

**INFLUENCE OF PSYCHOSOCIAL FACTORS ON ACADEMIC
PERFORMANCE OF SECONDARY SCHOOL BOYS IN
KENYA: THE CASE OF BUNGOMA EAST SUBCOUNTY**

BY

MULINDI H. WANJALA

**A THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE AWARD OF A DEGREE OF MASTER OF
EDUCATION IN EDUCATIONAL PSYCHOLOGY OF THE DEPARTMENT
OF CURRICULUM AND INSTRUCTION, UNIVERSITY OF ELDORET**

NOVEMBER, 2019

DECLARATION

DECLARATION BY THE CANDIDATE

This thesis is my original work and has not been submitted for any academic award in any institution and shall not be reproduced in part or in full, or in any format without prior written permission from the author and/or University of Eldoret.

Signature: _____ Date: _____

Mulindi Hellen Wanjala

EDU/PGP/1001/13

DECLARATION BY SUPERVISORS

This thesis has been submitted for examination with our approval as university supervisors.

Signature: _____ Date: _____

Dr. Simon Wanami

Department of Technology Education,
University of Eldoret.

Signature: _____ Date: _____

Dr. Shadrack Ogoma Ochieng'

Department of Educational Psychology,
Moi University.

DEDICATION

This thesis is dedicated to my husband Peter Masika and children Paul, Patrice, Philip and Philemon. I also dedicate it to my parents the late Mr. and Mrs. Crispo Mulindi, my late mother-in-law Melab Masika and my friends for their immense contribution in my life when I embarked on my master's degree. God bless you all.

ABSTRACT

Education plays an important role in the lives of students. The performance in national examinations is crucial as it determines the future careers of learners. This study sought to investigate the influence of psychosocial factors including peer pressure, social economic status and social media on the academic performance of boys in secondary school in Bungoma East (presently Bungoma East and Webuye West subcounties). The performance of secondary school boys in Bungoma East subcounty at KCSE was noted to be lower than that of girls from 2011 to 2014. Purposive sampling was used to select boys' secondary schools in Bungoma East. Six boy's secondary schools in the subcounty formed part of the sample. Random sampling was used to get a sample of respondents from the boy's secondary schools. Two theories were used in this study - Social Development Theory by Lev Vygotsky and Social Learning Theory by Albert Bandura. Questionnaires were given to 198 students to collect data and a document search guide was used to collect performance of students in the mid-year exams, 2016. Internal consistency technique was used to estimate the reliability of the instrument while expert judgment was used to determine validity of the instruments. The study utilized a descriptive survey research design as it sought to describe and establish the association among the key study variables (Mugenda & Mugenda, 2008). The study used multiple linear regression to analyze the data with the aid of SPSS version 20. The data collected was presented using figures and tables. The study results showed that peer pressure does not have a significant influence on the academic performance of secondary school boys in Bungoma East subcounty ($\beta=0.02$, $p=0.113$), social economic status has a significant influence on the academic performance of secondary school boys in Bungoma East subcounty ($\beta=.332$, $p=0.014$) and that social media has a significant influence on the academic performance of secondary school boys in Bungoma East subcounty ($\beta=0.120$, $p=0.030$). The study therefore concluded that social economic status was found to have a more significant influence on academic performance over social media. Therefore, in addressing the gap in academic performance between boys and girls in secondary schools in Bungoma East subcounty, the stakeholders should address the social economic status of the parents followed by the students' use of social media.

TABLE OF CONTENTS

DECLARATION	ii
DEDICATION	iii
ABSTRACT	iv
TABLE OF CONTENTS	v
LIST OF TABLES	x
LIST OF FIGURES	xi
ABBREVIATIONS AND ACRONYMS	xii
ACKNOWLEDGEMENTS	xiii
CHAPTER ONE	1
INTRODUCTION	1
1.1 Introduction	1
1.2 Background to the Study	1
1.3 Statement of the Problem	9
1.4 Purpose of the Study	10
1.5 Hypothesis	10
1.6 Objectives of the Study	11
1.7 Significance of the Study	11
1.8 Limitations of the Study	12

1.9 Delimitations to the Study.....	12
1.10 Assumptions of the Study.....	13
1.11 Theoretical Framework	13
1.12 Conceptual Framework	16
1.13 Operational Definition of the Study Variables	17
1.14 Chapter Summary	18
CHAPTER TWO.....	19
LITERATURE REVIEW	19
2.1 Introduction	19
2.2 Academic Performance	19
2.3 Peer Pressure.....	24
2.4 Social Economic Status.....	27
2.5 Social Media	30
2.6 Summary	33
CHAPTER THREE	34
RESEARCH DESIGN AND METHODOLOGY.....	34
3.1 Introduction	34
3.2 Location of the Study.....	34
3.3 Research Design	34

3.4 Target Population.....	35
3.5 Sampling Procedures and Sample Size	35
3.5.1 Sampling Procedures	35
3.5.2 Sample Size of the Study	36
3.6 Research Instruments	36
3.6.1 Students Questionnaire on Psychosocial Factors	36
3.6.2 Document Search Guide	37
3.7 Validity.....	37
3.8 Reliability	38
3.8.1 Results from Pilot Study.....	38
3.8.2 Remarks from the Results of the Pilot Study.....	39
3.9 Data Collection Procedures	40
3.10 Ethical Considerations in Research.....	40
3.11 Summary.....	41
CHAPTER FOUR.....	42
DATA ANALYSIS, INTERPRETATION AND PRESENTATION	42
4.1 Introduction	42
4.2 Demographics	42
4.3 Peer Pressure on the Academic Performance of Secondary School Boys	44

4.4 Influence of Social Economic Status on the Academic Performance of Secondary School Boys.....	49
Figure 4.1: Social Economic Status.....	49
4.5 Influence of Social Media on the Academic Performance of Secondary School Boys	50
4.6 Factors Influencing the Academic Performance of Secondary School Boys	53
4.7 Factors Influencing Academic performance as per Regression Model (Ref-table 4.7).....	56
CHAPTER FIVE.....	59
SUMMARY OF THE FINDINGS, CONCLUSION AND RECOMMENDATIONS	59
5.1 Introduction	59
5.2 Summary of the Findings	59
5.2.1 Influence of Peer Pressure on Academic Performance of Secondary School Boys in Bungoma East Subcounty.....	59
5.2.2 Influence of Social Economic Status on Academic Performance of Secondary School Boys in Bungoma East Subcounty	59
5.2.3 Influence of Social Media on Academic Performance of Secondary School Boys in Bungoma East Subcounty.....	60
5.3 Conclusions	61
5.4 Recommendations.....	61
5.5 Suggestions on Further Research.....	61

REFERENCES	63
APPENDICES	70
APPENDIX I: LETTER OF INTRODUCTION.....	70
APPENDIX II: PSYCHO-SOCIAL FACTORS QUESTIONNAIRE	71
APPENDIX III: INTRODUCTION LETTER FROM UoE	78
APPENDIX IV: AUTHORISATION LETTER FROM CDE – BUNGOMA COUNTY	79
APPENDIX V: AUTHORISATION LETTER FROM COUNTY COMMISSIONER, BUNGOMA COUNTY	80
APPENDIX VI: AUTHORIZATION LETTER FROM NACOSTI.....	81
APPENDIX VII: RESEARCH PERMIT.....	82
APPENDIX VIII: KCSE RESULTS FOR BOYS AND GIRLS SCHOOLS IN BUNGOMA EAST AND WEBUYE WEST SUB COUNTIES FROM 2011 - 2014	83
APPENDIX IX: SIMILARITY REPORT.....	84

LIST OF TABLES

Table 4.1: Peer Pressure on Academic Performance	46
Table 4.2: Influence of Peer Pressure on the Academic Performance	48
Table 4.3: Social Media on the Academic Performance of Secondary School Boys	51
Table 4.4 Influence of Social Media on Academic Performance	52
Table 4.5: Determination of How Well Regression Model Fits the Data	55
Table 4.6: Determination of How Well Regression Model Fits the Data [Prediction of the Dependent Variable (Academic Performance)]	55
Table 4.7: Factors Influencing Academic Performance as per Regression Model..	Error!
	Bookmark not defined.

LIST OF FIGURES

Figure 1.1: Diagrammatic Representation of the Conceptual Framework.....	17
Figure 4.1: Social Economic Status	49

ABBREVIATIONS AND ACRONYMS

CATs	Continuous Assessment Tests
CDF	Constituency Development Fund
DQASO	District Quality Assurance and Standards Officer
FAWE	Forum for African Women Educationists
GPA	Grade Point Average
HoD	Head of Department
KCSE	Kenya Certificate of Secondary Education
KICD	Kenya Institute of Curriculum Development
KTN	Kenya Television Network
MoEST	Ministry of Education Science and Technology
MoHEST	Ministry of Higher Education Science and Technology
NACOSTI	National Commission for Science, Technology and Innovation
SNS	Social Network Sites
SPSS	Statistical Package for Social Sciences
SQ	Students' Questionnaire
TV	Television
UNESCO	United Nations Educational Scientific and Cultural Organization

ACKNOWLEDGEMENTS

I thank God the almighty for giving me good health that saw me through the accomplishment of the strenuous task of preparing this thesis. I would also wish to sincerely thank my supervisors, Dr. Simon Wanami and Dr. Shadrack Ogoma Ochieng' who guided me during the development of this thesis.

I appreciate the support I received from the Education Office of Bungoma East Subcounty when I was collecting data for the thesis. I thank all those who read through the drafts of this thesis and provided valuable comments, additional information and suggestions that helped me improve its quality. I also thank all unmentioned people who in their special ways contributed towards the accomplishment of this work.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter covered the background to the study, the statement of the problem, the purpose of the study, the hypothesis, and objectives of the study. In addition, it presented the significance of the study, limitations to the study, delimitations to the study, assumptions of the study, theoretical framework, conceptual framework and the operational definition of terms used in the study.

1.2 Background to the Study

One important key to National development is Education. (O’Flaherty & Liddy, 2018). An important aspect of social economic growth is access, retention and completion of quality Education. (Nussbaum, 2011). Good governance and leadership are a significant contribution of Education to a country. It leads to enhanced democracy and an improvement in health. (Kamanga, 2012; UNESCO, 2012). Societal transformation and development is one of the significant roles played by Education in Kenya. Furthermore, Kenya Certificate of Secondary Education (the final National examination in form four) is a major determinant of progression to University or further training. (Lucas & Mbiti, 2012; Mutegi, 2015; Asena, Simiyu & Riechi, 2016).

Besides, in Kenya, all school going children have a right to Education. In the recent past, the enrolment of girls at all levels has been increasingly faster than boys. This may be attributed to enlightenment by bodies advocating for the girl-child like Forum for African Women Educationists (FAWE), UNICEF and others (Dube, 2012; Mudemba, 2013).

The influence of psychosocial factors on academic performance of secondary school boys has been done in a number of studies. In the current study, three psycho-social factors were studied jointly and their effect on academic performance determined. Findings of a study done by Fortin, Oreopoulos and Phipps (2015), using data that had been collected for three decades from “Monitoring the Future” cross-sectional surveys, it was revealed that from the 1980s to the 2000s the boys Grade Point Average distribution stayed at B, while that of the girls improved from ‘B’ to ‘A’. This left the boys behind. From the same study, the increase in proportion of girls earning ‘A’s attributed to the increase in population of girls who aimed for post graduate degrees. The boys however had a higher frequency of school misbehavior and mostly obtained ‘C’ and ‘C+’, consequently they opted for a two-year college course.

Studies carried out in the United States by Bidwell (2015) found out that academically girls perform better than boys. Results of Program for International Student Assessment (PISA) released in 2012 showed that nearly one in seven male students didn’t reach proficiency in reading, math and science (Bidwell 2015). A new report as found in the study was that boys were likely to be overall low achievers in Math, reading and science. Male students were found to be less engaged with school, to have low skills and poor academic achievement, to leave school early and to be low achievers in math, science and reading compared to their female counterparts. These created an Education gap in academic performance (UNESCO, 2013; Kimeiywo, 2014). This observation is supported by the views of a report from the Organization for Economic Co-Operation and Development (OECD) asserting that:

Low-achieving boys appear to be trapped in a cycle of poor performance, low motivation, disengagement with school and lack of ambition, while high-achieving girls are somehow thwarted from using their mathematical skills in more specialized higher education and, ultimately, in their careers (OECD, 2012, p. 36).

Innate difference in ability did not result into gender gaps, the report pointed out. Apparently, there were no gender gaps in mathematics in top performing countries and economies such as Shanghai –China, Singapore, Hong-Kong and Chinese Taipei. The male students performed more poorly than their female counterparts in most other countries (Mwiigi, 2014; Juma, Aloka & Nyaswa, 2018; Umar, Yaganawali, Hajja & Mohammed, 2015).

Another study done by Stoet and Geary (2012), the former from the University of Glasgow in Scotland and the latter from the University of Missouri, found that high school girls performed significantly better on an international standardized test in 52 out of 74 studied countries. In researching on the country's level of gender inequality in relation to the country's academic achievement, the researchers had speculated that girls might do worse on the Program for International Student Assessment in countries where they are typically unfairly treated. It was however found that, independent of social indicators girls had better Educational outcomes around the world. The only exception was for boys who are of high achievers. The study recommended that education policy makers should consider other factors besides political, economic, and social inequality in order to close the gaps in achievement especially those based on high achieving girls' interest in math and science and boys' overall achievement. (Stoet & Geary, 2012). It is on this strength

that this study sought to explore some psychosocial factors and to determine their influence on the academic performance of boys in secondary school in Bungoma East subcounty.

The scenario in the recent past, however, shows that today's girls are narrowing the gap with the boys. As reported in recent studies, girls no longer drop out of the mathematics at a higher rate than boys. For instance, contemporary boys and girls equally take calculus. There has been an equaling out of course taking which is reducing gender differences in mathematics achievement (Shettle et al., 2007). Sommers (2013) pointed out that schools have become very accommodating to girls. According to her, being a normal boy is a serious liability. Girl's behavior is considered as standard as compared to boys' behavior (Sternod, 2011; Haywood, Ghail & Allan, 2015).

In Africa in the 1960s international bodies and educationalists went into looking at how girls and women were faring in education. Pro-female initiatives by some African governments to encourage girls' enrolment in schools were started by 1970s. As activities on the girl child were put in place the welfare of the boy child was not brought into the picture. In essence, the boy child has become vulnerable because he suffers silently without much attention. (Dube, 2012; Mudemba, 2013; Shoola, 2014).

In a school in Nairobi County, data showed that girls were beginning to perform better than the boys academically. School administrators even predicted that the new trend of girls doing better would most likely be sustained because there was a lot of focus on girls' education. (Chege, Likoye, Nyambura & Guantai, 2013). In the recent past, Chege et al. (2013) undertook a study on the declining boys' performance and participation in Kenyan schools. Their particular focus was to answer the question 'Are 'girls 'education projects

influencing new forms of masculinities?’ This current study focused on determining whether the same is true for Bungoma East subcounty.

A similar survey was done in Kenya on gender and academic performance in secondary schools by Kashu (2014). The research sought to determine gender disparities based on academic performance. This arose from the predominant view that the girls’ performance in mathematics and science is always lower than that of boys. The study was based on data collected within a five-year period across the top twenty best performing schools. The Kenya Certificate of Secondary Education (KCSE) examination results as obtained from the Kenya National Examination Council formed the basis of the study. From the results, the boys took the lead and still scored higher than the girls. This was both subject wise and in overall performance.

Students at this level naturally comprise both boys and girls and all are expected to undertake the standard KCSE examination. Both boys and girls undertake the same examination and are thus judged on the different outcomes. The study was a quantitative comparative study (comparing the performance of boys and girls) in the overall mean scores and in individual subjects in a period of five years (2007-2011). Further comparison was done between different school categories to ascertain whether the gender disparity does exist at such levels. The only exception was between boys and girls in private schools where the overall performance showed no significant difference.

This current study sought to determine why their findings were contrary in Bungoma East subcounty where the boys were registering lower scores than girls at KCSE. Apparently, notions of masculinity may have negatively the participation and performance of boys in secondary schools. This was reflected in a reverse in the enrolment trends, high levels of

repetition, primary and secondary school completion and academic performance in reading (UNESCO, 2012; Bavel, Schwartz & Esteve, 2018).

It has been noted that, in the society, many problems arise from the high expectations and attitudes towards the boy child. Education of the children should be given equal 'weight' irrespective of their gender. Therefore, unequal attention in terms of programs such as FAWE and none for the boys may lead to disparities in performance. According to Chang'ach (2012), the many challenges that a boy child faces if not properly tackled will affect his academic performance.

Peer pressure, though a normal process is characterized by decreased emotional closeness and warmth to parents and an increase in the time in the time adolescent spends with the peers. There is also an increase in the conflicts between a parent and an adolescent. Teenagers mostly depend more on their peers for emotional support especially when there are increases in family strains, economic pressures and divorce (Korir & Kipkemboi, 2014; Misanya, 2013; Adeyemi, 2010). In 10 to 20 % families, parents and adolescents are in distressed relationships with emotional coldness and frequent outbursts of anger and conflict. This, if it occurs before the student goes to school, may affect their academic performance (Bellmore, Chen & Rischall, 2013; Hamm, Lambert, Farmer & Agger, 2013; Okaire, 2014). Basing on this finding, this study investigated the effect of peer pressure as a psycho-social factor on academic performance of boys in secondary school.

In Africa, a study was done by Okorie (2014) in Nigeria in which she wanted to determine the relationship between peer pressure and academic performance of adolescents who are still in school. The study showed that academic performance of the adolescents who were still in Nigerian secondary schools had taken a downward trend. This was the case in

general and in Umuahia Education Zone, Abia state in particular. The research findings showed that a lower percentage of adolescents experience negative peer pressure while a higher percentage experience low pressure. In this study, the researcher wanted to determine if the same is true for the boys in secondary school in Bungoma East subcounty.

Korir and Kipkemboi (2014) conducted a study on the effects of peer pressure on academic performance. This research was conducted in Vihiga County in 2013 and 2014. Their findings revealed that students whose peers were engaged in negative activities like drugs and sneaking out of school were likely to have poor academic performance. In including peer pressure as one of the psychosocial factors, the study sought to determine if the same would hold for Bungoma East subcounty.

Social economic status was the second psycho-social factor in this study. Many households in Kenya live below the poverty line. This is also reflected in other African countries as seen from a study conducted in Zimbabwe. According to a study done in Zimbabwe, Ganga and Chinyoka (2010) asserted that more than 50% of children in Zimbabwe lived in households where no one was employed. According to Ganga and Chinyoka (2010), of every three children in African countries one is poor and malnourished. The number is on the rise thus affecting attendance and retention. Given the above scenario, the boy child in Zimbabwe faces poverty related hurdles. Low social economic status normally leads to situations like lack of medical care, food, education stress, violence, child labor, diseases, stunted growth and stigmatization (Ganga & Chinyoka, 2010). It is on this account that this study sought to determine the influence of social economic status on academic performance of boys in secondary school in Bungoma East subcounty.

At the moment, social media is an integral part of daily life. It was therefore one of the psychosocial under study. For the adolescence, however, they may get involved in many social networks such as Facebook, Twitter, WhatsApp and many others. When they get back to school, their concentration may be interfered with and this may cause their performance to go down. The boys are no exception as they are exposed to both social and electronic media. Their grades can begin to deteriorate.

Asemah, Okpanachi and Edegoh (2013) carried out a study to determine the influence of social media on academic performance of undergraduate students in Kogi State University, Nigeria. The essence of the study was to find out whether students' exposure to social media had an effect on their academic performance. The findings showed that students' exposure to social media had a negative effect. Findings also showed that Facebook was the most used social media. It was therefore recommended that the students should focus more on academic activities and pay minimal attention to social media. In view of this, the current study was designed to determine whether this would be the same for the boys in secondary schools in Bungoma East subcounty.

Academic performance is characterized by the grades scored in formative and summative evaluation. National curricula and content standards are the basis of each country's national examinations. The Ministry of Education Science and Technology (2012) in the Republic of Kenya found out that observes that performance in examinations is an indicator of educational effectiveness. A study done by Mwangi and Nyaga (2013) on the determinants of academic performance in Kiambu County, Kenya, pointed out that stakeholders can use a school's improving or declining by gauging its performance in national examinations.

Each of the three psychosocial factors studied in this study may have influence on over academic performance of boys in secondary school in Bungoma East. Socio-economic status is one factor that has been widely studied and debated among educational professionals that may contribute towards academic performance of students. One argument fronted by experts is that with low social economic status basic needs are not remain unfulfilled and hence they may not perform well academically. (Ekeng & Edet, 2010). Social media may consume much of a students' time and leave the student not well set for academic issues. The brain gets marred with non-academic things and this serves as a destructor hence lower performance than expected.

Peer pressure in one way or another may influence academic performance depending on whether it's geared to the positive or the negative. A high social cohesiveness among a peer group can be a source of positive inspiration and may give the impetus to work towards a given goal. The education of children has in the recent past taken key position in the country and poor school performance may cause children to develop low self-esteem. It may cause significant stress to the parent.

1.3 Statement of the Problem

A lot of importance has been attached to passing of National Examinations by the Kenyan government and its citizens. (Karori et al., 2013). A shift in academic performance has been revealed in several studies with girls performing better than boys. In the recent past, most academic gender research has focused on girls schooling experiences but little analysis of the contexts within which the boys engage in school. (Chege et al., 2011). Social development, apart from academic performance is an important outcome of schooling for both boys and girls in any holistic Education.

Studies done in different countries and some parts of Kenya have revealed that psychosocial factors have an influence on academic performance of students in secondary schools. In Kenya, realizing vision 2030 in attaining social, political and economic development is very critical and therefore focus the on the Education of the youth is paramount.

Performance at KCSE between 2011 and 2014 in what was known as Bungoma East Sub County revealed that the performance of boys was relatively lower than that of the girls. (Appendix VIII showed the data collected from 2011 to 2014). The region has since been split to Webuye West and Bungoma East Sub Counties. It is not clear what may have caused the low academic performance of the boys in secondary schools during that period. This study sought determine the influence of psychosocial factors on academic performance of boys in secondary school in Bungoma East subcounty.

1.4 Purpose of the Study

The purpose of this study was to determine the influence of psychosocial factors on academic performance of secondary school boys in Bungoma East subcounty. These psychosocial factors include peer pressure, social economic status and social media.

1.5 Hypothesis

The study was guided by the following hypotheses;

- H₀₁ Peer pressure does not have a significant influence on academic performance of secondary school boys in Bungoma East subcounty.
- H₀₂ Social economic status does not have a significant influence on academic performance of secondary school boys in Bungoma East subcounty.

H₀₃ Social media does not have a significant influence on academic performance of secondary school boys in Bungoma East subcounty.

1.6 Objectives of the Study

The objectives of the study were to determine the influence of:

- i. Peer pressure on the academic performance of secondary school boys in Bungoma East subcounty.
- ii. Social economic status on the academic performance of secondary school boys in Bungoma East subcounty.
- iii. Social media on the academic performance of secondary school boys in Bungoma East subcounty.

1.7 Significance of the Study

From an analysis of the KCSE performance of the schools in Bungoma East subcounty from 2011 to 2014, it was evident that the secondary school boys had challenges. The study focused on the possible underlying factors behind the unexpected low performance by secondary school boys in Bungoma East subcounty. By this study, the learning institutions would be enlightened on how to alleviate the influence of the psychosocial factors on the academic performance of the secondary school boys.

The guiding and counselling departments in schools would also have the information and would be in a better position on how to counsel the students when need arises. It will also help them especially when they are preparing the term's program so that they know which area to concentrate on as crucial.

The families of the students will be enlightened on the challenges the boys have in their schooling and they hence devise ways of helping overcome and probably do better in school.

In addition, the findings are expected to be a guide to the teachers and parents they address the issues that lead to relatively lower performance of the secondary school boys as compared to girls in Bungoma East subcounty.

1.8 Limitations of the Study

The study was confined to Bungoma East subcounty. This means that the findings of this study may not be generalized elsewhere unless the area has similar characteristics to Bungoma East subcounty. This study specifically studied was based on the influence of psychosocial factors on academic performance. However, there are other factors that may influence academic performance which may not have been considered.

1.9 Delimitations to the Study

In the schools involved, form two and form three students formed part of the sample because they had been in school long enough for the factors under study to be identified as having influence or not. The study involved the students in public secondary schools in Bungoma East subcounty.

On the academic performance, the subject mean scores of English, Mathematics and Kiswahili were used because these are common subjects to all students unlike other subjects which are electives.

The study focused on three psychosocial factors because there are many psychosocial factors but the ones that have been more studied in relation to academic performance are

the three under study. Most of the time, the influence of the three psychosocial factors have been studied separately. This study sought to investigate, of the three psychosocial factors which one had a more significant influence on academic performance.

1.10 Assumptions of the Study

It was assumed that the respondents would read and understand the questionnaire and give appropriate answers. It was also assumed that the respondents would answer the questions correctly without discussing.

1.11 Theoretical Framework

The study was guided by the social development theory as advanced by Lev Vygotsky. According to Vygotsky (1978), the environment in which a child grows up influences what they think about and how they think. Every function in the child's cultural development appears twice, on the social level and on the individual level. This applies to formation of concepts, logical memory and voluntary attention.

Vygotsky (1978) also states that cognitive development stems from social interactions from guided learning within a zone of proximal development as children co-construct knowledge with their peers. An important role is played by adults in the cognitive development of a child. Culture's tools of intellectual adaptation that children internalize are transmitted by adults.

According to Vygotsky (1987), learning is a social activity. Other human beings such as parents, peers, teachers, family and acquaintances provide the connection with which learning is intimately associated. He therefore proposes that children's understanding is shaped through interactions between people in relation to the world.

Vygotsky argues that learning happens within a context. Children learn from what else they know. They learn from their beliefs, prejudice and their fears. They don't learn in isolation. Therefore, learning is social and active. Learning cannot be divorced from people's lives (Karim & Bronwyn, 2016).

Basing on this, the focus on psycho-social factors can be explained using Vygotsky's social development theory. A learner's peers determine the learner's interest to learn and therefore ability to construct knowledge which eventually is tested in exams to determine academic performance. If the learner's peers are positive towards academics, this will influence the learner's interest and hence academic performance. However, if the learner's peers are inclined towards non-academics, they will negatively influence the ability to construct knowledge and eventually lead to poor academic performance.

Social economic status may influence the environment a child grows in and therefore the way the child looks at life and subsequently the academic performance. Since adults influence the way a child adapts to the environment, their interaction may determine what the children internalize. Children brought up in environments that cognitively and linguistically stimulating start internalizing speech faster than children from backgrounds that are less privileged. Indeed, households where there are low verbal and social exchanges normally have delays in speech development and this may subsequently lead to poor academic performance.

Social media forms part of an important form of socialization for the students. According to Vygotsky, this socialization may influence the mental constructs that a student forms in constructing knowledge and eventually have an influence on the cognitive development of the student. A student who is exposed to social media may perceive things very

differently from one who is not exposed and this may therefore be reflected in different performance in formative evaluation and summative evaluation. Occasionally deep involvement in social media may be a distractor and may negatively influence the performance of the students involved.

Another theory that was used in this study was the social learning theory by Albert Bandura. The social learning theory combines cognitive learning theory and behavioral learning theory. Bandura (1997) combined the two learning theories and came up with four requirements for learning. This include observation, retention, reproduction and motivation. This integrative approach was called the social learning theory.

The environment in which a child grows may influence cognitive development. It may also influence his perception of whatever is presented in a learning setting and therefore whatever is committed to memory. Social economic status is therefore crucial in determining the mental constructs a child develops and therefore his perception concerning certain issues in a learning environment.

In Social Learning Theory, Bandura (1997) states observational learning is the process by which behavior is learnt from the environment. According to Bandura (1997) human beings process information and they think about the relationship between their behavior and its consequences. This is closely linked to the cognitive process.

In a setting where children are with their peers, they observe the people around them behaving in various ways. This is illustrated during the famous bobo doll experiment (Bandura, 1997).

Models are the people that are observed. Children are surrounded by many models in society. This include parents, characters on children's TV, their peers and teachers at school (Erlich & Russ-Eft, 2011). Models provide examples of behavior to be copied or shunned such as masculine and feminine, pro and anti-social, e.t.c. Children observe this people and encode their behavior. At a later time, they imitate them.

Most of the learning from the environment involves reinforcement. External reinforcement is reinforcement a child would get for being approved by the parents. Feeling happy about being approved is an internal reinforcement. The behavior a child displays is the one where it believes will earn approval because she/he desires it. Reinforcement, either negative or positive may have little impact if the external reinforcement does not match with the individual internal needs. Whether reinforcement is negative or positive, it will lead to a change in the person's behavior (Carr, 2012; Lent & Sheu, 2010).

1.12 Conceptual Framework

A conceptual framework was developed in order to explain the relationships among the variables utilized in the study. Academic performance was the dependent variable in this study. It was studied by looking at the scores of the student in internal CATS and in their scores in the mid-year exam. The independent variables were peer pressure, social economic status and social media.

The intervening variable is intelligence. It is not be directly measurable yet it has an influence on academic performance. It may not be clear whether the academic performance is as a result of the influence of the psychosocial factors or is as a result of intelligence. The sampling method used (random sampling) controlled the intervening

variable. Figure 1.1 illustrates a diagrammatic representation of the conceptual framework.

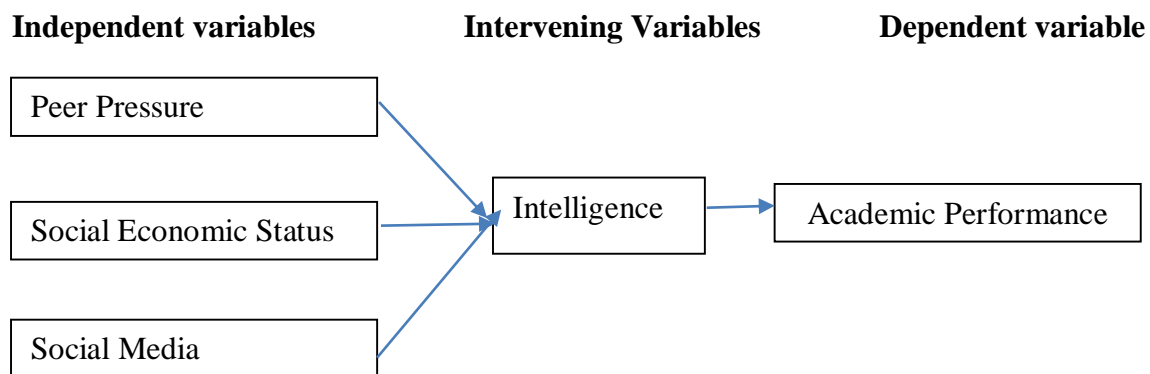


Figure 1.1: Diagrammatic representation of the Conceptual Framework

1.13 Operational Definition of the Study Variables

In this study, certain terms were used with particular meanings which were particularly adapted for the study.

Academic performance was determined by the scores in tests specifically English, Kiswahili and Mathematics because these subjects are compulsory in all schools. The students' scores at the end of term two were captured from the average of CATs and mid-year examinations done in term two. All the scores for the three subjects were averaged to give a single score for each respondent.

Psycho-social factors included peer pressure, social media and social economic status.

Peer pressure was determined by the kind of activities that the students got occupied in when together and whether they were geared towards academics or not.

Social media was determined by the use of sites like face book, twitter and other sites popularly visited by the youth and how often the student used them and if he could be

able to work on his assignments and personal work despite the involvement in social media.

Social economic status was determined by whether the parents/guardians had a steady job, whether the students had all their needs catered for and whether they were able to be in school for most of the time or their stay is interfered with as they got send home for school fees.

Secondary School boys were taken as boys who were in secondary school in Form two and three.

1.14 Chapter Summary

This chapter highlighted the crucial areas in the study. It pointed out the problem the study sought to solve, the significance of the study, the purpose of the study, the hypothesis, the study objectives, the assumptions, limitations, the theoretical framework and the conceptual framework and the operational definitions of the study variables.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The academic performance of students in secondary schools largely depends on a number of psychosocial factors. This study explored three psychosocial factors including peer pressure, social economic status and the effect of social media on the academic performance of secondary school boys in Bungoma East subcounty of Bungoma County, Kenya. This chapter presented a discussion on literature related to the subject under study.

2.2 Academic Performance

Studies have shown an increase in the number of female graduates from institutions of higher learning in developed, developing and industrializing countries. In their work labeled *Leaving Boys Behind: Gender Disparities in High Academic Achievement*, Fortin, Oreopoulos and Phipps (2015) discovered that there was mounting female ascendancy in the realization of educational goals. Their study also established that while there was a perception that the race for female empowerment in matters education was for the women to be at par with men, there was actually a shift where the number of women who had completed college education far outnumbered that of men. To understand the factors behind this phenomenon, Fortin et al. (2015) sought to find out whether boys and girls are equally well prepared and focused on going to college and further, what would explain the genders disparity in education attainment which seemed to favor girls.

Using survey data from the “Monitoring the Future” (MTF) project over a period of three decades, Fortin et al. (2015) set out to outline changes in gender disparities in the academic performance of secondary school students (twelfth and eighth graders). Their

study intimated that there was, on overall, an improvement on the performance of girls compared to boys, with the former surpassing the latter and posting higher scores in high school. This was evidenced by a 12% increment in the number of female eighth graders who had scores A's in the period 1990-2000.

It is well known that returns to college have risen faster for men than for women over that period (Kashu, 2014; Juma et al., 2018; Abdu Raheem, 2012). The study by Fortin, Oreopoulos and Phipps (2015) only focused on plans for the future and did not include psychosocial factors. This study therefore sought to determine the influence of psychosocial factors on the academic performance of secondary schools in Bungoma East subcounty.

In a similar study done by Plummer (2010) on the influence of gender on education attainment and achievement in the English-speaking Caribbean, it was established that boys had experienced noteworthy changes. On the one hand, there was need to celebrate the accolades associated with the access, retention and attainment of education by the girl. On the other hand, these results seemed to spell doom on the education of the boy. While there was access to education by the boys, questioned remained on why their retention, attainment and completion rates were on a nosedive. As such, the question at the center of these changes was whether the decline for boys was relative (boys only appear to be declining because girls were doing much better) or real (fewer boys are reaching their potential than was the case in the past). This study mainly considered gender disparity, plans for the future and the level of motivation but did not put into account other psychosocial factors that influence academic performance. This current study therefore

focused on psychosocial factors to determine if they also influence the academic performance of the boys leading to the decline.

Mugo and Kibera (2014) carried out a study on factors that affect motivation and academic expectations, aspirations of students in secondary schools. Adopting a survey research design, the study by Mugo and Kibera (2014) set out to find out the effects of motivation in girls' and boys' academic performance at Kenya Certificate of Secondary Education examination in Laikipia-West District in Laikipia County. From their study, it was established that, over time, there was a notable gender disparity in both the access (enrollment) and academic performance at secondary school level. Further, it was deduced that while boys and girls may operate within a similar academic environment, each faces disparate challenges in their academic endeavors which, in turn, variously affects the motivation, self-worth and academic propulsion.

Mugo and Kibera's (2014) research illuminated a number of things. First, it was established that, among other factors, gender played a vital role as an impetus to students' motivation to learn. Second, there was slight difference in the student's motivation to learn depending on the type or category of school the student came from. Consequently, the researchers postulated that learner/student characteristics were instrumental in motivating a student to learn or not. Third, the research established that students in secondary schools with the same gender had slightly higher academic expectations and aspirations compared to students in co-educational secondary schools. The study exclusively focused on motivation as a determinant of academic performance. However, there are other factors that could have an influence on academic performance.

In view of these observations, the study by Mugo and Kibera (2014) reiterated the need to address this gender disparity in performance at secondary school level by going beyond demographics such as age, sex, type of school or position/order of birth. They also recommended that institutional and socio-cultural factors should be investigated in future studies. Further, they recommended that more counties should be studied for comparative purposes and generalization of results to the rest of the country. This researcher therefore chose to focus this study on the influence of psychosocial factors on academic performance among secondary school boys in Bungoma East subcounty.

Historically, boys have recorded higher rates of persistence and achievement in mathematics than girls. This could be accounted for by the perception by girls that mathematics, and many sciences in general, is a male-dominated field that renders future careers an offence to societal conceptions of adult female family roles (Gajigo, 2012; Sayid & Milad, 2011; Dube, 2012). However, girls were often viewed as less optimistic about their chances in mathematics, more likely to view problems in mathematics as proof of low ability, and more likely to devalue mathematics relative to other subjects compared to boys, regardless of actual ability (Hadjar, Krolak-Schwerdt, Karin & Sabine, 2014; Francis, Skelton & Read, 2010; Hascher & Hagenauer, 2010). A shift has been seen in the recent past where many girls are taking up the challenge and going for courses that were known to be predominantly for men.

There have been efforts by some organizations to create awareness about the disadvantages faced by the girl child (Kamanga, 2012). The FAWE, in particular, has been instrumental in not only advocating for the need for girls to have access to schooling, but also on driving the discussion on why the time is ripe to ensure that the girl child gets

educated in an environment that apply gender sensitive teaching methodologies in the classroom (Ndung'u, 2012). However, there are no equivalent efforts towards the education of the boys in secondary school (Kimeiywo, 2014; Juma et al., 2018). These initiatives have led to positive Therefore, this study investigated the effect of some psychosocial factors on academic performance of the secondary school boys in Bungoma East subcounty.

Focusing on Kirinyaga South District, Kirinyaga County in Kenya, Kamanga (2012) carried out a study that sought to find out factors that impinge on secondary education of the boy child. Kamanga (2012) was interested in establishing the level of influence attendance and drop-out rates had on the academic performance of the boy child in national examinations. By analyzing the performance trends of the boy child in the region for a period of five years, Kamanga (2012) found out that the top factors that drive decision to drop out of school are the home-school distance and the students' physical readiness. Though not shocking, such a finding lends itself credible given that generally, schools in urban spaces are not as spatially spaced as they are in rural areas. As such, one would expect a higher concentration and access to schools in urban areas compared to rural areas. Regarding age, the study revealed a significant drop in school drop-out rate as a child grows older. The study by Kamanga (2012) brought to the fore the influence parental guidance and decision-making on school retention. From this study, it was revealed that the performance of students in secondary schools is influenced by attendance and retention.

Lack of commitment by the student in school curriculum activities was also cited as a major reason for poor academic performance of the subject under study. Descriptive

analysis of factors for school non-attendance indicated that majority of the school-age students were not in school due to the cost burden. Though Kamangas' study focused on the boy-child, he did not look at other factors such as peer pressure, social economic status and social media which may influence academic performance. The current study focused on the psychosocial factors which were not captured by Kamanga (2012) in his study.

2.3 Peer Pressure

Most students at secondary level are their adolescent level of growth. Hamm et al. (2013) have averred that this is a rather confusing stage for the young adult and to help wade through this confusion, the adolescent turns to peer groups for support. With a culture of its own, the peer group carries within it prescribed rules, customs and an entire language that seeks to include the members while excluding those deemed outside the group. As such, such an association with a peer group has attendant effects on the academic performance of its members, and in our case adolescents at secondary school level (Bellmore et al., 2013).

Erlich and Russ-Eft (2011) have postulated that in the quest to comprehend, understand and construct views of the world, individuals resort to groupings/peers for attitudinal, emotional and intellectual support. As such, peer groupings serve as pillars towards individual self-conceptualization. By this very nature, these groupings and peer interactions acquire a dual aspect – they can lead to either positive or negative outcomes (Farmer, 2010). Farmer (2010) further articulates that at this stage, the worldview of the adolescent is seen from the perspective of their peers. The young person's characteristics, self-esteem, social skills and self-confidence depend on the feedback from their peers. In

some instances, young people have been known to sacrifice individual growth and academic prospects at the altar of group needs, goals and culture.

The boys in secondary schools learn how to relate with their peers and how to cope in life. Peers can also offer an opportunity to develop various social skills, such as leadership, teamwork and empathy. When the boys relate in peer groups, the group norms are very important. The group psyche in academics can be an inspiration towards high academic achievement. On the other hand, it has also been noted that some students often perceive the school as another symbol of adult authority, full of restrictions and rules (Ongwae, 2016; Muthikwa, 2016).

To the boy child in secondary school, their attitude towards school initially tends to be positive, learning is generally an exciting adventure as new skills are discovered - this is illustrated in their performance as they begin school. However, something happens with time. Scholars have attributed this change in attitude to various factors including boredom with repetitive tasks and schedules, harsh learning environments permeated by unsupportive teachers, lack of understanding between the boys and adults, difference between aspirations of boys and the pre-determined goals set by the adults in their social and academic lives, among others (Mudemba, 2013; Misanya, 2013). Okarie (2014) and Misanya (2013) have observed that this is the stage in which peer influence starts to affect academic performance. Being a normally rebellious stage, the adolescent is likely to find the goals set by the school to be at odds with his or the peer group's goals. Consequently, the school environment, and by extension academic performance, become a contested site of goals with the peer group holding more sway for the boychild. However, since more

power rests with the school, the student becomes disillusioned and finds the academic venture to be of less interest.

A study done by Misanya (2013) on peer influence on academic performance of the girl child revealed that positive peer influence led to good scores in exam tests among form one students in Kanduyi Constituency, Kenya. If the most influential member of a peer group does not have academics at heart then the entire groups' direction would be diverted to other things. According to Katja, Marina, Urška and Nina (2016) and Carman (2013), there is a positive relationship between intelligence and peer acceptance. As such, brighter children tend to be more popular members of many peer groups. This study sought to determine if positive peer pressure would lead to improved scores for the secondary school boys as in the case of Kanduyi Constituency for the girls.

A study done by Bishop and Bishop (2010) in Cornell University and Chicago University, respectively, revealed that male adolescents were less engaged with academic learning than their female counterparts. Bishop and Bishop (2010) found out that compared to girls, boys presented a higher predisposition towards indiscipline, dropping out of school and eventual unlikelihood of ever joining college. In instances where they joined college, the completion rates for boys were very low. Further, the researchers established that 58% of male students, as opposed to 78% of female students, made attempts at working hard in their academic endeavors. This was further compounded by the findings that a paltry 40% of male students took their studies seriously enough to complete assignments. This was later in the conclusion linked to negative peer pressure (Digest of Education Statistics, 2002).

From this study, it was revealed that boy's academic performance was being hampered not necessary by the complex nature of the academic programs. Neither was their performance being bottlenecked by their negative attitude towards learning but rather by the attendant effects of negative peer pressure. Fully cognizant of the fact that both boys and girls experience challenges in their adolescent stage, the study by Bishop and Bishop (2010) showed that boys were more susceptible to negative peers' pressure than their female counterparts. The effects of this were reflected in the academic performance. This study sought to determine other than peer pressure if social media and social economic status also influenced academic performance in Bungoma East Subcounty.

2.4 Social Economic Status

Social Economic Status (SES) is a major determinant of academic performance of boys in secondary schools. There are key factors that are observed among children raised in poverty. This include emotional and social challenges, acute and chronic stressors, cognitive lags, health and safety issues (Dahie, Omar & Aden, 2016; Singh & Singh, 2014). Combined, these factors present an extraordinary challenge to academic and social success. Depending on how individual students handle them, they may be able to go through life safely or may have difficulties. On the contrary, a better understanding of these challenges points to actions educators can take to help their less-advantaged students succeed (Memon, Joubish & Khurram, 2010; Fan, 2012).

Ekeng and Edet (2010) have observed that financial abilities of parents have a corresponding effect on academic performance of their children. From their work, Ekeng and Edet (2010) argue that for parents who are classified under 'low income', the overwhelming demands to provide for their households result in depression, poor self-

esteem and a general feeling of hopelessness. These feelings may then be picked up by the children. In some cases, the parents may be too focused on providing for the families that they neglect other needs of the children. In return, the adolescent children may slump in their academic performance or deliberate underperform in an attempt to gain the parents' attention.

While anchoring itself on some of the postulations by Ekeng and Edet (2010), this study argued that the effect of parental SES on their children's academic achievement need not be gloom and doom. Instead, individual, family and contextual elements may come in handy towards bettering the academic performance of children whose parents lack financial might. Cases have been recorded where children from poor financial backgrounds perform extremely well in academics. In such instances, the parents have been known to insist on their children positive academic aspirations. In essence, the social and the economic components of socio-economic status, in other words, may have distinct and separate influences on educational outcomes (Fan, 2012). The study also posited that social factors (e.g. the academic attainments of parents and family members) rank higher in influencing the academic performance of boys compared to economic factors. Though not financially endowed, parent and family members can offer their children support by giving them advice, encouraging the acquisition and application of skills and creating a conducive environment geared towards high academic achievements (Ogunshola & Adewale, 2012; Mohammad & Al-Matalka, 2014).

According to a study done by Mwaniki and Orodho (2014) on the factors that affect academic performance of boys in national examinations in Subukia District (Nakuru County), it was revealed that as boys progressed within a school system, their

performance declines due to social economic factors such as lack of important educational levies. This forces them to enter into casual employment and lapse into indiscipline. It was therefore recommended that schools should consider fully operational guidance and counseling departments to mitigate on effects of social-economic factors affecting boys' performance in national examinations. The study by Mwaniki and Orodho only investigated social economic status. The current study therefore sought to determine the influence of three psychosocial factors on academic performance. The study further sought to determine of the three psychosocial factors which one has a more significant influence on academic performance.

Basing on the findings of a study conducted on the effects of family type on students' academic achievement in Nigeria, Adesehinwa (2013) posited that since the school is deemed to be where the child spends most of their time, the social climate should deliberately be made conducive and geared towards bettering the academic performance of the child. In addition, Adesehinwa (2013) observed that young children seem to bear the brunt of parental negligence compared to adolescents. Nevertheless, it is worth noting that rarely do scars incurred at a younger age get fully healed. In other words, neglect at early childhood may later reflect as the child grows into adolescence. The study by Adesehinwa (2013) only looked at motivation in determining the academic performance. That study did not consider the influence of other psychosocial factors on academic performance. This study therefore sought to find out if social economic status affects academic performance of boys in secondary schools in Bungoma East subcounty.

Commenting on this, Adikwu (2018) and Ngare, Maronga, Tikoko and Sigei (2016) have called on the need for stakeholders in the field of education to make policies and

regulations aimed at making the school environment a safe place for the child. The argument here has been that with the right approaches, the academic performance of students can be enhanced. The efficacy of such efforts hinges highly on developing achievement motivation in students through achievement motivation training. There is the need for the recognition of individual differences in students and the need to deal with them accordingly (Adikwu, 2018). This study therefore sought to find out if social economic status affects academic performance of boys in secondary schools in Bungoma East subcounty.

2.5 Social Media

Social media refers to applications such as Facebook, Twitter, WhatsApp, TV and print media. The evolution of technology and tremendous growth of internet usage has impacted highly on students' development especially on how they socialize and interact. A variety of media platforms, online news rooms, search engines, e- newspapers, e-mails, internet banking, web pages, teleconferencing, e-journals, internet telephony and social networking have become a social norm for computer literates. The study focused on the latter which is social networking, also referred to as social media in this work. The recognition of these social media platforms that include Twitter, WhatsApp, Instagram, Facebook, and Vibre among others by students has diverted most of their attention from class to media networking, an addiction that is now causing adverse effects on their performance (Haq & Chand, 2012; Zahid, 2016).

A study by Nicole, Steinfield and Lampe (2007) indicated that social media platforms have been discovered by students, who use such platforms to communicate to their peers, reinvent their personas, share information and showcase their social lifestyles. This could

have both positive and negative effects. For instance, while the interactive participation of students through social media may promote a constructivist approach to learning with learners and educators working together to co-create and understand a particular topic (Stevens, 2009), privacy concerns have also been on the rise such as cyber-bullying, plagiarism, inappropriate actions and non-educational chats (Kuppuswamy & Narayan, 2010). It therefore becomes a social concern when students spend most of their time on social media not for academic purposes but for non-academic undertakings affecting how they perform in school.

When schools close, students spend most of their time on this and it is hard to have them settle to do any holiday assignments. This is a major distractor to most students in secondary schools especially those from affluent homes who own phones at home. They may not be able to draw maximum attention to any details in their assignments. One implication of this can be the fact that students who are regularly exposed to social and electronic media may spend more time doing their homework for an idea of understanding it completely, and this may result in the inability of these students to manage their time efficiently.

Despite the fact that a relatively large number of Social Network Sites (SNS) including Facebook was initially created for learning purposes, there is some evidence that most SNS users show almost no attitudes towards finding academic information on such platforms. Thus, it is possible that students are spending their time on visiting social options of SNS rather than academic. Researching on this, a study by Rouis, Limayem and Salehi-Sangari (2011) identified SNS as a major mechanism that increases social awareness of the students. The more particular students are involved in the academic

tasks, the more chances that they will develop a positive attitude towards their work. The study by Salehi-Sangari (2011) did not highlight that social network sites may also have a negative influence towards academic work.

Another study that was conducted by Ishfaq and Tehmina (2011) has shown that Internet-addicted people, and SNS users particularly, may experience several problems with their motivation that can possibly lead to low academic performance. The use of social network sites by students has diverted their attention towards non-educational and inappropriate actions. Therefore, social networking sites badly affect the academic life and learning experiences of the student as they become addicted to the websites (Ishfaq & Tehmina, 2011).

Further, a study done by Mingle and Adams (2015) at The Lancaster University of Ghana on the effect of social networking sites on academic performance revealed that there was a significant relationship between drop in grades after social media network participation and gender ($p < 0.01$). That is, more females affirmed drops in grades after social network participation than their male counterparts. Zahid (2016), on the other hand, found out that the participation of male students on social media was higher than the female participation with most male students recording a drop in academic performance. The study at Ghana did not put into account that other factors may influence academic performance other than social media. The current study set out to determine if the influence of social media on secondary school boys would be the same as that for the study done by Zahid (2016).

In a study seeking to link social media usage and academic performance, Haq and Chand (2012) found out that, compared to girls, boys were more affected. The academic

performance of boys was negatively affected by use of social media. Overall, a majority (60.3%) of the study respondents were of the opinion that use of social media took a negative toll on their academic performance. The present study, on the other hand, focused on Bungoma East subcounty, where no such studies had been conducted.

2.6 Summary

The review of literature presented in this chapter emphasized on psychosocial factors that influence the academic performance of secondary school boys in Bungoma East subcounty. It has dwelled on the causes of low academic achievements of boys in various studies that have been carried out. From the studies above, it is evident that though studies have been carried on the boy-child, none has primarily focused on the role played by peer pressure, social economic status, and social media and on secondary school boys in Bungoma East subcounty. As such, this study sought to fill this research gap as it was clear that a lot needs to be done to promote good performance among secondary school boys as opposed to the present scenario.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter describes the methodology adopted in the study. The chapter covers the following subsections: location of the study, research design, target population, sampling techniques, research instruments, pilot study, validity, reliability and ethical considerations.

3.2 Location of the Study

The field research was carried out in Bungoma East subcounty of Bungoma County. Bungoma East subcounty has since been split into two, Bungoma East and Webuye West subcounties. Data was collected from six boys' secondary schools in Bungoma East subcounty.

Bungoma County borders Busia County on one side, Trans Nzoia on the other side, Kakamega on the other end, and Uganda on the far end. The people are generally small-scale maize farmers. The main cash crop is sugar cane farming. They also run small scale businesses.

3.3 Research Design

The study utilized a descriptive research design as it sought to describe and the relationship between the key variables. (Mugenda & Mugenda, 2008). The descriptive survey was adopted based on the conceptual relationship between the independent variables and the dependent variable. The possible relationship of independent variable in retrospect on the dependent variable was analyzed.

This research design was most appropriate because the researcher was comparing the influence of three variables to academic performance of boys in Bungoma East subcounty. The data obtained was used to explain how the psychosocial factors in the study influenced academic performance. The three psychosocial factors under study included peer pressure, social economic status and social media and their influence on academic performance of the secondary school boys in Bungoma East subcounty.

3.4 Target Population

The target population for this study was secondary school boys in Bungoma East subcounty.

3.5 Sampling Procedures and Sample Size

3.5.1 Sampling Procedures

The study adopted purposive sampling. In this sampling technique, the researcher uses the cases that have the required information with respect to the objectives of the study. Bungoma East subcounty had a total of 54 public secondary schools. Out of this six (6) were boys' schools and (ten) 10 were girls, the remaining (thirty eight) 38 were mixed schools. In this case all the six boys' schools in the subcounty formed part of the sample because they had the characteristics required for the study.

Form 2 and Form 3 students formed part of the sample because they had been in the school long enough for the psychosocial factors under study to be investigated. Form Four could not be used because at the time the researcher went for the data it was in October when the candidates were preparing for KCSE.

3.5.2 Sample Size of the Study

The total number of students who were used in the sample were 198. This was 10% of the total number of form twos and form threes in the schools that formed part of the sample in the six schools.

This was done during the third term when the candidates had a few weeks to start the KCSE exam. It was not possible to engage them as respondents for the study. A sample is a small group of subjects obtained from the accessible population. (Mugenda & Mugenda 2003). The study employed Mugenda and Mugenda (2003) recommended sample size of 10% of the target population. Respondents from the two classes were picked by random sampling. In each of the schools 10% of the population in each class was used.

3.6 Research Instruments

The study used two research instruments to collect data on the psychosocial factors that influence academic performance of boys in secondary schools in Bungoma East subcounty.

3.6.1 Students Questionnaire on Psychosocial Factors

A questionnaire on psychosocial factors (Appendix II) was used to collect data from the respondents. The questions were constructed by the researcher depending on the information the researcher wanted to get from the respondents in relation to the study. This was convenient in collecting information within a short time. Since the population was literate, the information could be easily described in writing. The variables in the study could not be easily observed such as views, opinions, perceptions and feelings of the respondents hence the use of questionnaires was appropriate. Questionnaires for

students had three subsections each addressing the areas targeted in the objectives. Likert –scale attitudinal questions were designed to help determine the extent to which the psycho-social factors influenced academic performance.

Section II addressed peer pressure and it was divided into two subsections. The first subsection had questions to be answered using the statements strongly agree, agree, not sure, disagree and strongly disagree. In the second subsection some statements were used to describe peer pressure. It was taken to be when your friends encourage you to do something and not to do something else. In response to each statement, the respondents were to decide whether friends mostly encouraged them to do it or there was no influence at all. Where the influence was positive the score was high, where the influence was negative the score was low.

The second section of the questionnaire had questions on social media. It had questions to be answered using the statements strongly agree, agree, not sure, disagree, strongly disagree. The last section involved social economic status. It had questions which the students had to give the response of true or false.

3.6.2 Document Search Guide

The researcher used a document search guide as a data collection instrument to collect data on academic performance. An average of the scores got by the students in CATs and midyear exam in Mathematics, English and Kiswahili for the year 2016 were captured. The three scores were computed to give an average score for each respondent.

3.7 Validity

Validity is the degree to which results obtained from the analysis of the data actually represent the phenomenon under investigation. It is the degree to which an empirical

measure, or several measures, of a concept accurately represent that concept (Orodho, 2012).

Validity was taken at $\alpha= 0.05$ confidence level. Expert judgment by a panel of experts in Educational psychology class (M.Ed. – University of Eldoret.) was used to determine the validity of the instrument. They were given time to critic the questionnaire after which they gave their comments. Validity evidence for the instrument was provided by reviewing the questionnaire for the following; relevance of the items, clarity in wording, use of standard English, absence of biased words and phrases, formatting of Items, and clarity of the instructions (Fowler, 2002).Based on the comments ,the instrument was revised prior to administration.

3.8 Reliability

This is the degree to which a research instrument yields consistent results or data after repeated trials. (Mugenda & Mugenda, 2003). Internal consistency technique was used to determine reliability. Cronbach's Coefficient Alpha was computed to determine how the items correlate among themselves. An instrument with a coefficient greater than 0.7 would be reliable.

The research tool was tested on a pilot sample of 20 students from five schools having representation of each class i.e. (form one through form four). This process allowed the researcher to identify whether respondents understand the questions and instructions, and whether the meaning of questions was the same for all respondents.

3.8.1 Results from Pilot Study

Results from 2-point likert Scale

Case Processing Summary			
		N	
		%	
Cases	Valid	18	90.0
	Excluded ^a	2	10.0
	Total	20	100.0
a. Listwise deletion based on all variables in the procedure.			
Reliability Statistics			
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items	
.838	.777	10	

The results indicated a Cronbach's alpha of 0.838 which showed that there was internal consistency of responses.

3.8.2 Remarks from the Results of the Pilot Study

While conducting the pilot study, the following issues were noted:

- The questions in the questionnaire were not separated for each objective.
- Some of the questions were not framed well such that the respondents found it hard to respond to them.

Following the above remarks, the researcher made the following adjustments:

- Designed the questions separately for each objective in order to show the coherence or consistency of the work.
- Some of the questions that were hard for the respondents to respond to were edited and others were completely removed as it were not relevant to the research.

3.9 Data Collection Procedures

A research permit from National commission of science Technology and innovation (NACOSTI) was sought for purposes of collecting data. The researcher got a letter of introduction from the County Commission Bungoma County and the County Director of Education. After getting the documents the researcher went to the various schools to collect data. The students that were sampled were given questionnaires to fill. The sampled. A copy of the mid-year results in each school were given to the researcher. Using this, the researcher captured the marks of the sampled respondents in a document search guide.

3.10 Ethical Considerations in Research

The following ethical considerations were adhered to in the course of this research;

- a) The participants were spoken to before taking part. They were assured it was voluntary. They were also assured they could pull out at any point if they so wished. The purpose of the research was clearly explained to them. That findings would be used to help students in dealing with the psychosocial factors that influence academic performance.
- b) The participants were assured of confidentiality in relation to the information that was obtained. The respondents were not expected to write their names as this enhanced confidentiality.
- c) Data was handled and analyzed in a group so that individual responses were not known.

3.11 Summary

The chapter highlighted key areas including the location of the study, the research design, the target population, the sampling techniques, the research instruments used, the piloting of the instruments, the validity and reliability of the instruments and the logistical and ethical issues considered during the study.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND PRESENTATION

4.1 Introduction

This chapter presents the data that was collected in the study, analyzed and interpreted to come up with research findings. The chapter employs the use of tables and figures in the presentation of the data. The chapter further provides interpretations in a descriptive form to enable one gain a clear understanding of the issues under study. The sub-sections in this chapter are guided by the study objectives.

4.2 Demographics

The demographic details of the respondents were captured as shown in the table below.

Class * age Cross tabulation							
		Age				Total	
		12-14 years	15-17 years	18-20 years	Above 20 years		
Class	Form 2	Count	5	81	11	1	98
		% within Class	5.1%	82.7%	11.2%	1.0%	100.0%
	Form 3	Count	1	56	37	0	94
		% within Class	1.1%	59.6%	39.4%	0.0%	100.0%
Total		Count	6	137	48	1	192
		% within Class	3.1%	71.4%	25.0%	0.5%	100.0%

The study evaluated the age of the respondents and these were the findings, 5.1% of the form 2 students were of age between 12 to 14 years, 82.7% of the form two students were of age between 15 and 17 years, 11.2% of the form 2 students were of age between 18-20 years, while only 1% of the form two students was aged 20 years and above.

The study findings also revealed that 1.1% of the form 3 students were of age 12-14 years, 71.4% were aged 15-17 years, 25.0% said were of age 18-20 years, while only 0.5% of the students said were aged above 20 years.

Position of the Students per Class

Class * position Cross tabulation						
		Position				Total
		1 st Quarter	2 nd Quarter	3 rd Quarter	Last Quarter	
Form 2	Count	48	25	16	7	96
	% within Class	50.0%	26.0%	16.7%	7.3%	100.0%
Form 3	Count	38	45	5	4	92
	% within Class	41.3%	48.9%	5.4%	4.3%	100.0%
Total	Count	86	70	21	11	188
	% within Class	45.7%	37.2%	11.2%	5.9%	100.0%

The study findings revealed that 50% of the form two students were within the 1st quarter position, 26.0% said they were within the 2nd quarter, 16.7% of the respondents were within the 3rd quarter, while only 7.3% were within the last quarter. The study also revealed that 41.3% of the form 3 students were within the 1st quarter, 48.9% of the students were within the 2nd quarter, 5.4% of the form three students were within the 3rd quarter while only 4.3% said their position fell within the 4th quarter.

Hobbies

Form 2 Hobbies

Out of the 92 students who responded, 5 said they enjoyed basketball, 1 said he enjoyed chatting with friends, 2 said they enjoyed dancing, 4 said they enjoyed drawing, 3 said they enjoyed playing handball, 5 said they enjoyed playing hockey, 1 said he enjoyed indoor games, 5 said they enjoyed participating in Music, 1 said he enjoyed movies and eating, 35 said they enjoyed playing football, 5 said they enjoyed playing rugby, 3 said they enjoyed reading newspaper, 16 said they enjoyed reading novels, 1 said he enjoyed running, 1 said he enjoyed sleeping, 1 said he enjoyed swimming, 3 said they enjoyed watching movies.

Form Three Hobbies

Out of the 91 students that responded, 1 student said that he enjoyed bible study, 5 said that they were chatting with friends, 1 said that he enjoyed composing songs, 1 said that he enjoyed dancing, 2 said they enjoyed drawing, 27 said that they enjoyed playing football, 9 said they liked participating in music, 1 said he liked modeling and skating, 1 said that he enjoyed participating in drama and music club, 1 said he enjoyed participating in environmental clubs, 1 said he liked playing badminton, 2 said that they liked playing basketball, 3 said that they enjoyed playing basketball, 3 said that they enjoyed playing handball, 2 said that they enjoyed playing hockey, 2 said that they enjoyed playing table tennis, 2 said that they enjoyed playing volley ball, 4 said that they enjoyed reading newspapers & Magazines, 15 said they were they enjoyed reading novels, one said he enjoyed storytelling, while 1 said he enjoyed swimming, 1 said he enjoyed travelling and watching, 3 said that they enjoyed watching movies , 1 said they like watching video, while 1 said they liked writing poems.

4.3 Peer Pressure on the Academic Performance of Secondary School Boys

The researcher sought to assess the influence of peer pressure on the academic performance of secondary school boys. The results were as indicated in Table 4.1 and Table 4.2. The study findings revealed that 84.6% of the respondents were of the opinion that together with their friends, they do have organized group discussions in their school that are well programmed, 75.6% of the respondents said that they often discuss their academic performance with an aim of improving, 81.4% of the respondents held that they have group activities that are geared towards helping them improve in their academic performance. 74.2% of the respondents said that their peer group comprise of members who had previously scored above 250 marks at KCPE. 76.8% of the respondents were of

the opinion that together with their peers, they have ways of helping those in their peer group who are poor performers to improve in their academic performance.

70.8% of the respondents said that they discuss academic issues most of the time when they are together with friends. 51.4% of the respondents said that if they perform better than their friends in class, the friends normally don't mind. 82.4% of the respondents said that their friends encourage each member to improve on their previous academic performance. While 74.2% of the respondents held that they set individual and group targets before exams and work towards achieving them.

Table 4.1: Peer Pressure on Academic Performance

Statements		SA	A	NS	D	SD	T	M
My friends and I have organized group discussions in our school that are well programmed	F	88	76	8	11	5	188	4.23
	%	45.6%	39.2%	4.1%	5.7%	2.6%	96.9%	84.6%
My friends and I often discuss our academic performance with an aim of improving	F	65	73	11	30	12	191	3.78
	%	33.5%	37.6%	5.7%	15.5%	6.2%	98.5%	75.6%
My friends and I have group activities that are geared towards helping us improve in our academic performance.	F	78	82	10	9	12	191	4.07
	%	40.8%	42.3%	5.2%	4.7%	6.3%	98.5%	81.4%
My peer group comprise of members who had previously scored above 250 marks at KCPE.	F	52	80	24	21	14	191	3.71
	%	26.8%	41.2%	12.4%	10.8%	7.2%	98.5%	74.2%
My friends and I have ways of helping those in our peer group who are poor performers to improve in their academic	F	63	77	17	25	9	191	3.84
	%	32.5%	39.7%	8.8%	12.9%	4.6%	98.5%	76.8%
My friends and I discuss academic issues most of the time when we are together.	F	50	71	23	29	19	192	3.54
	%	25.8%	36.6%	11.9%	14.9%	9.8%	99.0%	70.8%
If I perform better than my friends in class they normally don't mind.	F	27	24	27	67	47	192	2.57
	%	13.9%	12.4%	13.9%	34.5%	24.2%	99.0%	51.4%
My friends and I encourage each member to improve on their previous academic performance.	F	84	80	5	13	10	192	4.12
	%	43.3%	41.2%	2.6%	6.7%	5.2%	99.0%	82.4%
My friends and I set individual and group targets before exams and we work towards achieving them.	F	66	60	12	33	14	185	3.71
	%	34.0%	30.9%	6.2%	17.0%	7.2%	95.4%	74.2%

Key: F: Frequency, %: Percentage, 5: Strongly Agree, 4: Agree, 3: Not sure, 2: Disagree, 1: Strongly Disagree, T: Total, M: Mean

The study sought to determine the influence of peer pressure on academic performance. The study findings showed that 74.75% of the respondents said that they have strong influence to study hard or do homework, 79.5% of the respondents said that they have strong influence to do what their parents want them to do, 65.0% of the respondents said that they have strong influence to join co-curricular activities and go out on school trips with an aim to socialize with girls, 34.25% of the respondents held that they have strong influence to sneak alcoholic drinks into school. 35.25% of the respondents were of the opinion that they have strong influence to sneak out of school and go to discos, 69.5% of the respondents held the opinion that they have strong influence to get home as scheduled by parents, 89.0% of the respondents said that they have strong influence to work at getting good grades at school, 74.25% of the respondents held the opinion that they had strong influence not to absent themselves from school, while 32.25% of the respondents held the opinion that they have strong influence not to finish high school.

Table 4.2: Influence of Peer Pressure on the Academic Performance

Statements		A lot	SW	A little	NI	T	M
Strong influence to study hard or do homework	F	88	38	45	22	193	2.99
	%	45.4%	19.6%	23.2%	11.3%	99.5%	74.75%
Strong influence to do what your parents want you to do	F	108	36	25	24	193	3.18
	%	55.7%	18.6%	12.9%	12.4%	99.5%	79.5%
Strong influence to join co-curricular activities and go out on school trips with an aim to socialize with girls	F	76	22	36	58	192	2.60
	%	39.6%	11.5%	18.8%	30.2%	99.0%	65.0%
Strong influence to sneak alcoholic drinks into school?	F	11	12	14	155	192	1.37
	%	5.7%	6.2%	7.2%	79.9%	99.0%	34.25%
Strong influence to sneak out of school and go to discos	F	13	9	21	148	191	1.41
	%	6.7%	4.6%	10.8%	76.3%	98.5%	35.25%
Strong influence to get home as scheduled by parents	F	82	26	36	44	188	2.78
	%	42.3%	13.4%	18.6%	22.7%	96.9%	69.5%
Strong influence to work at getting good grades at school	F	145	16	17	11	189	3.56
	%	74.6%	8.2%	8.8%	5.7%	97.4%	89.0%
Strong influence not to absent yourself from school	F	95	26	35	33	189	2.97
	%	49.0%	13.4%	18.0%	17.0%	97.4%	74.25%
Strong influence not to finish high school	F	8	11	9	160	188	1.29
	%	4.1%	5.7%	4.6%	82.5%	96.9%	32.25%

Key: F: Frequency, %: Percentage, 4: A lot, 3: Somewhat, 2: A little, 1: No influence, T: Total, M: Mean

4.4 Influence of Social Economic Status on the Academic Performance of Secondary School Boys

The study assessed the influence of social economic status on the academic performance of boys in secondary school. The findings of the study were as illustrated below in Figure 4.1 below.

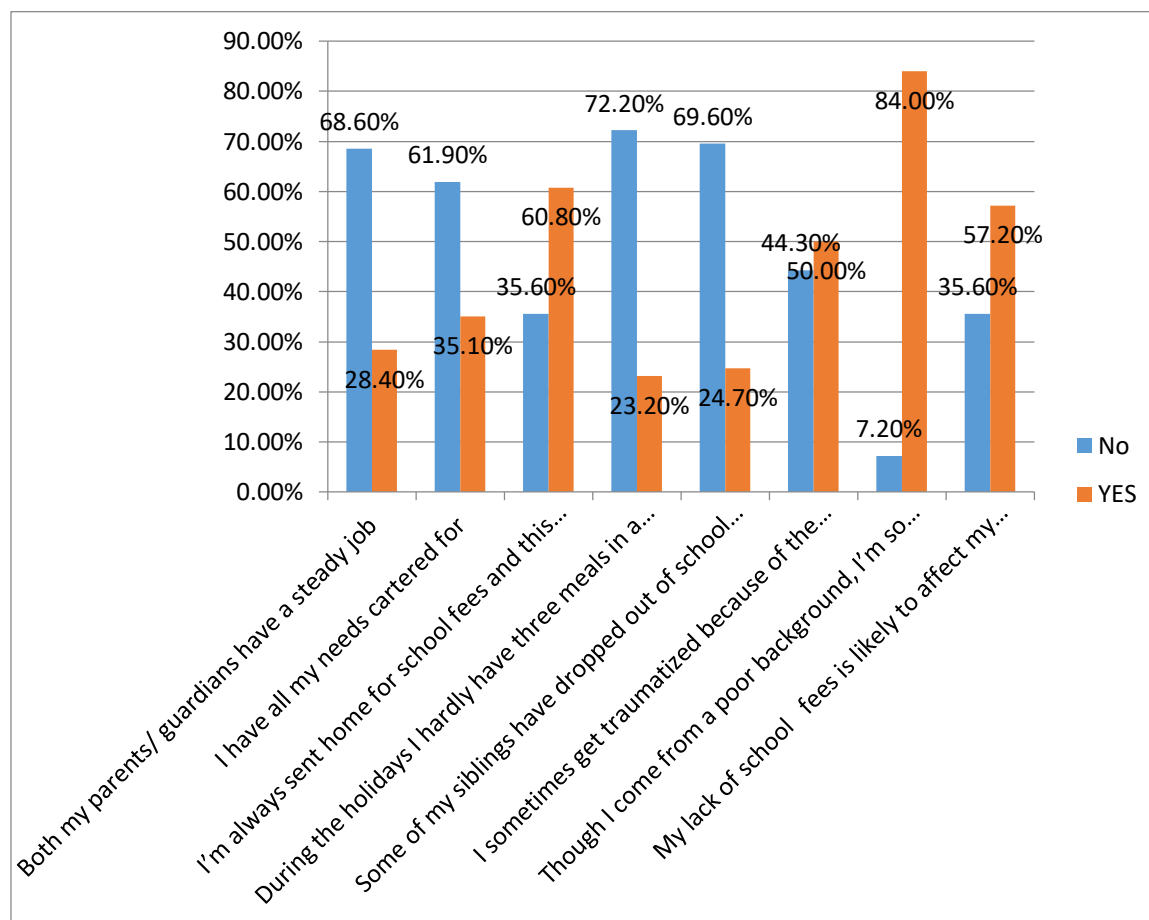


Figure 4.1: Social Economic Status

The study sought to assess the effect of social economic status on academic performance. The findings showed that 24.4% of the respondents said that both parents/ guardians have a steady job. 35.1% said that they have all their needs catered for. 60.8% of the respondents said that they are always sent home for school fees and this affects their

performance in school. 23.2% of the respondents said that during the holidays they hardly have three meals in a day because they can't afford and this affects their academic performance back at school. 24.7% of the respondents said that some of their siblings have dropped out of school because of lack of school fees. 50.0% of the respondents said that they sometimes get traumatized because of the poverty at home. 84.0% of the respondents said that though they come from a poor background, they are so motivated to work to change the status of their home. 57.2% of the respondents said that their lack of school fees is likely to affect their performance at KCSE.

4.5 Influence of Social Media on the Academic Performance of Secondary School Boys

The study assessed the influence of social media on the academic performance of boys in secondary school. The findings of the study were as illustrated below in Table 4.3 and 4.4 respectively.

Table 4.3: Social Media on the Academic Performance of Secondary School Boys

Statements		SA	A	NS	D	SD	T	M
I visit social sites such as Facebook, Twitter, WhatsApp more than 12 hrs a day.	F	30	38	16	45	61	190	2.64
	%	15.5%	19.6%	8.2%	23.2%	31.4%	97.9%	52.8%
I use phones and other electronic gadgets for academic purposes.	F	48	56	18	33	37	192	3.23
	%	24.7%	28.9%	9.3%	17.0%	19.3%	99.0%	64.6%
I occasionally visit pornographic sites.	F	15	30	10	30	107	192	2.04
	%	7.7%	15.5%	5.2%	15.5%	55.2%	99.0%	51.0%
If I got a chance, I would go with a phone to school.	F	28	26	10	36	90	190	2.29
	%	14.4%	13.4%	5.2%	18.6%	46.4%	97.9%	45.8%
While at home, I spend my time on the internet chatting with friends other than reading and working on my	F	30	37	16	40	68	191	2.59
	%	15.5%	19.1%	8.2%	20.6%	35.6%	98.5%	51.8%
Social sites such as Facebook, Twitter, WhatsApp are part of my everyday activity while at home and its part of my routine.	F	45	48	11	36	51	191	3.00
	%	23.2%	24.7%	5.7%	18.6%	26.3%	98.5%	60.0%
I feel out of touch when I have not logged onto Facebook or twitter for a while	F	45	38	12	40	55	190	2.88
	%	23.2%	19.6%	6.2%	20.6%	28.4%	97.9%	57.6%
I would be devastated if Facebook, WhatsApp, twitter and the other social sites were shut down	F	55	48	12	32	44	191	3.20
	%	28.4%	24.7%	6.2%	16.5%	22.7%	98.5%	64.0%

Key: F: Frequency, %: Percentage, 5: Strongly Agree, 4: Agree, 3: Not sure, 2:

Disagree, 1: Strongly Disagree, T: Total, M: Mean

The findings revealed that 52.8% of the respondents said that they visit social sites such as Facebook, twitter, WhatsApp more than 12hrs a day.64.6% of the respondents said that they use phones and other electronic gadgets for academic purposes.51.0% of the respondents said that they occasionally visit pornographic sites.45.8% of the respondents said that if they got a chance, they would go with a phone to school.51.8% of the respondents held the opinion that while at home, they spend their time on the internet

chatting with friends other than reading and working on their assignments.60.0% of the respondents said that social sites such as face book, twitter, WhatsApp are part of their everyday activity while at home and its part of their routine.57.6% of the respondents were of the opinion that they feel out of touch when they have not logged onto Facebook or twitter for a while. While 64.0% of the respondents were of the opinion that they would be devastated if Facebook, WhatsApp, twitter and the other social sites were shut down.

Table 4.4 Influence of Social Media on Academic Performance

Statements		VS	S	W	VW	T	M
Finish homework assignments by deadline despite visiting social sites.	F	78	60	27	26	191	2.99
	%	40.2%	30.9%	13.9%	13.4%	98.5%	74.75%
Study when there are other interesting things such as chatting with friends on social media to do.	F	53	35	49	54	198	2.20
	%	27.3%	18.0%	25.3%	27.3%	98.5%	55.0%
Concentrate in class even after engaging in visiting social sites such as Facebook, Twitter, WhatsApp etc.	F	53	35	49	54	191	2.46
	%	27.3%	18.0%	25.3%	27.8%	98.5%	61.5%
Arrange a place where to study without distraction even when I have a Phone.	F	62	40	38	50	190	2.60
	%	32.0%	20.6%	19.6%	25.8%	97.9%	65.0%
Participate in class during lessons and group discussions even after chatting on social sites.	F	66	47	40	37	190	2.75
	%	34.0%	24.2%	20.6%	19.1%	97.9%	68.75%
Remember information presented in class and in text books even after engaging in surfing and chatting on social media.	F	51	49	54	36	190	2.61
	%	26.3%	25.3%	27.8%	18.6%	97.9%	65.25%
Plan your work well despite my engagement in social media while at home.	F	83	54	23	30	190	3.00
	%	42.8%	27.8%	11.9%	15.5%	97.9%	75.0%

Key: F: Frequency, %: Percentage, 4: Very important, 3: Somewhat important, 2: Not too important, 1: Not at all important, T: Total, M: Mean

The study further assessed the influence of social media on academic performance. The findings revealed that 74.75% of the respondents were of the view that they finish homework assignments by deadline despite visiting social sites. 55.0% of the respondents

said that they study when there are other interesting things such as chatting with friends on social media. 61.5% of the respondents said that they concentrate in class even after engaging in visiting social sites such as Facebook, twitter,WhatsAppetc. 65.0% of the respondents said that they arrange a place where to study without distraction even when they have phones. 68.75% of the respondents said that they participate in class during lessons and group discussions even after chatting on social sites. 65.25% of the respondents said that they remembered information presented in class and in text books even after engaging in surfing and chatting on social media. While 75.0% of the respondents held that they plan their work well despite their engagement in social media while at home.

4.6 Factors Influencing the Academic Performance of Secondary School Boys

The data collected was transcribed, organized, coded and statistical tests run and interpreted in line with the objectives of the study. Quantitative data was analyzed using both descriptive and inferential statistics. The descriptive statistics were used to present the distributional properties of the data and explain the respondents' characteristics while inferential statistical tests were performed to investigate the nature, direction and strength of relationship between the variables. The data was analyzed using multiple linear regression. The analyzed data was presented through graphical illustrations in form of tables, graphs and charts.

The beta (β) coefficients for each independent variable were generated from the model.

The regression model that was used to test is shown below:

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

Where:

Y is Academic performance

α is Model Intercept

β is Regression coefficient

X1 is Social economic factors

X2 is social media

X3 is peer pressure

ε is Error Term

All the above statistical tests were analysed using the Statistical Package for Social Sciences (SPSS), version 20. All tests were two-tailed. Significant levels were measured at 95% confidence level with significant differences recorded at $p < 0.05$

The study adopted the regression model to examine how each of the identified factors which included peer pressure, social economic status, and social media influenced academic performance. The results were illustrated in Table 4.5, 4.6 and 4.7 below.

The first table of interest is the Model Summary table. This table provides the R , R^2 , adjusted R^2 , and the standard error of the estimate, which can be used to determine how well a regression model fits the data:

Table 4.5: Determination of How Well Regression Model Fits the Data

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.696 ^a	.484	-.513	.72247
a. Predictors: (Constant), peer_pressure, social_economic_status1, Social_media_Var				

The "**R**" column represents the value of R , the *multiple correlation coefficient*. R can be considered to be one measure of the quality of the prediction of the dependent variable; in this case, Academic performance. A value of 0.696, indicates a good level of prediction. The "**R Square**" column represents the R^2 value (also called the coefficient of determination), which is the proportion of variance in the dependent variable that can be explained by the independent variables (technically, it is the proportion of variation accounted for by the regression model above and beyond the mean model). It can be seen from the researcher's value of 0.484 that the independent variables explain 48.4% of the variability the dependent variable, Academic performance.

Table 4.6: Determination of How Well Regression Model Fits the Data [Prediction of the Dependent Variable (Academic Performance)]

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	.646	3	.215	.412	.044 ^b
	Residual	69.943	134	.522		
	Total	70.589	137			
a. Dependent Variable: academic_performance1						
b. Predictors: (Constant), peer_pressure, social_economic_status1, Social_media_Var						

Table 4.6 indicates that the regression model predicts the dependent variable (Academic performance) significantly well. This is evidenced when one looks at the "Regression" row and go to the "Sig." column. It indicates the statistical significance of the regression

model that was run. Here, $p < 0.044$, which is less than 0.05, and indicates that, overall, the regression model statistically significantly predicts the outcome variable (i.e., it is a good fit for the data).

4.7 Factors Influencing Academic performance as per Regression Model (Ref-table 4.7)

The findings revealed that there was a significant effect between social economic factors ($p = 0.014$) and Academic performance. The findings also showed a significant effect ($p = 0.030$) between social media and Academic performance. The results, however, showed that there was an insignificant effect ($p = 0.113$) between peer pressure and academic performance.

Table 4.7: Factors Influencing Academic Performance as per Regression Model

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
	(Constant)	1.870	.440		4.248	.000
1	social_economic_status1	.332	.131	.488	2.010	.014
	Social_media_Var	.120	.059	.130	1.845	.030
	peer_pressure	.002	.096	.001	.123	.113

a. Dependent Variable: academic_performance1

In assessing the regression model for the Academic performance as per the indicators in the study, the study evaluated the standardized coefficients of the study and illustrated the results as indicated in the table multiple linear model below.

$$\text{Academic performance} = 1.870 + 0.332 (\text{social economic status}) + 0.120 (\text{social media}) + 0.002(\text{peer pressure}) + 0.440(\text{standard error})$$

These results showed that social economic status and social media were crucial factors in the influence of Academic performance of secondary school boys in Bungoma East subcounty. This was interpreted to mean that despite the contribution of peer pressure to academic performance, social economic status and social media had more influence on academic performance.

This study is consistent with that of Mwaniki and Orodho (2014) which revealed that as boys progressed within a school system, their performance declines due to social economic factors such as lack of latent educational levies, forcing them to enter into casual employment and lapse into indiscipline. The study by DeGarmo, Forgatch, and Martinez, (1999) also supports the current study as it was found out that status affects parenting skills which in turn affects students' academic performance in school.

The study by Stanslaus (2016) also indicated that social economic status of learners influences their academic performance. It was found out that boys experience impairments in curiosity, learning, and memory due low socioeconomic status.

The study revealed that social media affects academic performance of boys in secondary schools. These results are similar to those found by Haq and Chand (2012) and Mingle and Adams (2015) which revealed that social network participation adversely affected the male students.

The findings of this study were however different from those found by Misanya(2013) which was conducted in Kanduyi focusing on the academic performance of the girl child. The study had revealed that positive peer pressure led to good scores in exam tests. The

current study on the other hand revealed that peer pressure did not have a significant influence on academic performance.

The study done by Bishop and Bishop (2010) in Cornell University and Chicago University had revealed that boys were likely to be less engaged with school due to negative peer pressure. Their findings were different from the findings of this study which found out that peer pressure does not have a significant influence on academic performance.

CHAPTER FIVE

SUMMARY OF THE FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter deals with summary of the findings, conclusions and the recommendations regarding factors affecting the academic performance of boys in secondary schools.

5.2 Summary of the Findings

The study tested the hypothesis of the study by using the regression model.

5.2.1 Influence of Peer Pressure on Academic Performance of Secondary School Boys in Bungoma East Subcounty

Peer pressure does not have a significant influence on academic performance of secondary school boys in Bungoma East subcounty. Results revealed that ($\beta=0.02$, $p=0.113$). Thus, the null hypothesis that peer pressure does not have a significant influence on academic performance of school boys in Bungoma East Sub-county was not rejected. The findings show that the significance value ($p=0.113$) is more than the threshold p-value of 0.05. This implied that peer pressure is not a major determinant of academic performance.

5.2.2 Influence of Social Economic Status on Academic Performance of Secondary School Boys in Bungoma East Subcounty

Social economic status does have a significant influence on the academic performance of secondary school boys in Bungoma East subcounty. Results revealed that ($\beta=.332$, $p=0.014$). Thus, the null hypothesis was rejected in favor of the alternative hypothesis that the social economic status has a significant influence on the academic performance of secondary school boys in Bungoma East subcounty.

The findings show that the significance value (0.014) is less than the p-value of 0.05 stating that social economic status has a significant influence on academic performance of secondary school boys in Bungoma East subcounty.

5.2.3 Influence of Social Media on Academic Performance of Secondary School Boys in Bungoma East Subcounty

Social media does not have a significant influence on the academic performance of secondary school boys in Bungoma East subcounty. Results revealed that ($\beta=0.120$, $p=0.030$). Thus, the null hypothesis was rejected in favor of the alternative hypothesis that social media has a significant influence on the academic performance of secondary school boys in Bungoma East subcounty.

The findings showed that the significance value (0.30) is less than the p-value of 0.05 stating that social media has a significant influence on the academic performance of secondary school boys in Bungoma East subcounty.

The findings in chapter 4 revealed that peer groupings improve academic performance. This is illustrated in the item in which 76.8% of the respondents were of the opinion that together with their peers they are able to help those weak in the group to improve on their performance.

It was also pointed out that the members of a peer group would set targets together and would work together towards achieving them. This helped in improving the academic performance of all peer group members.

5.3 Conclusions

The findings revealed that social economic status has a more significant influence on academic performance over social media. It was found that the influence of peer pressure on academic performance was not significant. Therefore, in addressing the gap in academic performance between boys and girls in secondary school in Bungoma East subcounty, the stakeholders should address the social economic status of the parents followed by the use of social media by the students.

5.4 Recommendations

By the findings in this study, certain measures should be taken by the parents, principals, HOD Guiding and counseling and the class teachers in order to enhance the academic performance of the secondary school boys in the said areas. The recommendations made by the researcher are:

- The schools should intensify guidance and counseling programs to handle the issue of social media.
- Income generating projects within the school should be done and the proceeds from there used to offset some huge fees arrears of very needy students.
- The school should sensitize the parents on the influence of social media on academic performance through the class teachers during academic days and during Annual General Meetings by a specially invited guest.
- Guest speakers should be invited and they should encourage the students on how to manage positive peer pressure.

5.5 Suggestions on Further Research

- i). Further research can be done on the same topic to determine whether the same would apply to performance of boys in secondary schools in other sub counties.

- ii). Research can also be done to ascertain if boys and girls learning in the same institution would portray the same characteristics.
- iii). A similar study can be done using different research instruments.

REFERENCES

- Abdu Raheem, B. O. (2012). The Influence of Gender on Secondary School Students' Academic Performance in South-West, Nigeria. *Journal of Social Sciences*, 31(1), 93-98.
- Adesehinwa, O. A. (2013). Effects of Family Type (Monogamy or Polygamy) on Students' Academic Achievement in Nigeria. *International Journal of Psychology and Counselling*, 5(7), 153-156.
- Adeyemi, B. (2010). Teacher Related Factors as Correlates of Pupils Achievement in Social Studies in South West Nigeria. *Electronic journal of Research in Educational Psychology*, 8(1), 313-332.
- Adikwu, V. O. (2018). Family Factors as Predictors of Academic Achievement Motivation among Secondary Schools Students in North Central Zone of Nigeria. *International Journal of Education and Research*, 6(2), 157-170.
- Asemah, S. E., Okpanachi, R. A., & Edegoh, L. (2013). Influence of Social Media on the Academic Performance of the Undergraduate Students of Kogi State University, Anyigba, Nigera. *Research on Humanities and Social Sciences*, 3(12), 90-96.
- Asena, J. M., Simiyu, A. M., & Riechi, A. (2016). Factors Affecting Subsidized Free Day Secondary Education in Enhancing Learners Retention in Secondary Schools in Kenya. *Journal of Education and Practice*, 7(20), 49-55.
- Bandura, A. (1997). *Self-Efficacy: The Exercise of Control*. New York: W. H. Freeman.
- Bavel, J. V., Schwartz, C. R., & Esteve, A. (2018). The Reversal of the Gender Gap in Education and Its Consequences for Family Life. *Annual Review of Sociology*, 44(1), 341-360.
- Bellmore, A., Chen, W., & Rischall, E. (2013). The Reasons behind Early Adolescents' Responses to Peer Victimization. *Journal of Youth and Adolescence*, 42, 275–284.
- Bidwell, A., (2015, Jan. 27). *More students earning STEM degrees, report shows*. U.S. News & World Report. Retrieved from <https://www.usnews.com/news/articles/2015/01/27/morestudents-earning-degrees-in-stem-fields-report-shows>
- Carman, C. A. (2013). Comparing Apples and Oranges: Fifteen Years of Definitions of Giftedness in Research. *Journal of Advanced Academics*, 24, 52–70.
- Carr, B. H. (2012). *Examining the Relationship of Ethnicity, Gender and Social Cognitive Factors with the Academic Achievement of First-Year Engineering Students*. Unpublished Dissertation, The University of Dayton, Ohio.

- Changach, J. K. (2012). Education for Development: Myth or Reality? The Kenyan Experience. *International Journal of Learning and Development*, 2(3), 144-159.
- Chege, F. N., Likoye, F., Nyambura, S., & Guantai, H. K. (2013). Declining Boys' Participation and Performance in Kenyan Schools: Are Girls' Education Projects Influencing New Forms of Masculinities? *CICE Series*, 5(1), 1-17.
- Dahie, A., Omar, M. M., & Aden, M. A. (2016). Socioeconomic Status and Academic Achievement at Secondary Schools in Mogadishu- Somalia. *International Journal in Management and Social Science*, 4(1), 300-313.
- DeGarmo, D. S., Forgatch, M. S., & Martinez, C. R. Jr. (1999). Parenting of Divorced Mothers as a Link between Social Status and Boys' Academic Outcomes: Unpacking the Effects of SES. *Child Development*, 70, 1231–1245.
- Dube, A. K. (2012). *Factors Affecting Transition, Performance and Retention of Girls' in Secondary Schools in Arid and Semi-Arid Land: A Case of Rhamu Town - Mandera County, Kenya*. Unpublished MA Thesis, Kenyatta University, Nairobi.
- Ekeng, N. E., & Edet, P. B. (2010). Parental Socio-Economic Status, Family Type and School Drop-out in Ewutu Educational Circuit Winnoba Ghana: Implication for counselling. *Academic Leadership: The Online Journal*, 8(4), Article 46.
- Erlich, R. J., & Russ-Eft, D. (2011). Applying Social Cognitive Theory to Academic Advising to Assess Student Learning Outcomes. *NACADA Journal*, 31(2), 5-15.
- Fan, F. A. (2012). The Relationship between the Socio-Economic Status of Parents and Students' Academic Achievements in Social Studies. *Research in Education*, 87(1), 99 – 103.
- Farmer, V. (2010). Teen Peer Groups can be a Positive Influence. *Agweek 25th Anniversary Special Publication*. Retrieved on August 15, 2018 from <http://www.agweek.com/event/article/id/287608/publisher>
- Fortin, N. M., Oreopoulos, P., & Phipps, S. (2015). Leaving Boys Behind: Gender Disparities in High Academic Achievement. *Journal of Human Resources*, 50(3), 549-579.
- Fowler, F. J. (2002). *Survey Research Methods* (3rd Ed.). Thousand Oaks, CA: Sage.
- Francis, B., Skelton, C., & Read, B. (2010). The Simultaneous Production of Educational Achievement and Popularity: How do Some Pupils Accomplish It? *British Educational Research Journal*, 36, 317–340.
- Gajigo, O. (2012). Closing the Education Gender Gap: Estimating the Impact of Girls Scholarship Program in The Gambia. *African Development Bank Group Working Paper 164*.

- Ganga, E., & Chinyoka, K. (2010.). Exploring Psychological Disorders Caused by Poverty amongst Orphans and Vulnerable Children Living Within Child – Headed Households. *Journal of Sustainable Development in Africa*, 12(4), 186-198.
- Hadjar, A., Krolak-Schwerdt, S., Karin, P., & Sabine, G. (2014). Gender and Educational Achievement. *Educational Research*, 56(2), 117-125.
- Hamm, J. V., Lambert, K., Farmer, T. W., & Agger, C. A. (2013). Promotive Peer Contexts of Academic and Social Adjustment among Rural African American Early adolescent Boys. *American Journal of Orthopsychiatry*, 83, 278–288.
- Haq, A., & Chand, S (2012). Pattern of Facebook Usage and Its Impact on Academic Performance of University Students: A Gender Based Comparison. *Bulletin of Education and Research* 34(2), 19-28.
- Hascher, T., & Hagenauer, G. (2010). Alienation from School. *International Journal of Educational Research*, 49, 220–232.
- Haywood, C., Ghail, M. M., & Allan, J. A. (2015). Schools, Masculinity and Boyness in the War against Boys. *Boyhood Studies*, 8(Spring), 15-21.
- Ishfaq, A., & Tehmina, F. Q. (2011). A Look Out for Academic Impacts of Social Networking Sites (SNSs): A Student-Based Perspective. *African Journal of Business Management*, 5(12), 5022-5031.
- Juma, D. A., Aloka, P. J. O., & Nyaswa, P. (2018). Gender Differences in Academic Achievement among Returnee Students in Kenyan Secondary Schools. *International Journal of Advanced and Multidisciplinary Social Science*, 4(1), 8-12.
- Kamanga, P. W. (2012). *Factors Influencing the Boy–Child Secondary Education in the Rice-Growing Region of Kirinyaga South District, Kirinyaga County, Kenya*. Unpublished MEd Thesis, Kenyatta University, Nairobi.
- Karim, S., & Bronwyn, F. E. (2016). Applications of Vygotsky’s Socio-Cultural Approach for Teachers’ Professional Development, *Cogent Education*, 3 (1), DOI: 10.1080/2331186X
- Karori, C., Mulewa, A., Ombuki, C., & Migosi, J. (2013). Effects of Head Teachers' Leadership Styles on the Performance of Examinations in Public Primary Schools in Kikuyu District, Kenya. *International Journal of Educational Research and Review*, 1(4), 53-65.
- Kashu, J. N. (2014). *Survey on Gender and Academic Performance in Secondary Schools in Kenya*. Unpublished Med Thesis, University of Nairobi, Nairobi.
- Katja, K., Marina, H., Urška, A., & Nina, J. (2016). Is Being Gifted Always an Advantage? Peer Relations and Self-Concept of Gifted Students. *High Ability Studies*, 27(2), 129-148.

- Kimeiywo, G. (Jan 24 2014). The Boy Child is in Danger in Baringo. *Daily Nation*, p7.
- Korir, D. K., & Kipkemboi, F. (2014). The Impact of School Environment and Peer Influences on Students' Academic Performance in Vihiga County, Kenya. *International Journal of Humanities and Social Science*, 4(5,1), 240-251.
- Kuppuswamy, S., & Narayan, P. (2010). The Impact of Social Networking Websites on the Education of Youth. *International Journal of Virtual Communities and Social Networking (IJVCSN)*, 2(1), 67-79.
- Lent, R.W., & Sheu, H. (2010). Applying Social Cognitive Career Theory across Cultures: Empirical Status. In: J. G. Ponterotto, J. M. Casas, L. A. Suzuki and C. M. Alexander (Eds.), *Handbook of Multicultural Counseling* (3rd Ed.) (691–701). Thousand Oaks, CA: Sage.
- Lucas, A. M., & Mbiti, I. M. (2012). Access, Sorting, and Achievement: The Short Run Effects of Free Primary Education in Kenya. *American Economic Journal: Applied Economics*, 4(4), 226–253.
- Memon, G., Joubish, M. F., & Khurram, M. A. (2010). Impact of Parental Socio-Economic Status on Students' Educational Achievements at Secondary Schools of District Malir, Karachi. *Middle-East Journal of Scientific Research*, 6(6), 678-687.
- Mingle, J., & Adams, M. (2015). Social Media Network Participation and Academic Performance in Senior High Schools in Ghana. *Library Philosophy and Practice (e-journal)*, 1286.
- Misanya, S. M. (2013). *Peer Influence on Academic Performance of Form One Students in Girls Boarding Secondary Schools in Kanduyi Constituency, Kenya*. Unpublished MA Thesis, University of Nairobi, Nairobi.
- MoE (2012). *Report on the Policy Framework for Nomadic Education in Kenya*. Nairobi: Government Printer.
- Mohammad, F. I., & Al-Matalka. (2014). The Influence of Parental Socioeconomic Status on Their Involvement at Home. *International Journal of Humanities and Social Science*, 4(5), 146-154.
- Mudemba, E. V. (2013). *Causes of Dropout among Boys and Girls from Secondary Schools in Ugenya District, Siaya County, Kenya*. Unpublished MA Thesis, University of Nairobi, Nairobi.
- Mugenda, O. M., & Mugenda, A. G. (1999). *Research methods: Quantitative and Qualitative Approaches*. Nairobi: Acts Press.
- Mugenda, O. M., & Mugenda, A. G. (2003). *Research Methods: Qualitative and Quantitative Approaches*. Nairobi: Acts Press.

- Mugenda, O. M., & Mugenda, A. G. (2008). *Social Science*. Nairobi: Applied Research & Training Services.
- Mugo, P., & Kibera, L. W. (2014). Factors Affecting Motivation and Academic Expectations, Aspirations of Students in Secondary Schools: Laikipia – West District, Laikipia County, Kenya. *International Journal of Scientific Research and Innovative Technology*, 1(3), 30-37.
- Mutegi, R. G. (2015). *Influence of Unit Cost of Education on Students Enrolment Rates in Public Secondary Schools in Tharaka South Subcounty, Kenya*. Unpublished DPhil Thesis, The University of Nairobi, Nairobi.
- Muthikwa, I. (2016). *Effects of Drug and Substance Abuse on Primary School Pupils' Academic Performance in Kakuma Refugee Camp, Turkana County, Kenya*. Unpublished MEd Thesis, The University of Nairobi, Nairobi.
- Mwangi, N. I., & Nyagah, G. (2013). Determinants of Academic Performance in Kenya Certificate of Secondary Education in Public Secondary Schools in Kiambu County, Kenya. *Journal of Education and Practice*, 4(12), 38-43.
- Mwaniki, J. M., & Orodho, J. A. (2014). Dismal Performance of Boys in Kenya Certificate of Secondary Education: Diagnosis of Effects of Socio-Economic Factors in Subukia District, Nakuru County, Kenya. *International Journal of Current Research*, 6(5), 6919-6926.
- Mwiigi, J. W. (2014). *The Impact of Gender Differences on Student's Academic Performance in Secondary Schools in Ndumberi Division, Kiambu County, Kenya, in Science Subjects and Languages*. Unpublished PGDE Thesis, University of Nairobi, Nairobi.
- Ndung'u, J. (2012). Boy Child Education Endangered. Accessed October 10 2015 from <http://m.news24.co.ke/Kenya/MyNews24/Boy-child-education-endangered-20120327>
- Ngare, N. N., Maronga, E., Tikoko, B., & Sigei, J. (2016). Parental Occupation as a Predictor of Student's Academic Performance in Kenya Certificate of Secondary Education in Public Mixed Day Secondary Schools in Nyamira North Sub-County, Kenya. *Kabarak Journal of Research and Innovation*, 4(2), 70-83.
- Nicole. B., Steinfield, C., & Lampe, C. (2007). The Benefits of Facebook "Friends." Social Capital and College Students' Use of Online Social Network Sites. *Journal of Computer Mediated Communication*, 12(4), 1143-1168.
- Nussbaum, M. (2011). *Creating Capabilities: The Human Development Approach*. London: Belknap Press.
- O'Flaherty, J., & Liddy, M. (2018). The Impact of Development Education and Education for Sustainable Development Interventions: A Synthesis of the Research. *Environmental Education Research*, 24(7), 1031-1049.

- Ogunshola, F., & Adewale, A. (2012). The Effects of Parental Socio-Economic Status on Academic Performance of Students in Selected Schools in Edu Lga of Kwara State Nigeria. *International Journal of Academic Research in Business and Social Sciences*, 2(7), 230-239.
- Okorie, A. N. (2014). *Relationship among Peer Pressure, Time Management and Academic Performance of In-School Adolescents in Umuahia Education Zone, Abia State, Nigeria*. Unpublished MEd Thesis, University of Nigeria, Nsukka.
- Ongwae, M. N. (2016). *A Study of the Causes and Effects of Drug and Substance Abuse among Students in Selected Secondary Schools in Starehe Sub County, Nairobi County*. Unpublished MEd Thesis, The University of Nairobi, Nairobi.
- Organization for Economic Co-Operation and Development (OECD) (2012). *Policy Priorities for International Trade and Jobs*. Washington, DC: OECD.
- Orodho, J. A. (2012). *Techniques of Writing Research Proposals and Reports in Education and Social Sciences*. Maseno/Nairobi: Kanezja HP Enterprises
- Plummer, D. (2010). *Is Learning Becoming Taboo for Caribbean Boys?* In M. Michael, B. Myrna and B. Donald (Eds.), *Challenging HIV & AIDS: A New Role for Caribbean Education* (174-183). Paris: UNESCO and Ian Randle Publishers.
- Rouis, S., Limayem, M., & Salehi-Sangari, E. (2011). Impact of Facebook Usage on Students' Academic Achievement: Role of Self-Regulation and Trust. *Journal of Research in Educational Psychology*, 9(3), 961-994.
- Sayid, D. G., & Milad, K. (2011). Gender Differences in Factors Affecting Academic Performance of High School Students. *Procedia: Social and Behavioural Sciences*, 15, 1040-1045.
- Shettle, C., Roey S., Mordica, J., Perkins R., Nord, C., & Teodorovic J. (2007). *The Nation's Report Card: America's High School Graduates (NCES 2007-467)*. Washington, DC: U.S. Government Printing Office.
- Shoola, T. (2014). The Effect of the Sub-Saharan African Gender Divide on the Rights and Status of Women in a Globalized World. *International Research Scape Journal: An Undergraduate Student Journal*, 1(1), 1-47.
- Singh, A., & Singh, J. P. (2014). The Influence of Socio-Economic Status of Parents and Home Environment on the Study Habits and Academic Achievement of Students. *Educational Research*, 5(9), 348-352.
- Sommers, C. H. (2013). *The War against Boys: How Misguided Policies are Harming Our Young Men*. New York: Simon & Schuster.
- Stanslaus, O. J. (2016). *Influence of Parental Socio-Economic Status on Students' Academic Performance in Public Secondary Schools in Tana River County, Kenya*. Unpublished M.Ed Thesis, The University of Nairobi, Nairobi.

- Sternod, B. M. (2011). Role Models or Normalizing Agents? A Genealogical Analysis of Popular Written News Media Discourse Regarding Male Teachers. *Curriculum Inquiry*, 41, 267–292.
- Stevens, V. (2009). Modeling Social Media in Groups, Communities, and Networks. *Tesl-Ej*, 13(3), 1-16.
- Stoet, G., & Geary, D. C. (2012). Can Stereotype Threat Explain the Gender Gap in Mathematics Performance and Achievement? *Review of General Psychology*, 16, 93–102.
- Umar, G., Yaganawali, S. B., Hajja, K. A., & Mohammed, W. B. (2015). Gender Difference in Students' Academic Performance in Colleges of Education in Borno State, Nigeria: Implications for Counselling. *Journal of Education and Practice*, 6(32), 107-114.
- UNESCO (2012). *Education for All Global Monitoring Report: Youth and Skills – Putting Education to Work* (Summary). Paris: UNESCO.
- UNESCO (2013). *Teaching and Learning for Development: Concept Note for the EFA Global Monitoring Report 2013*. Paris: UNESCO.
- Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Cambridge, MA: Harvard University Press.
- Vygotsky, L. S. (1987). Thinking and Speech. In R. W. Rieber & A. S. Carton (Eds.), *The Collected Works of L. S. Vygotsky, Volume 1: Problems of General Psychology* (39–285). New York: Plenum Press.
- Zahid, S. M. (Ed.) (2016). *Social Media and Local Governments: Theory and Practice*. New York: Springer International Publishing.

APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

Dear respondent,

I am a Master of Education student at the University of Eldoret. This is a questionnaire which seeks vital information on whether certain psycho-social factors influence academic performance of boys' in secondary schools in Bungoma East Sub County, Kenya. You have been selected to participate in this study. Please answer all the questions as honestly as possible. You do not have to write your name or sign on the questionnaire. There's no wrong or right answer. The contents of this questionnaire will be kept confidential.

APPENDIX II: PSYCHO-SOCIAL FACTORS QUESTIONNAIRE

SECTION 1: BIO DATA

1. Which class are you? Form two [] Form three []. (Tick where appropriate).

2. What is your age bracket? [12-14] [15-17] [18-20]

3. What was your position in relation to the rest of the class?

First quarter Second quarter Third quarter Last quarter

4. Other than class work, what do you enjoy doing during your free time?.....

.....

SECTION II; PSYCHO-SOCIAL FACTORS.

a) Peer Pressure

Answer the following questions on a rating scale using the following terms.

[Strongly Agree] [Agree] [Not Sure] [Disagree] [Strongly Disagree]

Each of the terms will be assigned a number 1 to 5.

1) I and my friends have organized group discussions in our school that are well programmed. [1] [2] [3] [4] [5]

2) I and my friends often discuss our academic performance with an aim of improving. [1] [2] [3] [4] [5]

3) I and my friends have group activities that are geared towards helping us improve in our academic performance.

[1] [2] [3] [4] [5]

4) My peer group comprise of members who had previously scored above 250 marks at KCPE.

[1] [2] [3] [4] [5]

5) I and my peers have ways of helping those in our peer group who are poor performers to improve in their academic performance.

[1] [2] [3] [4] [5]

6) I and my friends discuss academic issues most of the time when we are together.

[1] [2] [3] [4] [5]

7) If I perform better than my friends in class they normally don't mind.

[1] [2] [3] [4] [5]

8) I and my friends encourage each member to improve on their previous academic performance.

[1] [2] [3] [4] [5]

Below are some statements describing peer influence, which is when your friends encourage you to do something and not to do something else. For each statement, decide whether friends mostly encourage you to do it or there's no influence at all. The terms ("A lot", "Somewhat", "Little" and "No influence") have been used for you to choose one. This indicates the level of influence the peers have on you in terms of being in touch of your academic work.

1) How strong is the influence from your friends to?

I) Study hard or do homework?

[A lot] [Somewhat] [A little] [No influence]

ii) To do what your parents want you to do?

[A lot] [Somewhat] [A little] [No influence]

iii) To join co-curricular activities and go out on school trips with an aim to socialize with girls.

[A lot] [Somewhat] [A little] [No influence]

iv) To sneak alcoholic drinks into school?

[A lot] [Somewhat] [A little] [No influence]

v) To sneak out of school and go to discos?

[A lot] [Somewhat] [A little] [No influence]

vi) To get home as scheduled by parents?

[A lot] [Somewhat] [A little] [No influence]

Vii) To work at getting good grades at school?

[A lot] [Somewhat] [A little] [No influence]

viii) Not to absent yourself from school?

[A lot] [Somewhat] [A little] [No influence]

ix) Not to finish high school ?

[A lot] [Somewhat] [A little] [No influence]

Do you have any other comment on the influence of peers on the academic performance of boys in secondary school?

b) Social Media

1) When at home I have my own phone. [YES] [NO][Tick where appropriate].

2) I have no phone but can get access to a phone whenever I want to use one. [YES][NO]

3) Answer the following questions on a rating scale using the following terms. [Strongly Agree] [Agree] [Not sure] [Disagree] [Strongly disagree].

Each of the terms is assigned a value of 1 to 5.

a) I visit social sites such as Facebook, twitter, WhatsApp more than 12hrs a day.

[1] [2] [3] [4] [5]

b) I use phones and other electronic gadgets for academic purposes.

[1] [2] [3] [4] [5]

c) I occasionally visit pornographic sites.

[1] [2] [3] [4] [5]

d) If I got a chance, I would go with a phone to school.

[1] [2] [3] [4] [5]

e) While at home, I spend my time on the internet chatting with friends other than reading and working on my assignments.

[1] [2] [3] [4] [5]

f) Social sites such as Facebook, twitter, WhatsApp are part of my everyday activity while at home and its part of my routine.

[1] [2] [3] [4] [5]

g) I feel out of touch when I have not logged onto Facebook or twitter for a while.

[1] [2] [3] [4] [5]

h) I would be sorry if Facebook, WhatsApp, twitter and the other social sites were shut down. [1] [2] [3] [4] [5]

3) Please read each statement below carefully and indicate how strong your belief is that you can accomplish each of the following tasks by marking your answer according to the 4 point key below. Mark your answer by placing a tick on one and only one box on the answer sheet.

1 = Very Weak 2 = Weak 3 = Strong 4 = Very Strong

INDICATE THE STRENGTH OF YOUR BELIEF THAT YOU CAN:

	Opinion	1	2	3	4
I	Finish homework assignments by deadline despite visiting social sites.				
Ii	Study when there are other interesting things Such as chatting with friends on social media to do.				
Iii	Concentrate in class even after engaging in visiting social sites such as facebook,twitter,Whatsapp etc.				
Iv	Arrange a place where to study without Distraction even when I have a Phone.				
V	Participate in class during lessons and group discussions even after Participating on chatting on social sites.				

vi	Remember information presented in class and in text books even After engaging in surfing and chatting on social media.				
vii	Plan your work well despite my engagement in social media while at home.				

4) Do you have any further comments regarding the influence of on Facebook, twitter, WhatsApp on the academic performance of boys in secondary schools in Bungoma east Sub County?

.....

.....

.....

c) Social Economic Status

Use true or false to answer the questions below.

1) Both my parents/ guardians have a steady job.

[TRUE] [FALSE]

2) I have all my needs catered for.

[TRUE] [FALSE]

3) I'm always sent home for school fees and this affects my performance in school.

[TRUE] [FALSE]

4) During the holidays I hardly have three meals in a day because we can't afford and this affects my academic performance back at school.

[TRUE] [FALSE]

5) Some of my siblings have dropped out of school because of lack of school fees.

[TRUE] [FALSE]

6) I sometimes get traumatized because of the poverty at home.

[TRUE] [FALSE]

7) Some of my siblings dropped out of school because of poor performance.

[TRUE] [FALSE]

8) Though I come from a poor background, I'm so motivated to work to change the status in our home. [TRUE] [FALSE].

9) My lack of school fees is likely to affect my performance at KCSE.

[TRUE] [FALSE]

10) I normally report back to school on time after holidays.

[TRUE] [FALSE].

Thank you for filling this questionnaire.

APPENDIX III: INTRODUCTION LETTER FROM UoE



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

SCHOOL OF EDUCATION

DEPARTMENT OF CURRICULUM AND INSTRUCTION/EDUCATIONAL
PSYCHOLOGY

Our Ref: UOE/SED/CIM/LA/59

April, 28th, 2016

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

Dear Sir/Madam,

RE: RESEARCH PERMIT FOR MULINDI H. WANJALA EDU/PGP/1001/13

This is to confirm that the above named Post Graduate Student has completed Course work of Master of Education with specialization in Educational Psychology of the University of Eldoret.

She is currently preparing for field work to collect data on the thesis title: ***"Influence of Psycho-Social Factors on Academic Performance of Secondary School Boys in Bungoma East Sub-County, Kenya."*** The proposal was examined and approved by academic board of examiners of the school of education on 1st October 2015.

Any assistance accorded her to facilitate acquiring research permit for data collection will be highly appreciated.

Yours faithfully,

Head of Department
Curriculum & Instruction
UNIVERSITY OF ELDORET

DR. JACOB LOLELEA NATADE
HEAD, CURRICULUM & INSTRUCTION/
EDUCATIONAL PSYCHOLOGY

Cc: - DVC-ASA
- Dean, School of Education

**APPENDIX IV: AUTHORISATION LETTER FROM CDE – BUNGOMA
COUNTY**



REPUBLIC OF KENYA

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
State Department of Education – Bungoma County

When Replying please quote
e-mail: bungomacde@gmail.com

County Director of Education
P.O. Box 1620-50200
BUNGOMA
Dates: 9th August, 2016

Ref No: BCE/DE/19 VOL I/220

The Sub – County Director of Education
BUNGOMA EAST

**RE: AUTHORITY TO CARRY OUT RESEARCH – HELLEN MULINDI WANJALA –
REF NO: NACOSI/P/16/75862/12056**

The bearer of this letter, Hellen Mulindi Wanjala is a student of University of Eldoret. She has been authorized to carry out research on *“influence of psycho-social factors on academic performance of secondary school boys in Bungoma East, Kenya* for the period ending 5th June, 2017.

Kindly accord her the necessary assistance.

A handwritten signature in black ink, appearing to read 'Charles Anyika'.

**CHARLES ANYIKA
COUNTY DIRECTOR OF BUNGOMA
BUNGOMA COUNTY**

**APPENDIX V: AUTHORISATION LETTER FROM COUNTY
COMMISSIONER, BUNGOMA COUNTY**

REPUBLIC OF KENYA



THE PRESIDENCY
MINISTRY OF INTERIOR AND COORDINATION OF NATIONAL GOVERNMENT

Telephone: 055- 30326
FAX: 055-30326
E-mail: ccbungoma@yahoo.com
When replying please Quote

Office of the County Commissioner's Office
P.O. Box 550 - 50200
BUNGOMA

9th August, 2016

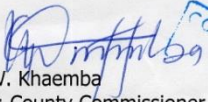
REF: ADM/5/13/251

TO WHOM IT MAY CONCERN

RE: RESEARCH AUTHORIZATION

The bearer of this letter, Hellen Mulindi Wanjala from University of Eldoret , sought an authority to carry out a research on "*Influence of psycho-social factors on academic performance of Secondary school boys in Bungoma County, Kenya*" For a period ending 5th July, 2017.

The authority granted to her by the National Commission for Science, Technology and Innovation is hereby acknowledged and appreciated. Any assistance accorded to her in that pursuit would be highly appreciated.


G.W. Khaemba
For: County Commissioner
BUNGOMA COUNTY



APPENDIX VI: AUTHORIZATION LETTER FROM NACOSTI



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 3310571, 2219420
Fax: +254-20-318245, 318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
when replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No.

Date:

NACOSTI/P/16/75862/12056

6th July, 2016

Hellen Mulindi Wanjala
University of Eldoret
P.O. Box 1125-30100
ELDORET.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Influence of psycho-social factors on academic performance of secondary school boys in Bungoma East Sub County, Kenya”* I am pleased to inform you that you have been authorized to undertake research in **Bungoma County** for the period ending **5th July, 2017**.

You are advised to report to **the County Commissioner and the County Director of Education, Bungoma County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.


BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Bungoma County.

The County Director of Education
Bungoma County.

APPENDIX VII: RESEARCH PERMIT

CONDITIONS

- 1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.**
- 2. Government Officers will not be interviewed without prior appointment.**
- 3. No questionnaire will be used unless it has been approved.**
- 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- 5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.**

REPUBLIC OF KENYA

NACOSTI

National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No. A10024

CONDITIONS: see back page

THIS IS TO CERTIFY THAT:

MS HELLEN MULINDI WANJALA

of UNIVERSITY OF ELDORET, 2366-50200

BUNGOMA, has been permitted to

conduct research in Bungoma County

on the topic: INFLUENCE OF

PSYCHO-SOCIAL FACTORS ON ACADEMIC

PERFORMANCE OF SECONDARY SCHOOL

BOYS IN BUNGOMA EAST

SUBCOUNTY, KENYA

for the period ending:

5th July, 2017.

Permit No. : NACOSTI/P/16/75862/12056


Date Of Issue : 6th July, 2016

Fee Received : Ksh 1000

Applicant's Signature

Director General

National Commission for Science, Technology & Innovation



**APPENDIX VIII: KCSE RESULTS FOR BOYS AND GIRLS SCHOOLS IN
BUNGOMA EAST AND WEBUYE WEST SUB COUNTIES FROM 2011 - 2014**

BOYS' SCHOOL	2011	2012	2013	2014
Bokoli	6.20	6.20	5.39	6.95
Milo	5.82	6.33	6.34	6.52
Chebosi	5.80	5.72	4.44	6.17
Ndivisi	5.82	6.32	4.81	5.69
Sipala	4.71	5.11	4.37	5.40
Misikhu	4.63	4.51	4.38	5.07
MEAN	5.50	5.70	4.95	5.96

GIRLS' SCHOOL	2011	202	2013	2014
Lugulu Girls'	9.06	8.60	8.7	9.29
Misikhu Girls'	7.49	6.95	6.73	7.83
Ndivisi Girls'	5.79	5.06	5.45	7.35
St. Mary's Webuye	6.22	5.88	5.98	6.53
Namawanga	6.33	5.96	6.23	6.26
St. Francis Makemo	5.27	5.03	4.96	5.61
Brenda Girls'	---	4.27	5.15	5.18
Matulo Girls'	5.01	5.30	5.26	4.29
St. Mary's Bokoli	2.96	2.97	3.00	2.82
MEAN	6.01	5.56	5.72	6.13

APPENDIX IX: SIMILARITY REPORT

Turnitin https://www.turnitin.com/newreport_printview.asp?eq=1&eb=1&esm=5&oid=1213694...

Turnitin Originality Report

Processed on: 14-Nov-2019 17:52 EAT
 ID: 1213694739
 Word Count: 20842
 Submitted: 1

EDU/PGP/1001/13 By Mulindi H. Wanjala



Similarity Index 18%	Similarity by Source Internet Sources: 15% Publications: 4% Student Papers: 9%
---------------------------------------	--

- < 1% match (Internet from 15-Jul-2016)
<http://www.journalcra.com/article/dismal-performance-boys-kenya-certificate-secondary-education-diagnosis-effects-socio-econom?page=2>
- < 1% match (Internet from 05-Nov-2019)
<https://eslkevin.wordpress.com/2015/09/16/42242/>
- < 1% match (publications)
Robert Crosnoe. "Peer Group Contexts of Girls' and Boys' Academic Experiences", Child Development, 1/2008
- < 1% match (student papers from 01-May-2019)
Submitted to Independent College Dublin on 2019-05-01
- < 1% match (Internet from 06-Aug-2018)
<https://zh.scribd.com/document/358797618/Factors-Affecting-Study-Habits-on-Academic-Performance-of-Senior-High-School-Students-of-Davao-Doctors-College>
- < 1% match (Internet from 22-Jun-2019)
<http://ijesc.org/upload/28b2c394d0607c05f073109e6edf84dd.Daily%20Allowance%20and%20Academic%20Performance.pdf>
- < 1% match (Internet from 12-Aug-2019)
<http://www.modernrespub.org/jsrs/pdf/2018/January/Oyomo.pdf>
- < 1% match (Internet from 02-Nov-2016)
<http://www.usnews.com/news/articles/2015/03/05/boys-more-likely-than-girls-to-underperform-academically>