

**RELATIONSHIP BETWEEN SELF-CONCEPT AND ACADEMIC  
PERFORMANCE OF SECONDARY SCHOOL STUDENTS IN NYERI  
COUNTY, KENYA**

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## DECLARATION

### Declaration by Candidate

This thesis is my original work and has not been presented for examination any award in any other institution of higher learning

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**DEDICATION**

This work is dedicated to my father, Stephen Muranga and my mother Margaret Muthoni for their prayers and encouragement in the course of this study.

## ABSTRACT

Despite the use of appropriate teaching and learning approaches and the government investing resources to promote quality education, there is a continuous record of poor academic performance among students in National Examinations in Kenya. The purpose of this study was to determine the relationship between self-concept and academic performance among secondary school students. The objectives of the study were to establish the relationship between Self Esteem, Self-Motivation, self-efficacy and academic performance. The study was anchored on The Marsh/Shavelson model self-concept. The study employed Ex-post facto research design. The study targeted students from public secondary schools in Nyeri County, Kenya. Krejcie and Morgan (1970) formula was used to calculate the sample size of the students while Purposive sampling was used to select 25 teacher counselors. Data was collected using questionnaires, interview schedules and document analysis. Data from the questionnaire was first subjected to preliminary processing through validation, coding and tabulation in readiness for analysis with the help of the Statistical Package for Social Science (SPSS) to analyze data. Descriptive statistics was presented using frequencies, percentages and means. Correlation analysis was done to determine relationship that exists between the independent and dependent variables. Additionally, regression analysis was employed to determine the extent to which each variable explained student's academic performance. Qualitative data was transcribed, thematically classified, arranged and reported in narrations and quotations in line with research objectives. Major findings from the study indicated that there was a significant positive correlations between Self-esteem ( $r = .800$ ;  $p = .000$ ), self-motivation ( $r = .732$ ;  $p = .000$ ), self-efficacy ( $r = .886$ ;  $p = .000$ ) and students' academic performance. This implied that there was significant relationship between self-concept and students' academic performance. The study concluded that Self-esteem, self-efficacy, Self-motivation and affected students' academic performance in public secondary schools in Nyeri County. This study therefore recommended that there is a need to promote self-esteem through group discussions and celebratory events, providing motivational support through real-life examples and inspirational materials, establishing peer support networks, and conducting teacher training on constructive feedback and inclusivity. Additionally, schools should design tasks that emphasize effort-based success, introducing mentorship programs, incorporating emotional well-being activities into the curriculum, and engaging parents in nurturing these qualities at home through workshops and ongoing communication with educators. The study findings will be of significance to educators to understand the level of self-concept among students in secondary schools in order to employ an effective approach during the teaching and learning process.

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## ABBREVIATIONS AND ACRONYMS

<b>APDI &amp; SPT:</b>	Adolescent Personal Data Inventory and the Students Performance Test
<b>GPA:</b>	Grade Point Averages
<b>JAMB:</b>	Joint Admissions and Matriculation Board
<b>KICD:</b>	Kenya Institute of Curriculum Development
<b>MoE:</b>	Ministry of Education
<b>NECO</b>	National Examination Council (Nigeria)
<b>OECD</b>	Organization for Economic Cooperation and Development
<b>PCA:</b>	Principal Component Analysis
<b>REM:</b>	Reciprocal Effects Model
<b>RSES:</b>	Rosenberg Self-esteem Scale
<b>SDQ:</b>	Self-Description Questionnaire
<b>SDT:</b>	Self-determination theory
<b>UNESCO:</b>	United Nations Educational, Scientific and Cultural Organization
<b>WAEC:</b>	West African Examination Council

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## CHAPTER ONE

### INTRODUCTION TO THE STUDY

This chapter presents the background of the study, the statement of the problem, the purpose of the study, the research objectives, research hypotheses, and the significance of the study, the scope and assumptions of the study, the limitations of the study, theoretical and conceptual frameworks and operational definitions of terms.

#### 1.1 Background of the Study

Academic performance is defined as the degree to which a learner benefits from instruction in a particular field of study; in other words, performance is measured by the degree to which a learner has received skill and knowledge. Academic performance also refers to knowledge gained and subject-specific skills honed; it is typically determined by test results. How well a student performs on a given exam or standardized test determines their degree of achievement. For instance, a student is deemed to have strong academic performance if their score is higher than the class mean. Progress from one grade level to the next without repeating the class level is another sign of academic performance (Othman & Leng, 2011). The academic performance is also an indicator of social status (Coetzee, 2011). In order to develop an identity in the society, children are becoming more concerned about their academic performance (Igbo, Okafor & Eze, 2014).

Academic performance is an outcome of teaching and learning encountered and reflects the extent to which students have attained their stated educational objectives as well as cognitive attainment in the core subjects at school level (Igbo, Okafor & Eze, 2014). However, a student's academic performance does not only depend on the cognitive ability, but it is also affected by the self-concept, the dynamic and

motivating set of attitudes held about oneself (Sitienei & Nyamwange, 2013). The basic assumption is that students who feel good about themselves and their abilities are the ones who are most likely to succeed (Lawrence & Vimala, 2013). Thus, academic success or failure is deeply rooted in concept of self as a measure of mental ability. Self-concept greatly determines the extent to which learners perceive themselves from what they learn from the others (Yengimolki, Kalantarkousheh & Malekitabar, 2015).

Individuals who appear to be similar to each other may have different thoughts about themselves and may exhibit different behaviors depending on how they perceive themselves and on their beliefs about what they can achieve (Bong & Skaalvik 2013). Self-concept concerns individuals' personal perceptions about their own academic abilities or skills, it is usually developed through experience and through an interpretation of the learning environment, and it is seen as one of the most important factors in learning (Marsh and Martin, 2011), Self-Concept is divided into two categories: academic self-concept and non-academic self-concept. As a result, they established a connection between academic self-concept and certain topic areas and further classified non-academic self-concept into three groups: social, emotional, and physical self-concepts. The category of academic self-concept is the one that is most prevalent in learning situations.

The perceptions, emotions, and viewpoints that people have regarding their academic abilities are referred to as their academic self-concept. Self-esteem is a life skill that all civilizations, regardless of their level of development, greatly value. It is the process by which people evaluate themselves and gain the knowledge, abilities, and attitudes necessary to contribute productively to society. Self-esteem education

influences a person's level of prosperity, welfare, and security, claims Kholode (2009). It is the foundation of economic and social development and a key strategy for enhancing people's welfare. Miller (2002) emphasizes that high school students must accept and appreciate themselves in order to perform well in their academic work in his study on the impact of self-esteem on students' study habits in America.

Additionally, Hoge, Smit, and Crist (2019) carried out a two-year longitudinal study with 322 students in sixth and seventh grade in which they examined the three levels of self-concept (high, middle, and low) and looked at the relationship between self-concept and achievement. Although grades had a small impact on later discipline-specific self-concept, there was little correlation between grades and self-concept. The researchers came to the conclusion that previous correlation studies had exaggerated the relationship between grades and self-concept. Although there is often a positive correlation between academic success and self-concept, good achievement seems to be more of a result than a cause of high achievement (Baumeister, Campbell, Krueger & Vohs, 2017). This shows that improving students' academic performance is a better way to improve their self-concept than the opposite.

It is obvious that a key construct that arises from interactions with others is self-concept. According to technological conception, the experience's focal point is the embodiment of the whole person, whose bodily, psychological, and spiritual elements cannot be distinguished but artificially. In his research, Crawford (2016) discovered that while students' self-concept has an impact on their academic performance, students' degree of studying effort also plays a significant role in enhancing their self-concept and improving academic performance. Given this, teachers, parents, and all other stakeholders have a responsibility to take into account a variety of factors that

may affect a child's development of a positive self-concept when dealing with or interacting with them. They must also assist, monitor, and supervise students as they make an effort to learn because this effort improves students' academic performance (Wigfield and Karpathian, 2016).

In many areas of psychology, having a good view of oneself is regarded as a desirable outcome and an essential mediator of other outcomes. Marsh and Martin (2011) found that self-concept had a direct and indirect impact on subsequent performance in their research and thorough meta-analysis. Self-concept is not only a significant outcome variable in and of itself, but it also has a significant impact on other desirable educational outcomes. In today's competitive world, academic achievement has evolved into a predictor of a child's future (Igbo, Okafor, & Eze, 2014). As a result, academic success is seen as a crucial measure to assess a person's overall potential and capabilities.

According to Yusuf and Adigun (2010), students' academic success is a key indicator of how well school-based instruction is working as well as a significant factor in shaping young people's self-concept. In this light, secondary education is crucial for growing both the individual and the country as well as for building a strong human resource base. Numerous studies have also looked at the relationship between secondary school pupils' academic success and their self-perception. The descriptive or cognitive aspect of one's self, or self-perception, includes one's self-concept. According to Oyserman, Elmore, and Smith (2012), one's self-concept is made up of cognitive structures that focus attention on their aims and may comprise content, attitudes, or evaluative judgments.

In Matovu (2018), Eccles defined self-concept as an overall perspective of oneself across a variety of sets of specific domains, as well as perception based on one's understanding of oneself and assessment of values through experiences related to one's surroundings. From the definitions offered by the former researchers above, it can be concluded that a person's self-concept is their perception of themselves, which includes their knowledge and assessment of themselves. The phrase "self-concept" is more specifically defined in the academic environment as "Academic Self-Concept."

According to Bong and Skaavik (2013), academic self-concept describes a person's capacity for self-perception within a certain academic field. Academic self-concept is defined as an individual's knowledge and perceptions of themselves in settings involving academic accomplishment, according to Wigfield and Karpathian (2016). According to several academics (Trautwein, 2006; Guay, 2013; Matovu (2012)), academic self-concept refers to one's self-evaluation about particular academic fields and how pupils feel about themselves as learners. According to Baran and Maskan (2011), environmental influences are crucial for the growth of academic self-concept. They held the opinion that a learner's academic self-concept affects how they learn and how successful they are. This suggests that a student's perception of themselves influences their academic performance, in this case their performance in literary-related topics.

Baran and Maskan's (2011) findings that students with high academic self-concept put more effort into their studies, persist through challenges, and act out of choice and enjoyment corroborate this viewpoint. For instance, Omotayo (2011) discovered a substantial correlation between academic achievement and self-concept among Ghanaian high school students. Study on Self-Concept and Academic Performance of



Students at the Higher Secondary Level in Ghana was undertaken by Kumari (2013). She used a sample of 321 higher secondary students from various types of schools who were enrolled in various educational systems. The results of the study showed that, when compared to students from other boards, kids from central board schools had higher self-concepts and performed better academically. Additionally, they found a link between students' greater secondary academic achievement and self-concept that was significant and favorable.

Further, Kumari (2013) discovered that there was a significant correlation between study habits and academic achievement of highly intelligent males and girls in her study of students belonging to upper and lower levels of intelligence. Relationship Between Self-Concept and Performance of Senior Secondary Students in the Port Harcourt Metropolis was the focus of a study by Isaac et al. (2011). According to the exam results, general academic performance and general academic self-concept are substantially correlated with academic self-concept. The main implication from the study's findings is that self-concept and students' general academic performance are so closely related that changing one can lead to a change in the other. As a result, the study recommended that educational program developers, teachers, parents, and students make improving students' self-concept just as important as improving academic performance as an educational goal. A 2013 study in Kenya by Sitienei and Nyamwange on the academic performance and self-concept of children with physical disabilities in ordinary primary schools in Uasin Gishu County found a substantial correlation between secondary school students' academic achievement and their self-concept.

Therefore, it is more pressing for the individuals/ students to have high academic performance (Joshi & Srivastava, 2009). Additionally, academic performance is a major indicator of quality education, which is considered the key to economic and industrial growth and ultimately individual development (Karanja & Bowen, 2012). Therefore, academic performance is an important factor in national education because it is normally seen as an indicator of whether the education in a country is successful or not. In short, academic performance is important because it is considered to promote success in life (Coetzee, 2011). The relationship between Self-concept and students can be measured in terms of self-efficacy, self-esteem, and self-motivation.

The term self-esteem is used to describe a person's overall subjective sense of personal worth or value. In other words, self-esteem may be defined as how much you appreciate and like yourself regardless of the circumstances. According to connections between student performance and self-esteem as a part of self-concept, students who have high self-esteem perform better (Mugambi, 2010). However, academic success contributes to having a high sense of self-worth. It has been demonstrated that raising pupils' self-esteem improves academic achievement, albeit it can occasionally backfire. According to Haven (2015), the concept of self-esteem is now well known. In an effort to improve students' self-esteem, educators such as teachers, parents, and therapists have concentrated their efforts, making the crucial assumption that improved self-esteem will result in a variety of positive outcomes and advantages, including improved academic achievement. However, evaluation of the impacts of self-esteem depends on a number of variables, including the learning environment.

On the other hand, Self-efficacy refers to students' beliefs in their ability to master new skills and tasks, often in a specific academic domain (Pajares & Miller, 2001, cited by Nasiriyah, Azar, Noruzy, Dalvand, 2011). In other words, perceived self-efficacy is concerned with people beliefs in their capabilities to produce given attainments (Bandura, 1997). Self-efficacy demonstrates faith in one's capacity to exercise control over one's own driving forces, actions, and social milieu. Students gather data to assess their self-efficacy from their actual performances, their vicarious experiences, the persuasion they receive from others, and their physiological reactions. The decision of the task to accomplish has an impact on the effort, perseverance, resilience, and results. According to the majority of researchers examining this association (Pajares & Miller, 1996), self-efficacy and performance are strongly correlated. When compared to kids who lack this confidence, those who have strong notions of self-efficacy tend to engage in difficult tasks, put up more effort, and achieve exceptionally well academically (Bong, 2001).

Further, student self-motivation is an essential aspect that influences teaching and learning (Baker et al., 2018). Wells (2011) study portrayed that positive self-concept in students was improved by student-teacher relationships. Despite the situational condition, student self-motivation was discovered to bring about positive goals on student academic performance. Although students' learning may be impacted by external motivational variables like prizes or incentives, it can also grow as a result of their own intrinsic motivation to perform or complete a task (Bain, 2014). This self-motivation may include the intention to learn so that they can complete an activity, the basic need for new experiences, a need to perfect particular skills, to trounce a particular challenge, to be competent, a need to be successful, and also a need to interact with other students. Being able to satisfy these needs is rewarding and

sustains learning more constructively than grades do. Motivation levels are extremely impacted by the environment (Mitchell et al., 2013).

McInerney et al. (2012) focused on how people perceive their own abilities, skills, attitudes, and values, whereas Wang and Lin (2008) saw self-concept as a sense of assurance that people feel about themselves and as a key predictor of success or failure in academic responsibilities. Self-concept is a person's perceptions of himself formed through experience and interpretations of the environment. Self-concept generally refers to the composite of ideas, feelings, and attitudes people have about themselves (Zahra, Arif & Yousuf, 2010). According to Kumari and Chamundeswari (2013), self-concept is the cognitive part of self and generally refers to the entirety of a taught, complicated, organized, and dynamic system of ideas, attitudes, and views that each person thinks to be true about his or her own unique existence. Self is an important mediating factor that facilitates the attainment of other desirable psychological, behavioral, and educational outcomes that underpin human potential (Craven & Marsh, 2008). Self-concept is considered a central theme of life, which affects all relationships positively, or negatively (Lawrence & Vimala, 2013).

Self-concept is a characteristic inherent in the personality of every individual and these constructs include; gender, self-esteem, self-motivation and self-efficacy (Nalah, 2014). Self-concept can be divided into two distinct factors; academic and non-academic self-concepts. Academic self-concept is the perception of oneself in academic activities in relation to specific subjects, teachers and school (Tang, 2011). Academic self-concept is related to feelings or attitudes that a person has of his or her own academic abilities (Coetzee, 2011). According to Tang (2011), a student's opinion of their non-academic competencies in four areas—physical appearance self-

concept, physical ability self-concept, parent relationship self-concept, and peer relationship self-concept—define their non-academic self-concept.

Self-concept is very significant to psychologists and educationists because whatever a person feels or thinks about himself is very important and could be a strong determinant of his behavior, even at school (academic performance) (Nalah, 2014). For instance, Craven and Marsh, (2008) argued that the attainment of a positive academic self-concept mediates positive influences on multiple aspects of psychological and other desirable educational outcomes including academic behaviors such as persistence on academic tasks, academic choices, educational aspirations, and sub-sequent academic performance. Having reviewed from the empirical studies, it was noted that most the studies have concentrated on self-concept and its effect on performance rather than individual variables of self-concept such as self-esteem, self-efficacy, and self-motivation. It is against this backdrop that this study sought fills this gap by determining the relationship between self-concept and academic performance among secondary school students in Nyeri County.

## **1.2 Statement of the Problem**

Despite the government's efforts and spending a large amount of the nations' resources on education, the performance among students is still a source of worry County Director of Education, (2020). Further, the use of appropriate teaching and learning approaches has not made significant impact and most students continue to record poor academic performance in national examination. In Nyeri County the trend of performance has been significantly low in the past 5 years as the schools recorded a mean of 5.21 in 2016, 5.56 in 2017, 4.09 in 2018, 4.01 in 2019 and 3.97 in 2020. Several Studies have been conducted to establish the causes of dismal performance.

Evidently, the majority of research have focused on certain aspects of self-concept, such as self-esteem, self-efficacy, and self-motivation, without considering the overall impact on students' performance in Nyeri County's public secondary schools. The purpose of this study was to close this gap by investigating the connection between academic achievement and self-concept in Nyeri County's public secondary schools.

### **1.3 Purpose of the Study**

The purpose of this study was to examine the relationship between self-concept and academic performance of students in secondary school in Nyeri County.

### **1.4 Objectives of the Study**

The study was guided by the following research objectives

1. To establish the relationship between Self Esteem and Student Academic Performance in public secondary schools in Nyeri County.
2. To determine the relationship between Self-Motivation and Student Academic Performance t in public secondary schools in Nyeri County.
3. To find out the relationship between Self-efficacy and Student Academic performance in public secondary schools in Nyeri County.

### **1.5 Research Hypotheses**

The study was based on the following research hypotheses

1. There is no significant relationship between Self Esteem and Student Academic performance in public secondary schools in Nyeri County.
2. There is no significant relationship between Self-Motivation and Student academic performance in public secondary schools in Nyeri County.
3. There is no significant relationship between self-efficacy and student academic performance in public secondary schools in Nyeri County.

## **1.6 Significance of the Study**

In the process of human growth and development, self-concept is a crucial component (Lawrence & Vimala, 2013). Self-concept is essential to psychological well-being and is one of the most significant social science concepts, claim Craven and Marsh (2008). Therefore, it is anticipated that a study of the connection between students' academic achievement in secondary school in Nyeri County and their self-concept will be important to a number of parties.

First and foremost, the study's findings will be important to educators who may use them to gauge secondary school pupils' levels of self-concept and develop teaching and learning strategies accordingly. The study's findings may potentially be used by educational institutions like colleges and teacher preparation programs to better understand how students' self-concept affects their academic performance and how to improve that performance. Students may gain understanding of self-concept and its significance for their academic achievement from the study's findings.

Additionally, the results may give parents knowledge on how to improve their children's self-concept by educating them on how self-concept impacts academic achievement. The study could also be important for society as a whole since its conclusions could influence how people view secondary school children who perform poorly academically. The study is of significance to policymaking organizations such as the Ministry of Education in Kenya to develop policies and strategic plans to aim at enhancing self-concept and academic performance of students. Finally, the study adds on to the existing knowledge on self-concept on academic performance of secondary school students and may help future researchers and scholars to build upon its concepts.

### **1.7 Scope of the Study**

This study sought to examine the relationship between self-concept and academic performance of students in secondary school in Nyeri County. This study specially focused on the influence of Self Esteem, Self-Motivation and Self-efficacy on students' academic performance. The study was carried out in Nyeri County in Kenya. The sub counties include; Kieni East, Kieni West, Mathira East, Mathira West, Nyeri Central, Mukurweini, Tetu and Othaya. The study focused on students from selected schools in the county.

### **1.8 Limitations of the Study**

The study considered some thematic areas of self-concept that influence student academic performance in Nyeri County. The study only dealt with self-esteem, self-efficacy and self-motivation. However, other constructs not addressed in this study that may influence student academic performance would form a basis for further studies. In addition, this study relied on self-reports which carries their own bias. This was overcome by employing the use of triangulation in data collection by use of questionnaires and interview schedules.

### **1.9 Theoretical Framework**

The study was anchored on the Marsh/Shavelson Model of Self-Concept. The Marsh/Shavelson model of self-concept was developed by Marsh and Shavelson (1985). The model is rooted in the work of Shavelson et al. (1976). According to the model, self-concept is hierarchically structured, with perceptions of behavior at the base moving to inferences about self in academic and nonacademic areas, and then to inferences about self in general (Trautwein, Ludtke, Koller & Baumert, 2006). According to the model, the general or global self-concept is at the apex and



intermediate levels of self-concept such as academic and non-academic self-concept follow beneath (Du Plessis, 2005). According to the Marsh/Shavelson Model, self-concept is hierarchical with a global self-concept at the top, broad domains in the middle, and specific domains at the bottom. The model thus includes an overall measure of self-concept (general self-concept), two higher order factors (academic self-concept and non-academic self-concept), and a number of domain-specific self-concept subscales (Cox, 2010). In the model, academic self-concept is represented by subject specific facets of self-concept (e.g. mathematics and English).

### **1.9.1 Application of the Marsh/Shavelson Model of Self-Concept to the Study**

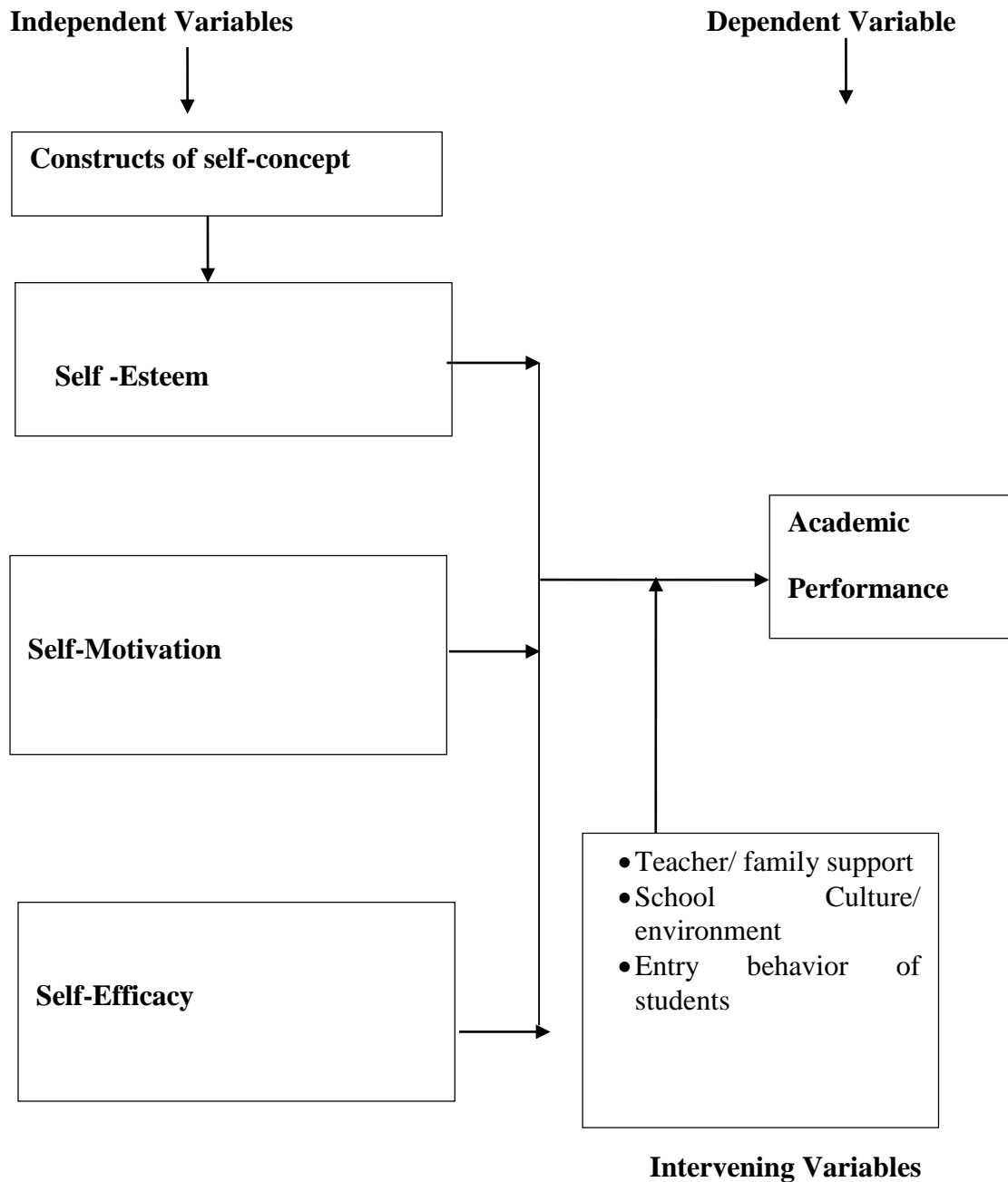
This study seeks to determine the relationship between self-concept and academic performance of students in secondary school education in selected schools in Nyeri county with focus on academic, nonacademic and the total self-concept. As such, the Marsh/Shavelson Model of self-concept distinguishes between general mathematics and general verbal self-concepts, and the domain-general academic self-concept was considered subordinate to general math and general verbal self-concepts (Du Plessis, 2005). The Marsh/Shavelson model of self-concept also predicts that relations between non-academic self-concept scores (such as physical appearance, physical ability, parent relationships, and peer relationships self-concepts) will be stronger than their correlations with the academic scales (e.g., general-school, mathematics, and reading self-concepts) (O'Mara & Marsh, 2014) which forms part of the study objectives.

Additionally, theoretical construction of self-concept through the Marsh/Shavelson Model has had a profound influence on most research on self-concept and also provides a better way to measure self-concept (Green, Nelson, Martin & Marsh,

2006). This study also used the Self-Description Questionnaire (SDQ) which was developed out of the Marsh/Shavelson Model (Craven & Marsh, 2008). Further, the Marsh/Shavelson Model presupposes that self-concept is a multidimensional and hierarchical in which general self appears at the apex and is divided into academic and non-academic components (Green, Nelson, Martin & Marsh, 2006). Thus, according to Du Plessis (2005) children as young as five to eight years have multidimensional, hierarchical structured self-concepts including academic self-concept and the global/general self-concept. The Marsh/Shavelson model self-concept theory also holds that feeling positive about one has numerous social outcomes including positive academic performance (Nalah, 2014). The model is therefore significant in the current study because it describes the basic structure of self-concept and how it influence student academic performance (Craven & Marsh, 2008).

### **1.10 Conceptual Framework**

A conceptual framework is what is produced when a number of related concepts are combined to explain and provide a more comprehensive understanding of the topic being studied (Imenda, 2014). To establish the study's emphasis and direction, the conceptual framework organizes the study's core concepts. The study's independent variables included self-esteem, self-efficacy, and self-motivation, with particular self-concepts falling under each. The study's dependent variable was pupils' academic achievement as measured by underperformance and overperformance. Additionally, the study incorporated the factors influencing self-concept and the strategies which can be used to enhance self-concept among students in secondary school education as intervening variables. The intervening variables were government Policies, School Environment and School Culture. Figure 1.1 shows the study's conceptual framework.



**Figure 1.1: Relationship between Student Self-Concept and Academic Performance**

When a student has high academic self-concept, their academic performance is high. This performance would be indicated by the good grades they score in academic tasks, transition to next grade without repetition of the class. A student with high non-academic self-concept will score high scores in academic tasks. A student who gets good grades in academic tasks in return has high self-concept in academic and non-

academic self-concept. However, some intervening variables may have influence on self-concept that may influence academic performance that the researcher may not have control over. Some of these variables are; individual attitude towards school tasks, family support, and teachers support. For instance, a student who has a positive attitude towards school tasks will put a lot of effort in order to complete the tasks independently and effectively; this in return may lead to improved performance in the task; unlike a student who has a negative attitude towards academic tasks; he/she may not attach importance to academic tasks and this will influence his academic performance in that task. To control for intervening variables qualitative data collection technique by the use of interview was used to minimize their potential influence on the relationship between academic self-concept, non-academic self-concept, and academic performance.

### 1.12 Operational Definition of Terms

- Academic performance:** This is how the success of students in various academic subjects is measured. Normative test scores, graduation rates, and classroom performance are the typical metrics used by educators to assess student achievement.
- Secondary Education:** Secondary school education refers to a system of education in Kenya, where children are expected to join form one and remain in school for four academic years.
- Self-concept:** Academic self-concept refers to the student's perception of themselves their specific attitudes and feelings in academic competencies measured in three factors; Math self-concept, English self-concept and school self-concept.
- Self-motivation** It is the student's score on self-motivation sub scale concerning the extent to which the student is self-motivated.
- Self-efficacy** Is defined as an individual's belief in his or her ability to succeed in a specific situation or accomplish a specific task

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter takes a review of literature on self-concept and academic performance as explored by various scholars. The specific areas include self-esteem, self-motivation and self-efficacy. The chapter also presents a summary of literature review and research gaps.

#### **2.1 Self-Concept and Academic Performance**

Academic Self-concept refers to specific attitudes, feelings and perceptions about an individual's intellectual or academic abilities which represent that individual's self-beliefs and self-feelings regarding the academic setting (Dramanu & Balarabe, 2013). Academic self-concept is also referred to as a person's self-evaluation regarding specific academic domains or abilities. In other words, academic self-concept is how students do school work or feel about themselves as students (Matovu, 2012). According to Kumari and Bhatt (2014), academic self-concept is an individual's beliefs and self-evaluation regarding the nature of their academic-related skills and abilities. This includes the student's personal view on how their skills and abilities work.

Academic self-concept thus comprises of a set of attitudes, beliefs and perceptions held by the students about their academic skills and performance (Coetzee, 2011). According to Zahra, Arif, and Yousuf (2010), the academic self-concept can be further subdivided into second order subject-specific self-concepts that can be used to explain student performance in a variety of subjects, including English, History, Mathematics, and Science. High self-concept in a subject promotes happiness in the

learning of the subject, social acceptance and performance; whereas, low self-concept in a subject may contribute to failure in the subject. Some educators believe that improved self-concept in a subject will lead to greater satisfaction and academic achievements (Afuwape, 2011).

On the other hand, academic performance means the ability students achieve in learning institutions which includes the skills achieved, attitudes, knowledge and philosophy (Verniers & Martinot, 2016). It refers to the marks or grades of a student at a school. A good education system provides student basic knowledge and learning skills to all the students regardless of their age, sex, class, caste, religion or region. It helps to know the student's performance and the challenges which he/she is facing during his educational course. It is done so that meaningful solutions can be provided to the hardships and challenges he/she is facing while the course of learning. It focuses on academic and co-curricular activities in an educational environment. It works on cognitive domain of the students. Academic performance of a student determines whether he/she can be promoted for higher education or not. A student's long- or short-term educational goals are assisted by a teacher or educational institution. Achieving a bachelor's degree or finishing a course of study is an academic accomplishment.

Academic achievement has long been acknowledged as the foundation of all human endeavors (Njenga, 2018). By supplying the right human resources, education helps any country's economic and social development by boosting production and eradicating human ignorance, disease, and poverty (Ministry of Education, 2018). The poor are empowered by education, which also makes significant contributions to society's development (UNESCO, 2019a).

Many research have examined the relationship between self-concept and academic performance, according to a review of the scientific literature. Fin et al. (2014) looked at 16 and 17-year-old students' self-concepts in Malaysian secondary schools. The poll drew in 1168 students in total. The CoPs (UM) tool was used in this study to assess self-concept. Three factors—academic self-concept, physical self-concept, and social self-concept—were identified by principal component analysis (PCA). In addition to confirming how students felt about specific internal context elements, this study also showed that external context factors had an effect on students' self-perception, which in turn improved their academic performance. Research on the secondary pupils' academic performance and self-perception was done by Punithavathi (2011). The analysis's findings showed a strong connection between academic success and one's self-perception. Kezhia (2012) and Subbulakshmi (2012) conducted more collaborative investigations and discovered a substantial difference in academic performance and self-concept among students in various categories of schools, such as national, county, sub county, and extra-county schools.

Numerous studies have shown that individuals who psychologically develop a positive self-concept while in school are more likely to succeed in academic settings as well as in social and emotional contexts (Eccles, 2009; Harter, 2012; Nasir and Lin, 2012; Chen et al., 2013). Therefore, the development of the techniques and abilities required to meet obstacles in adulthood may be aided by the positive self-concept developed during the formative years (Huang, 2011). Additionally, it has been discovered that self-concept is positively related to a number of things, including a person's level of happiness (Hunagund and Hangal, 2014), their academic performance (Salami & Ogundokun, 2009), their level of pro-social behavior



(Schwarzer & Fuchs, 2009), and finally their overall well-being (Mamata & Sharma, 2013).

Reciprocal Effects Model (REM) by Marsh & Martin (2011) is one of the models that establishes a connection between self-concept and academic performance. According to this approach, academic performance and self-concept reinforce one another, leading to improvements in both. The developmental equilibrium theory has also been highlighted, starting with the evolutionary perspective. Self-concept and academic achievement are two aspects that are directly related, and this hypothesis' main goal is to bring them into harmony (Marsh et al., 2016a, b). Thus, achieving a state of equilibrium has significant effects on an individual's development, but it is important to remember that each person's self-concept development is unique and dependent on the social, emotional, and personal characteristics that surround them (Eccles, 2009; Murayama et al., 2013; Paramanik et al., 2014).

In the early educational stages as well as higher education, there are numerous research that link self-concept with academic or school success (Guay et al., 2010; Möller et al., 2011; Skaalvik & Skjaalvik, 2013). Student self-efficacy is significantly influenced by the student's self-concept, particularly the academic self-concept contained within it (Ferla et al., 2009). Additionally, in Primary Education, there is a strong correlation between intellectual self-concept and school adaptability, it also forecasts academic success (Wosu, 2013; Mensah, 2014; Marsh & Martin, 2011; Guo et al., 2016). Therefore, it is anticipated that such predictive value will be found in this study.

According to the findings of cross-cultural research, students from various populations and nations performed worse academically when they had a poor sense of

themselves (Marsh & Hau, 2003; Seaton et al., 2010; Nagengast & Marsh, 2012). When comparing the academic performance and academic self-concept of primary school pupils from a minority group and a majority group in North America, Cvencek et al. (2018) discovered that the minority group's students performed less well in school. Other research with comparable findings that demonstrate the disadvantage of minority groups in schools can be discovered (Strayhorn, 2010). These findings support the hypothesis that in the study, academic performance and academic self-concept scores were lower for children of Amazigh cultural background than for those of European cultural origin.

In addition to self-concept and academic achievement, gender has also been examined (Chrisler & McCreary, 2010; DiPrete & Jennings, 2012). Therefore, it was demonstrated in the meta-analysis study by Voyer and Voyer (2014) that women had a distinct advantage in academic performance, with their findings indicating differences in favor of the women for the topic of Language. Self-concept was another area where gender differences were discovered (Nagy et al., 2010). In a meta-analysis study, Huang (2011) found that, in comparison to the males, women had a higher self-concept in the topics or courses linked to language and the arts.

Academic self-concept is more strongly connected with academic success than general self-concept, claim Kumari and Chamundeswari (2013). High self-esteem students are more likely to approach school-related tasks with confidence, and their success at those tasks helps to sustain that confidence. Additionally, Jen and Chien (2008) assert that students who have a better academic self-concept spend more time engaging in learning activities in the relevant learning subject; conversely, they spend less time studying for other learning subjects. There have also been numerous

research on the connection between academic self-concept and academic success. For instance, Mucherah et al. (2010) evaluated the connection between students' self-concept and academic performance in arithmetic and English for high school students in Kenya and discovered that there were gender variations in academic performance as well as most dimensions of self-concept.

Through the use of structural equation modeling, Tsung-Hau and Chin-Lung (2008) investigated the effects of the academic self-concept on academic performance. According to the study, individuals with stronger academic self-concept spend more time engaging in learning activities in their corresponding learning subject; nevertheless, they spend less time studying for other learning subjects. In their study, Trautwein, Ludtke, Koller and Baumert (2006) also examined the directionality of effects between domain-specific academic self-concepts, and academic performance using a sample of 7<sup>th</sup> graders from East and West Germany. The study found reciprocal effects between academic self-concept, and academic achievement.

Dramanu and Balarabe (2013) examined the connection between junior high school pupils in Ghana's academic performance and academic self-concept in another study. Academic self-concept and student performance were found to be positively correlated in the study, which included a sample of 756 males and 714 females. The survey also discovered a substantial difference between junior high school students' perceptions of their academic abilities in urban and rural schools, with urban students scoring higher. Additionally, Mboya (1993) evaluated 440 students in the tenth grade in Cape Town, South Africa on their perceptions of their academic achievement and abilities. The study discovered a substantial positive association between boys' and girls' academic achievement and their perceptions of their own academic competence.

In addition, Adebule (2014) used a sample of 400 students using the Student Self-Concept Inventory to collect data on self-concept and academic performance of students in Mathematics to corroborate their link. The data showed that pupils' self-concept has little bearing on their academic achievement. Afuwape (2011) looked at the connection between students' self-concept and their academic achievement in Basic Science using the Adolescent Personal Data Inventory and the Students achievement Test. According to the findings, there was no correlation between the academic performance of secondary school students in Basic Science and their sense of self.

Academic self-concept and academic achievement: developmental perspectives on their causal ordering were the focus of another study by Guay, Marsh, and Boivin (2003). The study discovered that achievement and academic self-concept were influenced by both performance and self-concept. Oluwatayo (2011) conducted research on the correlations between self-perception and mathematical performance as well as the impact of gender. Self-concept and mathematical skill were found to be modestly connected in the study using Pearson product moment correlation and t-test, but gender had no discernible effect on either.

In a study employing the Tennessee Self-Concept Scale, Naseebah (2015) investigated the association between academic achievement and self-concept in Saudi girls with learning difficulties aged 8 to 10. The results showed that learning disability status had an impact on academic self-concept but not general self-concept. The impact of mathematics self-concept, motivation to learn mathematics, and self-regulation learning on students' academic progress in mathematics was examined by Koshkouei, Shahvarani, Behzadi, and Malkhalifeh (2016). The study's conclusions

showed that mathematics self-concept was a better indicator of academic achievement in mathematics. Marzieh and Mahsa (2014) looked at 300 first-graders in a high school in Iran to determine the connections between academic self-concept, academic motivation, and students' academic achievement. The study indicated that academic self-concept was a substantial and powerful predictor of academic achievement using multiple regression analysis.

The academic self-concept and performance of university students in Malaysia were examined by Matovu (2012). The findings showed that gender has a statistically significant impact on academic effort and performance. Using a sample of 363 students from 10 high schools and the academic self-concept scale, Ghazvini (2011) investigated the connection between academic achievement and academic self-concept. According to the study's findings, there is a strong correlation between academic self-concept and measures of academic success, and academic self-concept is a strong predictor of general performance in math and literature.

Self-efficacy, in general, is a crucial component that affects a person's ability to employ self-control and it may help to better explain this ability (Duffy et al. 2015). According to self-regulation theory, self-efficacy has a significant influence on self-control (Bandura, 1997). Tolentino, et al. (2018) shown that students who put in high levels of academic effort are more likely to benefit from the provisional indirect consequence of career flexibility in forecasting job search self-efficacy through self-monitoring.

Tolentino, et al. (2018) predict that given self-monitoring's motivated nature enhances adaptive receptiveness and professed competence in job searching, academic endeavors will deepen the link between self-monitoring and self-efficacy. Due to the

fact that students' social perception and interpersonal adaptation are balanced by a strong regard for educational experiences, self-monitoring combined with academic work boosts self-efficacy. The self-enhancement paradigm theorizes that enhancing students' self-concept should come before enhancing their academic achievement, and that enhancing students' self-concept will increase their academic performance (Jen & Chien, 2008 and Coetzee, 2011). Insofar as a positive (or negative) change in one facilitates a corresponding change in the other, self-concept and academic achievement are dynamically interactive and reciprocal with one another (Kumari & Chamundeswari, 2013).

Depending on how one views a person's value, one may consider their self-esteem as negative or positive (Njega, Njoka, & Ndung'u, 2019). One's degree of self-esteem is influenced by the value they place on themselves. As a result, one's performance in a variety of situations in life might be influenced by their level of self-esteem. The two self-esteem extremes are undesirable. A person with high self-esteem must believe they are better than other people when evaluating their own worth. This may result in negative behaviors including conceit, egotism, and trouble interacting with others. Such actions might affect a person's academic success. Secondary school students in Kenya have seen a deterioration in their academic performance in the KCSE for a number of years. In comparison to other counties like Meru, Embu, Isiolo, and Marsabit, Nyeri County has not been an outlier (MoE, 2013).

According to Mugambi's (2010) research, students who have high self-esteem can succeed academically under the correct circumstances. However, the bulk of these research ignored the learner's affective domain and concentrated instead on the cognitive characteristics of the learner as well as the teacher's methods and

instructions for teaching. According to research, raising students' self-esteem is an important objective that will help them achieve other important learning goals including academic effort and task persistence. It's important to comprehend how kids' self-esteem affects their academic achievement. The relationship between discipline and students' academic performance in secondary schools has been the subject of prior research.

Additionally, previous research have looked at the relationship between academic achievement and self-esteem levels in secondary schools. For instance, Lone & Lone (2016) made the important point that, in the context of psychology, one's self-concept is critical in determining one's conduct. The understanding of oneself by the context to which one belongs is known as one's self-concept. It is typically made up of thoughts, feelings, and behaviors that one associates with themselves. A person's perception of themselves fluctuates from situation to scenario and is dependent on how they feel about themselves or how they perceive others. A set of characteristics, attributes, qualities and deficiencies, capacities and limits, values and relationships that he perceives as information relating to his identity are the main influences on these concepts, along with evaluations of significant others, reinforcements, and behavior attributions (Nalah, 2014). Academic performance, gender identification, sexual personality, and racial identity are all influenced by how one feels about themselves. Self-concept, for the most part, encompasses the answer to the question "Who am I?" 2010 (Left, Onghena, Colpin). According to Kaur et al. (2009), there are three basic components that make up one's self-concept: one's self-image or self-identity, one's sense of one's own value, and one's conduct, which is influenced and formed by one's self-concept. Self-concept is different from self-esteem since it deals with how self-learning is described, predictable, and relevant to one's attitude and state of mind.

Self-concept, which is a psychological or obvious aspect of one's self (example: "I am a quick sprinter"), differs from confidence. As an example, "I like being a quick sprinter" does not express self-esteem (Ayduk, Gyurak, & Luerksen, 2019). In order to help kids who may be victims of their unfavorable self-concepts, Dambudzo (2019) underlined the relevance of academic success and self-concept. A 2017 investigation by Murugan and Jebaraj. The precise conditions for setting up these self-concept spectacles in relation to academic success as a usual and obvious vital outcome of the student development and progress rather than among enthusiastic manifestation.

The self-concept in relation to academic success ultimately becomes crucial to a person's actions. Since students represent the future of society, their self-concept regarding academic accomplishment is crucial. The link between a student athlete's academic success and their self-concept was discovered by Meerah and Mazlan in 2017. The results of the study showed a shaky positive association between the variables. This shows that the respondents in their study had far better self-esteem. A substantial association between the students' self-concept, academic achievement, and study habits was shown in the Chamundeswari et al. (2014) study. His study's conclusion implied that self-concept is the source of all motivated activity.

Additionally, according to Anitha and Parameswari (2013), familial experiences form the cornerstone of one's self-concept. According to Sikhwari's (2014) research, motivation, self-concept, and students' academic achievement all showed strong correlations. In contrast to academic motivation, academic self-concept significantly differs between boys and females, according to Naghebzadeh (2014). Additionally, the outcome of the multiple regression analysis shows that self-concept is a major predictor of academic achievement. The findings showed that self-concept, students'



academic motivation, and academic performance were significantly correlated, but that there was no relationship between academic motivation and academic performance.

According to Gabriel et al.'s (2009) study, an individual's level of self-esteem is directly related to their success or failure in life and academic endeavors. It is noted that a student's perception of their own aptitude heavily influences their capacity to succeed. Academic achievement and self-concept have a considerable association, according to the study of Adom et al. (2014). Although there was no statistically significant association between academic motivation and performance, the study found that there was a favorable correlation nonetheless. Additionally, Bacon (2011) focused on African American students' experiences of regional mobility while examining the relationship between academic achievement and academic self-concept. The findings showed a substantial correlation between respondents' academic self-concept and performance in the classroom. Additionally, it was stated that increasing students' desire in higher education was still difficult because some students' excitement was seen as unpredictable.

According to Jen and Chien (2008), a student's accomplishment will be positively impacted by their perception of themselves within the same learning subject, but unfavorably by another. There were three ways to look at the relationship between students' academic achievement and self-perceptions. According to the skill development model, putting effort into academic performance has a beneficial impact on a student's perception of themselves. According to the self-enhancement paradigm, raising students' self-esteem is essential for enhancing academic achievement (Yokoyama, 2019).

In a similar vein, a 2013 study by Anitha and Parameswari found a favorable correlation between academic success and self-perception. The findings demonstrated that a child's self-concept is a crucial aspect of their development and has an impact as they gradually pick up skills, engage in social interactions, and develop their unique identities. Ghazvini also explored the connection between academic success and academic self-concept in a 2011 study. The results showed a strong relationship between the academic self-concept and academic performance characteristics. Oluwatosin and Bamidele (2014) looked at the connection between secondary school students' chemistry academic achievement and their self-perception. The study found a connection between students' self-concept and academic success in chemistry using a descriptive survey research approach. Additionally, it was discovered that pupils studying chemistry in private schools have a better level of self-concept than those in public schools.

Chohan and Khan (2010) looked at the effects of parental support for education on academic achievement and self-concept in students. The results of the study showed that parental involvement in their children's education had a favorable and consistent impact on academic achievement and self-concept. It was demonstrated in the study by Matovu (2012) that students of both sexes (male and female) from various faculties make a substantial effort to improve their academic self-concept. As a result, self-concept is interpreted as follows: Oluwatosin and Bamidele (2014) looked at the connection between secondary school students' chemistry academic achievement and their self-perception. The study found a connection between students' self-concept and academic success in chemistry using a descriptive survey research approach. Additionally, it was discovered that pupils studying chemistry in private schools have a better level of self-concept than those in public schools.

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Non-academic self-concept is the distribution of oneself in non-academic activities, such as physical self and relativity towards family, friends, and society, whereas academic self-concept is the differentiation of oneself in related academic activities, such as subjects, educators, and educational institutions (Tang, 2011). Results indicated a substantial association between students' high and low self-concept and academic achievement, according to Nalah (2014). In order to increase positive and high self-concept as a social self-concept element that can boost students' academic performance, Nalah (2014) advised social indicators (parents, teachers, government, and society) to focus on them. In Bhagat's (2017) study on the association between self-esteem and secondary school students' academic performance, respondents enrolled in government and private schools showed a favorable, but not statistically significant, correlation between their academic performance and their negative self-

perceptions. Self-efficacy is the belief that one can complete a task more successfully. Being confident in one's capacity to complete any duties that are provided is a good attitude toward oneself.

The researchers recommended that the environment should be aware that a student's academic achievement does not necessarily reflect their self-concept because the study by Adebule (2014) demonstrated that self-concept did not effect students' academic performance. Laryea, Saani, and Brew (2014) looked into how the students' academic performance was impacted by their self-concept in support of the study. Their research demonstrates that pupils' academic achievement is not directly impacted by their self-perception. According to research on the connections between students' academic, physical, and social self-concepts and their academic performance, neither the physical nor the social self-concepts were linked to academic performance (Zahra and Yousuf, 2010).

Emmanuel et al. (2014) examined the connection between high school students' academic performance, achievement motivation, and academic self-concept. The study's findings showed that the majority of high school pupils polled had a high sense of self-worth and were highly motivated to accomplish on the Mathematics Achievement Test. Academic performance and achievement motivation were found to be positively correlated, however their relationship was not statistically significant. Chetri (2014) examined the relationship between teenagers' self-concept and motivation for accomplishment and their academic performance. In terms of gender, location, and management variation, the study found no statistically significant difference in the students' self-concept. The achievement motivation regarding gender and location variance showed the same outcome.

However, it turns out that there is a sizable disparity in the pupils' academic performance with reference to location and management variance. The three factors of academic performance, achievement motivation, and self-concept were all statistically significant. Yengimolki et al. (2015) looked at the relationship between students' academic achievement and their sense of self and social adjustment. This demonstrates that while there is no significant difference in the respondents' self-concept, there is a substantial difference in the respondents' genders and modifications.

## **2.2 Self-Esteem and Student Academic Performance**

Self-esteem is a sense of individual's value or worth and an extent to which his worth or value is approved or appreciated. It has its origin since 18<sup>th</sup> century which can be first seen in the writings of David Hume a Scottish and an enlightened thinker. It has its origin and can be depicted from the works of the philosopher, psychologist and anthropologist William James, (1892). He identified many dimensions of one's self, having two levels of hierarchy. One is known as "I" self and the other is known as "me" self. In the middle of 1960 the social psychologist, Rosenberg (2015) mentioned self-esteem as an attitude which could be favourable or unfavourable towards own self. Self-concept is an evaluated component of self-esteem. Self-esteem includes the behavioural and cognitive aspects of the self or it is the overall reading of a self and making of self-worth. It is your own worth which could be evaluated subjectively and it consists of beliefs about your own self as well as the emotional levels.

In 20<sup>th</sup> century the studies were done in terms of introspection of mental processes, feelings and emotions among others. Self-esteem predicts academic performance, confidence level, job performance and satisfaction in relationships and in marriages. It

improves one's belief in one self. Individuals' self-esteem emerges from interactions among society, family members, and others (Liu, 2014). All external effects are internalized into people's internal traits and emotional experiences, which are then mediated by their self-concepts, according to Jin's (1996) theory. Therefore, academic performance, as an external, objective indicator, would contribute to self-concept in school, which represents an internal emotional experience, via the psychological mechanism of self-esteem. Specifically, first, consistent with the skill-development model (Calsyn & Kenny, 1977), academic performance could predict self-esteem. This model describes the relation between academic performance and self-beliefs as one in which academic performance impacts subsequent self-beliefs (i.e., self-esteem).

In support of such a model, a meta-analysis concluded that students' prior academic performance influenced subsequent self-esteem (Huang, 2011). Additionally, some studies have shown that self-esteem plays an important role in SWB; individuals with higher self-esteem tend to have higher life satisfaction and experience more positive emotions (Furnham & Cheng, 2000; Schimmack & Diener, 2003). Thus, we attempted to examine whether self-esteem acts as a mediator in the relation between academic performance and later SWB in school in Chinese students. Reverse effects from SWB in school to academic achievement directly or indirectly via self-esteem may also occur. Consistent with Fredrickson's (2001) broaden-and-build theory, Baker, Dilly, Aupperlee, and Patil (2003) speculated that school-related variables (such as in school) might indirectly relate to academic success.

According to Greeno (2001), the best results in tasks and at the workplace are always associated with high levels of self-esteem. The relationship between the learners and

the facilitator might be improved by self-worth. This suggests that because of the relaxed environment, the pupils might get more from the teacher. Additionally, it lessens issues that are known to lead to subpar performance, including as truancy, absenteeism, drug and alcohol addiction, and teenage pregnancies. The development of character comes from self-worth. Self-confident students can effectively manage and utilize their free time. Additionally, they have the ability to select trustworthy mates who can improve their academic achievement (K.I.E, 2008). Self-esteem is an emotional assessment of one's value or assessment of one's attitude toward oneself. Students who feel good about themselves are effective at negotiating with others. They respect others opinion and listen to others views. Because they favor using non-violent methods to resolve disputes, they are also very popular (UNESCO, 2000).

According to Dondo (2005), these students get along well with their professors, which enables them to confer with them about problems with their academic work and complete projects on time. Exam failure is seen by them as a necessary step toward achievement. This suggests that anytime they don't perform well, they try harder to get better. When chastised by coworkers or teachers, they respond favorably. They interact with others well (Fong & Yuen, 2016). They achieve academic success and are aware of how others contribute to it. When they stray from discipline, it is simple to correct them. As students they dress well and decently always and not many teachers who raise complaints about their dressing code. (Valdebenito, (2017).

Datu, (2013) revealed that students' active participation curricular activities in school facilitated positive self-esteem. Furthermore, consistent with the self-enhancement model (Calsyn & Kenny, 1977), self-esteem should influence subsequent academic achievement. Accordingly, researchers have found that students' self-esteem is one

determinant of academic achievement (Aryana, 2010). In addition, Western cultures (and associated psychological theories of wellbeing) commonly view personal happiness as one of the most important values in life whereas East Asian cultures value positive emotions less than Western cultures (Joshanloo & Weijers, 2014). As it has been noted, it can be a mistake to generalize the results of studies of happiness from Western cultures to non-Western cultures without undertaking indigenous analyses (Thin, 2012). Therefore, it was not clear whether the positive consequences (e.g., good academic achievement, positive self-esteem) associated with in school observed in Western nations would also be observed in Eastern nations, such as China.

According to Smith and Mackie (2014) "The self-concept is what we think about the self; self-esteem, is the positive or negative evaluations of the self, as in how we feel about it." Self-esteem plays an important role in disorders related to human's psychology. Self-esteem is a basic human need as it is pre-requisite for motivation. It boosts up the morale of human being as it builds up positive self-image and positive attitude. Every human needs respect from others in the form of admiration or love. Self-esteem could be higher or lower. High self-esteem people enjoy doing multiple activities in their daily life. They are full of positivity and enthusiasm. They work to find solutions to their problems and take challenges in their life positively. Hence, they are open to change and accept themselves as they are and they do not suffer from any inferiority complex. On the other hand, people with low self-esteem are envious, low in confidence, do not believe in themselves and are resistant to change (Chen & Lu, 2015).



In the research on educational psychology, a favorable association between self-esteem and academic success is frequently seen (Muller, 2019). As a result, academic success and self-esteem frequently go hand in hand. Additionally, it is thought that a student's self-esteem affects their academic performance, and there are wide variations in self-esteem levels among pupils. Many instructors consider the connection between self-esteem and academic success to be a well-established reality. This idea has frequently been used as justification for opposing the ability grouping of gifted kids. Subon and Unin (2020) studied the association between self-esteem and academic achievement in 65 high-ability secondary students, a sample taken from a longitudinal study of over 900 students, in order to disprove this widely held assumption. Their findings showed that there were no differences between gifted and non-gifted students in terms of measured self-esteem. More controversially, however, the study discovered no connection between the academic achievement of the gifted group and self-esteem (Vialle, Heaven, & Ciarrochi, 2015).

It has not been demonstrated that raising students' self-esteem improves academic achievement, and it occasionally may even have the opposite effect (Essel & Owusu, 2017). Although the relationships between self-esteem and job performance in adults vary greatly, the direction of causality has not been demonstrated. Success in the workplace may have the opposite effect of lowering self-esteem. Alternatively, self-esteem might only be beneficial in specific work environments. With the crucial exception that high self-esteem promotes persistence after failure, laboratory investigations have generally not found that self-esteem affects improved task performance. The majority of the claims made by persons with high self-esteem that they are more likeable and attractive, have better connections, and leave a better impression on others than those with low self-esteem are refuted by objective criteria,

according to Chamundeswari (2014). Although initially charming, narcissists eventually alienate others. There is no evidence that self-esteem influences the kind or length of relationships. People with high self-esteem are more inclined to speak up in groups and to disagree with the group's strategy. Children who have high self-esteem nonetheless smoke, drink, use drugs, and have early sex (Bhagat, 2017).

High self-esteem encourages experimentation, which may lead to more early sexual activity or drinking, although its overall impacts are minimal. One significant exception is that girls who have good self-esteem are less likely to develop bulimia. Enhancing initiative and pleasant sensations are the two broad areas of advantages of strong self-esteem. There is no proof that elevating one's self-esteem (via therapeutic therapies or educational initiatives) has any positive effects. Our research does not support the extensive promotion of self-esteem in the hope that doing so will automatically result in better outcomes. Given the diversity of high self-esteem, unrestrained adulation could just as readily encourage narcissism, which has fewer desirable outcomes. Instead, as a reward for socially acceptable behavior and self-improvement, we advise using praise to increase self-esteem (Baumeister, Campbell, Krueger & Vohs, 2003).

In their 2004 study, Lane, Lane, and Kyprianou looked at the connections between academic performance, self-efficacy, self-esteem, and past performance successes in a sample of 205 postgraduate students. At the beginning of a 15-week course, participants completed questionnaires regarding their past performance successes, self-esteem, and self-efficacy. The performance metric for each student was the average grade from the modules they had studied. The correlational data showed a strong correlation between self-efficacy and self-esteem. The results of multiple

regression showed that self-efficacy moderated the association between performance success and academic performance. The results confirm the predictive value of self-efficacy measures in academic contexts.

Researchers Sadaat, Ghasemzadeh, and Soleimani (2012) conducted a study to investigate self-esteem and its established relationship to university students' academic success. Male and female students have significantly different levels of self-esteem, according to the findings of a study involving 370 students. However, male students outperformed female students in terms of family self-esteem ( $t = -2/12$ ,  $p < 0.05$ ). Significant differences in self-esteem were seen among the students in the faculties of fundamental sciences, psychology and educational sciences, and electro-computer. The academic success of students was directly and favorably correlated with academic self-esteem and familial self-esteem at the significant level of  $p < 0.05$ .

The link between pre-university students' self-esteem and academic success is highlighted by Mohammad (2010). It also sought to determine whether males and girls differed from one another in terms of academic achievement. Using the Coppersmith questionnaire and the students' grades from the most recent and preceding semesters, the study's goals were met. The data was collected using a random sample method, which resulted in the selection of 50 men and 50 women at random. The findings showed a substantial ( $p < 0.01$ ) positive association between academic success and self-esteem. Additionally, there were large differences in academic performance between boys and girls. However, there was no discernible difference between males and girls in terms of self-esteem. The results suggest that high self-esteem is important factor and strengthen the prediction of academic achievement in students.

The purpose of a study conducted by Kinleke (2012) was to determine how exam anxiety and self-esteem impact academic achievement. Participants in the study were 250 randomly selected final-year National Diploma (NDII) students from the Federal Polytechnic, Ilaro. Two surveys that required between 40 and 45 minutes to complete were presented to the participants. The study was conducted during regular school hours in a classroom setting. Following the distribution of questionnaires to the students, a comprehensive Grade Point Average (GPA) from the previous academic year was also gathered. The ratings acquired from the surveys were then compared to the GPA data. In general, low anxiety students had higher GPAs than high anxiety students, according to the study, which also found a link between academic success and self-esteem. The findings had the conclusion that those involved in education should create policies to support students in managing their anxiety as well as programs to support learning and overcoming obstacles because doing so would lead to greater academic success.

Abdullah (2010) carried out a study to investigate the association between academic performance of university students in a Nigerian university and performance motivation, self-esteem, and locus of control. The goal was to ascertain how much these criterion variables impacted university students' academic achievement. A total of 1,035, or both male and female, university students from seven faculties took part in the survey. They were chosen using stratified and straightforward random sampling methods. Multiple regression analysis results demonstrated that the subjective independent factors could not be used to predict an objective measure of the academic performance of the pupils. Numerous psycho-sociological studies have shown how poor self-esteem and a lack of performance motivation prevent students from striving

for high academic standards and making effective and constructive contributions to the development of their country.

In two Western cultural contexts—the United States and England—Booth & Gerard (2011) utilized a mixed method to investigate the relationship between young adolescents' academic success and self-esteem. The relationships between self-esteem and academic achievement from the start to the end of the academic year during the 11th and 12th grades were investigated using quantitative and qualitative data from 86 North American and 86 British adolescents. Quantitative findings for both populations showed a correlation between a decline in self-esteem and several predictors of academic achievement in subsequent years. By the end of the year, country disparities start to show, although math seems to consistently correlate with self-esteem in both country contexts. According to qualitative assessments, British students' conceptions of themselves as reflecting their academic experiences more correctly than American students did (Booth & Gerard, 2011).

According to Heaven (2005), the term "self-esteem" is now widely used. Teachers, parents, therapists, and others have concentrated efforts on improving self-esteem on the presumption that high self-esteem will result in a variety of favorable outcomes and advantages. This study critically examines this presumption. Several factors make evaluating the impact of self-esteem difficult. Because many persons with high self-esteem overestimate their accomplishments and positive character attributes, emphasis is placed on objective assessments of results. A heterogeneous group, positive self-esteem includes both those who openly acknowledge their positive traits and those who are egotistical, defensive, and pompous. He points out that there is little evidence to suggest a link between high self-esteem and successful academic

performance from the weak correlations between these variables. Instead, strong academic performance contributes to positive self-esteem. In 2005, Heaven. It has not been demonstrated that raising students' self-esteem improves academic achievement, and it may occasionally have the opposite effect. Although the relationships between self-esteem and job performance in adults vary greatly, the direction of causality has not been demonstrated. Success in the workplace may have the opposite effect of lowering self-esteem. This indicates that strong academic achievement in the KCSE may enhance self-esteem rather than the opposite.

Shulman (2012) argues that there is little to no correlation between intellectual capacity and academic success in his study on the relationship between intellectual aptitude and excellence in academic performance in America. In his research on the impact of discipline on academic achievement, Mutuma (2007) claims that one's discipline is essential in determining academic excellence. The amount of self-efficacy among learners affects their academic achievement, with the higher the efficacy, the better the performance, according to Akujohi's (2006) research on the effects of self-esteem on students' academic performance in Zambia. According to these research, students who have high self-esteem typically perform better academically than those who have low self-esteem.

Joan (2011) notes that the way curriculum directors rate themselves has no bearing on students' academic achievement in the KCSE. This suggests that a person's level of confidence has no bearing on how well they accomplish their job. Therefore, a learner's self-esteem, whether great or low, has no bearing on their academic achievement. This demonstrates that the results of the current study can be used to determine whether or not self-esteem affects students' academic achievement.

According to Dondo (2005), self-esteem may be beneficial only in specific job circumstances. With the notable exception that having a positive self-esteem makes it easier to endure despite failure, laboratory research have generally not been able to prove that having a good sense of oneself results in good task performance. Those with high self-esteem assert that they are more likeable and attractive, have better relationships, and leave a better impression on others than those with low self-esteem, yet empirical data refutes the most of these claims. Although initially charming, narcissists eventually alienate others. There is no evidence that self-esteem influences the kind or length of relationships.

Guindon (2002) makes the observation that those with high self-esteem are more inclined to speak up and offer criticism of the group's strategy. Although self-esteem does not directly cause leadership, it may have unintended consequences. Positively self-evaluated individuals exhibit more ingroup preference compared to those with low self-esteem, which could lead to an uptick in prejudice and discrimination. He goes on to state that having a low or high sense of self-worth has nothing to do with aggression. Increased violence results from narcissism's hurt pride. Although some research have concluded that there are no impacts or that the influence of self-esteem diminishes when other variables are controlled, low self-esteem may contribute to externalizing behavior and delinquency. Different subcategories of strong self-esteem are where cheating and bullying occur most frequently and least frequently, respectively. This study was therefore necessary. Rosenberg (2001) found a significant correlation between self-esteem and happiness. Although the science hasn't conclusively shown that positive self-esteem causes happiness, we are convinced that it does. In some cases, depression is more likely to result from low self-esteem than from strong self-esteem.

Two surveys that required between 40 and 45 minutes to complete were presented to the participants. The study was conducted during regular school hours in a classroom setting. Following the distribution of questionnaires to the students, a comprehensive Grade Point Average (GPA) from the previous academic year was also gathered. The ratings acquired from the surveys were then compared to the GPA data. In general, low anxiety students had higher GPAs than high anxiety students, according to the study, which also found a link between academic success and self-esteem.

The findings had the conclusion that those involved in education should create policies to support students in managing their anxiety as well as programs to support learning and overcoming obstacles because doing so would lead to improved academic performance. In Bhagat's (2017) study on the association between self-esteem and secondary school students' academic performance, respondents enrolled in government and private schools showed a favorable, but not statistically significant, correlation between their academic performance and their negative self-perceptions. The University of Swat has undertaken research on undergraduate students' self-esteem, its correlation with academic performance, and its effects on academic outcomes. At the University of Swat, a total of 600 respondents were chosen at random from a range of departments.

The students were also questioned about their academic success from prior semesters, and the researchers used the Rosenberg Self-Esteem Scale (RSES). The findings showed a substantial positive association between students' self-esteem levels and their grade point averages. According to the findings, pupils who had higher levels of self-esteem performed better academically. (According to 2018, In the course of education, self-esteem is a crucial academic construct, according to Ahmad et al.



(2013). Additionally, it is considered as one of the key elements influencing the students' learning outcomes. The findings show that pupils perform well academically whenever they have a high level of positive self-esteem.

Therefore, it may be inferred indirectly that student self-esteem and academic success have a strong relationship. According to the findings of Al-Hebaish's (2012) study, there is a strong and positive correlation between academic achievement and all-around confidence. On their 2012 study, Colquhoun and Bourne explored the role of students' self-esteem on their academic success. The findings indicated a connection between academic success and self-esteem that is favorable. Compared to girls, boys likewise reported lower self-esteem. Akinleke (2012) conducted research on the connection between anxiety and academic performance in students. Two sets of questionnaires were presented to the study participants, and data on their Grade Point Averages (GPA) from the previous academic year was also gathered. The findings demonstrated that low anxiety students had higher GPAs than high anxiety pupils.

Additionally, there is a link between academic success and self-esteem. Balkis and Duru (2017). In this study, a sample of Turkish college students' well-being is examined in relation to procrastination, self-esteem, and academic success. The findings support earlier findings that self-esteem and procrastination were key markers of wellbeing. The results also indicated that academic success and procrastination both have direct and interacting effects on self-esteem and have prompt and intelligent repercussions for self-esteem.

The relationships between reluctance and prosperity were blocked by self-esteem. Additionally, depending on academic implementation, the indirect effects of adopting confidence as a stall tactic for prosperity may change. There was discussion of new

information regarding related writing, and new suggestions for further research have been offered. Additionally, the 2017 study by Duru and Balkis included the effects of procrastination; academic success and the impact of self-esteem on wellbeing have both been studied. The following conclusions can be drawn from the current investigation: (a) procrastination lowers self-esteem by interfering with academic performance; (b) confidence intervened in the relationship between procrastination and wellbeing; and (c) the aberrant impact of procrastination on prosperity by the intercession of self-esteem is more rooted in poor academic performance.

This investigation improved the writing by arguing that procrastination does not serve as a form of self-esteem defense. Additionally, it negatively affects pupils' self-esteem in regard to their academic success. The current analysis also demonstrated when and how stalling affects students' wellbeing. Bullare et al. (2017) investigated self-esteem, extraversion personality, and academic achievement in children from intact homes and orphans in order to validate the earlier results. The focus of the study is on identifying the differences in self-esteem, extraversion personality, and academic achievement between children from intact families and children who are orphans as well as the relationship between self-esteem and extraversion personality and academic achievement among children from intact families and children who are orphans.

According to the results, there was no discernible relationship between academic achievement and extraversion or self-esteem. Furthermore, the number of orphans was rising. Orphans are defined as children under the age of eighteen who have lost one or both of their parents or both of their guardians, according to Onuoha, Munakata, SerumagaZake, Nyonyintono, and Bogere (2009). Parental misfortune can

result from a variety of factors, including parental death, divorce or separation, and premarital pregnancy. Orphans frequently have a greater responsibility at home since they must assist with household chores and take care of their relatives. Thus, when compared to children from the in-place family, they frequently exhibit better levels of self-sufficiency, self-esteem, and desire. They acknowledged that difficult parenting can significantly lower a child's sense of self-worth. Similarly, Naderi, Abdullah, Aizan, Sharir, and Kumar (2009) argued that self-esteem is related to happiness in general, career success, academic achievement, and relational similarity.

In the third term of 2016, the School of Engineering at Universidad Tecnológica del Per investigated the relationship between academic success and self-esteem and study habits. Their research was cross-sectional factorial, multivariate, or descriptive observational. 86 students made up the sample, out of the 196 students who made up the study's population. Coopersmith and the Luis Vicua Peri Study Habits Inventory The Self-Esteem Inventory and respondents' overall grades were used to measure the research variable. According to research, study habits have a greater impact on academic success than self-esteem does (Chilca, 2017). Ogot (2017) asserts that his study's findings show how students' interpersonal relationships and self-esteem affect their academic achievement.

According to Silverstone (2003), having a high sense of self-worth does not shield kids from using tobacco, alcohol, drugs, or having early relationships. High self-esteem encourages experimentation, which may lead to earlier sexual activity or drinking, although overall, these impacts are minimal. One significant exception is that in females, having high self-esteem lowers the risk of developing bulimia. This demonstrates that pupils' poor behavior can happen whether their self-esteem is strong

or low. According to Viktor (2012), the advantages of strong self-esteem fall into two categories: increased initiative and pleasurable emotions. We have not discovered proof that increasing one's self-esteem (via therapy therapies or educational initiatives) has any positive effects.

Given the diversity of good self-esteem, unrestrained praise could just as readily encourage narcissism, which has less favorable effects. Instead, as a reward for socially acceptable behavior and self-improvement, we advise utilizing praise to promote self-esteem. College students' diverse results are said to be influenced by their academic motivation and engagement (Allen et al., 2008; Chen & Lu, 2015; Roksa & Whitley, 2017; Trolan et al., 2016). According to Hulleman et al. (2016), academic motivation refers to a student's desire or interest in participating in their academic experience. Academically motivated kids are more likely to value education, like learning, and engage in learning-related activities, according to research (Eccles & Wigfield, 2002; Larsen & Puck, 2020; Zimmerman, 2000, 2008). Lack of motivation has been cited as the main cause of underachievement in studies (Scheel, Madabhushi, & Backhaus, 2009; Wigfield, Lutz, & Wagner, 2005). A student who desires to advance to a better status than his or her current position is anticipated to be more motivated in academic settings. Their research revealed a strong link between academic success and self-esteem.

High grades are correlated with students' high self-esteem. In order to review the literature on the relationship between students' emotional well-being and their academic performance, research on students' life satisfaction and its impact on their academic performance was undertaken. A validated survey was completed by 223 students from a major rural high school in East Tennessee. The data were tallied to the

averages of the students' responses to determine the significance level. The factors showed a slight but favorable association with one another (Cagle, 2017).

### **2.3 Self-Motivation and Student Academic Performance**

School performance and motivation are tightly related. Adaptive motivation is seen as a crucial component for good academic performance at any stage of comprehensive schooling, and improved performance is anticipated to increase students' accomplishment motivation (Koenka, 2020; Vu et al., 2021). For meta-analyses and reviews, see Hansford and Hattie, 1982; Valentine et al., 2004; Huang, 2011; Korpershoek et al., 2019; Hattie et al., 2020; Vu et al., 2021. Numerous studies over many decades have in fact discovered positive links between specific aspects of students' motivation to learn and their academic performance. Despite strong empirical evidence supporting the positive correlation between performance and components of achievement motivation, the intensity of the associations has shown to be quite variable. Although there are occasional exceptions with specific studies demonstrating substantial associations (e.g., Trigueros et al., 2020), the motivation-performance links may appear shockingly weak (e.g., Hansford and Hattie, 1982; Valentine et al., 2004; Huang, 2011; Hattie et al., 2020).

However, several studies (e.g., those cited in meta-analyses by Valentine et al. (2004) and Korpershoek et al. (2019)) did not uncover any conclusive link between achievement motivational factors and academic performance. The results of numerous studies also call into question the idea that the relationship between motivation and achievement can be conceptualized as a linear continuum (Roeser et al., 1999; Korhonen et al., 2014; Parhiala et al., 2018; Widlund et al., 2018). In particular, some student subgroups with lower achievement motivation did not appear to have

academic performance issues, and vice versa; for some students, low performance was not always associated with lower motivation (Faezeh, Masoumeh, 2013; Korhonen et al., 2014; Parhiala et al., 2018; Widlund et al., 2018). According to these results, a non-linear conception of the motivation-performance relationship might be required to more accurately account for the variances in the empirical data.

In other words, it's critical to comprehend how various kids may respond differently to the relationship between achievement motivation and academic performance. While for some of them performance may deviate from their achievement motivation, for others learning motivation may be significantly correlated with learning outcomes. When motivation to learn and academic performance significantly decline in middle school, these inter-individual disparities may become very apparent, especially in poor performing, nervous, and socioeconomically susceptible adolescents (Eccles et al., 1993; Eccles and Roeser, 2009). According to Kian et al. (2014) and Turan (2015), one of the most important factors influencing human performance and behavior is the idea of motivation.

Motivating students to do well and to maintain that performance is one of the most crucial variables in student performance, according to educational academics and practitioners in particular (Alkş 2015; Aluçdibi and Ekici 2012; Guay et al. 2010; Pintrich 2013; Pintrich and Schunk 2012). Motivation, according to Lin (2012), is defined as the intrinsic drives that an individual already has or that come to the fore when they learn new things and grow. However, there are alternative definitions of motivation in the literature; this is because the Latin word for motivation is *move*, which meaning to move (Seiler et al. 2012). According to Waterman (2015), motivation is a force that represents the internal factors initiating the movements that

should be performed to fulfill a need and the external factors that encourage this behavior. Küçüközkan (2015) defined motivation as the sum of the efforts made for mobilizing the individual towards one or more particular goals and for ensuring the continuity of this movement. As personal experiences with meaning for the individual, actions typically produce intrinsic outcomes (Erdoan 2013).

Motivation is a stimulus that encourages and energizes people to do certain activities and has physiological, cognitive and affective dimensions (Abu Karsh, 2018; Akinbadewa & Sofowora, 2020; Al-Husban, 2020; Basarmak & Hamutoglu, 2020; Benek & Akcay, 2019; Dweck, 1986; Hamid, Salleh, & Laxman, 2020; Kim et al., 2019; Rogayan Jr, 2019; Suren & Kandemir, 2020; Turunen, 2019). According to studies (Sünbül, 2004; Ylmaz & Sünbül, 2002), making pupils in today's school environments possess positive emotional traits can nearly completely remove the variance, which is the measure of the difference in learning levels. Learning cannot be completely explained in terms of cognitive processes, according to Correll (1992), in his paper on the affective elements in learning. He highlights the value of motivation in this entire process while highlighting the necessity of active engagement in learning for students to come up with the greatest answers to issues.

The term "motivation" has several facets and can be used by scholars to refer to a variety of concepts, including affect, cognition, motivated behavior, processes, inner forces, and attitude complexes (Dörnyei, 1998). Both learner autonomy and motivation are thought to be significant factors in success and failure (Linnenbrink & Pintrich, 2012; Thronbury, 2016). According to Dörnyei (1998), motivation is the force that "determines human behavior by energizing it." According to a study highlighting the value of intrinsic motivation, pupils will learn a subject more quickly

if they are eager to understand and master it (Elen 2010). The actions of a person are associated with the behaviors that originate from external sources, such as rewards, punishments, and social support (Erdoan 2013). Extrinsic motivation is the cause of some behaviors that parents and teachers deem vital for pupils; as a result, these behaviors do not pique people's intrinsic interest (Deci and Ryan 2016).

There is no sensation of motivation if people are unable to make a connection between their acts and the outcomes of their actions (Reeve 2014). Individuals are not driven either inwardly or externally in this situation because they are unable to link the effects of their behavior or the impact of their surroundings. As a result, the person who thinks that his actions won't benefit him refrains from doing and enters the motivational state (Tahirolu and Aktepe 2015). In addition to these motivational categories, there are other motivational elements in the literature that reveal details about how people are motivated. Some of these factors, such as internal goal orientation, extrinsic goal orientation, and the importance of the subject, control of learning beliefs, self-sufficiency, and test anxiety, are directly linked to how well people perform academically (Aktan and Tezci 2013; Bates et al. 2016).

In the process of learning and teaching, motivation is one of the most significant sources of power that controls the direction, intensity, and determination of student behavior. The topic of motivation may be both alluring and frustrating. It is intriguing since practically everything a person does is motivated by it (Gottfried, 1990). In education and other disciplines, motivation has received extensive research. Given the complexity of motivation as a psychological phenomenon, it is not surprising that there isn't a single, comprehensive definition or theory of it (Collins & Amabile,



1999; Gokbel & Alqurashi, 2018; Isaksen, Treffinger, & Dorval, 2011; Kara, 2020; Keskin, Akcay, & Kapici, 2020; Zimmerman, 2008).

Numerous theoretical stances, including behavioral (Skinner, 1978), social (Bandura, 1997), cognitive, and humanistic ones, have been used by researchers to examine motivation. There are several motivational levels (from low to high) as well as types (intrinsic, extrinsic, and amotivation). Extrinsic motivation, on the other hand, refers to when people perform tasks for external reinforcements or rewards, such as money, power, fame, or popularity (Alan, 2019; Trevino & DeFreitas, 2014). Intrinsic motivation, on the other hand, refers to a desire to engage in a task derived from an individual's interest or pure pleasure. The extent to which students believe that academic activities satisfy their psychological requirements also has an impact on academic engagement, according to SDT, which is a manifestation of academic motivation in terms of participation in learning activities or academic assignments.

Students that are motivated, especially intrinsically motivated, are more likely to engage in tasks that meet their requirements (Sünbül, Kesici, & Bozgeyikli, 2003a). Learning theorists acknowledge that students' enthusiasm for and goals for learning have a beneficial impact on how well they learn. Two ideas known as "learning motivation" and "academic motivation" could be used to explain the factors that allow students to engage in learning with interest and zeal (Anderman & Midgley, 1997; Eccles & Roeser, 2009). When a student's competence is assessed against a standard of performance or excellence, academic motivation is defined as the student's desire for academic subjects (as demonstrated by approach, persistence, and level of interest) (McClelland, et al., 1953; Omiles et al., 2019; Olowo et al., 2020; Serhan, 2019).

Self-efficacy, determination, resilience, and other characteristics that have been examined by academics are included in the wide term of academic motivation (Alharthi, 2020; Altakhynch & Abumusa, 2020; Cayvaz, Akcay, & Kapici, 2020; Finogenow, 2017). These components are further divided into three sub-components: value, expectation, and thrill. Value is influenced by the subject's value as well as intrinsic and extrinsic goal orientation, expectation is influenced by the control of learning beliefs, self-sufficiency, and performance, and thrill is influenced by test anxiety and the student's level of self-esteem (Liu and Lin 2010). The literature is primarily focused on the elements that motivate people to act and pursue these behaviors, as demonstrated by the statement that motivation is a precondition for learning (Liu et al. 2016). According to Tahiroglu and Aktepe (2015), studies highlighting the significance of motivation as a factor that supports individuals' learning performances (Karagüven 2012; Kaya 2013; Wolters and Rosenthal 2010) have argued that learning performance and effectiveness may vary depending on motivators like interest, desire, and need.

As a result, it is anticipated that students who are at the center of education and training activities will advance professionally, increasing their motivation and achievement in their careers. Students that are highly driven are expected to put in greater effort to improve both their academic and social performance during the learning process. As a result, it is ideal for students to have strong academic and career motivations when pursuing a university education. A person can be said to have a career if they spend the bulk of their productive years pursuing it. This process often starts with education and lasts until the conclusion of their working lives.

In this sense, a person's career includes both his or her job and education in order to realize the expectations, goals, feelings, and desires he or she has for the job role that has been assigned to him or her in the classroom and at work and to advance with that knowledge, skill, ability, and desire to work (Leung, 2008; Leung, Hou, & Li, 2011). Career refers to a person's commitment to a specialism or to their steady advancement in their line of work as well as their level of success in life (Stahl & Björkman, 2006). One of the most crucial steps in making the transition from school to higher study or employment is choosing a career.

A young person faces the task of researching more employment prospects, weighing available options, and eventually making a decision during their last years of university, which makes them particularly significant in this regard (Savickas & Porfeli, 2012). Individuals' propensities for their careers play a significant role in the career creation process. A person's career goals, attitude, decisiveness, and psychological reaction to the future are all crucial factors, in addition to these inclinations. Career goals are a part of career determination (Carson & Bedeian, 1994).

In schools, teachers and parents tend to favor the brightest or most cunning children, according to Douglas (2010). The others all experience failure. According to Douglas (2019), the purported curve grading system is flawed. Separating pupils into various classrooms based on their performance and aptitude is also incorrect. The ability to grasp a subject, the discipline used in study habits, and the creation of a high level of self-esteem that will help the students to continue on to further performances should all be taken into consideration when assigning grades. If a student fails even once and

does not receive appropriate support from the teacher, they may lose confidence and stop trying.

A teacher should never call a student stupid or a loser. Instead, he ought to encourage that person to put forth their best academic effort. College students' "career decidedness," which is defined as their level of confidence in pursuing a specific career path (Restubog, Florentino, & Garcia, 2010), has grown in importance as a factor in their future academic and employment prospects (Gordon, 1998; Restubog, Florentino, & Garcia, 2010). According to studies, those who are more resolute in their career decisions are more likely to find meaningful work and career possibilities in their chosen professional field (Hirschi, 2011).

According to research by Restubog, Florentino, and Garcia (2010), students with strong career resolve and academic motivation report higher life happiness. Kelly (2009) asserts that the combination of cognitive, motivational, and contextual elements is crucial to career development. Kelly (2009) uses Bandura's Social Learning Theory to focus on three different variables. These include a person's view of his or her level of job expertise, as well as personal objectives and expectations for the job's outcomes. According to Gati and Saka (2001), decision-making on a career becomes more difficult as people get older. Career decisions are influenced and shaped as people mature by their own developmental phases, the external environment, and internal dynamics (Howard & Walsh, 2011).

Two internal and external variables that influence the person might be noted during the professional process. Emotions, thoughts, accomplishments, psychological power, self-realization, accepting responsibility, participation, status, and areas of interest are examples of internal elements. Internal emotions and motives are shaped by external

elements such as social background, family, environment, education, and socioeconomic phenomena of the individual. All of these have an impact on people on the inside and outside, and they influence people's career decisions (Avram, Burtaverde, & Zanfirescu, 2019; Day & Allen, 2004). According to a study of the relevant research, career expectations, decisiveness, motivation, and achievement among university students are significantly correlated. Ulaş-Kılıç (2018) discovered important connections between the desire to succeed academically and the choice of a vocation. In the literature, according to Parker, Bindl, and Strauss (2010), academic performance and job success depend heavily on individuals' proactive motivation.

It seemed expected that there would be a significant relationship between motivation and learning because motivation was described as an internal state that supports and guides behavior. Additionally, kids who are interested in learning more about a particular subject are eager to participate in actions they think will help them grow, such as asking for help when they don't understand a particular concept or paying attention to others' directions. According to Sikhwari (2014), pupils who are unmotivated to learn are often uninterested in making an effort to learn. Additionally, they have a propensity to be disorganized with their reading assignments and possibly unresponsive during class. Gesinde (2010) asserts that everyone has a different drive to succeed. He also claims that those who grow up with high achievers as role models are more likely to have a strong drive for accomplishments than people who grow up with poor achievers as role models, who are more likely to only barely nourish such a desire. An investigation of how perceived self-efficacy affects how well students adjust academically at Qassim University. 150 students who were enrolled in the institution for the academic year 2016–2017 were chosen as a sample. Results indicated that there was no statistically significant correlation between the emotional

dimension and the academic adjustment aspects. However, a significant relationship was found in fortitude, cognitive dimension, perseverance, and the general perceived self-efficacy and the academic dimension (Yadak, 2017).

Additionally, the students' capacity for understanding the lesson, gaining academic experience, and maintaining attention on the information-processing process in class determines what is most obvious about them. For some kids, focusing on and understanding the information is simple. Others cannot do so, and some of them are easily distracted, which hinders their continued acceptance of the provided educational experience. (Yadak, 2017) Its impact on the students' behavior and actions are an essential aspect of the learners' personality. It plays an integral part in leading and determining the student's behavior; he acts based on his thoughts. This means an interdisciplinary process between the way and how he sees himself; this procedure is referred to as the academic adjustment. Perceived students' academic self-efficacy proved to have good abilities in; educational adjustment, struggles, extra efforts, adjustment to the school's extra-curricular activities, agreement with his teachers, less vulnerability to others disorders, and well-disciplined (Yadak, 2017).

The goals of self-directed learning readiness, according to Saeid and Eslaminejad (2016), are to broaden and improve the students' learning experiences. A key objective of higher education is this. They applied descriptive-correlation to 322 bachelor students from Payamnoor University in Rafsanjan (2014–2015) who were chosen by simple random selection for the study. The T-test, variance analysis, multiple regression, and simple regression were all used. This study found a substantial association between students' readiness for self-directed learning, academic self-efficacy, and academic motivation.

Bryant (2017) investigated how 10th-grade students understood their sources of developmental self-efficacy, their experiences with those sources, and their desire for academic work. For this study, interviews were conducted with a total of 18 students in a rural, public, 10th-grade school in the southeast of the United States. To better understand the roots of self-efficacy and their consequences on academic motivation, the research used a qualitative approach that emphasized the perspectives of the students. Based on the self-efficacy source development that had taken place in each student's life, notably the quantity of experiences that students had completed, the findings showed that students represented their individual conviction in self-efficacy. According to Zahra, Fatemeh, Mohammadreza, and Mahsa (2018), academic motivation is the main aspect in educational institutions, and students' academic success is significantly influenced by their level of self-efficacy.

Thus, academic success and confidence are directly related to each other. They participate in several activities that will increase their sense of inspiration, self-efficacy, and academic motivation as a result of their experiences. As a result, according to Flores (2013), the new normal is the new benchmark for students at all educational levels, not only to improve their talents but also to incorporate their attitudes toward this uncertain environment. In order to raise students' self-efficacy and improve their academic performance, baseline data strategies are utilized to compare students' academic performance and self-efficacy in the context of the new normal education. According to Cortez (2020), the new normal education system will depend on the demands of the students and use e-learning and integrated learning to address the worldwide pandemic threat.

While using synchronous learning to discuss online meetings using Google Meet and Zoom and asynchronous learning to provide materials, tests, and assignments that can be accessed at any time for the online learning solutions, teachers are still able to create more effective online lessons (Hew, Jia, Gonda, & Shuiru, 2020). Academic self-efficacy, academic motivation, and information literacy were all considered to be crucial elements in improving student learning in higher education by Chow and Wong (2020). The findings indicated that the two variables had a moderately positive connection. However, the results show that compared to other fields, nursing students had lower self-efficacy scores in information literacy. The results of Hung and Blauw's (2017) investigation on university students' academic self-efficacy and motivation revealed no correlation between the variables.

Students are extremely motivated to learn online, in contrast to Estira (2020), but they are unable to use online tools and lack self-efficacy in online communication. Thus, despite their familiarity with social networking sites, students still lack the abilities needed to employ digital tools or applications for educational objectives. Therefore, Batt and Bahadur (2020) seek to ascertain the connection between college students' self-efficacy and accomplishment motivation. Self-efficacy and self-esteem and motivation are correlated, however the relationship between self-esteem and success motivation is not strong among college students. However, there is a link between "self-efficacy, self-motivation, and achievement motivation." However, there is a chance that a student will succeed if their motivation also includes self-esteem and self-efficacy.

Del Villar and Napawit (2018) claim that globalization has an impact on students today and that these changes affect self-efficacy and motivation in different learning



contexts among Malaysia, Abu Bakar et al. (2010) look at the connections between academic performance, attitude, and achievement motivation among university students. Their research's goal was to identify the connections between students' academic achievement, attitude, and motivation for achievement. 1484 students from the University's five faculties were chosen via a cluster sample and given a structured questionnaire. Correlation and regression analyses were performed on the data that was obtained. The results of their research showed a substantial positive association between students' drive for achievement and their attitude toward learning. The study also found a positive correlation between students' attitudes and academic success.

Contrarily, the results also showed a weak and adverse link between students' academic performance and their motivation for achievement. Tuysuz et al. (2010) examine the motivational differences between college students and high school students in a comparative research. The aim of their research is to contrast university students' motivation with that of high school pupils. Their research focused in particular on determining how choosing a science job as a university major affects students' motivation. In order to do this, a structured questionnaire was given to 294 science-majoring high school students and 302 university students. Evidence for concept validity was presented using an exploratory component analysis. Utilizing descriptive statistics, the collected data was examined.

The study's findings showed that college students are more motivated to study science than high school students are. Mahyuddin et al. (2009) look at academic achievement, achievement motivation, and emotional intelligence among students at public and private higher education institutions. Their research's conclusions showed that there was only a negligibly favorable correlation between students' achievement motivation

and their academic success. In 2013, Veena and Shastri performed research on college students' motivation for achievement. The study's goals are to evaluate students' desire for academic success in both pure scientific and applied science. Second, to investigate the differences in motivation for accomplishment between high and low performers.

Lastly, to assess performance-based motivation for attainment. 305 boys and 351 girls out of 656 undergraduate students received questionnaires. Descriptive statistics, the Mann-Whitney U test, and the Kruskal Wallis tests were used to assess the data that was obtained. The study's results showed that students studying pure science and those studying applied science had quite different motivations for success. The study did find that there was no discernible difference in achievement motivation between high achievers and poor achievers. The results also showed significant differences between boys and girls in terms of their motivation for achievement. According to Steinmayr, Weidinger, Schwinger, and Spinath (2019), achievement motivation is acknowledged to be a key factor in determining academic performance because it renews and guides students' behavior toward achievement. The desire to succeed is a key factor in predicting whether kids will succeed or fail in the future. Academic Success According to Aniruddha and Pranab (2019), motivation is crucial for pupils to achieve well academically.

Academic achievement and motivation are proven to be significantly correlated (Sikhwari, 2014). The degree to which pupils believe they can succeed in school is reflected in their self-efficacy. Although there is typically a positive correlation between outcome expectations and self-efficacy, a student's high self-efficacy may not translate into good academic accomplishment. Self-efficacy has a significant

impact on how much effort people put into a task. While someone with low self-efficacy for a certain work may disengage or avoid the circumstance, someone with high levels of self-efficacy for that task will remain resilient and persistent in the face of setbacks (Linnenbrink & Pintrich, 2003). A student's capacity for confidence or strength can have a favorable impact on how well they study. Students typically steer clear of assignments that are beyond their capabilities and look for challenges.

The rising frequency of secondary school students' poor academic performance, particularly in exams like NECO, WAEC, and JAMB, tends to place the blame on the instructors' methods of instruction and the government's inadequate funding for the creation of high-quality educational resources. These might not, however, be the most common causes of students' low exam performance. The majority of secondary school students, according to all signs, have bad study habits, which may result in subpar academic achievement (Tella, 2007). According to Hartman (2017), failure in most topics for secondary school students may be influenced by a lack of interest. The researcher went on to clarify that instruction and learning may not take place unless pupils are highly motivated and have strong faith in the educational system.

Where there are low levels of self-efficacy and motivation, excellent academic achievement may not be guaranteed. Although disputes over the degree to which achievement motivation and academic performance are related are ongoing, most contemporary motivational theories hold that they are inexorably linked (Hattie et al., 2020; Vu et al., 2021). The size of the relationships between motivational components and performance has been studied in various ways. The mean longitudinal associations with academic performance for the most extensively researched facet of achievement motivation, academic self-concept, were rated as medium to large in

Huang's (2011) metaanalysis. The cross-sectional correlations between self-concept and performance, as revealed in this meta-analysis, ranged from 0.17 to 0.30 (Huang, 2011), indicating a modest to moderate cross-sectional connection.

The effect varied significantly (between 0.12 and 0.36) across the studies included in this meta-analysis, which is consistent with an even earlier meta-analysis on the same topic (Hansford and Hattie, 1982). An earlier meta-analysis (Valentine et al., 2004) reported a small average regression coefficient of 0.08 between self-related aspects of motivation (including academic self-concept) and subsequent academic performance. According to a meta-analysis by Korpershoek et al. (2019), there is a weak cross-sectional association between school-related affect and achievement. The correlation's average strength was 0.18 throughout the studies, but it varied depending on the instrument from 0.07 to 0.42. While Bauer et al. (2015) were unable to locate any meta-analytic studies on the relationship between academic task value and school performance among secondary school students, they did report a null to weak correlation between task value and knowledge and skills in a meta-analysis with adult learners (Bauer et al., 2015).

In conclusion, the majority of research to date suggest a favorable relationship between motivational factors and academic performance, although there are still wide variances in the results and doubts about the magnitude of the relationship (Hattie et al., 2020). However, several studies (e.g., those described in meta-analyses by Valentine et al. (2004) and Korpershoek et al. 2019) did not uncover any conclusive link between the aforementioned characteristics of achievement motivation and academic success. These findings inspire scientists to look for explanations for significant discrepancies between various studies and samples. Student

socioeconomic status, grade, ability (Hansford and Hattie, 1982), and a few other moderators help to partially explain the observed variations in motivation-performance relationships. These moderators include the breadth and congruence of the academic domains in focus (Valentine et al., 2004; Huang, 2011), the operationalization and measurement of both motivation and performance aspects (Hansford and Hattie, 1982; Korpershoek et al., 2019), as well as

The fact that internal motivating mechanisms occasionally play a less role in academic success than anticipated may also be explained by external effects (Vu et al., 2021). These outside factors can include incentives and demands (like deadlines or tests), the quality and extent of learning support (like the caliber of instruction and study materials), and erroneous impressions of one's own performance (like those brought on by social comparison or negative feedback). Strong academic success may not always translate into higher motivation under the impact of these outside circumstances, and low performance may not always be damaging to a drive to study (Vu et al., 2021). The impacts of moderators and outside variables imply that there are not necessarily strong or straight lines connecting motivational factors and academic success. In other words, it's possible that not all students or situations will be affected by the trend for more desire to be correlated with higher performance. Despite this, the majority of earlier studies looking at the relationship between motivation and performance have relied heavily on linear, variable-oriented analytical approaches, which assume a homogeneity of association across the entire population and use aggregate estimates of association to describe how all students are functioning (Parhiala et al., 2018; Linnenbrink-Garcia and Wormington, 2019). This method has theoretical and methodological limitations for identifying and understanding the heterogeneity of this link across the student population as well as for explaining a null

or weaker than expected aggregate association, despite the fact that it is crucial for understanding the specific associations between aspects of achievement motivation and performance.

The results of these research demonstrate, not surprisingly, that students with high motivation generally outperformed students with low motivation (Eguavo, E. O. & Eniola, (2016).; Korhonen et al., 2014; Parhiala et al., 2018). However, some unexpected results also cast doubt on the idea that the relationship between motivation and achievement can be understood just as a linear continuum. According to research conducted in the US in the 7th and 8th grades (Roeser et al., 1999), a subgroup of students with poor academic value profiles did not perform any worse academically (year-end grade point average, school failure) than profiles with very high academic value scores. Only pupils with the many hazards profile, which included low academic value and subpar emotional functioning, showed significantly worse performance (Roeser et al., 1999).

Similar conclusions can be drawn from the findings of person-oriented research conducted with Finnish lower secondary school pupils. A low wellbeing profile subgroup of ninth-grade children (Parhiala et al., 2018) with average motivation and poor emotional functioning did not demonstrate decreased performance in math or reading. Additionally, when compared to other categories, these pupils achieved the greatest reading fluency ratings. On reading fluency and comprehension, a different subgroup with an average motivation/average wellbeing profile did not score noticeably worse than the high motivation/high wellbeing subgroup (Parhiala et al., 2018). According to Parhiala et al. (2018), both groupings with average motivation were more likely than not to experience no performance issues in reading and math.

Widlund et al.'s (2018) study in Finland found that pupils in the ninth grade who performed poorly in arithmetic had average desire and showed no signs of emotional alienation from school. Surprisingly, despite their poor academic performance, these pupils seemed to have positive attitudes toward learning. Korhonen et al. (2014), in contrast, identified a subgroup of 9th-grade students with a low academic wellbeing profile who performed averagely in reading, math, and spelling but had very poor motivational functioning and relationships with school. They had the lowest scores in academic self-concept, the highest perceived learning difficulties, and the highest emotional alienation from school among all identified subgroups. When combined, the results of these person-oriented research show that, for some students, a decline in academic motivation is not accompanied by issues with performance, and that, conversely, a decline in academic performance is not always associated with a decline in academic motivation and a decline in emotional functioning at school. This demonstrates how a linear view of the motivation-performance link falls short of adequately capturing the real variances in empirical data. However, after looking at the current results from person-oriented studies, there are still a lot of unanswered problems. Does ordinary motivation suffice to maintain high performance levels? Which confluences of motivating factors are linked to subpar performance? Do students in nations with varied educational systems and levels of academic success share the profiles of academic functioning found in the Finnish and US samples? (It is important to consider that the countries represented in these existing studies have generally high performance, e.g., (OECD, 2019))

Further investigation of the disparities in academic achievement and motivation from a person-oriented viewpoint is necessary to address these problems. Understanding the relationships between various patterns of academic achievement and motivation is

also crucial. The pupils who make up these identified profiles are relatively poorly known. Few findings on students' socioeconomic backgrounds within these particular patterns of motivation and performance were found in the majority of current person-oriented research, which mostly exclusively examined the gender composition of specified subgroups.

It has been demonstrated that student performance in a variety of academic environments is significantly influenced by self-motivation. Students that are more self-motivated typically display higher levels of academic accomplishment and are more interested in their studies. For example, a study by Vansteenkiste, Simons, Lens, Sheldon, et al. (2004) found that students who exhibited higher levels of self-determination and intrinsic motivation had better academic performance and were more likely to continue their studies beyond high school. Similarly, a meta-analysis by Crede, Chernyshenko, Stark, and Dalal (2017) found that self-motivation had a positive effect on academic achievement across a variety of academic subjects and levels of education.

Furthermore, self-motivated students are more likely to set and achieve goals, take ownership of their learning, and persist in the face of challenges (Ryan & Deci, 2000). These characteristics are particularly important in online learning environments, where students must take more responsibility for their learning and may face additional challenges related to self-regulation (Khalil & Ebner, 2014). In summary, self-motivation is an important factor in student performance and academic achievement.



## **2.4 Self Efficacy and Student Academic Performance**

Self-efficacy beliefs define how individuals feel, think, encourage themselves and perform. Such beliefs create different effects through four most important processes, i.e. cognitive, motivation, affection and selection procedures which fall based on earlier experiences, influence from others and evaluation of physical or psychological state. Self-efficacy is the perception to do an assigned task more effectively. It is a positive attitude toward the self that any tasks given could be accomplished through a person's capabilities. Briere and Simonsen (2019) pointed out that self-efficacy can be considered as a popular, competent, and effective technique which is essentially linked with enhanced academic and societal behavior for learners across age and skill levels.

Self-efficacy is a notion that refers to people's perceptions of their own capacities to plan and carry out actions that will result in various levels of performance (Bandura, 1997). According to Elias and MacDonald (2007), self-efficacy can also be referred to as academic self-efficacy in an academic setting, which refers to student assessments of their capacities to effectively complete educational objectives. Mastery experience was found to be the primary predictor of academic achievement in Loo and Choy's (2013) study on the sources of self-efficacy (mastery experience, vicarious experience, social persuasion, and emotional arousal) that correlated with academic achievements of mathematics that related to engineering modules of college students in Singapore. This suggests that experience mastery may improve academic success in the future. In a recent study by Kumar and Tankha (2020), motivation was also noted as a substantial influence on academic achievement in addition to self-efficacy.

Student performance has been found to be significantly impacted by self-efficacy, which is defined as a person's belief in their capacity to carry out a specific activity (Bandura, 1997). According to Zimmerman, Bandura, and Martinez-Pons (1992), students who have high self-efficacy tend to set more difficult objectives for themselves, persevere in the face of challenges, and exert more effort to reach those goals. On the other side, kids with poor self-efficacy frequently shy away from difficult assignments, feel more anxiety and tension, and perform worse in school (Pajares, 1996).

Studies have found that self-efficacy is a strong predictor of academic performance across a wide range of subjects and grade levels. For example, a meta-analysis by Multon, Brown, and Lent (1991) found that self-efficacy was significantly related to academic achievement across various academic domains, including math, science, and language arts. Similarly, a study by Schunk, Pintrich, and Meece (2008) found that self-efficacy was a significant predictor of achievement in middle school math. Moreover, research has shown that self-efficacy can be improved through various interventions, such as providing feedback, modeling, and goal setting (Schunk, 1995). Therefore, educators can play a vital role in fostering students' self-efficacy beliefs and enhancing their academic performance. This is because individuals with high self-efficacy are more likely to persist in the face of challenges, set higher goals for themselves, and use more effective learning strategies (Zimmerman, 2000).

For example, a study conducted by Pajares and Schunk (2001) found that self-efficacy was a significant predictor of academic performance among middle school students. The study found that students who had high levels of self-efficacy in math and science achieved higher grades in those subjects than those who had lower levels of self-

efficacy. Lent, Brown, and Larkin (1984) discovered that self-efficacy was a major predictor of college students' academic achievement in yet another study. According to the study, pupils who felt highly competent in a given subject area typically outperformed individuals who felt less competent in that subject.

There is a strong and positive association between self-efficacy and academic success, according to a meta-analysis by Richardson et al. (2012) that looked at 90 papers on the subject. Additionally, even after adjusting for prior accomplishment and other demographic factors, self-efficacy was still a strong predictor of academic achievement, according to a 2011 study by Pajares and Schunk. Self-efficacy can impact students' performance in particular academic areas, according to other studies. For instance, a study by Lent et al. (2013) found that self-efficacy was a significant predictor of achievement in mathematics, while a study by Schunk and Pajares (2012) found that self-efficacy was a strong predictor of achievement in science. Overall, research suggests that self-efficacy plays a crucial role in student performance. Educators can promote self-efficacy among their students by providing opportunities for success, encouraging positive self-talk, and offering constructive feedback (Bandura, 1997).

A developing body of writing bolsters the relationship between students' self-efficacy convictions for scholarly research and their scholastic execution. A few analysts Paul & Gut (2006); Lilian, (2012) have examined student self-efficacy convictions play in anticipating secondary school victory. They recommended that a positive relationship may hold between these two factors. For illustration, a study conducted in Spain (Valle, 2009), the analyst considered the relationship between college students' self-efficacy for execution and learning and their exertion regulation. It was found that

when understudies had the next self-efficacy, they were more likely to put more endeavors into their academic ponders. Self-efficacy is commonly characterized as the conviction in one's capabilities to realize an objective or a result. It influences each and every aspect of human endeavor, by deciding the convictions an individual holds concerning his or her control to influence circumstances, in this way, emphatically impacting both the control a person actually has to face challenges competently and the choices a person is most likely to make (Hartman, 2017).

Self-efficacy is the measure of one's own competence to complete tasks and reach goals. Self-efficacy refers to the judgments of a person's capabilities, and it is a capability to carry out the actions needed to succeed in a task. It is one of the strongest factors predicting performance in domains as diverse as sports, business, and education. Self-efficacy, according to Klassen, Krawchuk, and Rajani (2008), has a significant impact on our task, choice, amount of effort, persistence, and resilience. Self-efficacy is a powerful indicator of performance in academic settings (Klassen et al., 2008). In their 2010 study, Vuong, Brown-Welty, and Tracz recruited a sample of 1,291 college sophomores from five of the 23 state university campuses in California to evaluate the relationship between self-efficacy and academic success. These researchers demonstrated that students' academic progress was significantly and favorably impacted by their self-efficacy views. Adeyemo's (2007) research at the University of Ibadan in Nigeria, using a sample of 300 first- or second-year students, showed that academic self-efficacy had a significant and favorable impact on academic accomplishment.

Herzberg's (1959) hypothesis states that motivation can also encourage people to perform more effectively in their assigned tasks. The theory made the assumption that

incentives are related to sustained gains in performance. In their study, Elias, Mustafa, Roslan, and Noah (2011) noted that students' key focus is motivation, which drives them to exert more effort and force themselves to do the work again in the hopes of gradually reaching their goal. This suggests that a student's motivation also has an impact on their academic success. On the other hand, learning strategies have also been extensively discussed in educational psychology literature, where it was found that students would acquire the material more effectively if they used their chosen learning method. According to Yip's (2013) research, academic performance at the postsecondary level is significantly influenced by the learning strategies of high and poor achievers. According to Richardson (2011), a student's learning strategy or learning style is how they manage their study methods in relation to their environment and how they might modify the work at hand to yield positive results. According to Chen (2009) the grade rank and language learning methodologies had a substantial correlation,

Researchers have recently broadened their study on psychological impact of academic performance, some psychological factors which have found to have significant connection with academic performance in tertiary level includes emotional intelligence, achievement motivation, self-efficacy and self-regulated learning strategies (Mahyuddin, Elias & Noordin, 2009; Elias, Mustafa, Roslan & Noah, 2011; Yusuf, 2011; Amin, Hassan & Jalil, 2018). This study focuses on investigating the significance of three psychological factors (self-efficacy, motivation, and learning strategy) as well as the influence of the demographic factor, age, in determining the academic performance of Malaysian undergraduate students in order to better understand the impact. Bandura's (1977, 1986) social-cognitive theory, which holds that self-influence has a significant impact on behavior, includes self-efficacy as a key

component. The meta-analyses of findings pertaining to several domains of functioning, attained under laboratory and natural conditions, have properly demonstrated that self-efficacy belief is a crucial personal resource (Bandura, 2000). Self-efficacy is the belief that one can complete a task more successfully. Being confident in one's capacity to complete any duties that are provided is a good attitude toward oneself.

Self-efficacy refers to the global view of one's coping abilities in a wide variety of situations and global person's belief in his or her ability to organize and execute the courses of action required to achieve specific goals. The construct of self-efficacy reflects an optimistic self-belief. This is the belief that one can perform novel or difficult tasks, or cope with adversity, in various domains of human functioning (Bandura, 1997b). It is obvious that Bandura's theory of self-efficacy is more concerned with explaining self-efficacy in particular areas than with a general sense of competence.

In the context of education, self-efficacy relates to a learner's readiness to attempt, persist in, and complete a task. There are two likely explanations for their failure: either they lack the abilities required for success or they do have the skills but lack the sense of efficacy to put them to use. People's thoughts, behaviors, and emotions are influenced by their opinions of their own skills (Cherry, 2018). According to Cussó-Calabuig, Farran, and Bosch-Capblanch (2018), self-efficacy in ICT significantly affects one's academic performance in the online environment. They also reiterate the significance of self-efficacy in predicting student online learning outcomes. Additionally, the impending paradigm change appears to have a significant impact on pupils' levels of self-efficacy. When switching to full-time online learning as a

precautionary measure against the coronavirus pandemic, many pupils are still confused (Key, 2020). The difficulty of finishing activities was greater for people with low overall self-efficacy than for people with higher recorded levels. Low self-efficacy individuals were more likely to hold unfavorable comparisons to others, which hindered their ability to raise their self-efficacy levels (Hsu & Wilde, 2020).

According to studies, students who have high levels of self-efficacy are known for their efforts and perseverance (Zajacova, Lynch, & Espenshade, 2015). Such students consistently put in work, and if they are unable to continue their route, they learn how to effectively manage obstacles in their path to success. While students with low self-efficacy will discontinue, they are unable to remove barriers in achieving and learning (Ormrod, 2010). Earlier researches Pintrich and Schunk, (1996) found important role of memory. The cognitive component aids memory and learning. Through their cognitive aspect, students with high self-efficacy are better able to pay close attention, organize, and elaborate content (Pintrich & Schunk, 1996; Zajacova, Scott, Lynch, & Espenshade, 2015; Heslin, & Klehe, 2016). Through subscales including self-monitoring, Motlagh et al. (2011) looked into the relationship between students' academic achievement and self-efficacy. Both regression analysis and the correlation coefficient were used to analyze the data. The findings showed a connection between self-assessment and self-monitoring and academic success. On account of the fact that the self-efficacy could not be assumed as the direct source for the academic success, however, it will be the self-monitoring or regulation that causes the academic success of students. Self-efficacy for self-monitored learning has been observed in the study. As the findings suggest, the self-efficacy for self-regulated learning denotes the student's beliefs on usage of the self-regulation practices for example the self-monitoring and self-evaluation. The study carried out by Motlagh, et al (2011) exhibit

that the self-efficacy factors from the self-efficacy description of Bandura self-monitoring (2011) might calculate or improve the academic performances of students.

Various studies have provided the positive relationship between the self-efficacy and self-monitoring learning and the academic accomplishment of students regardless of age (Wigfield, et al 2016). The self-efficacy will drive the application of self-monitoring and consequently the relationship between self-efficacy and the self-monitoring can be defined as self-efficacy for self-monitoring learning. The self-efficacy for self-monitoring learning denotes the student's beliefs on application of the self-monitoring processes for example the goal setting, self-assessment and self-reaction (Bandura, 2016). As stated by Motlagh, et al (2011) on account of the point that the self-efficacy could not be recognized as the direct cause for the academic success, though, it will be the self-monitoring that brings in the student's' academic performances.

Carroll, et al (2013) investigated the characteristics and relationships between goal setting and self-efficacy amongst a matched sample of 88 delinquents (18% female), 97 respondents at-risk (20 % female), and 95 adolescents not at-risk adolescents. Results of the study exhibited that delinquent adolescents reported, had a lower commitment towards their goals, and exhibited lower levels of academic and self-monitoring efficacy than individuals in the at-risk and not at-risk groups. A multinomial logistic regression analysis exhibited that individuals at adolescents' age are more likely to be in the delinquent group if they registered lower self-regulatory efficacy. The Children's Self Efficacy Scale, that includes 37 items assessing three efficacy domains: academic (i.e., children's perceived capability to judge their own learning, i.e. self-monitoring); self-regulatory (i.e., children's perceived capability to



take part in high-risk activities) and social self-efficacy. The study found a positive relationship between academic performance and students' self-efficacy.

Oyuga, et al (2019) examined the relationship between self-efficacy and academic performance of secondary school students, whose ages were above 13 years. Self-efficacy values which are considered a better sign of success than actual skill, has prompted research in various academic disciplines. Further, the findings exhibited a considerable weak positive association between self-efficacy and academic performance. Findings from the interviews strongly exhibited that self-efficacy is an imperative element of academic performances. Besides, the study emphasized that self-efficacy beliefs influenced upon the academic background for school age children, and learners who are more self-efficacious are capable of performing at higher levels than students with inferior levels of self-efficacy values, regardless of age and cognitive skill.

Self-monitoring is generally employed with elementary age students so as to encourage independence (Agran, et al 2015). Comparatively, self-monitoring can be considered more efficient for elementary and secondary school learners than that of primary aged students (Davis et al., 2016). Components such as “observe and record” components which represent self-monitoring practices are basic to academic-based self-management (Briesch and Chafouleas 2019). Also, the analysis done by Carr, et al (2014) had shown positive results for self-monitoring interventions particularly for students with autism disorder. The study carried out by Davis, et al (2016) suggested that it is significant to take the student's present level of self-awareness, understanding, and cognitive functions before executing a self-monitoring practice.

Numerous research have been done in Kenya to look into the connection between academic success and views about one's own ability to succeed in school. In a study published in 2013, Aurah (2013) looked into how students' metacognition and self-efficacy beliefs affected their academic performance. The findings also showed that students with high levels of self-efficacy outperformed pupils with low levels of self-efficacy on performance tests.

In contrast, Awan et al. (2011) claimed that a lack of desire, a term connected to self-efficacy, was the cause of the deterioration in educational standards and a barrier to learning. In their review from 2016, Honicke and Broadbent incorporated 12 years of research on the link between academic self-efficacy and university students' academic success, as well as recognized cognitive and motivational factors that explain this link. The reviews note modest connections between these variables, but they avoided talking about the mediating and moderating variables that affect this association. In order to find research examining academic self-efficacy and performance in university populations published between September 2003 and April 2015, systematic searches of psychological, educational, and pertinent web databases were made in April 2015. There were 59 papers that qualified.

Academic performance and academic self-efficacy have a moderate correlation. Goal orientations, deep processing techniques, and effort modulation were some of the mediators and moderators found. Further investigation into the relationships between these variables over time is required in order to establish causality and uncover the intricate interactions between academic self-efficacy, performance, and the motivational and cognitive factors that influence it, given the dearth of longitudinal studies identified in their review. Baanu, Oyelekan, & Olorundare, (2016) study find

the relationship between chemistry students' self-efficacy and their academic achievement in senior secondary schools in Northcentral, Nigeria. The study used an ex-post facto research and a descriptive survey. The subjects of the study included one thousand one hundred and fifty (1150) senior secondary school form III chemistry students selected from Kogi, Kwara and Niger States of Nigeria. The data collected were analyzed using descriptive and inferential statistics of mean, percentage and Pearson Product Moment Correlation. The reviews note modest connections between these variables, but they avoided talking about the mediating and moderating variables that affect this association. In order to find research examining academic self-efficacy and performance in university populations published between September 2003 and April 2015, systematic searches of psychological, educational, and pertinent web databases were made in April 2015. There were 59 papers that qualified. Academic performance and academic self-efficacy have a moderate correlation. Goal orientations, deep processing techniques, and effort modulation were some of the mediators and moderators found. Further investigation into the relationships between these variables over time is required in order to establish causality and uncover the intricate interactions between academic self-efficacy, performance, and the motivational and cognitive factors that influence it, given the dearth of longitudinal studies identified in their review.

In educational settings, self-efficacy beliefs provide the underpinning for motivation (Bosman: 36). Self-efficacy, according to Brophy (2011) and Rueda and Chen (2005:214), is an individual's evaluation that he or she has specific performance capabilities that allow the accomplishment of a particular type of task. Self-efficacy is generally linked to judgements of one's capacity to engage in a task rather than to the skills the task requires (Renninger 2010). Self-efficacy can be defined broadly as

individuals' confidence in their capability to achieve particular goals (Hsieh, Sullivan, & Guerra, 2007). Mwamwenda (2014) highlight that the "judgement students make about their capability to accomplish a specific future task" constitute self-efficacy. Mwamwenda (2004) further mention two important aspects of self-efficacy which are being in possession of knowledge and skills to carry out a certain task and using such skills under a variety of circumstances. Students need to take responsibility for their own learning and to become self-regulated students because it can lead to greater academic performance and increase their sense of efficacy (Bosman 2012). According to (Bosman 2012) self-efficacy is the students' ability to control the factors or conditions that affect his or her learning. These are factors such as setting goals, using prior knowledge, considering alternative strategies; develop plans to resolve problems with college work and considering contingency plans. By doing so they are able to realise their success or failure on a given assignment or task. It is important to point out that a person's belief (self-efficacy) in his or her abilities has more determining and predicting power than their actual ability (Mwamwenda, 2004).

## **2.5 Summary of the Literature Review and Knowledge Gaps**

This chapter has reviewed the available literature on self-concept and academic performance among the students. Majority of the reviewed literature indicates that self-concept can help in explaining and predicting behavior. In addition, most of the reviewed studies indicate that besides intellectual ability, self-concept plays an important role in the learning and the academic performance of students. For example, Dambudzo and Schulze (2014) support that when students feel confident, they perform better but when they feel negative, they feel hesitant and uncertain resulting in poor academic performance. Kumari and Chamundeswari (2013) also supports that certain psychological factors, like self-concept plays a major role in determining the

academic performance of students. Theoretically, the Marsh/Shavelson Model supports that self-concept is a multidimensional and hierarchical with general-self at the apex, divided into academic and non-academic components that are further divided into more specific components which help in explaining students' behavior.

However, most of the reviewed studies on the relationship between self-concept and academic performance provide mixed findings though they were carried out in different settings. For instance, Guay, Marsh and Boivin (2013), Damrongpanit, Reungtragul and Pittayanon (2019) found reciprocal effects between academic self-concept, and academic performance. Similarly, Yengimolki, Kalantarkousheh and Malekitabar (2015), Jamaludin, Mazila and Aminuddin (2014), Afuwape (2011) found that there was no significant relationship between self-concept and academic performance. Further, most of these studies have concentrated on self-concept and its effect on performance rather than individual variables of self-concept such as self-esteem, self-efficacy, and self-motivation in public secondary school in Nyeri County has not been done and therefore this study sought to fill this gap.

Literature specifically delved into three specific facets of self-concept, namely self-esteem, self-motivation, and self-efficacy, aiming to elucidate their respective relationships with student academic performance. Through an extensive review of existing literature, this study not only synthesized prior research findings but also addressed critical gaps in the current understanding of these relationships within the Kenyan educational landscape. Firstly, the examination of the relationship between self-esteem and student academic performance drew upon a substantial body of research that consistently suggests a positive correlation between higher self-esteem and enhanced academic outcomes. Students with elevated self-esteem tend to exhibit

a greater sense of self-assurance in their abilities, fostering a conducive environment for positive academic engagement. By scrutinizing this relationship within the unique context of Nyeri County, Kenya, the study contributed to bridging a gap in knowledge, providing insights into how self-esteem influences the academic performance of Kenyan secondary school students.

Secondly, the study delved into the intricate connection between self-motivation and student academic performance. Extensive literature has highlighted the pivotal role of self-motivation in driving students towards goal-oriented behaviors and persistence in their academic pursuits. The study's focus on Nyeri County allowed for an exploration of the specific motivational factors that influence the academic achievements of students in the region, thus enhancing the understanding of the intricate web of self-motivation and academic performance.

Lastly, the investigation into the relationship between self-efficacy and student academic performance examined a fundamental aspect of self-concept. The concept of self-efficacy, representing an individual's belief in their capacity to accomplish tasks successfully, has been linked consistently with academic achievement. Students with higher self-efficacy are more likely to set ambitious goals, invest effort in their studies, and persevere through challenges. By probing this relationship in the context of Nyeri County, the study addressed a critical gap in the existing literature, contributing valuable insights into how self-efficacy beliefs influence the academic performance of Kenyan secondary school students.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

This chapter documents the research design, research paradigm the target population, the sample size and the sampling procedures. Further, the chapter presents the research instruments, piloting, data collection procedure, data analysis and ethical considerations of the study.

#### **3.1 Location of the Study**

The study was conducted in Nyeri County. Nyeri county is divided into six constituencies namely; Mathira, Kieni, Mukurweini, Nyeri town, Othaya and Tetu. The region enjoys the best weather which is relatively moderate to medium high in terms of rainfall and temperatures; with regard to other parts of the country. The favourable weather has endowed the region with fertile farm lands. A number of agricultural activities such as dairy farming, food and cash crop farming, horticulture and fish farming are carried out. The trend of performance in the county has been significantly low in the past 5 years as the schools recorded a mean of 5.21 in 2016, 5.56 in 2017, 4.09 in 2018, 4.01 in 2019 and 3.97 in 2020. This area was therefore selected to establish the relationship between self-concept and students' academic performance. In addition to this, there is no similar study having been done in the study area. It is therefore believed that the study area gave a wide and varied view of the problem under study. The area was chosen as a representative sample of other counties in Kenya.

### 3.2 Research Design

A research design serves as the conceptual framework for a study and serves as the manual for data collection, measurement, and analysis (Kothari, 2014). Research design, as defined by Creswell (2009), is a strategy and method for conducting a study that extends decision-making from general expectations to specific approaches to data collecting and analysis. According to Hollstein (2014), research designs are methods and tactics utilized during the research process that range from general hypotheses to specific plans for gathering and interpreting all the material gathered. This study employed an Ex-post facto research design. An ex-post facto research design is conducted with regards to events or influences in a phenomenon after they have occurred or they are occurring (Krishnaswamy, Sivakumar & Mathirajan, 2019). In an ex post facto research design, the researcher attempts to discover causes even when it cannot control the variables (Kothari, 2014). The ex post facto research design is a non- experimental design method which adopts several aspects of a true experiment especially as it concerns the separation of groups and the analysis of data but is in fact non-experimental (Lammers & Badia, 2005). An ex post facto design imitates a true experiment in that it makes comparisons between individuals who belong to different groups but have identical backgrounds and different prevalent conditions which are a direct function of their natural histories (Lammers & Badia, 2005). In an ex post facto research design, the independent variable is not within the researcher's direct control (Lammers & Badia, 2005). Ex post facto research examines issues or conditions after the fact; it cannot prove causality between variables but can imply it ("Three Research Designs," 2009). Ex post facto research makes up a sizable portion of social science study that forbids the researcher from changing the characteristics of human subjects (Salkind, 2010).



Ex post facto research's key characteristic is that the researcher has no direct influence over the participants and makes no attempts to influence the phenomenon (Krishnaswamy, Sivakumar, & Mathirajan, 2019).

An ex post facto research design is ideal for conducting social research where it is not possible or acceptable to manipulate the characteristics of human participants. It is a substitute for true experimental research and can be used to test hypotheses about cause-and -effect or correlational relationships, where it is not practical or ethical to apply a true experimental, or even a quasi –experimental design (Simon & Goes, 2013). Thus, this study sought to determine the association between self-concept and academic performance of students in secondary school education in Nyeri County. Therefore, ex post facto research helped to determine the degree of association between the variables through correlational analysis.

### **3.3 Research Paradigm**

A paradigm is the fundamental model or frame of reference that researchers use to organize their observations and reasoning (Babbie, 2017). It is the choice of paradigm that sets down the intent, motivation, and expectations for the research (Mackenzie & Knipe, 2016). Barker, (2013) defines a paradigm as “a model or pattern containing a set of legitimated assumptions and design for collecting and interpreting data. This study adopted pragmatic paradigm. Pragmatists’ researchers focus on the “what” and “how” of the research problem works (Creswell, 2012). The initial stance of pragmatists is that they “rejected the scientific notion that social inquiry was able to access the truth about the real world solely by virtue of a single scientific method” (Mertens, 2017).

Pragmatic paradigm recognizes that scientific or positivistic notions are not the only source of truth “the focus is on the consequences of research on the primary importance of the question asked rather than the method, and on the use of multiple methods of data collection to inform the problem under study” (Creswell & Clark, 2011). Thus it is pluralistic and oriented towards “what works” and practice.” Therefore, no one system of reality has precedence (Mertens, 2017). The pragmatic paradigm enables researchers to use both quantitative and qualitative methods, which encompass positivist/post-positivist approaches when generating quantitative data and interpretive/constructivist approaches when generating qualitative data (Creswell, 2012). “Pragmatism is seen as the paradigm that provides the underlying philosophical framework for mixed-methods research Tashakkori and Teddlie, (2013) and it places the research problem as central and applies all approaches to understanding the problem (Creswell, 2012). The pragmatic paradigm defines the approach that was used in this study where both quantitative and qualitative approaches were used. In this study, the researcher sought to explore the views of students on how self-concept influence their academic performance plus how other stakeholders perceive, observe and evaluate which in the long run influence the overall performance of the school. The respondents’ self-concept varies and the way they are viewed by other stakeholders within the school. Based on the idea of pragmatism in reference to this study, the primary call is not the method to be used but the questions to be answered therefore best addressed by this paradigm. This variation in view of self-concept and how it influences performance among students varies for each and there is no specific formula of doing so thus pragmatic paradigm best suits this study.

### 3.4 Target Population

The study targeted students and teachers from public secondary schools in Nyeri County. The population for the study was form three students from public secondary schools in Nyeri County. Form three students were chosen because they have been in secondary school for a while and therefore may provide the best outcome on the relationship between self-concept and student academic performance. Form four class would form the best basis of the study, however they were not included in the study due to their busy schedules in preparing for the national examinations and therefore would not have quality time to respond which would have compromised on questionnaire return rate which would hinder the success of the study. There are 198 public schools in the county. Table 3.1 shows the target population.

**Table 3.1 Target Population**

Sub county	Schools	Number of students		TOTAL	Number of counselors
		Males	Females		
Mathira	38	1468	1724	3192	76
Kieni	31	1198	1406	2604	61
Mukurweini	32	1236	1452	2688	64
Nyeri town	30	1159	1361	2520	60
Othaya	34	1314	1542	2856	68
Tetu	33	1275	1497	2772	66
<b>Total</b>	<b>198</b>	<b>7650</b>	<b>8982</b>	<b>16632</b>	<b>395</b>

**Source: Department of Education, Nyeri County, 2021**

### 3.5 Sample Size

A sample is a set of observations drawn from a population by a defined procedure. According to Creswell (2012), it is a subset of the population, selected so as to be a representative of the larger population. Gelo et al., (2018) asserts that sampling procedure is only applicable in the selected type of variables. According to Gelo, Braakman and Benetika (2018), the sample population should be taken within 10-30% of the entire population. Based on the number of schools in the study area there was

need to have a representative sample for the study and using Krecjcie and Morgan (1970) sample size determination formular.

### 3.6 Sampling Procedure

Stratified random sampling was used where the sub counties are the stratas. From the stratas, simple random sampling was used to select clusters of schools per sub county. From the selected cluster, form three students were selected using simple random sampling. Purposive sampling was used to select teacher counselors.

Morse (1994) suggested approximately 30–50 participants for a qualitative analysis while Creswell (1998) recommends 5 – 25. These recommendations helped in estimating how many participants need teacher counselors’ interview, but ultimately, the number of participants should depend on when saturation is reached. For this study purposive sampling was used to reach as many people as possible and different views from different categories of people are collected. Therefore, purposive sampling was used to select 25 teacher counselors to participate in the interview.

The sample size formula for the students was derived from Krecjcie and Morgan (1970) as quoted by Kasomo (2001).

The formula is given as:

$$n = \frac{X^2 \times N \times P(1 - P)}{(ME^2 \times (N - 1) + (X^2 \times P \times (1 - P)))}$$

Where;

n=Sample size

X<sup>2</sup>=Chi Square for the specified confidence level at 1 degree of freedom= (3.841) from tables

N=Population size

P=Population proportion (.50 in the table)

ME=Desired margin of error (expressed as a proportion=0.05)

$$n = \frac{3.841^2 \times 16632 \times 0.5(1 - 0.5)}{(0.5^2 \times (16632 - 1) + (3.841^2 \times 0.5 \times (1 - 0.5)))}$$

$$n = \frac{2809.763}{7.38775}$$

$$n = 376$$

Using this formula, the sample size for students was 376, and by use of purposive sampling technique, 25 teacher counselors were selected making a sample of 409 respondents. The Selection of 376 students was done by the use of simple random sampling.

The sample size distribution is as indicated in table 3.2

**Table 3.2: Sample size**

<b>Sub county</b>	<b>Target Number of students</b>	<b>Sample size students</b>	<b>Target Number of teacher counselors</b>	<b>Sample size</b>
Mathira	3192	72	76	5
Kieni	2604	59	61	4
Mukurweini	2688	61	64	5
Nyeri town	2520	57	60	3
Othaya	2856	64	68	5
Tetu	2772	63	66	3
<b>Total</b>	<b>16632</b>	<b>376</b>	<b>395</b>	<b>25</b>

### **3.7 Research Instruments**

The purpose of the instruments in research is to measure the variables of the study and help in yielding accurate and meaningful data for decision making (Creswell, 2012). According to Kombo and Tromp (2006), an instrument is the means through which the researcher collects data from the target population. Data for the study was collected by the use of questionnaires for students and interview schedule for teacher counselors. This study used a 37-item survey questionnaire comprising of Self-esteem, Self-motivation and Self-efficacy. Each item was measured on a five-point Likert scale whereby the respondents were asked to indicate strongly disagree, disagree, undecided, agree and strongly agree. The Self-Description Questionnaires have been tested and supported extensively in Western and non-Western cultures, and have been found to be the best multi-dimensional Self-concept instruments (Coetzee, 2011).

### **3.8 Piloting of Research Instruments**

A pilot study was carried in neighboring Kirinyaga County which is assumed to have similar characteristics with Nyeri County. By use of simple random sampling, 8 students were selected from each of the five schools forming a sample of 40 students to participate in piloting. The pilot study was used to establish the reliability of the instruments and to improve the clarity of the questions and to remove ambiguity in the items in the instruments. Additionally, piloting eliminates difficulties in wordings, to identify omissions, redundant and irrelevant items. The findings from the pilot study did not form part of the results. After piloting, reliability coefficient was computed where Cronbach's Alpha value of 0.837 was obtained showing that the tool was dependable and deemed fit for collection of data. Further, advice from expert

judgment on the items in the research instruments was integrated to improve on the instrument for data collection.

### **3.9 Validity and Reliability of the Research Instruments**

This section presents how the validity and reliability of the research instruments was obtained.

#### **3.9.1 Validity of the Research Instruments**

According to Kothari (2014), the validity of a measurement is the degree to which differences between the subjects of the test actually do exist. The degree to which a measure accurately depicts the underlying construct that it is intended to measure is known as validity. A pilot study was conducted to evaluate the instruments' content validity. Additionally, the opinions of specialists in educational psychology who are knowledgeable about the study issue were sought out and included in order to test the content and face validity. Through correlation analysis, the construct validity of the instruments was also evaluated. To do this, bivariate correlations between each pair of research variables were computed, and each term's correlation was then determined using the total correlation test.

#### **3.9.2 Reliability of the Research Instruments**

Reliability is the degree to which the measure of a construct is consistent or dependable and a measuring instrument is reliable if it provides consistent results (Kothari, 2014). The reliability of the research instrument was established using Cronbach's Alpha Coefficient. The Cronbach Alpha is a measure of internal consistency (reliability) and provides a coefficient of inter-item correlations, that is, the correlation of each item with the sum of all the other items. The Cronbach alpha ranges between 0 and 1 and an alpha value of 0.7 or more is considered as an

indication of reliability. After a pilot study, a Cronbach's Alpha value of 0.837 was obtained as indicated in table 3.3.

**Table 3.3: Reliability Statistics**

	<b>Cronbach's Alpha</b>	<b>N of Items</b>
Self esteem	.781	9
Self-motivation	.831	9
Self-efficacy	.863	12
DV	.875	7
	3.35	37
<b>Mean</b>	<b>.837</b>	

As indicated in table 3.3 Cronbach's Alpha value of 0.837 was obtained showing that the tool was dependable and deemed fit for collection of data. Therefore, there was need for the researcher to proceed with data collection.

### **3.10 Data Collection**

This study used both primary and secondary data. The researcher first liaised with the respective head teachers, sought their support, and then obtained permission from the Ministry of Education and the National Council for Science and Technology (NACOSTI) to carry out the research. The researcher also made visits to all the schools as a familiarization exercise and to determine the appropriate time to carry out the study. Due to the nature of the study and the subjects involved, the researcher self-administered the questionnaires to the sampled students with the help of their teachers. The self-administration was helpful in that the researcher was able to address any queries and concerns immediately as they arose. Further, interview with teacher counselors was organized to establish the relationship between students' self-concept and their academic performance. The research questions were drawn from the variables and constructs of self-concept in relation to the student's academic performance.



### 3.11 Data Analysis

Analysis of data involves cleaning, coding, tabulation, analysis, interpretation, organization and presentation of collected information so as to decrease the information collected from the field to be practical (Onen and Oso, 2005). Data obtained was analyzed using quantitative and qualitative techniques. In analyzing data, objectives 1, 2 and 3 were analyzed descriptively. The quantitative data from the questionnaire was first subjected to preliminary processing through validation, coding and tabulation in readiness for analysis with the help of the Statistical Package for social Science (SPSS) computer package as a 'toolbox' to analyze data related to objectives. Frequencies, percentages, mean and Standard deviation was used to analyze quantitative data. Pearson Correlation Coefficient was employed to determine relationship that exists between the independent (Self-esteem, self-motivation, self-efficacy) variables and dependent variable (student academic performance). In addition, regression analysis was employed to test the relationship between variables in the study.

The regression equation was given as;

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + e$$

Where,

Y = Dependent variable

$\alpha$  = regression constant,

$\beta_1 - \beta_3$  = Regression coefficients (change in y for every unit change in X)

$X_1$  = Self-esteem

$X_2$  = self-motivation

$X_3$  = self-efficacy

e = Error term

The regression coefficient ' $\alpha$ ' is the Y intercept: while  $\beta_1$ ,  $\beta_2$ ,  $\beta_3$  and  $\beta_4$  are the net change in y for each change of either of the variables (factors),  $x_1$ ,  $x_2$  and  $x_3$ .

Qualitative data from interview schedules were transcribed, thematically classified and arranged before they are reported in narrations and quotations according to research objectives.

### **3.12 Ethical Considerations**

Hesse-Biber & Leavey, (2017) notes that participants in research are required to versed with ethical requirements in order to safeguard information obtained from their respondents. Research involves the collection of information from individuals and about individuals, (Punch, 2015). Investigators are therefore required to grantee research participants on issues of privacy and confidentiality, development of mutual trust, enhanment of truthfulness in research, protection from misbehavior including indecency which might be replicated as well as cope with emerging challenges associated with research, (Israel, Mark & Iain 2006). The research adhered to the following ethical issues:

To ensure conformance to research ethics, permission was sought from the relevant offices to carry out the study. The rights of the respondents, particularly their rights to information privacy and the right to be informed about the nature, purpose and the intent of the study was upheld. Additionally, the respondent's informed consent was sought such that they voluntarily participated in the study and had the freedom to withdraw from the study. Further, any material conflict of interest that could interfere with the objectivity of the study was declared. Finally, all published and unpublished data from other scholars and writers were appreciated and acknowledged.

## **CHAPTER FOUR**

### **DATA PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSIONS**

#### **4.1 Introduction**

This chapter presents the findings on the correlation between students' academic success in secondary school and their self-perception in Nyeri County, Kenya, are presented in this chapter. The relationship between self-esteem, the relationship between self-motivation and student academic performance in public secondary schools in Nyeri County, and the relationship between self-efficacy and student academic performance in public secondary schools in Nyeri County follow the responses rate and demographic description of the participants who were involved in the study. The chapter also includes interpretations, comments, and a comparison of the results with those from other studies.

#### **4.2 Response Rate**

A total of 346 out of 376 respondents fully filled and returned the research questionnaire. Therefore, the return rate of questionnaire used in data analysis was 92.02%% which was considered adequate to provide sufficient information on the relationship between self-concept and academic performance of students in secondary school in Nyeri County. Further, 20 out of 25 teacher counsellors were interviewed to provide data on the relationship between self-concept and academic performance of students in public secondary schools in Nyeri County. The high response rate in this study supports the argument by Peytchev, (2013) that the best way to obtain unbiased estimates is to achieve a high response rate. The response rate was calculated by dividing the number of usable responses returned by the total number eligible in the sample chosen. This is supported by Draugalis R, Coons J and Plaza, M (2008) who

were particular on how the response rate was calculated. They added that the more a response rate was the more sufficient it is to enable generalization of the results to the target population.

Mitchell (1998) claimed, supported by evidence from others, that the survey response rate should be determined by dividing the number of returned questionnaires by the total sample that was initially contacted for the survey. In terms of whether the response rate was sufficient, the study's result of 92.02% was high compared to Yun and Trumbo's (2000) recommendation of a response rate of 72%. Sitzia and Wood (1998) looked at a broad, international sample of survey response rates and discovered that the studies they chose to study had an average response rate of 76.7%. Therefore, the 92.02% response rate was adequate to reflect the population.

In contrast, it was discovered in a study by Fosnacht, Sarraf, Howe, and Peck (2017) that even relatively low response rates provided accurate institution-level estimates, albeit with higher sampling error and a reduced capacity to identify statistically significant differences with comparison institutions. Furthermore, according to Massey and Tourangeau (2013), a high non-response rate raises the risk of skewed estimates. Therefore, the researcher in this study thought a high response rate was appropriate for the investigation.

### **4.3 Demographic Information of the Respondents**

In this study, the demographic information that was sought from the respondents was gender of respondents, age bracket and teacher counselors' experience. In any research undertaking it helps to involve a diversified group of respondents because it is not only a requirement by organization supporting research in terms of finance and publication but it is in itself a critical information that gives the study the much

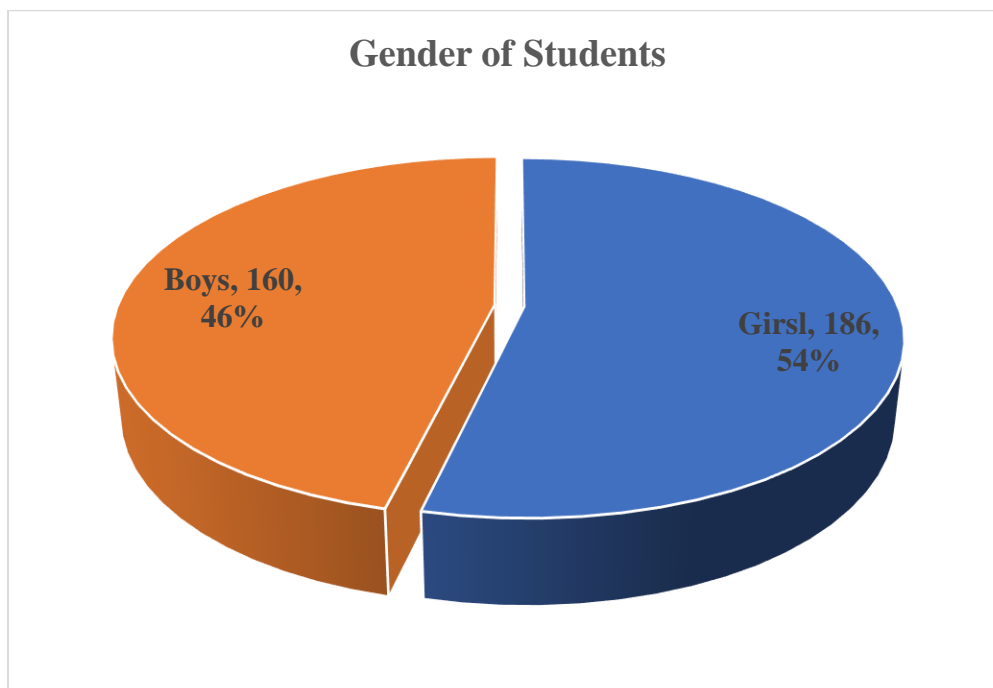
needed authenticity and foundation (Hammer, 2011). In 1993, the National Institutes of Health issued guidelines that required the inclusion of members of “minority groups” in funded research projects (National Institutes of Health, 2001). As a result, attention has been placed on increasing the diversity of research participants and describing the demographic characteristics of participants when presenting findings in journal articles. According to Wyse (2012), when designing a survey, the research needs to assess who to survey and how to breakdown overall survey response data into meaningful groups of respondents. Therefore, demographic information helps researchers in understanding the respondents and characteristics of the items under the study. In 2001, the fifth edition of the American Psychological Association’s Publication Manual highlighted the need to provide specific information about participants’ characteristics, including their racial/ethnic group membership and socioeconomic status (SES).

#### **4.3.1 Gender of Respondents**

Among background information obtained from the participants was gender, age, designation, highest level of education and experience in service for teacher counselors.

#### 4.3.1.1 Gender of Students

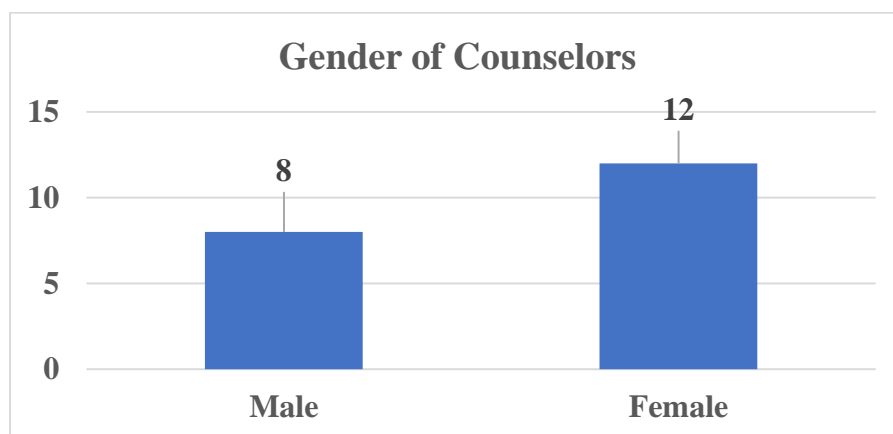
Gender of students was as presented in Figure 4.1.



**Figure 4.1 Gender of Students**

As indicated in figure 4.1, majority of the sampled student respondents 186(54%) were female. Also as per the statistics of the population (Table 3.1), the study results indicates that the enrolment of female students was higher than that of the male students. This implies that Nyeri County has a higher enrollment of girls than boys. This means that more emphasis has been placed to ensure that all girls attend to school and that the girl child has been motivated to attend to school contrary to previous years when the boy child seemed to dominate in education. A study by Obonyo (2007), Central Province's Gross enrollment rate (GER) increased from (46.4 girls and boys 53.6) to 52.3% (48.3 girls and 51.7 boys) which indicated that NE's figures were far much lower than the national rates of 28.5% in 2003 and 36.8% in 2007(MoE; EMIS, 2009, p.10).

#### 4.3.1.2 Gender of Teacher Counselors



**Figure 4.2 Gender of teacher counselors**

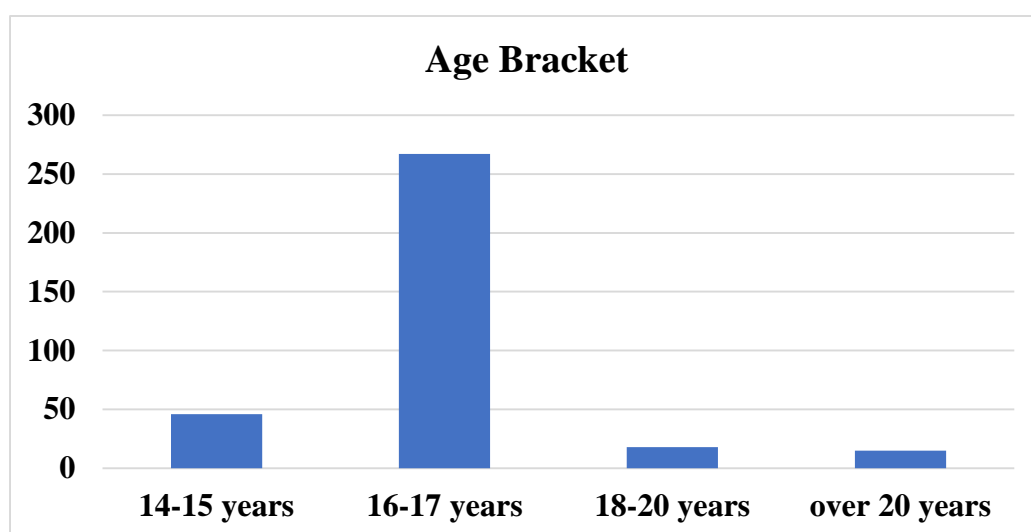
From figure 4.2 The finding shows that majority of teacher counsellors 12(60%) were female while 8(40%) were male. This finding depicts that majority of the teacher counselors were female implying that majority of counsellors in Nyeri county were female. This is usual, and studies have cited several reasons why there are more females in the counseling profession compared to males. These reasons include socialization, gender stereotypes, and the perception of the counseling profession as a nurturing and helping profession. One of the main reasons for the high representation of females in counseling is socialization. From an early age, females are socialized to be more nurturing, empathetic, and caring than males (Kirschner, 2016). This socialization may lead females to be drawn to professions that require these skills, such as counseling.

Gender stereotypes also play a role in the overrepresentation of females in the counseling profession. According to Cook and Heppner (2014), traditional gender roles position women as caretakers and nurturers, which may make them more interested in counseling careers that involve helping people. Additionally, the counseling profession is often perceived as a nurturing and helping profession, which

may attract females more than males. According to Murdock and Gore (2004), the counseling profession is perceived as a profession that allows individuals to make a positive impact on others, which may appeal to individuals who are drawn to helping professions.

In conclusion, the overrepresentation of females in the counseling profession is influenced by socialization, gender stereotypes, and the perception of the counseling profession as a nurturing and helping profession

#### 4.3.1.3 Age bracket of students



**Figure 4.3** Age bracket of students

As indicated in figure 4.3 majority of the respondents 267(77.2%) were aged between 16 and 17 years, 46(13.2%) were aged between 14 and 15 years, 18(5.3%) were aged between 18 to 20 years while 15(4.3%) were aged more than 20 years old. The findings there revealed that majority of the student respondents were between 17-18 years old. This implies that majority of the form three students in Nyeri County are between 17-18 years old. Interestingly, as indicated in the findings the age gap between the students is wide as some of the form three students are as young as less than 15 years of age meaning that at the age some students enrolled in form one at the

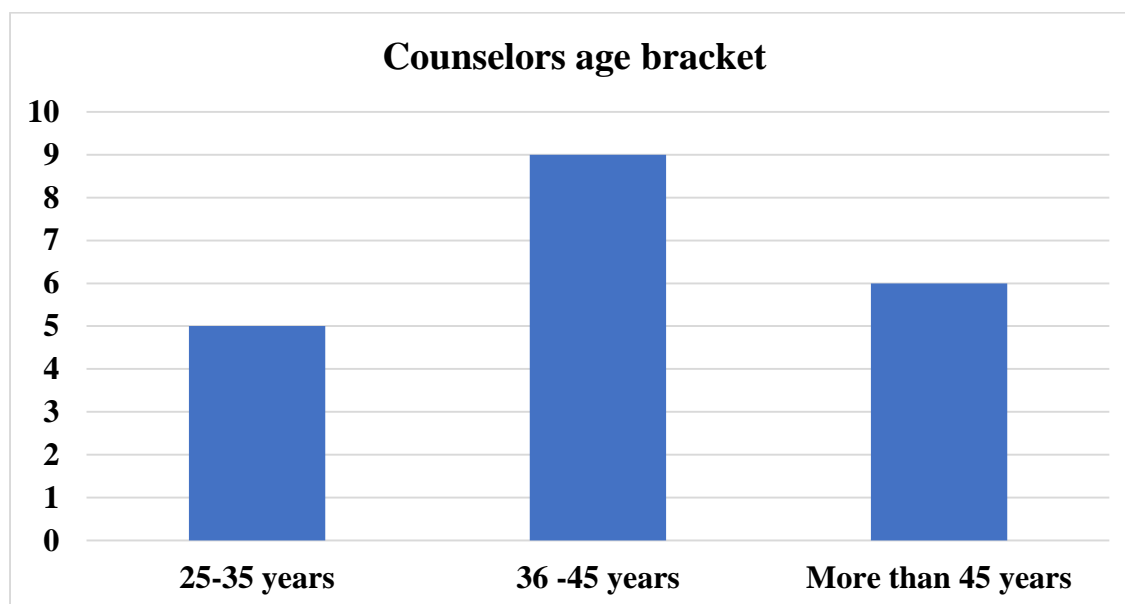


age of 13 years. On the contrary some of the students are more than 20 years of age. This could be attributed to the fact that they may have repeated respective classes while some of the students may have dropped out of school and were later motivated to resume their studies because every child irrespective of their age has a right to basic education. Therefore, high school students may be older or younger than their grade level due to a variety of factors other than repetition. These may include differences in the timing of their birth, academic readiness, and social-emotional development. Research suggests that being born closer to the start of the academic year, particularly in the fall, may lead to an advantage in academic performance and a higher likelihood of being placed in higher-level courses, while being born later in the year may lead to a disadvantage (Bedard & Dhuey, 2006; Gladwell, 2008).

Additionally, some students may repeat a grade or skip a grade, which can affect their age and grade level. Students may repeat a grade due to academic difficulties, social-emotional issues, or family circumstances (Snyder, Dillow, & Hoffman, 2008). Skipping a grade, on the other hand, may occur if a student has advanced academic abilities or if their family requests it (Colangelo & Assouline, 2015).

Finally, some students may have delayed or accelerated social-emotional development, which can affect their readiness for their grade level (Elias & Haynes, 2008). Thus, depending on the context, there are several reasons why high school students may be older or younger than their grade level, including birthdate, academic readiness, and social-emotional development.

#### 4.3.1.4 Age bracket of teacher counselors



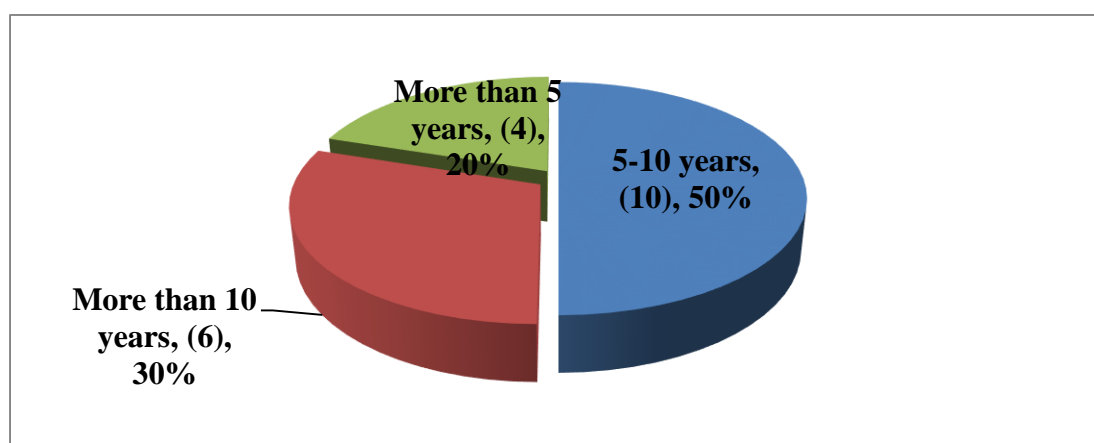
**Figure 4.4 Counselors age bracket**

As indicated in figure 4.4 majority of the counsellors 9(45%) were aged between 36 and 45 years, 6(30%) were above 45 years, while 5(25%) were aged between 26-35 years. The findings revealed that majority of the counselors were between 36-45 years old. This implies that majority of the teacher counselors in Nyeri County are between 36-45 years old. This is not unusual because institutions consider the age of the counselor when hiring or engaging counselors because the age and experience of a counselor are important factors in the counseling profession as they can impact the quality of the services provided to clients. According to research, experienced counselors are more likely to have developed a greater range of skills, better judgment, and a deeper understanding of the therapeutic process, which can result in better outcomes for clients (Lambert, 2013). In addition, older counselors may have a greater ability to empathize with clients due to their life experience and may be better able to provide a sense of stability and guidance to clients who may be struggling with difficult life transitions (Mellor & Pattison, 2002). However, it is important to note

that age and experience are not the only factors that contribute to the effectiveness of a counselor. Other factors such as ongoing professional development, supervision, and a strong therapeutic alliance with clients are also critical to providing effective counseling services (Lambert, 2013).

#### 4.3.1.5 Teacher Counseling Experience

Additionally, the study participants were asked to indicate their counselling experience in the questionnaires provided. The results of the analyzed information are presented in Figure 4.5.



**Figure 4.5: Respondents Work Experience**

**Source: Field data, 2021**

Figure 4.5 shows that majority 10(50%) teacher counselors had counseling experience of between 5-10 years, 6(30%) had a counseling experience of more than 10 years while 4(20%) had a counseling experience of less than 5 years. The study findings showed that half (50%) of the counsellors had a counseling experience of between 5 to 10 years. Quality of service has been associated with practicing experience. It is therefore believed that majority of the teacher counselors in Nyeri County have high counseling experience and are able to attend to the students well.

#### 4.4 Relationship between Self-Esteem and Student Academic Performance

The first objective of the study was to establish the relationship between Self-esteem and student academic performance in public secondary schools in Nyeri County. To achieve this, the respondents were requested to indicate their degree of agreement on a five-point Likert scale items in the questionnaire on the relationship between Self-esteem and student academic performance. The responses of the study participants were tabulated and the outcome of the analysed information is presented in Table 4.1.

**Table 4.1: Relationship between Self-esteem and Student Academic Performance**

Statement	SD		D		UD		A		SA		Mean
	F	%	F	%	F	%	F	%	F	%	
I feel different from most people and wish I was more like them.	79	22.8	15	4.3	37	10.7	124	35.8	91	26.3	3.4
I always have confidence in school	58	16.8	20	5.8	13	3.8	173	50.0	82	23.7	3.6
I am an average student	47	13.6	76	22.0	2	.6	132	38.2	89	25.7	3.4
I like myself even when others don't.	38	11.0	53	15.3	59	17.1	150	43.4	46	13.3	3.3
I'm glad I'm who I am.	45	13.0	31	9.0	27	7.8	185	53.5	58	16.8	3.5
I worry about a lot of things.	17	4.9	206	59.5	14	4.0	66	19.1	43	12.4	2.7
I only partially believe in myself.	47	13.6	35	10.1	0	0.0	197	56.9	67	19.4	3.6
I never feel down in morale for very long.	38	11.0	5	1.4	45	13.0	133	38.4	125	36.1	3.9
I have confidence and participation class activities	16	4.6	82	23.7	0	0.0	133	38.4	115	33.2	3.7

**Source (Field Data, 2021)**

Table 4.1 reveals that 124 respondents (or 35.8%) agreed with the statement that they feel different from most people and wish they were more like them, 91 respondents (or 26.3%) strongly agreed with the statement, 79 respondents (or 22.8%) strongly disagreed with the statement, 37 respondents (or 10.7%) were unsure, and 15 respondents (or 4.3%), disagreed. According to the study's findings, the majority of participants (62.1%) thought they felt different from most people and wished they

were more like them. This suggests that some pupils believe they are unable to do as well in class as the other students. This result is consistent with that of Subon and Unin (2020), who investigated the association between secondary school students' academic performance and self-esteem and discovered no variations in measured self-esteem between gifted and non-gifted students. This occurred as a result of pupils' ability to feel at ease with peers who perform better than they do. Additionally, 173 (50%) of the study's participants agreed with the statement that they "always have confidence in school," 82 (23.7%) strongly agreed with the statement, 58 (16.8%) strongly disagreed with the statement, 20 (5.8%) disagreed, and 13 (3.8%) were unsure of their opinion. From the responses, it can be shown that majority (73.7%) of the study respondents believed they always have confidence in school. This implied that students always believe in their abilities. This result is consistent with that of Schonert-Reichl et al. (2015), who noted that the relationship between academic self-concept and beliefs about one's own perspective-taking is rarely investigated. However, one could counter that one's overall assessment of one's abilities influences how one evaluates both their social and academic abilities.

The self-evaluation of academic abilities involves academic self-concept and the self-evaluation of social abilities involves beliefs about one's perspective-taking in social interactions and conflict situations. Students with an intention to invest in perspective-taking might hold a more valid, realistic academic self-concept that in many cases might be lower than a self-concept generated without such an intention. However, according to (Briñol, DeMarree, and Petty 2010), the views that each holds of self-ability may also play out in quite contradictory ways and explanations of difference are attributed, in part, to the differences in confidence with which persons hold their self-views.

Additionally, 132(38.2%) respondents agreed with the statement that they were average students, 89(25.7%) participants strongly agreed with the statement, and 76(22.0%) participants were in disagreement with the statement while 47(13.6%) participants were strongly in disagreement with the statement. The responses showed that majority (63.9%) of the study participants reported that they were average students. This finding is consistent with those of Komarraju and Nadler (2013), who found that students with high levels of academic self-confidence outperformed those with lower levels. Furthermore, according to research by Komarraju and Nadler (2013), students who shown high levels of academic self-confidence welcomed challenges and had a desire to learn. These traits have also been connected to improved academic performance. In comparison to other variables, self-confidence was found to be a superior predictor of performance by Stankov, Lee, Luo, and Hogan (2012). As a result, poor academic performance may result from low academic self-confidence (Komarraju & Nadler, 2013; Stankov et al., 2012).

Similarly, 43.4% students agreed with the statement that they like themselves even when others don't., 15.3% study participants were in disagreement with the statement, and 13.3% of the participants were strongly in agreement with the statement and 17.1% of the participants were neutral while 11.0% of the respondents strongly disagreed with the statement. From the responses, it can be shown that a majority of the respondents at 56.7% believed that they like themselves even when others don't. Students who are able to manage their emotional and psychological well-being believe in themselves more effectively through adaptability and self-regulation, both in academic and nonacademic settings, experienced a positive correlation to academic performance and opportunities for growth, according to Anderman and Patrick 2012; Bong, Cho, Ahn, and Kim (2012).

In addition, 53.5% of study participants agreed with the statement that they are happy with who they are, 16.8% strongly agreed with the statement, 13.0% strongly disagreed, 9.0% disagreed, and 7.8% were neutral. The research findings showed that majority (70.3%) of the study participants believed that they are glad they are whom they are. This implies that most students are proud of their abilities. This finding is similar to Porter, (2017) who found out that self-esteem is crucial to everyone, we all need a positive self-esteem to feel proud of our performance. Positive self-esteem is when one is proud of whom you are. The habit of loving and appreciating when one achieves or loses something is what is referred to as high self-esteem. According to KICD, (2018), education is activated through the cognitive, psychomotor and the affective domain. By teaching students life skills, including self-esteem, the affective domain is improved. A lifelong process that begins in early childhood and lasts the rest of one's days is the development of life skills.

Despite this, 206 respondents (59.5%) disagreed with the statement that they worry a lot of things, 66 respondents (19.1%) agreed with the statement, 43 respondents (12.4%) strongly agreed with the statement, and 17 respondents (4.9%) strongly disagreed with the statement. Given the tone of the remark, it was inferred that most responders do not worry much about a lot of things. As shown by the responses, majority (71.9%) of the respondents did not worry about a lot of things. Excessive worry, focused on multiple everyday events, is a basic cognitive characteristic of generalized anxiety disorder (American Psychiatric Association, 2013; Grol, et al., 2018). According to Bonaccio, Reeve, and Winford (2012) and Brodish & Devine (2009), another fundamental feature of anxiety is emotionality, which refers to heightened physiological arousal and symptoms as well as affective reactions. According to Thompson, Webber, and Montgomery (2002) and Barahmand (2008),

worry is characterized by a series of recurrent, difficult-to-control negative pictures and thoughts. Worry is an attempt to solve an issue in the mind whose implications are hazy or ambiguous and may affect a student's academic performance (Grol et al., 2018).

Similarly, 67 respondents (19.4%) strongly agreed with the assertion that they only partially believe in themselves, 47 respondents (13.6%) strongly disagreed with the statement, and 35 respondents (10.1%) disagreed with the statement. Similarly, 197 respondents (56.9%) agreed with the statement that they only partially believe in themselves. The responses, shows that majority (76.3%) of the study respondents believed that they only partially believe in themselves. According to Benabou & Tirole (2002) self-confidence has its effect on motivation and can change humans' behavior and is considered as a factor for students' problem-solving skill at the university. In addition to that Palavan (2017) states that students' lack of self-confidence affects students' motivation negatively and when education becomes compulsory student may show negative attitude toward learning. These are the key causes and inspirations for conducting the research. Because if students' poor performance continues, the intended outcomes set out the respected departments and effective curriculum is not possible to be achieved. Tunçel (2015) suggest language teachers to develop their students' self-confidence and avoid those behaviors which lower students' self-confidence

Moreover, 133(38.4%) respondents agreed with the statement that they never feel down in morale for very long, 125(36.1%) study participants strongly agreed with the statement, 43(12.4%) participants were in disagreement with the statement while 45(13.0%) respondents were neutral on the statement. From the responses, it emerged



that majority of the respondents at 74.5% believed that they never feel down in morale for very long. This finding is similar to the finding by Kern and Bowling (2015) who made a survey of law students whose moral competencies were measured using a Values in Action Character Strengths Inventory. The results of both research, Kern and Bowling (2015) and Luttamaguzi (2012), which both used the CGPA as a measure of students' academic performances, revealed a favorable association between student morale and academic success.

On the claim that they are confident and participate in class activities, 133 (38.4%) of study participants agreed with the claim, 115 (33.2%) strongly disagreed with the claim, 82 (23.7%) disagreed with the claim, and 16 (4.6%) strongly disagreed with the claim. According to the responses, the majority of respondents (71.6%) said they were capable of participating in class activities. Several studies concur with this finding; For instance, Benabou and Tirole (2002) note that students still face a significant issue that makes them vulnerable to learning: a lack of confidence that can negatively impact any student's capacity to learn. According to Rubio (2007), low self-confidence can lead to a variety of psychological obstacles, including feelings of insecurity, fear, anxiety, and alienation from society, which can negatively impact an individual's performance in the classroom. As a result, they can be causing someone to get sidetracked from their studies.

At least 60.0% of the respondents agreed with each and every one of the assertions relating to self-esteem. This is consistent with the overall average means of 3.5 or about 70.0% of the scores. This implies that the self-esteem of the respondents was rated 70.0%, and was good.

#### 4.4.1 Correlation Coefficient between Self-esteem and Student Academic Performance

**H0:** There is no significant relationship between Self-esteem and student academic performance in public secondary schools in Nyeri County.

This hypothesis was further tested using Pearson Correlation analysis and the results are presented in Table 4.2.

**Table 4.2: Correlation Coefficient between Self-esteem and Student Academic Performance**

	Student performance
Student self esteem	$r = .800^{**}$ $p = .000$ $n = 346$

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Self-esteem and student academic achievement had a substantial positive connection ( $r = .800$ ;  $p = .000$ ), as shown in Table 4.2. The  $r$  value was  $.800$  at the 95% confidence level, demonstrating a significant relationship between student academic success and self-esteem. The alternative was therefore accepted, and the null hypothesis that there is no substantial association between student academic achievement and self-esteem was rejected. This suggests that there is a strong positive association between student academic success and self-esteem. This means that a high level of self-esteem is linked to better academic achievement, while low self-esteem is associated with poor academic performance. One study conducted by Huang, Zhou, and Lv (2021) found that there was a significant positive correlation between self-esteem and academic achievement among Chinese college students. The study also found that students with higher self-esteem had better academic performance than those with lower self-

esteem. The authors suggest that interventions to improve self-esteem could enhance students' academic performance.

Another study by Yıldız (2019) explored the relationship between self-esteem and academic achievement among Turkish high school students. The study found that there was a positive correlation between self-esteem and academic achievement. The author concludes that "it is possible to increase academic achievement by improving students' self-esteem" (p. 283). A meta-analysis by Baumeister, Campbell, Krueger, and Vohs (2003) also found that self-esteem is a significant predictor of academic performance. The authors suggest that high self-esteem may facilitate academic achievement by promoting persistence, resilience, and self-efficacy.

One study by Orth, Robins, and Widaman (2012) examined the relationship between self-esteem and academic achievement in a longitudinal study of high school students. The results showed that higher levels of self-esteem predicted better academic achievement over time, even after controlling for prior academic performance and other variables. Another study by Simons-Morton, Farhat, and Wang (2012) investigated the relationship between self-esteem and academic performance in a sample of middle school students. The study found that students with higher self-esteem had better grades and were less likely to engage in risky behaviors that could negatively impact their academic performance. Furthermore, a meta-analysis by Huang and Ritter (2021) found that self-esteem was positively related to academic achievement across a wide range of studies and populations. The meta-analysis also revealed that the relationship between self-esteem and academic achievement was stronger for high school students compared to elementary and middle school students.

Overall, the evidence suggests that self-esteem is an important factor that can significantly impact academic performance among students. Educators and parents should consider ways to promote self-esteem in students, such as providing positive feedback and opportunities for success, as this may lead to improved academic outcomes.

On interviewing teacher counsellors, one of the participants P2 said;

*'Some of the students exhibit certain behaviours, for example they tend to isolate and dissociate with other students on social matters like playing and doing collaborative activities and following on their academic performance, most of them perform poorly in their examination'*

This statement shows that one of the attributes of low Student academic performance in Nyeri county is related to Low students' self-esteem. According to Shores (2019), a student's self-esteem has a significant impact on almost everything he/she does -- on the way he/she engages in activities, deals with challenges, and interacts with others. Self-esteem can also have a significant impact on academic success. A student's motivation to learn, capacity to concentrate, and willingness to take chances can all be affected by low self-esteem. On the other hand, having high self-esteem is one of the fundamentals of academic achievement since it creates a solid framework for learning.

#### **4.5 Relationship between Self-Motivation and Student Academic Performance**

The second objective of the study was to establish the relationship between self-motivation and student academic performance in public secondary schools in Nyeri County. To achieve this, the respondents were requested to indicate their degree of agreement on a five-point Likert scale items in the questionnaire on the relationship between Self-esteem and student academic performance. The responses of the study

**Table 4.3: Relationship between Self-Motivation and Student Academic Performance**

Statement	SD		D		UD		A		SA		Means
	F	%	F	%	F	%	F	%	F	%	
I am highly motivated in my studies	77	22.3	126	36.4	2	.6	88	25.4	53	15.3	2.8
Everyone else seems much more confident and contented than me.	19	5.5	48	13.9	21	6.1	169	48.8	89	25.7	3.8
If I really try, I overcome most of my problems.	45	13.0	23	6.6	19	5.5	173	50.0	86	24.9	3.7
I like being creative	29	8.4	26	7.5	13	3.8	169	48.8	109	31.5	3.9
I always work hard in school	15	4.3	25	7.2	17	4.9	194	56.1	95	27.5	
I have confidence that I will do well in academics	17	4.9	53	15.3	17	4.9	172	49.7	87	25.1	3.7
If a task is difficult, that just makes me all the more determined.	30	8.7	73	21.1	0	0.0	152	43.9	91	26.3	3.6
I have faith in my teachers as support system	91	26.3	34	9.8	0	0.0	76	22.0	145	41.9	3.4
Whenever I don't perform well I will always motivate myself and move on	46	13.3	67	19.4	17	4.9	146	42.2	70	20.2	3.4

**Source (Field Data, 2021)**

Responses from participants were tabulated and the outcome of the analysed information is presented in Table 4.3. Table 4.3 shows that 36.4% of the respondents disagreed with the statement that they are highly motivated in their studies, 25.4% of the respondents agreed with the statement and 22.3% of the respondents strongly disagreed with the statement, while 15.3% of the respondents strongly agreed with the statement. The study found out that majority (58.7%) of the respondents reported that they are highly motivated in their studies. This imply that more than 42% of the students are not well motivated. Similar to this, Sar, Avcu, and Isiklar (2010) examined the level of self-motivation among undergraduate students and discovered some significant variations based on the departments and genders of the students. However, Verma and Kumari (2016) could not discover any appreciable gender differences in the effects of students' self-motivation on academic performance of elementary school students. Furthermore, Tripathy and Srivastava (2012) examined the relationship between students' academic success and self-motivation and discovered no difference in students' self-motivation according to their gender. However, the researchers did discover a connection between students' academic success and self-motivation.

On the statement that everyone else seems much more confident and contented than them, 169(48.8%) respondents agreed with the statement, 89(25.7%) study participants were strongly in agreement with the statement, 48(13.9%) participants were in disagreement and 21(6.1%) participants were neutral while 19(5.5%) participants were strongly in disagreement with the statement. The study found out that majority (74.5%) of the study respondents acknowledged that everyone else seems much more confident and contented than them. This implied that self-

confidence of about 25% of the students was very low. In a study on the connection between self-confidence and learning Turkish as a foreign language by Tuncel (2015). The study discovered a connection between self-confidence and learning, and it demonstrated that learning was favourably impacted by high self-confidence and negatively impacted by low self-confidence. Similar to this, Fischer and Sliwka (2018) observed that someone's drive for learning is stimulated by their confidence in their capacity to learn at the Cologne Laboratory while conducting an experimental study on the causal impacts of external factors based changes on that motivation.

Similarly, 173(50.0%) respondents agreed with the statement that if they really try, they overcome most of their problems, 86(24.9%) participants were strongly in agreement with the statement, 45(13.0%) participants were strongly in disagreement with the statement and 23(6.6%) respondents disagreed with the statement while 19(5.5%) respondents were undecided on the statement. From the responses, it emerged that majority (74.9%) of the study respondents believed if they really try, they overcome most of their problems. Abu Bakar et al. (2010) examined the relationships between university students' achievement motivation, attitude and academic performance in Malaysia. The objective of their study was to ascertain the relationships between achievement motivation, attitude and students' academic achievement. The findings of their work revealed a positive significant correlation between students' attitude towards learning and achievement motivation. The study also revealed that students' attitude and academic achievement were correlated positively.

Additionally, 169 respondents (48.8%) strongly agreed with the statement that they enjoy being creative, 109 respondents (31.5%) strongly disagreed with the statement,

29 participants (8.1%) strongly disagreed with the statement, 26 participants (7.5%) disagreed with the statement, and 13 respondents (3.8%) were unsure. According to the responses, the majority of survey participants (80.3%) thought they enjoyed being creative.

In a similar vein, 194 respondents (56.1%) agreed with the statement that they always put their best effort into their studies, 95 respondents (27.5%) strongly agreed with the statement, 40 respondents (11.5%) disagreed with the statement, and 17 respondents (4.9%) were unsure of their position. From the responses, it was found out that majority (86.3%) of the students always work hard in school. This implied that some of the gifted students do not see the reason to work so hard. According to an interesting study by Kowsky (2019), gifted individuals may end up failing because, while their peers were learning how to prepare for tests, plan ahead, and keep organized, the gifted students were coasting on their areas of intellectual strength. During that time on academic cruise control, they actually missed out on the very experiences that build self-management skills. Quickly completing assignments and having little actual homework prevents you from learning how to manage your time and prioritize tasks. It also prevents you from learning how to take notes or organize information. It prevents you from learning active study techniques. It prevents you from having to write down assignments or bring anything home.

172 respondents (49.7%) agreed with the assertion that they have confidence in their ability to succeed academically, 87 respondents (25.1%) strongly agreed with the statement, 70 respondents (20.2%) disagreed with the statement, and 17 respondents (4.9%), who were undecided. It seems therefore that majority (74.8%) of the students reported that they have confidence that they will do well in academics. This finding is



supported by a study on the evidence for how individual student judge their confidence strengthens the initial insight that confidence may be important to both students and teachers. It is clear that self-confidence is a robust and stable psychological construct (Kleitman and Stankov 2017; Stankov, Pallier, et al. 2012). It can also be easily detected in kids as young as 9 years old (Kleitman and Moscrop 2010), and it is based on a variety of clues and inferences (Mitchum and Kelley 2010).

The study also discovered that 152 (43.9%) respondents agreed with the assertion that difficulty only serves to increase one's resolve, 91 (26.3%) respondents strongly agreed, and 103 (29.8%) respondents disagreed. According to the responses, the majority of respondents (70.2%) thought that difficulty only strengthened their resolve to complete the task at hand. This finding is similar to studies conducted that showed that achievement student support and motivation energizes and directs behavior towards academic achievement and therefore is known to be an important determinant of academic success (e.g., Robbins et al., 2004; Hattie, 2009; Plante et al., 2013; Wigfield et al., 2016).

In addition, the responses showed that 145(41.9%) of the respondents strongly agreed with the statement that they have faith in their teachers as support system, 91(26.3%) respondents strongly disagreed with the statement and 76(22.0%) respondents agreed with the statement while 34(9.8%) respondents disagreed with the statement. The study findings suggested that majority (63.9%) of the study participants were of the view that they have faith in their teachers as support system.

Moreover, 146(42.2%) respondents agreed with the statement that whenever they don't perform well, they will always motivate themselves and move on, 70(20.2%)

respondents strongly agreed with the statement, 67(19.4%) respondents disagreed with the statement and 46(13.3%) respondents strongly disagreed while 17(4.9%) respondents were undecided on the statement.

The study findings indicated that the students are moderately motivated because in all the statements at least 62.4% of the students responded with an affirmative yes on the statement. This is consistent with the obtained mean of mean 3.59 against a maximum score of 5. Therefore, the students are highly motivated in their studies. While most of the students could exhibit motivation in their studies, they weren't sure of this motivation at least if asked the question "I am highly motivated in my studies" directly. In this question 58.7% of the students were in disagreement that they are highly motivated in their studies. This implies that more than 38% of the students may give up after failing to achieve one of their goals. Picton, Kahu, and Nelson (2018) claim that motivation is a tendency toward learning. As a result, it affects a student's propensity to persist or give up as well as how carefully they will reflect on their learning. The more deeply-seated the reason for engaging in an activity, the less likely it is that the student will accept simple solutions to difficult problems.

#### **4.5.1 Relationship between Self-Motivation and Student Academic Performance**

The second hypothesis of this research stated that:

**H0<sub>2</sub>:** There is no significant relationship between Self-Motivation and student academic performance.

This hypothesis was similarly tested through the use of Pearson correlation analysis.

The outcomes of the analysed information is presented in Table 4.4.

**Table 4.4: Correlation Coefficient between Self-Motivation and Student Academic Performance**

	<b>student academic performance</b>
Self-Motivation	$r = .732^{**}$
	$p = .000$
	$n = 346$

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Table 4.4 shows that there was a significant positive correlation between self-motivation and students' academic performance ( $r = .732$ ;  $p = .000$ ). At 95% confidence level, the  $r$  value for self-motivation was  $.732$  which implies a strong correlation. In this case the positive values implied a positive correlation where enhanced self-motivation lead to improvement in students' academic performance. Therefore, the hypothesis which stated that there is no significant relationship between Self-motivation and students' academic performance was rejected. This shows that self-motivation affects academic performance. This implies that self-motivation has a positive effect on students' academic performance. The study shows that self-motivation contributes to students' academic performance in Nyeri County.

Research suggests that self-motivated students are more likely to engage in academic activities, set challenging goals, and persist in the face of difficulties (Bandura, 1991). One study conducted by Usher and Pajares (2009) found that self-motivated high school students had higher academic achievement and were more likely to pursue advanced coursework. Another study by Harackiewicz, Barron, Pintrich, Elliot, and Thrash (2002) showed that self-motivation was positively related to academic performance in high school.

Moreover, self-motivation has also been found to play a crucial role in enhancing the student's academic self-efficacy (Roeser, Midgley, & Urdan, 1996). Academic self-efficacy refers to an individual's belief in their ability to perform academic tasks successfully. Students with high academic self-efficacy tend to have a better academic performance and are more likely to continue their education beyond high school. Self-motivation is an essential factor in determining the academic performance of high school students. Self-motivated students are more likely to be engaged in their studies, have higher levels of academic achievement, and are more likely to complete their academic goals. Numerous studies have been conducted to investigate the relationship between self-motivation and academic performance among high school students.

One study by Li and colleagues (2016) investigated the relationship between self-motivation and academic performance among Chinese high school students. The study found that self-motivation was positively related to academic performance, and that students with higher levels of self-motivation had higher academic achievements. Another study by Lim and colleagues (2015) explored the impact of self-motivation on the academic performance of high school students in Singapore. The results showed that self-motivated students had higher levels of academic achievement, as measured by their grades and test scores, compared to students who were not self-motivated. A study by Linnenbrink-Garcia and Pekrun (2011) examined the influence of self-motivation on academic performance and engagement among high school students in the United States. The study found that self-motivation was positively associated with academic engagement, and that both self-motivation and academic engagement predicted academic achievement.

In conclusion, the above studies suggest that self-motivation is an important factor that influences the academic performance of high school students. Self-motivated students are more likely to be engaged in their studies, have higher levels of academic achievement, and are more likely to complete their academic goals. Therefore, it is crucial for educators and parents to encourage and cultivate self-motivation in students to promote academic success.

On interviewing teacher counsellors, one of the participants P8 said;

*“One of the reasons why some students feel demotivated is that they believe that teachers do not award them marks fairly. This demoralizes a student and later on loses hope and tends to develop negative attitudes towards the teacher and eventually fail in that specific subject”.*

She further advised that;

*“The best way to reinstate motivation to such student is for that particular teacher to build a good working relationship and understanding, not with that student but all the students”.*

These two statements suggest that low student motivation exists in schools and results in low student performance. Statement suggests that appropriate control mechanisms can mitigate the effects of demotivation. Studies (e.g., Linnenbrink-Garcia et al., 2018; Muenks et al., 2018; Steinmayr et al., 2018) and several meta-analyses (e.g., Robbins et al., 2004; Möller et al., 2009; Hulleman et al., 2010; Huang, 2011) support the hypothesis of social cognitive motivation models that students’ motivational beliefs are significantly related to their academic achievement.

#### **4.6 The Relationship between Self Efficacy and Student Academic Performance in Public Secondary Schools in Nyeri County**

The third objective of the study was to establish the relationship between Self efficacy and student academic performance in public secondary schools in Nyeri County. To

achieve this, the respondents were requested to indicate their degree of agreement on a five-point Likert scale items in the questionnaire on the relationship between Self-efficacy and student academic performance in public secondary schools in Nyeri County. The responses of the study participants were tabulated and the outcome of the analyzed information is presented in Table 4.5. Table 4.5 shows that 107(30.9%) respondents disagreed with the statement that they have the ability to get work done on time consistently, 98(28.3%) respondents were strongly in disagreement with the statement, 78(22.5%) respondents agreed with the statement and 50(14.5%) respondents strongly were in agreement with the statement while 13(3.8%) study participants were undecided on the statement. The findings showed that most (59.2%) of students believed that they have the ability to get work done on time consistently. This implied that more than 59.2% of students are not able to complete their assigned work. Subramanian, 2016 cited that proper time management is required to complete all the work related to education in a smooth manner with daily activities (Yilmaz et.al, 2010). Time management plays a significant role on the students who are studying at the secondary level institutions; however work load to the students could be one of causes attributed to the situation.

**Table 4.5: The Relationship between Self Efficacy and Student Academic Performance**

Statement	SD		D		UD		A		SA		
	F	%	F	%	F	%	F	%	F	%	
I have the ability to get work done on time consistently.	98	28.3	107	30.9	13	3.8	78	22.5	50	14.5	2.6
When teachers criticize me, I often feel helpless and empty	147	42.5	111	32.1	2	.6	80	23.1	6	1.7	2.1
I do much more when I study on my own	54	15.6	185	53.5	18	5.2	68	19.7	21	6.1	2.5
I always get teachers to help me whenever I get stuck on school work	70	20.2	87	25.1	0	0.0	143	41.3	46	13.3	3.0
I integrate well with other students in class	98	28.3	119	34.4	27	7.8	68	19.7	34	9.8	2.5
I study well for a chapter for a test	55	15.9	150	43.4	2	.6	96	27.7	43	12.4	2.8
I complete all my assignments on time	36	10.4	96	27.7	25	7.2	186	53.8	3	.9	3.1
I pay attention during every lesson	33	9.5	18	5.2	46	13.3	85	24.6	164	47.4	4.0
I comprehend all I am taught in class	142	41.0	134	38.7	12	3.5	58	16.8	0	0.0	2.0
I have been able to satisfy my parents' expectation on performance	53	15.3	37	10.7	15	4.3	63	18.2	178	51.4	3.8
I see myself as a bright student	73	21.1	58	16.8	25	7.2	144	41.6	46	13.3	3.1
I like being creative	83	24.0	134	38.7	11	3.2	69	19.9	49	14.2	2.6

Similarly, 147(42.5%) participants strongly disagreed with the statement that when teachers criticize them, they often feel helpless and empty, 111(32.1%) respondents were in disagreement with the statement and 80(23.1%) participants were in agreement with the statement while 6(1.7%) respondents strongly disagreed. As shown by the participants' responses, it appeared that majority (74.6%) of the students in Nyeri county believed that when teachers criticize them, they often feel helpless and empty. Teachers play a significant role in the way student's perceive and motivate them but teachers' negative criticism have a negative impact on perceived abilities to perform that can be a challenge for students (Greco, Bernadowski, & Parker, 2018; Kilday et al., 2016; Mazlum, Cheraghi, & Dasta, 2015). This will lead students to believe that perhaps studies are not their personal strength (Laninga-Wijnen, Ryan, Harakeh, Shin, & Vollebergh, 2018; Taştan et al., 2018); thus decreasing his/her possibilities of performing well if not capable of doing such a task (Hamid, Shahrill, Matzin, Mahalle, & Mundia, 2013; Miller, Ramirez, & Murdock, 2017).

On the statement that they do much more when they study on their own, 185(53.5%) study participants were in agreement with the statement, 68(19.7%) participants were strongly in agreement with the statement and 54(15.6%) respondents strongly disagreed with the statement while 21(6.1%) respondents were in disagreement with the statement. As shown by the responses, it was revealed that most (69.1%) of respondents believed that they do much more when they study on their own. Thus implied that mode of instruction may influence student efficacy which may affect student academic performance. Due to active participation of students into learning process, a more permanent and sensible learning is realized. Therefore, a student-centered learning (SCL) approach to encourage students to take more responsibility



for their own learning in the course (Scott, Buchanan and Haigh, 2017). It is thought that this course will improve their thinking skills, consequently creative thinking.

Moreover, 143(41.3%) respondents agreed with the statement that they always get teachers to help them whenever they get stuck on school work, 87(25.1%) participants disagreed with the statement and 70(20.2%) participants were strongly in disagreement with the statement while 46(13.3%) participants were strongly in agreement with the statement. The responses showed that majority (54.6%) of the study participants cited that they always get teachers to help them whenever they get stuck on school work. According to a study by Chiaki Konishi, (2010), students indicated a preference for significantly more involvement, affiliation teacher support, personal goal attainment, organization and clarity and student influence than they saw in their actual classroom environment. Students preferred ideal classroom environments in which they could be actively involved in the learning process. They indicated a preference for interactional activities with other students and with their instructors. Students expressed interest in opportunities for exploring personal interest in relation to the course, relating their courses to their own experiences and having

Further, 119(34.4%) respondents disagreed with the statement that they integrate well with other students in class, 98(28.3%) study participants strongly disagreed, 68(19.7%) respondents agreed with the statement and 34(9.8%) respondents strongly agreed with the statement while 27(7.8%) respondents were neutral. It seems therefore that majority (62.7%) of the students were of the view that they integrate well with other students in class. According to Lakhali & Meyer, 2019, they discovered that students with low self-efficacy persevere in the face of academic problems because the challenge restores their self-confidence. However, fostering

self-efficacy does not require a formal program. Self-efficacy is shaped by educators every day when they interact with their pupils in the ordinary course of business.

Furthermore, the statement that they finish all of their assignments on time was agreed upon by 53.8% of the study's participants, disagreed upon by 27.7% of the participants, strongly disagreed upon by 10.4% of respondents, and was undecided upon by 7.2% of the participants. The findings therefore suggested that majority of the respondents (76%) were in agreement that they complete all their assignments on time.

Regarding the statement on whether students pay attention during every lesson, 47.4% respondents strongly agreed with the statement, 24.6% of the respondents agreed and 13.3% of the respondents were undecided while 14.7% of the respondents were in disagreement with the statement. As shown, majority (72.0%) of the students acknowledged that students pay attention during every lesson.

Moreover, 142(41.0%) students were strongly in disagreement with the statement that they comprehend all that they are taught in class, 134(38.7%) respondents were in disagreement with the statement and 58(16.8%) respondents agreed with the statement while 12(3.5%) respondents were undecided on the statement. The research outcomes indicated that majority (79.7%) of the participants disagree with the statement that they comprehend all that they are taught in class. In light of the fact that students spend a large portion of their schoolday with their teachers, teacher support can be crucial to students' academic growth, including not only learning results but also affective or emotional outcomes. Numerous empirical studies have found a significant relationship between teacher support and positive academic emotions (PAEs) such as enjoyment, interest, hope, pride, and relief as well as a

significant relationship between teacher support and negative academic emotions (NAEs) such as anxiety, depression, shame, anger, worry, boredom, and hopelessness. However, the size of this relationship varies significantly between studies (Mitchell and DellaMattera, 2011; King et al., 2012; Liu et al., 2016; McMahon et al., 2013; Skinner et al., 2008).

The study further found out that 178(51.4%) of the participants were strongly in agreement with the statement that they have been able to satisfy their parents' expectation on performance, 63(18.2%) of the participants were in agreement with the statement, 53(15.3%) of the participants were strongly in disagreement with the statement and 10.7% of the study participants were in disagreement with the statement while 15(4.3%) of the participants were neutral on the statement. As shown from the responses, majority (69.6%) of the study participants believed that they have been able to satisfy their parents' expectation on performance.

In addition, 144(41.6%) of the participants were in agreement with the statement that see themselves as bright students, 73(21.1%) of the study participants were strongly in disagreed with the statement, 58(16.8%) respondents disagreed with the statement and 13.3% of the respondents were strongly in agreement with the statement while 25(7.2%) of the participants were undecided on the statement. From the responses, it was found out that majority (54.9%) of the respondents believed that they see themselves as bright students.

Similarly, 134(38.7%) of the respondents disagreed with the statement that they like to be creative, 83(24.0%) of the respondents strongly disagreed with the statement, 69(19.9%) respondents agreed with the statement and 49(14.2%) of the respondents strongly agreed with the statement while 11(3.2%) of the respondents were undecided

on the statement. From the responses, it emerged that majority (62.7%) of the study participants reported that they like to be creative.

The study findings indicated that as far as self-efficacy is concerned, the students are not quite doing well because the mean was 2.84; translating to an efficacy rating of 47.4%. The only statement in which most of the students scored highly (a mean of 4.0) was "I pay attention during every lesson" and i this is where most of the students were sure.

#### 4.6.1 Relationship between Self-efficacy and Student Academic Performance

The third hypothesis of this study stated that:

**H0<sub>3</sub>:** There is no significant relationship between self-efficacy and student academic performance in public secondary schools in Nyeri County.

This hypothesis was also tested using Pearson Correlation analysis. The results of the analysed data are presented in Table 4.6.

**Table 4.6: Correlation Coefficient between Self-Efficacy and Student Academic Performance**

	Student academic performance
Self-efficacy	$r = 0.886^{**}$ $p = .000$ $n = 346$

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Table 4.6 shows that there was a strong and positive correlation between self-efficacy and students' academic performance in Nyeri County ( $r = 0.886$ ;  $p = .000$ ). This shows that at 95% confidence level, the  $r$  value for self-efficacy was 0.886 showing a strong correlation with self-efficacy. The positive values show a positive correlation

meaning that increased self-efficacy led to increased students' academic performance. Therefore, the null hypothesis which stated that there is no significant relationship between self-efficacy and students' academic performance was rejected. Hence, there exists a significant relationship between self-efficacy and students' academic performance ( $p=0.00$ ).

Similarly to this finding, several studies have reported a positive correlation between self-efficacy and academic performance (Zajacova, Lynch, & Espenshade, 2017; Bandura & Schunk, 1981; Multon, Brown, & Lent, 1991). For example, a study by Chemers, Hu, and Garcia (2001) found that self-efficacy was a significant predictor of college GPA among a sample of undergraduate students. Similarly, a study by Lent, Brown, and Larkin (1986) found that self-efficacy was positively associated with academic achievement among a sample of high school students. Furthermore, research has also shown that self-efficacy is an important predictor of academic motivation, engagement, and persistence (Pajares, 1996; Zimmerman, Bandura, & Martinez-Pons, 1992). For example, a study by Zimmerman and Martinez-Pons (1988) found that self-efficacy was positively related to the use of self-regulated learning strategies among college students.

On interviewing teacher counsellors one of the participants P17 said;

*“In most cases of students who have confidence, participate actively in class discussions, and some who hold leadership positions in school for example school captain, chairpersons of clubs and groups and other areas do well in academic performance. This is because they have confidence and believe in their abilities”.*

This statement suggests that students with high self-efficacy have high believes and attitudes toward their capabilities to achieve academic success, as well as belief in their ability to fulfill academic tasks and the successful learning. In the same vein, a

study by Abid., Muhammad, Aaqib and Farhat, (2019), noted that students with high self-efficacy are better eligible and equipped to successfully complete their educational careers. On the contrary, those with low self-efficacy are likely to face failure in their academics and may tend to perceive learning tasks as more difficult and daunting than they actually are.

#### **4.7 Indicators of Students' Academic Performance**

The dependent variable in this study was students' academic performance. To measure this, the study investigated elements that are associated with student academic performance and the respondents were requested to indicate their degree of agreement on a five-point Likert scale items in the questionnaire. The responses of the study participants were tabulated and the outcome of the analysed information is presented in Table 4.7. Table 4.7 points out that 110(31.8%) study participants agreed with the statement that they can perform well in class work, 85(24.6%) study participants strongly agreed with the statement, 98(28.3%) participants disagreed with the statement and 38(11.0%) respondents strongly disagreed with the statement while 15(4.3%) respondents were undecided.

**Table 4.7: Indicators of Academic Performance**

Statement	SD		D		UD		A		SA		
	F	%	F	%	F	%	F	%	F	%	
I can perform well in class work.	110	31.8	98	28.3	15	4.3	38	11.0	85	24.6	3.3
I do well in final examination	141	40.8	117	33.8	2	.6	141	40.8	69	19.9	2.3
I enjoy my learning in school	114	32.9	135	39.0	30	8.7	59	17.1	8	2.3	2.2
My teachers are satisfied with my performance	70	20.2	61	17.6	30	8.7	79	22.8	106	30.6	3.3
I have always transited to the next class without repeating	59	17.1	98	28.3	84	24.3	102	29.5	3	.9	2.7
I am always prepared for any test	47		13.644	12.7	12	3.5	102	29.5	141	40.8	3.9

**Source (Field Data, 2021)**

The study showed that most (60.1%) of the students in Nyeri county cited that they cannot perform well in class work. The research conducted by Aji (2017) shows that there is a positive and significant relationship between self-concept and mathematical learning performance stating self-concept affect academic performance of the students.

Furthermore, 141(40.8%) respondents strongly disagreed that they can do well in final examination, 117(33.8%) participants disagreed with the statement and 69(19.9%) participants strongly agreed with the statement while 17(4.9%) participants agreed with the statement. The results showed that majority (74.6%) of the respondents believed that they can do well in final examination.

On the statement that “I enjoy my learning in school”, 135(39.0%) study participants disagreed with the statement, 114(32.9%) participants strongly disagreed, 59(17.1%) respondents agreed with the statement and 30(8.9%) respondents were undecided on the statement while 8(2.3%) respondents were strongly in agreement. From the responses, it emerged that majority (71.9%) of the students reported they do not enjoy my learning in school.

Similarly, 106(30.6%) of the study participants strongly agreed with the statement that teachers are satisfied with their performance, 79(22.8%) participants agreed with the statement, 70(20.2%) participants strongly disagreed with the statement and 61(17.6%) respondents disagreed with the statement while 30(8.7%) respondents were undecided on the statement. As shown by the responses, most (53.4%) of the students in Nyeri County believe that teachers are satisfied with their performance. Additionally, 102(29.5%) respondents agreed that they have always transited to the



next class without repeating, 98(28.3%) study participants disagreed with the statement and 84(24.3%) respondents were undecided while 62(18.0%) respondents were in agreement with the statement. As shown by the responses, it emerged that majority (57.8%) of the students believed they have always transited to the next class without repeating.

Similarly, 141(40.8%) of the study participants strongly agreed with the statement that they are always prepared for any test, 102(29.5%) participants were agreement with the statement, 47(13.6%) participants were strongly in disagreement with the statement and 44(12.7%) respondents were in disagreement with the statement while 12(3.5%) respondents were neutral on the statement. As shown by the responses, majority (70.4%) of the students believed that they are always prepared for any test.

#### **4.8 Regression Analysis**

Regression analysis was employed to test the relationship between self-concept and academic performance of students in secondary school in Nyeri County. The regression method was used to determine the effects of these factors (self-esteem, self-motivation and self-efficacy) as the independent variables and students' academic performance as the dependent variable. The term "independent" variables and "dependent" variables are derived from the mathematical expression;

The regression equation was given as;

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \epsilon$$

Where,

Y = Dependent variable

$\alpha$  = regression constant,

$\beta_1 - \beta_3$  = Regression coefficients (change in y for every unit change in X)

$X_1$  = Self-esteem

$X_2$  = self-motivation

$X_3$  = self-efficacy

$e$  = Error term

The regression coefficient ' $\alpha$ ' is the Y intercept: while  $\beta_1$ ,  $\beta_2$ ,  $\beta_3$  and  $\beta_4$  are the net change in  $y$  for each change of either of the variables (factors),  $x_1$ ,  $x_2$ ,  $x_3$  and  $x_4$ .

Regression analysis combined selected independent variables (self-esteem, self-motivation and self-efficacy) with students' academic performance being the dependent variable. This was to determine any significance for the assumed relationships based on the magnitude and direction of the relationship. The  $R^2$  characterized the degree of students' academic performance that is accounted for by the predictors (independent variables). From the model, ( $R^2 = .697$ ) shows that all the predictors account for 69.7% variation in students' academic performance in Nyeri County. Therefore, the predictors used in the model have captured the variation on self-esteem in the study area.

The adjusted  $R^2$  gave the idea of how well the model simplifies and ideally, its value would be the same or very close to  $R^2$ . In this case the value of adjusted  $R^2$  is .693, showing that if the data was derived from the population rather than the sample it accounts for approximately 69.3% variance of students' academic performance. The change statistics were used to test whether the change in  $R^2$  is significant using the F ratio as indicated in Table 4.8.

**Table 4.8: Regression Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.835 <sup>a</sup>	.697	.693	.55502	.697	196.010	4	341	.000	1.952

a. Predictors: (Constant), Self-esteems, Self-motivation, Self-efficacy

b. Dependent Variable: Students' Academic performance

Analysis of variance (ANOVA) was used to examine if the regression model significantly fitted in forecasting the results over the usage of the mean as shown in Table 9.

**Table 4.9: ANOVA for Combined Effect of Self-Esteem, Self-Motivation, Self-Efficacy and Students' Academic Performance**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	241.518	4	60.379	196.010	.000 <sup>b</sup>
	Residual	105.043	341	.308		
	Total	346.560	345			

a. Dependent Variable: Students' Academic performance

b. Predictors: (Constant), Self-esteem, Self-motivation, self-efficacy

The F- ratio represents the ratio of improvement in prediction that results from fitting the regression model, relative to the inaccuracy that exists in the model. The F- ratio was 196.010 which are likely to happen by chance and was significant ( $P < .05$ ). The model significantly improved the ability to predict the effect of self-concept on student performance.

#### 4.8.1 Coefficients of Self-Concept in Students' Academic Performance

Table 4.10 expresses the estimations of  $\beta$  values and provides contribution of each predictor to the regression model. The  $\beta$  value gives the existing association between

self-concept with each predictor. Positive  $\beta$  values indicate a positive association between the predictors and the outcome whereas a positive coefficient represents a positive association. The  $\beta$  value for self-motivation and self-efficacy had positive coefficients thus positive relationship with self-concept among students in Nyeri County. Therefore, self-esteem, self-motivation and self-efficacy had positive coefficients indicating a positive relationship. The positive  $\beta$  values indicate the direction of relationship between predictors and outcome.

**Table 4.10: Coefficients of Students' Academic Performance**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	.244	.153		1.592	.112		
1 Self-esteem	.242	.056	.198	4.289	.000	.417	2.397
Self-motivation	.163	.055	.115	2.967	.003	.589	1.697
Self-efficacy	.280	.045	.321	6.238	.000	.337	2.971

a. Dependent Variable: student academic performance

The coefficients for each of the variables indicates the amount of change one could expect in student self-concept in student academic performance in Nyeri county given a one-unit change in the value of that variable. Given that all other variables in the regression model are held constant, the constant is .244, and this is the predicted value when all the independent variables equal zero. The standardized regression coefficient for self-motivation is .163, meaning that for a one-unit increase self-motivation, we would expect a unit increase in students' academic performance while on the other hand, a one-unit increase in self-esteem would yield a positive change of .242 units in students' academic performance. The relative potency of the various factors within

the regression model was assessed using the standardized regression coefficients. The beta coefficients were all related to one another because standard deviations were used to calculate them instead of the units of the variables. The beta coefficients are the coefficients that would be discovered if all of the outcomes and predictor variables were converted to standard scores (also known as z-scores) before the regression was conducted.

From the results in Table 4.10, this study model can then be specified as: - Students' academic performance =  $.244 + .242X_1 + .163 X_2 + .280 X_3 + e$

#### **4.9 Chapter Summary**

The chapter has reported the findings of the study. The areas covered included the response rate, background information of the respondents, the objectives guiding the study which included the relationship between Self Esteem and student academic performance, the relationship between Self-Motivation and student academic performance and the relationship between self-efficacy and student academic performance. The next chapter provides summary of findings drawn and makes suggestions for further research.

## **CHAPTER FIVE**

### **SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter has a summary of the research findings, conclusions, recommendations and suggestions for further research based on the analysis of information that was collected. The sections were informed by the objectives and purpose of the study and the findings.

#### **5.2 Summary of the Findings**

The purpose of the study was to examine the relationship between self-concept and academic performance of students in secondary school in Nyeri County, Kenya. Specifically, the findings are discussed under the following headings; Self Esteem and student academic performance, Self-Motivation and student academic performance, and self-efficacy and student academic performance. The analyzed data revealed the following;

##### **5.2.1 The Relationship between Self Esteem and Student Academic Performance**

The first objective of this study was to establish the relationship between Self Esteem and student academic performance in public secondary schools in Nyeri County. The findings revealed that most (62.1%) of the study participants believed that they feel different from most people and wish they were more like them. Further, majority (73.7%) of the study respondents believed they always have confidence in school. Additionally majority (63.9%) of the study participants reported that they were average students. Similarly, a majority of the respondents at 56.7% believed that they like themselves even when others don't. Further, majority (70.3%) of the study participants believed that they are glad they whom they are. This implies that most

students are proud of their abilities. Notwithstanding, a majority (71.9%) of the respondents mentioned that do not worry a lot. Similarly, majority (76.3%) of the study respondents believed that they only partially believe in themselves. Moreover, 74.5% believed said that that they feel down in morale for very long. On the statement that they have confidence and participation class activities, a majority (71.6%) of the respondents believed that they have confidence and participation class activities.

Further, results showed a significant positive correlation between Self-esteem and student academic performance ( $r = .800$ ;  $p = .000$ ). At 95% confidence level, the  $r$  value was  $.800$  showing a strong correlation between Self-esteem and student academic performance. Therefore, the null hypothesis which stated that there is no significant relationship between Self-esteem and student academic performance was rejected and the alternate accepted.

### **5.2.2 The Relationship between Self-Motivation and Student Academic Performance**

The second objective of this study was to determine the relationship between Self-Motivation and student academic performance in public secondary schools in Nyeri County. The study found out that majority of the respondents (58.7%) of the respondents reported that they are highly motivated in their studies. In addition, (74.5%) of the study respondents acknowledged that everyone else seems much more confident and contented than them. Similarly, majority (74.9%) of the study respondents believed that they really try, they overcome most of their problems. Moreover, majority (80.3%) of the study' respondents believed that they like being creative. In the same vein, majority (86.3%) of the students always work hard in

school. Similarly, majority (74.8%) of the students reported that they have confidence that they will do well in academics.

The study further found out that 152(43.9%) respondents agreed with the statement that if a task is difficult, instead it makes them more determined, 91(26.3%) respondents strongly agreed while 103(29.8%) respondents were in disagreement with the statement. As shown from the responses, it can be shown that majority (70.2%) of the respondents believed that if a task is difficult, instead it makes them more determined. In addition, (63.9%) of the study participants were of the view that they have faith in their teachers as support system. Moreover, (62.4%) of the study participants noted that whenever they don't perform well, they will always motivate themselves and move on.

Further, results showed that there was a significant positive correlation between self-motivation and students' academic performance ( $r = .732$ ;  $p = .000$ ). At 95% confidence level, the  $r$  value for self-motivation was  $.732$  which implies a strong correlation. In this case the positive values implied a positive correlation where enhanced self-motivation led to improvement in students' academic performance. Therefore, the hypothesis which stated that there is no significant relationship between Self-motivation and students' academic performance was rejected.

### **5.2.3 The Relationship between Self-Efficacy and Student Academic Performance**

The third objective of the study was to find out the relationship between self-efficacy and student academic performance in public secondary schools in Nyeri County. The study finding showed that (56.4%) of the students in Nyeri county believe that they can perform well in class work. Furthermore, (74.6%) of the respondents believed that



they can do well in final examination. On the statement that “I enjoy my learning in school”, majority (63.9%) of the students believe they are generally average students. Similarly, most (53.4%) of the students in Nyeri County believe that teachers are satisfied with their performance. Additionally, majority (57.8%) of the students believed they have always transited to the next class without repeating. Similarly, (70.4%) of the students cited that they do not enjoy learning in school.

Further, there was a strong and positive correlation between self-efficacy and students’ academic performance in Nyeri County ( $r = .886$ ;  $p = .000$ ). This shows that at 95% confidence level, the  $r$  value for self-efficacy was .886 showing a strong correlation with self-efficacy. The positive values show a positive correlation meaning that increased self-efficacy lead to increased students’ academic performance. Therefore, the null hypothesis which stated that there is no significant relationship between self-efficacy and students’ academic performance was rejected.

### **5.3 Conclusions**

Based on the findings, the study made the following conclusions;

On the first objective, the study established that there was a significant positive correlation between Self-esteem and student academic performance ( $r = .800$ ;  $p = .000$ ) At 95% confidence level, the  $r$  value was .800 showing a strong correlation between Self-esteem and student academic performance. This meant that low self-esteem among students affects their academic performance negatively. From the second objective, it was found out that there was a significant positive correlation between self-motivation and students’ academic performance ( $r = .732$ ;  $p = .000$ ). At 95% confidence level, the  $r$  value for self-motivation was .732 which implies a strong correlation. This implies that self-motivation had a positive effect on students’

academic performance which indicated that self-motivation contributes to students' academic performance in Nyeri County.

From the third objective, it was noted that there was a strong and positive correlation between self-efficacy and students' academic performance in Nyeri County ( $r = .886$ ;  $p = .000$ ). This shows that at 95% confidence level, the  $r$  value for self-efficacy was  $.886$  showing a strong correlation with self-efficacy. Hence it was concluded that self-efficacy affects students' academic performance in public secondary schools in Nyeri County.

#### **5.4 Recommendations**

Based on the findings, this study made the following recommendations for policy action.

1. There is a need to Promote Positive Self-Esteem Building Activities. Schools should integrate activities that focus on building self-esteem among students. One effective approach is to introduce regular group discussions or workshops where students share their accomplishments and strengths. This not only boosts self-confidence but also encourages a positive self-image. Additionally, schools can organize events that celebrate individual achievements, highlighting the diverse talents and qualities each student possesses.
2. There is a need to Provide Motivational Support. Educators should collaborate with motivational speakers, successful alumni, or community leaders to conduct sessions that inspire students. These sessions can showcase real-life examples of individuals who overcame challenges to succeed. Furthermore, teachers should incorporate motivational quotes, stories, and videos into their

lessons to remind students of the importance of perseverance and determination.

3. Schools can establish peer support networks where older students mentor and guide their younger counterparts. Regular group discussions can be conducted where students set personal goals, share their progress, and offer each other motivation. Teachers can also assign projects that allow students to explore topics they are passionate about, fostering intrinsic motivation and a sense of ownership over their learning.
4. There is a need to conduct teacher training sessions to equip educators with skills to provide constructive feedback and create an inclusive and supportive classroom atmosphere. Encourage teachers to identify individual strengths and interests and acknowledge students' efforts, not just their results. Additionally, teachers can integrate student-led activities that showcase their unique abilities and talents.
5. Schools should design experiences that enable students to experience success through effort and determination. Teachers can assign tasks that gradually increase in complexity, allowing students to build their skills and self-efficacy. Encourage students to reflect on their achievements and acknowledge how their hard work contributed to their success, reinforcing the connection between effort and positive outcomes.
6. Schools should introduce a mentorship program where older students or successful alumni act as mentors to guide and support younger students. Pair mentors with mentees based on shared interests and goals. Regular one-on-one or group meetings can provide a platform for mentees to seek advice, share

concerns, and receive guidance on improving self-esteem, self-motivation, and self-efficacy.

7. There is a need to integrate emotional well-being activities into the curriculum. Schools can dedicate time for mindfulness exercises, relaxation techniques, or emotional intelligence training. By providing students with tools to manage stress and negative emotions, schools contribute to their overall well-being, positively impacting their self-esteem and motivation.
8. Schools should organize workshops or seminars for parents and guardians that emphasize the importance of nurturing their children's self-esteem, self-motivation, and self-efficacy. Provide resources and strategies for parents to create a supportive home environment that complements the efforts made at school. Encourage regular communication between parents and educators to track progress and discuss strategies.

### **5.5 Suggestions for Further Studies**

1. There is a need to scrutinize teacher-student relationships and their influence by delving into the dynamics of teacher-student relationships and their far-reaching effects on academic success. Investigate how positive interactions, mentorship, and effective communication with teachers contribute to students' self-esteem, motivation, and overall learning outcomes.
2. There is a need to analyze the connection between learning styles and achievement by unearthing the link between students' preferred learning styles and their academic accomplishments and exploring whether personalized instructional approaches tailored to individual learning preferences can heighten students' self-motivation and academic excellence.

3. There is a need to study the impact of time management on academic success by examining the intricate relationship between proficient time management skills and academic performance and Investigating how effective time management practices influence students' ability to balance their academic responsibilities, extracurricular activities, and personal commitments.
4. There is a need to probe peer influence on academic performance by exploring the sway of peer relationships on students' educational achievements and assessing whether collaborative learning, competitive dynamics, or peer pressure affects students' self-esteem, motivation, and overall academic outcomes.
5. There is a need to evaluate the effectiveness of mindfulness and well-being programs by examining the efficacy of mindfulness and well-being programs in relation to students' academic achievements and determining whether interventions aimed at enhancing emotional well-being concurrently contribute to improved self-esteem, self-motivation, and academic performance.
6. There is a need to explore the nexus between career aspirations and academic success by delving into the intricate relationship between students' career aspirations and their academic accomplishments and Investigating how clarity of career goals, exposure to diverse career paths, and alignment between academic pursuits and future ambitions impact students' academic performance.
7. There is a need to investigate the influence of classroom environment on learning by looking at how the classroom environment shapes students' learning experiences and academic outcomes. There is also need to assess the

impact of factors such as classroom design, organization, and ambiance on students' motivation, engagement, and self-efficacy.

8. There is a need to examine the effect of extracurricular activities on academic performance. This can be done by scrutinizing the intricate relationship between students' participation in extracurricular activities and their academic achievements and evaluating whether involvement in sports, arts, clubs, and other pursuits enhances or hinders students' self-esteem, self-motivation, and overall academic performance.

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**APPENDICES****Appendix I: Introduction Letter**

School of Education  
University of Eldoret,  
P.O Box 1125  
Eldoret.

**Dear Participant,**

**RE: PARTICIPATION IN THIS STUDY:**

I am a post graduate student pursuing a Degree of Doctor of Philosophy in Educational Psychology of the University of Eldoret. I am currently conducting research on **“The Relationship Between Self-Concept and Academic Achievement Among Students in Selected Public Secondary Schools in Nyeri County, Kenya”**.

I kindly request you to participate in this study. Your response to the items in the questionnaire will be treated with utmost confidentiality, and will not be used for any other purposes except this study. You are free to withdraw from this study at any time you deem fit. You may also request the researcher to inform you about the findings of this research.

Thank you very much for accepting to participate in this study. Please sign in the space provided on this letter if you accept to be a respondent in this study.

Yours Sincerely,

**Lucy Mwangi**

---

Signature

---

Date

**Appendix II: Informed Consent for Participants**

I accept to participate in the study entitled “**The Relationship Between Self-Concept and Academic Achievement Among Students in Selected Public Secondary Schools in Nyeri County, Kenya**” and I will respond to the questionnaire/ interview schedule as requested.

**Sign** \_\_\_\_\_

**Interviewee**

**Sign** \_\_\_\_\_

**Interviewer**

\_\_\_\_\_

**Date of Exercise**

### Appendix III: Questionnaire for Students

This questionnaire is purely meant for academic research. Please fill in responses as truthfully as you can.

#### Section A: Demographic Information

1. Indicate your gender?

(i) Male

(ii) Female

2. Indicate your age bracket?

(i) Below 13 years

(ii) 14 – 15 years

(iii) 16 – 17 years

(iv) 18 – 20 years

(v) Over 20 years

#### Section B: The relationship between Self Esteem and student academic achievement

1. Using a scale of 1-5 where 1= strongly disagree, 2= disagree, 3= Neutral, 4= agree 5= strongly agree. Please show to what extent you agree or disagree with the following statement on the relationship between Self Esteem and student academic achievement.

Statement	1	2	3	4	5
i. I feel different from most people and wish I was more like them.					
ii. I always have confidence in school					
iii. I am an average student					
iv. I like myself even when others don't.					
v. I'm glad I'm who I am.					
vi. I worry about a lot of things.					

vii. I only partially believe in myself.					
viii. I never feel down in morale for very long.					
ix. I have confidence and participation class activities					

**Section C: The relationship between Self-Motivation and student academic achievement**

2. Using a scale of 1-5 where 1= strongly disagree, 2= disagree, 3= Neutral, 4= agree 5= strongly agree. Please show to what extent you agree or disagree with the following statement on the relationship between Self-Motivation and student academic achievement.

<b>Statement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
i. I am highly a motivated in my studies					
ii. Everyone else seems much more confident and contented than me.					
iii. If I really try, I overcome most of my problems.					
iv. I like being creative					
v. I always work hard in school					
vi. I have confidence that I will do well in academics					
vii. If a task is difficult, that just makes me all the more determined.					
viii. I have faith in my teachers as support system					
ix. Whenever I don't perform well, I will always motivate myself and move on					

**Section D: The relationship between self-efficacy and student academic achievement**

3. Using a scale of 1-5 where 1= strongly disagree, 2= disagree, 3= Neutral, 4= agree 5= strongly agree. Please show to what extent you agree or disagree with the following statement on the relationship between self-efficacy and student academic achievement.

<b>Statement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
i. I have the ability to get work done on time consistently.					
ii. When teachers criticize me, I often feel helpless and empty					
iii. I do much more when I study on my own					
iv. I always get teachers to help me whenever I get stuck on school work					
v. I integrate well with other students in class					
vi. I study well for a chapter for a test					
vii. I complete all my assignments on time					
viii. I pay attention during every lesson					
ix. I comprehend all I am taught in class					
x. I have been able to satisfy my parents' expectation on performance					
xi. I see myself as a bright student					
xii. I like being creative					

**Section E: Elements of student academic achievement**

1. Using a scale of 1-5 where 1= strongly disagree, 2= disagree, 3= Neutral, 4= agree 5= strongly agree. Please show to what extent you agree or disagree with the following statement on the student academic achievement.

<b>Statement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
i. I can perform well in class work.					
ii. I do well in final examination					
iii. I enjoy my learning in school					
iv. My teachers are satisfied with my performance					
v. I have always transited to the next class without repeating					
vi. I am always prepared for any test					
vii. I am always top of my class					

**End**

**Thank you for your participation**



**Appendix IV: Interview Schedule For Teacher Counsellors**

1. Gender

- (i) Male  (ii) Female

2. What is your age bracket Indicate your age bracket?

- (i) Below 25 years  (ii) 25 – 35 years   
 (iii) 36 – 45 years  (iv) Over 45 years

2. How long have you served in your current school?

.....  
 .....

3. How is the trend of students’ performance in your school for the past five years?

.....  
 .....

4. To what extent does Self Esteem among students influence their academic performance in your school?

.....  
 .....

5. Does Self-Motivation make an impact on student academic achievement in your school?

.....  
 .....

6. How does self-efficacy affect student academic achievement in your school?

.....  
 .....


7. Kindly comment on self-concept and students' performance in your current school

.....

.....

## Appendix V: Research Authorization Letters

P.O. Box 1125-30100,  
ELDORET, Kenya  
Tel: 0774 249552  
Fax No. +254-(0)53-206311 Ext 2232


  
**University of Eldoret**  
Home of knowledge and innovation

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**School of Education**  
**Department of Educational psychology**

Our Ref: UOE/B/PSY/NCST/060 DATE: 1<sup>st</sup> December, 2021

The Executive Secretary,  
National Council for Science Technology & Innovation  
P.O.BOX 30623-00100,  
**NAIROBI.**

Dear Sir/Madam,


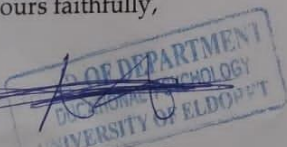
**RE: RESEARCH PERMIT FOR LUCY WANJIRA MWANGI-SEDU/PSY/P/001/20**

This is to confirm that the above-named PhD student has completed Course work of her PhD in Educational psychology.

She is currently preparing for her field research work on her thesis entitled:  
*"Relationship between self-concept and academic performance of Secondary School Students in Selected Schools in Nyeri County, Kenya"*. She has successfully presented the proposal and has been approved by the university.

Any assistance accorded to her to facilitate successful conduct of the research and the publication will be highly appreciated.


Yours faithfully,


**DR. REMI ORAO**  
HOD, EDUCATIONAL PSYCHOLOGY


Cc: Dean, School of Education

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University of Eldoret is ISO 9001: 2015 Certified 


### Appendix VI: Research Permit

  
**REPUBLIC OF KENYA**

  
**NATIONAL COMMISSION FOR  
SCIENCE, TECHNOLOGY & INNOVATION**

Ref No: **290529** Date of Issue: **12/December/2021**


**RESEARCH LICENSE**




**This is to Certify that Ms. Lucy Wanjira Mwangi of University of Eldoret, has been licensed to conduct research in Nyeri on the topic: RELATIONSHIP BETWEEN SELF-CONCEPT AND ACADEMIC PERFORMANCE OF SECONDARY SCHOOL STUDENTS IN SELECTED SCHOOLS IN NYERI COUNTY, KENYA for the period ending : 12/December/2022.**

License No: **NACOSTI/P/21/14828**

Applicant Identification Number **290529**

  
Director General  
**NATIONAL COMMISSION FOR  
SCIENCE, TECHNOLOGY &  
INNOVATION**

Verification QR Code



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Scan the QR Code using QR scanner application.**

### Appendix VII: Sample Size Determination Table

Population Size	Required Sample Size <sup>†</sup>							
	Confidence = 95%				Confidence = 99%			
	Margin of Error				Margin of Error			
	5.0%	3.5%	2.5%	1.0%	5.0%	3.5%	2.5%	1.0%
10	10	10	10	10	10	10	10	10
20	19	20	20	20	19	20	20	20
30	28	29	29	30	29	29	30	30
50	44	47	48	50	47	48	49	50
75	63	69	72	74	67	71	73	75
100	80	89	94	99	87	93	96	99
150	108	126	137	148	122	135	142	149
200	132	160	177	196	154	174	186	198
250	152	190	215	244	182	211	229	246
300	169	217	251	291	207	246	270	295
400	196	265	318	384	250	309	348	391
500	217	306	377	475	285	365	421	485
600	234	340	432	565	315	416	490	579
700	248	370	481	653	341	462	554	672
800	260	396	526	739	363	503	615	763
1,000	278	440	606	906	399	575	727	943
1,200	291	474	674	1067	427	636	827	1119
1,500	306	515	759	1297	460	712	959	1376
2,000	322	563	869	1655	498	808	1141	1785
2,500	333	597	952	1984	524	879	1288	2173
3,500	346	641	1068	2565	558	977	1510	2890
5,000	357	678	1176	3288	586	1066	1734	3842
7,500	365	710	1275	4211	610	1147	1960	5165
10,000	370	727	1332	4899	622	1193	2098	6239
25,000	378	760	1448	6939	646	1285	2399	9972
50,000	381	772	1491	8056	655	1318	2520	12455
75,000	382	776	1506	8514	658	1330	2563	13583
100,000	383	778	1513	8762	659	1336	2585	14227
250,000	384	782	1527	9248	662	1347	2626	15555
500,000	384	783	1532	9423	663	1350	2640	16055
1,000,000	384	783	1534	9512	663	1352	2647	16317
2,500,000	384	784	1536	9567	663	1353	2651	16478
10,000,000	384	784	1536	9594	663	1354	2653	16560
100,000,000	384	784	1537	9603	663	1354	2654	16584
300,000,000	384	784	1537	9603	663	1354	2654	16586

**Krejcie and Morgan Sample size determination table**

## Appendix VIII: Similarity Report



The Report is Generated by DrillBit Plagiarism Detection Software

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**Submission Information**

Author Name: Lucy Wanjira Mwangi SEDU/PSY/P/001/20  
 Title: RELATIONSHIP BETWEEN SELF-CONCEPT AND ACADEMIC ..  
 Paper/Submission ID: 968094  
 Submission Date: 2023-09-13 12:24:43  
 Total Pages: 206  
 Document type: Dissertation

8



**Result Information**

Similarity **10 %**

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Internet	1.23%

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References/Bibliography	Excluded
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