

Influence of Behavioural Intervention Strategies on Academic Achievement among Form Three Students with Learning Disability in Nyeri County, Kenya

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Abstract

Behaviour management has remained a challenging issue among learners with Learning Disabilities. Effective behavioural management strategies are critical in the academic success of the learners. Therefore, the aim of this study was to investigate the behavioral intervention strategies used in dealing with behavioural problems among students with LD. Specifically, this study sought to investigate the behavior intervention strategies on academic performance of a complex category of learners with learning Disabilities (LD) and behavior problems. The study sought to identify the following: behavioural problems manifested by learners with LD; the school factors that contribute to behavioural problems among learners with LD; the effects of behavioural problems among learners with learning disabilities on academic achievement. A descriptive research design was applied. The study was carried out in Nyeri County, Kenya. Piloting of the study tools was done in Kirinyaga county .The study population was drawn from form three students and class teachers in the 25 extra county schools in the County. Data was collected using analysis of students documents, questionnaire and interview schedules. After fieldwork, the primary data obtained from the questionnaires was checked for omissions, legibility and consistency before being coded for analysis. SPSS (Statistical Package for Social Sciences) was used to organize and analyze both quantitative and qualitative information. Other inferential statistics were used to analyze the data. Factor analysis was performed on the questionnaires' results from the assessed students to ensure internal reliability by ascertaining that all factors identified within the construct were factors that directly relate to the construct in question. The findings showed that there are ranges of school factors that contribute to behavioural problems among learners with LD such as lack of proper identification processes, irresolute policies on behavior management, improper implementation of existing policies and unsuitable classroom management strategies by teachers. Some of the effects of the behavioural problems were found to include poor academic performance; development of negative attitude towards studies; and limited interaction especially on academic matters hence decline in performance. The study recommends that in order to mitigate against some of the school factors that contribute to behavioural problems among learners with LD, there is need for a concerted effort at school and home (the parents). The study recommends that approaches to intervention should be solution-focused through a model that targets both learning and behavior change for the well-being of the learner. To achieve academically, the affected learners are assisted by implementing behavioural intervention programmes that are unique for every learner

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