RELATIONSHIP BETWEEN SELF-EFFICACY AND LEVEL OF ACADEMIC PERFORMANCE AMONG LEARNERS IN PUBLIC DAY SECONDARY SCHOOLS IN NYERI COUNTY, KENYA

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DECLARATION

This research project is my original work and has not been presented for a degree in any other university.

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SUPERVISOR

This research project has been with my approval as a University supervisor

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I am thankful to Almighty God for enabling me to work on this research project and my supervisor Dr. Christine Wasanga, who guides, motivates and encourages me to achieve success in my work. This would have been a very difficult task to accomplish without your dedicated support.

DEDICATION

I dedicate this work to my nuclear family for their daily encouragement and my entire extended family members for their moral support, prayers and financial support.

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ABBREVIATIONS AND ACRONYMNS

FPS	Free Primary School
GPAs	Grade Point Averages
KCSE	Kenya Certificate of Secondary Education
NACOSTI	National Council for Science Technology and Innovation
SCT	Social Cognitive Theory
SPSS	Statistical Package for Social Sciences
UNESCO	United Nations scientific and Cultural organization

OPERATIONAL DEFINITION OF TERMS

Academic performance	A measure of students' performance across various academic subjects. In this study, the exam mean score for previous term exams were provided by the school during the interview to indicate academic performance level.
Learners.	Students enrolled in a public day secondary school within Nyeri County, Kenya who actively attend classes in the year under study
Motivation.	The internal drive or desire to pursue and achieve academic goals.
Public Day Schools	**.** Government-run secondary learning institutions under Kenya's Ministry of Education whereby learners go to classes throughout the day then go back home in the evening, rather than boarding schools where students reside within the schools.
Self-Efficacy.	Students' perceptions and confidence in their capacity to succeed in their academic undertakings
Self-Regulation.	Involves learners' capability to set goals, plan their study strategies, monitoring their progress, adjusting their strategies where necessary, and reflecting on their learning outcomes. It also includes managing distractions, time, and resources effectively.
Social-Persuasion	This involves the positive reinforcement, encouragement, and supportive feedback that students receive from their teachers, peers, family members, or other significant individuals. This kind of persuasion can be significant in influencing a learner's self-efficacy beliefs.
Vicarious Experiences	This involves a student learning and building self-efficacy by observing others succeed

ABSTRACT

The Ministry of Education shows that from 2013 to 2016, public day schools had an average of 3.2 points after their students sat for the Kenya Certificate of Secondary Education (KCSE), a major concern for education stakeholders since day secondary schools are championed as a viable option to contain the escalating education costs. Public day schools for secondary education within Nyeri Central Sub-County have consistently posted poor academic performance in national examinations compared to the overall performance of secondary schools within the county. Steered by the theory on Self -Efficacy by Alberta Bandura, the following study's purpose was to look into the relationship between self-efficacy and academic performance among students in public day schools for secondary education within Nyeri Central Sub-County, Kenya. The study population comprised 15 secondary schools from the county, with 3,387 students. Simple random sampling selected 5 schools and 1,017 students, while stratified sampling was useful in selecting 287 student respondents per school. In each class, there was utilization of similar simple random sampling for selecting students. Standardized questionnaire adopted from Muris, P. (2001, 2002**)** was the main data collection tool. Piloting involved 29 respondents from five schools outside of Nyeri County. Test-retest reliability assessed consistency, and analysis of data was through SPSS version 27.0. Descriptive findings on levels of self-efficacy established that students had a moderate self-efficacy level, Mean 82.51 (SD=12.228 while descriptive findings on academic performance established that on average the students had below average performance, Mean 4.40 (SD=2.10). Pearson Correlation findings established that there was a positive relationship that was weak between self-efficacy and academic performance, $r\,(285) = .151$, $p < .05$. A moderate positive relationship existing amidst academic self-efficacy and academic performance was also established amongst students in public day secondary schools in Nyeri Central Sub County, $r\,(285) = .374$, $p < .05$. From the study results it was recommended that high schools should consider having active guidance programs that can be helpful in developing positive self-beliefs in students. It is further recommended that the education ministry should provide adequate resources in day secondary schools that will allow the students to have equal opportunities of enhancing their level of performance.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

In accordance with Graham (2022), self-efficacy definition is; the belief in somebody's abilities to establish and accomplish particular sequences of action necessary to bring forth set attainments. The importance of self-efficacy is emphasized by Johnson (2019) as a crucial factor that "influences individuals' motivation, performance, and persistence in achieving their goals. Reyhing (2021) concurs with the view that self-efficacy is a vital aspect in determining and predicting much of human behavior. The following four main influences develop people's beliefs in their self-efficacy; mastery proficiencies, seeing other people alike to oneself successfully managing tasks, being socially persuaded of one's abilities and emotional and psychological states. People need to have a superior self-efficacy sense in order to withstand the necessary effort required to thrive in any endeavor they undertake and academic success in secondary education is no different.

During secondary education the individual goes through a period of increasing academic demands, identity formation, and also the preparation for future career. At this stage the learner's belief in their academic abilities influences to a big extent their engagement, learning strategies, and academic performance. Thus, self-efficacy becomes an essential predictor of learner's motivation and achievement at secondary level (Margarete, 2019).

According, to a study by Francis Kogei, (2021) in sub–Saharan Africa, the self-efficacy of Kenyan secondary school students was positively associated with performance

among Kenya secondary learners in the subjects of mathematics and science. Students having a strong sense of efficacy have a higher probability of challenging themselves with challenging tasks and be inherently motivated. These students will put in more effort so that they can attain their commitments, and attribute failure to factors that are within their control, rather than imputing on external factors. In case of any setbacks, the self-efficacious students will tend to bounce back quickly, and eventually be more likely to accomplish their personal goals. However, in contrast those students having low self-efficacy tend to be certain that they cannot succeed and are therefore less likely to put in any intensive effort, they may even consider challenging undertakings as threats to be evaded rather than tackled (Basileo et al., 2024).

According to the definition given by Albert Bandura in 1977, self-efficacy denotes somebody's belief in their capability to establish and execute the requisite actions for managing prospective situations. At the core of the theory is the role of cognitive process in human behavior. Self-efficacy impacts the thinking of individuals, how they motivate themselves and consequently how they act.

Recent research has focused in specific domain of self-efficacy that pertain to academic success. This are particularly academic, social, and emotional self-efficacy. Self-efficacy in academics denotes learners' confidence in their capability to do tasks related to their academic success (Saks, 2024). Learners who believe that they are capable academically will most often put more effort in to their studies and will handle challenges more positively leading to improved outcomes (Jane, 2020). In a study by Yokoyama (2019), the research found that university students who demonstrated a strong self-efficacy, have increased likelihood to persist in online courses, and attributed failure to internal factors rather than external uncontrollable barriers. Similarly, a study in Kiambu county secondary school that looked into academic

efficacy, emotional intelligence also deduced that self-efficacy in academics showed a strong positive association with learners' academic performance (Jane, 2020).

Social self-efficacy is the belief in somebody's capability to engage effectively and with desirable results with peers and teachers in pursuit of academic performance. Research is scarce on the direct relationship of social efficacy and academic performance but it has been generally accepted that strong social skills within the education setting foster better classroom engagement, group learning and communication, all of which positively impact the academic achievement of the learner (Wang et al., 2024). Emotional self-efficacy is another key factor of self-efficacy that greatly impact the academic performance of leaners. It is the ability of the learner to regulate and manage their emotional response. Within the learning process students will face situations that trigger anxiety, stress, and frustration. If uncontrolled these emotions that may interfere with academic performance. Emotional self-efficacy is the capacity to control these emotions so that they do not interfere with leaning. In research done in Kilifi County, it was found that learners who demonstrated emotional intelligence also reported higher self-efficacy levels and performed better academically than those without emotion regulation skills (Waithera, 2020).

Saks (2024) assert that learners having a high self-efficacy level assign themselves higher goals and put in intensive effort and show more willingness to accomplish them. Thus, learners having a high self-efficacy level have more confidence in their abilities to perform, adapt better strategies to cope with stress related to the learning process, have less anxiety and demonstrate greater perseverance on their studies (Hayat et al., 2020). Consequently, high self-efficacy affects positively learners' academic achievement. Margaret (2019) argues that it is only recently that the correlation amidst self-efficacy besides academic performance was perceived as an important linkage in

assessing students' motivation in schools. Students having positive and comparatively great self-efficacy beliefs will be more likely to be involved in the learning space in terms of their motivation, cognition and behavior (Wang, Liu, et al., 2024); and that the more heightened the academic self-efficacy of the learners, the greater their metacognitive consciousness. Additionally, self-efficacious students perform better in their academics because they can effectively control and monitor their impulses when facing academic challenges (Waithera, 2020).

Kathrin Kollath-Cattano et al (2020) argued that, Self-efficacy is not a reference to somebody's abilities but to how strongly one belief's they can utilize their abilities to work towards goals. Also, self-efficacy is not a unitary trait or construct; relatively, individuals have self-efficacy beliefs in diverse domains, like in problem-solving, academics, and self-regulatory linked self-efficacy. Self-efficacy in academics stimulates academic performance directly and indirectly by intensifying academic ambitions and pro-social behaviors (Smith, 2020). Many other researchers have stated about the existence of a direct positive correlation amid academic self-efficacy and performance in academics (Margaret, 2019). Other studies have shown academic self-efficacy as a predictor of academic achievement and persistence among American Indian students in postsecondary education. According to Ozuome et al. (2024), self-efficacy in academics is positively correlated to academic outcomes in elementary and secondary school students.

Mora (2020) define self-regulation as feelings, points of view, and actions that are self-generated then prearranged and cyclically modified to accomplish individual goals. Furthermore, Self-regulation refers to self-governing protocols and self-beliefs aimed at facilitating the change of mental abilities into those abilities that could enhance one's school performance (Mora, 2020). Applying self-regulation into SRL or learning on (a)

learners as involved in their process of learning, and (b) effectively utilizing strategies for self-regulation in particular areas that hinge on the extent and quality of the interaction, between the learner and the subject. Likewise, Zhao et al. (2025), determined that a learner having abundant self-regulation can plan competently and monitor his or her process of learning and its progress, while frequently adjusting his/her conduct to align with the stipulations of learning circumstances, perform superiorly and attain greater intensities of academic adjustments which are all fundamental aspects of the academic excellence of a learner. The self-efficacy beliefs of a learner can impact their performance in numerous ways: students having steady self-efficacy beliefs have an increased probability of achieving in their class rooms compared to their counterparts having a diminished self-efficacy sense. Also, these learners with greater sense of self-efficacy are open to new methodologies and have capacity to smoothly adopt fresh strategies when they are being taught which in turn enhances their performance (Wolters et al., 2023).

According to Fairbrother et al. (2025b), educators and institutions can have a substantial role in cultivating the self-efficacy of learners by availing feedback that is constructive, fostering a learning environment that is supportive, and offering opportunities for mastery experiences. It's important to note the self-efficacy aspect is domain-specific, this means that a person can exhibit a superior self-efficacy in a certain subject area and inferior self-efficacy in a different one. Hayat et al. (2020), cited that Self-efficacy has a fundamental part in academic performance. Individuals with the belief that they have the capability of mastering the required tasks and challenges in their academic pursuits are more likely to put in the effort needed to succeed. High self-efficacy often leads to

increased motivation, better study habits, greater perseverance in case of any setbacks arising, and overall better academic outcomes.

It is imperative to note that, learners who attend a public day school may face additional socio-economic and resource-based challenges and consequently a low level of self-efficacy (Muchemi, 2023). Public schools in Kenya and particularly those in the rural area serve students who are from economically disadvantaged backgrounds. Additionally, most day schools tend to perfume poorly in the KCSE examinations (Muchemi, 2023). This has been attributed to the lack of essential academic resources, a quiet study environment, and inadequate parental support. All these factors put together serve to lower the confidence of an individual in their abilities to achieve academic desires. Thus, the self-efficacy of such student is affected, from having lack of emotional regulation, poor social efficacy to low academic efficacy (Muchemi, 2023).

Education is supposed to be a tool to empower young individuals, however, students who find themselves within this context may develop the belief that they are less capable of academic achievement, which may in the long run undermine their motivation, participation, and performance. In research carried out by Mwangi et al. (2023), the researcher looked at the correlation between self-esteem with academic performance in Nyeri County's public schools for secondary education. The research revealed a substantial positive correlation ($r = .800$; $p = .000$) between self-esteem and academic achievement. This was an indication that students with higher self-esteem tend to perfume better academically. Though the research was able to demonstrate the value of self-esteem in achieving academic success, it did not look into self-efficacy which also affects academic achievement.

Research on the topic of psychological constructs in academic achievement in Nyeri region has been done before as demonstrated by Mwangi (2023), however there is limited empirical evidence that specifically looks on how academic, social, and emotional self-efficacy influence academic achievement within Nyeri County. It is crucial that this gap is addressed. Investigating the link relating self-efficacy with academic performance in this specific environment will enable interventions which are targeted and policies intended to improve educational outcomes among disadvantaged learners. Additionally, the research will help in giving empirical data to govt and other policy makers in the designing of more affordable quality education.

1.2 Statement of the Problem

The County of Nyeri is home to some of Kenya's top-performing secondary schools, such as Kagumo High and Bishop Gatimu Ngandu Girl. These schools often achieve scores of 8.5 to 10.0 in KCSE examinations. However, many public days school are only able to score 6.0 in the examination, highlighting a very significant gap between the well-resourced boarding schools and public day secondary school (KNEC, 2020). The persistent under performance of the day schools is linked to a range of educational and socio-economic challenges, including inadequate learning resources, limited teacher support, student absenteeism, and indiscipline (EDNAH, 2023). According to researcher, these factors create not only a poor learning environment but also negatively affect learners' belief in their capability of succeeding academically (Yokoyama, 2019). Despite the known self-efficacy impact on academic achievement, limited research has been conducted to explore this link in the specific setting of Nyeri County's public day secondary schools, highlighting a critical gap.

Self-efficacy is among the main factors influencing academic performance. The belief in one's capability of succeeding is demonstrated to have a critical role in student motivation, effort, and resilience (Yokoyama, 2019). Thus, a student with self-efficacy has an increased likelihood of setting challenging goals, persist through obstacles and ultimately perform better academically (Zhao et al., 2025). However, in under-resourced settings such as public day schools, students could develop a weakened self-efficacy sense due to continuous exposure to failure, lack of positive reinforcement, and limited access to role models. This setting creates a self-perpetuating cycle of low performance and diminished belief in academic capability.

Despite this persistent and re-occurring phenomenal, there is no literature available linking self-efficacy with academic achievement within the rural, low resourced settings such as Nyeri County. Existing literature either does not look into the low resource setting of the public day school or looks at a diverse pool of school type. This leaves a gap in literature in understanding self-efficacy within this rural low resourced setting with students reporting on a daily basis. This research thus, strives to fill that gap by examining the correlation between self-efficacy and academic performance amongst students within public day schools for secondary education within Nyeri Central Sub-County.

1.3 Purpose of the Study

This study purposed to establish the correlation between self-efficacy and academic Performance among students in public day schools for secondary education within Nyeri Central Sub County, Kenya.

1.4 Research Objectives

i. To find out the self-efficacy levels among learners in public day schools for secondary education within Nyeri Central Sub County.

ii. To find out the levels of academic Performance of learners in public day schools for secondary education within Nyeri Central Sub County.

iii. To establish if there is any correlation with self- efficacy with academic performance among students in public day schools for secondary education within Nyeri Central Sub County.

iv. To determine the correlation between self-efficacy and age of the participants in public day schools for secondary education within Nyeri Central Sub County.

v. To find out whether the self-efficacy levels differ with regards to gender and academic performance level of learners in public day schools for secondary education within Nyeri Central Sub County.

1.5 Research Questions

1. What is the level of self-efficacy among students in public day schools for secondary education within Nyeri Central Sub County?
2. What are the levels of academic Performance of students in public day schools for secondary education within Nyeri Central Sub County**?**

1.6 Research Hypotheses

H_O1: There is no significant relationships between self-efficacy and academic performance among students in public day schools for secondary education within Nyeri Central Sub County.

Ho2: There is no significant correlation between self-efficacy and age of the participants in public day schools for secondary education within Nyeri Central Sub County.

Ho3: There are no significant gender differences in self-efficacy levels and academic performance of learners in public day schools for secondary education within Nyeri Central Sub County.

1.7 Justification and significance of the study

The researcher sought to find out whether there was a correlation between self-efficacy and academic performance among learners in public day secondary schools in Nyeri Central Sub-County, Kenya. Investigating this correlation would provide insights into how learners' beliefs concerning their capabilities impact their actual achievement. This understanding could also guide educators and policymakers in designing interventions to enhance learning outcomes. Identifying the relation between self-efficacy and academic performance could help educators adopt more personalized teaching strategies. Students having superior self-efficacy would benefit from more challenging tasks, while those with lower self-efficacy the finding would help identify how to mitigate this.

The study is significant to several stakeholders in the education sector. Students who believe in their capabilities have increased likelihood of being motivated to tackle challenging tasks, persist in their efforts, and set ambitious goals. Educational counselors can benefit from insights into the link relating self-efficacy with academic performance, allowing them to guide students in setting realistic goals, managing stress, and building a positive self-image. Additionally, educational policies and initiatives can be influenced by research findings. From the study findings, the policymakers might prioritize interventions that promote positive self-beliefs among students. Ultimately, this research is highly significant in the government’s attempt to lower cost of

education, for if low-cost public day schools can enhance their performance through self-efficacy enhancing inactivates, then the public can more willing embrace them.

1.8 Scope and Limitations of the Study

The scope of the study was students in public day schools within Nyeri Central Sub County. The study explored the correlation between self-efficacy and academic performance as opposed to any other variables. The study was limited in the context that it covered only one Sub County, consequently there can only be generalization of the conclusions with other populaces with cautiousness because of the specific population features of Nyeri Central Sub County that may vary significantly from other sub counties.

Collection of data was via self-reporting questionnaires; this therefore created the possibility of respondent biasness as they could over-report on their self-efficacy. Also, the utilization of instruments of self-reporting could make the participants feel the burden of responding in a fitting manner. To lessen this bias, the researcher vowed to the participants that she would maintain confidentiality and that they would remain anonymous while also emphasizing to them on the need to honestly answering the questionnaire so as to collect authentic responses.

1.9 Assumptions of the Study

For the study, it was supposed that; those willing to participate would have an understanding of the questionnaires and in turn provide truthful responses; records of learners' academic achievement were obtainable in the schools that were sampled and that the method of scoring for all the sampled schools were alike.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter encompasses an evaluation of different academic works connected to the study about self-efficacy and academic performance. It is presented in the following four sections: theoretical framework, reviewing related studies, literature review summary and a conceptual framework.

2.2 Theoretical Framework

The Self-Efficacy theory postulated by Albert Bandura in 1986 steered the current study. The basis of the Self-Efficacy Theory is the key postulation that psychological processes act as ways of generating and improving personal efficacy expectations (Bandura, 1977). In alignment with Bandura's theory, self-efficacy beliefs significantly affect learners' educational performance because of the effects they bring about through the following four psychological processes (Bandura, 1993): the motivational, cognitive, affective and selection processes. So, this theory assisted in understanding how the four psychological processes defined the link connecting self-efficacy with academic Performance among learners.

According to Bandura (1986), self-efficacy beliefs reconcile knowledge and behavior. He suggested that persons have their own beliefs making them regulate their feelings, thoughts, and behaviors. He asserted that, what each person feels, thinks, and believes in turn influences how they conduct themselves. Personal beliefs entail a self-system with forethought, symbolizing, and self-reflective capabilities. As a consequence, self-efficacy is linked to how an individual perceives their capacity to attain a particular

goal. It is the conviction that somebody has capability of acting out in a particular manner to accomplish particular objectives. It is the anticipation that an individual can dominate a situation, and yield a positive ending. There are three factors that impact self-efficacy: environment, behaviors, and personal/cognitive factors. Self-efficacy is developed from mastery experiences whereby objectives are accomplished through perseverance, overcoming hindrances and from witnessing others thrive through unrelenting effort (Bandura, 1986). Bandura (1993) confirms that more precisely, the interest of a learner and his or her effort in school linked work is impacted by his or her belief in his or her own abilities to being successful. Once students possess a superior self-efficacy in a particular content area how they perform in that area can improve and therefore influencing the career types they may consider undertaking associated to the precise content area (Pajares, 1997).

This theory was found suitable in relation to the current study because students having high levels of self-efficacy have an increased likelihood of being motivated and are not alarmed and challenged by tough tasks and assignments; instead they contemplate them as prospects for their learning and mastery. Students in school have the tendency of selecting activities and undertakings in which they feel capable and confident while avoiding those which they have no capability. Therefore, unless students consider that their course of action will yield the sought after consequences, they may have slight enticement to undertake those particular actions.

Self-Efficacy beliefs can make a person to opt to personally commit to successfully undertaking behaviors requisite for producing desired outcomes. Self-Efficacy theory stipulates that the strength and level of Self-Efficacy will govern a) whether or not there will be initiation of behavior, b) how considerable the effort will result, and c) how long

there will be sustenance of that effort in the face of obstacles. According to Bandura (1993), human beings make decisions concerning their lives by basing on their perceived Self-Efficacy by taking part in activities and selecting situations they consider as being within the confines of their abilities to succeed. Also, those activities in which a person may think that he or she will fail in them are avoided. When individuals possess a strong sense of perceived Self-Efficacy, they put forward an enhanced determination in accomplishing a task regardless of any hindrances they come across than those having a weaker sense of Self-Efficacy. It is purported that learners having a higher degree of Self-Efficacy will have a more intent to remain enrolled in college and will also have increased likelihood of persisting in the face of any external obstacles. Bandura's theory asserts that self-efficacy beliefs have an essential role in motivating individuals to engage in specific actions.

In the context of academic performance, students who possess higher self-efficacy in a particular subject or task are more likely to put in effort, carry on even when they encounter challenges, and engage in effective study strategies. This can lead to better academic performance. Bandura's theory highlights that individuals having superior self-efficacy are more motivated to tackle difficult tasks because they believe they have the capability to succeed. This motivation leads to increased effort, which in turn can positively impact academic performance by facilitating deeper learning and better comprehension of the material. Bandura's theory acknowledges that self-efficacy beliefs are impacted by contextual aspects such as mastery experiences, vicarious learning, and social support. Understanding these factors in the academic context can help researchers and educators create environments that foster positive self-efficacy beliefs, thereby enhancing academic performance.

2.3 Review of Related Studies

2.3.1 Self-efficacy Levels among Students in Secondary Schools.

Self-efficacy, well-defined by Bandura (1977, 1997) as somebody's belief in their proficiency to accomplish actions that are required in their attainment of goals. In the context of secondary education, where learners are in a stage of life marked by significant developmental and academic challenges, the student's self-efficacy can to a large extent influence their ability to achieve their academic goals. This section seeks to look into research that has looked into the self-efficacy of students in secondary school.

Overall, self-efficacy levels of secondary education vary from one population to the other and also cross different cultural contexts. In general, a moderate level of self-efficacy is frequently observed. This is demonstrated by research by Bangga (2021), who found that a majority of secondary learners exhibited moderate self-efficacy. Similarly, another research done in India, involving 196 secondary students, revealed that most participants demonstrated an average level of self-efficacy, small proportions of students showed high level or low levels of self-efficacy (Borah & Dr. Nisanth PM, 2024).

Bangga (2021), was able to demonstrate that senior high school student who participated in an online class, recorded a high self-efficacy level than average. The superior self-efficacy was determined to not have any significant differences between the two genders. The researcher however concluded that self-efficacy among students is also dependent on the mode of teaching and can also influenced by the subject.

Beri and Akhoon (2018) conducted a study to measure the level of emotional self-efficacy among 202 senior secondary school students in Kashmir's Baramulla district, as well as to identify variances in emotional self-efficacy based on gender and school type. The study's findings revealed that the majority of students had an average level of emotional self-efficacy; there was no difference in emotional self-efficacy between male and female senior secondary school students; however, government and private senior secondary school students differed significantly in emotional self-efficacy.

In a similar study by Borah and Nisanth (2024) the researcher investigated the self-efficacy level among secondary school learners using a survey design that was descriptive. The study was done in Sivasagar District in India and reviewed a sample of 196 students. Data was collected by utilizing the Self-Efficacy Scale developed and evaluated using inferential statistics as well as descriptive statistics. The findings concurred with previous studies that majority of students exhibited average self-efficacy, with a small proportion of children showing high or low levels of self-efficacy. Interestingly, the study ascertained that there was no substantial variance in efficacy levels between students attending government and private schools, thus demonstrating that the institutional structure was not a major influencer on academic beliefs of the students. In contrast to other studies, the research found that female students reported greater level of self-efficacy in comparison to their male counterparts. This study underscores the importance of having targeted interventions, for students who find themselves with low self-efficacy.

Learning in secondary school is multidimensional involving accruing several skills and learning on several subjects such as Languages, mathematics and biology. In a study by Rukmani (2023), where 1,747 high school students across four districts in southern Tamil Nadu in India were reviewed, there was an overall moderate self-efficacy across

all the dimensions. The study reviewed self-efficacy in reading, writing, speaking, leadership, scientific ability, computer skills, and personal beliefs. In this research 70% - 79% of students in each category scored within the moderate range while a relatively small proportion scored within the high self-efficacy. This study showed no substantial differences in self-efficacy in gender. Similarly, no variances in self-efficacy were recorded between students from urban and rural regions. However, there was significant differences between the different areas/districts that were reviewed. Students from Sivagangai district consistently outperforming peers from Madurai, Pudukkottai, and Ramanathapuram in all self-efficacy dimensions. The variations within the region can be ascribed to cultural and institutional aspects that may affect the student's self-esteem. With this finding the researcher encouraged a need to understand the cultural and regional specific context that influence self-efficacy and to develop interventions tailor made for specific regions.

In Kenya, researchers looked at self-efficacy amongst secondary school learners in Uasin Gishu County. In a mixed method approach where 658 secondary school students were examined for self-efficacy, the researcher reviewed the self-efficacy of student on engaging in specific career paths. The students were distributed across 15 schools. Data was collected using both quantitative surveys (adapted from the Self-Efficacy Scale of Betz's Career Decision-Making) and qualitative interviews with career guidance teachers. The results were that there was a moderate self-efficacy with regards to problem-solving capabilities (Mean=3.41) and occupational information gathering (Mean=3.33), but a low self-efficacy in goal selection. The study established subject specific variations in self-efficacy, science and mathematics subjects was associated with low self-efficacy while those in humanities exhibited higher self-efficacy and appraisal abilities. Gender differences emerged, with female students reporting higher

efficacy in languages compared to males in sciences. Rural students showed lower overall self-efficacy than urban peers, reflecting disparities in resources and exposure (Serem et al., 2024). This research was instrumental as it established a need for school-based interventions that target goal-setting skills and occupational awareness for underserved population. This research on self-efficacy did not look into the day schools, nor did it take into consideration the variability of efficacy that may occur among students who report to school on a daily basis.

In summary, several inquiries have been done on the topic of self-efficacy amongst secondary school learners. Most of the researchers have reported that secondary school goers record moderate self-efficacy. There is variation in research findings when it comes to self-efficacy among genders. Several researchers also find that there is little variation of efficacy among rural and urban students.

2.3.2 Levels of Academic Performance of Students in Secondary Schools.

In the Kenyan academic calendar, the main measure of academic performance is the Kenya Certificate of Secondary Education (KCSE) exam sat at every year's end by those learners who have been in secondary school for four years. It is this examination that determines the entry of the student into university and serves as a measure of the students' academic achievement. Studies directly link their investigation of influencing variables to students' performance in the KCSE, highlighting its centrality as a performance metric (Njogu, 2020). However, KCSE is not the only performance metric that assess the performance of secondary school students as they are continually evaluated within their academic journey of 4 years.

Research has continued to indicate that there is notable variation among secondary school, including within Nyeri County itself. In a study by Njigu (2020), it was

highlighted that public day schools in particular were associated with poor performance in KCSE. The research noted that a sizable number of secondary schools' students underperformed due to the school they attended to, in this case day schools. Further, the research tried to distinguish between the top performing and bottom performing schools. This categorization brought about a spectrum of academic achievement levels, where some schools were consistently performing and others lagged behind. The findings also established that performing schools had similar characteristics such as instructional leadership and a clear school mission.

In a research by Migwi and Michubu (2024), academic performance in Kenyan secondary schools was examined through the lens of school-based dynamics such as teacher qualifications, availability of facilities, leadership practices, and teacher adequacy. The study looked into the outcomes of the schools in the KCSE examination. The study looked into secondary schools in Ruiru Sub-County, Kiambu County, citing the continued underperformance of schools in the region. They noted that schools in the region performed well below the national averages, with only 21.2% of the students attaining a university entry grade of C+ in 2018. The research employed the Educational Production Function theory where schools were treated as systems that transforms educational inputs into performance outcomes. The study found that the main disparities in performance was a result of resource allocation and instructional quality. This study however was too general in the matter and did not look into the specifics as to how low resources and instructional quality influences the performance of students within the county.

The motivation of students and how it influences academic performance was investigated by Kariuki and Mbugua (2018). This research was done in Nyeri and Kirinyaga counties in Kenya. It utilized a descriptive survey research design and

reviewed 370 learners, 27 principals and 27 teachers. Questionnaires were utilized for the data collection of the study, it revealed that positive teacher-student relationships, high teacher expectations and the use of incentives significantly enhanced student motivation and performance. The study was a clear demonstration that teacher driven factors can have impact on the motivation of the students to succeed. However, the research did not look into the mechanism of how student motivation influences performance, in particular the research did not establish how self-efficacy influences academic outcomes, leaving a crack in understanding the psychological processes that mediate the correlation between motivation and academic achievement.

2.3.3 Relationship between Self- Efficacy and Academic Performance.

Academic performance amid secondary school students continues to be a major focus of educational research, with scholars and policymakers seeking to understand the psychological and environmental factors that drive or hinder student success. Self-efficacy and its impact on performance cannot be ignored as self-efficacy influence how students tackle challenges, the efforts they put in place and their persistence in the face of difficulties.

One of the impactful studies on the topic of self-efficacy on academic performance was done by Luo et al. (2023). The research was a comprehensive study to scrutinize the correlation existing amid academic self-efficacy with academic performance amongst university students, with a precise stress on the intervening role of academic engagement. The study, grounded on Bandura's social Cognitive Theory, collected data from a large sample of university students using validated questionnaires measuring self-efficacy in academics, engagement and performance in academics. The outcomes revealed that academic self-efficacy had a strong direct impact on academic performance ($\beta = 0.69$, $p < 0.001$). Furthermore, academic engagement emerged as a

significant mediator, with self-efficacy indirectly influencing performance through increased levels of engagement (indirect $\beta = 0.41$, $p < 0.001$). The study's conclusion was that self-efficacy affects academic performance both directly and indirectly, emphasizing the importance of fostering both confidence and engagement in academic environments. This study gave a global understanding on self-efficacy and exactly how it impacts academic performance. The study demonstrated that whereas self-efficacy is crucial in academic performance it can be further strengthened by academic engagement. However, the research was on university students and not secondary students. Additionally, the research did not give a Kenyan context in the relationship concerning self-efficacy with academic performance

In another study done in Nigeria's Imo State, by Ozumo et al. (2024), the researchers determined that a substantial relationship exists amid self -efficacy and academic achievement. The relationship was found to be particularly stronger in English and mathematics subjects. The study found that the correlation was stronger in Mathematics ($r = 0.69$), compared to English Language ($r = 0.18$), suggesting that students' confidence plays a larger role in quantitative academic subjects. The study used the Morgan-Jinks Student Self-Efficacy Scale and demonstrated that 66% of students exhibited high or very high academic self-efficacy. The study demonstrated that there may be another dynamic within sub-Saharan Africa where despite economic challenges, students have a high belief in their abilities, which was mostly shaped by peer modeling, teacher encouragement, and family support. This study was essential validation that self-efficacy is a significant psychological factor underpinning academic performance in African secondary schools.

In one study conducted in Tanzania by Kyaruzi (2019), the influence of the self-efficacy of learners and teachers' feedback in performance in mathematics was assessed. The

research targeted 2,767 form three students from 48 schools of secondary education in Kilimanjaro and Dar es Salaam in both urban and semi-urban contexts. It conducted questionnaires and focus group discussions and revealed that in general students had high self-efficacy in mathematics and also had a positive view of feedback from the teacher. Both of these factors predicted the performance in mathematics, be it to a small degree. Qualitative insights indicated that while 59% of students felt confident in learning mathematics, a significant portion (41%) lacked confidence. Despite showing the correlation amid self-efficacy and mathematics performance and how it was associated with their view of feedback, the study's focus solely on one topic did not account for a full view of academic performance. Also, it did not put in consideration the variations with age and gender.

In Kenya a study was done by Kariuki, Onyango, and Ndirangu (2024), in Nakuru County. The study looked at the correlation concerning self-efficacy and academic achievement in Kiswahili language skills among students within secondary school. The study assessed 405 students who completed a self-efficacy questionnaire and a Kiswahili language skills achievement test. The research found positive correlation ($r = .262$) between self-efficacy and success in Kiswahili, with self-efficacy accounting for 4.2% of the variance in academic performance. The study was quite instrumental in providing insight in self-efficacy in language learning. However, the focus in Kiswahili means it cannot be generalized for academic performance. The study did not also review how demographic aspects like age and gender may influence this relationship. The study did not also look into specific school context that influence self-efficacy such as day schooling, especially with the already established diversity found within the schools in Kenya. This research, clearly demonstrates that there is a necessity to

explore the correlation between self-efficacy with academic performance across various subjects and consider demographic variables across different schooling context.

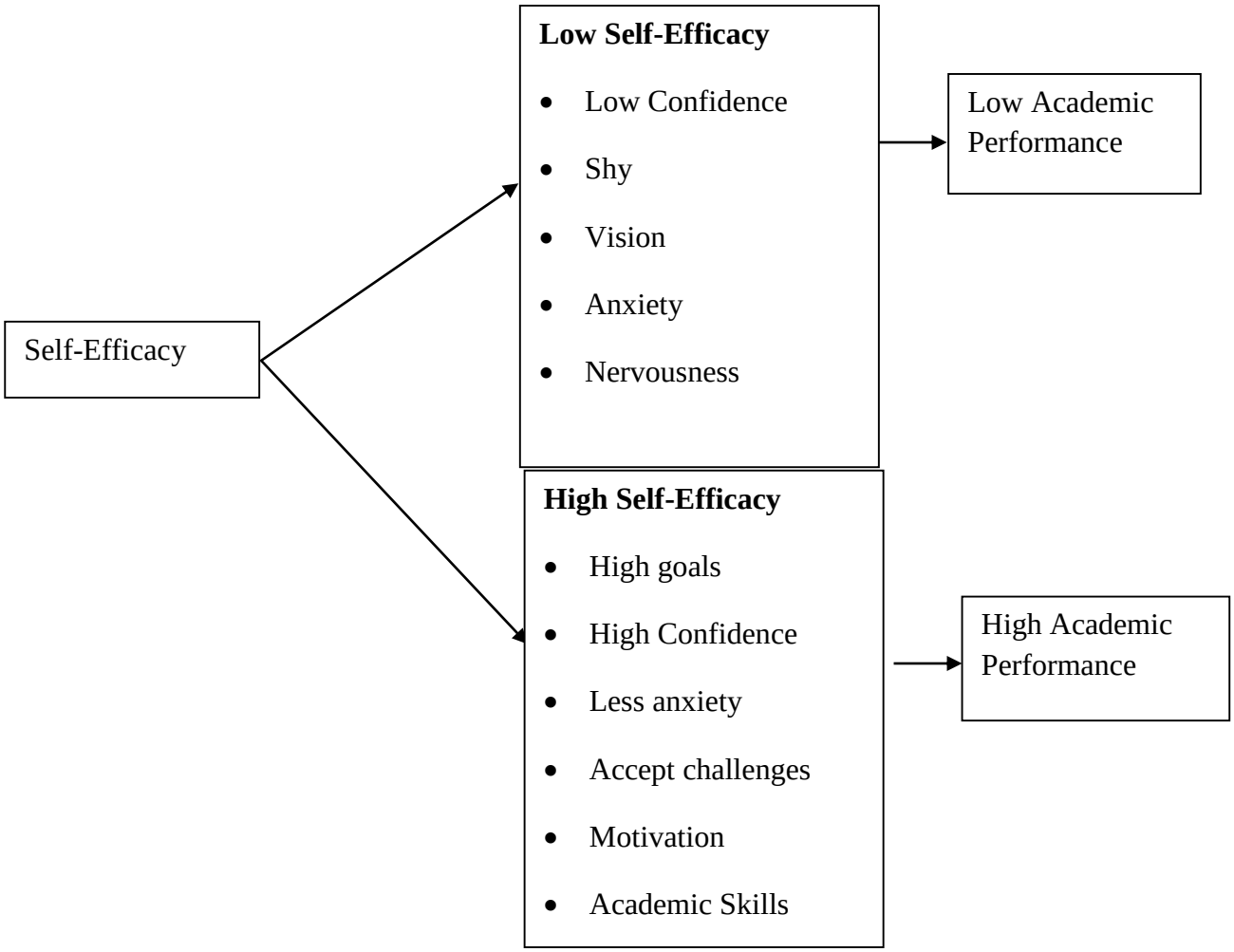
2.4 Summary of Literature Review

In summary, research reviewed has proven that self-efficacy is a critical determining factor of academic outcomes in secondary school students. Multiple studies from diverse cultural, including India, Kenya, and Nigeria, consistently reveal that students typically report moderate levels of self-efficacy, though variability exists across gender, subject areas, school types, and geographical locations. It is imperative to note that some studies suggest no significant gender or urban-rural differences, while some observe variations shaped by socio-cultural and institutional contexts. Academic performance, as assessed through KCSE in Kenya, shows disparities strongly influenced by school resources, leadership, and teacher-student interactions. Furthermore, empirical evidence highlights statistically significant positive correlation amid self-efficacy with academic performance.

Greater intensities of self-efficacy correlate with improved academic engagement, perseverance, and achievement, especially in quantitative subjects such as mathematics. However, most research has either focused on university populations or failed to explore the mechanisms through which self-efficacy impacts academic outcomes. In Kenya, gaps remain in understanding this relationship specifically among students in public day schools for secondary education. This study therefore aims to fill this void by investigating how self-efficacy interacts with age, gender, and academic performance among students in public day schools in Nyeri Central Sub-County, ultimately contributing to strategies for enhancing learner success.

2.5Conceptual Framework

Figure 2.1 *Conceptual framework*



Source (Researcher, 2025)

Figure 2.1 shows the conceptual frame work and the characteristics of the learners having high level of self-efficacy compared to learners that have low extent of self-efficacy. According to the diagram the characteristics of self-efficacy of a high level are indicated by: the student who tend to assign higher goals to themselves; have more confidence in their capability of performing tasks; student have less anxiety and they are ready to accept challenges.

Contrastingly, learners having low level of self-efficacy are inclined to have low confidence and morale, they shy away from academic interactions and they have a

constricted vision of how best to resolve the problems. Therefore, the low level self-efficacy students have low academic performance while students having high extent of self-efficacy have increased likelihood to have high academic performance.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter deliberates the research method for the study concerning the relationship between self-efficacy and academic Performance among students in public day schools for secondary education within Nyeri Central Sub County, Kenya. The chapter consists of the following sub-sections: the research design, study variables, targeted population, techniques for sampling and sample size, the instruments of research, validity plus reliability, pilot study, techniques for data collection, analysis of data and ethical considerations.

3.2 Research Design

A Correlational research design was adopted for this study to look at the link relating self-efficacy with academic Performance among learners in public day schools for secondary education within Nyeri Central Sub County, Kenya. According to Fraenkel and Wallen (2000), a correlation design will be appropriate for the study since it will facilitate the examination of the connection relating students' self-efficacy with their academic performance without manipulation of the variables. Thus, the research can observe and analyze how the variables relate within the real-word setting. Additionally, Kothari (2004), states the correlational research is able to accurately examine and describe an existing situation between variables. It will enable the researcher to develop patterns or connections within the natural setting of the variables.

3.3 Study Variables

Self-efficacy and academic achievement comprised the study variables. Self-efficacy is the independent variable while academic performance of learners in secondary public day schools will be the dependent variable. The intervening variables included gender and age and were controlled by being included as part of the study.

3.4 Location of the Study

Secondary public day schools within Nyeri Central Sub County, Kenya were the locations where the research was done. The study area borders Mathira West, Tetu, Kieni East and Kieni West sub counties as shown in Figure 3.1. The area was chosen as a research site because ranking indices indicate that in Nyeri Central Sub County, despite the dismal academic performance posted by learners in public day secondary schools, limited studies have been conducted on learners' self-efficacy as a contributing factor in academic performance. Therefore, there is a necessity to investigate the part played by self-efficacy in academic Performance among learners in the sub county.

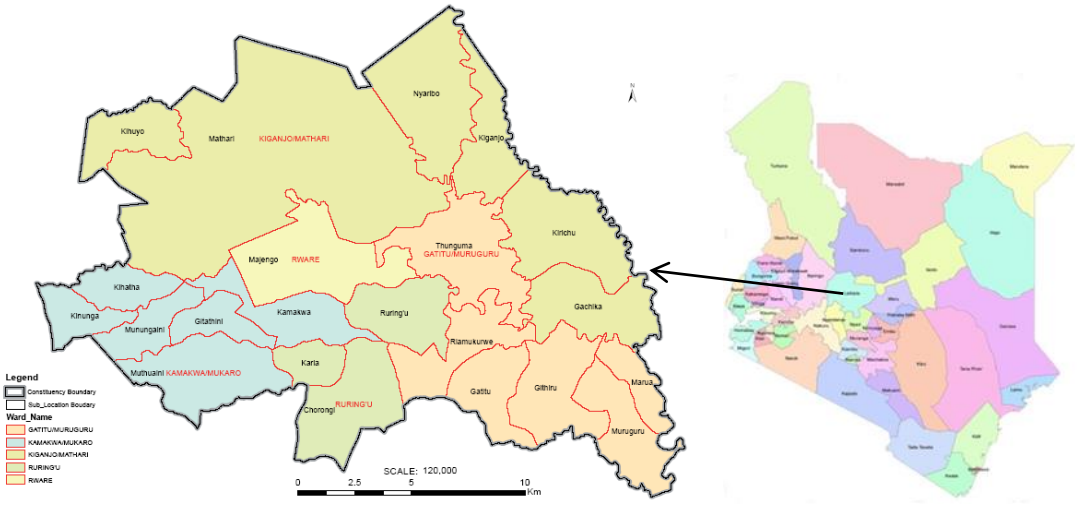


Figure 3.1 *Map of Nyeri Central Sub County*

3.5 Target Population

This entails all components of a hypothetical or real set of people, objects or events that have shared characteristics that can be observed to which a researcher desires to generalize a study's results (Kothari, 2004). In this case, this study's target population entailed all students enrolled in secondary public day schools within Nyeri Central Sub County. There are 15 secondary public day schools within the sub county with a total of 3387 students, according to the Sub County Education Office (2016), as summarized in Table 3.1.

Table 3.1 *Target Population*

S/No	Name of Public Day Secondary School	Number of Students
1	Gachika	320
2	Gitathiini	205
3	Ihwa	158
4	Ithenguri	175
5	Kahiga	280
6	Kiandere	74
7	Kihatha	185
8	Kihuyo	202
9	Marua	199
10	Ngangarithi	206
11	Nyaribo	72
12	Riamukurwe	435
13	Rware	572
14	St Peter Thunguma	153
15	St Vincent Kiamuiru	151
	Total	**3387**

Source: Sub- County Education Office (2019)

3.6 Sampling Techniques and Sample Size

Trochim (2006) states sampling as a procedure involving the selection of unit elements from a population of concern, and one could equally come up with a generalization of results and attribute it to the original population wherein the elements will be chosen. It is the method through which a number of objects are selected from a given population. This process was done in such a manner that selected population members have characteristics representing the entire population.

The researcher utilized Simple random sampling to sample 5 schools out of 15. This type of sampling is also termed as probability sampling or chance sampling whereby each and every single population item has equivalent chance of inclusion in the sample and every single of the possible samples, in case of fixed universe, has the similar probability for selection. Hence, in the research with a total population of 15 schools, a simple random sampling of 5 schools within that population involved selecting every 3rd school in the population.

In order to decide the respondents to be incorporated in each school, there was utilization of the stratified random sampling technique. According to Fuller (1993), a stratified random sample is a random sample whereby population components are initially sectioned into strata, then selection is done randomly to choose elements that will be part of the sample. Strata in stratified sampling are distinctive subsets of all items on a sampling frame. In the current study, the strata included the gender and age of students. The researcher randomly selected students from all classes in each school using Yamane formulae.

The formula is $n = \frac{N}{1+N(e)^2}$

Source: Yamane (1967)

Where;

n= Sample size

N= population size

E=level of precision at 95% confidence level.

$$n = \frac{1017}{1+1017(0.05)^2} = 287$$

The study's total sample size was 287 learners distributed in the following 5 strata's Ihwa, Kiandere, Marua, Riamukurwe and St Vincent Kiamuiru. Using a stratified random sampling. Fuller (1993) defined the following formula to get a proportionate stratified sample. According to Botev, Z.; Ridder, A. (2017) stratum (plural strata) refers to a part (subset) of the population (whole collection of articles being considered) which is being sampled. The researcher made use of Simple random sampling to choose the respondent or student from a population in each class.

$$\frac{\text{Size of Each Strata}}{\text{Total Population}} \times \text{Sample Size}$$

Table 3.2 *Sample Size*

S/No	Name of Public Day Secondary School	Number of Students	Proportionate Stratified Sample
3	Ihwa	158	45
6	Kiandere	74	21
9	Marua	199	56
12	Riamukurwe	435	122
15	St Vincent Kiamuiru	151	43
	Total	1017	287

3.7 Research Instruments

This were obtained using questionnaires as the key instrument for collecting data. The questionnaires which contained close-ended questions were given to the sampled respondents within their particular schools. The questionnaire was preferred since it enabled the collection of great data amounts from the targeted population within a short time period (Mugenda and Mugenda, 2003).The researcher used a standardized instrument adopted from Muris, P. (2001, 2002**),** which had 24 items intended to measure the perception of students regarding their social self-efficacy (capacity to relating with and getting along with others), emotional self-efficacy (capacity of regulating emotions that are unpleasant), and self-efficacy in academics (capacity of succeeding in school and displaying suitable learning behaviors). The three subscales each contained eight items whereby participants rated their level of competence on a 5-point Likert-type scale (1 =not at all up to 5 =very well). Academic performance was obtained from students previous examination grades, which was provided by the school and captured during the interview. Correlation coefficient was utilized to measure the link relating self-efficacy with academic performance.

3.8 Validity and Reliability

In accordance with Mugenda and Mugenda (2003), a research instrument's validity addresses the concern of whether the extent is measuring what it purports to measure as indicated by indicators of the study's concepts. To improve validity pertaining to the research instruments, the researcher ascertained that the constructs being studied; self-efficacy and academic performance were operationalized match the existing descriptions in theory and literature. Also, the researcher made sure that the questionnaires items were pertinent to the concepts as defined within the study. The piloting of the instruments was done in Ihwa, Kiandere, Marua, Riamukurwe and St Vincent Kiamuiru secondary school. Data was collected and input into a computer by means of Statistical Package for the Social Sciences (SPSS) version 27.0 for windows. The researcher utilized Test-retest reliability to gauge the measurements' consistency over time. It consisted of administering the same measurement instrument or test to similar group of participants on two isolated occasions and then determining the correlation between the tallies obtained at both instances. The coefficients range between -1 to +1; with the sign indicating whether the coefficient is a negative or positive monotonic relationship. According to Koo and Li (2017) a high reliability ($\geq$0.70) is preferred since lower reliability points out that a remarkable proportion of test variance is an error in the measurement. Therefore, in this study a threshold of 0.7 was obtained for the scales.

3.9 Pilot Study

Kothari (2004), asserts that a pilot study is a small-scale initial study done to gauge feasibility, cost, time, adverse occurrences and effects (Statistical variability) in an effort to foretell a suitable sample size and make improvements on the design of the

study before undertaking the full-scale research. This study is best done in a similar region other than the one in investigation.

The researcher administered questionnaires for this study with randomly selected students in Muranga County. In the pilot, 29 respondents were involved, which is equal to 10% of the main sample as recommended by Kim (2011). They were invited to give their thoughts regarding the wording and formulation of questions which thus helping the researcher to improve the final questionnaire thus ensuring it possibly obtained the most enriched data.

The intention of carrying out a pilot study was to scrutinize the practicability of any approach envisioned to be utilized in a larger scale study. It further evaluated the applicability of data collection techniques, recruitment of participants and application of data analysis techniques.

3.10 Data Collection Procedures

Before going on to gather information from the designated students, an introduction letter was first sought from the Graduate school at Kenyatta University. This was then used in the application of a research permit from the National Commission for Science Technology and Innovation (NACOSTI). The sampled schools were then approached by the researcher, to acquaint herself with the principals while seeking their permission to collect the necessary data from their schools. In the course of this visit, the researcher told the principals concerning the planned study and made the necessary appointments for data collection. To realize a high rate of response the researcher made a pre-arrangement with students and sought their consent before interviewing them. The researcher recruited five Research Assistants with a background in psychology and who had been taken through the study methodology and applicable tools, to aid in collection

of data in sampled schools. For accuracy and consistency of the information, each respondents was allowed thirty minutes to fill in the questionnaire individually through the assistance of the research team.

3.11 Data Analysis and Presentation

According to Marshal and RossMan (1999), the process of data analysis involves ordering, structuring and interpreting the bulk of collected data. The collected data, with the assistance of a questionnaire was systematically organized specifically to expedite analysis. Data analysis entailed preparing the collected data, cleaning, coding and entering in a computer for the facilitation of answering the research questions and objectives using descriptive statistics of means, percentages, frequencies, and modes. The analysis of data was done via a computer program, Statistical Package for Social Sciences (SPSS) version 27.0.

According to Muris (2001, 2002) the questionnaire Scoring was carried out by summing items in each sub-scale, beginning with academic self-efficacy (1, 4, 7, 10, 13, 16, 19, and 22), followed by social self-efficacy (2, 6, 8, 11, 14, 17, 20, and 23) and emotional self-efficacy items (3, 5, 9, 12, 15, 18, 21, and 24). This helped in the correlation analysis of the dependent and independent variables. The descriptive statistics became useful to demonstrate the standard deviation of each research variable, while measures of central tendency provided the expected score or mean score, measure of variability like standard deviation informed the scores distribution surrounding the mean; frequency distribution shows the number of times score or record scores. The correlation between self-efficacy and academic performance was conducted using Pearson Correlation Coefficient. The presentation of data for the study was in form of

frequencies, percentages, tables and figures. The information was presented and discussed as per objective of the study.

3.12 Data Management and Ethical Considerations

Ethical approval was obtained from the Ethical Review Committee of Kenyatta University and a permit obtained from NACOSTI. Consent was obtained from participating respondents to voluntarily give information for the purpose of research only. Informed consent presumes that the participant was given complete information concerning their rights during participation and use of data (Saunders et al, 2007). Participants were told of the study purpose and confidentiality was assured. Confidentiality and privacy was upheld while dealing with the data all through the research. Consequently, participants' names or the schools were not exposed in the instrument. The study findings were not used for other purposes except relating to this study and all questionnaires were ruined upon presentation to the researcher and defense of the findings from the study.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

The study findings and discussions are outlined in this chapter**,** as per the study objectives. The analysis first begins with demographic characteristics, followed by descriptive and inferential outcomes.

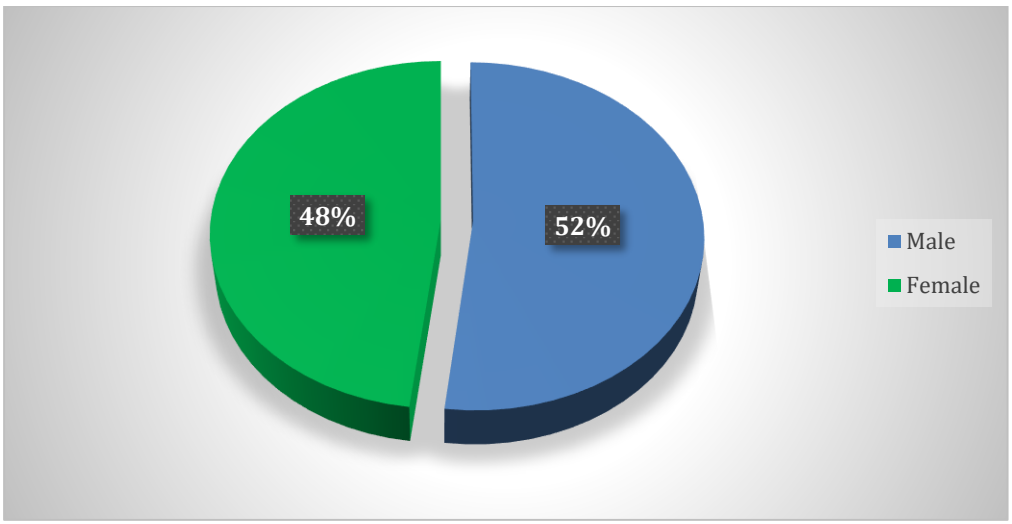
4.2 Demographic Characteristics of Respondents

An overall 287 students were sampled for the study, with all the participants taking part in the study, indicating a 100% response rate. Data was collected on biographical information which considered gender, age and year in school. Data findings are delivered in the following sections.

4.2.1 Students Gender

Analysis of findings on the gender of students is presented on Figure 4.1

Figure 4.1 *Distribution of Students Gender*



As pointed out in Figure 4.1, 52% among respondents were males, while 48% were females. These indicate that while more male students partook in the study, both genders were proportionally represented in the study and therefore could give representative responses on self-efficacy and academic performance.

4.2.2 Students Age Category

Students' participants in the study came from varying age categories as presented.

Table 4.1 *Students' Age Category*

Age in years	Frequency	Percentage
15-17	186	64.8
18-20	69	24.0
21-23	28	9.7
24-26	4	1.3
Total	**287**	**100.0**

Most of the respondents (64.8%) were between age 15 and 17 years old, those aged between 18-20 years followed with 24.0%, those aged 21-23 with 9.7% and the least group of age between 24-26 years old at 1.3%, as highlighted in Table 4.1.

4.2.3 Students Year of study

Data on the current year of study of the students was also sought. The findings are as shown.

Table 4.2 *Students Year of study*

Year of Study(Form)	Frequency	Percentage
1	70	24.4
2	69	24.0
3	71	24.7
4	77	26.8
Total	**287**	**100.0**

The study uncovered that a great number of the respondents as shown in Table 4.2, were in form 4 with 26.8% and other forms with almost equal percentages with form 1 having 24.4 %, form 2 with 24.0% and form 3 with 24.7% respectively. This implies an equal representation of students from all the years of study.

4.3 Summary of Study Objective Findings

Analysis of data on the study objectives are delivered in the subsections that follow.

4.3.1 Self-Efficacy Levels among Students in Public Day Secondary Schools

This section delivers the findings specific to objective one which aimed to find out self-efficacy levels among learners in public day schools for secondary education within Nyeri Central Sub County. To assess the levels of self-efficacy among learners in public secondary schools, the students were required to respond to a scale assessing the levels of perceived self-efficacy, measured on a 5 point Likert scale (1- Not at all to 5 – Very well). The overall scores from the scale were then calculated based on the responses, ranging from 24 to 120. The overall scores were attained by summing all the scores in the scale, with higher scores indicating higher levels of self-efficacy. The scores were then classified into three levels, where scores ranging between 24 to 55 indicated low self-efficacy, scores between 56 to 88 indicated moderate self-efficacy, whereas scores between 89 to 120 indicated high self-efficacy. The self-efficacy findings are summed up on Table 4.3.

Table 4.3 *Level of Self-Efficacy*

Self-Efficacy	Frequency	Percentage	Min	Max	Mean	Std. Deviation
Low	4	1.4	53	108	82.51	12.228
Moderate	184	64.1				
High	99	34.5				
Total	**287**	**100.0**				

As indicated on Table 4.3, 64.1% of the learners had a moderate self-efficacy level, 34.5% had a high self-efficacy level, while only 1.4% had a low self-efficacy. The minimal score attained was 53 and the maximum score 108. The mean self-efficacy for the students was 82.51 (SD=12.228), implying that the students on average had a moderate self-efficacy level. These findings indicate that the students have an average self-efficacy which can be accounted by the fact that they are still adolescents and are in the process of building their level of awareness on their capabilities. The current findings concur with similar studies conducted by Bangga, (2021) where he found that a majority of secondary learners exhibited moderate self-efficacy. Similarly, another research done in India revealed that most participants demonstrated an average level of self-efficacy, with small proportions of students showing high level or low levels of self-efficacy (Borah & Dr. Nisanth PM, 2024).

The data was further analyzed into the three sub-scales of self-efficacy and the findings are presented subsequently.

4.3.1.1 Social Self- efficacy Levels among Students.

This section provides the findings on Social Self-efficacy among learners in public day schools for secondary education within Nyeri Central Sub County. There were 8 items in the scale that assessed the Social Self-efficacy among the students. The overall scores from the scale were then calculated based on the responses, ranging from 8 to 40. The

overall scores were attained by summing all the scores in the social self-efficacy scale, with higher scores signifying higher social self-efficacy levels. The scores ranging between 8 and 18 indicated low social self-efficacy, between 19 and 29 indicating moderate social self-efficacy, whereas scores between 30 and 40 pointed to high social self-efficacy. The summary of findings on social self-efficacy is presented on Table 4.4.

Table 4.4 *Level of Social Self-Efficacy*

Social Self-Efficacy	Frequency	Percentage	Min	Max	Mean	Std. Deviation
Low	12	4.2	13	40	28.92	5.628
Moderate	131	45.6				
High	144	50.2				
Total	**287**	**100.0**				

As indicated on Table 4.4, 50.2% of the students had a high level of social self-efficacy, 45.6% had a moderate level of social self-efficacy, whereas 4.2% had a low level of social self-efficacy. The lowest score attained was 13 and the highest score 40. The mean social self-efficacy for the students was 28.92 (SD=5.628), implying that averagely, the students had a moderate level of social self-efficacy. Although the students had an average level of social self-efficacy, it was observed that more students still reported high social self-efficacy level than moderate social self-efficacy. This can be accounted by the fact that adolescents spend more time interacting with each other than with adults and therefore are more likely to display more confidence socially than the other parameters of self-efficacy. These findings are in tandem with past studies that have established that while self-efficacy levels of secondary education vary from one population to the other and also across different cultural contexts, in general, a moderate level of self-efficacy is frequently observed. This is demonstrated by research

by Bangga (2021), who found that a majority of secondary learners exhibited moderate self-efficacy.

4.3.1.2 Emotional Self- efficacy Levels among Students.

This section provides the findings on Emotional Self-efficacy among students in public day schools for secondary education within Nyeri Central Sub County. There were 8 items in the scale that assessed the Emotional Self-efficacy among the learners. The total scores from the scale were then calculated based on the responses, ranging from 8 to 40. The total scores were attained by summing all the scores in the emotional self-efficacy scale, with higher scores signifying higher emotional self-efficacy levels. The scores were then classified into three levels, where scores ranging between 8 to 18 showed low emotional self-efficacy, scores between 19 to 29 pointed to moderate emotional self-efficacy, whereas scores between 30 to 40 indicated high emotional self-efficacy. The summary of findings on emotional self-efficacy is presented on Table 4.5.

Table 4.5 *Level of Emotional Self-Efficacy*

Emotional Self-Efficacy	Frequency	Percentage	Min	Max	Mean	Std. Deviation
Low	10	3.5	11	40	27.75	5.214
Moderate	172	59.9				
High	105	36.6				
Total	**287**	**100.0**				

As indicated in Table 4.5, 59.9% of students had a moderate level of emotional self-efficacy, 36.6% had an extraordinary level of emotional self-efficacy, while 3.5% had a low level of emotional self-efficacy. The least score attained was 11 and the most score 40. The mean emotional self-efficacy for the students was 27.75 (SD=5.214), implying that averagely, the students had a moderate level of emotional self-efficacy. The current findings agree with a study conducted by Beri and Akhoon (2018) conducted a study to measure the level of emotional self-efficacy among senior

secondary school students in Kashmir's Baramulla district, as well as to identify variances in emotional self-efficacy based on gender and school type. The study's findings revealed that the majority of students had an average level of emotional self-efficacy; there was no difference in emotional self-efficacy between male and female senior secondary school students; however, government and private senior secondary school students differed significantly in emotional self-efficacy. The findings therefore imply that, just like in general self-efficacy, adolescents are still maturing emotionally and learning how to express their feelings and therefore accounting to the average level of emotional self-efficacy.

4.3.1.3 Academic Self- efficacy Levels among Students.

This section provides the findings on academic Self-efficacy among students in public day schools for secondary education within Nyeri Central Sub County. There were 8 items in the scale that assessed the Academic Self-efficacy amidst the learners. The total scores from the scale were then calculated based on the responses, ranging from 8 to 40. The overall scores were achieved by summing all the sores in the academic self-efficacy scale, with greater scores signifying higher academic self-efficacy levels. The scores were then classified into three levels, where scores ranging between 8 to 18 signified low academic self-efficacy, scores between 19 to 29 designated moderate academic self-efficacy, whereas scores between 30 to 40 indicated high academic self-efficacy. The summary of findings are presented on Table 4.6.

Table 4.6 *Level of Academic Self-Efficacy*

Academic Self-Efficacy	Frequency	Percentage	Min	Max	Mean	Std. Deviation
Low	24	8.4	12	37	25.84	4.894
Moderate	192	66.9				
High	71	24.7				
Total	**287**	**100.0**				

From the findings on Table 4.6, 69.9% of the students had a moderate level of academic self-efficacy, 24.7% had a great academic self-efficacy level, while 8.4% had a low level of academic self-efficacy. The lowest score attained was 12 and the highest score 37. The mean self-efficacy in academics for the learners was 25.84 (SD=4.894), implying that on average the students had a moderate level of self-efficacy in academics. Majority of the students reporting moderate academic self-efficacy level can be accounted by the fact that learning in secondary school is multidimensional involving accruing several skills and learning on several subjects such as Languages, mathematics and biology. For instance, a study by Rukmani (2023), in southern Tamil Nadu in India were found to have an overall moderate self-efficacy across all the dimensions. This study further reviewed self-efficacy in reading, writing, speaking, leadership, scientific ability, computer skills, and personal beliefs. In this research 70% - 79% of students in each category scored within the moderate range while a relatively small proportion scored within the high self-efficacy. This further shows that the moderate level of academic self-efficacy cuts across individual subjects.

4.3.2 Levels of Academic Performance of Participants

This Section wanted to define the academic performance level of the students. This was obtained by establishing from the students the grade they achieved in the previous end of term examination. These results were also compared with the class teacher examination records to establish the validity of their response. The grades we further assigned scores ranging from 1 to 12 representing each grade, with higher score indicating higher performance. The data was categorized into three levels: high for grades A and B and score ranging between 8 to 12; Average for grades in the C category for scores ranging between 5 to 7 and Below Average for grades D and E and scores ranging between 1 to 4. The findings are found on Table 4.7.

Table 4.7 *Level of Academic Performance*

Level of Performance	Frequency	Percentage	Min	Max	Mean	Std. Deviation
Below average performance	160	55.7	1	11	4.40	2.106
Average performance	107	37.3				
High performance	20	7.0				
Total	**287**	**100.0**				

The findings outline that over half of the students (55.7%) performed below average, 37.3 had an average performance, while 7% had a high academic performance. The mean score for the learners was 4.40 (SD=2.10), implying that on average the students had below average performance. These findings concur with past related studies, such as Njigu (2020), who highlighted that public day schools in particular were associated with poor performance in KCSE. The research noted that a sizable number of secondary schools' students underperformed due to the school they attended to, in this case day schools. In a similar research by Migwi and Michubu (2024), academic performance in Kenyan secondary schools was examined through the lens of school-based factors such as teacher qualifications, availability of facilities, leadership practices, and teacher adequacy. The study looked into the outcomes of the schools in the KCSE examination. The study looked into schools for secondary education within Ruiru Sub-County, Kiambu County, citing the continued underperformance of schools in the region. They noted that schools in the region performed well below the national averages, with only 21.2% of the students attaining a university entry grade of C+ in 2018. The study found that the main disparities in performance was a result of resource allocation and instructional quality. In contrast, Kariuki and Mbugua (2018), in their study done in Nyeri and Kirinyaga counties, revealed that positive teacher-student relationships, high teacher expectations and the use of incentives significantly enhanced student motivation and performance. A below average performance of students in day

secondary school can be accounted by factors such as inability to access resources and the fact that they have to spend a considerable amount of time in transit to and from school and doing other chores at home, compared to their counterparts in boarding schools.

4.3.3 Relationship between Self-efficacy and Academic Performance

This section provides the findings on objective three, which sought to establish if there was any correlation between Self-Efficacy with academic performance among students in public day schools for secondary education within Nyeri Central sub County. Pearson Product Moment Correlation Coefficient was used in the analysis, and findings outlined on Table 4.8.

Table 4.8 *Relationship between Self-efficacy and Academic performance*

		Academic Performance
Self-efficacy	Pearson Correlation	.151*
	Sig. (2-tailed)	.011
	N	287

**. Correlation is significant at the 0.05 level (2-tailed).

Findings from the Pearson Correlation established a weak positive correlation between self-efficacy and academic performance among students in public day schools for secondary education within Nyeri Central Sub County. $r\,(285) = .151$, $p < .05$. This therefore means that students with greater self-efficacy levels also reported higher levels of academic performance. According to Bandura's 1986 self-efficacy theory, self-efficacy beliefs arbitrate between knowledge and behavior. He proposed that people have personal beliefs that enable them to regulate their feelings, thoughts, and behaviors. He asserted that, what people feel, believe and think influences their behavior. Therefore students who hold a belief that they are going to succeed

academically are more likely to put more effort in activities that will translate to higher academic performance. These findings are parallel with an earlier study conducted by Luo et al. (2023), in a comprehensive study to scrutinize the link relating academic self-efficacy with academic performance among university students, particularly highlighting on the intervening role of academic engagement. The results revealed that self-efficacy in academics had a strong direct association academic performance ($\beta = 0.69$, $p < 0.001$). Furthermore, academic engagement emerged as a significant mediator, with self-efficacy indirectly influencing performance through increased levels of engagement (indirect $\beta = 0.41$, $p < 0.001$). The study by Luo et al. (2023) resolved that self-efficacy affects academic performance both directly and indirectly, emphasizing the importance of fostering both confidence and engagement in academic environments. In Kenya a study done by Kariuki, Onyango, and Ndirangu (2024), in Nakuru County on the connection between self-efficacy and academic achievement in Kiswahili language skills amid secondary school students came to the same conclusion as the current study. The research found positive correlation ($r = .262$) between self-efficacy and achievement in Kiswahili, with self-efficacy accounting for 4.2% of the variance in academic performance.

The data was further analyzed to deduce the connection between the three sub-scales of self-efficacy and academic performance. The findings are presented in Table 4.9.

Table 4.9 *Relationship between Sub-Scales of Self-Efficacy and Academic Performance*

		Academic Performance
Social Self-Efficacy	Pearson Correlation	-.051
	Sig. (2-tailed)	.388
	N	287
Emotional Self-Efficacy	Pearson Correlation	.058
	Sig. (2-tailed)	.328
	N	287
Academic Self-Efficacy	Pearson Correlation	.374**
	Sig. (2-tailed)	.000
	N	287

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

Pearson Correlation findings established a moderate positive connection between academic self-efficacy and academic performance among students in public day schools for secondary education within Nyeri Central Sub County. r (285) = .374, $p <$ .05. Implying that students with greater levels of self-efficacy in academics also reported higher levels of academic performance. The correlation between social self-efficacy and emotional self-efficacy with academic performance, were not statistically significant, p>0.05. These findings indicate that academic self-efficacy was a significant predictor for students' academic performance compared to social and emotional self-efficacy sub-scales. This phenomenon is also stressed in a study done by Ozumo et al. (2024), the researcher determined that there was a substantial link relating academic self -efficacy with academic achievement. The relationship was found to be particularly stronger in English and mathematics subjects. The study found that the correlation was stronger in Mathematics (r = 0.69), compared to English Language (r = 0.18), suggesting that students' confidence plays a larger role in quantitative academic subjects. The study used the Morgan-Jinks Student Self-Efficacy Scale and demonstrated that 66% of students exhibited high or very high academic self-efficacy.

4.3.4 Relationship between Self-Efficacy and Age of Students.

This section delivers the findings concerning objective four, which aimed to determine correlation between Self-Efficacy and students' age in public day schools for secondary education within Nyeri Central Sub County. In order to find out the relationship between Self-Efficacy and the age of the students, Spearman Rank Order Correlation was used as the age of students was ranked in categories. The summary of findings is presented in Table 4.10.

Table 4.10 *Correlation between Self-Efficacy and Age of Students*

			Age
Spearman's rho	Self-Efficacy	Correlation Coefficient	.073
		Sig. (2-tailed)	.220
		N	287

From the Spearman Correlation findings, the connection between self-efficacy and age of students was not statistically significant, $r_s(285) = .073$, $p > .220$. These findings indicate that despite the age differences that may exist between adolescents, they are still more likely to hold similar perceptions regarding their level of self-efficacy, taking into consideration their stage of development, both cognitively and emotionally. Langer et al. (2013) concurs with the current findings, where he found that the oldest learners performed much better than the youngest learners in fourth grade, but the disparities evaporated by age 17, which is roughly the same age as most high school pupils. Shepard and Smith (2006) also looked into student age and self-efficacy in academics and resolved that any academic advantages tied to student age vanished by third grade.

The data was further analyzed to determine the relationship between the three sub-scales of self-efficacy and age of students. The findings are presented in Table 4.11.

Table 4.11 *Correlation between Sub-Scales of Self-Efficacy and Age of Students*

			AGE
Spearman's rho	Social Self-Efficacy	Correlation Coefficient	.080
		Sig. (2-tailed)	.176
		N	287
	Emotional Self-Efficacy	Correlation Coefficient	.119*
		Sig. (2-tailed)	.045
		N	287
	Academic Self-Efficacy	Correlation Coefficient	-.037
		Sig. (2-tailed)	.538
		N	287

*. Correlation is significant at the 0.05 level (2-tailed).

Spearman Correlation findings established a statistically significant positive relationship between emotional self-efficacy and learners' academic performance, $r_s(285) = .119$, $p < .005$. This indicates that higher emotional self-efficacy levels were associated with an increase in age. The correlation between social self-efficacy, self-efficacy in academics and academic performance were not statistically significant, $p > 0.05$. Due to the cognitive development and hormonal changes in adolescence, the emotional component of self-efficacy is likely to develop rapidly, thereby explaining significant positive relationship between emotional self-regulation and age among the high school students. The current findings are supported by a study by Usán Supervía & Quílez Robres (2021) who found a correlation between emotional regulation, self-efficacy (r = 0.472), and academic performance (r = 0.201), while academic performance was found to be correlated with self-efficacy (0.280). The findings thus highlights the importance of helping high school students build their emotional regulation and in extension their self-efficacy, which in turn positively impacts on their academic performance.

4.3.5 Gender Differences in Self-efficacy and Level of Academic Performance

This section presents findings on gender differences in self-efficacy levels and academic performance level of students in public day schools for secondary education within Nyeri Central Sub County. An independent-samples t-test was used in the analysis. The findings are presented as follows.

4.3.5.1 Gender Differences in Self-Efficacy Levels

The subsequent Tables present the summary of the findings.

Table 4.12 *Descriptive Statistics on Gender Difference in levels of self-efficacy*

	SEX	N	Mean	Std. Deviation	Std. Error Mean
Self-Efficacy	M	151	82.75	12.633	1.028
	F	136	82.24	11.802	1.012

There were 151 male and 136 female students. Male students had slightly higher levels of self-efficacy (M = 82.75, SD = 12.633) than female students (M = 82.24, SD = 11.802).

Table 4.13 *Independent Samples T-Test Findings on Gender Difference in levels of self-efficacy*

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Self-Efficacy	Equal variances assumed	1.067	.302	.349	285	.727	.506	1.448	-2.344	3.355
	Equal variances not assumed			.351	284.610	.726	.506	1.443	-2.334	3.345

The findings established that the gender differences in self-efficacy levels was not statistically significant, M = 0.506, 95% CI [-2.334, 3.345], $t(284.610) = 0.351$, $p > 0.05$. Although the descriptive findings highlighted that male learners had a higher self-efficacy levels compared to female learners, the difference was not significant, a fact that could be accounted by the students being in a mixed school therefore able to experience similar conditions for development of their self-efficacy and their stage of development likely to further account for their levels of self-efficacy compared to their gender. These findings are further supported by Rukmani (2023) which found there was an overall moderate self-efficacy across all the dimensions, with the study showing no significant differences in self-efficacy in gender.

Data was also analyzed to determine the gender differences in the three sub-scales of self-efficacy as shown subsequently.

Table 4.14 *Descriptive Statistics on Gender Difference in levels of self-efficacy Sub-Scales*

	SEX	N	Mean	Std. Deviation	Std. Error Mean
Social Self-Efficacy	M	151	29.42	5.337	.434
	F	136	28.38	5.905	.506
Emotional Self-Efficacy	M	151	27.75	5.094	.415
	F	136	27.74	5.363	.460
Academic Self-Efficacy	M	151	25.58	5.450	.443
	F	136	26.13	4.193	.360

As shown in the descriptive findings, there were 151 male and 136 female learners. For social self-efficacy, male learners had greater levels of self-efficacy (M = 29.42, SD = 5.337) than female students (M = 28.38, SD = 5.905). For emotional self-efficacy, male learners had slightly higher self-efficacy levels (M = 27.75, SD = 5.094) than female students (M = 27.74, SD = 5.363), while for self-efficacy in academics, female students had greater levels of self-efficacy (M = 26.13, SD = 4.193) than male students (M = 25.58, SD = 5.450).

Table 4.15 *Independent Samples T-Test Findings on Gender Difference in levels of self-efficacy Sub-Scales*

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Social Self-Efficacy	Equal variances assumed	2.981	.085	1.571	285	.117	1.042	.664	-.264	2.348
	Equal variances not assumed			1.562	273.483	.119	1.042	.667	-.271	2.356
Emotional Self-Efficacy	Equal variances assumed	.920	.338	.032	285	.975	.020	.617	-1.196	1.235
	Equal variances not assumed			.032	278.208	.975	.020	.619	-1.199	1.238
Academic Self-Efficacy	Equal variances assumed	7.543	.006	-.961	285	.337	-.556	.579	-1.695	.583
	Equal variances not assumed			-.974	278.368	.331	-.556	.571	-1.680	.568

The independent samples t-test findings on Table 4.15 established that the gender differences in social self-efficacy, emotional self-efficacy and academic self-efficacy levels were not statistically significant, M = 1.042, 95% CI [-.271, 2.356], t(273.483) = 2.981, p >0.05, M = 0.020, 95% CI [-1.199, 1.238], t(278.208) = 0.920, p >0.05 and M = -.556, 95% CI [-1.695, .583], t(285) = 7.543, p >0.05 respectively. These findings indicate that male students reported greater levels of self-efficacy on the social and emotional components, while the female students reported high levels of self-efficacy on the academic component. The differences are however not significant, indicating that these differences may be accounted by other factors beyond gender. The current findings however differ with a past related study by Serem et al., (2024) which established subject specific variations in self-efficacy, science and mathematics subjects was associated with low self-efficacy while those in humanities exhibited higher self-efficacy and appraisal abilities. Gender differences emerged, with female students reporting higher efficacy in languages in comparison to males in sciences. This study however also shows that students from different schools and environment are likely to show gender differences in their level of self-efficacy, compared to students attending a mixed school.

4.3.5.2 Gender Differences in Level of Academic Performance

Findings on the gender differences in academic levels is presented in the subsequent Tables.

Table 4.16 *Descriptive Statistics on Gender Difference in levels of academic performance*

	SEX	N	Mean	Std. Deviation	Std. Error Mean
Academic Performance	M	151	4.48	2.262	.184
	F	136	4.31	1.923	.165

There were 151 male and 136 female students. Male students had higher levels of academic performance (M = 4.48, SD = 2.262) than female students (M = 4.31, SD = 1.923).

Table 4.17 *Independent Samples T-Test Findings on Gender Difference in levels of Academic Performance*

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Academic Performance	Equal variances assumed	3.874	.050	.674	285	.501	.168	.249	-.323	.659
	Equal variances not assumed			.680	284.066	.497	.168	.247	-.318	.659

The findings of the independent samples T-Test established that the gender differences in levels of academic performance was not statistically significant, $M = 0.168$, 95% CI [-.323, .659], $t(285) = 0.674$, $p > 0.05$. From the current findings, although the descriptive findings established that male learners had greater academic levels than their female peers, the difference was not significant, indicating that other factors may be contributing to the difference in performance besides gender. The findings concur with Wrigley-Asante (2023) conducted among university level to senior high school students. Overall, the results suggest that males outperformed females in senior high school, whereas females outperformed males in university education.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter highlights the summary, conclusions and recommendations from the study findings.

5.2 Summary of the Findings

5.2.1 Self-efficacy Levels among Students in Secondary Schools

The study findings established that 64.1% of the learners had a moderate level of self-efficacy, 34.5% had a greater self-efficacy level while only 1.4% had a low self-efficacy. The minimum score attained was 53 and the maximum score 108. The mean self-efficacy for the students was 82.51 (SD=12.228), implying that on average the students had a moderate self-efficacy level of Academic performance. The findings further established 50.2% of the learners had a great level of social self-efficacy, 59.9% of the students had a moderate level of emotional self-efficacy and 69.9% of the students had a moderate level of self-efficacy in academics.

5.2.2 Levels of Academic Performance of Students in Secondary Schools

Findings on the second objectives established that more than half of the students (55.7%) performed below average, 37.3 had an average performance, while 7% had a high academic performance. The mean score for the students was 4.40 (SD=2.10), implying that on average the students had below average performance.

5.2.3 Relationship between Self- Efficacy and Academic Performance

Findings on the relationship between self-efficacy and performance of students established a weak positive relationship between self-efficacy and academic

performance, r (285) = .151, p < .05. Pearson Correlation findings further established a moderate positive relationship between academic self-efficacy and academic performance among students in public day secondary schools in Nyeri Central Sub County. r (285) = .374, p < .05.

5.2.4 Relationship between Self- Efficacy and Age of Students

Spearman Correlation findings on the fourth objective established that the relationship between self-efficacy and age of students was not statistically significant, r_s(285) = .073, p > .220. Spearman Correlation findings further established a statistically significant relationship between emotional self-efficacy and age of students, r_s(285) = .119, p <.005.

5.2.5 Gender differences in self-efficacy levels

Findings on the gender differences in self-efficacy levels established that the gender differences in self-efficacy levels was not statistically significant, M = 0.506, 95% CI [-2.334, 3.345], t(284.610) = 0.351, p >0.05. The independent samples t-test findings also established that the gender differences in social self-efficacy, emotional self-efficacy and academic self-efficacy levels were not statistically significant, p>0.05. Findings on the gender differences in academic levels established that the gender differences in levels of academic performance was not statistically significant, M = 0.168, 95% CI [-.323, .659], t(285) = 0.674, p >0.05.

5.3 Conclusions

The following conclusions were arrived at based on the study findings:

The study concludes that learners in public day schools for secondary education within Nyeri Central Sub County had average self-efficacy levels. This is consistent with their developmental stage as they seek to develop a deeper level of self-awareness.

The study further concludes that students in public day schools for secondary education within Nyeri Central Sub County had poor academic performance. This conclusion is consistent with past studies on level of academic performance of secondary public day schools, highlighting the need for interventions geared towards improving performance of learners in these schools.

Pearson Correlation established a weak positive relationship between self-efficacy and academic performance among students in secondary public day schools in Nyeri Central Sub County. The study therefore concludes that higher self-efficacy levels positively influenced academic performance of students. The study also concludes that Self-Efficacy in academics is a significant factor contributing to academic performance of students. The findings underscore the essential role played by self-efficacy in influencing students' academic outcomes, with low self-efficacy being associated with lower levels of academic achievement and persistence. These results put emphasis on the importance of fostering self-efficacy beliefs among students as a means to enhance their academic performance and overall success in school.

Findings on the correlation between Self-Efficacy and the age of learners in secondary public day schools was not statistically significant. The study therefore concludes that the age of students in secondary schools had no influence on their sell-efficacy levels.

Findings on the gender differences in self-efficacy levels and academic performance, established that gender differences in self-efficacy levels and academic performance were not statistically significant. The study therefore concludes that gender of students in public day secondary schools had no significant influence on their levels of self-efficacy and performance in their studies.

5.4 Recommendations

The following are recommendations for policy makers such as Ministry of Education and implementers. They were made by basing on the findings of the study and are given as per the study objectives.

5.4.1 Recommendation for policy makers and implementers

i. It is recommended that high schools should consider having active guidance programs that can be helpful in developing positive self-beliefs in students. Guidance programs can help students develop social, emotional and academic dimensions of self-efficacy.

ii. It is recommended that teachers and school principals create a more supportive and conducive learning environment promoting academic growth and development of all learners, owing to the fact that many of the learners had poor performance.

iii. It is further recommended that schools should establish counseling services towards enhancing student self-efficacy as well as other self-regulating skills, which will then help in their academic performances while in school.

iv. The study findings also recommends that Ministry of education should avail adequate resources in day secondary schools that will allow the students to have equal opportunities of enhancing their level of performance.

v. The findings recommend that other stakeholders in education such a school's administrators should ensure that psychological well-being of students is adequately catered for regardless of their gender and age. Prioritizing psychological well-being acknowledges that students' success extends beyond academic achievement alone

5.4.2 Recommendation for further research.

i. Comparative studies should be conducted on the relationship between self-efficacy and academic performance of students in different school categories.

ii. The study recommends a longitudinal study to track students' self-efficacy beliefs and academic performance over an extended period. This would provide a deeper understanding of how changes in self-efficacy relate to academic achievement throughout different stages of secondary education.

iii. Future studies can investigate the role played by teachers and parents in influencing students' self-efficacy beliefs and academic performance. Explore how supportive environments, mentoring, and encouragement from educators and parents contribute to students' self-beliefs and subsequent academic achievements.

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APPENDICES

APPENDIX I: Introduction Letter and Consent Form for the Respondent

My name is Martha W Mungure. I am a Masters student at Kenyatta University; conducting a research study on the Relationship between Self-Efficacy and level of academic Performance among learners in Public Day Secondary Schools in Nyeri Central Sub County, Kenya.

The information you give will only be used for the above-named study.

Procedures to be followed

Participation in this study will call for you to answer a provided questionnaire. The information will be used only for the intended research purposes and will contain no identifying information. You have the right to refuse being a participant in this study. Participation is voluntary. At any time, feel free to ask questions related to the study.

You may refuse to give your response to any questions and may stop replying at any time. You may also discontinue being in the study at any moment without any consequences.

Discomforts and Risks

There are no known risks to you that the study involves and it also has no deception. However, if you are made uncomfortable by any of the questions then you may refuse answering these questions if you so decide.

Benefits

The involvement in this study is voluntary and if you choose participating, your information will be helpful in understanding whether there is a Correlation between Self-Efficacy and level of academic

Performance among learners in Public Day Secondary Schools in Nyeri Central Sub County, Kenya. In event of any counselling needs, the services will be offered.

Confidentiality

Throughout this study there will be guarantee of privacy and confidentiality. You are not to write your names on the questionnaire to ascertain anonymity. The questionnaires will be preserved in a private office to ensure privacy.

Contact Information

In case you have any questions you can contact my supervisor Dr. Christine Wasanga, Department of Psychology, Kenyatta University, or Kenyatta University Review Committee Secretariat on chairman.kuerc@ku.ac.ke, secretary.kuerc@ku.ac.ke or ercku2008@gmail.com.

Investigator's Statement

I, the undersigned have given details to the volunteer in a language that he/she comprehends, the processes to be adhered to in the study and any involved risks and benefits.

Name of the investigator……..

……. ……

Investigator's Signature Date

APPENDIX II: Informed Consent Form

University Name	:	Kenyatta University (KU)
Student Name (Researcher):		Martha W Mungure
Study Title : Academic		Relationship between Self-Efficacy and Level of Performance among learners in Public Day Secondary Schools in Nyeri Central Sub County, Kenya.

Informed consent.

In order for your student to participate in this research study, it is necessary that you give your informed consent.

- I understand that my students are participating in Academic psychological research.
- I understand that my student's identity will not be connected with the collected data, and that all information they will give will remain confidential.
- I understand that some facts concerning the study might be withheld from me, and the researchers might not, initially, tell me the truth.
- I understand that my students' participation in the research is voluntary, and that, after any individual research project has begun, my student may refuse to participate further without penalty.

By signing this form on behalf of my students I understand the above information and consent to participate in this study.

Name of the

School……

Name of the

Principal……Signature:……

Date……

……..

Thank you for taking time to fill consent form

APPENDIX IV: Students Questionnaire

Introduction

My name is Martha Mungure, I am a Master's student at Kenyatta University and am carrying out a study on **"The relationship between self-efficacy and level of academic Performance among learners in public day secondary schools in Nyeri Central Sub County, Kenya".** The information you provide in this questionnaire will be used in an educational research and will be treated with utmost confidence. Kindly answer the questions provided therein, as accurately and truthfully as possible. **DO NOT INDICATE YOUR NAME ON THE QUESTIONNAIRE.** Thank you for your assistance.

Section 1. Biographical information

Please provide the information about you and your school. Tick appropriately (√).

1. Your sex
   Male ( )
   Female ( )
2. How old are you in years?
   15-17 Years ( )
   17-18 Years ( )
   18-20 Years ( )
   20-25 Years ( )
3. Year of Study:
   One ( )
   Two ( )
   Three ( )
   Four ( )
4. What was your previous grade in the last term examination? Tick appropriately (√).
   A ( ) B+ ( ) B ( ) C+ ( ) C ( ) C- ( ) D+ ( ) D ( ) D- ( ) E ( )

Section A: Self-Efficacy Scale

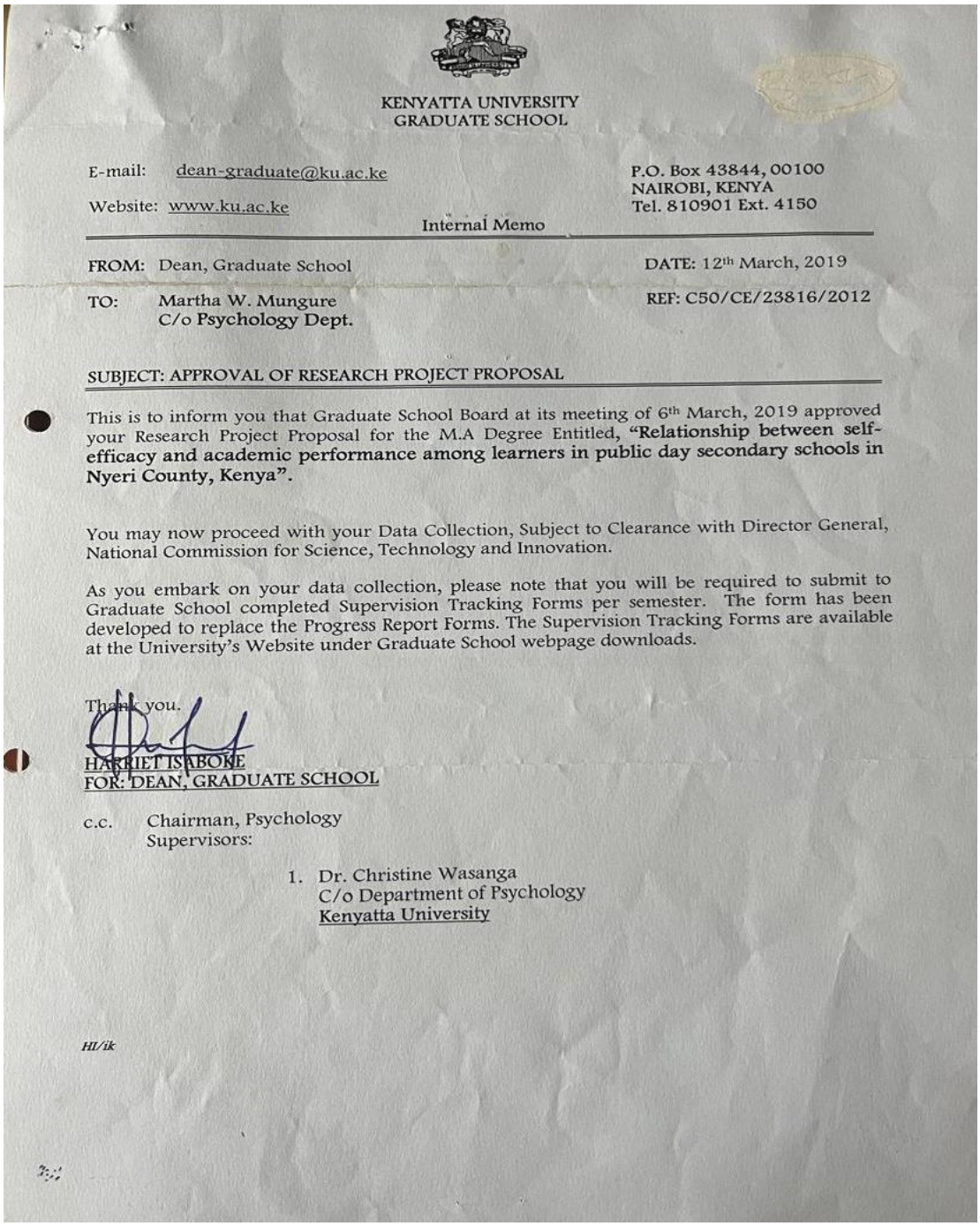
Tick the answer that best shows how well you can do each of the following things. Tick appropriately (√)

		Not at All				**Very well**
		1	2	3	4	5
1	How well can you get teachers to help you when you get stuck on schoolwork?					
2	How well can you express your opinions when other classmates disagree with you?					

3	How well do you succeed in cheering yourself up when an unpleasant event has happened?					
4	How well can you study when there are other interesting things to do?					
5	How well do you succeed in becoming calm again when you are very scared?					
6	How well can you become friends with other students?					
7	How well can you study a chapter for a test?					
8	How well can you have a chat with an unfamiliar person?					
9	How well can you prevent to become nervous?					
10	How well do you succeed in finishing all your homework every day?					
11	How well can you work in harmony with your classmates?					
12	How well can you control your feelings?					
13	How well can you pay attention during every class?					
14	How well can you tell other students that they are doing something that you don't like?					
15	How well can you give yourself a pep-talk when you feel low?					
16	How well do you succeed in understanding all subjects in school?					
17	How well can you tell a funny event to a group of students?					
18	How well can you tell a friend that you don't feel well?					
19	How well do you succeed in satisfying your parents with your schoolwork?					
20	How well do you succeed in staying friends with other students?					
21	How well do you succeed in suppressing unpleasant thoughts?					
22	How well do you succeed in passing a test?					
23	How well do you succeed in preventing quarrels with other students?					
24	How well do you succeed in not worrying about things that might happen?					

Thank you for Responding to the Questionnaire

APPENDIX V: Research approval



KENYATTA UNIVERSITY
GRADUATE SCHOOL

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

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 810901 Ext. 4150

Internal Memo

FROM: Dean, Graduate School

DATE: 12th March, 2019

TO: Martha W. Mungure
C/o Psychology Dept.

REF: C50/CE/23816/2012

SUBJECT: APPROVAL OF RESEARCH PROJECT PROPOSAL

This is to inform you that Graduate School Board at its meeting of 6th March, 2019 approved your Research Project Proposal for the M.A Degree Entitled, **"Relationship between self-efficacy and academic performance among learners in public day secondary schools in Nyeri County, Kenya".**

You may now proceed with your Data Collection, Subject to Clearance with Director General, National Commission for Science, Technology and Innovation.

As you embark on your data collection, please note that you will be required to submit to Graduate School completed Supervision Tracking Forms per semester. The form has been developed to replace the Progress Report Forms. The Supervision Tracking Forms are available at the University's Website under Graduate School webpage downloads.

Thank you.

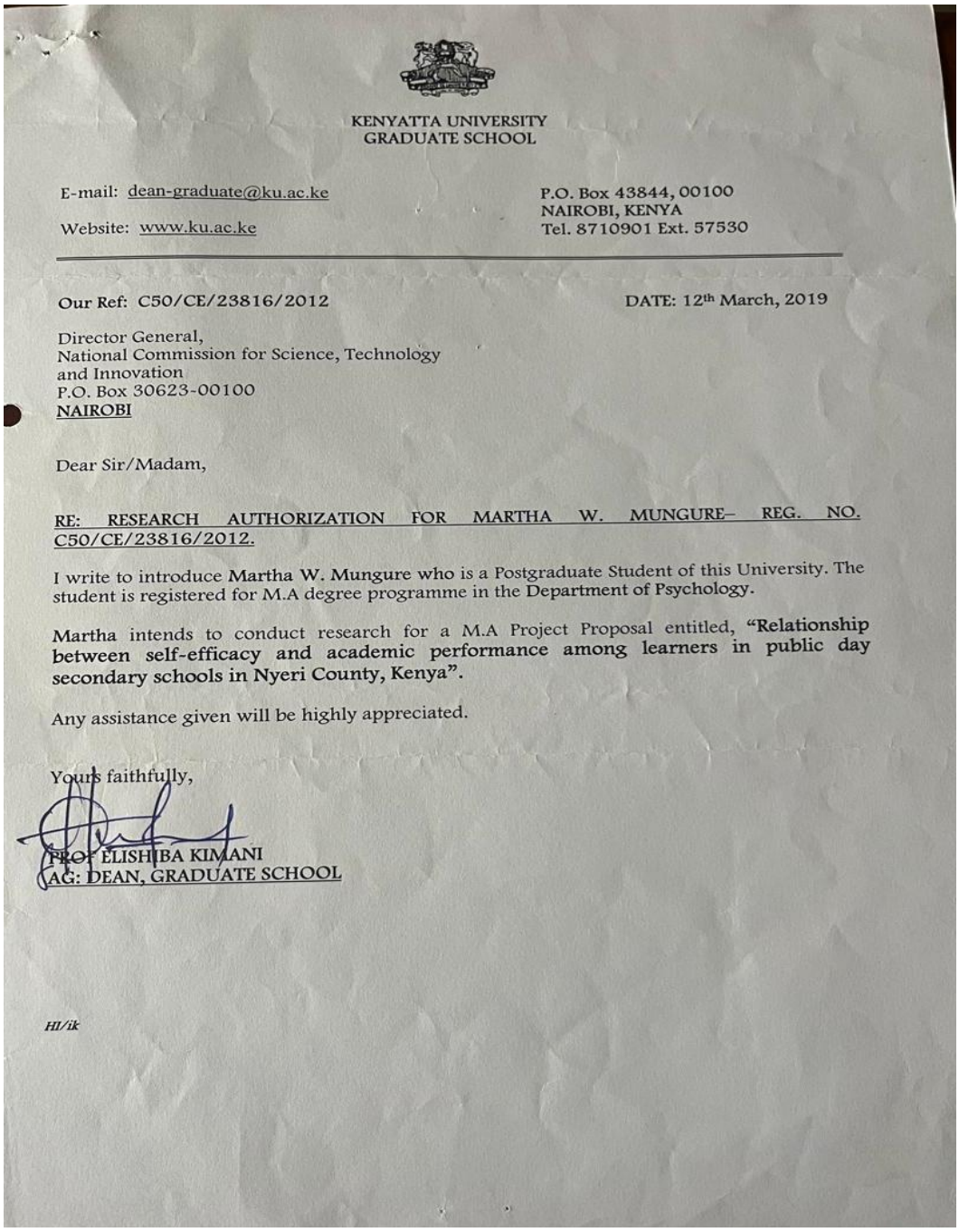
HARRIET ISABOKE
FOR: DEAN, GRADUATE SCHOOL

c.c. Chairman, Psychology
Supervisors:

1. Dr. Christine Wasanga
   C/o Department of Psychology
   Kenyatta University

HI/ik

APPENDIX VI: Research authorization



KENYATTA UNIVERSITY
GRADUATE SCHOOL

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

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 8710901 Ext. 57530

Our Ref: C50/CE/23816/2012

DATE: 12th March, 2019

Director General,
National Commission for Science, Technology
and Innovation
P.O. Box 30623-00100
NAIROBI

Dear Sir/Madam,

RE: RESEARCH AUTHORIZATION FOR MARTHA W. MUNGURE– REG. NO. C50/CE/23816/2012.

I write to introduce Martha W. Mungure who is a Postgraduate Student of this University. The student is registered for M.A degree programme in the Department of Psychology.

Martha intends to conduct research for a M.A Project Proposal entitled, **"Relationship between self-efficacy and academic performance among learners in public day secondary schools in Nyeri County, Kenya".**

Any assistance given will be highly appreciated.

Yours faithfully,

PROF ELISHIBA KIMANI
AG: DEAN, GRADUATE SCHOOL

HI/ik

APPENDIX III: Research License

THIS IS TO CERTIFY THAT:
MS. MARTHA WANJIRU MUNGURE
of KENYATTA UNIVERSITY, 2379-10140
NYERI,has been permitted to conduct
research in *Nyeri County*

on the topic: *RELATIONSHIP BETWEEN SELF-EFFICACY AND ACADEMIC PERFORMANCE AMONG LEARNERS IN PUBLIC DAY SECONDARY SCHOOLS IN NYERI COUNTY, KENYA*

for the period ending:
23rd April,2020

Permit No : NACOSTI/P/19/10770/29272
Date Of Issue : 24th April,2019
Fee Recieved :Ksh 1000

.....
Applicant's Signature

.....
Director General
National Commission for Science, Technology & Innovation

THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013

ant of Research Licenses is guided by the Science, logy and Innovation (Research Licensing) Regulations, 2014.

NDITIONS

License is valid for the proposed research, location and ified period.
License and any rights thereunder are non-transferable.
Licensee shall inform the County Governor before mencement of the research.
avation, filming and collection of specimens are subject to her necessary clearance from relevant Government Agencies.
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COSTI may monitor and evaluate the licensed research project.
Licensee shall submit one hard copy and upload a soft copy eir final report within one year of completion of the research.
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onal Commission for Science, Technology and innovation
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REPUBLIC OF KENYA

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National Commission for Science, Technology and Innovation

RESEARCH LICENSE

Serial No.A 24226

CONDITIONS: see back page