeting and very few parents attend and majority are women. Most men are absentee parents as a result of poverty and nomadism."* (P14, 21st March, 2023)

The above sentiments were complimented by another principal who said that:

> *"We are faced with the challenge of language barrier, poverty and most of the parents are absentee parents. In fact, language barrier affects not only the parents but even the learners themselves."* (P01, 22nd March, 2023).

According to the preceding quotations, poverty and parental lifestyle may have a negative impact on students' academic progress due to parents' inability to adequately supply for their children. Failure of parents to attend and participate in school events also makes it difficult for teachers and administrators to carry out school programs, particularly those that require family involvement and

interventions (Mudibo, 2014). Furthermore, one principal who reported addressed the subject of drugs and substance addiction. He argued that:

> *"The effects of "Bodaboda" among boys, early pregnancies among girls and drug and substance abuse is big challenge among our students particularly for schools in urban settings."* (P13, 15th March, 2023)

From the preceding quotation, it is clear that, a disorganized student with deficiency in studying traits who is also undisciplined will achieve poor results in KCSE while good study habits and discipline may result to high mean grade at KCSE (Shabrina, Fatimah & Mlamad,2012).

4.7 Implementation of school type related interventions for revitalizing education among low achievers

The researcher examined implementation of school type related strategies for revitalizing education among low achievers in public secondary schools in Kajiado County, in Kenya. The respondents' views were analyzed and presented using descriptive statistics (frequencies and percentages), inferential statistics by use of multiple regressions and thematic analysis using quotations and narrations as follows:

4.7.1 Descriptive statistical analysis

4.7.1.1 Availability of adequate resources in schools

Students are the pillar of any society and therefore require a conducive learning atmosphere for their success. The school environment includes such variables as institutional amenities, class sizes, school setting and school infrastructure development and organization, aesthetics, maintenance, sanitation and services that influence instruction and academic achievement of learners. The students, teachers a

BOM members' views on the resources available in the schools is presented in Table 4.20.

Table 4.20: Availability of adequate resources in schools

School Resources	Adequate		Satisfactory		Inadequate		Not Available	
	f	%	*f*	%	*f*	%	*f*	%
Classrooms	262	**50.8**	150	**29**	96	**18.6**	8	**1.5**
Science Laboratories	162	**31.4**	137	**26.5**	135	**26.3**	82	**15.8**
Computer laboratory	105	**20.3**	82	**15.9**	136	**26.3**	193	**37.4**
Library	143	**27.7**	115	**22.3**	165	**31.9**	93	**18.1**
Teachers reference books and guides	211	**40.8**	143	**27.9**	116	**22.5**	46	**8.9**
Dormitories	114	**22**	76	**14.8**	103	**20**	223	**43.3**
Dining halls	67	**13**	63	**12.2**	91	**17.6**	295	**57.2**
Departmental offices	122	**23.7**	85	**16.4**	127	**24.7**	182	**35.2**
Teachers' houses	90	**17.4**	78	**15.1**	133	**25.7**	215	**41.8**
School buses	73	**14.1**	90	**17.4**	93	**18.1**	260	**50.4**
Sports and games facilities	117	**22.7**	136	**26.3**	176	**34.1**	87	**16.8**
Toilets/ washrooms	131	**25.3**	152	**29.4**	160	**31**	73	**14.3**

Table 4.20 shows the views of teachers, students and BOM members on the availability of adequate resources in schools. A half 262(50.8) of the above respondents said classrooms are *adequate*, 150(29.0) saying *satisfactory*, i*nadequate* at 96(18.6) and *not available* at 8(1.5). In addition, 162(31.4) of respondents mentioned availability of science laboratories as *adequate*, 137(26.5) said they were satisfactory, 135(26.3) saying *inadequate* and 82(15.8) said it was *un-available* in their schools. Majority of the respondents mostly from sub-county schools said

computer laboratories were *not available* at 193(37.3), followed by those who said *inadequate* at 136(26.3). Additionally, 211(40.8) of the respondents said teachers reference books and guides are *adequate*, 143(27.9) saying the teachers reference books and guides are *satisfactory*, 116(22.5) responding as *inadequate* and 46(8.9) responded by saying *not available.*

This research suggests that the availability, adequacy, and utilization of facilities and resources have a major impact on students' academic progress and performance. Studies have demonstrated that the availability, sufficiency, and use of school facilities such as libraries, laboratories, and playgrounds, among others, has a substantial impact on student academic achievement (Abdi, 2017, Mutindi, 2018).

4.7.1.2 BOM views on whether the number of low achievers is related to type of school

The way low achievers are handled currently in public secondary schools in Kenya is not satisfactory. This can partly be attributed to lack of training in Special Needs Education by teachers in secondary schools. The BOM views on whether the number of low achievers is related to type of school are shown in Figure.

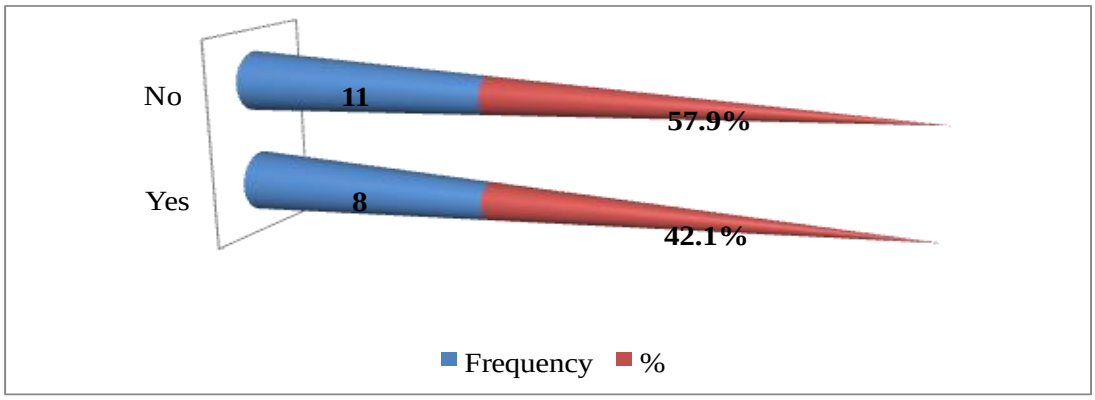

Figure 3.8: BOM opinions on whether the number of low achievers is related to type of school

Figure 3.8 shows that more than half of the BOM members at 57.9% did not agree that the number of low achievers is related to type of school, while 42.1% of the BOMs said yes, the number of low achievers is related to type of school. This may mean that students are able to do well in any school if the right environment is provided and resources are availed. It also implies that low achievers can still be found in any type of school. This finding implies the need of treating all students equally during their transition and placement after KCPE without focusing much on their entry behavior. Whether a school is ranked sub county or national, they should all have an equal share and representation of students without defining the entry behavior. Empirical research studies have indicated that KCPE marks contributed considerably to mean KCSE performance, and KCPE was also proven to be a statistically significant predictor of students' academic achievement in KCSE (Mwalo, 2021; Waseka, Simatwa, Okwach, 2016).

The implication is that, most sub county secondary schools which receive the bulk of students with poor entry grades lack adequate facilities and resources while those schools which admit students with high quality grades have adequate facilities and resources at their disposal. This needs to be addressed and changed to address the right to educational for all because all children are equal.

4.7.1.3 PA chairpersons' views on whether the number of low achievers is related to type of school

The academic achievement of students can be influenced greatly by the type of school they attend. These can be linked to their entry behaviour from primary school in addition to the adequacy of teaching resource, adequacy of teachers, physical

facilities and school leadership among other factors. The PAs views on whether the number of low achievers is related to type of school are shown in table 4.21.

Table 4.21: PA chairpersons views on the relationship between the number of low achievers and type of school

Response	No. of PA chairpersons	%
Yes	**10**	**55.6**
No	**8**	**44.4**
Total	**18**	**100**

Table 4.21 shows PA chairpersons responses on whether the number of low achievers is related to type of school. More than half of the members at 55.6% agreed that the number of low achievers is related to type of school, while 44.4% of the PAs said disagreed, the number of low achievers is related to type of school. The responses imply that low achievers can still be found in any type of school. This finding implies the need of treating all students equally during their transition and placement after KCPE without focusing much on their entry behavior. Whether a school is ranked sub county or national, they should all have an equal share and representation of students without defining the entry behavior.

4.7.1.4 Principals views of their schools in terms of performance

The problem of low achievement of students in the examinations is one of the most challenging problems that face students as well as teachers. Academic attainment is gauged according to what is achieved at the end of a given defined instruction. The principals' views of their schools in terms of performance is presented in Figure 3.9**.**

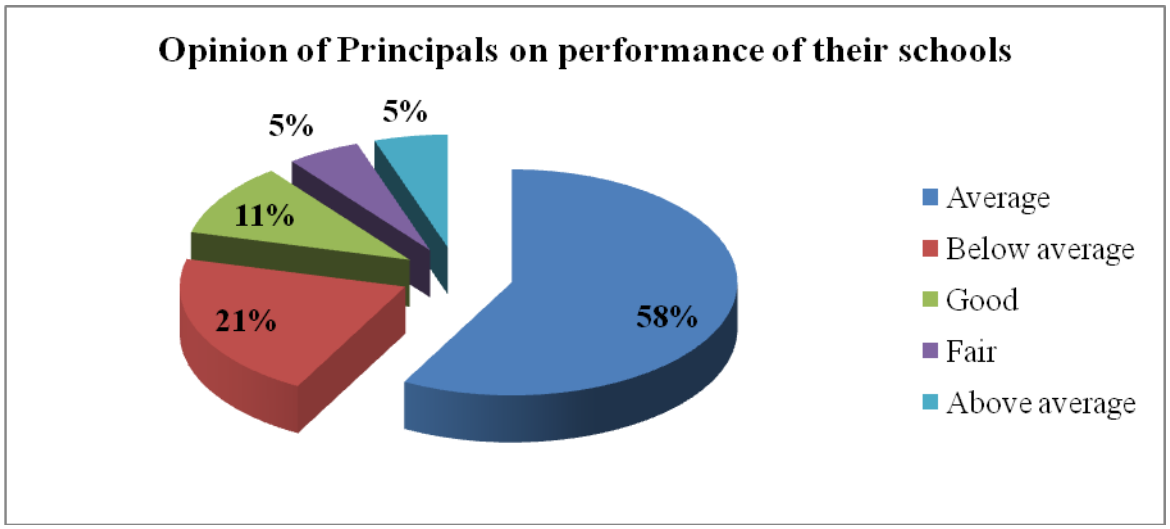

Figure 3.9: Views of principals on performance of their schools

Results from Figure 3.9 show opinions of principals in terms of performances of their schools. More than half of the principals at 58% said that the performance of their school is *average,* followed by those acknowledging the performance of their schools as *below average* at 21% and *good* at 11%. However, very few principals at 5% acknowledged the performance of their schools being *fair* and *above average* respectively. The introduction of Teacher Performance Appraisal and Development (TPAD) tool by the Teachers Service Commission (TSC) in 2015 was a major intervention and step towards achieving instructional leadership in schools in Kenya. Teachers strive to help all learners in order to sustain higher mean scores in their subjects because this is pegged to their promotions during appraisals.

According to Kibui (2013), heads of schools must review various professional documents such as lesson plans, schemes of work, lesson notes, and registers in order to improve the efficiency and effectiveness of teaching and learning and ensure that the curriculum is implemented on time.

The implication of this finding is that, principals as heads of secondary schools need to intensify their supervisory roles of teachers, check professional records, coordinate school activities and monitor curriculum implementation in their schools if improved academic performance of low achievers is to be realized.

4.7.1.5 Principals views on the lowest KCPE entry marks in schools

The Kenyan government is attempting to attain 100% transition from primary to secondary school level. This means that all learners who sit for the Kenya Certificate of Primary Education (KCPE) should immediately transit to secondary school their academic achievement results notwithstanding.

While these are laudable efforts, there is need to go beyond increasing numbers to access education and move to issues of quality and equity in education provision. Table 4.22 shows the lowest KCPE entry marks in for students who have been admitted in public secondary schools.

Table 4.22: Lowest KCPE entry marks to secondary schools

Lowest entry marks	**National**		**Extra county**		**County**		**Sub-county**		**Total %**
	f	**%**	***f***	**%**	***f***	**%**	***f***	**%**	
301-350									
251-300									
201-250			3	15.8	2	10.5			5(26.3)
151-200					1	5.3	3	15.8	4-(21.1)
100-150							8	42.1	8-(42.1)
Below 100							2	10.5	2-(10.5)
Total			**3**	**15.8**	**3**	**15.8**	**13**	**68.4**	**100**

Results of Table 4.22 shows that overall, majority of students, according to principals' views, who were admitted with the lowest entry marks of 100-150 in KCPE was at 8(42.1), closely followed by those with KCPE entry marks of 151-200 at 4(21.1). In addition, 13(68.4) of the students with the lowest KCPE entry marks of below 100-200 were admitted in sub-county secondary schools, 3(15.8) of the students with KCPE entry marks of 151-250 were admitted at county schools and lastly, 3(15.8) of those students with KCPE marks between 201-250 were admitted in extra-county secondary schools. Mwalo (2021) found that KCPE marks had a substantial impact on mean KCSE performance. Students who joined form 1 with poor KCPE scores were found to be sluggish learners, delaying curriculum coverage (Waseka, Simatwa, & Okwach, 2016). Mugambi (2015) found that pupils with poor KCPE scores were more likely to be admitted to average and low-performing schools.

This is an implication that, there is a symbiotic relationship between the low KCPE entry marks from primary schools and the poor grades realized in KCSE. There is need to relook at academic performance of our primary schools which for a critical catchment for secondary schools.

4.7.2 Inferential statistical analysis

4.7.2.1 BOM and PA chairpersons' views on percentage of candidates scoring grade 'D' and below in schools

The Ministry of Education uses summative assessment in the form of KCSE to hold secondary schools accountable for providing quality education. Summative assessment generally entails judging the competence of learners and oftentimes grading them into levels in order to determine placement to the next levels of

education. The BOM and PA chairpersons' views on percentage of candidates who score grade 'D' and below in schools is shown in Table 4.23.

Table 4.23: Statistical measurement on the percentages of candidates scoring grade 'D' and below

	Dependent variable: Academic achievement	
	Regression statistics	**Model 1**
Predictor: Candidates scoring Grade "D"	R	1.000
	R-squared(R^2)	1.000
	Adjusted R squared(R^2)	1.000
	Standard error of estimate (E)	.00000
	Significant Change	1.000
	Durbin-Watson	1.451

Table 4.23 shows the results of a multiple regression analysis of the percentages of students scoring 'D' (predictor) and learning achievement in Kajiado County's public secondary schools. Pearson's R=1.000 implies that there was a strong positive link between the percentage of candidates scoring a 'D' and learning achievement in public secondary schools in the research area. The computed R-squared (R2) value was 1.000, indicating that the percentage of candidates scoring "D" explained 100% of the variances in academic achievement in Kajiado County's public secondary schools. The modified R-squared (R2) value of 1.000 confirmed that the percentage of candidates earning a "D" explained 100% of the total viability in academic achievement.

The standard error of estimate (E) was found to be.0000, indicating that there were other factors not included in the model but had an impact on academic attainment. The Durbin-Watson test returned a value of 1.451. A score of 1 indicates that there is no auto correlation among the sample values. Values near 4 imply negative auto correlation, while values approaching 0 suggest positive auto correlation. This led to the conclusion that there was a statistically significant positive link between the percentage of applicants receiving "D" and academic achievement in Kajiado County's public secondary schools.

4.7.3 Thematic analysis

As part of the qualitative approach, nineteen principals were interviewed about the association between students' KCPE admission grades and incidents of low accomplishment in their schools. According to the report, 15 (78.9) of principals admitted that there is a link between students' KCPE admission marks and incidents of low accomplishment in schools. Furthermore, principals in the majority of the sub-county secondary schools stated that students' low KCPE entry marks influenced their low accomplishment in secondary school. As a result, a student's life could be shaped by his or her performance on national tests. One principal categorically reported and admitted that:

> *"Yes, there is a clear relationship. Those with low entry marks from primary school score low grades exams and in KCSE. There could be a few cases of those who do well but these can be considered outliers."* (P10, County school)

From the foregoing quotation, it is evident that the entry behavior of students from primary level may lead to low KCSE grades in secondary schools if proper interventions measures are not put in place to help such students. Such interventions can involve TSC adequately staffing the rural schools with enough teachers in

addition to provision of adequate teaching and learning resources from parents and the MOE. Low entry behavior has been identified as a problem heads of institutions were facing in their struggle to ensure good academic performance.

Another principal affirmed that KCPE marks are mostly correlated with KCSE scores. Lack of clear instructional leadership practices by head teachers has led poor quality teaching and learning in some public primary schools. She reported that:

> *"Yes, the low graders mostly achieve low grades after sitting the KCSE because many of them had difficulties in reading and understanding what they have read. This can be traced to poor foundations from primary school. We get students who can hardly speak or eve construct a coherent English sentence. We don't teach basics in high school."* (P13, Sub- County School)

From the foregoing, it is apparent that there may be a poor culture of teaching and learning in schools involving lack of attention for low achievers. Such learners end up exiting the education system without having acquired proper basic skills like reading and writing particularly from primary school. According to Mphale and Mhlauli (2015), linguistic barriers greatly inhibit better academic performance. Ability to understand concepts and effectively communicate is key in passing examinations and making academic progress. On the other hand, when search learners' interests are catered for in our schools, they may end up acquiring such basic skills, which eventually leads to improved performance. Another principal who observed that most of the students who join secondary school with low entry marks end up performing below average echoed similar sentiments. She reported that:

> *"Yes, students with low entry marks perform poorly as compared to those with better entry marks"* (P15, Sub-county school)

From the foregoing, it goes without saying that admission and placement of learners into different categories of secondary schools in Kenya is determined by what one

scores in the KCPE. According to the Odhiambo Taskforce (2012), the categorization of secondary schools into national, extra county, county and sub county schools has created an unhealthy competition for the few slots available in national and extra county schools. The Odhiambo Taskforce (2012) observed that a suitable classification would be one that gives equal chances to all, promotes non-discrimination and national cohesion in line with the new constitution. In one extra county school, the principal pointed out that quality entry marks lead to high performance. The principal reported:

> *"Yes, low entry marks lead to low performance while those with higher marks achieve better grades. There may be some who entered with high marks but do not do well but that could be due to other factors. Entry marks largely count."* (P16, Extra-county school)

These comments further suggest that due to the difference in entry behavior by students transiting from primary level to secondary school, there is need for the MOE to re-look at the grading system and implement the Odhiambo taskforce recommendation for the operationalization of junior secondary schools, which accommodates students according to their areas of interests. Students can then be guided to join secondary schools of their choice depending on what one wants to specialize in. In addition, the MOE can formulate a syllabus that caters for the learning interest of low achievers instead of subjecting them to the same syllabus with those who are high achievers. This study supports the current recommendation by the *Presidential Working Party on Education Reforms (2023)* to discontinue the categorization of secondary schools from the current national, extra-county, county and sub-county to career pathways (STEM, Social Science and Arts and sports Science).

On the contrary, 4(21.1%) principals indicated that they do not agree that there is a relationship between the student's entry marks from KCPE and incidences of low achievement. One of the explained that:

> *"No. it depends on the child behavior and not marks. Performance is not totally attached to KCPE marks"* (P06, County school)

This comment affirms that, much as the entry marks of the child can be used to peg his or her performance, not all cases of poor performance can be linked to low entry marks. There can be other reasons why students may perform poorly. According to Njue (2015), what the top achievers do differently from the low achievers should interest teachers who should use those skills to inspire low achievers improve their academic performance. Another principal reported as follows:

> *"No. Sometimes given enough teacher-student contact hours, those with low entry marks improve significantly"* (P04, Sub-county school)

These comments show that principals, as instructional leaders, bear a significant amount of responsibility for ensuring that there is a maximum number of teacher-student interaction hours. In the absence of good instructional leadership methods, quality teaching and learning in schools cannot be ensured. Heads of schools cannot provide instructional leadership without classroom experience (Kibui, 2013). The inference is that principals' lack of defined instructional leadership techniques can result in low-quality teaching and learning in schools. The primary purpose of school leadership is, admittedly, to improve student academic attainment (Ogola, 2013). Mwalo (2022) found a substantial association between the supervising role of the head teacher and pupils' academic achievement.

Further qualitative data collected from principals on how to improve low-achieving student scores revealed that the majority of them preferred personalized remedial sessions and the creation of extra coaching hours. Global school academic success is determined by the quality of leadership and the behaviors of people chosen to leadership roles, among other things (Bett, 2018). As one female principal averred:

> *"Provide remedial classes, individualized attention, teaching them at their own pace and through motivation"* (P01, County school).

From the foregoing quotations, it is obvious that most secondary school heads improved performance as depended upon remedial classes to cater for low achievers. Mostly, these remedial classes come in different names such as Learner Support Programs (LSP), extra coaching, tuition among others that are normally funded by parents in what government calls illegal levies. Though tuition was banned in schools, many schools still operate it under different names in the name of helping students cover the syllabus on time. It is the opinion of this study that such payments demanded by schools in the name of motivation of teachers and helping students catch up or finish the syllabus on time be stopped and the ministry directive banning extra tuition be reinforced. Principals to be put to task in case such payments are still being demanded from parents as this works against the spirit of free education. The government should however improve remuneration of teachers to avoid such illegal ways of improving academic achievement.

Further qualitative analysis revealed that most of the low achievers are admitted in the lowest category of schools, the sub-county secondary schools most of which are poorly built, equipped and staffed. One principal from a sub county secondary school who admitted to having quite a number of students with low entry marks in his school had this to say:

> *"Individualized attention, sustaining the learners in school and giving a lot of motivational talks and guidance can play a greater role in change of attitude of these students. The challenge is poor staffing against overenrolled classes most of the schools."* (P15, Sub County School)

The foregoing quotation acknowledges the Theory of Multiple Intelligences used in the study, which generally defined how people learn; and the educational boundaries that divide students into high achievers and low achievers. Poor performing students remain under-represented as those whose performance is high get recognition and are admitted to privileged schools (Mugure, 2014). Another possibility is to disband the old-style grading system, rearrange classrooms to take care of learners where they actually "are" academically instead of where they "should be". Kenyan schools are fiercely competitive, with each striving to generate good results year after year. Another principal stated that:

> *"Having extra contact hours between teachers and students in addition to motivating both the teachers and students can improve performance of slow learners."* (P11, County school)

This statement implies that "the place of low achievers" in schools is known. Learning and teaching can be improved even more when leadership is instructionally focused and midwifed in the classroom. To achieve high education standards in a country, schools should prioritize improving the quality of teaching and learning.

One principal had this to say about school-type intervention measures for low achievers:

> *"Provide regular supervision, revision and ensure they do their assignments. Also, through Individualized Educational Programmes and involvement of parents in the education and academic journey of their children"* (P16, Sub-county school).

From the foregoing comment, it is evident that though each school is unique and has its own ways of handling low achievers, some intervention measures for low

achievers like provision of Individualized Educational Programmes (IEP) can be generalized and made operational in all schools regardless of which level since these students are scattered all over the schools. The implication is that, academic performance is critically important in a nations' education system because it evaluates the overall success of schools and impact of an education system (Mustafe, 2017). Another principal averred that:

> *"Customized remedial programs for such students with low entry behavior will help reduce low academic achievement"* (P03, Sub-County school)

From the foregoing quotations, it is evident that no students are the same academically. Therefore, schools need to implement interventions aimed at reducing low academic achievement in order to help low achievers. A conducive school climate is crucial in creating and cultivating academic excellence (Usaini, Abubakar & Bichi, 2015). The implication is that, schools in Kenya are faced with many challenges in their day-to-day roles and routines. The prime task of schools is the provision for learners with a rich learning environment that is transparent, humble, considerate, nonviolent and accommodative of all learners.

4.8 Students' strategies for coping with school-based interventions meant to enhance academic achievement among low achievers.

The researcher examined ways in which students cope with school-based interventions meant to enhance academic achievement among low achievers in public secondary schools in Kajiado County, Kenya. The respondents' views were analyzed and presented using descriptive statistics (frequencies and percentages), inferential statistics (multiple regressions), and thematic analysis (quotations and narrations) as follows:

4.8.1 Descriptive statistical analysis

4.8.1.1 Students views on how best performance of poor performing students can be improved

It is important for principals to effectively practice instructional leadership in order to attain acceptable levels of students' academic performance (Khoza, 2012). The views of students on how performance of poor performing students can be improved are shown in Table 4.24**.**

Table 4.24: Students views on improving performance of poor performing students

Student opinions	*f*	%
Teachers to encourage students and not discourage	91	29.3
Students to be given more assignments/ revision work	40	12.9
Teachers to identify areas where students are not doing well and assist them/no punishments	33	10.7
Give poor performers tuition separate from others/Learner Support Programs/Remedial classes	32	10.2
Forming of peer groups/discussion groups	32	10.2
Provide enough text books and revision books	31	10
Provide adequate facilities	23	7.4
Encourage students to have a positive attitude and work smart	19	6.2
Proper teaching and conducive learning environment	19	6.2
Expose students to regular CATs and examinations	19	6.2
Organize educational trips and benchmarking	18	6
Students to read and revise past examinations and notes	16	5.2
Avoid caning and shaming students when they fail	15	4.8
Teachers to revise exams	12	4
Do not send students home for fees	11	3.6
Give students enough time to revise/individual studies and not favoring the best performers	11	3.6
Encourage parents to be more concerned	10	3.3
Students to ask questions where they have not understood	6	2
Improve on language policy in schools, discourage mother tongue among students and teachers	5	1.7
Employ more teachers	4	1.4
Avoid overloading students, give them time to participate in co-curricular activities and entertainment	4	1.2
Invite motivational speakers	4	1.2
Discipline at home and school	3	1
Online learning through WhatsApp	2	0.7

Results in Table 4.24 shows the views of students on how best performance of poor performing students can be improved. Majority of the students at 91(29.3) said teachers need to encourage students and not discourage them. In addition,40(12.9) of the students suggested that students to be given more assignments or revision work. Further results indicated by 32(10.2) of the students suggesting poor performers to be given tuition separate from others through Learner Support Programs (LSP) or remedial classes and the formation of peer groups/discussion groups to help low achievers.

Additional results showed that 31(10.0) of students suggested that enough text books and revision books to be provided, while 19(6.2) said students to be encouraged to have a positive attitude and work smart, proper teaching and conducive learning environment to be provided in schools and students to be exposed regular CATs and examinations at school level. However, a few of the students 4(1.2) requested that motivational speakers be invited to give motivational talks in schools and avoid overloading students by giving them time to participate in co-curricular activities and entertainment, discipline to be reinforced at home and school at 3(1.0) and 2(0.7) said online learning through WhatsApp to be introduced.

This finding implies that though most schools are unique, the issue of low achievers is also universal. As such, no single school whether national, extra-county or sub-county can say it does not have low achievers. Hence, low achievers, which has been the subject of this study, is an issue of national interest and not of particular schools only. The number of students who score poor grades in the national examination confirms this.

4.8.1.2 Views of teachers on causes of low achievement

Learning and teaching can be improved more when leadership is instructionally focused and located closest to the classroom. Instructional leadership is described as overseeing 'teaching and learning' and 'supervising teachers' (Manaseh, 2016). The views of teachers on causes of low academic achievement in public secondary schools are presented in Table 4.25.

Table 4.25: Teachers view on causes of low academic achievement

Views of teachers on causes of low academic achievement	***f***	**%**
Absenteeism	130	**69.4**
Poor study habits of students	129	**68.8**
Low entry behavior from KCPE	127	**67.6**
Poor languages skills	121	**64.3**
Lack of preparation of the students	120	**63.7**
Indiscipline	111	**59.2**
Lack of concentration of students	107	**56.7**
Early pregnancies	103	**54.6**
Drugs and substance abuse	96	**51**
Phobia of students in examinations	91	**48.4**
Poor infrastructure	66	**35**
Difficult exam questions	27	**14.6**

Table 4.25 shows the views of the teachers on the causes of low academic achievement in public secondary schools. Nearly two thirds of the teachers at 130(69.4) said absenteeism in the number one cause of low achievement, followed closely by poor study habits of students at 129(68.8), low entry behavior from KCPE at 127(67.6), poor languages skills at 121(64.3) and lack of preparation of the

students at 120(63.7). In addition, 96(51.0) of teachers mentioned drugs and substance abuse and phobia of students in examinations at 91(48.4) as other causes of low achievement. Students with involved parents are more likely to attend school regularly, graduate, and go to post-secondary education regardless of their socioeconomic status (Mudibo, 2014).

However, only a small percentage of instructors identified tough exam questions (27.6%) and bad infrastructure (66.0%) as the least likely explanations of low academic attainment in public secondary schools. According to Chui and Ogola (2017), if TSC wants to reduce absenteeism among teachers in schools, they should provide a good reward that boosts teachers' self-esteem, changes their negative thoughts about their jobs, and motivates them to work to improve and increase production and achieve the best educational outcomes.

Instructional leaders should spend more time in classrooms with teachers, engaging them in discussions about teaching and learning. They are also responsible for providing learning resources and creating new learning opportunities for both students and teachers (Mestry, 2017).

The implication of this finding is that, the TSC through the principals needs to address the issue of absenteeism of teachers from school. The TSC needs to motivate teachers through provision of teacher friendly policies and proper teacher management practices. At school level, the school administration should work out on modalities of reinforcing a culture of good study habits and language policies among the students.

4.8.2 Inferential statistical analysis

4.8.2.1 Teachers opinions on how performance of low achievers can be improved

Table 4.26: Statistical measurements on how performance of low achievers can be improved

Dependent variable: Academic achievement		
Regression statistics	**Model 1**	
Predictor: Improving low performance	R	.986
	R-squared(R^2)	.972
	Adjusted R squared(R^2)	.970
	Standard error of estimate (E)	.86901
	Significant Change	.000
	Durbin-Watson	2.233

Table 4.26 depicts the findings of a multiple regression study on how to enhance the performance of low achievers (predictor) in public secondary schools in Kajiado County. Pearson's R=.986 suggests that there was a strong positive link between improving low-achieving students' performance and learning accomplishment in public secondary schools in the research area. The calculated R-squared (R2) value was.972, indicating that improving low achiever performance explained 97% of the variability in academic accomplishment in public secondary schools in Kajiado County, with the remaining 3% explained by characteristics not included in the model. The corrected R-squared (R2) =.970 revealed that low achievers' performance accounted for 97% of total viability in academic success.

The standard error of estimate (E) was determined to be.86901, indicating that there were other factors that were not included in the model but had an impact on

academic attainment. The Durbin-Watson test yielded a result of 2.233. A score of 1 indicates that there is no auto correlation in the sample data. Values near 4 suggest a negative auto correlation, whereas values approaching 0 indicate a positive auto correlation. This led to the conclusion that there was a statistically significant association between improving low-achieving student performance and academic accomplishment in Kajiado County's public secondary schools.

4.8.3 Thematic analysis

The researcher gathered qualitative data from the principals of the public secondary schools visited. The principals reported that they experience numerous obstacles in their school, which contribute to low achievement. More than half of the 11 principals (57.9) admitted that recalcitrant parents and a lack of parental support are important challenges for many of them as they work to reduce low achievement in their schools. Furthermore, 7(36.8) of the principals highlighted learners' attitudes toward good performance and poor self-drive as one of the primary problems principals confront in their efforts to reduce low achievement. Further qualitative data revealed that inadequate resources, teacher shortages, or poor staffing at 6(31.6) are difficulties that many principals face in their schools.

Further, the researcher observed that 4(21.1) of the principals cited the poor payment of fees as a challenge towards fighting low achievement. Additionally, inadequate time for individualized attention and absenteeism of students at 3(15.8) was also mentioned by the principals as a challenge. Similarly, 2(10.5) of the principals cited the issue of language policy not being adhered to by students as a contributing challenge towards low achievement. Most of the subjects are taught in English yet quite a number of students are not fluent in this language, which poses a challenge

for them when they do not understand or are unable to follow simple instructions. The study also reviewed data from principals to ascertain their perspectives on what schools, the MOE, the TSC, and the community should do to improve academic performance in schools and reduce the high number of low achievers.

One of the principals interviewed had this to say:

> *"TSC should staff schools properly. The ministry of education should support all schools equally instead of giving some schools a lot of resources while others are struggling"* (P11, Extra county school)

From the foregoing quotation, it is apparent that some schools are better equipped and receive more resources than others because of their perceived rankings. The social classification of the school system in Kenya gives other schools undue advantages over others especially in the disbursement of capitation grants by the MOE. Poor performing schools in national examinations are negatively perceived by the general public especially by parents, students and community at large (Njue, 2015). Another principal suggested the embracing of the Competence Based Curriculum (CBC) to alleviate the issue of low achievers in secondary schools. She reported that:

> *"The Competence Based Curriculum (CBC) can help alleviate this issue. Low achievers to be placed in their own classes so that they can be taught at their level. The government to offer free education so that all students can stay in school and attend lessons without having to be send home for fees"* (P07, County school)

From the foregoing quotation, it is apparent that there is need for proper placement of individuals students according to their levels of academic achievement and talents. This can be achieved through enrolment of learners in junior secondary schools before they are allowed to proceed to senior secondary schools as recommended by the Odhiambo Taskforce (2012). Making the educational system's

structure more responsive to the requirements of these struggling learners is another likely strategy to improve academic attainment. Furthermore, replies based on interviews with principals appeared to corroborate the notion that the MOE, TSC, and parents must collaborate if schools are to improve the academic performance of low-achieving students. A female principal explained that:

> *"MOE to give enough funding for schools to put up adequate infrastructure. TSC to employ enough teachers and parents to attend school meetings when called and pay school fess on time"* (P16, Sub County School).

From the foregoing quotation, it is apparent that the sub county schools which are mostly located within the rural settings face a myriad of problems and challenges unlike other categories of school that are located in friendlier environments with basic necessities at their disposal. The Odhiambo Taskforce (2012) observed that poor infrastructure in the vast Arid and Semi-Arid Land (ASAL) regions made accessibility to education difficult. Kajiado where the study was conducted falls under the ASAL region. Parents are also key stakeholders in the schools and their involvement cannot be over looked. The implication is that parental involvement in school management is useful and may give rise to enhanced academic performance reducing incidence of low achievement. Additionally, another female principal reported that:

> *"TSC to address teacher shortages. In addition, empower and equip sub county schools where the greatest number of low achievers attend school"* (P09, Sub county school)

The preceding remark indicates that teacher shortages in sub-county schools remain a key source of concern. This can have a negative impact on students' academic achievements.

Odhiambo Taskforce observed that in most of these sub county schools within ASAL regions like Kajiado, very few teachers posted in this region have a nomadic background hence they end up seeking for transfers to their home counties further worsening the teachers' shortage crisis. One principal who noted that most sub county schools receive the bulk of students who have low entry marks complimented the above sentiments. He said that:

> *"TSC to post more teachers to understaffed schools in the rural settings mostly sub county schools where the bulk of low achievers are admitted because of their entry marks"* (P02, Sub-county school)

According to the above remark, sub-county secondary schools are the landing spots for the bigger population of low achievers, but they are understaffed and lack the essential facilities and resources to compensate for their pupils' low entry behavior.

Similar sentiments were echoed by another principal who reported that:

> *"Make education totally free and change the government policy of anti-remedial and repetition. Send top achievers where they can compete favorably and provide schools with sufficient teaching and learning resources. Lastly, hire more teachers."* (P17, Sub-county school)

This comment further suggests that, it is important for policy designers to ensure the policies they promulgate are implementable at school level where implementation depends on teachers, parents, BOM, PTA and wider community. Policies and guidelines must help schools arrive at better choices that enhance students' wellbeing and address the challenges of low achievers. In addition, MOE was advised to look into the provision of adequate physical facilities, teaching resources and the TSC to address the issue of teacher shortage. According to one female principal, the culture and traditional practices of the community around the school

could influence low achievement especially when students are sent home to collect fees. She reported that:

> *"Fight early marriages and teenage pregnancies. Urge parents to pay fees on time and the ministry to increase the capitation grants so that schools can sustain the learners in schools without sending them home for fees. Then work on cheating in KCSE examinations*" (P12, Sub County school)

From the preceding quotation, it is clear that, there are other factors outside the school settings that can promote low achievement. Cultural practices such as early marriages and Female Genital Mutilation (FGM) can have adverse effects in the academic achievements of learners. Low achievement of students in the examinations is one of the most challenging problems that face students as well as teachers. This problem has educational, social, economic, cultural, psychological dimensions and implications.

Further responses captured from the BOM members on their opinions on what to be done by schools and other shareholders to reduce the number of low achievers revealed that, nearly two thirds of them at 12(63.2) opined that regular motivation of teachers and students could address the above issue. In addition, more than half of the BOM members at 10(52.6) proposed the provision of adequate physical facilities and teaching and learning resources can help reduce arrest the number of low achievers in the schools where as 9(47.4) cited the prioritizing of remedial teaching or extra coaching of students who are low achievers. Literature review as revealed by the Basic Education Report (2012) indicated that teachers tended to ascribe low student academic levels to other causes like poor parental understanding, insufficient learner practices and inadequate instructional resources.

Additionally, 5(26.3) of the BOM members felt that effective teaching and frequent academic clinics in the schools can reduce the number of low achievers. Further results showed that 4(21.1) of the BOM members suggested that inviting motivational speakers to schools and close monitoring of weak students' individual performance can help reduce the number of low achievers.

Literature review demonstrates that low achievement is a challenge bedeviling most and teachers continue to wrestle with low achievers in order to raise schools' overall academic performance thus the need for such a study. A further 3(15.8) opined that, students who are low achievers need guidance and counselling to encourage them to improve their academic performance and change their attitude towards low achievement. Lastly, 2 (10.5) of the BOM suggested employment of more teachers, introduction of mentorship programs in schools, absenteeism to be minimized by encouraging parents to pay fees on time and entry marks to be reconsidered respectively.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of study findings, conclusions, recommendations and suggestions for further studies. The study sought to assess the implementation of school-based interventions in public secondary schools in Kajiado in order to enhance academic achievement among low achievers. This will inform decision-making as far as enhancing academic performance of low achievers is concerned. The study was guided by the following research questions: 1) To what extent have teacher related interventions been implemented in order to enhance academic achievement among low achievers in public secondary schools in Kajiado County, Kenya? 2) To what extent have parent related interventions been implemented so as to enhance academic achievements among low achievers in public secondary schools in Kajiado County, Kenya?, 3)To what extent have school management related interventions been implemented in order to improve academic achievements among low achievers in public secondary schools in Kajiado County, Kenya?**,** 4)To what extent have student related interventions been implemented in order to improve academic achievement of among low achievers in public secondary schools in Kajiado County, Kenya? and 5) How do students cope with implementation of school-based interventions meant to enhance academic achievement among low achievers in public secondary schools in Kajiado County, Kenya? The study was guided by the mixed method approach for data collection, analysis and interpretation. Quantitative and qualitative methods were used to obtain data from BOM representatives, principals, secondary school teachers and students. Questionnaires and interview guides were used to collect data.

5.2 Summary of Study Findings

The overall objective of this study was to assess the implementation of school-based interventions in public secondary schools in Kajiado in order to enhance academic achievement among low achievers. The study was guided by the following objectives: 1)To assess the implementation of teacher-related interventions for enhancing academic achievement among low achievers in public secondary schools in Kajiado County, Kenya, 2)To examine implementation of parent-related interventions for enhancing academic achievement among low achievers in public secondary schools in Kajiado County, Kenya, 3)To assess the implementation of school management related interventions for enhancing academic achievement among low achievers in public secondary schools in Kajiado County, Kenya, 4)To examine implementation of student related interventions for improving academic achievement of among low achievers in public secondary schools in Kajiado County, Kenya and 5)To examine ways in which students cope with school-based interventions meant to enhance academic achievement among low achievers in public secondary schools in Kajiado County, Kenya. The summary of study findings is presented as follows:

5.2.1 Implementation of teacher-related interventions for enhancing academic achievement among low achievers

The study revealed that teacher-related interventions for improving academic performance among low achievers have been implemented in public secondary schools, with many schools assisting low academic achievers in improving their performance by discussing individual student performance with their parents and

motivating students through the organization of learning trips, school contests, and educational excursions to educationally significant locations.

The study also found out that low achievers were assisted by teachers through individualized education programs (IEP) as envisioned by TPAD though most principals indicated that most teachers did not create time for helping individual struggling learners. The study also attempted to evaluate the implementation of remedial lessons provided by programs such as Learner Support Programs (LSP) outside of regular class time to assist low achievers in improving their performance. The study discovered that although remedial programs existed, they did not specifically target low performers because the goal was to enhance overall class performance by completing the syllabus. The parents paid for the remedial programs, which were not available in all schools. According to Gardner's Multiple Intelligence Theory, the majority of teachers did not employ ICT, which may have increased the diversity of learning settings. This is in addition to the lack of or inadequate teaching and learning facilities in schools.

It was also found that secondary school instructors were not trained in methodology, resources, and knowledge of Special Needs Education (SNE) so that they can better handle low-achieving children who transit from primary schools and have special needs in education. It was clear that many secondary school teachers were not trained in SNE to handle learners in the inclusive classrooms.

Not all teachers have adequate training, especially in rural areas, leading to ineffective teaching methods. Some teachers may not be up-to-date with modern pedagogical techniques. Insufficient number of teachers in schools, particularly in underserved areas led to large class sizes and overburdened educators who struggle

to address the needs of every student further compounding efforts to increase the efficacy of these interventions leaving low academic achievers unattended.

5.2.2 Implementation of parent-related interventions for enhancing academic achievement performance among low achievers

The study sought to assess implementation of parent-related interventions for enhancing academic performance among low achievers in secondary schools through facilitation of school programs, cooperation with teachers and school administration, provision of resources, attendance to school programs and supporting learning at home. The study revealed that majority of parents freely participated in school meetings and activities and also came to school to see their children's academic performance during academic clinics though the high levels of illiteracy inhibited their quality participation. Some parents also encouraged and motivated their children to study while at home where most of the parents check and sign the academic reports of their children every term. The high levels of illiteracy and poverty again hindered most of them from closely monitoring academic progress of these low achievers and helping them at home. The study found out that many parents have high expectations of their children in terms of academic performance and that they support their schools by paying school fees on time to avoid children being sent home in addition to paying for school programs like remedial lessons that engage students outside the normal contact hours. The nomadic nature of this pastoralist community still poses a challenge to implementation of interventions meant to alleviate low academic achievement given the levels of poverty and illiteracy occasioning poor support to school programs and high student absenteeism. The study further revealed the need for schools to provide more ways and

opportunities for quality parental involvement in the academic journey of their children since the school could not succeed without the involvement of the parents.

5.2.3 Implementation of school management related interventions for enhancing academic achievement among low achievers

The study equally sought to assess implementation of school management related interventions for enhancing academic achievement among low achievers including but not limited to management of teaching and learning resources, creation of child friendly environment and provision and supervision of diverse and inclusive curriculum. The study found out that majority of principals had put in place systems encouraging teachers to set academic targets per subject and discussing the same with students in addition to displaying the academic targets agreed upon in strategic places in the school. The study found out that the principals also ensured that teachers attended school and observed punctuality in classes in addition to providing teaching and learning resources targeting low achievers. The study also found that certain public secondary schools do not have remedial programs to help low achievers catch up with the rest of the pupils. Furthermore, paying fees on time has been a major difficulty in most schools, affecting both school and student performance when students miss classes due to being sent home for fees. The survey also indicated that the majority of low-achieving students attend sub-county schools, which are often understaffed and get very little capitation grants from the government in comparison to other levels of education.

In addition, poverty, low literacy level of parents and language barrier are other challenges faced by sub-county secondary schools. As a result, many parents are not able to meet their obligations and do not understand the academic reports of their

children. This makes it hard for them to effectively advise their children on matters academic and performance.

5.2.4 Implementation of student related interventions for enhancing academic achievement among low achievers

The study found out that students try to cope with school-based interventions aimed at increasing academic achievement by engaging in targeted support programs that address their specific learning needs. These interventions often included personalized tutoring, small group instruction, group discussions and peer teaching which help students build their academic skills at a pace suited to their abilities. Additionally, some students benefited from improved study habits like summarizing of notes, time management techniques, and greater motivation due to increased individual attention. However, the study found that in most sub-county schools poor language skills, low entry behavior, insufficient resources, low parental support due to poverty and illiteracy militated against their efforts to improve academically. While the process can be challenging, the structured and supportive environment created by these interventions fostered a sense of accomplishment and boosts students' confidence, helping them navigate their academic difficulties more effectively.

The study further revealed that the sub county secondary schools face many challenges because majority of the learners with low KCPE entry marks are admitted into these schools. Majority of these schools lack adequate physical facilities and personnel like teachers, laboratories, classrooms, dining halls, dormitories, teacher houses as well as teachers’ reference books and guides. In other levels of schooling like National, Extra County and some County schools, the study found that they are

better equipped and have the best resources and teachers yet they handle the cream of the KCPE entrants. The study further revealed that these schools even charge more in terms of remedial fees to fund extra tuition programs. Parents who afford to take their children to these institutions have no issues in funding these programs while majority of parents in Sub county schools happen to be poor and cannot afford such programs. This is a case of marginalizing the marginalized.

The study found out that the number of low achievers is related to the type and level of schools. National and extra county schools have very few cases of low KCPE mark entrants. In addition, the highest numbers of students with the lowest KCPE entry marks of between 100-200 were admitted in sub county secondary schools. This provided evidence that there is a relationship between students' entry marks from KCPE and incidences of low achievement in secondary schools. Low KCPE entry marks into secondary schools can lead to poor grades in KCSE if proper school type related interventions measures are not put in place. The survey also revealed that many schools continue to implement illegal paid tuition programs in the pretense of supporting low achievers and enhancing academic performance. Schools utilize pseudonyms such as learner support programs, motivation fees, remedial classes, and extra coaching to conceal the illegal costs that secondary schools levy on their parents. Furthermore, there is a culture in which secondary school teachers give little attention to poor achievers while focusing on high achievers. Low achievers are never recognized. Principals, as instructional leaders, bear a great deal of responsibility for ensuring that maximum teacher-student contact hours are achieved and that Individualized Education Plans (IEPs) are in place to assist low achievers.

5.2.5 Ways in which students cope with school-based interventions meant to enhancing academic achievement among low achievers

The study revealed that teachers need to encourage and motivate students through mentorship programs, role modeling and guidance and counselling. The schools should also be provided with adequate teaching and learning resources. The study found out that absenteeism was the number one cause of low achievement followed by poor study habits and low entry behavior from KCPE. Many of the students were found to suffer from low self-drive and negative attitudes towards good academic performance. As a result, low achievers' academic performance can be improved if teachers' pay more attention to weak pupils, as it has been discovered that teachers do not have enough time to focus on individual learners. The report also indicated that the majority of schools are dealing with a lack of support caused by reluctant parents. The report contends that the classification of secondary schools in Kenya gives some institutions and students an unfair advantage over others. To compete with other levels of education, sub-county secondary schools must be appropriately equipped in terms of infrastructure, MOEST grants, and staff. Regardless of academic ability, all students should receive equal treatment.

5.3 Conclusion

This study yielded five primary conclusions. To begin, based on the findings that learners are subjected to remedial classes outside of normal contact hours and teacher-related interventions are carried out on a termly basis, in addition to involving parents in discussing interventions for improving their children's low performance, it is logical to conclude that there is a need to train more secondary

school teachers on pedagogy so that they can be in a better position to handle low-achieving students who transit from primary to secondary.

The study found out that among low achievers, there is a segment of students who are slow learners. These learners are part of learners with special needs. It was evident that, many secondary school teachers are not trained in special needs education. Moreover, the study found out that teachers do not use variety of teaching and learning methods that can aid low achievers improve in their understanding of curriculum content. Secondly, based on the findings that parents have high expectations of their children, that parents freely participate in school meetings and encourage and motivate their children and teachers by paying for remedial classes and also pay school fees on time, it is logical to conclude that, there is need for schools to provide more ways and opportunities for parental involvement in the academic journey of their children since the school cannot succeed without the involvement of the parents. Thirdly, based on the findings that principals always encouraged and involved teachers and students in target settings, that academic targets are always discussed with teachers and students and are displayed in the schools in addition to the provision of adequate teaching and learning resources in schools, it is logical to conclude that, majority of the low achievers are found in sub-county schools which are mostly ill equipped, under staffed and receive very little capitation grants from the government compared to the other levels of schools. Fourthly, based on the findings that majority of the students with low KCPE entry marks are admitted in sub county schools which lack adequate facilities and personnel and that low KCPE entry marks into secondary schools can lead to poor grades in KCSE if proper school type related interventions measures are not put in place, it is logical to conclude that KCPE entry marks should not be used as entry

behavior for learners transiting to secondary or for placement in any school level. Low KCPE marks should not subject low achievers' entry to low-level schools. All students are should be treated equally. Fifthly, based on the findings that teachers need to encourage and motivate students because many students suffer from low self-drive and negative attitudes towards good academic performance, that absenteeism was the number one cause of low achievement followed by poor study habits and low entry behavior from KCPE and that the academic performance of low achievers can be improved if teachers give more attention to weak students because it was found that there is inadequate time for individualized learners attention from the teachers, it is logical to conclude that, since all teachers are equal, the classification of secondary schools in Kenya into national, extra county, county and sub county schools should be done away with as it gives other schools and students undue advantages over others while our Constitution is very clear on the equal provision of education to all children.

5.4 Recommendations for Practice

The following recommendations are made from the findings of the study, the discussions made and conclusions that were drawn.

5.4.1 Policy recommendations

i. Secondary school teachers' training in special needs education should be made mandatory. All secondary instructors should be re-trained in special needs education so that they can handle students transitioning from elementary schools who have exceptional needs in education.

ii. The prohibition on unlawful levies and tuition in public schools should be strengthened, as the majority of public secondary schools conceal and impose

these costs on parents in the pretense of supporting low-achieving students and increasing academic performance.

iii. Schools should put in place programs and structures that bring all parents on board giving parents room for participating in the academic journey and final academic achievement of their children.

iv. The classification of schools into various levels to accommodate the entry behavior of learners from primary schools should be done away with as these subject low achievers to discrimination in the school system.

v. The ministry of education needs to re-look at the grading system and implement the Odhiambo Taskforce recommendation (2012) that called for the operationalization of junior secondary schools, which accommodates students according to areas of interest and intelligence, and adopt the recommendation of the Presidential Working Party on Education Reforms (2023) which discontinued the categorization of secondary schools according to KCPE entry behaviors of students from primary school.

vi. The classification of secondary schools in Kenya into national, Extra County, county and sub county schools should be replaced with a system that gives equal provision of quality education to all children regardless of their prowess in academics.

vii. The government needs to re-evaluate its funding policy and allocate more resources to develop Sub-County schools which hold a critical population of low achievers.

viii. There is need for a paradigm shift in our education system from over-reliance on examinations as a means of sifting learners for further education and opportunities which make schools to look for creative and crude ways to

produce higher scores. This competition defies better conventional ways of ensuring learning is purposeful and meaningful and denies low achievers an opportunity to learn in a natural way and teachers to teach without undue pressure.

ix. Teachers should play an active role in training and mentoring students on appropriate study habits, positive examinations taking habits and effective ways of improving their academic achievement.

x. Schools should open up proper channels of communication between the parents, students and school administration on reporting, reinforcing and monitoring of academic achievement of students.

5.4.2 Recommendations for further research

i. Further research should be done to find out if there is a relationship between the entry behavior from KCPE and the exiting grades at KCSE.

ii. There is need for more research on Value Added Progress (VAP) to determine whether there is value addition to learners in schools that receive learners with a higher entry behavior from primary schools (KCPE). Even our best learners could be underachieving.

iii. This study limited itself to public schools. More studies can be done in private schools to find out what interventions are used to raise academic achievement of this class of low achieving learners. It may be insightful also to do a similar study in counties that do better than Kajiado academically for comparative purposes.

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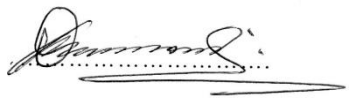
APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

This questionnaire has been designed to gather information on a study titled **Implementation of School based interventions for improving learning achievement among low achievers in public secondary schools in Kajiado County, Kenya.** You have been identified as a respondent in this research. I promise that the information that will be gathered by this questionnaire will be treated with confidentiality and at no time will your identity be disclosed in this research. The information you provide will be used for research purpose only.

Your participation will be highly appreciated.

Yours sincerely,



ROBERT MOKAMBA MOSE

APPENDIX II: LETTER OF INFORMED CONSENT

Dear respondent,

You have selected as a respondent in this study, which intends to gather information on Implementation of school-based interventions for improving learning achievement among low achievers in public secondary schools in Kajiado County, Kenya. Your participation in this study is purely voluntary. You will be asked to fill questionnaires or give an interview. Your participation and responses will remain private and confidential. Information collected will be purely for the intended research purpose.

Your signature in this form will indicate your voluntarily giving consent to participate in this study. Should you feel uncomfortable to continue, you are at liberty to pullout from the study. A signed copy of this document will be given to you.

Sign …… Date……

Researcher

Sign …… Date…….

Participant

APPENDIX III: QUESTIONNAIRES FOR SECONDARY SCHOOL STUDENTS

This questionnaire aims at collecting data on a study titled **Implementation of School based interventions for improving learning achievement among low achievers in public secondary schools in Kajiado County, Kenya.** Kindly fill in the relevant questions or sections by ticking (√) /circling or explaining where necessary. Please do not disclose your identity anywhere in this questionnaire.

SECTION A: DEMOGRAPHIC INFORMATION

1. GENDER Male [ ] Female [ ]

2. What was your KCPE mark? Tick [√] where appropriate

Less than 200	
Between 201-250	
Between 251-299	
Between 300-349	
Between 350-399	
Over 400	

3. Indicate category of school

National	[ ]	Extra- County	[ ]
County	[ ]	Sub-county	[ ]

4. Type of School

Boys	[ ]	Girls	[ ]
Mixed boarding	[ ]	Mixed Day & Boarding	[ ]
Day only	[ ]		

SECTION B: TEACHER-RELATED INTERVENTIONS FOR IMPROVING LEARNING ACHIEVEMENT AMONG LOW ACHIEVERS

1. Which is your average mean grade in examinations yearly? ***Tick one in the brackets***

A [ ] A- [ ] B + [ ] B [ ] B- [ ]

C+ [ ] C [ ] C- [ ] D+ [ ] D [ ]

D- [ ] E [ ]

2. Kindly indicate your views concerning teacher related interventions for improving performance of low achievers. ***Tick*** appropriately.

Statement of opinion	**Strongly Agree**	**Agree**	**Neutral**	**Disagree**	**Strongly Disagree**
Teachers try all ways to help poor performers improve					
Teachers give separate remedial lessons to students who are slow to understand outside class time					
Teachers give their own notes to students to copy after teaching					
Teachers revise exams and help those who failed the test.					
Teachers sometimes use projectors, Television, radios, laptops, computers, charts, pictures and others in teaching us.					
Teachers talk to low achievers nicely and encourage them to do well.					
Those who fail assignments and exams are called out and punished.					
Teachers organize learning trips, excursions and contests with other schools					
Teachers call parents to discuss individual performance of their child					
You can consult other teachers freely					

SECTION C: PARENT-RELATED INTERVENTIONS FOR IMPROVING LEARNING ACHIEVEMENT AMONG LOW ACHIEVERS

3. Kindly indicate your views on how parents assist low performers in improving their learning outcomes. ***Tick*** appropriately.

Statement of opinion	**Strongly Agree**	**Agree**	**Neutral**	**Disagree**	**Strongly Disagree**
My parents freely participate in school meetings and activities when called					
My parents are involved in my academic progress in your school personally come to see my teachers					
My parents encourage me to study while at home and provide for my academic needs					
My parents check and sign my academic report every term and reward me when I do well					
My parents organize for my remedial lessons to help me do better.					
My parents have high expectations of me and motivate me to have high targets					
My parents pay fees and do everything to ensure I don't miss school					

SECTION D: SCHOOL MANAGEMENT RELATED INTERVENTIONS FOR IMPROVING LEARNING ACHIEVEMENT AMONG LOW ACHIEVERS

1. This section is concerned with investigating what the school management is doing to improve learning achievement among low achievers in your school. ***Please tick appropriately***.

Strategies for improving academic performance	**Always**	**Sometimes**	**Never**
The principal encourages setting of high academic targets and holds high expectations for all students.			
The school has a remedial program after class hours only for students who don't do well in examinations and tests			
Principal monitors setting of examinations for quality assessment			
Principal visits teachers in class to observe teaching and learning			
Principal discusses academic targets of the school with students and the targets are displayed everywhere.			
Principal ensures that teachers attend school and are punctual in class.			
Parents are involved in setting school goals and academic targets			
Students who score poorly are shamed by being called and lined up in the assembly or class to discourage poor performance			
The school environment is beautiful and encourages students to learn			

SECTION E: SCHOOL TYPE RELATED INTERVENTIONS MEANT TO IMPROVE LEARNING ACHIEVEMENTS AMONG LOW ACHIEVERS

1. Kindly indicate whether the following resources in your school are sufficient in the table provided.

	Adequate	**Satisfactory**	**Inadequate**	**Not Available**
Classrooms				
Science Laboratories				
Computer laboratory				
Library				
Teachers reference books and guides				
Dormitories				
Dining halls				
Departmental offices				
Teachers' houses				
School buses				
Sports and games facilities				

SECTION F: OBSTACLES TO INTERVENTIONS MEANT TO IMPROVE LEARNING ACHIEVEMENT AMONG LOW ACHIEVERS

2. In your opinion what else should be done to improve the performance of poor performing students? .....

.....

APPENDIX IV: QUESTIONNAIRE FOR SECONDARY SCHOOL TEACHERS

This questionnaire aims at collection of data on **Implementation of school-based interventions for improving learning achievement among low achievers in public secondary schools in Kajiado County, Kenya**. Kindly fill in the relevant questions or sections by ticking (√) or explaining where necessary. Please never indicate your name anywhere in this questionnaire.

SECTION A: DEMOGRAPHIC INFORMATION OF THE RESPONDENTS

1. GENDER Male [ ] Female [ ]

2. EDUCATION LEVEL

PhD [ ] Masters [ ] Bachelors [ ]

Diploma [ ]

Others (specify).....

3. TEACHING EXPERIENCE

0-5 years [ ] 6-12 years [ ] 13-20 years [ ]

Over 21 years [ ]

4. CATEGORY OF SCHOOL

Boys school [ ] Girls school [ ] Mixed school [ ]

SECTION B: TEACHER-RELATED INTERVENTIONS FOR IMPROVING LEARNING ACHIEVEMENT AMONG LOW ACHIEVERS

5. How do you feel when students fail in the examinations?

a) Feel bad [ ]
b) Feel inferior [ ]
c) Blame oneself [ ]
d) Hate oneself [ ]
e) Feel like leaving the school [ ]

6. What in your view are the best ways in which teachers can use to improve learning achievement among low achievers? **Tick (√) appropriately**.

Statement of opinion	**Strongly Agree**	**Agree**	**Neutral**	**Disagree**	**Strongly Disagree**
I give separate remedial lessons to students who are slow to understand outside class time					
I revise exams and individually help those who do not do well.					
I sometimes use projectors, Television, radios, laptops, computers, charts, pictures and other resources in teaching.					
I counsel and guide low achievers nicely and encourage them to do well.					
Those who fail assignments and exams are called out in the assembly and shamed for failing exams.					
I organize learning trips, excursions and contests with other schools to motivate learners					
I call parents to discuss individual performance of their child in my subjects					
I encourage my students to consult other teachers who do not teach to help them if they do not understand something.					

SECTION C: PARENT-RELATED INTERVENTIONS FOR IMPROVING LEARNING ACHIEVEMENT AMONG LOW ACHIEVERS

1. Kindly indicate your views on how parents assist low performers in improving their learning outcomes. ***Tick*** appropriately.

Statement of opinion	**Strongly Agree**	**Agree**	**Neutral**	**Disagree**	**Strongly Disagree**
Parents freely participate in school meetings and activities when called					
Parents are involved in the academic progress of their children in my school and personally come to see the teachers					
Parents encourage their children to study while at home and provide for their academic needs					
Parents check and sign academic report every term and motivate them when they do well					
Parents organize for remedial lessons to help low achievers do better.					
Parents have high expectations of their children and motivate them to set high targets					
Parents pay fees and do everything to ensure their children don't miss school					

SECTION D: SCHOOL MANAGEMENT RELATED INTERVENTIONS FOR IMPROVING LEARNING ACHIEVEMENT AMONG LOW ACHIEVERS

1. This section is concerned with investigating what the school management is doing to improve learning achievement among low achievers in your school. ***Please tick appropriately***.

Strategies for improving academic performance	**Always**	**Sometimes**	**Never**
The principal encourages setting of high academic targets and holds high expectations for all students.			
The school has a remedial program for only academically weak students after class to help them do better			
Principal monitors setting of examinations for quality assessment			
Principal visits teachers in class to observe teaching and learning			
Principal discusses academic targets of the school with students and the targets are displayed everywhere.			
Principal ensures that teachers attend school and are punctual in class.			
Parents are involved in setting school goals and academic targets			
Students who score poorly are shamed by being called and lined up in the assembly or class to discourage poor performance			
The school environment is beautiful and encourages students to learn			
Principal makes sure teachers keep up-to-date professional documents			
Principal visits teachers in class for observation			
Principal encourages teachers to set academic performance targets per subject taught			
Principal involves teachers in decision making			
Principal regularly meets staff to discuss academic performance			
Principal and staff have strategies targeting low achievers			
Principals ensures teaching and learning resources are provided targeting low achievers			

SECTION E: SCHOOL TYPE RELATED STRATEGIES MEANT TO IMPROVE LEARNING ACHIEVEMENTS AMONG LOW ACHIEVERS

1. Kindly indicate the **whether** the following resources in your school are sufficient in the table provided. ***Please Tick Appropriately.***

	Adequate	**Satisfactory**	**Inadequate**	**Not Available**
Classrooms				
Science Laboratories				
Computer laboratory				
Library				
Teachers reference books and guides				
Dormitories				
Dining halls				
Departmental offices				
Teachers' houses				
School buses				
Sports and games facilities				

SECTION F: OBSTACLES TO INTERVENTIONS MEANT TO IMPROVE LEARNING ACHIEVEMENT AMONG LOW ACHIEVERS

1. What can you say are the causes of low academic achievement in public secondary schools? You can ***tick more than once.***

Causes of low academic achievement	**Tick (√) appropriately**
Poor infrastructure	
Low entry behavior from KCPE	
Poor study habits of students	
Difficult exam questions	
Phobia of students in examinations	
Lack of preparation of the students	
Lack of concentration of students	
Poor entry behavior from Primary school	
Poor languages skills	
Absenteeism	
Indiscipline	

2. Please give any other causes of low academic performance not mentioned above

.....

.....

.....

.....

3. In your opinion what else can be done to improve performance of low achievers?

.....

.....

.....

.....

APPENDIX V: QUESTIONNAIRE FOR BOM CHAIRPERSON

SECTION A: DEMOGRAPHIC INFORMATION

1. Please select the item that describes your gender

   Male [ ] Female [ ]

2. Please select the number range that best describes your age.

   25-30 years [ ]

   31-40 years [ ]

   41-50 years [ ]

   Over 51 years [ ]

3. What level of schooling have you completed?

   Primary [ ]

   Secondary [ ]

   College [ ]

   University [ ]

   Others [ ]

4. Please indicate the type of your school by a tick.

   National [ ] Extra County [ ]

   County [ ] Sub county [ ]

SECTION B: TEACHER-RELATED INTERVENTIONS FOR IMPROVING LEARNING ACHIEVEMENT AMONG LOW ACHIEVERS

4. Kindly indicate your views concerning teacher related interventions for improving performance of low achievers. Tick appropriately.

Statement of opinion	**Strongly Agree**	**Agree**	**Neutral**	**Disagree**	**Strongly Disagree**
Teachers try all ways to help poor performers improve academically					
Teachers give separate remedial lessons to students who are slow to understand outside class time					
Teachers give their own simplified notes to students to copy after teaching					
Teachers revise exams and reteach to help those who failed the test					
Teachers sometimes use projectors, Television, radios, laptops, computers, charts, pictures and others in teaching.					
Teachers motivate low achiever and encourage them to do well.					
Those who fail assignments and exams are called out and punished.					
Teachers organize learning trips, excursions and contests with other schools to improve performance					
Teachers call parents to discuss individual performance of their students					

5. How frequently do you discuss the following issues with the teachers in your school? Tick where appropriate

	Weekly	**Monthly**	**Termly**	**Once a year**
Performance targets				
Academic improvement plans				
Helping low achievers				
Motivation of students and staff				

6. How often do you participate in any of the following school activities? Please Tick Appropriately

School activity	Always	Sometimes	Never	Rarely
Academic clinics/days				
PTA meetings				
School AGM				
Prize giving days				
Closing assemblies				
Academic committees				
Motivational talks				

SECTION C: PARENT-RELATED INTERVENTIONS FOR IMPROVING LEARNING ACHIEVEMENT AMONG LOW ACHIEVERS

Kindly indicate your opinion on parent's role in helping low achievers do well. Please Tick Appropriately

Statement of opinion	**Strongly Agree**	**Agree**	**Neutral**	**Disagree**	**Strongly Disagree**
Parents of low achievers get concerned over their performance.					
Parents support academic programs					
Parents pay fees on time to avoid student absenteeism.					
Parents provide remedial help for their children while at home					
Parent support school development					
Parents support motivational programs to uplift low achievers					
Parents visit school voluntarily to check learners progress					

SECTION D: SCHOOL MANAGEMENT RELATED INTERVENTIONS FOR IMPROVING LEARNING ACHIEVEMENT AMONG LOW ACHIEVERS.

Please indicate by ticking the extent to which you agree or disagree with these statements

Statement of opinion	**Strongly Agree**	**Agree**	**Neutral**	**Disagree**	**Strongly Disagree**
The school targets to help all learners excel					
Remedial programs exist targeting low performers					
Teachers put to task to account for performance in their subjects					
The school motivates teachers and students to do well					
The school involves parents of low achievers in decisions affecting their performance					
Low achievers are encouraged to repeat or transfer to other schools.					

SECTION E: SCHOOL TYPE RELATED STRATEGIES MEANT TO IMPROVE LEARNING ACHIEVEMENT AMONG LOW ACHIEVERS

1. Kindly indicate the **whether** the following resources in your school are sufficient in the table provided. ***Please Tick Appropriately.***

	Adequate	**Satisfactory**	**Inadequate**	**Not Available**
Science Laboratories				
Computer laboratory				
Library				
Teachers reference books and guides				
Dormitories				
Dining halls				
Departmental offices				
Teachers' houses				
School buses				
Sports and games facilities				

2. What is the average percentage of candidates who score grade 'D' and below in your school?.....

.....

3. Do you think the number of low achievers is related to the type of school? If Yes, please explain. .....

.....

.....

SECTION F: OBSTACLES TO INTERVENTIONS MEANT TO IMPROVE LEARNING ACHIEVEMENT AMONG LOW ACHIEVERS

1. In your opinion what can be done by schools and other stakeholders to reduce the number of low achievers in our schools .....

APPENDIX VI: QUESTIONNAIRE FOR PA CHAIRPERSON

SECTION A: DEMOGRAPHIC INFORMATION

1. Please select the item that describes your gender

Male [ ] Female [ ]

2. Please select the number range that best describes your age.

25-30 years [ ]

31-40 years [ ]

41-50 years [ ]

Over 51 years [ ]

3. What level of schooling have you completed?

Primary [ ]

Secondary [ ]

College [ ]

University [ ]

Others [ ]

4. Please indicate the type of your school by a tick.

National [ ]

Extra County [ ]

County [ ]

Sub county [ ]

SECTION B: TEACHER-RELATED INTERVENTIONS FOR IMPROVING LEARNING ACHIEVEMENT AMONG LOW ACHIEVERS

1. Kindly indicate your views concerning teacher related interventions for improving performance of low achievers. ***Tick*** appropriately.

Statement of opinion	**Strongly Agree**	**Agree**	**Neutral**	**Disagree**	**Strongly Disagree**
Teachers try all ways to help poor performers improve academically					
Teachers give separate remedial lessons to students who are slow to understand outside class time					
Teachers give their own simplified notes to students to copy after teaching					
Teachers revise exams and reteach to help those who failed the test					
Teachers sometimes use projectors, Television, radios, laptops, computers, charts, pictures and others in teaching.					
Teachers motivate low achiever and encourage them to do well.					
Those who fail assignments and exams are called out and punished.					
Teachers organize learning trips, excursions and contests with other schools to improve performance					
Teachers call parents to discuss individual performance of their students					

2. How frequently do you discuss the following issues with the teachers in your school? **Tick where appropriate**

	Weekly	**Monthly**	**Termly**	**Once a year**
Performance targets				
Academic improvement plans				
Helping low achievers				
Motivation of students and staff				

3. How often do you participate in any of the following school activities? ***Please Tick Appropriately***

School activity	**Always**	**Sometimes**	**Never**	**Rarely**
Academic clinics/days				
PTA meetings				
School AGM				
Prize giving days				
Closing assemblies				
Academic committees				
Motivational talks				

SECTION C: PARENT-RELATED INTERVENTIONS FOR IMPROVING LEARNING ACHIEVEMENT AMONG LOW ACHIEVERS

1. Kindly indicate your opinion on parent's role in helping low achievers do well.

Please Tick Appropriately

Statement of opinion	**Strongly Agree**	**Agree**	**Neutral**	**Disagree**	**Strongly Disagree**
Parents of low achievers get concerned over their performance.					
Parents support academic programs					
Parents pay fees on time to avoid student absenteeism.					
Parents provide remedial help for their children while at home					
Parent support school development					
Parents support motivational programs to uplift low achievers					
Parents visit school voluntarily to check learners progress					

SECTION D: SCHOOL MANAGEMENT RELATED INTERVENTIONS FOR IMPROVING LEARNING ACHIEVEMENT AMONG LOW ACHIEVERS.

1. **Please indicate by ticking the extent to which you agree or disagree with these statements**

Statement of opinion	**Strongly Agree**	**Agree**	**Neutral**	**Disagree**	**Strongly Disagree**
The school targets to help all learners excel					
Remedial programs exist targeting low performers					
Teachers put to task to account for performance in their subjects					
The school motivates teachers and students to do well					
The school involves parents of low achievers in decisions affecting their performance					
Low achievers are encouraged to repeat or transfer to other schools.					

SECTION E: SCHOOL TYPE RELATED STRATEGIES MEANT TO IMPROVE LEARNING ACHIEVEMENT AMONG LOW ACHIEVERS

1. Kindly indicate the **whether** the following resources in your school are sufficient in the table provided. ***Please Tick Appropriately.***

	Adequate	**Satisfactory**	**Inadequate**	**Not Available**
Science Laboratories				
Computer laboratory				
Library				
Teachers reference books and guides				
Dormitories				
Dining halls				
Departmental offices				
Teachers' houses				
School buses				
Sports and games facilities				

2. What is the average percentage of candidates who score grade 'D' and below in your school? _____

_____

3. Do you think the number of low achievers is related to the type of school? If Yes, please explain. _____

_____

SECTION F: OBSTACLES TO INTERVENTIONS MEANT TO IMPROVE LEARNING ACHIEVEMENT AMONG LOW ACHIEVERS

1. In your opinion what can be done by schools and other stakeholders to reduce the number of low achievers in our schools?_____

_____

APPENDIX VII: INTERVIEW GUIDE FOR PRINCIPALS

SECTION A: DEMOGRAPHIC INFORMATION

1. What is your gender?
2. Please indicate your age range:

   25-30 [ ]

   31-40 [ ]

   41-50 [ ]

   Over 51 [ ]

3. How many years have you served as a principal?
4. How many years of teaching experience do you have before becoming a principal?
5. What is the classification of your school?

   National [ ]

   Extra County [ ]

   County [ ]

   Sub-county [ ]

SECTION B: TEACHER-RELATED INTERVENTIONS FOR IMPROVING LEARNING ACHIEVEMENT AMONG LOW ACHIEVERS

6. How do teachers utilize various strategies to enhance learning outcomes for low-achieving students? Specifically, how do they:
   (a) Employ different approaches to assist low-performing students?
   (b) Provide additional remedial lessons outside regular class hours to support students who need extra help?
   (c) Offer simplified notes for students to review both during and after lessons?
   (d) Review exams with students and provide individual assistance to those struggling?
   (e) Utilize multimedia resources such as projectors, televisions, radios, laptops, and charts to enhance learning?
   (f) Offer counseling and encouragement to low achievers to help them improve academically?

(g) Address students who fail assignments or exams, particularly in terms of public shaming or punishment during school assemblies?

(h) Organize extracurricular activities such as field trips or academic contests to motivate students?

(i) Maintain regular communication with parents regarding their children's academic progress?

(j) Encourage students to seek help from other teachers outside their regular subjects?

7. Can you share your perspective on these strategies, particularly from the principal's point of view?
8. How would you describe the teachers in your school in terms of their commitment to improving student performance, especially for low achievers?
9. How would you characterize the level of teacher involvement in supporting student learning and academic success in your school?
10. From your perspective, what additional efforts should teachers undertake to improve overall academic performance in your school?

SECTION C: PARENT-RELATED INTERVENTIONS FOR IMPROVING LEARNING ACHIEVEMENT AMONG LOW ACHIEVERS

1. How do parents participate in supporting their children's academic performance in your school?
   (a) How do parents actively engage in school meetings and activities when invited?
   (b) How do parents take an active role in tracking the academic progress of their children?
   (c) Do you think parents encourage their children to study at home and ensure their academic needs are met?
   (d) Do parents review and sign academic reports each term, offering motivation for their children's achievements?
   (e) How do parents organize or support remedial lessons to help low achievers?
   (f) Do parents maintain high expectations for their children's academic performance and encourage them to set ambitious goals?

(g) How do parents ensure that their children attend school regularly by paying fees and providing necessary resources?

2. How would you assess the level of parental involvement in addressing poor academic performance in your school?
3. If you could change anything about how parents are involved in addressing low academic achievement, what changes would you suggest?

SECTION D: SCHOOL MANAGEMENT-RELATED INTERVENTIONS FOR IMPROVING LEARNING ACHIEVEMENT AMONG LOW ACHIEVERS

This section aims to explore the role of school management in addressing low academic performance. Please provide your views on the following strategies for improving student achievement:

(a) Does the school's board encourage the setting of high academic expectations and goals for both teachers and students?

(b) Does your school have a remedial program specifically targeting academically weak students after school hours?

(c) Do you monitor the quality and effectiveness of assessments used to measure student performance?

(d) Do you observe and support teachers in their classrooms to ensure effective teaching practices?

(e) Do you ensure that teachers consistently attend school and are punctual in their classes?

(f) Are parents involved in setting academic goals for the school, and do you monitor student performance after assessments?

(g) Do you practice public shaming or punishment of students who perform poorly in exams or assignments?

(h) Do you believe the school environment fosters a conducive learning atmosphere for students?

(i) How do you ensure that teachers maintain up-to-date professional documentation?

(j) Do you regularly visit classrooms to observe and improve teaching strategies?

(k) Do you encourage teachers to set clear academic performance targets for each subject in order to reduce underachievement?

(l) Do you involve teachers in decision-making processes related to academic strategies?

(m) Do you hold regular meetings with staff to discuss academic performance and identify ways to improve student outcomes?

(n) Do you ensure that sufficient teaching and learning resources are available for low achievers?

1. What challenges do parents face in becoming actively involved in supporting their children's academic performance?

SECTION E: SCHOOL TYPE-RELATED STRATEGIES FOR IMPROVING LEARNING ACHIEVEMENT AMONG LOW ACHIEVERS

1. How would you assess the overall academic performance of your school?
2. What is the lowest KCPE (Kenya Certificate of Primary Education) entry mark accepted for admission into your school?
3. Is there a correlation between the students' entry marks from KCPE and the incidence of low academic achievement?
4. In your opinion, how can the academic performance of low-achieving students be improved in your school?

SECTION F: OBSTACLES TO INTERVENTIONS AIMED AT IMPROVING LEARNING ACHIEVEMENT AMONG LOW ACHIEVERS

1. What challenges have you encountered in trying to address low achievement among students in your school?
2. What do you think can be done by schools, the Ministry of Education (MOE), the Teachers Service Commission (TSC), and the community to improve academic performance and reduce the number of low-achieving students?

APPENDIX VIII: APPROVAL OF RESEARCH PROPOSAL

KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: kubps@yahoo.com
dean-graduate@ku.ac.ke
Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 810901 Ext. 57530

Internal Memo

FROM: Dean, Graduate School

DATE: 25th October, 2022

REF: E83/CE/22495/2010

TO: Mr. Robert M. Mose
C/o Department of Educ. Mngt. Policy & Curr. Studies
KENYATTA UNIVERSITY

SUBJECT: APPROVAL OF RESEARCH PROPOSAL

This is to inform you that the Graduate School Board at its meeting 19th October, 2022 approved your Ph.D. Research Proposal entitled **"Implementation of School Based Interventions to Enhance Academic Achievement among Low Achievers in Public Secondary Schools in Kajiado County, Kenya".**

You may now proceed with your Data collection, subject to clearance with the Director General, National Commission for Science, Technology & Innovation.

As you embark on your data collection, please note that you will be required to submit to Graduate School completed supervision Tracking and Progress Report Forms. The Forms are available at the University's Website under Graduate School webpage downloads.

Also, please ensure that you publish article(s) from your thesis before submitting it to Graduate School for examination as per the Commission for University Education and Kenyatta University guidelines.

By copy of this letter, the Registrar (Academic) is hereby requested to grant you substantive registration for your Ph.D. studies.

Thank you.

REUBEN MURIUKI
FOR: DEAN, GRADUATE SCHOOL

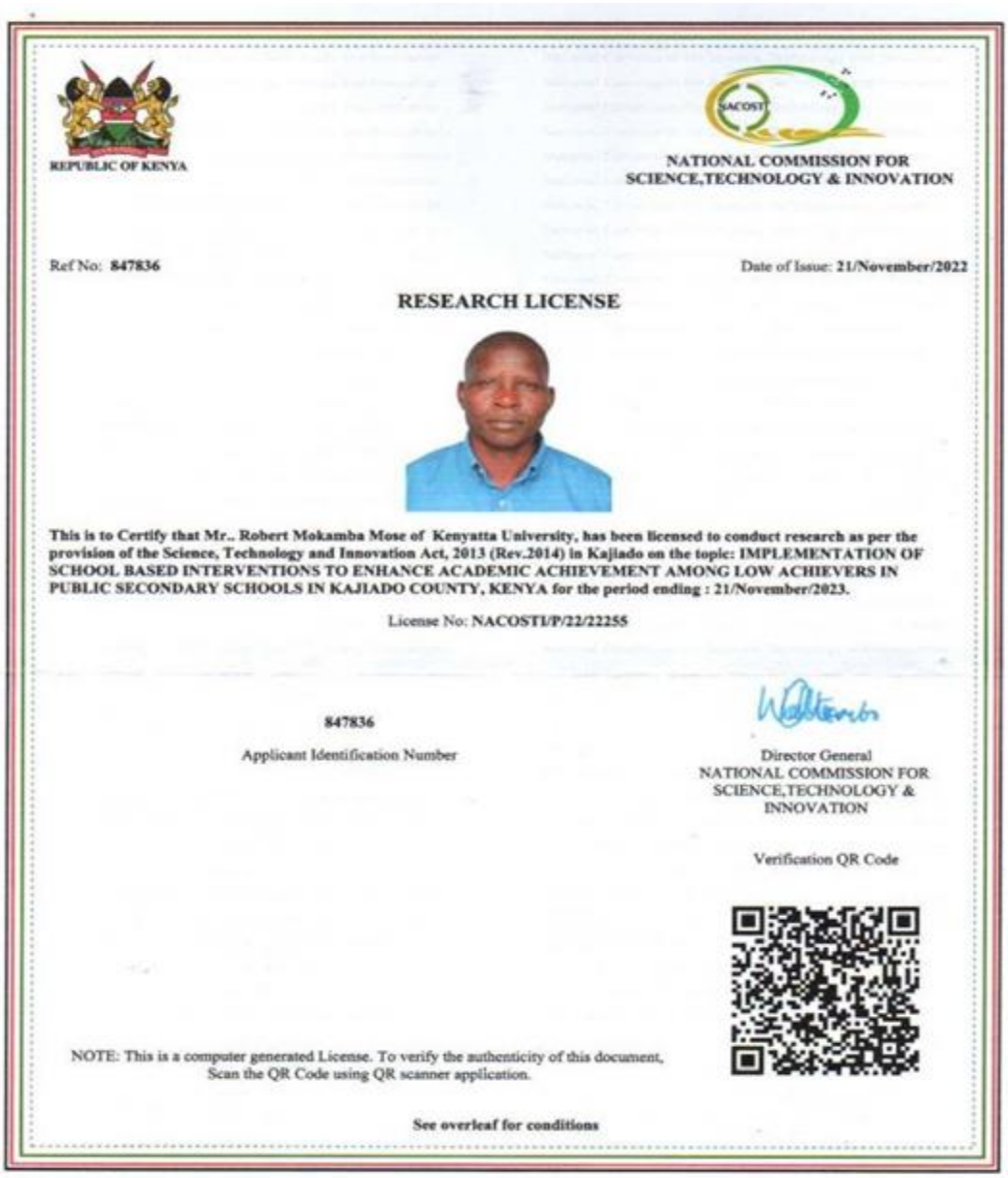
c.c. Chairman, Department of Educational Management, Policy & Curriculum Studies
Registrar (Academic) Att; Mr. Richard Chweya

Supervisors:

1. Prof. John Orodho
C/o Department of Educ. Mngt. Policy & Curr. Studies
KENYATTA UNIVERSITY

2. Dr. Elizabeth Katam
C/o Department of Educ. Mngt. Policy & Curr. Studies
KENYATTA UNIVERSITY

APPENDIX IX: RESEARCH PERMIT BY NACOSTI



REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Ref No: **847836**

Date of Issue: **21/November/2022**

RESEARCH LICENSE

This is to Certify that Mr.. Robert Mokamba Mose of Kenyatta University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Kajiado on the topic: IMPLEMENTATION OF SCHOOL BASED INTERVENTIONS TO ENHANCE ACADEMIC ACHIEVEMENT AMONG LOW ACHIEVERS IN PUBLIC SECONDARY SCHOOLS IN KAJIADO COUNTY, KENYA for the period ending : 21/November/2023.

License No: **NACOSTI/P/22/22255**

847836

Applicant Identification Number

Director General
NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Verification QR Code

NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.

See overleaf for conditions

APPENDIX X: RESEARCH AUTHORIZATION BY COUNTY COMMISSIONER

OFFICE OF THE PRESIDENT
MINISTRY OF INTERIOR AND NATIONAL ADMINISTRATION
COUNTY COMMISSIONER, KAJIADO

Telephone: 0203570295
Fax: 0202064416
Email: kajiadocc2012@gmail.com
When replying please quote

County Commissioner
Kajiado County
P.O. Box 1-01100
KAJIADO

Ref. KJD/CC/ADM/45 VOL. IV (46)

30th March, 2023

Mr. Robert Mokamba Mose
Kenyatta UniversityP
P.O. Box 43844-00100
NAIROBI

RE: RESEARCH AUTHORIZATION: MR. ROBERT MOKAMBA MOSE

Following the request made on your behalf by National Commission for Science, Technology and Innovation vide letter **Ref. No. NACOSTI/P/22/22255** dated 21st November, 2022

You are hereby granted authority to carry out research on **"Implementation of school based interventions to enhance academic achievement among low achievers in public secondary schools"** ***In Kajiado County for*** the period ending 21st November, 2023.

It is expected that you adhere to research ethics in doing your study.

LAURA CHINA
FOR: COUNTY COMMISSIONER
KAJIADO COUNTY.

CC:

County Director of Education
KAJIADO COUNTY

Deputy County Commissioners
KAJIADO COUNTY

APPENDIX XI: RESEARCH AUTHORIZATION BY CDE KAJIADO COUNTY

REPUBLIC OF KENYA
MINISTRY OF EDUCATION
State Department for Basic Education

Email: kajiadocde@gmail.com
When replying please quote

County Director of Education
Kajiado County
P.O. Box 33-01100
KAJIADO

Ref: KJD/C/R.3/III/55

20th March, 2023

Mr. Robert Mokamba Mose
Kenyatta University
P.O Box 43844-00100
NAIROBI

RE: RESEARCH AUTHORIZATION

Reference is made to a letter from National Commission for Science, Technology and Innovation ***Ref. No. NACOSTI/P/22/22255*** dated 21st November, 2022.

Authority is hereby granted to you to conduct your research on **"Implementation of school based interventions to enhance academic achievement among low achievers in public secondary schools in Kajiado County** for the period ending 21st November, 2023

On completion of the research, you are expected to submit ***a copy*** of the research report/thesis to our office.

COUNTY DIRECTOR OF EDUCATION
KAJIADO COUNTY

Dr. Martin Cheruiyot (PhD)
C OUNTY DIRECTOR OF EDUCATION
KAJIADO

APPENDIX XIII: MAP OF AREA OF STUDY (KAJIADO)