

**THE ROLE OF SELECTED INTERVENTION STRATEGIES TO IMPROVE BOYS
ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS
IN MWINGI CENTRAL SUB-COUNTY, KITUI COUNTY, KENYA**

BY

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1 ABSTRACT

The purpose of this study was to investigate on the intervention strategies to improve boys' academic performance in public secondary schools in Mwingi Central Sub-County, Kitui County, Kenya. The study was guided by the following objectives; to examine the influence of institutional Leadership, parental involvement, guidance and counseling on improving the academic performance of boys in Mwingi Central Sub-County, Kitui County, Kenya. This study employed a descriptive survey research design. The target population was 37 public secondary schools comprising of 3 boys' boarding schools, 18 mixed day schools and mixed boarding schools. Stratified sampling was used to select schools that will participate in the study. The sample size will consist of 74 respondents. Data collection tools were questionnaire for teachers and interviews for the principal. Pilot study was done to assess clarity of the instruments validity and reliability of each of the items in the questionnaire and suitability of language used in the instruments. Data was analyzed through the use of Statistical Package for Social Sciences (SPSS). The study established that institutional leadership, parental involvement and guidance and counseling programs have a positive influence on boys' academic performance. The study concludes that Institutional leadership positively influences the performance of the boys. School provision of resources, syllabus coverage, peer pressure and motivation, discipline is a major factor in schools. Class management and amount of teaching and degree of academic emphasis influences the academic performance of boys. Parents' personal contacts with teachers are the most enhancing factor in the better academic performance of their children. Parents' education and income and parents' motivation are important factors that influence the performance of boys in secondary school. Guidance and counseling services have significantly positive effect on student's study attitudes, study habits and academic achievement. Guidance and counseling programme assist students in their time management and helps students to adjust and cope with school life. It also provides students with information on the available career opportunities. The study recommends that to improve boys' academic performance, principals are required first to improve the management of the schools. This can be done by setting a clear vision for the schools and communicate this vision to students, support its achievement by giving instructional leadership (curriculum implementation), provision of resources and being visible in every part of the institution, the coping mechanism should be employed by school management and parents to ensure boys in school perform as expected including counseling, motivation and forums to allow students ventilate their issues and Secondary schools should consider improving the existing counseling services and establish fully operational counseling departments. Such departments should offer counseling services to students on regular basis to mitigate on the effect of social economic factors on the boys performance.