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Administrative Interventions in Enhancing Low Achievers Academic Performance in Selected Secondary Schools in Langata Sub-County, Nairobi, Kenya

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Abstract

This study explores the administrative interventions in enhancing low achievers' academic performance in two secondary schools in Langat' a Sub-County, Nairobi, Kenya. The study was guided by the following research questions: How does capacity building for teachers and students as a strategy enhance the academic performance of low achievers? and In what way do administrative monitoring strategy enhance the academic performance of low achievers? The study was anchored on Maslow's theory of Hierarchy of Needs and McClelland's Motivational Needs theory. A convergent parallel mixed method research design was adopted, making use of the strengths of both qualitative and quantitative research designs. The target population comprised of 2 principals, 27 teachers, 20 parents, 168 students and one (1) Quality Assurance Officer. Both probability (Stratified random sampling and non-probability sampling (purposive sampling) were used. Questionnaire, Focus Group Discussion and interview guide were used for data collection. To control the validity, the instruments were subjected to content and face validity. To ascertain the reliability, the researcher conducted a pilot study. Quantitative data was analysed using descriptive statics while qualitative was thematised. Ethical considerations followed throughout the research. Key findings showed that school administrators use monitoring and capacity building strategies to enhance the academic performance of low achievers among secondary schools in Lang'ata Sub-County. The school principal's strategies for improving low achievers' academic performance are effective; principals instruct the dean of studies to go round to monitor the teaching and learning process daily and the school's strategy for teacher capacity building helps to assist teachers in improving low achievers' academic performance. The study recommended that the principals should enhance the practice of classroom monitoring as instruction supervisory tool for the realization of their mandates and also improve relationship with students and teachers to enhance good performance. The assessments of students should be done regularly to ensure that teachers prepare well for lessons and provide notes, assignments and gets to mark them well. Assessment of students' notebooks may also reduce absenteeism from school by students which have an impact on performance. The community should be sensitized on importance of education so that they can support their children academically through paying fees, providing learning materials and meeting other educational costs. To boost student success, principals, school boards, and parents should work together to raise funds for the construction and equipping of libraries.

Keywords: Academic Performance; Administrative Interventions; Low -achievers Capacity building; Monitoring strategy, Kenya, Nairobi, Langata Sub-County

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Background

Kenyan education is based on an ideology, vision, and purpose that aims to achieve specific objectives through specified objectives. According to the Kenyan Ministry of Education's sessional paper No. 14 of 2012, education is the primary means of social mobility, national stability, and socioeconomic growth. Kenyan secondary school syllabus ensures that secondary school students acquire necessary knowledge, skill and attitudes for the development of the self and Nation. When low achievers have good reading skill and have good attitude toward studies their academic performance will be enhanced. When low achievers are able to develop their self-worth, it makes them begin to express love and value for themselves and the Nation as a whole. Another objective of secondary school syllabus is enhancing enjoyment in learning. Low achievers should enjoy attending classes, enjoy learning, enjoying coming to school because he or she feel proud and motivated to student harder, thereby enhancing their academic performance. Administrators, teachers, parents and even high achievers need to assist low achievers in the school. Learning should be made enjoyable especially for low achievers who are not academically strong, materials for learning should be provided and different skills used in teaching in the classroom so that learning will not be boring for low achievers.

Acceptance of and respect for all persons is another objective that motivates support the theory of Abraham Maslow because when low achievers feel loved, wanted, appreciated, respected and gifted. It is proof that low achievers believe they should succeed academically because they were bullied, rejected, or not accepted in school. When low-achieving students feel welcomed and valued, they may want to learn and understand what is being learned in class and engage actively, thus improving the ability to inquire, think critically, and make sound decisions. Since one of the goals of secondary schools is for students to be critical thinkers and just judges. Low achievers are capable of logical thinking and reflection in order to comprehend what they are taught in and out of the classroom. Low achievers will benefit from this because they will be able to process tasks assigned to them wisely. As a result, administrators should assign duties to teachers, parents, and even high achievers to help low achievers grow academically. The goal of the educational administrator is to keep the school's process flowing smoothly making decisions that facilitate successful student learning. The administrator identifies and articulates a mission and goals and makes them happen by implementing programmes, delegating tasks and allocating resources (Craig, 2018).

European Commission (2018) made a publication on education and training in Italy which showed the issue of low achievers is a major concern because the students were performing poorly in their Educational sector. Students from the Southern part of Italy are

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known to come from backgrounds that are socio-economically low. It is critical to assist low achievers in improving their academic performance because doing well in internal and external assessments has negative consequences for both the individual student and the school as a whole. Parents and students do not want their children to attend low-performing schools, so improving low-achieving students' academic success through administrative measures is critical in the school. The School Improvement Zone (SIZ) was established in the United States of America as an intervention program aimed at improving the academic performance of low-achieving students in 39 schools across the country. Well-structured curriculum, instructional plan, supervision, and teamwork among students, teachers, parents, and principals were among the interventions. Professional skill building for teachers, principals, and parents was also incorporated into the interventions plan, with the primary goal of preventing students from being low achievers rather than assisting them in improving their academic results. Ghisanvand (2010) conducted a research in Iran to compare learning strategies used for low and high achievers in schools. It was observed from the findings that high achievers used cognitive and metacognitive strategies more than low achieving students.

Mortty (2010) carried out an investigation on strategies for improving student's academic performance in rural Junior high school in Ghana. The findings were that Principals effort to nurture a school community in which everyone feels the sense of belonging. The principal's genuine pursuit of team spirit and welfare of teachers and students in an atmosphere of discipline and punctuality are distinct strategies for providing a positive learning that foster better student achievement. Kuboja (2019) carried out a study in Tanzania to investigate the academic achievement through the influence of parental involvements in facilitating effective learning in students. It was discovered that most parents feel uncomfortable to face the school administration to discuss their children progress due to low self- esteem syndrome.

Some stakeholders such as parents, teachers find it difficult to attend meetings, it is advisable for administrators to create a friendly and welcoming atmosphere so that parents, teachers and even low achievers can feel free to approach them. In any school system the low achievers need to be assisted by the school. When all the stakeholders are treated equally, they feel accepted and can freely bear their mind when there is a demanding academic situation. Kasya et al. (2019) explored the administrative interventions adopted to retain students from poor background in Kabale, Uganda. It was discovered from the findings that school administrators involved parents in the retention of students. Communal awareness on retention of low students was weak; students had less guidance and counselling involvement in their academic performance. If parents were also in the retention of low achieving students it would make them perform better in the examination because their parents would challenge, reward, motivate, and encourage them to bring out their full potential in their academic tasks.

Locally research has also been carried out on this same study in Kenya.. Chelanga (2016) conducted a study which examined the administrative strategies used by private primary schools in Marakwet East and West Sub-counties, Kenya. The study discovered that learner-centred approaches were used in private primary schools, and that administrators conducted regular supervision in the schools. To boost the academic performance of low achievers, the students

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were given classroom and take-home assignments. The Staff were motivated, paid their monthly salary from and provided the needed learning and teaching materials from the school finances. Wangui (2017) investigated the effect of the principal's administrative activities on students' academic success. The study discovered that providing instructional teaching and learning resources increased low achievers' academic results. When there are insufficient classrooms, textbooks, playground space, libraries, and labs, students' academic achievement suffers. Kieti et al. (2017) examined the effect of administrative activities on student academic success in secondary schools in Kenya's Matungulu sub-county. The study discovered that administrative activities have a positive and important impact on students' academic success. School administrators always check the statutory records of the teachers like attendance register, text books, marking schemes, assessment record books and the teachers ensure that students' workbooks and notebooks are marked as at when due.

Statement of the Problem

Students who perform academically poorly as evidenced or shown in their school academic records are said to be low achievers. Students that are low achievers generally have a below average intelligence quotient because their reasoning and problem solving skills are low because their learning skills are poor and struggle in the classroom to keep up with general academic requirements (Okolocha, 2018). The secondary school students in Langata have not been performing well in their examinations. Some students do not pay full attention in the classroom, they feel unloved, bullied and not accepted, these and many more reasons affect their academic performance. Secondary students' poor performance in Swahili affects administrators, teachers, parents, and students themselves, who seem disappointed when their grades are low. Some researchers are also worried about students' poor performance in Langa'ta secondary schools. For example, students' academic performance in Kiswahili has been poor; between 2013 and 2017, the mean grade of their academic performance in the subject was 51.02 – 44.879 (Atandi, et al., 2019). Casir et al (2019) discovered that the academic performance of students in public schools in Langata in the KCSE (2017) was B+, with many students receiving a low grade of D. This suggests that there is a problem with the sub-students' county's academic results. As a result, a review of administrative measures aimed at improving the academic performance of low achievers in Langata secondary schools is needed. This demonstrates that administrators' administrative skills in public secondary schools in Langata Sub-County are still lacking, necessitating the current study on administrative strategies for improving low achievers' academic results. The current research will engage the parents on a focused group discussion to listen to their views on how they can collaborate with the school to help low achievers to improve academically.

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Research Questions

- i. How does capacity building strategy enhance the academic performance of low achievers among secondary schools in Langata Sub-county?
- ii. In what way do administrative monitoring strategies enhance the academic performance of low achievers among secondary schools in Langata Sub-County?

Theoretical Framework

This research was guided by McClelland's Motivational Need Theory. David McClelland proposed this theory in the 1960s. The dominant motivator in a low achiever depends on culture, age and gender. When a student with low academic performance has an achievement need, he/she will be attracted to situations that offer personal accountability in him, he will owe his situation and work harder to perform better. This motivational need makes him create a friendly environment, work hard to excel, set a standard, so as to perform successfully in their study. The authority and power motivation would make the low achiever desire to have influence but do not demonstrate a need to simply have control. There is this desire to increase their prestige and personal status. The need for achievement is drive to accomplish something through what you do is referred to as the need for achievement. People with high achievement needs strive to succeed at all times, avoiding low-reward low-risk situations and difficult-to-achieve high-risk situations in particular. Because of the lack of a legitimate challenge and their understanding that such achievement is not genuine, such people avoid low-risk circumstances. They still stay away from high-risk circumstances because they believe it is more about luck and chance than personal commitment. The need for power is need to impose control and dominance over another person in order to manipulate and alter their decisions in accordance with one's own needs.. These people are motivated by a desire to improve their self-esteem and credibility, and they want their opinions and ideas to be embraced and adopted over the opinions and ideas of others. The need for affiliation is the desire to have interpersonal and social interactions with others or a certain group of people is known as the need for association. They want to work in groups and form friendly, long-lasting relationships. They also want to be liked by others. They choose to collaborate with others rather than compete with them, and they tend to avoid high-risk circumstances and confusion.

The need for achievement, power and affiliation helps secondary schools achieve the set goals and of maintaining and restoring a positive affective relationship with individuals. A friendly environment would make the students that are low achievers to handle their academic work with all serious because the environment is conducive for him or her. When students believe that the teachers and classmates love them they tend to put in their best while studying. When placing students on their seats, students that are bright and low should stay together, to bind bonds, acceptance among all the students. Good relationship in school makes the students want to study hard and avoid failure. Students need to genuinely feel a sense of achievement or a belief that peers see them favourably. When students are affirmed and complimented, they tend to perform better.

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Conceptual Framework

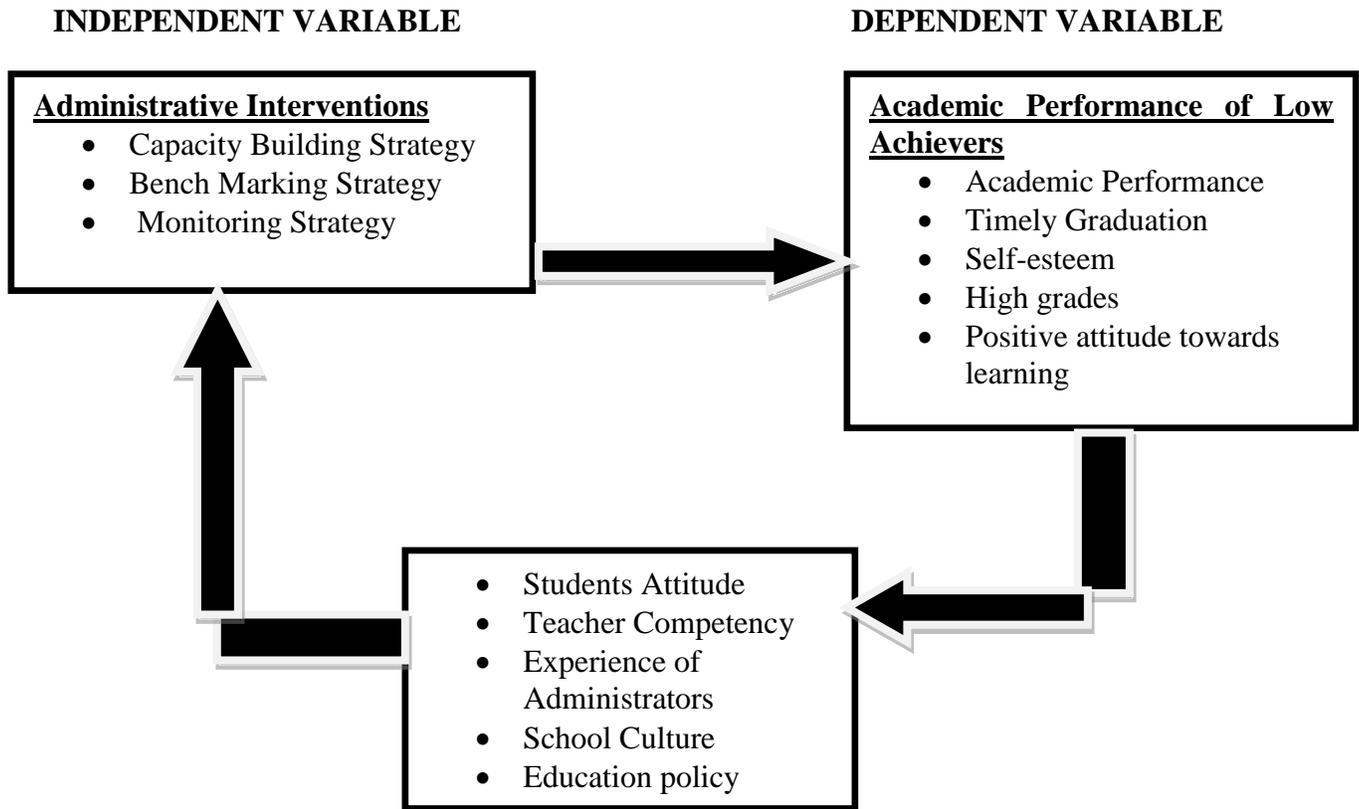


Figure 1: Administrative interventions enhancing academic performance of low achievers.
Source: Ndukwe, (2020)

Review of Empirical Review

Capacity building of teachers and students in enhancing academic performance of low achievers

Damani (2011) conducted a study in Pakistan on the role of capacity building in enhancing school as a learning community. The results revealed that while principals were aware of the need for teacher capacity building, which would impact students' academic success, other stakeholders were unaware of its potential to improve student performance. The development of teachers' ability resulted in a clear link between the school community and student success. As principals are conscious that it allows schools to accomplish their objectives, which include students' successful academic results. Allakbari and Amoll (2016) looked into the effects of teacher empowerment on engagement and student achievement in Iran. The study showed that

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when teachers achieve professional growth through capacity building programmes, they become more committed to helping low achieving students to improve academically.

Ukaigwe and Adieme (2018) adopted an analytic survey method to explore teacher training of sustainable needs of functional Senior Secondary Schools in Imo State, Nigeria. The results revealed that principals believed that teachers need to be educated in order to perform well in their classrooms. The ability strategy for principals assisted them in focusing on developing their pedagogical skills, adapting new teaching, and creating a positive school environment and competence, allowing them to instruct low-achieving students in a more inspiring and motivating manner, resulting in improved academic results. In Tabora Municipality, Tanzania, Kuluchumila (2016) conducted a study on the training and growth of secondary school leaders for implementing the big results program.. The findings revealed that some school heads knew what was expected of them, while others who had not attended any skill building on the program since they had attended the program were unaware of what was expected of them. The results also found that deputy heads were unsure of what was expected of them. In Ghana, Hervie and Winful (2018) investigated how to improve teachers' performance through training and growth. The study showed that the teaching effect on students is poor because the teachers themselves lacked frequent in- service training, lacked incentive and motivation

Jepketer, et al. (2015) sought to investigate teachers' capacity building strategies and how it influences the academic performance of public secondary schools in Nandi county. The findings showed that capacity building strategies like equipping teachers through seminar, workshop, teaching skills, use of computer, modern technique, technology and conferences helped teachers to be well equipped for assisting low achievers' academic performance.

Mugera (2016) studied the role of head teachers in human resource management in public primary schools in Kenya's Suba sub-county. According to the findings, head teachers serve as resource managers, assisting teachers in developing their capacity to work efficiently with low-achieving students. Teachers' ability to teach increased as a result of their professional growth, and they were better prepared to work with low-achieving pupils. Chelangat (2015) looked at how teachers' capacity-building techniques impacted students' academic performance in secondary schools in Kenya's Nandi County. Capacity building was discovered to be critical in improving learners' academic performance. Principals must provide learning resources for teacher preparation in order to provide teachers with the requisite skills and experience to increase students' academic performance.

Monitoring strategy in Enhancing Academic Performance of Low Achievers

Sattar (2017) investigated the importance of classroom monitoring method in Bangladeshi. Findings showed that majority of the teachers believe that monitoring as a strategy can help to make the lesson easy for low achieving students. Learning should be relevant to the contemporary world hence the need for constant monitoring by the principal. Low achievers who are closely watched by principals and teachers develop a strong sense of belonging in the classroom as their participation skills improve. Kim et al. (2017) explored the effect of self and

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peer performance of students' performance of Social studies with learning disabilities and low achieving students. Low achievers' students had difficulty understanding academic vocabulary in the subject, so they needed to be monitored by the teachers and principals to assist them improve academic performance. When the low achievers' classmates also monitor them, it went a long way to improve their academic performance. Monitoring has to be conducted regularly because low academics often show discouraging performance. The finding showed that students in treated group performance high which signifies that monitoring went a long way to influence their academic performance while the comparison group did not improve. Monitoring was beneficial because fellow students used peer monitoring that was encouraged by teachers and principals, so that they can help low achieving students to perform better.

Nwokolo et al. (2012) did a study on monitoring students learning behaviour in the classroom in secondary schools in Anambra State, Nigeria. The result showed that poor performance was due to lack of monitoring students' study habit and behaviour towards their studies, so it is essential that the students be monitored frequently. It was also observed that monitoring differs based on the location of the school; those that are in urban area create more time to monitor their students. Mugabe et al. (2018) examined how the School Management Committee monitors the delivery of educational services in universal primary education in Uganda. Teachers were rewarded for teaching the students; teachers were paid so as to motivate them and help them carry out the teaching and learning effectively. The management's monitoring of the school means that school heads are also monitoring the activities of teachers and students to ensure that primary schools are well run.

Ndungu et al. (2015) investigated examine principal monitoring and assessment of successful teaching and learning in public secondary schools in Githunguri district Kenya. The study's findings included lesson planning tracking, real teaching and learning practices, and instructor evaluation by students. It was also discovered that department heads did not oversee what happened in the classroom, and that the school administration did not take teacher complaints seriously. When teachers' complaints about students' lack of focus, unavailable teaching resources, and poor student performance are ignored, students' performance suffers. Kinyua (2013) investigated the impact and evaluation of instructional policy and preparation on teaching and learning in public schools in Gatanga Sub-County, Kenya. Since students and teachers were regularly supervised by head teachers, deputy head teachers, and other stakeholders, daily attendance was high. District officers monitored the performance of teaching and learning by checking the notebooks of students, teachers lesson plans/notes. This ensured that teachers and students became serious with the planned activities and took time to discuss the true situation in the classroom with subject teachers. The professional skills of teachers when monitored by the school administration improve the performance of students.

Research Design and Methodology

This study used mixed method research design paradigm. The study's target population included 2 principals, 27 teachers, 20 parents, 168 students and 1 Quality Assurance Officer. Both probability (Stratified random sampling) and non-probability sampling (purposive sampling)

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were used to sample 2 principals, 20 parents, 27 teachers, 168 students and 1 quality assurance officer. The sampling frame is presented in Table 1 below:

Table 1: Sampling Matrix

| Group category | Target population for form 2 & 3 | Sample technique | Sample size |
|--------------------------------------------|----------------------------------|----------------------------|-------------|
| Olympic High School Students | 250 | Stratified random sampling | 108 |
| Raila Educational Centre Students | 140 | Stratified random sampling | 60 |
| No of teachers in Olympic High School | 34 | Purposive sampling | 14 |
| No of teachers in Raila Educational Centre | 29 | Purposive sampling | 13 |
| Principal | 2 | Purposive sampling | 2 |
| Parents | 47 | Purposive sampling | 20 |
| Quality Assurance Officer | 1 | Purposive sampling | 1 |
| Total | 503 | | 218 |

Source: Ndukwe (2020)

The study used questionnaires, interview guides and focus Group Discussions as the tool for data collection. The questionnaire was designed for the teachers and students, interview guide for the principals and quality assurance officers while focus group discussions were designed for parents. This study used face and content validity in regard to research instruments. The researcher employed the Test retest method to test Reliability of the quantitative instruments. The research used triangulation and member checks to establish credibility and dependability of the interview guides and focus group discussions.

After data collection, the obtained data was analyzed using both quantitative methods and qualitative methods. Quantitative data was keyed into the Computer using Statistic Package of Social Sciences (SPSS) version, 23. Quantitative analysis was done using descriptive Statistics like percentage, mean, Standard Deviation. Tables were used to present the information. The qualitative open-ended data was transcribed and analyzed. The data was interpreted in a narrative format and thematised using the study questions. The researcher obtained consent from the administrators of the two schools, the participants were not coerced to answer any data instrument and strived to honestly in all the data analysis. The researcher was open to criticism and new ideas by being open to the views of others.

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Data Analysis, Presentation and Discussion of Findings

The study sought to find out the strategy used for monitoring low achievers in secondary schools in Langata Sub-County. Teachers were asked to rate the strategy for monitoring low achievers in the secondary schools. Findings are presented in Table 2.

Key: A=Always, O=Often, S=Sometimes, R=Rarely, N= Never, M=Mean, SD=Standard Deviation. Mean (1-1.80= Always, 1.81-2.60= Often, 2.61-3.40= Sometimes, 3.41-4.20= Rarely, 4.21-5.00= Never)

Table 2: Strategy for Monitoring Low Achievers in the School (n=27)

| Statements | A | | O | | S | | R | | N | | M | SD |
|---------------------------------------------------------------------------------------------------------------------------|---|------|----|------|----|------|---|------|---|-----|------|-------|
| | F | % | F | % | F | % | F | % | F | % | | |
| I go round the classroom to see the work students do | 4 | 14.8 | 17 | 63.0 | 5 | 18.5 | 0 | 0 | 1 | 3.7 | 2.60 | 1.006 |
| I monitor how students behave during teaching and learning to ensure that they have a sense of belonging in the classroom | 1 | 3.7 | 15 | 55.6 | 10 | 37.0 | 1 | 3.7 | 0 | 0 | 2.58 | 0.751 |
| I discuss my observation of students' academic performance with the school principal | 3 | 11.1 | 5 | 18.5 | 11 | 40.7 | 7 | 25.9 | 1 | 3.7 | 2.93 | 1.035 |

Source: Field Data (2021)

Table 2 show that the teachers often go round the classroom to see the work students do (M=2.60, SD= 1.006), teachers often monitor how students behave during teaching and learning to ensure that they have a sense of belonging in the classroom (M=2.58, SD= 0.751) and sometimes discuss their observation of students' academic performance with the school principal (M=2.93, SD= 1.035) This finding was supported by a principal who said that The teachers go around the classroom to see the work the work students do. They go round to watch how the students carry out their studies especially during prep times and during group discussions. This implies that the schools have put in place strategies for monitoring low achievers. Instruction supervision ensures that teachers are able to plan for the lessons earlier and teach effectively. Teachers who prepare their professional documents are able to guide students on where to read in preparation for the next lesson. Monitoring also helps the teachers and the school administration to identify low achievers and strategize on how to help them in improving their academic performance. The finding concurs with Sattar (2017) that teachers believe that monitoring as a strategy can help to make the lesson easy for low achieving students.

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The study sought to find out the administrative strategies for enhancing low achievers' performance. Teachers were asked to tick on their level of agreement on administrative strategies or enhancing low achievers' performance. The findings are presented in Table 3.

Key: SD=Strongly Disagree, D=Disagree, UN=Undecided, A=Agree, SA= Strongly Agree, M=Mean, SD=Standard Deviation. Mean (1-1.80= Strongly Disagree, 1.81-2.60= Disagree, 2.61-3.40= Undecided, 3.41-4.20= Agree, 4.21-5.00= Strongly Agree)

Table 3: Administrative Strategies for Enhancing Low Achievers Performance (n=27)

| Statements | SD | | D | | UD | | A | | SA | | M | SD |
|-----------------------------------------------------------------------------------------------------------------------------------------|----|------|---|------|----|------|----|------|----|------|------|-------|
| | F | % | F | % | F | % | F | % | F | % | | |
| The strategies your school principal uses to enhance low achievers' academic performance is effective | 3 | 11.1 | 2 | 7.4 | 3 | 11.1 | 11 | 40.7 | 8 | 29.6 | 3.70 | 1.295 |
| I feel that the School's benchmarking strategies help to improve the academic performance of low achieving students in the school | 3 | 11.1 | 1 | 3.7 | 7 | 25.9 | 10 | 37.0 | 6 | 22.2 | 3.56 | 1.219 |
| The School's strategy towards capacity building of teachers help to assist the teacher to enhance academic performance of low achievers | 3 | 11.1 | 3 | 11.1 | 3 | 11.1 | 10 | 37.0 | 8 | 29.6 | 3.58 | 1.332 |

Source: Field Data (2021)

Table 3 show that that majority of the teachers agreed that; the strategies the school principal uses to enhance low achievers' academic performance is effective (M=3.70, SD= 1.295), the School's benchmarking strategies help to improve the academic performance of low achieving students in the school (M=3.56, SD= 1.219) and School's strategy towards capacity building of teachers help to assist the teacher to enhance academic performance of low achievers (M=3.58, SD= 1.332). The finding was supported by a principal who said teachers conduct remedial teaching where low students are given extra time in the evening and on Saturdays. The strategies towards capacity building of teachers used to assist the teachers to enhance academic performance of low achievers include taking them for workshop, seminars and also inviting mentors and motivation speakers to the school. Students are grouped into high, average and low achiever group and then mixed up for peer group discussion. We have planned for weekend

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remedial teaching which is zeroed on low achievers. The school strives to set realistic and achievable targets for low achievers because if the goals are not realistic they will not be interested in enhancing programme. This implies that the school administration employs various strategies aimed at enhancing low achievers' academic performance. Capacity building of teachers through workshops, seminars and other trainings help to assist the teacher to enhance academic through improving content delivery and teaching methodologies. Capacity building also help teachers to effectively assess students, prepare professional documents and have high subject matter knowledge. Teacher's understanding of subject matter affects their capacity to make subject content simple which helps students to understand. A teacher who has little knowledge on the subject matter might also lack the ability to answer questions from students. The finding concurs with Damani (2011) that developing teachers' capacity brings about a strong relationship between the school community and the performance of students.

Conclusion

In selected secondary schools in Lang'ata sub-county, Nairobi, Kenya, administrative initiatives such as monitoring capacity building, and benchmarking to improve low achievers' academic results. Capacity building of teachers enriches them with modern skills and builds more career opportunities. Teachers make efforts to attend career advancement seminars in order to advance their content knowledge which makes them competent teachers. Teachers' subject matter knowledge has great effect on achievement of students. It makes teachers confident when delivering content and also apply various teaching methodologies. Subject matter knowledge, academic qualification, professional development and teaching experience are crucial and related with students' academic achievement. When low achievers are monitored by the principals and teachers they begin to feel a deep sense of belonging in the classroom because their participatory skills are developing. Monitoring has to be conducted regularly because low academics often show discouraging performance. Monitoring is beneficial because students use peer monitoring that is encouraged by teachers and principals, so that they can help low achieving students to perform better. Monitoring of the school by the management ensures that school heads also monitor the activities of teachers and students to ensure that the primary schools are well managed

Recommendations

Teachers Service Commission should appoint principals who are experienced in instruction supervision. This will ensure adequate planning, organization and execution of obligations. It also ensures that the schools have measures to observe progress in terms of work plans and the schemes of work. The assessments of students should be done regularly to ensure that teachers prepare well for lessons and provide notes, assignments and gets to mark them well. Assessment of students' notebooks may also reduce absenteeism from school by students which have an impact on performance. TSC should deploy/hire more teachers to secondary schools in Langata sub-county to alleviate the current teacher's workload and ensure timely coverage of the curriculum, as this will have a direct impact on the students' success.

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Principals should enhance the practice of classroom monitoring as instruction supervisory tool for the realization of their mandates and also improve relationship with students and teachers to enhance good performance. Principals should reward teachers who excel in their subjects by acknowledging them for their achievements. Principals should organize remedial short courses, seminar or workshops relevant to curriculum development of teachers to boost their abilities at various occasions within the school holidays or weekend.

The community should be sensitized on importance of education so that they can support their children academically through paying fees, providing learning materials and meeting other educational costs. The Ministry of Education should organize for ways through which physical facilities especially libraries should be availed in public secondary schools. This can be through adequate provision of funds so that physical facilities can be renovated and equipped to help learners achieve their academic goals. The MoE in should consider introducing incentivized in-service training courses for teachers in higher learning institutions which could be attended by teachers in practice during school holidays. Parents should fully support their children in academics and also guide and counsel them to uphold good morals in school to avoid suspension which makes them to miss lessons.

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