RELATIONSHIP BETWEEEN STUDENTS' SELF-ESTEEM AND ACADEMIC PERFORMANCE: A CASE STUDY OF KENYENYA SUB-COUNTY KISII COUNTY KENYA

BY

OMWENO B. LYDIAH

EDU-G-4-0166-16

A RESEARCH PROJECT SUBMITTED TO THE SCHOOL OF EDUCATION IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF BACHELOR OF EDUCATION ARTS OF GRETSA UNIVERSITY

DECEMBER 2020

DECLARATION

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

Signature: _____ Date: 15/12/2020

Omweno B. Lydiah

This research project has been submitted for examination with my approval as university supervisor.

Signature: _____ Date: 15/12/2020

Ms Phoestine Naliaka

University supervisor

School of Education

DECLARATION

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

Signature: _____ Date: _____

Omweno B. Lydiah

This research project has been submitted for examination with my approval as university supervisor.

Signature: _____ Date: _____

Ms Phoestine Naliaka

University supervisor

School of Education

DEDICATION

I dedicate this work to my mother Ms. Mary, family members, friends, colleagues and all those that entirely supported me during my research.

ACKNOWLEDGEMENT

LIST OF ABBREVIATIONS AND ACRONYMS

SDQ-   self-description questionnaire

LSE-   low self esteem

HSE-   High self esteem

OPERATIONAL DEFINATION OF TERMS

Self-esteem - a person's overall subjective emotional of his or her own worth. It is a judgment of one's self as well as an attitude towards the self (Hewitt 2009).

Academic performance – is the outcome of education, is the extent to which a student, teacher or institution has achieved their educational   goals (Anne Howard & Mildred 1996)

Low self-esteem – failure to express views.

TABLE OF CONTENTS

ABSTRACT

Influence of an individual`s self-esteem and academic performance include; teachers, peers and the hidden curriculum also demographic factor such as parents this afflicts leaners self-esteem as well as performance. Recognition of work of learners or lack of it leads to an observable trait in the learners which will either make them achieve or not achieve an end in life. Specific objective of the study sought to investigate the effects of self-esteem on academics' performance establish the effects of age one self-esteem and academic performance the effect of gender on self-esteem and academic performance of the teacher on student`s self-esteem performance. The reseach had three specific objectives. First to establish the effect of self-esteem and academic performance of form student in Kenyenya sub-county. Secondly, to stablish the effect of student family background on self-esteem and academic performance of the form four students in Kenyenya sub-county. Lastly, to examine the effect of the teachers' attitude on students' self-esteem and their academic performance in Kenyenya sub-county. The research used descriptive survey research design that allowed the investigation of the education problem by obtaining facts about the condition of the variables. Questionnaires were used to gather information since they provided high level of confidentiality to the respondents. The data collected was feed into statistical package for social science (SPSS) for analysis and the results presented inform of tables. Both qualitative and quantitative analysis were performed on data. The results on whether student had high or positive self-esteem showed that the mean was 4.07. This was an indication that majority of the respondents agreed that self-esteem is critical in academic matters.

CHAPTER ONE: INTRODUCTION

1.0 Introduction

This chapter deals with the background of the study, statement of the problem, objectives of the study, research, questions, significance of the study, limitations, delimitations, assumptions and ethical issues of the study.

1.1 Background of the study

Self-esteem is equivalent to success of a person divided by his or her performance to increase the total of one`s self-esteem one should boost success (Waistline, 2015). Bednar and Peterson believed that each person constructs his/her unique view of reality through the creative self. On the other hand, Goldon (2016) notes that self-esteem is the third development stage of the program. It is the feeling of the pride that result when the child accomplishes things on the child's success in mastering tasks. Also, Cooper (2016) provides evidence supporting the importance of self-esteem. He concluded that people with feelings of inadequacy and unworthiness see themselves as inferior and unable to generate inner resources to improve their situation.

Rogers (2016) brought in the self enhancement view of academics seeing student's self- esteem as the primary cause of the academic achievement. Each person constructs his or her view of reality. Student's perception of the fit between their self-esteem and academic demands are important for learning outcomes. If a person perception of self are formed through experience with an interpretation of ones environment as posted by Mars (2015) research from cross other cultures was warranted to read hard and conclude finding.

Research conducted in Kenya to investigate the relationship between self-esteem and academic performers in English among high school students revealed that students in advanced grades had higher self-esteem Marsh (2016). The research indicated that could be due to students' improvement in verbal. However, there were some limitations in the research statistical analysis that cause difficulty in the interpretation of the results. The researchers used the teacher's assigned grades to measure students' academic achievements. It is difficult to compare and contrast grades assigned by different teachers. However, the students assigned scores served the purpose of the study. Since the study was only based on perception of self-concept and actual academic performer in English only. There was need to investigate how self- esteem relates to overall academic performance. The researcher intended to investigate whether feeling of competence, confidence and self-efficacy lead to high self-esteem or self-low esteem their effects on academic performance and anti-social behavior relates to self –esteem. Lastly the researchers sought to find out how feelings of depression, doubt personality, unworthiness and deviant behavior relate to self-esteem and academic performance in secondary schools.

1.2 Statement of the research problem

Self-esteem is crucial to everyone, we all need a positive self-esteem to feel and proud of our achievement. Positive self-esteem is when one is proud of whom you are. The habit of loving and appreciating when one achieves or losses something is what is referred as high self-esteem. According to KIE (2008), education is activated through the cognitive, psychomotor and the affective domain. The affective domain in enhanced through life skills education, self-esteem being one of the skills. The development of life skills is a life-long process that starts in early childhood and continues throughout one's life. Life skills education enables students to develop positive attitude towards self and others by transforming knowledge, skills and values into action. This enhances students' abilities to make effective decisions and relate amicably with

others in society. The three major categories of life skills: skills of knowing and living with oneself that include self-awareness, self-esteem, coping with emotions and coping with stress. There is the skill of knowing and living with others and that of making effective decisions. Where life skills education is well developed and practiced it can enhance the well-being of society and promote positive outlook and healthy behavior among learners (KIE, 2006).

A person's self-esteem can be perceived as negative or positive depending on how one evaluates their worth (Dondo, 2005). The value that one attaches to self leads to the level of self-esteem that they have. As a result, this level of self-esteem can influence one's performance of tasks in various situations in life. The two extremes of self-esteem are not desirable. Positive self-esteem implies that, comparing one's value to others, the individuals find themselves superior. This can lead to behaviors like arrogance, selfishness and difficult in coping with others. Such behavior may influence an individual's academic performance.

Academic performance in KCSE of secondary school students in Kenya has registered a decline for a number of years. Kenyenya Sub-County has not been an exception compared to other counties like Meru, Embu, Isiolo and Marsabit. According to County Director's office, in 2019, Kenyenya Sub-County had only 9% of its KCSE candidates joining the regular university programme.

Mugambi (2010) in his study found that students with positive self-esteem can perform well academically if the right environment is presented. However, majority of these studies centered on the cognitive aspects of the learner and instructions and methods used by the teachers in teaching, ignoring the affective domain of the learner. Research has shown that enhancing the self-esteem of students is a critical goal and is a means of facilitating attainment of desirable outcomes in education such as academic effort and persistence in tasks. There is need to understand the influence of students' self-esteem on academic performance.

1.3 Purpose of study

Main purpose of the study was to examine how self-esteem interact with teachers, school environment and home factors among others influence students' performance

1.4 Conceptual framework

Figure 1.1 Conceptual framework

Independent Variables   **intervening variable**   **dependent variable**

Self-esteem

- Confidence feeling of self-worth
- Competence goal directness
- Self-image
- Self-confidence
- Negotiation skills
- Assertiveness
- Self-awareness

Peer influence

- Students' characteristics
- School environment
- Family background
- Teachers' attitude
- Guidance and counselling

Student academic performance

- High grades
- Low grades
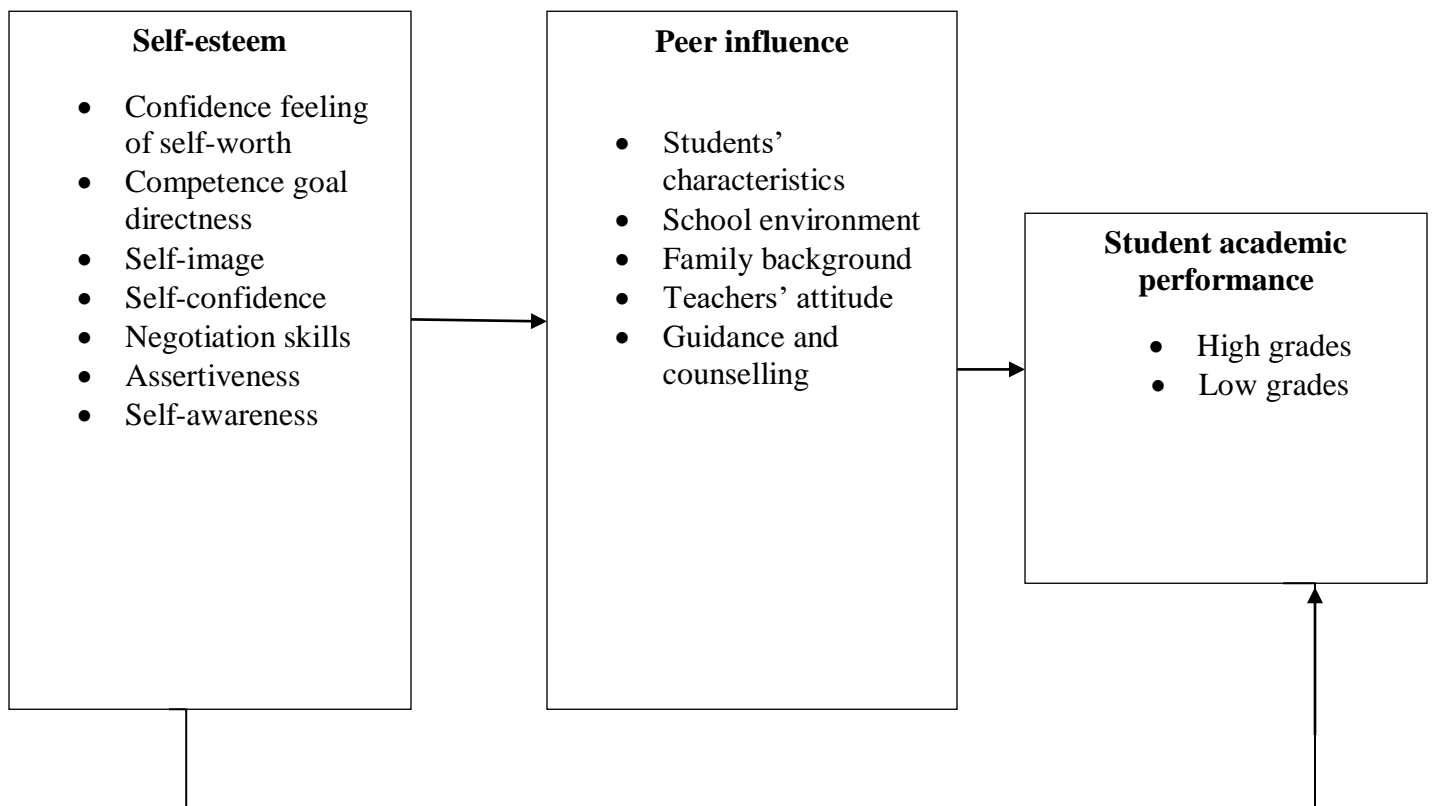
1.5 Research questions

1. What is the effect of self-esteem on students' academic performance in public secondary schools in Kenyenya sub-county?

2. What are the effect of poor performance of students in KCSE and self-esteem in Kenyenya sub-county?

3. There is the effect of teachers' attitude towards teaching and academic performance of students in Kenyenya sub-county public secondary schools?

1.6 Objective of the study

1.6.1 General objective

To investigate relationship between self-esteem and students' academic performance in public secondary schools in Kenyenya sub-county

1.6.2 Specific objective

i. Establish the effect of self-esteem and academic performance of form student in Kenyenya sub-county.

ii. Establish the effect of poor performance on self-esteem and academic performance of the form four students in Kenyenya sub-county.

iii. Examine the effect of the teachers' attitude on students' self-esteem and their academic performance in Kenyenya sub-county

1.7 Significance of the Study

Evaluation of the student is important because it serves as a basis on which education decisions are made. Through this knowledge of factors that influence outcome of academic achievement are made clear to the educators and students so that academic performance's standards could be enhanced. Self-esteem is instruments to pose planning and implement the curricular not only for the family but also within school environment.

1.8 Delimitation

The study was carried in public schools found in Kenyenya sub-county Kisii county. Public schools in Kenyenya have been found to perform poorly in national examination and many students reported to be suffering low self-esteem. Therefore, the place was selected as a good example to examine whether presence of self-esteem affects students' academic performance.

1.9 Limitations

Some respondents were dishonest in voluntary information on their perception of self-esteem. The researchers dealt with some factors that had already taken place such as parentally styles hence could not be manipulated by the researcher.

CHAPTER TWO: LITERATURE REVIEW

Introduction

The chapter reviews literature on various aspects of self-esteem and how they relate to academic performance.

2.1 The concept of self-esteem.

Self-esteem is a person's overall evaluation of his or her own worth. It includes beliefs such as 'I am compliment, emotions such as despair pride and triumph. It can be equated to self-worth, self-respect, self-love and self-integrity. Morris Rosenberg (2017) defined self-esteem in stable sense of personal worth or worthiness. Therefore, self-concept is a concept of personality and for it to mature we need to have self-worth.

2.2 Peer relationships and self esteem

Good relations are necessary for a normal social development in adolescent. A child's image influences the way peers influence the way peers perceive him or her. Dropping out of school is associated with poor peer relations in childhood. The research conducted indicated that boys perceived themselves to have significantly better relations with opposite sex peers. On the other hand, girls indicated they were uncomfortable responding to the items on opposite sex peers.

Exploration could be that girls are not allowed to have associations with opposite sex peers during adolescence. In addition, the African culture tends to discourage girls from associating with the opposite sex peers from associating with the opposite sex peers until they go to college Frank (2019). However other studies reveal that adolescents who feel accepted in their peer groups have their love and belonging such as self-esteem. Rejection results from aggression,

poor sociability communicative unresponsiveness. Adolescent who belong to middle social economic class feel to be more popular than those growing in lower social economic class?

2.3 Self-esteem and gender

There is no consensus regarding whether boys or girls have higher self-esteem. According to Ward 2017 Thomson Z and 2017, there is strong empirical evidence indicating differences in the conceptualization of self and academic performances

According to the study conducted by Ahmavaara and Houston using 856 English secondary school students, the study focused on the relationship between sex and self-concept the research found that boys report higher level of self-concept than girls regardless of their age.

In Kenya, research conducted in 2016 to examine the relationship between self-concept and academic performance in math's and English for high schools was based on self-description Questionnaire (SDQ). The SDQ iii assess domain academic self-concept and self-domain derived from reason being self-esteem scale.

Analysis of valiance indicated that boys and girls differed significantly on the self-concept scales Boys rated themselves significantly higher than girls. The researchers mainly compared student's grade the concentration was on form IV students only.

2.4 Self-esteem and academic achievements

Statistic function with self-followed on the heels of academic success. Studies on social perception and academic achievement in Kenya high schools found that teachers and parents tend to encourage and support males to achieve higher academic goals compared to females.

As students advance years their perceptions of various aspects went up. Students improve their verbal and problem solving skills as they take more academic subjects in school.

2.5 Self-esteem and parenting

High self-esteem in boys is expressed through affection, harmony in the homo and participation in joint family activities. Unconditional love by parents is provided by meeting their physical needs i.e. physical affection at them does not mean they do not love them.

They should provide the basic needs, protecting them as well as recognizing them as young people with personalities Young people who have high self-esteem are optimistic and energetic. On the other hand, young people with low self-esteem tend to have negative altitude hence they find it hard to accept criticism making them over react. They have strong need for re-assistance.

2.7 Indicator of high and low self-esteem or high self-esteem.

High self-esteem. These includes initiating friendly contact with others willingness to express opinions, sitting with others during activities, maintaining eye contact and speaking fluently.

Low use of self-esteem includes failure to express views and opinion, teasing, assuming a submissive tone bragging about achievements and giving excuses for failure through questionnaire the study earned out sought to determine at these indicators.

2.8 Theories of self-esteem

These are many theories about self-esteem they include Carl Rogers Theory of personal development Maslow`s Theory of needs of needs and Bodnar and Peterson`s theory of self-esteem. The researchers used Maslow`s theory to investigate the effects of self-esteem on academic performance.

2.8 Maslow`s theory of needs

-people are motivated to see personal goals that made their lives rewarding and meaningful Maslow. Human beings have wants but they rarely each satisfaction. He further attested that all human beings have events and needs that are arranged in (order) hierarchy of priority.

-Satisfaction of one need leads to another need that commands the person`s affection in Maslow`s Theory the lower order pre-potent needs must be relatively satisfied before the person can become aware of needs.

Satisfaction of self-esteem need generate feeding and attitude of self-confidence capacity, self-work and the feeling of being useful in the word. Frustration of these needs Leeds to feeling of interiority, weakness, ineptness in dealing with life demands hence leading to poor performance due to lack of drive as learner to fear their abilities.

In summary it has be satisfied that high self-esteem goes hand in hand with happiness which rises from feeling of competence, confidence and self-efficacy which leads to scoring well in exams. Low self-esteem leads to depression and doubt on the other hand acceptance of self-worth leads to high self-esteem.

CHAPTER THREE: RESEARCH METHODOLOGY

Introduction

This section deals with the methodology that was used in conducting this research study.it includes to the research design, target population, sample and sampling procedures, research instrument reliability and data analysis techniques.

3.1 Research design

There was use of descriptive survey method of research that allowed the investigation of the education problem by obtaining facts about the condition of the variables. Marty n shuttle worth (2008) defines descriptive research design as a valid method for researching specific subjects and a precursor to more quantitative studies. The research studied events as they occur naturally and also involved relationships between variables. The study design is suitable because both the teachers and student are exposed to the academic curriculum and the students' performance has been determined hence no manipulation from the researcher.

3.2 Study area

This study was carried out in Kenyenya sub-county in Kisii County. Kenyenya sub-county is found in Nyanza region. I chose Kenyenya sub-county because it is accessible to me and no similar study has been carried out in the sub-county recently.

3.3 Target population

Target population is the complete set of individual's cases or object with some common characteristics to which research wants to generate the study Kothiari (2004) the study targeted the public secondary schools in Kenyenya division Kenyenya sub-county. Kisii County it

involved form four teachers and form four students. Kenyenya sub-county has a total of 26 secondary public schools.

3.4 Sampling techniques

Sampling is the selection of an agreement by which a judgment of inference about the aggregate or totality is made. Kothari (2009)The objective of the study to secure a sample which is subject to limitation of size and produces the characteristics of the population stratified random sampling technique was used to select the individuals to participate because if uses a representation of all staff categories based on the population so that no category of respondents was left according to Kenya institute of management 2009, the population was divided into strata based on the category 30% sampling fracture was picked to represent the find sample. Simple random sampling was for future extracted from the teachers and students in sampled schools in Kenyenya sub-county.

3.5 Sample size

10-30% sample size is sufficient enough for generalization of the findings Mugenda (2003). A total of 26 public secondary schools (30%) were used. The study sampled one teacher who was purposely sampled from each school making a total of 26 teachers which is 30% of the target population while 15% sample of form four students was selected using random sampling. A total of 3 students were randomly selected from each school. Yielding to a sample size of 79 students.

 Table 3.1 Sample size

Categories	Target population(N)	Sample size (N)
Teachers	100	39
Student	1500	301
Total	1600	340

3.6 Research instrument

There was use of questionaries' and lesson observation schedule as data collection tools.

3.7 Validity of measurements

Golafsheni (2005) defines validity as the accuracy and meaningfulness of inference which are based on the research results. The researcher determined content validity of the instrument for her to ensure that the information collected from the field was accurate. The instruments is content validity was determined by going through them one by one comparing contents to ensure they contained information in line with the study. Also the questionnaires and lesson observation schedules were the elements of the research instruments evolved the intended responses.

3.8 Reliability of measurements

Reliability is the extent to which results are consistent over time Golafsheni (2005). The extent to which the instruments yield the same results is what reliability is concerned about. The researcher administered questionnaires to one teacher in each school that was sampled after a week the researcher visited the same respondents and gave them questionnaires for test-retest. The scores were then corrected then analyzed by comparing the responses of the two tests to see whether there is correction, the respondents were similar and so the instruments were considered reliable.

3.9 Data collection techniques

This study employed stratified random sampling technique during the research study. The researcher used stratified random sampling techniques due to nature of the study. This method enabled generalization of the large population with the margin of an error that was determined and also gave the students equal opportunity of participating in the study (Kothari, 2004). The

research study considered a sample of 105 respondents from the secondary schools at secondary schools of Kenyenya sub-county, in Kisii County.

3.10 Data analysis

Data analysis refers to the process of inspecting, cleansing, transforming as well as modeling data with the goal of discovering useful information, informing, conclusion as well as supporting decision making (Kothari, 2004). In this study, the data that was collected was analyzed both qualitatively and quantitatively. Quantitative data refers to the data that was measured/or quantified while qualitative refers to the data that could not be measured or quantified. The collected data was analyzed using statistical package for social sciences (SPSS) and presented in form of frequency tables and graphs.

3.11 Logistic and ethical considerations

The researcher observed time in her research the researcher minimized the available resources in order to complete her research. She made clear that the participation is voluntary and he respondents will be free to decline any time. The researcher was so friendly to the students and the teachers at the field when collecting data, the researcher explained to the respondents about the research.

 Introduction

The sole purpose of the study was to establish the relationship between self-esteem and academic performance of public secondary schools in Kenyenya Sub-county, Kisii County. This chapter presents the findings of the study based on specific objectives outline in previous chapters which were; to establish the relationship between self-esteem and academic performance in relation to self-esteem characteristic presented in the questionnaire; to establish the relationship between self-esteem and academic performance in relation to family background and to establish the relationship between self-esteem and teachers' attitude towards teaching.

4.1: Demographic data of the respondents

Table 4.2 Gender of Respondents

Gender	Frequency	Percentage
Male	164	54.48
Female	137	41.52
TOTAL	301	100

From the above data, the majority of the respondents were male (60%) compared to female (40%). This indicates that the study was based on male opinions to a larger extent and this implies that the majority of the entrepreneurs around SMEs are male. Majority of the students were male students which is an indication that there is gender inequity when it comes to educating students in Kenyenya sub-county.

Table 4.3 Age group of respondents

Age	Frequency	Percentage
16 years and below	90	33
17 years	112	41
18 years and above	70	26
Total	272	100

From table 4.2, the majority of the respondents were in that age bracket of 17 years 112(41%), followed by those with 16 years and below 90 (33%). The minority came from 18 years and above 70 (26%) which showed the active participation of young youths.
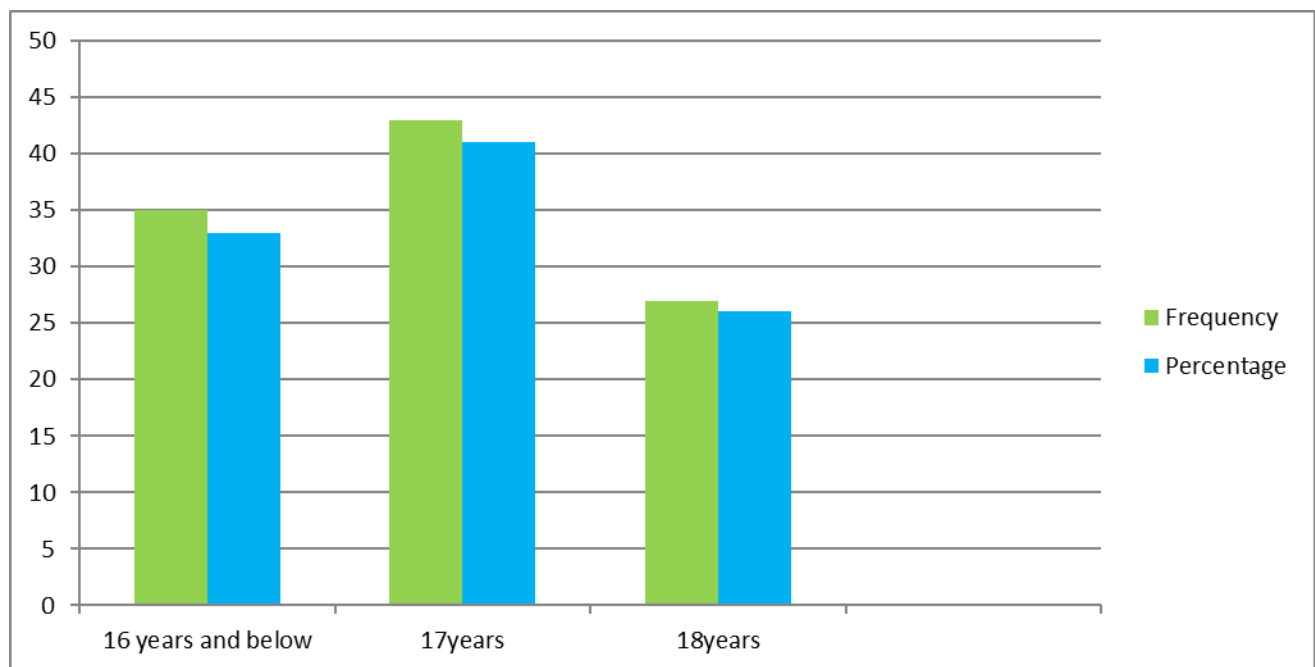
Figure 4.2 A column graph representing age of respondents

From the figure above it shows that majority of the respondent came from age bracket of between age 17 years which were 41%, followed by those between age 16 years and below which were 33% and age between 18 years were 26%. This shows that majority of respondent which were between ages 17 years are more determine in academic excellence.

Table 4.4: Highest education level of parents of the respondents

Level of Education	Frequency	Percentage
No formal education	28	10
Primary education	38	14
Secondary school	79	29
College	47	17
Diploma	36	13
Degree	28	10
Doctor of philosophy	20	7
Total	272	100

From the table above it was observed that majority of respondent were from secondary dominated with 29%, followed by college which had 17%, then university where primary was 14% of the respondent and diploma had 13%. From this data it was noted that with more emphasis on education it can increase the academic excellence.

4.2 Students' Self-esteem

Self-esteem is the value-judgment that a person passes on himself. The nature of one's self-evaluation has profound effects on a man's thinking- process, emotions, desires, values and goals. To understand any human being psychologically one must understand the nature and degree of his self-esteem and the standards by which he judges himself. Self-esteem is the integrated sum of self-confidence and self-respect. It is the conviction that one is competent to live and worthy of living. It is also, the single most significant key to his behavior. There are three categories of self-esteem; high, moderate and low. The pillars of self-esteem include; the practice of living consciously, practice of self-acceptance, practice of self-responsibility, practice of self-assertiveness, practice of living purposefully and the practice of personal integrity. The study sought to establish the level of self-esteem among students' in secondary school and the findings are portrayed in Table 4.5

Students' self-esteem	N	Mean	SD
Confidence level	269	4.03	.830
Satisfaction with self-image	263	4.23	.812
Self-value	261	4.26	.860
Belief for self	260	4.42	.784
Respect for self	260	4.39	.856
Openness to new ideas	266	3.77	.900
Self-acceptance	257	4.19	.884
Feelings of adequacy	261	3.72	.904
Level of assertiveness	256	3.87	.996
Negotiation skills	267	3.77	1.013

Average	4.07	.884

Table 4.5: Students' self-esteem

The results in Table 4.5, shows high rating of student self-esteem in secondary schools. The overall mean score was 4.07. This implies that, the high self-esteem among students is critical in their academic undertaking in secondary schools. In a research carried out in America by Van Pelt (2011) points out that the results of positive self- esteem to learners are desirable and characterize individuals who have accepted themselves. He continues to say that students with positive self-esteem are able to live positively with what they are unable to change. Rosenberg (2008) also notes that people suffering from negative self-esteem constantly berate themselves and are not able to maintain good relationships with colleagues and teachers.

Kagoma (2006) observes that the emotional conduct of people with low self-esteem, is manifested in their being critical of others, are full of pessimism, short tempered and never plan positively for their time and resources. They may be devoid of rational character guidance and are easily addicted to alcohol and drug. According to Dondo (2005) Students' with low self-esteem are sensitive to criticism and reject assistance from others.

4.3 Influence of Self-esteem and Students' Academic Performance

To determine the influence of self-esteem on students' academic performance in secondary schools in Kenyenya Sub-County the study adopted a chi-square test at 5% level of significance.

4.3.1 Importance of Self-esteem on Academic Activities

The study sought to determine the importance of self-esteem in relation to students' academic activities in secondary schools in Kenyenya sub-county.

Table 4.6: Importance of Self-esteem on Academic Activities

Importance of self-esteem on academic activities	N	Mean	SD
My confidence in school has helped me to handle group discussions with other students well	270	4.13	.969
My satisfaction with my self-image has assisted me to tackle assignment in school without failure	269	3.96	1.034
My valuing myself has assisted me to improve in academic performance	267	4.02	.957
My belief in being as good as other people has assisted me to be focused in my studies.	265	4.16	.948
Having respect for myself has assisted me to avoid cheating in the examinations	269	4.39	.894
My self-worth has assisted me to shun laziness in school	269	4.04	1.010
My feeling of success has assisted me to do all school assignments in good time.	265	3.97	1.113
My feeling of success has assisted me to be consistent in my study habits.	262	3.93	1.057
My being assertive has assisted me to stick to my academic activities' schedules.	268	3.87	1.127
My good negotiation skills have assisted me to take part in interschool symposiums	269	3.91	1.250
Average		4.04	1.036

The results in Table 4.6 reveal that the average mean score for importance of self-esteem in relation to academic activities was 4.04. This implies that majority of the respondents agreed that self-esteem is critical in academic matters. The respondents agreed that having respect for themselves has assisted to avoid cheating in examinations (the mean 4.39, SD = 0.894). In addition, the respondents agreed that self confidence in school has helped them to handle group discussions with other students well (mean score 4.13, SD= 0.969). In general, the respondents agreed that, self-esteem plays a critical role in academic activities in secondary schools.

4.3.2 Students' Academic Performance

The study sought to find out the academic mean grades scored in the end of year zonal exam and KCSE for the year 2015, 2016 and 2017. This helped the researcher to evaluate the average performance of the students. Table 6 displays the average grades achieved by the students in zonal exams for the last three years in secondary schools.

Table 4.7 Descriptive statistics on academic performance in zonal examination

Mean Grade	Frequency	Percent	Year	Mean	SD
C-	17	6.3	2015	7.65	1.940
C	57	21.0			
C+	67	24.6	2016	7.66	1.836
B-	28	10.3			
B	54	19.9	2017	7.66	1.817
B+	44	16.2			
A-	5	1.8	**Average**	**7.66**	**1.864**
Total	272	100.0			

The results in Table 4.7 indicate that majority (24.6%) of the respondents attained a mean grade of C+. In addition, 48.2% of the students attained a mean grade above C+. This implies that almost half of the respondents had performance above average. This suggests that the students are serious with their academic work and the teaching is a top priority in the secondary schools. However, 27.3% of the respondents attained a grade below C+. This indicates that there is need for schools' administration to put in place a mechanism that would guarantee an improvement on the individual academic performance. The overall mean score of performance was 7.66 (7.66=8 (B-). This implies that the students had achieved the academic performance in end of year zonal examinations of above average. This is very encouraging both to students and stakeholders because education is the backbone of a bright future

The following results of KCSE in Table 4.8 shows that for the last three years the county has been posting poor academic performance.

Table 4.8: K.C.S.E Performance in Kenyenya sub county for last three years

Mean Grade	Frequency	Percent	Year	Mean	SD
E	5	4.0			
D-	5	4.0			
D+	27	21.6			
D+	40	32.0			
C-	24	19.2	2015	4.181	0.375
C	8	6.4			
C+	4	3.2	2016	3.924	0.309
B-	4	3.2			
B	4	3.2	2017	3.896	0.343
B+	3	2.4			
A-	1	0.8	**Average**	**4.000**	**0.342**
Total	125	100.0			

From the results in Table 7 indicate that majority (32%) of the schools attained a mean grade of D+. In addition, 12.8% of the schools attained a mean grade of C+ and above. This implies that about one eighth of the school considered in the study had performance above average. However, 87.2% of the schools attained a grade below C+. This indicates that there is need for schools' administration to put in place a mechanism that would guarantee an improvement on the individual academic performance in KCSE of students. The overall mean score of schools' performance was 4.00 (D+). This kind of academic performance, end up affecting the life of the student as well as the society economically. When students do not attain good grades to take them to the university, they end up not getting well-paying jobs and as a result may not uplift the welfare of their families and society. This implies that there is need for stakeholders to reorganize and put in place mechanism that would guarantee improvement in academic performance in KCSE. In comparisons with end of year zonal examination, it was found that

zonal performance was higher than that of KCSE for the same period. This could be caused by the fact that zonal exams covered only form one, two or form three course work and KCSE tested on the four years course work. In addition, students fear national examinations more than the internal examinations. The academic performance could be attributed to the kind of moderation done by the KNEC in Kenya Certificate of Secondary Examinations.

4.3.3 Influence of Self-esteem on Students' Academic Performance

The study sought to establish the influence of self-esteem on students' academic performance in secondary schools in Kenyenya sub-county. Self-esteem was given in Likert Scale from 1=Extremely Low to 5=Extremely High. To test the association, the following hypothesis was formulated:

Table 4.9: Influence of Self-esteem on Students' Academic Performance

Self-esteem	Performance			
	Below Average (below C+)	Average (between B- &C+)	Above Average (Above B-)	Total
Extremely Low	0	2	0	2
Low	2	1	2	5
Moderate	8	18	17	43
High	29	50	65	144
Extremely High	22	37	19	78
Total	61	108	103	272

The cross tabulation was used to determine the influence of self-esteem on students' academic performance. The results show that there was no significant influence of self-esteem on students' academic performance. From these results the null hypothesis that there is no significant

23

influence of self-esteem on students' academic performance was accepted (supported) at 5% significant level.

These findings are contrary to a South African study by Carl (2005) on the influence of students' self-esteem on academic performance that found out that 88.5% of the student interviewed indicated the need for students' self-esteem to be uplifted for them to perform well academically. Students in Carl's study (2005) indicated that students' confidence level affected the learners 'academic performance positively or negatively. This means that facilitators must play a big role in boosting students' self-esteem for good academic results to be realized. These arguments are also supported by Mokua (2011) in his study on the role of the teacher in building the affective domain of the learners, when he points out that the learner's self-worth is crucial in determining their academic success.

However, according to Shulman (2012), in his study in America on the relationship between intellectual ability and excellence in academic performance, he notes that there is little or no relationship between intellectual ability and academic excellence. Another research by Akujohi (2006) conducted in Zambia points out that the level of self-efficacy among learners affects their academic performance, in that the higher the efficacy the better the performance.

Dondo (2005) observes that self-esteem may be helpful only in some job contexts. Laboratory studies have generally failed to find that self-esteem causes good task performance, with the important exception that positive self-esteem facilitates persistence after failure. People high in self-esteem claim to be more likable and attractive, to have better relationships, and to make better impressions on others than people with negative self-esteem, but objective measures disconfirm most of these beliefs. Narcissists are charming at first but tend to alienate others eventually. Self-esteem has not been shown to predict the quality or duration of relationships.

4.3.4 Causes of Students Poor Academic Performance

The researcher sought information from the students, on the causes of students' poor academic performance in secondary schools. The information was analyzed by determining the percentages of the cause of poor academic performance. The results of the analysis are presented in Table 4.10

Table 4.10: Causes of Poor Academic performance in Secondary Schools

Cause	Frequency	%
Laziness among students	269	94.7
Poor coverage syllabus	252	88.7
Availability of drugs	232	81.7
Expecting leakage in exams	208	73.2
Fear of exams	201	70.9
Lack of enough revision materials	198	69.8
Mis-interpretations of questions	193	67.9
Discouragements from others	172	60.7
Lack of follow up at home	165	58.2
Absenteeism from school	155	54.6

According to Table 4.10, the most common cause of students' poor academic performance as reported by most of the respondents was laziness among students (94.7%), poor coverage of the syllabus (88.7%), availability of drugs (81.7%), expecting leakage in exams (73.2%), fear of exams (70.8%) and lack of enough revision materials (69.7%). In general, all the above causes of poor academic performance were rated 50% and above. This shows the need for the school administration to address the above causes in order to improve academic performance of students in secondary schools.

According to Mutuma (2012) in his study in Nigeria on the relationship between discipline and excellence in academic performance, he notes that students' discipline is crucial in them achieving academic excellence. That means students who are lazy, always absent from school and involve themselves in drugs perform dismally. Dondo (2005) points out that many factors affect students' academic performance and among them are teachers' characteristics, students' characteristics and the general environment of the school. Also, Messies (2006) found that there are other factors that lead to poor academic performance among student in secondary schools such as school facilities, ability of the learner, gender bias and stereotype, parental and family attitudes, gender attitude and interest.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter comprises of the summary of the findings, conclusion of the study and the recommendations

5.1 Summary

The study main objective was to investigate the relationship between self-esteem and academic performance in public secondary schools in Kenyenya sub-county. The results on whether student had high or positive self-esteem showed that the mean was 4.07. This was an indication that majority of the respondents agreed that self-esteem is critical in academic matters. The respondents agreed that having respect for themselves has assisted to avoid cheating in examinations (the mean 4.39, SD = 0.894). In addition, the respondents agreed that self confidence in school has helped them to handle group discussions with other students well (mean score 4.13, SD= 0.969).

The respondents were asked to indicate whether self-esteem is important for academic activities. The results showed that average mean score for importance of self-esteem in relation to academic activities was 4.04. This implies that majority of the respondents agreed that self-esteem is critical in academic matters. The respondents agreed that having respect for themselves has assisted to avoid cheating in examinations (the mean 4.39, SD = 0.894). Therefore, self-esteem is essential for better performance in academic.

A descriptive analysis was performed to analyze how students were performing in zonal examination in relation to self-esteem. The study sought to find out the academic mean grades

scored in the end of year zonal exam and KCSE for the year 2015, 2016 and 2017. The overall mean score of performance was 7.66 (7.66=8 (B-). This implies that the students had achieved the academic performance in end of year zonal examinations of above average. This is very encouraging both to students and stakeholders because education is the backbone of a bright future

On the influence of self-esteem on the academic performance of students in public secondary schools. Results showed that the overall mean score of performance was 7.66 (7.66=8 (B-). This implies that the students had achieved the academic performance in end of year zonal. examinations of above average. This is very encouraging both to students and stakeholders because education is the backbone of a bright future.

According to Table 4.9, the most common cause of students' poor academic performance as reported by most of the respondents was laziness among students (94.7%), poor coverage of the syllabus (88.7%), availability of drugs (81.7%), expecting leakage in exams (73.2%), fear of exams (70.8%) and lack of enough revision materials (69.7%). In general, all the above causes of poor academic performance were rated 50% and above. This shows the need for the school administration to address the above causes in order to improve academic performance of students in secondary schools.

5.2 Conclusion

Based on the findings of the study, the following conclusions were drawn
 The study found that self-esteem had insignificant influence on students' academic performance in secondary schools in Kenyenya sub-county, Kisii County. This indicates that high self-esteem does not necessarily influence students' academic performance in secondary school. However,

28

the respondents agreed that, self-esteem plays a critical role in academic activities in secondary schools.

The study found that the overall mean score of academic performance in zonal examinations was approximately 8 (B-). This implies that the students had achieved the academic performance of above average in the zonal exams. This is very encouraging both to students and stakeholders because education is the backbone of a bright future. Although the mean score of student's academic performance in KCSE was very low, that is 4(D+) which indicates the need for student's self-esteem to be improved for good grades to be realized among secondary school students in Kenyenya sub-county, Kisii county.

The study established that self-esteem of students could be improved through guidance and counseling, interaction with other schools, participation in symposiums, strengthening peer counseling, supporting needy students, motivating students by accepting them and rewarding where necessary. Furthermore, the respondents pointed out the importance of strengthening their spirituality and beatitudes, promoting their reading culture to gain more knowledge on how to improve self-esteem, engaging motivational speakers, practicing living consciously and regular reinforcement and talks on self-awareness.

5.3 Recommendations

The school environment is a most powerful agency of nurturing students to achieve high self-esteem. A teacher should therefore engage learners in both circular and co-curricular activities, to enhance themselves worth. Teachers should guide and counsel students to avoid disparity in them. Majority of the students to avoid who could not improve did not see the urge to adjust thinking that however hard they tried they could not get good grades. Parents also should always motivate their students by appreciating to work they do at school also encouraging them of a

bright future. Suggested areas for further research; since the study investigated on self-esteem and academic performance of students in public secondary schools, therefore need to investigate the self-esteem of students in private secondary schools. Since the respondents agreed that, self-esteem plays a critical role in academic activities in secondary schools, there is need for school administration to focus on life skills education to boost the performance of students in academic related activities in secondary schools.

REFERENCES

Bednas L.R & Peterson R.S 1999 *self-esteem paradox and innovation in clinical theory and practice Washington American psychological Association.*

Berger S.K 1998) *the developing person through the life spam New York worth publisher inc.*

Boumeister R.F;Campbell,J.D, kruegger,J.I,J.J,& vohs K.D 2003;*Dos high self-esteem cause beffor performance,inter-personal success, happiness or healthier lifestyle?pschological*

Byrine BMMarsh shareelson RJ (1988). *A multifaceted academic self-concept: its hierachial structure and its relation to academic achievements*. J Edu Phylol 80(3):366-380.

Cookey K (2002) *efinicity, gender and academic self-concept .a preliminary of education dis-identification and implementation for psychologist cult* Divers Etanis minor Phycolo 8(4):387-385.

Frant A (2009) *the influence of adolescents perception of parent behaviors on academic achievements orientation in Kenya,* UN published Miami University Oxford, OH

Mugenda M.O & Mugenda, W A (1999) *Research methods quantitative approaches Nairobi ACTS*
press.

Nina H.S (1996). *The self-esteem fraud why feel good education does not lead to academic success*
EDRS Ps 024396.Washigton DC Centre for equal opportunity.

Ross, CE & Broh, B.A (2000) *the role of self-esteem and the sense of personal control in academic achievements process sociology of education* 73(4) 270-284.

Wiggin J.2000. *The relationship of self-esteem o grades achievements scores and other factors critical to school success school counselor* 1944010.

APPENDENCES

APPENDIX I

Dear student

I am Omweno B. Lydiah, a student at Gretsa University carrying out a study to establish the relationship between student academic self-esteem and performance. I invite you to participate in this important study to provide information that is confidential. Your participation is voluntary. Ask questions for clarifications before filling in.

1. Indicate with a tick (√). Your age.

16 years and below [   ]   17 years [   ]   18 years [   ]

Which religion do you belong to?

Christian [   ]   Islam [   ]

Indicate your gender

Boy [   ]   Girl [   ]

2. What mean grade do you expect to attain at Kenya Certificate of Secondary Examination? Tick (√) appropriately.

Mean grade

A [ ]   A- [ ]   B+ [ ]   B [ ]   B- [ ]

C+ [ ]   C [ ]   C- [ ]   D+ [ ]   D [ ]

D- [ ]   E [ ]

3. List down the factors that may hinder you from obtaining the mean grade you have indicated.

----

4. Kindly with a tick (√) indicate the academic level of your parent(s) or guardian.

Education level	Father	Mother	Guardian
No formal education			
Primary education			
Secondary education			
College/certificate			
Diploma			
Degree			
Doctor of philosophy			

5. With a tick (√) indicate the type of occupation your parent(s) or guardian engage(s) in.

Occupation	Father	Mother	Guardian
Teacher			
Doctor			
Juakali artisan			
Waiter			
Lecturer			

33

Banker

Peasant farmer

Large scale farmer

Nurse

Mechanic

Business lady/man

Accountant

Carpenter

Others(specify)

6. Indicate the level of education you aspire for. Tick (√) only one.

    a) Form four level of education [ ]

    b)   Diploma level of education [ ]

    c) First degree level of education [ ]

    d) Others (specify) ---

7. What do you aspire for the level of education you have indicated here above?

----

8. Listed below are statements that describe how students feel about themselves.

Indicate with a tick (√) whether you strongly agree, disagree or strongly disagree with each of these statements.

Statement	Strongly agree	Agree	Disagree	Strongly disagree
I am not as popular as people of my age				
I usually keep to myself because I am not liked by people of my age				
My parents expect too much from me				
My teachers expect too much from me				
In the kind of things we do at school I am at least as good as people in my class				
I often feel worthless in school				
Most of my teachers do not understand me				
It seems like however hard I try I never get the grade I deserve				
School is harder for me than most of other people				
I am frustrated when I take illegal drugs				
I have many friends in people of my age				
People of my age always pick on me				
Other people enjoy being in my company				
Other people wish that they were me				
My parents are proud of the kind of person I am				
My parents try to understand me				
I am an important person to my family				
My parents believe that I will be successful in future				
I am usually proud of my performance				

9. The questions asked below, relate self-esteem to academic performance. Pick your correct statement from the three options provided by use of a tick (√).

i. When not in class, do you study on your own?

Always [ ]   Sometimes [ ]   Never [ ]

ii. Do you complete your assignments in time?

Always [ ]   Sometimes [ ]   Never [ ]

iii. Do you consult your teacher for clarification or assistance in any difficult topic?

Always [ ]   Sometimes [ ]   Never [ ]

iv. Do you feel worthless when teachers don't appreciate your work?

Always [ ]   Sometimes [ ]   Never [ ]

v. Whenever I get good grades I feel like showing to others

Always [ ]   Sometimes [ ]   Never [ ]

vi. Consider you general academic performance, how satisfied are you with the way you are performing?

Very satisfied [ ]

Fairly satisfied [ ]

Not satisfied   [ ]

10. Indicate the extent you like associating yourself with the following behaviors/activities. Tick (√) appropriately.

No	Activities	I like very much	I like it	I don't like it
1.	I like expressing my opinions/commands			
2.	I like giving directives/commands to others			
3.	I like maintaining eye contact to others			

4.	I like working cooperatively with others in			
5.	I like putting down others			
6.	I like bragging excessively about my achievements			
7.	I like name calling/gossiping about others			
8.	I like assuming a submissive tone when in a group			

11. Provide an appropriate answer for the following questions.

a) Do you engage in any co-curricular activity in school?

Yes   ☐   No.   ☐

If yes which one?

----

b) Write two ways used by your teachers to reward student's good work in class.

    I. ---

    II. ---

c) State how your teachers help you overcome your difficulty in learning.

----

d) List down at least four measures which the school administration can take to improve the student's academic performance.