

**INFLUENCE OF SELECTED BACKGROUND FACTORS ON STUDENTS LEVELS OF
SELF-ESTEEM AND ACADEMIC ACHIEVEMENT IN PUBLIC SECONDARY
SCHOOLS IN KERICHO COUNTY, KENYA**

CECILIA CHEPNGENO SANG

**A Thesis Submitted to the Board of Graduate Studies in Partial Fulfilment of the
Requirements for the award of the Degree of Doctor of Philosophy in Counselling
Psychology of Egerton University**

EGERTON UNIVERSITY

MARCH, 2016

DECLARATION AND RECOMMENDATION

This Thesis is my original work and it has not been submitted for a degree or any award in this or any other University.

Signature

Date

Cecilia Chepngeno Sang
ED16/0455/13

Recommendation

This Thesis has been submitted with our approval as University Supervisors.

Signature

Date

Prof. Micah Chepchieng
Department of Psychology,
Counselling and Educational Foundations
Egerton University

Signature

Date

Prof. Mary Kariuki
Department of Psychology,
Counselling and Educational Foundations
Egerton University

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DEDICATION

This work is dedicated to my beloved children Denis Langat, Doreen Cherotich, Diana Cheron and Davies Sang whose voices of encouragement gave me energy to press on.

ACKNOWLEDGEMENT

I wish to thank God for his guidance throughout the process of doing this work. The completion of this work has come as a result of the many hours and dedication by not only me but my able supervisors; Professor Micah Chepchieng and Professor Mary Kariuki of Egerton University. I wish to acknowledge them for their keen supervision, support throughout the entire process, their guidance and encouragement, patience and admirable academic mentorship. I am also indebted to University of Kabianga and Egerton University for partially funding the research project and enabling me complete the research as planned. I specifically acknowledge the support given by the former Deputy Vice chancellor Academic affairs at the University of Kabianga the late Professor Joseph Ojiambo who always granted me permission to be away even when there was plenty of work pending at the work place. I would not forget to acknowledge the ICT team at the University of Kabianga and in particular Mr Emmanuel Rotich who was always present with me when I needed technical help. My regards also goes to Dr Ngeno of Egerton University who was always available to offer the technical support I needed during the process of data analysis. My deep appreciation also goes to my husband Professor Sang, My Children Denis, Doreen, Diana and Davies who were a source of extra strength throughout the study. They never got tired of my absence or the many hours I spent on this project while their concerns took second place. To all who contributed in one way or another, the Faculty Staff at Egerton University, my colleagues at the University of Kabianga and the class teachers and their students in Kericho County who gave information that made this study a success may God reward them richly.

ABSTRACT

Secondary school students' background factors are important in the students' life and may determine the academic outcomes and the levels of self-esteem. The students' family SES, family type and home location are varied and may influence the academic achievement and levels of self-esteem. In Kenya, academic achievement is a key factor in determining the future career of the students and their success is measured by the level of academic achievement. It is therefore important to establish the influence of students' background factors on their self-esteem and academic achievement. This study sought to establish the influence of students' selected background factors (home location and socio-economic status and family type), on their self-esteem and academic achievement in public secondary schools and the implication on Guidance and Counselling in Kericho County. A correlational research design was used to determine whether the students' selected background factors influenced their self-esteem and academic achievement. The target population of the study was 9048 form four students enrolled in public secondary schools in the Kericho County from which a representative sample of 384 students was obtained. Out of the 200 class teachers 17 were selected to participate in the study. The teachers were purposively sampled to include all the class teachers of the classes participating in the study. A stratified sampling technique was used to select the study units to ensure all strata (single sex and mixed schools) in the population were represented. A sample of 384 students was obtained using a proportionate sampling technique which ensured that the distribution of respondents was proportionate. The research instruments were validated with the help of supervisors and experts from the Faculty of Education and Community Studies. The instruments were then piloted in two secondary schools which were not part of the study units. The reliability was established using the Cronbach's alpha technique and a reliability coefficient of 0.74 which was considered acceptable was obtained. The interview schedule was validated with the help of Egerton University supervisors. A structured questionnaire and an interview schedule were used to collect information on the students' background factors. A self-esteem inventory was used to collect data on self-esteem of the students. The academic achievement was based on the scores obtained by students in KCSE Mock Examinations. Both descriptive and inferential statistics were used to analyze the data collected. The significant level was set at $\alpha = 0.05$. The data was analyzed using the latest version of the Statistical Package for Social Sciences (SPSS) programme. The findings of this study indicate that there was no statistically significant relationship between students' levels of self-esteem and the selected background factors. The study also established that the greatest predictor of academic achievement was Socio Economic Status. The study further established that there was no significant relationship between students' gender and their academic achievement. The study concludes that the family SES is important in determining the students' academic achievement. The results of this study may provide information to policy makers, teachers and parents about the importance of the background factors in shaping the secondary school students' self-esteem and academic achievement. Further these findings may be used to determine the Guidance and Counselling strategies required to ensure background factors do not negatively influence the students' self-esteem and academic achievement.

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LIST OF ABBREVIATIONS AND ACRONYMS

KCSE:	Kenya Certificate of Secondary Education
KESSP:	Kenya Education Student Support Programme
KNEC:	Kenya National Examination Council
MOE:	Ministry of Education
MTP II:	Medium Term Plan II (Vision 2030)
SES:	Socio-Economic Status

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The secondary school students' background factors are important in the students' life and may determine the academic outcomes and the levels of self-esteem. The secondary school students' academic achievement and self-esteem may be predicted by many background characteristics which may include family's socio economic status, family type and the home location. According to Riggio and Weiser (2010), the background characteristics interrelate and may predict the academic achievement of the students. The home is important in the primary socialization of the students and where the home is located may be linked to the levels of academic achievement and self-esteem. The family and home location have been identified as possible influencers of students' self-esteem and academic achievement. Three environments have been observed to intervene in the students' educational process in a decisive way. The three environments include the family, school and community and there was need for the objectives of the three environments to be harmonised if the educational process was to be a success. The experience of the child in his or her identity begins at birth and grows slowly. The formation of the child self-esteem is based on the surrounding environment where parental lessons and activities in the surrounding environment results in physical, psychological, social and moral growth. When self-esteem is balanced and healthy it results in an individual's physical, psychological and social well being (Posse and Melgosa, 2002)

The family SES is commonly determined by the parental level of education, occupation and income levels. Families with high socio economic status provide their children with more opportunities at home to build academic skills (Ferguson, 2007). Those of low SES are more concerned with providing basic needs and do not put much emphasis on their children's academic achievement. The economic hardships may interfere with the students' ability to concentrate in their school work and hence poor performance (Barry, 2005). Like other parts of the world the varying family SES may determine secondary school students' self-esteem and academic achievement and there is need to establish whether background factors determine the self-esteem and academic achievement of secondary school students.

According to Slavin (2006) the state of the home environment, the social norms that govern behaviour in the community and the school experiences have been noted to have influence on the self-esteem and academic achievement of the student. The role played by the significant others within the student's background in influencing the self-esteem and academic achievement cannot be ignored. The level of education of parents contributes substantially in stimulating the achievement orientation in their children with parents with higher education levels being in a better position to impart the virtue of good performance to their children. Berk (2006) observed that the constant stressors that accompany poverty, reduced parental involvement and hostile home living environments profoundly affect the student's self-esteem and academic achievement. While many studies have established that there is a link between background factors and secondary students academic achievement few, of these studies have combined self-esteem and academic achievement and this makes it necessary to establish what happens when the two variables are studied together. It is notable that secondary school students are at the adolescent stage of development and their self esteem fluctuates a lot and can interfere with their social stability and subsequently affect their academic performance at school.

The adolescence period of development, where the secondary school students fall is a period of dramatic changes. The identity struggles and greater emphasis on peer relations often may increase the adolescents' concerns about their social skills and allegiance. Negative views of the self may lead to emotional difficulties which in turn result in poor academic achievement and a decline in self-esteem (Rhodes, Roffman, Reddy and Fredriksen, 2004). Peer influence on secondary school students sometimes undermines their academic achievement and self-esteem. During adolescence the students are compelled to fit into peer groups which are sometimes engaged in activities which do not encourage high academic achievement. Although the focus in this study is the family background the school environment and the contact with peers can result in peer rejection and have consequences on the levels of students' self-esteem and academic achievement. Notably in Western Societies the most common measure of socio economic status is family income, occupation, parents' educational levels and parents' accomplishment. The students from middle and upper class backgrounds are more likely to score higher grades in school as compared to their counterparts from lower socio economic strata. Mutie and Ndambuki (1999) observe that students' self-esteem functions as a guide to deciding what to be and what to do in the future. It helps the student to understand themselves and therefore control and regulate their behaviours.

Mutie and Ndambuki further assert that adolescence is an important time for development of self-esteem, a positive self image or self evaluation. The adolescent compares their real and ideal self and judge themselves by how well they measure up to social standards and expectations and how well they perform. Positive self-esteem and high academic achievement can make a difference in determining whether the individual will be emotionally stable.

Parental behaviour such as support, acceptance and nurturance builds a child's self-esteem and a sense of competence. Gender differences in self-esteem have been noted with boys' self-esteem being affected by the parental support more than of girls (Weber, 2001). Other studies have revealed that adults whose lives are characterised by poor mental and physical health, poor economic prospects and higher levels of criminal behaviour were more likely to have had low self-esteem in adolescence than their better adjusted and more competent adult counterparts (Santrock, 2006). Woolfolk (2008) further noted that the seriousness of the problems depends not only on the nature of students' low self-esteem but other conditions as well. When low self-esteem is compounded with difficult school transition or family problems such as divorce, separation and poverty, the students' psychological problems increase and this may affect academic achievement. Self-esteem can also have a direct impact on subject and subsequent career selection. The selection of subjects depends on how well a student performs in the preferred school subjects. In addition, subjects chosen at secondary school put students on a path towards the future which can have life changing influence In this regard; teachers in secondary school should be well equipped to understand how the learners' self- esteem can affect their behaviour in school and how life in school can in turn affect the learners' self-esteem.

A student with low self-esteem studying for a test may expect poor performance in the test because of the low levels of confidence occasioned. This belief in turn raises the anxiety level making it increasingly difficult to study and perhaps even making them not to work hard. The ultimate outcome is poor performance in the test and the reinforcement of low self-esteem and the cycle of failure continues to self destructive levels. According to Wiener's Attribution, as noted by Shaffer (2005) it is observed that a person's achievement behaviour depends critically on how they interpret prior successes and failure and on whether they think they can control their outcomes. The theory further affirms that human beings are active information processors which sort information available to them and formulate

explanation or causal attributes for their achievement outcomes. Low self-esteem may be an internal cause of either good or poor performance in a specific area of study. Thus a student with low self-esteem can have a belief or conviction that he or she cannot do well in a particular subject for example mathematics while a student with high self-esteem has a belief that he/she can excel in the subject and works hard to do well in it.

Secondary school students in Kenya face similar background challenges noted among the majority of their counterparts in other parts of the world. The cultural and economic situation in Kenya is quite different from that of the developed countries where a lot of research has been done on the association between the students' background and their academic achievement. There is therefore need to establish the influence of background factors on students self esteem and academic achievement. Guidance and Counselling in secondary schools can be used to mitigate the effects of difficult family backgrounds and emotional challenges faced by the secondary school students. The schools' Guidance and Counselling programmes should be structured to cover both educational and psychological needs of the students and ensure that students achieve their academic goals regardless of the background challenges they may be facing. According to (Masara, 2007) the youth of Kenya are facing many challenges which include disintegration of societal values, poverty and destabilization of the family unit. The objective of guidance and counselling as outlined by Ministry of Education (MOE) is to help students to first identify their abilities, interests and values that would help them to adjust to their educational and social environment. Secondly to develop a positive self concept and thirdly to develop the necessary life skills to help them to manage many situations they find themselves in. Such skills include problem solving and decision making

In a study that was done by Africa Population Health and Research Centre (APHRC) on "home environment and academic performance", it was observed that the home location, family size, income, family heads level of education influence the performance of the students. The study which sampled 7,475 students via schools in Nairobi found out that children from large families started school late or never went to school at all. The situation is observed to be a result of shortage of resources where most of the family income went to provide food and shelter while very little is allocated to education (APHRC, 2010). The socio economic disparities that exist between family backgrounds in Kenya could have far reaching consequences on how students from the backgrounds perform academically. Whereas so

much research has been done to establish the link between the students' background factors and academic achievement, similar studies have been limited in the Kenyan situation and especially Kericho County. Few of these studies have studied the two variables of Self-esteem and academic achievement together yet self-esteem is an important concept in determining the future emotional stability of an individual. People with high self-esteem have a clear sense of what their personal qualities are. They think well of themselves, set appropriate goals and use feedback in a self enhancing manner. People with low self-esteem on the other hand have less clear self conception and have a poor self-esteem (Taylor, Leticia and Sears, 2006).

Performance in national examinations has not been satisfactory in many Counties including Kericho County with very few students attaining grades that can enable them to successfully proceed for further education which will in turn enable them pursue gainful employment. Table 1 shows the KCSE performance trend in Kericho County between 2009 and 2012.

Table 1
KCSE Performance Trend for Kericho County 2009- 2012

Sub-county	Year	KCSE enrolment	Grade A		Grade C+ - B+		Grade C ,C- and below	
			and A-	%	Grade	%	,C- and below	%
Kericho	2009	4651	14	0.3	1982	42.6	2655	57.1
	2010	4867	29	0.6	2314	47.5	2524	51.9
	2011	5188	16	0.31	2653	51.1	2519	47.03
	2012	5671	23	0.41	2819	49.7	2829	49.89
Bureti	2009	2353	5	0.21	957	40.6	1391	59.1
	2010	2769	11	0.4	924	33.3	1834	66.2
	2011	2934	9	0.31	1496	50.9	1429	48.7
	2012	2193	22	0.01	567	25.8	1604	73.1

Source: Ministry of Education 2013

The results presented in Table 1, indicates poor performance in national examinations with over 50% of the students enrolled for KCSE in the last four years obtaining very low grades. Research have linked students' performance to various factors including family background

factors which include, family SES, home location and family type however the studies were done in different set ups and in other areas other than Kericho County hence the need to establish whether the family background factors play a role in determining the academic achievement and self-esteem in Kericho County.

In Kenya the growing phenomenon of single parenthood, broken families and poverty pose serious challenges in the growth and development of the Kenyan child. Compounded with this is the rise in violence against children. This demands well co-ordinated and informed intervention strategies through Guidance and Counselling which provides the students with life skills to enable them face the challenges that await them (Kenya Education Students Support Programmes, 2005-2010). Parental attributes as well as how parents view the importance of education of their children are important factors that may determine the performance in school. It has been observed that an individual's success in post secondary education and consequently in the labour market is dependent on how well they do in primary and secondary school (McIntosh, 2008). It is therefore important to have a clear understanding of the influence of students' background on their academic achievement and self-esteem.

The home location (rural or urban) may have an influence on the academic achievement of the students. Although the urbanization is rapidly growing the counties are still predominantly rural. The rural set up has been observed to have varying levels of access to educational resources that can enable a secondary school student carryout their studies outside school. As it has been noted earlier, the family characteristics that are part of the background of the students can make a difference in the academic achievement and self-esteem of the students. Kericho County is mainly composed of a rural population with urbanization level at 38% (County Development Office, 2013) and although students are admitted from various parts of the country the majority are from within the County. The Kericho County poverty level stands at 44.8% with only 11.4% having attained secondary education (Kenya County Facts, 2011). Notably education level is linked to family SES and this can have implications on the family's ability to provide basic needs and educational resources. It is important to establish whether there is a link between students' background factors in order to come up with policies that would guide the education process and improve performance in KCSE.

1.2 Statement of the Problem

The secondary school student background factors are important in the students' life and may influence their academic achievement and levels of self-esteem. In Kenya, academic achievement is a key factor in determining the future careers of students. Performance in national examinations in Kenyan secondary schools has not been satisfactory in many Counties including Kericho County with very few students attaining grades that can enable them to successfully proceed for further education which will in turn enable them pursue gainful employment. KCSE performance trend in Kericho County between 2009 and 2012 indicates that more than 50% of the students enrolled for KCSE during this period attained low grades (Grade C- and below). The academic achievement of secondary school students may be linked to various background factors which include family SES, home location and family type. Although research has linked academic achievement to background factors the findings from these studies are general and based on research done largely in developed countries and on a few cases in Kenya but none of these can be linked specifically to Kericho County. This study therefore sought to establish the influence of secondary school students' selected background factors namely; family socio-economic status ,home location, family type on the students' self-esteem and academic achievement in Kericho County, Kenya

1.3 Purpose of the Study

The purpose of the study was to determine the influence of secondary school students' selected background factors on their self-esteem and academic achievement in public secondary in Kericho County.

1.4 Objectives of the Study

The study was guided by the following objectives.

- i. To establish the influence of the following selected background factors on the secondary school students' self-esteem;
 - a. Family Socio-economic Status;
 - b. Home location; and
 - c. Family type.
- ii. To establish the influence of the following selected background factors on the secondary school students' academic achievement;
 - a. Family Socio-economic Status;
 - b. Home location; and
 - c. Family type.

- ii. To establish the implication of the influence of secondary school students selected background factors on their self esteem and academic achievement on guidance and counselling in secondary schools.

1.5 Hypotheses of the Study

The following hypotheses were tested in the study to establish whether there is a relationship between the students' selected background factor, their self-esteem and academic achievement.

H₀1: There is no statistically significant influence of the following selected background factors on the secondary school students' self-esteem;

- a. Family Socio-economic Status;
- b. Home location; and
- c. Family type.

H₀2: There is no statistically significant influence of the following selected background factors on the secondary school students' academic achievement

- a. Family Socio-economic Status;
- b. Home location; and
- c. Family type.

1.6 Significance of the Study

This study is expected to provide more information on the significance of students' background factors in determining the self-esteem and academic achievement of secondary school students. Teachers and parents might find the information useful as they guide the students to develop a positive self-esteem which will in turn help them to exploit their full academic potential. Policy makers in the field of education can use the information to guide policies that would strengthen Guidance and Counselling in secondary schools to equip students with life skills required to face today's life challenges.

1.7 Scope of the Study

The focus of this study was the relationship between students' selected background factors, their self-esteem and academic achievement. The study was confined to selected public secondary schools in Kericho County which covers two Sub- counties (Kericho and Bureti districts) and included students in Form Four and their class teachers. The study focused only on selected background factors (family socio economic status, home location and family type) and their relationship with the students' academic achievement and self-esteem. The

background factors were selected based on the economic status of the larger population whose poverty level stood at 44.8% (Kenya County Facts, 2011). The catchment area for the secondary schools in the County was basically rural.

1.8 Assumptions of the Study

The study was carried out under the following assumptions

- i) That all students have the potential of achieving the best of their ability in academic work.
- ii) That respondents gave honest information about their background as solicited through the study instruments.

1.9 Limitations of the Study

The study focused only on background factors defined and operationalized as selected factors. Other factors outside the ones operationalized were not considered. The study was carried out in public secondary schools in a fairly rural setup. Generalization of the relationship between the dependent and the independent variables that are selected background factors, self-esteem and academic achievement should be done with caution especially where the setups are different for example entirely urban and even private schools.

1.10 Operational Definition of Key Terms

The following terms were operationalized in the context of the study as follows:

- Academic Achievement:** Measure of the degree of success in academic work of the students indicated by marks obtained in main examinations. For this study the main examinations referred to KCSE mock examinations done by the students in form four.
- Background factors:** These are factors that define and shape the growing up of the students. For this study these included family socio economic status, family type and the home location
- Family characteristics:** This refers to family features or attributes (Santrock, 2009). For this study this referred to the parental level of education and financial ability, family size and family type of the student.
- Family Type:** Referred to the nature of family under which the child is growing up. For this study this referred to the students' nature of family for example single parent, polygamous families, families where both parents were living together and families where both parents were deceased.
- Home location:** Referred to the location of the home whether rural or urban. For this study this referred to where the student grew up and covered the students' place of residence that could either be rural or urban.
- Income levels:** This referred to the earning ability of parents. For this study this referred to the level of income of the parents which would be low, medium or high as indicated by the nature of source of livelihood.
- Influence:** For this study this was used to refer to the power the selected background factors had on the students self esteem and academic achievement
- Main examination:** The main examinations for this study referred to KCSE Mock Examinations done preceding the National Examinations (KCSE)

- Motivation:** Referred to an internal state that arouses, directs and maintains students' behaviour (Feldman, 2005). For this study this referred to the willingness of the secondary school students to strive to achieve in academic work.
- Parental level of education:** For this study this referred to the level of education attained by parents for example – primary, secondary or university
- Peers:** Referred to groups that share common age, maturity levels, and behaviours with the students, for this study this referred to classmates, schoolmates and friends of the students.
- Self actualization:** Referred to the students' fulfilment of potential in all aspects including academic achievement.
- Self-esteem** This is an individual's global evaluation of the self. For this study this referred to the overall evaluation of the self with reference to skills, academic abilities and social acceptance.
- Self Concept:** Evaluation of the self in specific domains. For this study this is used to refer to students' evaluation of themselves in specific subject areas.
- Social Economic Status:** Referred to the differences in the financial situations and social status of students with a focus on the family. For this study this referred to the parental level of education, occupation and income level.
- Student's Characteristics:** These are students' features. For this study this referred to the students' characteristics which would include gender and age.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents the review of literature related to the study. Emphasis was laid on the variables operationalized as background factors and their influence on secondary school students' self-esteem and academic achievement. The background factor included the secondary school students' family SES, Family type and home location (rural or Urban). The family SES was indicated by the parental level of education, Occupation and income levels. The family type was established based on whether the student came from single parent, polygamous, Monogamous or families where parents were deceased. This chapter also presents a conceptual frame work illustrating the interaction of variables in the study.

2.2 Self-esteem and Academic Achievement in Adolescents

The adolescence period is characterized by a wide range of social and physical changes which can have an influence on the self-esteem and academic achievement of the secondary school student. Negative view of the self during this stage of development can result in emotional difficulties leading to maladaptive behaviours which in turn can lower the academic achievement (Rhodes, Roffman, Reddy and Fredriksen, 2004). Berk (2006) noted that self-esteem is an important aspect of self development because the evaluation of our competencies affects our emotional experiences, future behaviour and long term psychological adjustment. It has been observed that adolescents with favourable self-esteem profiles tend to be well adjusted, sociable and conscientious. The self-esteem fluctuates as the child develops an overall view of themselves within the environment where they are growing up. This is especially true of students whose persistent low self-esteem often translates to more serious problems linked to low achievement

According to Slavin (2006) the state of the home environment, the social norms that govern behaviour in the community the student belongs to and the school experiences have been noted to have influence on the self-esteem and academic achievement of the student. The level of education of parents contributes substantially in stimulating the achievement orientation in their children with parents with higher education levels being in a better position to impart the virtue of good performance to their children. Research has also found out that the home environment is a significant factor in the intellectual development of the children. The parental involvement in the education of their children helps them improve

their academic achievement. The parental use of control and facilitation of independence, positive discipline can play a role in improving academic achievement (Hoghghi and Long, 2004). Although society promotes the idea that people including students are equally talented and compete fairly as evidenced in the standardized national examinations, the situation in the classroom may be different. Adolescents raised in families characterized by authoritative parenting with high levels of parental support and behavioural monitoring have been found to be of high self-esteem and are more competent than adolescents raised with non authoritative parenting (Bean, Bush and Mckenry, 2003).

According to Santrock (2009) low self-esteem, in students is linked to various problems which include low academic achievements, depression, eating disorders and delinquency. These problems can be worsened by social environmental occurrences like troubled families, divorce, poverty and child abuse which in turn influences the students’ achievement. It is further observed that both boys and girls had high self-esteem in childhood but the self-esteem dropped considerably in early adolescence although the girls’ self-esteem dropped about twice as much as that of boys during adolescence as indicated in Figure 1

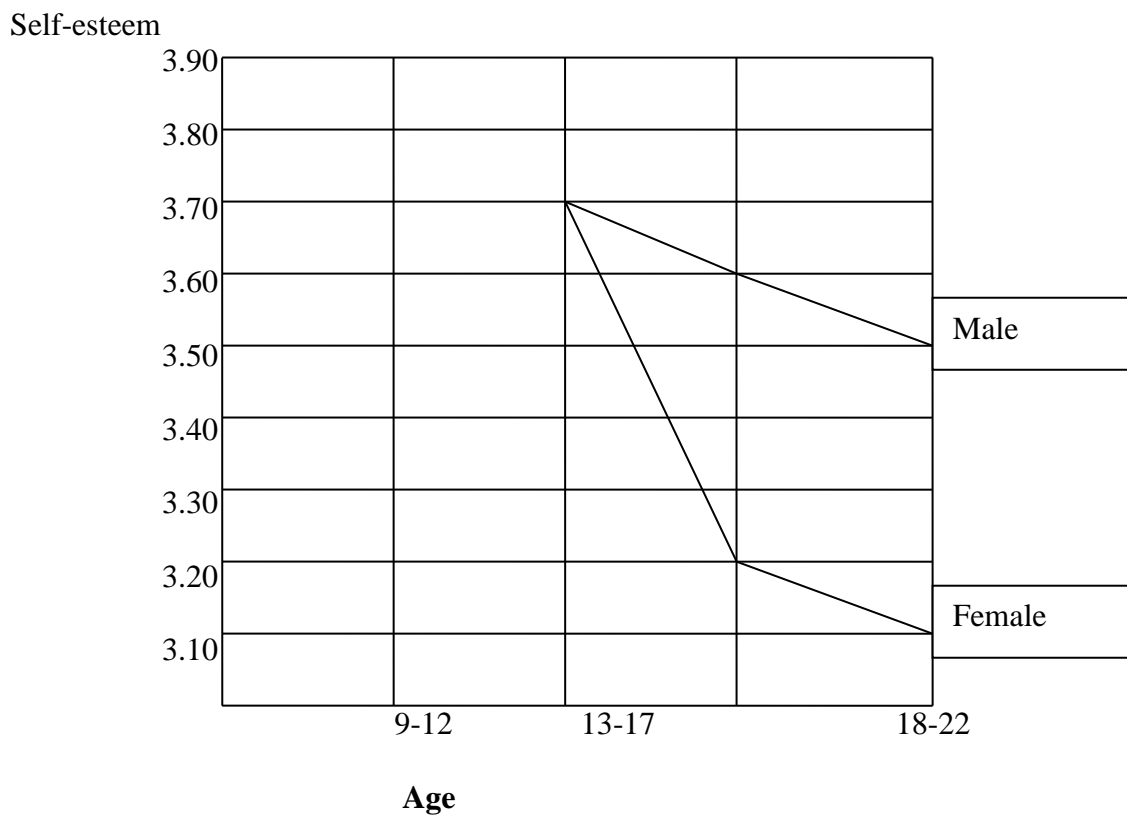


Figure 1: Decline of self-esteem in adolescents
Source: Santrock (2009)

The decline in self-esteem in boys and girls during adolescence is attributed to many factors. During this stage in the life of the adolescent there are increased achievement demands and expectation for physical attractiveness in girls which becomes more pronounced with pubertal changes and the motivation for social relation. During the adolescence stage, the secondary school students tend to be more sensitive to what goes on around them and will take seriously any assessment from peers, superiors like teachers and parents. Use of praise, labelling a child winner or loser can either promote or undermine the students' self-esteem. Santrock linked the variation in self-esteem to various aspects of development. According to Feldman (2009) low self-esteem was linked to depression in adolescence and early adulthood. Low self-esteem among secondary school students may result in poor academic achievements and may push the self-esteem even lower with serious consequences on the students which may include lack of motivation to work hard, depression and actual failure as indicated in Figure 2

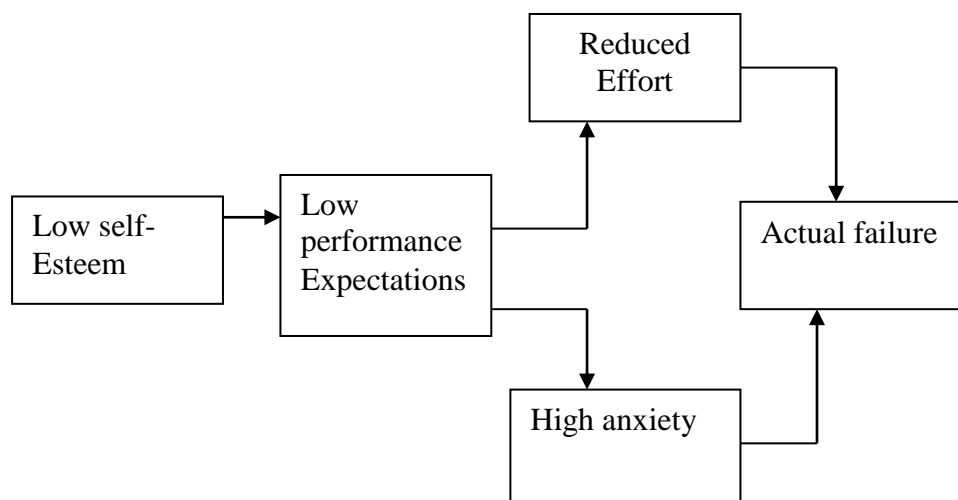


Figure 2: The Cycle of Low Self-esteem as Reinforced by Poor Performance
Source: Feldman (2009)

Self-esteem as argued by Feldman has been considered to be the foundation of both social and emotional development in children and can affect learning in school and subsequently academic achievement. The student performance in school is often used to gauge future aspiration through the selection of subjects in secondary schools and the students continually evaluate themselves using the feedback from teachers and peers. Positive comments about the students' abilities in various fields of study in school can influence their self-esteem. According to Woolfolk, Hughes and Wallup (2008) the students' satisfaction in class can influence their self-esteem for example, being put in a low ability group can have negative

impact on student self-esteem and hence poor performance. The teacher's feedback, grading practices, evaluation and communication to learners can make a difference in determining how students feel about their abilities in a particular subject. The teacher should therefore help the students to gain important skills required for good performance.

Self-esteem has been noted to be a very important aspect of self development because the evaluation of an individual's competencies affects their emotional experiences, future behaviour and long term psychological adjustment. It has been observed that adolescents with favourable self-esteem profiles tend to be well adjusted, sociable and conscientious. The self-esteem fluctuates as the child develops an overall view of themselves within the environment where they are growing up. This is especially true of students whose persistent low self-esteem often translates to more serious problems linked to low achievement (Berk, 2006). Rowe and Hall (1991) observes further that adolescents' feelings of self worth affect all aspects of their lives and strongly influence the realization of their potential. An adolescent with high self-esteem is emotionally stable, mature and can handle the challenges they face in school better than the adolescent with low self-esteem who tends to be more unstable and dependent. The secondary school teachers should be aware of the possible link between the self-esteem of the students and their general well being as this have consequences on the emotional stability of the students.

2.3 Development of Self-esteem in Adolescents

The development of self-esteem in students is critical during adolescence and young adulthood when identity formation is taking place. Erik Erickson (1963) in his theory as cited in Taylor et al (2006) argued that once young adults acquired a firm sense of identity, they have a basis for making career plans. During adolescence, the adolescent becomes more discriminating in the people to whom they look to for validation of their self-esteem with some relying on parents, others on teachers and others on peers. The secondary school students experiences both at home in school can have an influence on the development of their self esteem. Further the development of self knowledge is dependent on a number of factors which are captured under the following subheadings.

2.3.1 Socialization

It has been noted that much of a child's identity which can influence self esteem comes from socialization. When a child is treated in particular ways by parents, teachers and friends and

as they participate in various activities within their environments they come to appreciate those activities as important to themselves. Further socialization forms the core to the child early experiences and the regularity of those experiences may eventually come to be internalized as important aspect of self-esteem. As the secondary school student interacts with the background, they are socialized into the various aspects of self-esteem.

2.3.2 Reflected Appraisal

The students' evaluation of themselves is highly based on the perceptions and evaluation by others. The students continually learn through the reactions that other people have towards them. The explicit feedback about the student's qualities as given by others plays a role in the development of self-esteem. There is a strong relationship between what parents think of their children's abilities and the children's own self conceptions (Taylor et al, 2006). Taylor asserts that feedback becomes more important in early adolescence when teachers give direct feedback on the students' academic abilities in form of comments and grades. This time is also critical in the development of self-esteem as the students align themselves to sporting teams and other non academic curricula groups in school. The performance in the various sporting disciplines together with rating in academic subjects leads to the development of either negative or positive self-esteem.

2.3.3 Environmental Distinctiveness

The environment provides the student with clues about their personal qualities and in particular the self-esteem. Within the student environment whether at school or at home they are members of social groups as defined by the particular environment. The students' attach significance to the group demands, their values and this can have significant influence on the self-esteem. Travers and Dacey (2004) further point out peer opinion as a major influence of self-esteem in children. During the adolescence stage the peer opinion becomes a powerful motivator of behaviours. The school with its important network of social contracts and the emphasis placed on achievement provides constant feedback that powerfully affects a students' feeling about the self. The school environment has been identified as important in influencing the development of self-esteem. The authors further assert that children are more likely to show good academic achievement if they attended some school rather than others. The differences among the schools are however not due to their sizes or age of the building or space available but emphasis on academic success, time spent on tasks, skilful use of rewards and punishment. Teachers who provide a comfortable and warm classroom environment and

insist on student responsibility for their behaviours instil a sense of self confidence and a positive self-esteem. The teachers' support to students can play a role in mitigating background factors that contribute to a low self esteem.

2.4 Dimensions of Self-esteem

Various aspects of self-esteem may be linked to the development and levels of self-esteem among secondary school students. These aspects include the family background characteristics, home location and family Socio Economic Status. The following dimensions of self-esteem that link self-esteem and the students' background factors will be outlined.

2.4.1 Self-esteem and family Background

According to Shaffer (2005), parents can play a crucial role in shaping a child's self-esteem. Adolescents with high self-esteem tend to have parents who are warm and supportive, who set clear standards for them to live up to and engage them in some decision making. Such parents also encourage the children to be self reliant but put clear limits on their actions. Children of such parents are cheerful, self controlled; achievement oriented and have high self-esteem. On the other hand, adolescents who tend to have low self-esteem have parents who practise a more restrictive and punitive parenting style. In these parenting styles, parents place limits and controls on the child and allow very little verbal exchange. The rules put forward by these parents are rigid and students from this background are anxious, fearful and unhappy. The secondary school students who come from family backgrounds that are not supportive are more likely to exhibit characteristics of low self esteem. Parental attributes for example parental acceptance, allowing children freedom within clear points, harmonious homes, expansion of affection and joint participation in family activities help in developing high self-esteem among children.

2.4.2 Self-esteem and Importance of Peers

Peer relations during the adolescence stage of development is centered around acceptance or status within a peer group. It is important to note family background factors can make a difference between being accepted by peers in school. Students who are not well accepted or are rejected by their peers risk poor academic achievement and low levels of self esteem.

They tend to engage in delinquent behaviour and have psychological and emotional problems later in life. Rejected students also tend to be highly aggressive and withdrawn (Slavin, 2006). Harter (2006) as cited in Shaffer (2005) in his hierarchical model asserts that the students own competency approval begin to more closely reflect other people’s evaluation of them for example personal assessment of social competencies are confirmed by their peers. The students are accepted or rejected depending on the observed competencies in various fields. This rejection or acceptance can have an influence on their self-esteem as indicated Figure 3

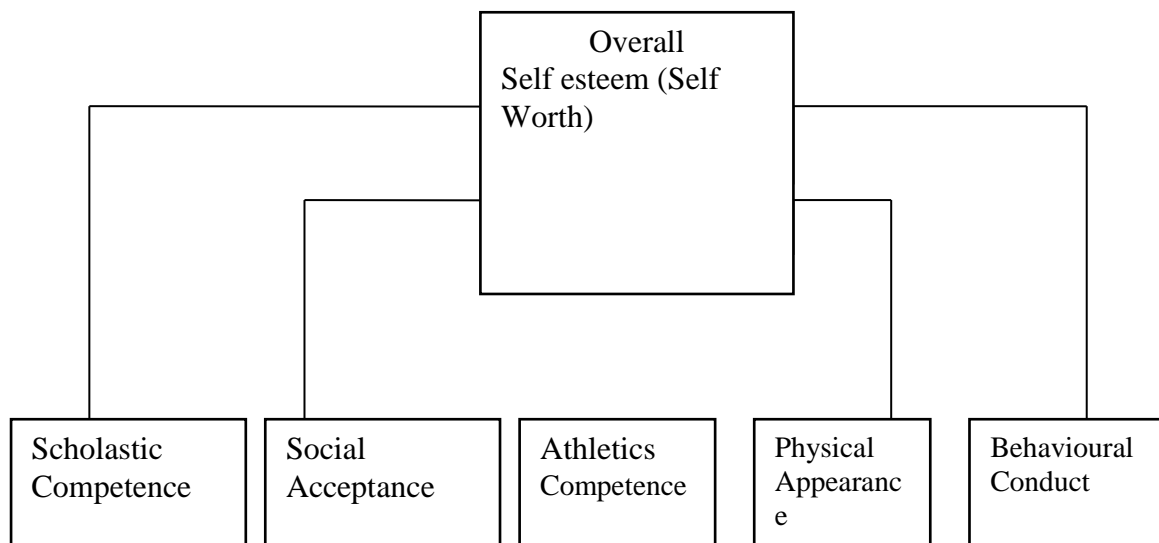


Figure 3: Multidimensional and Hierarchical Model of Self-esteem
 Adapted from (Harter 1996) Source: Shaffer (2005)

2.5 Self-esteem and the Family Characteristics

The complexity of today’s social world has had far reaching effects on the families. The students in secondary school come from diverse family backgrounds and the family background characteristics may have an influence on the self-esteem of the student. Santrock (2009) identified four variations of family characteristics as illustrated in figure 4

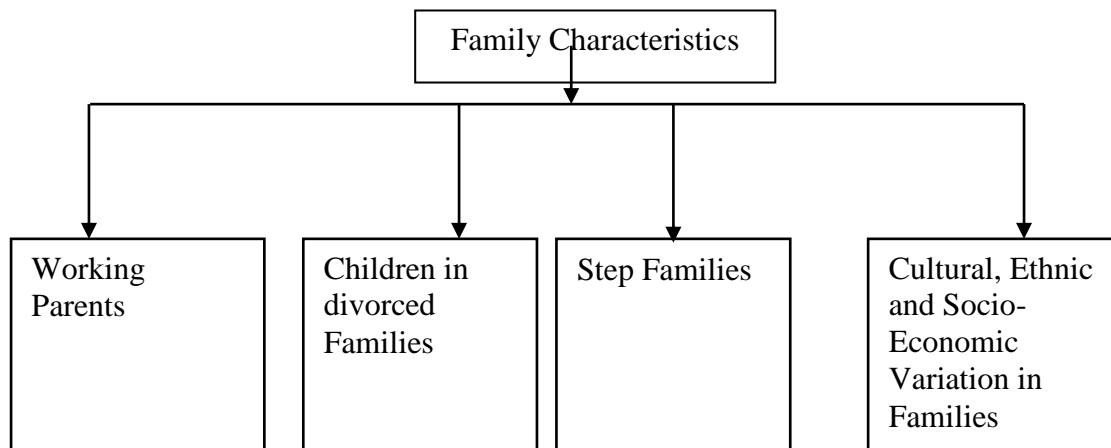


Figure 4: The Changing Family in a Changing Social World
Source: Santrock, 2009

2.5.1 Working parents

The economic demands of today’s changing world have forced parents to spend more time on their jobs in an attempt to raise family and meet their needs. This has robbed parents of quality time required to attend to other parental responsibilities. Santrock (2009) observes that most parents work long hours under stressful work environments and are likely to be more irritable when they get home. This interferes with effective parenting. The result of these demands on the parents is poor parenting practices which may end up lowering the self-esteem of their children.

2.5.2 Children in Divorced Families

Children from divorced families have been observed to show poorer social adjustment occasioned by low self esteem than those of stable non divorced parents. Further these children are more likely to have academic problems, show externalized problems through delinquency and internalized problems through anxiety and depression. Divorce disrupts the family set up and the secondary school students may have difficulty maintaining acceptable levels of self esteem. When families divorce, separation occurs which affects the child negatively as they require the support of both parents in order to cope with the challenges they face as they grow up (Santrock, 2009). The absence of one of the parents or the introduction of a new family can put social pressure on students from such backgrounds and this can lead to low self esteem.

2.5.3 Family Socio- Economic Status

Low income families have less access to resources than higher income families. Santrock (2003) asserts that children from families with low SES tend to have low achievement, lower completion rates and smaller percentage of students proceeding to college. These children also because of the problems back at home are more prone to depression, low self-esteem, peer conflicts and juvenile delinquency. The economically advantaged families have access to more resources, better facilities which help them achieve academically. They also have a tendency to have high self-esteem and are more acceptable to their peers. Because of the economic endowment their rate of completion is higher and in many instances have better chances of attending the best colleges to pursue courses of their choice. Those Students who may have received too many negative evaluations depending on their background will require more support in order to develop a positive self-esteem.

2.5.4 Students' Home Location and Self-esteem

Lindberg (2004) in a study that was carried out in Sri Lanka observes that a major spatial dimension in education systems is between rural and urban areas with children from rural areas at a disadvantage. The children from rural areas are faced with challenges which include; low level of education of parents, accessibility to well performing schools, poverty and even unfavourable family environments. The problem of lacking home support is aggravated by teachers who may not pay attention to background related problems faced by the learners. In this particular study teachers confirmed that paying specialized attention to learners may be difficult where the classes are large. These factors may have a significant role in shaping the self-esteem of the students.

2.5.5 Gender Differences and Self-esteem

According to Steinberg (2011) boys may be disproportionately over represented in the group of adolescents whose self-esteem increases whereas girls may be over represented in the group whose self-esteem declines during this transition period in the lifespan. However, adolescence with better family and peer relationships are more likely to maintain positive self-esteem or develop enhanced self-esteem overtime. Steinberg further observed that adolescence girls are more vulnerable to disturbances in the self image than any other group of youngsters. Specifically early adolescent girls' self-esteem is lower and their degree of self-consciousness is shakier than in the case for boys. As a consequence, girls also are more likely than boys to say

negative things about themselves, to feel insecure about inabilities and to worry about whether other people like being with them. Compared with boys young girls worry a great deal about their looks and about social issues including popularity at school in addition to worrying about doing well academically. This may lead to poor self-esteem as young adolescent girls may feel caught up in the bind between pressures to do well socially and academically as they go through secondary school. Adolescence, whose self-esteem is too wrapped up in the approval of peers, may risk developing poor self-esteem since acceptance by others may fluctuate over time. Such students may show more behavioural problems and poor school achievement.

Berk (2006) further confirms that girls score slightly lower than boys in overall sense of self worth, partly because the boys feel confident about their physical appearance and academic competence. As observed earlier, students go through secondary school at the time when they are going through adolescence that is the transition period from childhood to adulthood and there is need to treat their overall assessment of self worth differently.

2.5.6 Significance of a Healthy Self-esteem

Good self-esteem is the basis of health emotional development and success in various aspects of life security and optimism when handling challenges, emotional well being, general ability, and better performance in school. A healthy self-esteem will allow circumstances whether good or bad to be evaluated realistically (Posse and Melgosa, 2002). It is further asserted that self-esteem helps one to understand themselves in relation to others and the environment they live in. According to Moreno (2010) students with high self-esteem are more emotionally stable and are more likely to succeed in school. Parents and teachers need to be aware of indicators of poor self-esteem in the students. In this way, they can influence the development of this important aspect of life. Teachers should note that students have high self-esteem when they perform competently in areas where they feel important. They should encourage achievement by use of realistic praise and avoiding negative criticisms. The students should be helped to cope with setback as part of life. Harter (2006) also asserts that teachers should look beyond the school environment and consider social background of the student as students from low SES and troubled family backgrounds are likely to exhibit characteristics of low self-esteem. Such students therefore should be given support and encouragement so that they can have a better self image and develop self confidence.

2.5.7 Building Self-esteem in Children

The significance of self-esteem in a child's life cannot be underestimated. The level of self-esteem in a child can make a difference in determining whether they will be well adjusted and focused in the future. According to Posse and Melgosa (2002) three environments intervene in the Child's emotional process that is the family, the school and the community. These background factors can influence the level of self-esteem in a child. Building the self-esteem of a child allows the child to fully develop what is inside of them. The school, the family and the community should endeavour to raise the self-esteem of their children. The Parents, teachers and siblings have a role to play in building the students' self-esteem or reversing causes of low self-esteem. This will in turn boost the students' ability to exploit their full potential.

Students who are equipped to cope with rather than avoid problems are likely to face them more realistically which helps raise their self-esteem. Parents have been identified as major players in determining the self-esteem, of their children. There is need for parents to realize that all children are not equal and should avoid comparison which may discourage their children and lower their self-esteem. Questions like "why are you not like your brother?" should be avoided by parents as this may discourage their children (Posse and Melgosa, 2002). Parents like teachers should also be alert to identify indicators of low self-esteem for example withdrawal, shyness to participate in play or answer questions in the presence of peers. This will help the parent and teachers to take measures to reverse the low self-esteem through encouragement and support. Severe and humiliating punishment by parents, setting unrealistic standards for example expecting a child who is poor in science subjects to be medical doctor can lower their self-esteem and should be avoided by parents.

The role of parents and siblings in building positive self-esteem in children was captured in one of the daily News paper when the following observation was made. Parents, teachers and siblings can play a role in building a positive self-esteem by providing the right conditions for unconditional acceptance. In addition, the Child's environment plays an important role in building the students' self-esteem through positive reinforcement, giving praise where it is due and minimising negative criticism. (*The Standard Newspaper, Wednesday 14th July 2010 living, page 4*)

2.6 The Role of Guidance and Counselling in Enhancing Self-esteem among Students

Mutie and Ndambuki (1999) emphasized the importance of Guidance and Counselling in the management of poor self-esteem among students. According to Mutie and Ndambuki, Self-esteem provides a guide to the understanding and management of the self and behaviour. Counsellors can enhance self-esteem by helping students increase awareness of themselves and hence alleviate factors which cause negative evaluation. They can also significantly influence students' self-esteem by focusing on their psychological well-being. Lewis, Lewis and Andrea (2003) further assert that the wellbeing equation can be utilised by the counsellor to equip students with coping skills, social support, boosting self-esteem and personal empowerment.

Psychological wellbeing = Coping skills + self-esteem + social support + personal power
Organic factors + stress + powerlessness

Source: (Lewis, Lewis and Andrea, 2003: 155).

Lewis, Lewis, and Andrea pointed out that by maintaining high self-esteem, the individual experiences feeling of personal power. By the counsellor helping the client analyze their own situation according to the variables in the equation, the client will be able to identify strengths they can build and areas that need to be changed. Carl Rogers (1971) cited in Feldman (2009) suggests that one way of overcoming the discrepancy between experience and self-esteem is through the receipt of unconditional regard from another person who could be a counsellor, therapist, friend and even teachers. Rogers further asserts that this unconditional positive regard by the counsellor will help the student to develop a more positive self-esteem. When the regard is conditional it may lead to anxiety. Through counselling, the students can be assisted to cope with challenges related to self-esteem.

2.7 Achievement Motivation Concept

This refers to the willingness to strive to succeed at challenging tasks in order to meet high standards of accomplishments. It has been observed that all infants are truly mastery oriented and experience satisfaction when they succeed in tasks for example when playing with toys (Shaffer, 2005). Children however perform differently in school and have various expectations about failing or succeeding. Shaffer asserts that achievement is reflected differently in different set ups. In Western industrialized societies which tend to be individualistic, achievement motivation is inferred from individual accomplishment that can be compared against some standards of excellence. People from collectivist societies would argue that achievement motivation reflects a willingness to strive to succeed at objectives that

promote social harmony and maximum social welfare. The background characteristics of the students can influence their motivation to achieve as many students may strive to achieve not only for their own benefit but more particularly to gain approval of family and community. In Kenya where academic achievement is emphasized and rewards are awarded according to how well we perform, the student may be motivated to perform to get the prescribed rewards, like joining a good university, winning scholarship and other rewards that come with good performance. Several background factors interact to influence the levels of academic achievement among secondary school students. Shaffer (2005) observes that some of the background factors include the peer group influence, family SES, quality of child attachments, need for achievement motivation. Shaffer observes that peers play a role in influencing academic achievement among adolescents either positively or negatively through interaction with fellow students from diverse background. The students' academic achievement may be undermined through stereotypical threats. Notably the effects will be felt more among students from certain backgrounds and those from low SES. The stereotypes formed about specific vulnerable groups can undermine academic achievement and may even result in school drop outs.

2.7.2 Family Socio Economic Status Difference and Academic Achievement

The SES of students will vary according to the background. In most parts of the world the SES is measured by family income, parental occupation, parental level of education and family accomplishment. Shaffer (2005) points out that, children from middle and upper class backgrounds score higher and are more likely to do well in school than those from lower SES. They have more resources and are exposed to better opportunities. Economic hardships become a barrier to parents getting involved in encouraging their children to perform. In most instances parents from lower SES societies are lowly educated themselves and may not have the appropriate knowledge about the learning materials required by their children and this can undermine the academic achievement. According to Caro and Willms (2009) there is a positive link between family SES and academic achievement. It is further observed that a wide Socio Economic gap in the early years can have lasting consequences as the children grow older. These observations were centred mainly in developed countries and it is more likely that the situation in developing countries will be different. The challenges associated with shortage of resources may result in secondary school students being less motivated and putting less effort in their academic work.

2.7.3 Quality of Child Attachments

This bond has been observed to have implication on the ability of the child to make relationships throughout life. According to Woolfolk, (2010), children who form secure attachments with parents are more confident to explore their world than those who form insecure attachments. The later are fearful and anxious about what goes on around them. Further children need a secure base provided by loving responsive parents to feel comfortable about taking risks. Children from such backgrounds are eager to apply their competencies and therefore are likely to do better in school. Teachers are expected to continuously carry out a social competency assessment of their students in a bid to support students those who come from background where the attachment with parents was not good. Such students would need more support in order to achieve academically.

2.7.4 Need for Achievement

Educators at every level are flooded with academic instructions, in-service workshops and parental pressures designed to make them more effective motivators of young people. (Leunes and Nation, 2002) defines motivation as “ personality factors, social variables and or cognitions that come into play when a person undertakes a task at which he or she is evaluated, enters into a competition with others or attempts to attain some standard of excellence’’. The following approaches that explain motivation will be discussed.

2.7.5 Attribution Theory

The attribution theory was first advanced by Heider (1944, 1958). The attribution theory essentially deals with the “Naive psychology” of the average person and how he or she interprets behaviour. According to Heider, behavioural inferences may be causal attribution or dispositional attribution. Causal attributions are inferences about why something happened. For example a student who has scored poorly in examination may attribute the failure to family occurrences. Dispositional attributions are inferences about quality or trait that an individual may possess. A student who performs at a level above his ability may be said to be a high achiever. By engaging in such attributions, individuals achieve a measure of psychological closure, maintain integrity and self-esteem and pursue a degree of orderliness in the environment. This would in turn translate to better academic achievement.

2.7.6 Social Cognitive Model

The social cognitive model was put forward by Albert Bandura as cited in Leunes and (Nation, 2002) suggests that performance will be determined jointly, by the strength of a person's conviction that they have the competency to execute the skills that the situation demands and by the responsiveness of the environment. One determinant of responding which might be called self confidence is efficacy expectation. This approach postulates that the academic achievement of the secondary students will be largely determined by self confidence hence the need to cultivate this virtue in the students. A second variable is known as outcome expectation. The different effects on responding that these two types of expectancies are likely to have are profiled in the Figure 5

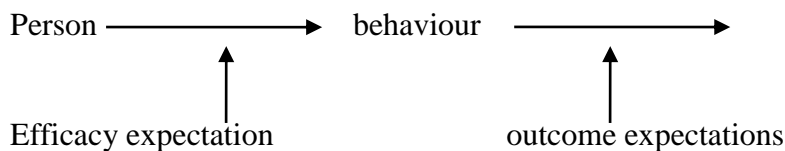


Figure 5: Relation of Efficacy Expectations Outcomes, Expectations to the Individual, the Individual's Behaviour and Behavioural Outcomes
Source: Leunes and Nation (2002)

The establishment of the influence of background factor on academic achievement can help parents and teachers to play a role in helping the students to develop confidence in themselves hence better performance. It also asserted that performance accomplishment, vicarious experience (information obtained by watching others) verbal persuasion (opinion of others) and emotional arousal all contribute to the formation of efficacy expectations and hence better academic achievement.

2.7.7 Perceived Competency Theory

This Theory has roots in the work of Harter (1980). Harter's approach placed much emphasis on the role of evaluation by significant others such as parents, teachers, peers and team leaders. In cases where the evaluation is positive, there should be a concomitant increase in feeling of mastery and internal well being; these positive emotions should then result in escalation in achievement behaviour. In the reverse instance, negative evaluation results in unhealthy attitudes about personal competence or mastery, thus causing anxiety and other mood disturbances accompanied by a decrease in motivated behaviour as indicated in Figure

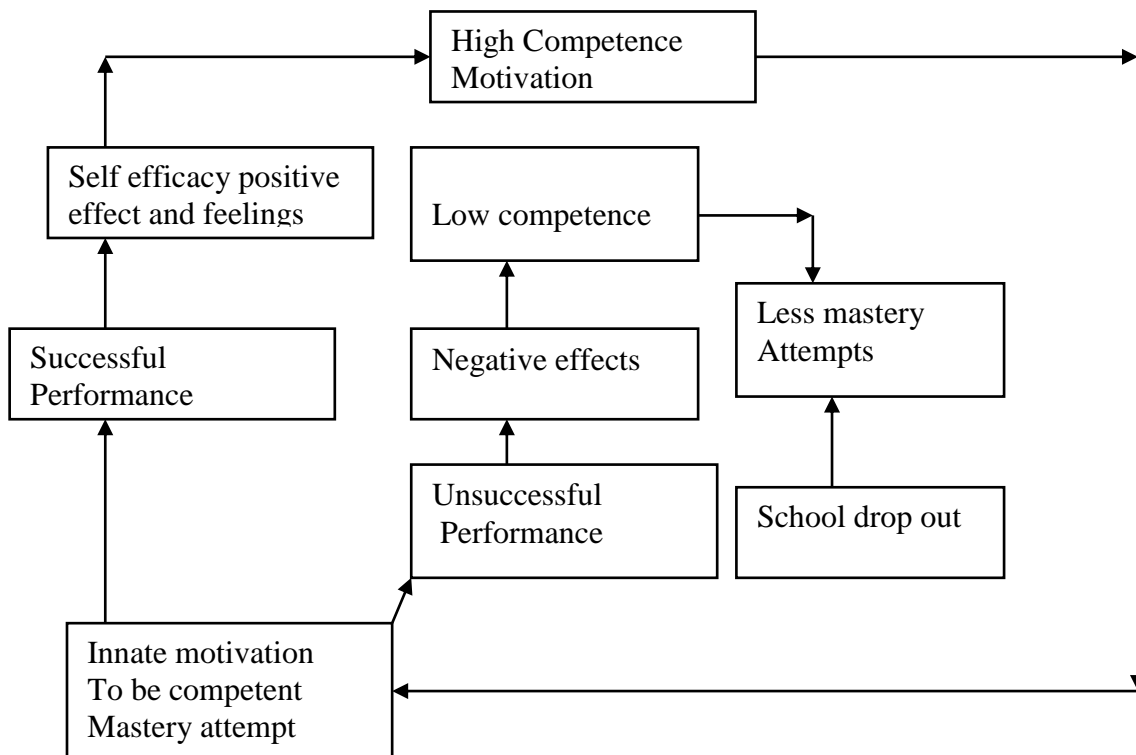


Figure 6: Harter's Theory of Perceived Competence Modified
Source: (Harter, 1978 in Leunes and Nation, 2002)

2.7.8 Need for Achievement Model

This has been described as a man's desire for self fulfilment namely tendency to become actualized in what he is potentially' Maslow cited in Leunes and nation 2002). Maslow further asserts that before self actualization can occur the individual must satisfy a range of needs that motivates behaviour. The secondary school student will become so focused on satisfaction of the needs of the lower hierarchy that they spend little time on becoming what they can be leading to poor academic performance. The realization that we are generally safe from harm gives us freedom to satisfy love and belongingness needs, the need to be loved and accepted by whatever individual standards we use to gauge acceptance. Out of this acceptance grows feeling of esteem, belief that we are not only accepted or loved but also respected for our capability. The family background factors that include the SES may determine whether a student would be focused on their levels of achievement or the need to satisfy the needs that are more pressing and are placed at the bottom of the hierarchy. Knowledge of this influence can help educationists in coming with strategies to mitigate the effect of the background factors.

2.7.9 Gender Differences and Academic Achievement

Childhood experiences have been observed as a cause of major differences between male and female in achievement (Larsen and Buss, 2010). High achieving girls have been found to have mothers who are nurturing and affectionate while the opposite is true of mothers of less academically successful girls. Males high in needs achievement had early lives characterized by parental support and care. In view of this the family characteristics which include parental level of education may have a relationship with the academic performance of different genders. The authors further assert that women are less likely to engage in direct competition with others even when they could perform as well as males. Also observed is that women are more selective in how they express their achievement strivings especially when winning for oneself means that others lose. It is important to note that the co-educational school set ups may present a challenge to female students as they always withdraw to the second place when faced with tasks that require them to compete. School teachers should strive to create classroom environments that give equal opportunities for both boys and girls to achieve their best. This study included co educational schools and it was established that 80% of the secondary schools in the area of study were coeducational schools making it necessary take gender differences more comprehensively.

2.8 Declining levels of achievements

Sigelman and Rider (2006) observe that children value academic achievements as they progress through school but their expectations of competence decline as they become increasingly concerned about achievement outcomes and reinforcement for example, high grades associated with positive outcomes and less concerned about intrinsic satisfaction in achieving greater competence. This observation becomes more apparent during the adolescence period when the young people are going through a transitional period. A number of risks factors may affect achievement among students. Among the risk factors are; minority status, parental levels of education, stressful life events, family size and absence of one of either parent. Decline in academic achievement among secondary school students can be attributed to various background factors which may include parental characteristics and attributes as well as how parents view the importance of good performance and what they actually do in terms of helping and guiding the child are all important factors in the child's academic achievement (McIntosh, 2008).

The poor performance experienced by the students, could be attributed to the changing life patterns in some families. These patterns may include economic hardships linked to the occupation of the parent or the level of parental involvement in the educational activities of their child. The strive towards high academic achievement can be a challenge when the secondary school student is a member of Minority group, growing up in a single parent family and having parents who are of low schooling level. Such family characteristics may increase absenteeism and hence low academic achievement. Students from such families are likely to spend time worrying about the challenges they face at home and may lack the motivation to achieve in school. On the contrary, a student from small caring families with stable parents who encourage and instil consistent discipline may achieve better academic results (Udida, Ambeken, Ukwayi and Agwanyang, 2012). The influence of family characteristics would vary from one culture to another and the establishment of the influence of these factors can guide policy making in the structuring of the school environment to take care of students coming from minority backgrounds.

2.8.2 Cognitive growth and Negative Feedback

Children become increasingly capable of analyzing causes of events, interpreting feedback from teachers and inferring enduring traits for example low or high ability from their behaviour. The result is that they view their strength and weaknesses more realistically and lose some of their high academic self-esteem and expectancies of success. According to Bekken (2003) positive feedback from teachers can encourage students to work harder and achieve better academic results while negative feedback can discourage them. In situations where teachers are more reserved with their praise and more biased to criticism the students may develop a sense of helplessness which may in turn result in poor quality grades. Arguably the students who are unable to meet the standard set by the teachers may develop low self-esteem which in turn may impacts negatively on academic achievement. This makes it important to study the influence of background factors that influence the academic achievement and make recommendations for the development of supportive school environments that encourage good performance.

2.8.3 Peer Pressure

At the secondary school level the students are going through the adolescence stage when peers become increasingly important and sometimes can undermine parents and teachers' effort to encourage school achievement. Sigelman and Rider (2006) observe that the negative

effect of peer pressure is more severe for students who come from low SES background where many other factors are working to undermine their academic achievement. Although parents from low SES as well as those of high SES are likely to value education and practice good parenting styles which encourage academic achievement their positive influences are sometime negated out by peer influences. This makes it necessary to add more information on how the peer groups can influence academic achievement in order to equip teachers and parents with information that can guide the management of students both at home and in school.

2.8.4 Home Environment

A student's tendency to explore, acquire new skills and solve problems is also dependent on the character of the home environment and the challenges it provides. The child's rearing practices by parents may contribute positively or negatively to the achievement motivation of the students; parents who stressed independence training and warmly reinforced self reliant behaviours contribute positively to attainment motivation. Children may also need helpful limits from time to time to help them work towards attaining high standards of achievement. Patterns of praise or punishment by parents that accompany the child's accomplishment have also been identified as important in boosting academic achievement. Parents should acknowledge and praise the successes of their children and should avoid being overcritical of their underachievement.

According to (Shaffer, 2005) parents of students who are high achievers have been found to be, warm and accepting, non invasive in guidance and control, set realistic standards for the child, monitor progress and they allow the child some independence or autonomy in deciding how best to master challenges and meeting their expectation. (Barry, 2005) further observes that those students who live in high quality neighbourhoods have been observed to perform better in school than their counterparts in low quality neighbourhoods. The students from disadvantaged neighbourhoods often lack role models, adult supervision and opportunities to attend good schools which may limit their chances of achieving academically in school.

Parents can monitor the academic progress of their children by participating in the programmes put in place by the school for example academic days. Through such programmes the parent can help the child to lay strategies to improve academic performance.

Some practices by parents may however undermine the students' performance for example being over involved and nagging about homework, bribing for grades and providing no guidance at all. It is important to note that adolescents value the opinion of their parent and parent should always use words of encouragement, support the child to deal with negative evaluation and accepting the adolescent the way they are (Melgosa, 1997). According to Hustros and Rispke (2006) it is confirmed that parents play an important role in supporting and stimulating their children's academic achievement. The value parents place on education can make a difference in whether the student will perform well in school. Mandara (2006) asserts that parents who monitored and participated in constant dialogue with teachers and school officials on their children's academic performance, helped them to fully exploit their potential hence better achievement. Knowledge of the significance of the home environment in influencing academic achievement can help educationists in sensitizing parents on their role in providing a favourable home environment for their children to do their studies at home.

2.8.5 Community Influence on Academic Achievement

The community that forms part of the students' home location can be a source of negative influence and can undermine academic achievement as the community may expose the students to bad habits, drug abuse delinquency especially schools located in violent neighbourhoods. This may in turn divert the student's attention from academic work which results in poor academic achievement. It is important to note that group membership or belonging to a certain community does not define what a student is like but could have a significant influence on students' behaviour. (Woolfolk, 2010) suggests that culture provides attributes that are made available to members of a group but may not be shared by all members as the students in a class are individuals. The cause of lateness in class may be as varied as the students themselves for example walking long distances, attending to jobs before school, helping younger siblings to school or deliberate tendencies. Educators should avoid making conclusions based on group behaviours.

2.8.6 Socio Economic Status

Variations in wealth, power, control over resources and prestige are popularly taken as indicators of SES. As the family SES fluctuates parents and children face challenging circumstances that affect the family functioning. Parental education and earnings exerts substantial impact on the family functioning, child rearing values and expectations (Berk,

2006). The teachers should be aware of the possible effects of socioeconomic status on students' achievement in order to identify ways of minimizing the negative influence. It has been observed that the correlation between SES and academic achievement is moderate at about 0.30. In general high SES students of all ethnic groups show higher average achievement and stay in school longer than lower SES students.

Berliner cited in Woolfolk (2010) points out that children from lower SES are at least twice as likely to stay out of school compared to their counterparts in high SES and the longer they stay out of school the greater the impact on academic achievement. Students from low SES face many challenges for example such students may not be familiar with common activities like other students. Such students may also be faced with other challenges at home for example overcrowding, limited resources, unhealthy home environments which can undermine academic achievement. Teachers may complicate the situation by not engaging them in class activities leading to the development of a poor academic self concept. The teachers can help students by creating a classroom environment that encourages equal participation by all students. It has been further observed that low expectations along with low quality educational experiences can lead to a sense of learned helplessness. Low SES children become convinced that it is difficult to advance in the mainstream by doing well in school and school dropout becomes more likely. Such children end up having very little to expect in the world which demands very high achievement levels. Children from low SES, in order to maintain their identity may join resistance groups that are unco-operative, not studying and even missing classes. This resistance worsens the students' situation as the grades may even go lower.

2.8.7 Promoting Achievements Motivation in Children

Parental behaviours have been identified to have a link with high achievement motivation in children. One of the parenting practices identified is placing an emphasis on independence training. Training a child to be independent in various tasks of life promotes a sense of mastering and confidence in the child which may be one way parents can promote a need for achievement in their children. Larsen and Buss (2010) point out setting of challenging standards for the child as another parental practice which can promote the need for achievement. Parents need to let the child know what is expected of him or her. The expectations however should not exceed the child's abilities or else the child may be

discouraged. The idea is for parents provide goals that challenge the child, support the child in working towards these goals and reward the child when the goal is attained.

Studies have shown that persons with a secure attachment style typically develop a higher level of achievement motivation than persons with avoidant or ambivalent attachment styles. Larsen and Buss (2010) hypothesized that children with secure attachment were more likely to explore their environment and to thereby learn new skills. Overtime learning to be effective leads to higher achievement motivation and to valuing one's own competencies and seeing life's difficulties as challenges to be overcome rather than opportunities to fail. Larsen and Buss further suggests that in order to raise the high need for achievement in children there is need to:-Set tough but realistic standards, applaud successes and celebrate accomplishments, acknowledge but not dwell on failures but rather emphasize failures as part of learning, avoiding instilling a fear of failure and instead emphasize the motive to succeed and emphasize effort over ability by using statement like 'you can do it if you try'. Adolescents make critical decisions about such matters as how much to devote to studying whether to work part time after school, whether to go to college and what to be when they grow up. They become more capable or making these educational and vocational choices as their cognitive and social skills expands. In turn the choices they make shape their development but many of them lose their interest in school when they leave elementary schools.

2.8.8 Building a Concept of Motivation to Learn

The motivation to learn and achieve can be significantly influenced by teachers in the classrooms. The motivation to learn is defined as "Students tendency to find academic activities meaningful and worthwhile and to try to derive the intended academic benefit from them" (Woolfolk, 2010). Woolfolk identified means that teachers can use to encourage motivation to learn. Students should be made to understand the importance of the choices they to their future in a bid to encourage them to take school tasks seriously. Teachers will find the findings from this study useful in helping students to link the attainment of tasks to their needs for example the enjoyment one gets from the activity itself or long term goals such as earning good grades to secure a place in the University. The negative consequences that might follow from doing the tasks poorly should not be ignored. From the above it is clear that personal and environmental influences on motivation interact constantly. The tasks that students are expected to accomplish is an aspect of the school environment but the value

of accomplishing the task is bound with the internal needs, beliefs and goals of the individuals. Because task value has to do with choices, positive values towards academic tasks can be life changing because courses taken in secondary school and education after high school affect careers and future opportunities.

Recognizing efforts/accomplishment has also been identified as an important aspect in motivation. Students should be recognized for improving on their own personal best and for tackling difficult tasks. The class environment can make a difference between high and low achievements among secondary school students. A teacher who recognizes that students are never the same and avoids any negative comparison and criticism can help students exploit their full potential and realize high levels of achievement. Teachers can successfully use intrinsic and extrinsic motivation strategies to help students improve their motivation to learn and achieve.

2.8.9 Guidance and Counselling and Academic Achievement

Guidance and Counselling in Secondary schools can be used to help students manage their academic challenges. Carl Rogers, cited in (Corey, 2005) observes that people are resourceful, trustworthy and capable of self understanding, self direction, and able to live effective and productive lives. Rogers further observes that when the counsellor/helper is able to understand and communicate their realness, caring and non judgemental understanding, significant changes in the client are most likely to occur. Students in secondary school come from diverse backgrounds with unique experiences and challenges. The school counsellor needs to be ready to identify the unique needs of the students and develop strategies to deal with them. Further Rogers identifies three growth attributes that can be used by the school counsellor to create growth promoting climate in which students can move and achieve their full potential. These attributes include: Genuineness or realness, Unconditional positive regard and accurate emphatic understanding

Corey (2005) points out the ‘actualizing tendency’ as a directional process of striving towards fulfilment autonomy, self determination and perfection. Bradley argues that this positive view of human nature has significant implication for counselling especially in schools. This is the belief that individuals have inherent capacity to move away from maladjustment towards psychological health and complete change of behaviour hence better academic performance. The success of the person as observed Carl Rogers in his person centred approach depends on

clients perceptions both of their own experience in therapy and counsellors basic attributes. If the counsellor creates a climate conducive to self exploration, clients have the opportunity to explore full range of the opportunities to explore full range of their experience. Low self-esteem can have far reaching influence on the students' academic achievement and the general motivation to learn. The counsellor using the person centred approach can help the students to fully exploit their full academic potential.

The environment both at school and at home may play a role in shaping the performance of a student. According to Lewis, Lewis and Andrea (2003) people have more control over their own actions than over those of others and if they are helped to resolve their problems through personal change the negative effects of the environment can be significantly reduced. Because the student, the family and the community are interrelated the counsellor can take into account the entire social system of the students in order to attain positive results from the therapy. In addition the school counsellor can help the clients (students) to do the following: Identify sources of help in the environment for example teachers, create additional sources of support for example spending extra time studying and learn to reduce or eliminate elements of stress in their environment for example worrying about what other students think about them because of their low grades.

2.9 Theoretical Framework

The theoretical framework that guided this study was based on two theoretical conceptions which are The Socio Meter Theory by Mark Leary (1999) and Maslow's hierarchy of Needs Theory (Larsen and Buss, 2010).

2.9.1 Mark Leary's Socio Meter Theory of self-esteem

The Socio Meter Theory proposes that the self-esteem system evolved as a monitor of social acceptance and that the self-esteem motive functions not to maintain self-esteem but rather to avoid social devaluation and rejection. Cues indicating that the individual is not adequately valued and accepted by other people's lower self-esteem and enhance relational evaluation (Leary, 1999). Leary asserts that people seek self-esteem because it facilitates goal achievement and is a subjective feedback about adequacy of the self. The feedback which is self-esteem is positive when individuals cope well with circumstances and negative when they avoid threats. Self-esteem affects subsequent goal achievement as high self-esteem increases coping, while low self-esteem leads to further avoidance. The socio meter theory

explains why primary determinants of self-esteem involve the perceived reactions of other people as self judgements or dimensions that the person thinks are important to significant others. Most often the self-esteem is lowered by failure, criticism, rejection and other events that have negative implications from relational evaluation. For this study the self-esteem of the student may be lowered by failure, rejection and criticism by the significant others that include parents, teachers and members of the peer group.

The importance of a positive self-esteem among secondary school students cannot be ignored. As observed earlier, self-esteem affects subsequent goal achievement and increases the ability of the individual to cope with challenging circumstances. A secondary school student with a positive self-esteem may perform better than one with negative feelings about themselves. The stand point of the socio meter theory is that interpersonal rejection, results in emotional problems, difficulties in relating with others and maladaptive efforts to gain acceptance for example excessive dependency and membership in deviant groups which will in turn interfere with academic achievement and the social wellbeing of the individual. In addition many personal problems lower self-esteem because they lead other people to devalue or reject the individual.

2.9.2 Maslow's Hierarchy of Needs

Maslow's needs hierarchy explains much about motivation. At the bottom of the hierarchy are the most compelling physiological needs-the need for food, water and warmth. When the basic needs are met, safety needs come into play. The realization that we are generally safe from harm gives us freedom to satisfy love and belongingness needs, the need to be loved and accepted by whatever individual standards we use to gauge acceptance. Out of this acceptance grows a feeling of esteem, a belief that we are not only accepted or loved but also respected for our capabilities (Larsen and Buss, 2010). The background of the secondary school student may have a relationship with the way the needs outlined by Maslow are met. Students from difficult backgrounds may have difficulty in accessing basic needs and this may interfere with the attainment of a positive self-esteem and high academic achievement. Those from advantaged backgrounds will have their basic needs met therefore have a better chance of attaining a positive self-esteem and better academic achievement. The interaction of variables under study is diagrammatically represented in Figure 8

2.10 Conceptual Framework

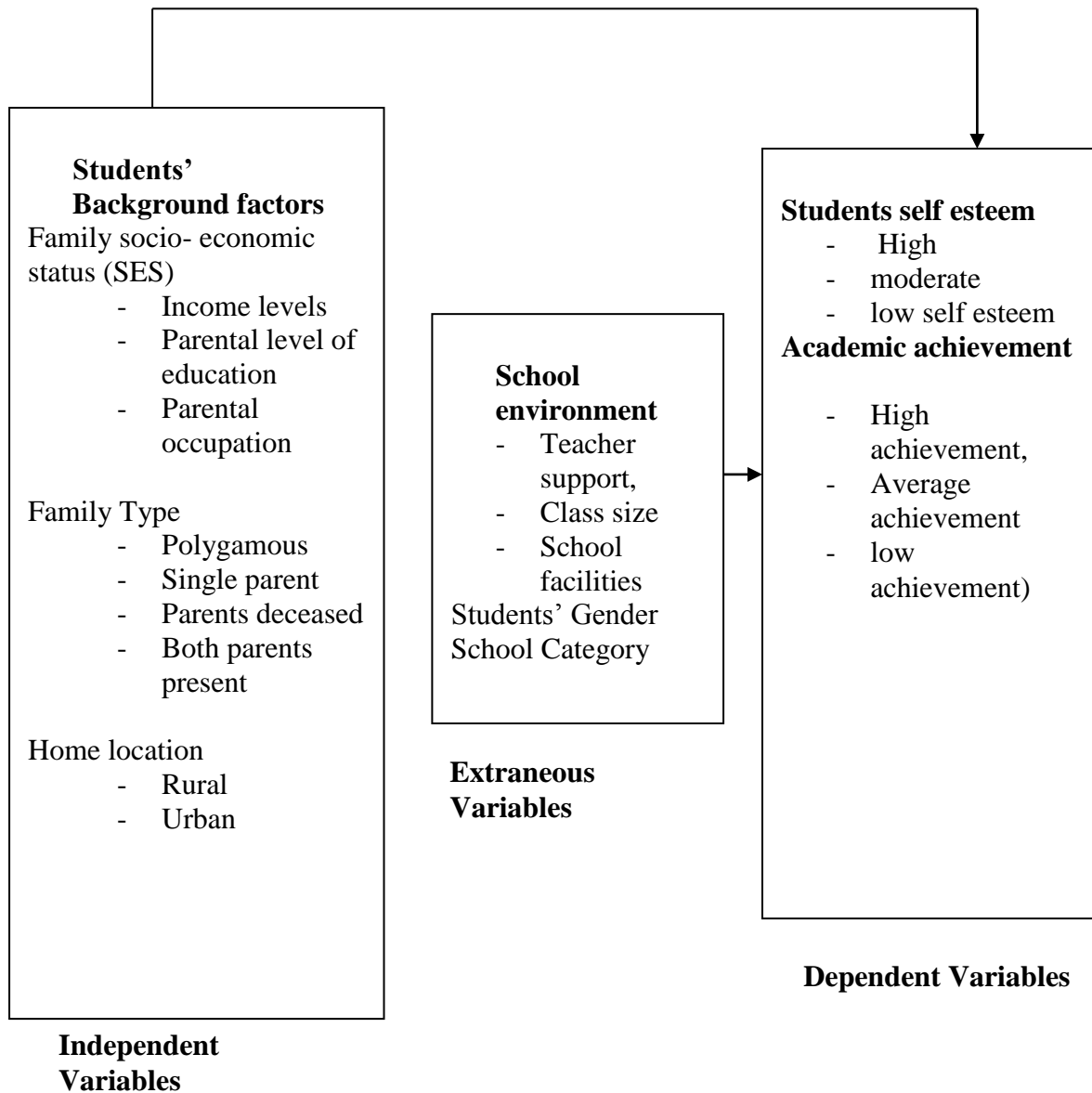


Figure 7: Conceptual Framework Showing Relationship between Variables
Source: Researcher (2015)

Figure 7 is a diagrammatic representation of the conceptual framework which was used for the study. The selected background factors were treated as the independent variables while the students' self-esteem and academic achievement were treated as the dependent variables. The family socio economic status was indicated by the parental income levels, level of education and occupation. These variables may influence students' academic achievement and their self-esteem. Students from low SES families experience challenges which include inadequate resources and low family support to their academic work and development of self confidence. Since these students learn together with those from high family SES back

grounds, they are likely to compare and develop a sense of helplessness which in turn impacts negatively on their academic achievement and levels of self-esteem.

The parental level of education may make a difference in determining whether the parent will be keenly involved in their children's academic work. It is noteworthy that parents who have attained medium and high levels of education may be more interested in ensuring their children attain even higher levels of education. Because of the support they give to their children emotionally and academically, such students develop confidence, attain better grades in school and develop a positive sense of self worth. The nature of parental occupation may also play a role in determining whether the parents will have the time to supervise their children's academic work and provide the necessary psychological support required. Some occupation guarantees presence of the parents most of the time while others may be so demanding leaving limited time for the parents to supervise or give any form of support to their children's academic work. Students from such backgrounds are likely to feel neglected and may be tempted to engage in activities which may interfere with their academic achievement. The vacuum left by the parents may be filled by peers who may exert negative influence.

The student's family type may have far reaching influence on their self-esteem and academic achievement. This study included polygamous, single parent families, families where both parents were present and families where the parents were deceased. The different family types provided a diversity of backgrounds where students went through different experiences. These experiences could determine whether the student would have high self-esteem and achieved highly in school. It has been observed that students from families where both parents were present received social, emotional and academic support which led to them achieving high grades at school and developing high levels of self-esteem. The students from single parent, polygamous families and those from families where both parents were deceased may not receive adequate support to enable them achieve high academic grades and develop high levels of self-esteem the students. Such students face challenges of accessing adequate resources and attention to enable them maximize their academic potential and build a sense of high self-esteem.

The different upbringing practices for the different genders may vary from one family background to another and this may have different relationships with self-esteem an academic

achievement of the student. The teacher support to students, the school environment and the students' gender and school category were treated as extraneous variables. These variables were controlled by in building into the study. The secondary school students attended different schools with some having more supportive environments which may have some relationship with their academic achievement and self-esteem. It is observed that students from challenging family backgrounds have the opportunity to perform well and develop high levels of self-esteem if the learning environment is supportive. The learning experiences was also as diverse as the schools with some students receiving better teacher support than others and this may determine the students' self-esteem and academic achievement.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter provides information on the methodology to be used in the study. The focus is on the research design, the study location, the population of the study, the sample and sampling procedures, the validity and reliability of the instruments to be used in the data collection and data analysis.

3.2 Research Design

The study sought to establish the influence of secondary school students' selected background factors on their academic achievement and self-esteem in Kericho County. The study employed a correlational research design to establish whether there was a statistically significant influence of selected background factors (family Socio economic, home location and family type) on students' self-esteem and academic achievement of secondary school students in Kericho County. A correlation research design can be used to answer questions about the existence of a relationship between two or more variables. In this study the selected students' background factors were treated as independent variables while academic achievement and self-esteem of the students were the dependent variables. The correlation research design allows a researcher to make predictions from one variable to another with a certain degree of accuracy. A correlation research design would also be suitable where manipulation of variables is not possible (Gravetter and Forzano, 2006). For this study, both the independent (background factors, socio economic status) and the dependent variables (self-esteem and academic achievement) could not be manipulated.

3.3 Study Location

The study was conducted in Kericho County. Kericho County is made up of former Kericho and Bureti districts. The County borders Bomet and Kisii County in the south and the Nakuru County to the south east and Kisumu to the west. The County was chosen because of the diversity of students backgrounds as the County secondary schools admit students from various parts of the country. The study location was also found appropriate because performance in national examinations has not been satisfactory with very few students attaining grades that could guarantee them an opportunity to pursue careers of choice in post secondary institutions.

3.4 Population of the Study

This study targeted Form Four students and their class teachers in the study area. According to information from MOE (Rift valley Province, 2011) there were 146 Secondary schools in Kericho County which enrolled students from diverse backgrounds within and outside the County. The Form four students were chosen as they were considered to have stayed in the school long enough to provide information on the trend of academic achievement. In this study only the class teachers of the sampled classes were included in the study.

Table 2

Distribution of Schools and Student Enrolment in Kericho County (Formerly Kericho District)

District	Category of School	No. of Schools	Total Population (Four)	Total enrolment of girls	Total enrolment of boys
Kericho	Girls	11	869	869	0
	Boys	6	1365	0	1365
	Mixed	85	3376	1128	2248
Bureti	Boys	8	737	737	0
	Girls	7	952	0	952
	Mixed	29	1749	583	1166
	Total	146	9048	3317	5731

Source: Ministry of Education Rift Valley Province (2011)

3.5 Sampling Procedures and Sample Size

The study involved the use of stratified random sampling technique. First the secondary schools within Kericho County were stratified into single sex and co educational schools and proportionate stratified sampling technique was used to select the study units. This technique was used to ensure both genders were represented. The proportionate sampling technique also guaranteed that the study sample was representative of the population (Gravetter and Forzano, 2006).

For this study 17 schools (study units) were proportionately sampled to include two boys' schools, three girls' schools and twelve mixed schools from which the actual sample of 384 students was obtained. The distribution of the sampled students was done using simple

random sampling technique. 17 class teachers were purposively selected to include those whose classes were participating in the study. This was appropriate as these class teachers were thought to have more information about the students participating in the study. The class teachers were also believed to have had more contact with the students and may have handled issues related to the variables under study. The proportionate sampling technique helped in ensuring every respondent in the sample had an equal chance of being selected. The actual sample size was determined using the formula recommended by (Mugenda and Mugenda, 1999).

$$N = \frac{Z^2 pq}{d^2}$$

Where:

N – The desired sample size if the target population is greater than 10,000

Z – The standard normal deviation at the required confidence level

p – The proportion in the target population estimated to have characteristics being measured.

q = 1 – P

d = level of statistical significance.

For example if the proportion of target population with certain characteristics is 0.50 = the Z statistic is 1.96 at the accuracy level of 0.05 then the sample size is:

$$N = \frac{(1.96)^2 \times 0.50 \times 0.50}{(0.05)^2} = 384.$$

Table 3 illustrates the stratified sampling of the study units obtained from the total no of schools (146) and the number of respondents from every stratum that participated in the study. It should be noted that the respective sample sizes have been obtained as follows:

The number of girls in Kericho district sampled was given by;

$$(869/9048) \times 384 = 36.9 \approx 37$$

Table 3**Distribution of the Sample Size as per the Category of School**

District	Category / Strata	No. of Schools	Total Population of Form Fours	Sampled Schools	Sampled Students	Class teachers
Kericho	Girls	11	869	2	37	2
	Boys	6	1365	1	58	1
	Mixed	85	3376	9	144	9
Bureti	Girls	8	737	1	31	1
	Boys	7	952	1	40	1
	Mixed	29	1749	3	74	3
	Total	146	9048	17	384	17

3.6 Instrumentation

The researcher developed three instruments to measure students' self-esteem and obtain information about students' background factors. First a student questionnaire was used to collect data from the secondary school students participating in the study. The instrument comprised of two sections. The first section was made up of structured questions aimed at obtaining information about the secondary school students' selected background factors. The second was a self-esteem self report inventory adapted from the self-esteem scale by Williams (2000) with questions aimed at obtaining information about the secondary school students' self-esteem. The Inventory contained likert type self-esteem items with a scale of 1 to 5. The score of 5 showed high self-esteem while 1 was low. The Inventory was modified to focus on the students' feelings of self worth in relation to experiences at home and at school. In addition an interview schedule was used to collect information about the self-esteem and students' background from class teachers. The academic achievement was determined using documented records in the schools on the performance of students in KCSE mock examinations. The KCSE mock examination precedes the actual KCSE examination and was moderated to mirror the actual examination. The achievement was determined using KNEC grading system which is based on a 12 point scale where 12 points (A) was the highest while 1 point (E) was the lowest grade.

3.6.1 Validity of the Instruments

Validity refers to the degree to which results obtained from the analysis of the data actually represent the phenomenon under study (Gravette and Forzano, 2006). For this study the researcher in consultation with the supervisors and experts in the Faculty of Education and Community Studies ensured the instrument was structured according to the objectives of the study. The supervisors and the experts further reviewed the instruments to ensure they addressed the objectives of the study and determined whether the instruments covered a prospective sample of the domain of behaviours to be measured.

3.6.2 Reliability of the instruments

Reliability of an instrument refers to the stability or consistency of the instrument. It refers to the ability of the test to yield the same result if administered under the same condition (Gravette and Forzano, 2006). In this study, the instrument was piloted in two schools in the Bomet County. The County had similar characteristics (made up of a fairly rural population and the performance in national examinations similar) with the County under study and no school from this County was included in the study. The internal consistency of the instruments was determined using the Cronbach's Alpha Technique. For this study, a reliability coefficient of 0.74 which was considered acceptable was obtained. According to Cozby (2009) a reliability coefficient of 0.7 and above was acceptable.

3.7 Data Collection Procedures

A permit from the National Commission for Science Technology and Innovations was obtained through the Director Board of Postgraduate Studies of Egerton University. The researcher engaged two research assistants to assist in the data collection. The research assistants were first inducted on the ethical issues of data collection and the various approaches to be used in the process and through this it was expected that the collection of the data would be effectively and efficiently done. Actual data collection was done using questionnaires, interview guide. The academic records on mock examination results of the respondents were obtained from the sampled schools. The calculated sample size for this study was 384 students who were proportionately drawn from the schools participating in the study. In addition out of the 200 class teachers all the 17 whose classes were participating in the study were selected. A total of 384 questionnaires were produced for distribution. The return rate was 81.2% for the students' questionnaires while out of the sampled 17 class teachers only 15 were interviewed representing 88.2%. The high return rate was achieved

since the questionnaires were administered and collected immediately by the research assistants while the interviews were conducted on different dates by the researcher.

3.8 Data Analysis

Both descriptive and inferential statistics were used to analyze the data obtained. The data was coded, keyed and analyzed. The latest version of Statistical Package for Social Sciences (SPSS) was used. Descriptive statistical techniques were used to describe how the items related. The influence of selected background factors on academic achievement and self-esteem was analyzed using Chi Square and multiple regression techniques. In this study Multiple Regression approach was found suitable since various background factors may have a relationship with academic achievement and self-esteem which involves multivariate relationships. According to Andre (2008) multiple regression analysis allows the researcher to evaluate the influence of multiple predictors at the same time. The influence of home location, family type, self-esteem on academic achievement was analyzed using Chi Square. This approach was deemed appropriate as the test would help the researcher to establish whether the variables under review were related. The data analyzed using Chi Square was reported in categories making the test appropriate. The interviews were analyzed using thematic analysis which involved critical assessment of the responses on the relationships between the variables under review.

CHAPTER FOUR
RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents the findings of the study on the relationship between students selected background factors and their self-esteem and academic achievement in public secondary schools in Kericho County. The findings were described using both descriptive and inferential statistics.

4.2 Characteristics of Respondents

The characteristics of respondents covered the background factors which included family Socio Economic Status (SES), family type and home locations (Rural or Urban).

Table 4
Distribution of students by Family Socio Economic Status

		Frequency	Percent
Valid	Low Economic Status	274	71.4
	Middle Economic Status	79	20.6
	High Economic Status	30	7.8
	Total	383	99.8
Missing	System	1	.2
Total		384	100.0

Table 4, shows the distribution of respondents by the family Socio Economic Status. The family Socio Economic status was captured at three levels that is high, medium and low SES. The family SES was indicated by parental level of education and occupation. From the results the majority of the respondents were from low Socio Economic Status 71.4 % while 20.6% were from middle SES. A small proportion (7.8%) came from families with high Socio Economic Status. The findings thus show that the bulk of the students were drawn from the relatively poor cadre of the population.

From the results it was indicative that the bulk of the respondents came from the low SES cluster, where as the middle and high income group are relatively low, meaning the majority of the families in the region are in the low SES. The finding is a reflection of the natural average which characterises the general trend most developing countries. In these regions a large portion of the population falls under the low SES category with only a few elites falling under the middle and high income bracket. This, as Santrock (2009) observes, implies that most of the learners in the study falls under the group where there was poor acceptance by peers and a high tendency towards low self esteem.

4.3 Distribution of Students by Home Location

From Table 5, 75 % of the students came from rural areas while only 24.7% were from urban areas. This may be explained by the fact that majority of the schools in Kericho County are districts or sub-county schools which admitted students mainly from the immediate locality. Given the nature of the catchment it is likely that the majority of students in such schools may experience adjustment problems when they are in a new environment this may results in low self-esteem. Hall and Rowe (1991) observed that the rural youth are more vulnerable to isolation by peers, experience higher levels of poverty and inadequate educational resources What this suggests is the majority of the students in the study areas are drawn from rural areas and the general attributes associated with learners from such areas are likely to characterize these students. It may be expected that though the proportion of students from urban set up only formed a small minority (25.3%) their dominance over the majority may not be ignored

Table 5
Distribution of Students by Home Location

		Frequency	Percent
Valid	Rural	288	75.0
	Urban	95	24.7
	Total	383	99.7
Missing	System	1	.3
Total		384	100.0

4.4 Distribution of students by Family Type

The results in Table 6 clearly show that 77.3% of the students were from families where both parents were present, only 1.6% were orphans. There was also a small proportion (14.1%) from single parent and 7% from polygamous families. The importance of family support associated with the students' family type cannot be under estimated. Many adolescents in secondary school experience problems of low self-esteem if they are brought up by people who are not their parents. The absence of either of the parents whether father or mother can deprive the adolescent of the much needed support from the absent parents. Students from single parent and polygamous families were more likely to experience shortage of resources and inadequate parental support.

Oseiwu (2012) asserted that there was a link between the family type and academic achievement with students from smaller size families performing better than those from large polygamous families further observes that student students from large families tend to engage in deviant behaviour which in turn affects their performance negatively. These challenges may also negatively influence their self esteem. Although the students from polygamous, single parent families and those who were orphans were a simple minority educationists should not ignore them as the support received from teachers can mitigate the challenges they face at home and thus influence their self esteem positively. This may interfere with their motivation to achieve academic goals. The absence of either of the parents whether father or mother can deprive the adolescent of the much needed support from the absent parents.

Ginther and Pollak (2004) asserted that students from families where both parents were present performed better than those from polygamous family. This results could be attributed to variation in availability of resources both time and money. When money and time is not a factor, the family structure does not influence achievement. For this study the family resources and time given to students by their families in form of support were related to socio economic status.

Table 6**Distribution of students by Family Type**

	Frequency	Percent
Valid Polygamous	27	7.0
Single Parent	54	14.1
Both Parents Present	297	77.3
Parents Deceased	6	1.6
Total	384	100.0

4.5 Distribution of students by Gender

Results in Table 7, indicate that 61.5% of the respondents were boys while only 38.3% of the respondents were girls. This suggests that the proportion of boys to girls is almost double. This could be attributed to low enrolment of girls in many of the schools in Kericho County. The co-educational secondary schools constituted more than 50% of the total number of schools in Kericho County with the total number of mixed schools being 114 out of the 146 schools. The results also reveal that the mixed schools tended to admit more boys than girls with the ratio of 1:3 for the number of girls to boys for most of the schools. Although the policy guideline on student enrolment did not discriminate against any gender it was clear that more boys were enrolled in secondary schools. This revelation could be attributed to the fact that coeducational schools may not have been preferred by parents of girls.

Table 7**Distribution of students by Gender**

	Frequency	Percent
Male	236	61.5
Female	147	38.3
Total	383	99.7
Missing System	1	.3
Total	384	100.0

Mutekwe, Modiba and Maphosa (2011) observed that despite calls for equality worldwide, women still remained marginalized in education and career decision making structures. Many countries in Africa are faced with challenges of mainstreaming gender in educational and occupational field. Africa being a patriarchal society the focus in most spheres would be on the male child which makes gender equity a big problem. It is observable that even the educational system in Kenya lacks gender sensitivity. Many secondary school girls are burdened with domestic chores which deprive them of the much needed extra time to study outside school. The poor performance recorded by the girls in this study is a clear indicator of the bigger picture of the challenges they face as they go through the education system. Although a lot has been done in Kenya to ensure gender is considered when giving educational opportunities, the focus has been at a higher level and very little has been done to establish the influence of the diverse background factors that may influence the achievement and self esteem of secondary school students

4.6 Distribution of Students by School Category

The results shown in Table 8 and figure 11, indicate that majority of the respondents were from co-educational schools (41.1 %) while 34.6% and 24.0 % were from boys and girls only schools respectively. Co-educational schools may have been preferred by the policy makers due to the ease in establishing them and further the coeducational schools were day schools which did not require a lot of resources to set up compared to boarding schools. These schools generally charged low fees which reduced the burden parents were carrying.

Table 8

Distribution of Students by School Category

School Category	Frequency	Percent
Boys School	133	34.6
Girls School	92	24.0
Co-educational	158	41.1
Missing	1	
Total	384	99.7

As observed earlier the coeducational school presents both opportunities and challenges to the secondary school students which may have implication on their self-esteem and academic achievement. Kristen (2011) Observed that girls from co-educational school exhibited low levels of self esteem while those from girls' only schools had a higher self esteem. The girls from girls' only schools had more self confidence and were more successful in their academic work. According to Hartman, girls from girl's only schools generally received more recognition for their accomplishments, through awards scholarships and opportunities for leadership positions. It is observed that these positions would however be a preserve for boys in coeducational schools. The coeducational schools as observed provide unique challenges to the secondary school students especially as they were going through the adolescence period of development and may have a negative impact on the student's academic achievement. During this period also girls tend to become more vulnerable to challenges of development and maturation making it a period when teachers and parents need to pay more attention to the girls.

4.7 Distribution of Students by Fathers' Level of Education

Table 9 indicates that majority of respondents' fathers had attained secondary (28.4%) and college (27.1%) education and 15.4% had attained university level of education. The significance of the fathers' level of education to the students' academic achievement cannot be ignored as the fathers are expected to be role models to their children in academic aspiration and motivation to achieve. The level of education also determines the occupation which in turn determines the level of income and the financial resources available to the family. Abbot (2012) linked Self esteem to better academic achievement due opportunities to stay in school longer better, home environment conducive for learning, better resource base which assists in providing essential needs including educational materials. The author's observations further confirm the importance of level of education of parents to their achievement and self esteem.

Table 9**Distribution of Students by Fathers' Level of Education**

Fathers' Level of Education	Frequency	Percent
No Formal Education	8	2.1
Primary	51	13.3
Secondary	109	28.4
College	104	27.1
University	59	15.4
Subtotal	331	86.2
Missing System	53	13.8
Total	384	100.0

4.8 Distribution of Students by Mothers' Level of Education

The results on Table 10 indicate that 36.7 % of the mothers had attained secondary education while 20.8% had attained College. The results further indicate that the mothers' level of education was lower than that of the fathers with only 9.6 % having attained University education and the rest having either secondary or primary education. As observed earlier the level of education determines the family SES, the low level of education for one or both parents implies less income and a weaker financial resource base for the family. Kinyua (2014) identified poverty and unskilled employment of parents as obstacles to students' academic achievement. From earlier results the students in this study came from low social economic status and the nature of occupation is an indicator of the parental income and to a larger extent their social economic status. Mothers have been observed to employ their feelings when handling the needs of their children and are more likely to strive to provide for the educational needs of the students. The mothers are also in contact with the students at home and may be responsible for creating a suitable work environment at home for the students to do their school work.

Table 10
Distribution of Students by Mother's Level of Education

Mothers' Level of Education	Frequency	Percent
No Formal Education	9	2.3
Primary	111	28.9
Secondary	141	36.7
College	80	20.8
University	37	9.6
Total	378	98.4
Missing System	6	1.6
Total	384	100.0

4.9 Distribution of Students by Fathers' Occupation

The results in Table 11 indicate that 15.9% of the fathers in this study were employed as civil servants while 8.9% were employed as teachers. A substantial number of respondents (42.7%) did not indicate the occupation of their parents. This laxity in indicating their parents' occupation could be attributed the nature of occupation of the parents which may imply that some of the students were shy to declare that their parents were unemployed. It should be noted that the type of employment determines the income earned. For this study fathers occupation may determine how much income is available to the family for meeting the needs including educational needs of the students.

Table 11
Distribution of students by Fathers' Occupation

Fathers' Occupation	Frequency	Percent
Civil Servant	61	15.9
Teacher	34	8.9
Doctor	9	2.3
Engineer	9	2.3
Farmer	21	5.5
Business man	52	13.5
Manufacturing industry	5	1.3
Hospitality	2	0.5
Pastor	4	1.0
Driver	8	2.1
Accountant	13	3.4
Manager	1	.3
Politician	1	.3
Total	220	57.3
Missing System	164	42.7
Total	384	100.0

The results indicate that the majority of the fathers in this study are civil servants or businessmen. As observed earlier the businesses these fathers are engaged in a source of income could be small scale businesses that do not earn much income as indicated by the SES of the parents in the area of study. The nature of parental occupation determines how income is available to the family and can also determine whether these parents can provide educational needs of their children. When the parental income is low the parents will be more concerned with providing basic needs as the educational needs take second place. This challenge may imply that students may stay out of school due to nonpayment of school fees and this may affect the academic achievement and self-esteem.

4.10 Distribution of Students by Mothers' Occupation

Table 12 gives a summary of the students' mothers' occupations. For this study it is indicative that 16.7% of the mothers were engaged in businesses as a source of income while only 7.6% and 10.9% were either civil servants or teachers respectively. The results also show that 49% of the students were not open to indicate the occupation of their mothers. The laxity could also be attributed the nature of employment of the mothers. The results further reveal that a small number of the mothers were employed in highly skilled occupation which has implications on their income levels and their ability to contribute to family financial obligations. This imbalance in the contribution to family finances can negatively impact on the family's ability to meet the educational demands of their children.

Table 12
Distribution of Respondents by Mothers' Occupation

Mothers' Occupation	Frequency	Percent
Civil Servant	29	7.6
Teacher	42	10.9
Doctor	2	.5
Engineer	1	.3
Farmer	29	7.6
Business Woman	64	16.7
works in manufacturing industry	6	1.6
Hospitality	5	1.3
Nurse	7	1.8
Pastor	1	.3
Accountant	5	1.3
Manager	3	.8
Politician	1	.3
Pharmacist	1	.3
Total	196	51.0
Missing System	188	49.0
Total	384	100.0

4.11 Distribution of Students by Sibling's Level of Education

Table 13 shows that 31.3% of the secondary school students' siblings had attained University education and 20.3% had attained college education. The siblings are part of the students' family background as they are brought up together and compete for the same family resources. The siblings may play a significant role as role models to their brothers and sisters in academic achievement especially if they have achieved academically.

Table 13
Students' Sibling's Level of Education

Sibling's Education Level	Frequency	Percent
Primary	5	1.3
Secondary	81	21.1
College	78	20.3
University	120	31.3
Total	284	74.0
Missing System	100	26.0
Total	384	100.0

4.12 Student's Family SES and their Self-esteem

The results on Table 14 show the distribution of students by the family SES and self-esteem mean scores of students from the three categories of family SES. The students in this study were grouped into three levels of family SES, low, middle and high SES. The family SES was indicated by the parental level of education and occupation. The self-esteem was grouped into levels (high, moderate and low). The maximum self-esteem level was 5 and the lowest was 1. The results of this study also show that a large percentage of the respondents came from families with low SES and hence the uniformity in their self-esteem. The first hypothesis of the study sought to establish whether there was a statistically significant relationship between students' family SES and their self-esteem. The results indicate that the majority of the students had a high self-esteem with very minimal variations between student from middle and high family SES. The study however revealed a slight variation for students from low family SES with these students recording a lower self-esteem. This finding is consistent with the postulation by Travers and Dacey (2004) that during this stage of development, peer opinion plays a role in influencing the students' self-esteem. According to Santrock (2009), students from economically advantaged students tend to have high self-

esteem since they are more acceptable to their peers. Although the students' in this study reported high levels of self-esteem there was need for teachers and parents to be aware of some of the effects of low self-esteem for students of this age group.

Table 14
Secondary School Student's Family SES and their Levels of Self-esteem

Family socio-economic status	n	Mean Self esteem	Std. Deviation
Low Economic Status	274	2.52	0.52
Middle Economic Status	79	2.52	0.50
High Economic Status	30	2.60	0.49
Missing	1		
Total	384		

Harter (2006) argued that students from disadvantaged background were more likely to exhibit characteristics of low self-esteem and teachers should look beyond the school environment and consider the social environment in order to ensure such students are given more support.

The family SES was also singled out by the class teachers as determining the levels of self-esteem with some ashamed to share the kind of jobs their parents were engaged in. As observed earlier the secondary school students in Kericho County came from low SES family backgrounds. The class teachers' arguments contend with those of Santrock (2009) who observed that that students' from low SES families were prone to low self-esteem attributed to problems experienced back at home. Igbo, Okafor, Rita and Eze (2014) further concur that family SES is critical in the determination of self-esteem among adolescents. It is notable that although such students who are of low self-esteem require individualized attention from their teachers, they may not get it because the teachers have to struggle with a crowded curriculum and large number of students.

4.13 Students Home Location and their Self-esteem

The results in Table 15 show that a large number of the students came from homes situated in rural areas. From the result there is however no difference in the mean self-esteem with both groups having a small standard deviation from the mean. The findings contrast with the findings of Hall and Rowe (1991) which revealed that children from rural areas faced challenges that could lower their self-esteem. Further observed that the rural youth were more vulnerable to isolation by peers, experience higher levels of poverty and inadequate educational resources Thus; majority of students in this study area tracing their origin to the rural set up implies that most of them could be facing same challenges of low self-esteem associated with students from such environments. These includes predisposition to low self-esteem. The majority of respondents for this study were from rural homes and therefore there was no much comparison as they faced similar challenges.

Table 15
Students' Home Location and their Levels of Self-esteem

Place of residence	n	Mean self esteem	Std. Deviation
Rural	288	2.50	0.52
Urban	95	2.61	0.51
Missing	1		
Total	384		

Jianzhong Xu (2009) asserted that urban secondary school students were more self motivated than their counterparts from rural schools. The author further observed that students from rural schools did not attach serious importance to their graduation from secondary school and did not put much effort to academic achievement. The consequence of these would be poor academic results and a low self-esteem. Teachers and parents need to ensure that the students remained motivated to achieve high academic grades and maintained acceptable levels of self-esteem as this would guarantee that they can compete favourably with their friends from urban home backgrounds.

Although a small minority of students in this study came from urban homes, such students could face challenges of peer pressure, inadequate supervision occasioned by parents spending more time at work and uncontrolled leisure activities. Santrock (2009) asserted that the demands of today's world have forced parents to spend long hours at work to raise the income to meet the needs of the family. This has denied parents the quality time required to attend to their parental responsibilities. This would imply that teachers should give attention to students from such backgrounds to ensure they maintained high levels discipline which would in turn translate to high academic achievement and an improved self-esteem.

The class teachers interviewed confirmed that a large number of students came from rural home background and had similar levels of self-esteem. The teachers further observed that there was a small variation in self-esteem for students who came from difficult background with some of them being ashamed of their parents coming to school. The findings singled out students in day schools as having discrepancies in self-esteem with those from low SES families exhibiting characteristics of low self-esteem. The class teachers reported that:

“Students from poor backgrounds lack the basic necessities and are frequently sent home for school fees and their parents rarely visit them in school. This makes them have a low assessment about their self worth. The students from rural home background also have a problem of language and are sometimes withdrawn for fear of being ridiculed by their peers”

These findings are consistent with those of Hall and Rowe (1991) who observed that children from rural backgrounds tended to have a low self-esteem because they lacked the necessary home support and accessibility to basic resources compared to their counterparts from urban backgrounds. The class teachers in the area of study attributed the inconsistencies to shortage of financial resources which results in the students residing with relatives or residing in cheap and difficult neighbourhoods in order to access school. The students who came from troubled backgrounds where parents were separated or were violent were also reported to be exhibiting low levels of self-esteem, were difficult to deal with in class and did not achieve high academic grades. This implies that such students required a lot of psychological support from their teachers. Although the Government of Kenya has made strides in improving the education in the country the benefits are least felt in rural schools and more should be done to

ensure students from such backgrounds are allocated bursaries to help them through school with minimal difficulty.

4.14 Students' Family Type and their Self-esteem

The results on Table 16 indicate that there is a variation in the levels of self-esteem among students of different family types with those from homes where parents were deceased recording the lowest level of self-esteem. The low self-esteem among students who were total orphans could be as a result of the challenges they face at home which may include inadequate resources and absence of parental support.

Table 16
Students' Family Type and their Levels of Self-esteem

Family Type	n	Mean	Std. Deviation
Polygamous	27	2.40	0.57
Single Parent	54	2.48	0.57
Both Parents Present	297	2.54	0.50
Parents Deceased	6	2.16	0.40
Total	384		

According to Osunloye, (2008) the home environment plays an important role in influencing the self-esteem of students. The home can have an impact on the child's psychological emotional and social status and hence self-esteem. The absence of one or both parents can complicate the social adjustment of the adolescent who is already facing many other developmental changes. Parental support and role modelling by parents can positively influence the self-esteem of the student. It is further observed that students experience poverty, many siblings, and a single parent are at greater risk of poor academic performance and other negative child development outcomes than children from single-parent homes with higher incomes and fewer siblings. However, strong social support at home and at school, low rates of criticism from parental figures, mental health, high income, and parenting strategies they often help students to turn out as high achievers and of high self-esteem.

The class teachers (41%) in the area of study observed that although the majority of students exhibited moderate to high self-esteem, students from the minority groups had issues with maintaining a healthy self-esteem. The minority groups included students from single parent families and families where the parents were deceased. Students from troubled backgrounds where parents were either separated or divorced were also reported to be exhibiting signs of low self-esteem and helplessness. It should be noted that teenagers' feelings of self-worth affect all aspects of their lives and strongly influence the realization of their potential. Self-esteem has also been identified as an essential ingredient of a healthy personality development which increase the problems experienced by the teenagers as they go through school (Feldman, 2009). These findings have implication on the handling of students in the school environment as teachers will be required to pay more attention to such students and offer more support to them. Woolfolk, Hughes and Walup (2008) assert that the management of the classroom environment can have an influence on the self-esteem of the students for example being put in a low ability group can have a negative effect on students who already have a low self-esteem. Teachers need to be sensitive when allocating groups to students with low self-esteem.

4.15 Students' Gender and their Self-esteem

The results on Table 17 indicate that the variation in self-esteem between male and female students was minimal. This implies that the students in the study area maintained high level of self-esteem but the girls were lower. The findings are in concurrence with the observation of Steinberg (2011) who argued that adolescent girls were more vulnerable to inconsistencies in their self-esteem. Although the results indicate that both boys and girls in the study area recorded acceptable levels of self-esteem educators, Guidance and Counselling teachers should be ready to provide extra support to the female students to ensure they continuously maintained high self-esteem.

Table 17
Students' Gender and their Self-esteem

Students Gender	Mean Self-esteem	n	Standard Deviation
Male	4.0044	236	0.40623
Female	3.9663	147	0.39755
Missing		1	
Total		384	

On gender differences and self-esteem 35% teachers reported that the girls were more vulnerable to the influence of difficult background on self-esteem. The findings from this study are consistent with the observations made by Steinberg (2011) who observed that adolescent girls were more vulnerable to disturbances in self-esteem than boys. The researcher further contends that support from the family and positive peer relationships can assist the girls to maintain a positive self-esteem. The teachers in secondary schools can reduce the problems faced girls by involving parents and using peer counsellors to encourage them to maintain a healthy self-esteem. Parents and teachers can play a role in building a healthy self-esteem by providing an environment where unconditional acceptance thrives and by reinforcing attempts made by the students while minimizing negative criticism.

4.16 Family Socio-Economic Status and Student's Academic Achievement

The results in Table 18 and figure 13 clearly show that the majority of the respondents in this study came from low SES families. The family SES is measured by parental occupation and parental level of education; while the academic achievement is graded on a twelve point scale with 12 as the highest and 1 as the lowest. The academic achievement of students from low SES was the lowest (4.91 D+) while the students from middle SES had the highest mean grade (6.08 C).

Table 18
Family Socio-Economic Status and Student’s Academic Achievement

Family Socio-Economic Status	n	Academic Achievement	Standard Deviation
Low Economic Status	268	4.91	2.07
Middle Economic Status	77	6.08	1.83
High Economic Status	30	5.88	1.70
Missing	9		
Total	384		

Although the achievement is quite low for all the respondents in this study the difference in performance of students from low SES is substantial. The poor performance of students from low SES can be linked to inadequate access to educational resources, basic needs, unfavourable home environment and lack of support from parents. The parents of such students may be carried away by the economic challenges they face and may not accord sufficient time and material resources to support the learning of their children. These findings are consistent with the work of Woolfolk (2010) who observed that students from low SES were more likely to stay out of school due to non-payment of fees or lack of the basic needs compared to their counterparts from high SES families. It should be noted that when a student stays out of school, they miss out on valuable class time and this may affect their academic achievement. From the results of this study it is clear that the performance of students was way below what can enable the students to join post secondary institutions to pursue meaningful careers. It should be noted that the students in Kericho County were expected to compete with other students in Kenya and the world over for the scarce training opportunities and meaningful employment. With the low academic grades the chances for these students are significantly reduced.

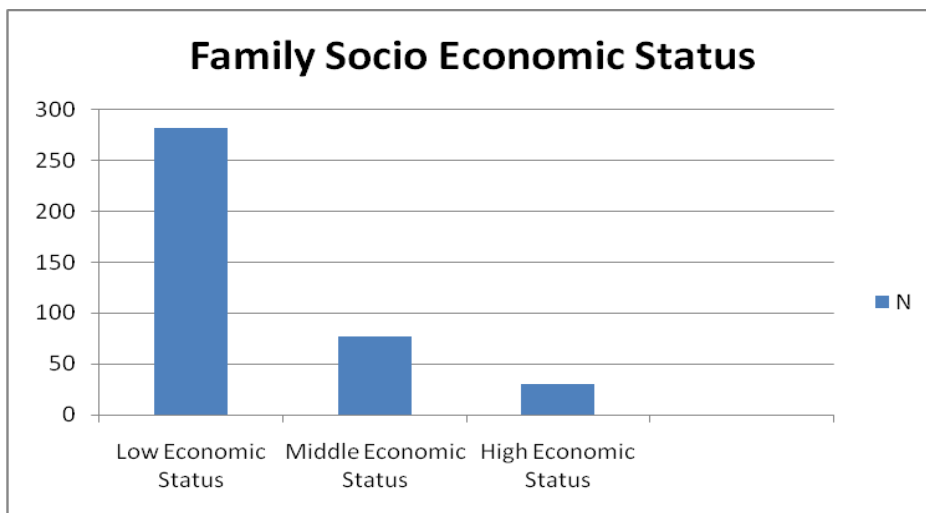


Figure 8: Mean Scores on Family Socio-Economic Status and Student’s Academic Achievement

Figure 8 further summarizes the distribution of students according to their family SES. With the majority of the students coming from low SES families this imply that these students may be experiencing difficulties in accessing both educational and basic needs. Such experiences would negatively affect their academic achievement. Considine and Zappala (2002) asserted that students from low SES families are more likely to register low academic achievement due low capacity of parents to provide both material and social support to their children. This inability may have adverse effects on their academic achievement. Adenike (2013) emphasized that increase in academic failure among secondary school students is a major problem that faces many countries. The fallen standards in academic achievement hinders the progression of any nation as many youth graduate with low grades each year and join the ever increasing number of unemployed youths .Kenya being a developing nation, implies that most students in secondary school experience challenges associated with low SES and the result is poor academic performance achievement.

4.16.1 Students’ Academic Achievement and Father's Education Level

The results in Table 19 show the academic achievement linked the fathers’ level of education. The academic achievement was measured using the KNEC grading system. The grading is based on a 12 point scale where A (12 points) is the highest grade while E (1 point) is the lowest grade. For this study a small portion of the respondents did not indicate their fathers’

level of education. These results confirm the link between parental level of education and students' academic achievement. The students from families where the fathers had attained College and University education achieved the highest mean achievement of 5.6 (C) while those students from families where the fathers had attained primary or no formal education performed the poorest with a mean achievement of 4.4 (D+). This difference in performance could be attributed to the amount of pressure put on the students to work hard in school. Parents who have attained some form of education would possibly be more confident to guide their children through school work aside providing a good home environment suitable for studying.

Table 19
Students' Academic Achievement and Father's Education Level

Father's Education Level	Academic achievement	n	Std. Deviation
No Formal Education	4.46	8	2.07
Primary	4.45	50	2.32
Secondary	5.12	107	1.94
College	5.65	100	1.90
University	5.65	54	1.78
Missing System		65	
	Total	384	

The findings of this study are in concurrence with the findings of Ferguson (2008) who asserted that parental involvement in their children's education is a predictor of academic outcomes. The involvement include; monitoring the students' school activities, setting high but attainable academic goals and giving the students the necessary support. The author further emphasizes that the impact of parental involvement may vary depending on their level of education. Policy makers and teachers need to encourage more parental involvement in school activities as this could yield better academic achievement.

4.16.2 Students' Academic Achievement and Mothers' Level of Education

The results on table 20 indicate that there is a variation in the academic achievement of students based on their mothers' level of education. Although the variations are minimal, the students whose mothers had attained University and college education performed better while those whose mothers had no formal education performed poorer. The variations in academic achievement can be attributed to the educational support and the setting of the learning environment at home. It should be noted that mothers who have attained higher education are more likely to guide the home learning of their children and this can improve their performance in school. These findings imply that the parental level of education could play a role in determining the academic achievement of their children. These observations in this study are in conformity with the observations of Muola (2010) who observed that the parental involvement in the education of their children is dependent on their own level of education. Parents with no formal education may provide the financial resources required to educate their children but may not have the confidence to deal with other educational support like homework. Educators and policy makers should ensure that such parents are sensitized on the importance of a favourable home learning environment.

Table 20
Students' Academic Achievement and Mothers' Level of Education

Mother's Education Level	Academic Achievement	n	Standard Deviation
Primary	4.65	107	2.26
Secondary	5.36	139	1.93
College	5.46	78	1.86
University	5.92	37	1.98
No Formal Education	4.52	9	1.94
	Missing	14	
	Total	384	

4.16.3 Parental Employment and Academic Achievement

The results in Table 21 and 22 shows that the students whose parents were employed performed better than those whose parents were unemployed. The nature of parental employment for this study was as diverse with majority of the parents being engaged in

employment which did not guarantee a high income. From the results it is indicative that parents in Kericho County were involved in business as forms of employment however these businesses may be small as the major source of livelihood in the county is small scale farming which does earn the parents much income. Employment of parents for the majority of the respondents implies economic security and better access the educational resources which can enhance academic achievement.

Table 21
Students’ Academic Achievement and Mothers’ Employment

Mothers Employment	Mean	n	Standard Deviation
Employed	5.59	197	1.96
Unemployed	4.76	165	2.12
Missing		22	
Total		384	

The results from this study indicate that students from low socio-economic status families performed poorer than students from high and middle SES. The poor performance could be attributed to lack of educational resources due to low income and frequent absence from school occasioned by non payment of fees. Although the results also show that majority of the parents were employed the nature of employment determines the income levels and hence the level of SES. According to Shaffer (2005) children from middle and upper SES tend to score higher and are likely to do well in school.

The findings of this study concur with those of Juma, Simatwa and Ayodo (2012) who emphasized the role played by the family SES on the students’ academic achievement and singled out parental level of education and their employment as determinants of students’ academic achievement. The researchers further emphasized that high family SES signified a better learning environment at home as parents of such status take more interest in the

performance of their children therefore improving their academic achievement. Teachers and policy makers should ensure that school practices and economic dynamics are managed to reduce the achievement discrepancies that exist among students from different family SES.

Table 22
Students' Academic Achievement and Fathers Employment

Fathers Employment	Academic Achievement	n	Standard Deviation
Employed	5.38	214	1.87
Unemployed	4.98	100	2.28
Missing		70	
	Total	384	

4.16.4 Parental Occupation and Students' Academic achievement

The results on Table 23 show that there is a link between parental occupation and students' academic achievement. It can be observed that students whose parents were employed as professionals tended to achieve better academic grades with a few exceptions. The observation of this study corroborate that of Hassan (2009) who observed that students with differing family SES backgrounds access educational resources differently with those of low SES being at a disadvantage. These variations in access to educational resources can have far reaching consequences on the students' academic achievement. In this regard it should be noted that parental occupation determines the level of income of a family and their social status. The nature of occupation also gives the parents an opportunity to equitably provide for their family needs and this can have an influence on the performance of their children in school. Income has been identified as component of family SES which can have a link with students' academic achievement and self-esteem of the secondary school students as observed by (Suet-Ling pong, Dronkers, Hampder and Mpson, 2003). Students academic achievement may be influenced by the amount resources (time and money) invested by parents in their children. The authors further emphasized that there were three background factors that influenced students' academic achievement, financial capital, human capital and

social capital. For this study fathers occupation may determine how much income is available to the family for meeting the needs including educational needs of the students.

Table 23
Students' Academic Achievement and Father's Occupation

Father's Occupation	Mean	N	Std. Deviation
Civil Servant	5.49	60	1.87
Teacher	6.85	32	1.59
Doctor	5.23	9	1.63
Engineer	6.12	9	1.16
Farmer	4.65	21	2.28
Business man	4.85	51	1.67
manufacturing industry	4.74	5	1.41
Hospitality	4.00	2	1.41
Pastor	4.32	4	2.19
Driver	4.26	8	2.40
Accountant	5.64	13	1.48
Manager	8.71	1	.
Politician	6.14	1	.
	Missing	168	
	Total	384	

4.16.5 Students' Academic Achievement and Mothers' Occupation

The results on Table 24 indicate that the mothers in the area of study were employed in similar careers with the fathers and the the variation in academic achievement of their children is similar. The results also show that many respondents were not willing to indicate their mothers' occupation. This could be occasioned by the nature of occupation of the mothers which could have made them shy to reveal. It can also be observed that students whose mothers were professionals tended to achieve better grades at school. In Kenya like other parts of the world the level of education determines the career path taken by an individual. High parental level of education and occupational status have been noted to contribute to the educational outcomes of students. This is true because such parents have aspirations for their children and are more likely to set goals that help their children to

perform better in school. Such parents are also more likely to provide better learning opportunities and support to their children(UNESCO, 2003). Teachers in secondary school should not only understand the SES of their students but they should play a role in ensuring those who came from low SES backgrounds are supported to perform

Table 24
Students' Academic Achievement and Mothers' Occupation

Mother's Occupation	Mean	N	Standard Deviation
Civil Servant	6.10	29	2.00
Teacher	6.42	40	2.01
Doctor	5.07	2	0.50
Engineer	6.86	1	.
Farmer	4.60	28	1.81
Business Woman	5.12	64	1.89
works in manufacturing industry	7.26	6	1.99
Hospitality	4.88	5	1.58
Nurse	4.94	7	1.47
Pastor	6.14	1	.
Accountant	5.25	5	1.30
Manager	5.33	3	2.05
Politician	4.00	1	.
Pharmacist	6.14	1	.
Missing		191	
Total		384	

The results indicate that the bulk of parents were teachers, civil servants, farmers or businessmen. This implies that although the parents had some form of earning a living it may not be sufficient to meet the demands of their families including educational needs. Okoko (2012) contends that parental level of education as well their occupation influenced the students' perception of the self and academic aspirations. Students from families where parents had gone to school achieved higher academic grades. This argument is further

emphasized by Hae- Seog Park (2010) who asserted that family academic resources had Positive impact on the academic achievement of students.

The majority of the mothers in the study area were businesswomen and teachers and a small minority were employed as professionals. The family SES is indicated by the parental level of education and occupation. This implies that the family SES is likely to be shaped by the occupations of both parents as the income is raised if the two parents are working. This further implies that the academic achievement of their children may be affected as the family resources would be much lower if only one parent is working. The available resources would be channelled to provision of basic needs while education takes second place. These observations concurs with those of Ogunshola (2012) who contends that students from families were educated and engaged in gainful employment tended to score higher grades in school while those from families where the parents had no formal education and were engaged in subsistence activities for a living performed poorer in school.

The class teachers gave similar responses on the relationship between students' academic achievement and their family SES. The teachers observed that more than 70% of the students came from low SES families and were experiencing difficulties in paying their school fees. It was further reported that when these students were sent home to collect fees they stayed out of school for more than three weeks therefore losing a lot of class time. It should be noted that Socio economic status strongly relates to academic achievement with students from higher socio economic status achieving higher grades and those from low SES performing at the lower level. This can be attributed to the difficulty faced by the students in accessing educational resources and school fees. The quality of home environment was also observed as important in shaping the academic achievement of the students. The study established that students in day schools experienced difficulties in completing homework and arriving in school on time which finally resulted in low academic grades. These findings have implication on policy making on the financial support given to students from low SES families. There is need for more resources to be allocated to bursary schemes and scholarship to help the students from such backgrounds to stay in school more improve their academic achievement.

4.17 Family home location and students' academic achievement

The results in Table 25 indicate a very small variation in academic achievements with the respondents having a mean of 5.2(C-) for those from urban set up and 5.18(C-) for those from rural background. Although the respondents seem to be performing at the same level a mean average of 5.1 which is a C- is still quite low and the rural set up could be a contributing factor to this dismal performance. A large proportion of the respondents in the area of study came from rural home backgrounds. The population in Kericho County reside mainly in the rural areas and although the secondary schools have the opportunity to enrol students from outside the County the main catchment area is the County. This explains why a large percentage of the respondents have indicated they came from rural home background. The variation in academic achievement among the respondents was minimal because the students came from a similar background and faced similar challenges.

Table 25
Students' Academic Achievement and Family Home Location

Home Location	Academic Achievement	n	Std. Deviation
Rural	5.20	282	2.13
Urban	5.31	94	1.78
Missing		8	
Total		384	

According to Lindberg (2004) students from rural background have been identified to be at a disadvantaged as compared with their counterparts from urban areas. The students from rural backgrounds are faced with challenges which included low level of parents' education, unfavourable family environments and lack of exposure. Jianzhong Xu (2009) observed that urban secondary school students were more self motivated than their counterparts from rural background and students from rural backgrounds, did not attach serious importance to their graduation from secondary school and did not put much effort to academic achievement. The consequence of these would be poor academic results.

4.18 Students' Family Type and Academic Achievement

The results in Table 26 indicate that students from single parent families had the lowest mean of 4.8 (D+) while students who were orphans although very few had the highest mean of 5.96 (C). The general poor performance recorded in this study could be attributed to changing life patterns within the different families. Striving to achieve academically can be a challenge to secondary school students who are members of minority groups such as single parent families. Such students may also be overwhelmed by the worry about family problems and the absence of one parent hence the dismal performance. Andola, Ambekez, Ukway and Anganyang (2012) observed that students from stable families where the children were supported and encouraged to achieve and maintain good discipline tended to achieve highly academically. Ginther and Pollak (2004) asserted that students from families where both parents were present performed better than those from polygamous family. These results could be attributed to variation in availability of resources both time and money. When

money and time is not a factor, the family structure does not influence achievement. For this study money and time emerged as resources related to the socio economic status. Many students who participated in this study came from low socio economic status background. Designers of policy intervention need to establish more determinants of students' academic outcomes. Students from troubled background for example divorced families may require counselling and more support to help them achieve their potential

Table 26
Students' Academic Achievement and Family Type

Family Type	Academic Achievement	n	Std. Deviation
Polygamous	5.41	27	2.03
Single Parent	4.90	53	2.17
Both Parents Present	5.24	290	2.03
Parents Deceased	6.76	6	1.68
Missing		8	
Total		384	

Weiser and Riggio (2010) also identified parental relationships and parental school involvement as determinants of students' academic achievement and emphasized that adolescents who were from intact families where both parents were present consistently outperformed their peers from single parent families. This observation is consistent with the findings of this study as the students from single parent families performed lower than their peers from families where parents were both present. It should be noted that students from such backgrounds where one parent is missing face challenges which could be economic or psychological and this may affect their academic achievement negatively. The minority group in this study that is orphans account for 2.8 % show much better performance than their fellow students who had all their parents. This small minority may be working hard because

they want to change their future and lead better lives than they are leading now. Such students also could be under the care of sponsors and had no difficulty in paying school fees or accessing the basic needs and educational resources. The results imply that students from disadvantaged backgrounds may require extra psychological and material support to ensure they perform well in school.

The findings from this study indicate that 77% of the students were from families where both parents were present and they attained a mean of 5.24 (C-). The results imply that students were able to receive support from both parents therefore influencing the academic achievement positively. Adenike (2013) observed that the family as a primary socializing agent for the student could either enhance or hinder academic achievement. The monogamous family set up has been observed to provide a better home learning environment compared to polygamous or single parent set ups. Adenike observed that there was a significant relationship between academic achievement and students' family type and that the dynamics of growing up in a polygamous family were likely to present challenges to the student and this can negatively affect their academic achievement. The competition for the scarce resources, warmth and love can be traumatizing to the students hence poor academic achievement. Students raised in monogamous families are often emotionally stable and are likely to achieve better results at school. Through guidance and counselling however the students from difficult backgrounds can be supported to ensure they attain higher grades. Generally there is a need to combat the continued decline in academic achievement by providing funds that assist students from disadvantaged backgrounds focus more on their studies and achieve better grades.

The class teachers in the study area linked other background characteristics to students' academic achievement. The teachers reported that a variation in academic achievement was evident for students from troubled families, single parent families and families where the two parents were deceased. The descriptive results indicated that a small percentage of students came from single parent and families where both parents were deceased. According to the class teachers these students did not receive enough support from their parents or guardians and experienced difficulty in paying school fees and accessing academic resources. Research indicates that family structure is linked to academic achievement as adolescents from intact families (Both parents present) consistently outperform their peers from single parents homes (Weise, Heidi and Riggio, 2010). The research findings are consistent with the views of the

class teachers. The teachers singled out absence from school due to non fee payment as one of the factors contributing to the general poor performance of students from single parent families. The environment at home was also not conducive for schoolwork and therefore such students were not able to continue studying when out of school. Rogers, Theule, Ryan, Adams and Adams (2009) linked parental involvement in managing the home learning environment to their children's academic achievement. Parents can influence their children's academic outcomes through activities which include monitoring the students' use of time while at home and providing support to the students' academic endeavours. Shaffer (2005) further confirms the significance of support of parents to the students' academic achievement.

The teachers in the study area further observed that such students sometimes faced problems related to discipline while a few even dropped out of school. Notably the teachers also observed that in co-educational schools the challenges faced by the students were complicated by insufficient supervision from relatives which in turn led to early pregnancies among the girls. Students from these school backgrounds have been observed to face negative peer pressure leading to unhealthy relationships.

Sigelman and Rider (2006) assert that the negative effects of peer pressure is more severe for adolescents from low SES families as sometimes these students are lured to unhealthy sexual relationships for small gifts or favours. This was observed by the class teachers to be true especially for girls from co-educational day schools where the girls were found to be more vulnerable. The result of the many hours spent by the girls walking to and from school, according to the class teachers was early pregnancies and school dropout. This implies that policy makers have to reconsider the effectiveness of day schools for the girl child. Day schools have been observed to offer affordable education to students from low SES families but the gains might be undermined by peer pressure which pushes the students to engage in unwanted behaviours.

4.19 School Category and Students' Academic Achievement

The results in Table 27 indicate that the academic results for the coeducational schools are lower than that of single sex schools. The schools that participated in the study were grouped into three, boys only, girls only and coeducational schools. The descriptive results further indicate that the boys' only schools recorded the highest mean of 6.1 (C) while the girls only schools attained 5.69 (C). Co-educational school performed the lowest with a mean grade of 4.1 (D+). The results imply that students from co-educational schools were not performing at

the same level with their counterparts from single sex schools. The findings corroborates the observations made by Ogden and Erico (2011) who observed that the students in co-educational schools were more likely to perform at a lower level due to the challenges they face in a co-educational set up. The authors further pointed out that single sex schools provide opportunity to students for more contact with the teachers which in turn improves their academic achievement. As observed earlier, the coeducational schools provide both challenges and opportunities for students. Santrock (2010) observed that these schools can provide for competition and comparison which if it is positive can assist students to achieve better academic results. The schools can also present challenges as the peers play a role in shaping the social development of the students. Pahlke, Hyde and Allison (2014) observed that parents preferred single sex schools for their children because they believed that such learning set ups offered opportunities for the students to freely participate in the learning process without being criticized or judged by members of the opposite gender. Teachers in such schools should employ strategies which can help the students to exploit the opportunities and minimize the challenges.

Table 27
Students' Academic Achievement and School Category

School Category	Mean	n	Standard Deviation
Boys School	6.10	133	1.54
Girls School	5.69	91	1.98
Co-educational	4.21	151	2.04
	Missing	9	
	Total	384	

The difference in performance among the three different categories of schools cannot be underestimated especially that majority of the schools in the study area were coeducational. The findings of this study concur with the findings of Oigara (2001) who observed that there was significant difference in academic achievement of girls in single sex and mixed schools. The girls in girls' only schools scored higher academic grades compared to the girls in mixed schools. The author pointed out that the girls in mixed schools experienced intimidation and discrimination from their male colleagues and teachers. Most of the girls reported that

teachers undermined them and referred to them as lazy which demoralized them and undermined their academic potential. Bullying and teasing of the girls by the boy was also identified as contributing to the poor performance and low levels of self-esteem. Girls in mixed schools were more reluctant to express themselves in the classroom. The students in the current study area could be experiencing similar challenges with the students in other countries and there was need for educationists to employ measures that would minimize the unfair treatment of either boys or girls. This study also established that the ratio of boys to girls in the study area under review was 3:1. This implies that the girls are a minority which makes them more vulnerable to unfair treatment. Whitlock (2006) further observed that coeducational schools have existed for a long time and the emergence of single sex schools has been fuelled by the debate about how well girls are doing in public secondary schools. Of importance is the discrimination that girls may suffer in mixed schools and the determination to minimize the practice. It is believed that all adolescence can develop a positive self-esteem and healthy social relationships however the category of school may determine the direction of self-esteem levels and with proper care management the girls in coeducational schools can achieve high academic grades.

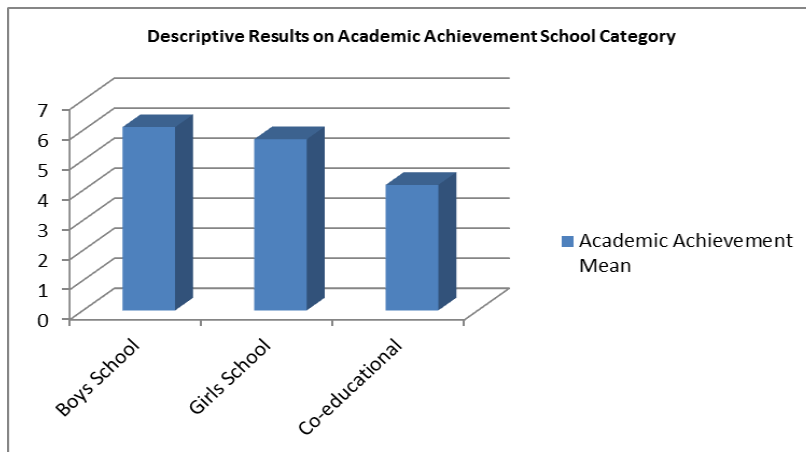


Figure 9: Students’ Academic Achievement and School Category

The results also reveal that poor performance affects the girls more than the boys since when studying a lone in girls’ schools; they still performed worse than the boys. Papalia and Feldman (2001) emphasized that social cultural forces tend to influence the gender difference in academic achievement. The parental gender attitude towards girls and expectation, treatment of boys and girls in school and cultural expectation play a role in shaping the direction of academic achievement. Berk (2006) further confirms that feedback from parents

and teachers to girls on their ability to achieve academically can undermine their motivation to perform when the feedback is focused on the weaknesses of the girls and not their potential to perform at the same level with the boys if not better.

Another study that was carried out in Kericho County revealed that the type of school attended by students was a determinant of gender differences in academic achievement. Girls in single sex schools obtained better grades than girls in mixed schools. Boys in single sex schools also felt free to be themselves and explored new fields than when they were in the same class with girls. In the same study it was also found out that the gender roles and stereotypes played a role in undermining the academic achievement of the students with the girls being seriously affected (Mburu, 2013). Kinyua (2014) further asserts that the self perception and parental economic status affected the performance of girls in coeducational schools more than the boys as parental pressure to perform well is placed on the boys. Other obstacles to high academic achievement for girls include cultural practices, poverty, parents in unskilled employment and family size. It is noteworthy that the effect of the mentioned background attributes varies from one group of students to another with the girls being at a disadvantage compared with the boys. At the adolescence stage the girls' sense of self worth fluctuates more than that of boys and this makes them more vulnerable to challenges that result from coming from a disadvantaged background. This implies that educationist should pay more attention to girls from such backgrounds to ensure their academic achievement is not compromised.

4.20 Influence of Students' Family SES on their Levels of Self-esteem

Table 28 is an illustration of the contingency table analysis that was conducted to determine whether there was a relationship between the students' family SES and their self-esteem. The family SES was categorized into three, high, moderate and low. The family SES was indicated by parental level of education and occupation. The students' self-esteem was also categorized into three levels, high, moderate and low. The students' self-esteem levels were based on a likert scale with a score of 5 being the highest and a score of 1 was the lowest.

Table 28**Family socio-economic status and Levels of Self-Esteem**

			Levels of Self-Esteem			
			Low	Moderate	High	Total
Family socio-economic status	Low	Count	4	124	146	274
	Economic Status	Expected Count	2.9	124.5	146.7	274.0
	Middle	Count	0	38	41	79
	Economic Status	Expected Count	.8	35.9	42.3	79.0
	High	Count	0	12	18	30
	Economic Status	Expected Count	.3	13.6	16.1	30.0
Total	Count		4	174	205	383
	Expected Count		4.0	174.0	205.0	383.0

The results on Table 29 indicate that there was no significant influence of the students' family SES on their self-esteem. The calculated Chi Square value of 2.189 is not significant at $\alpha = 0.05$. Based on these result the null hypothesis which stated that there was no statistically significant relationship between students' family SES and their self-esteem is retained. The findings therefore imply that the family SES of the students does not influence their self-esteem. This result could be attributed to the fact that the variation in family SES of the respondents was very minimal as majority came from low family SES backgrounds. This finding contrasts that of Santrock (2009) who observed that family socioeconomic variation can play a role in shaping the self-esteem of the students. Santrock further observed that children of low SES background tend to have a lower self-esteem than their counterparts from high SES families. These students are less accepted by peers because of their problems which are a result of limited resources. The findings of this study differed because the variation in family SES was very small and therefore there was no comparison.

Table 29**Results Influence of Students Family SES on their Levels of Self-esteem**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.189 ^a	4	0.701
Likelihood Ratio	3.274	4	0.513
Linear-by-Linear Association	.408	1	0.523
N of Valid Cases	383		

4.21 Influence of Students' Gender on their Self-esteem

Table 30 is a contingency table analysis that was conducted to establish whether the students' gender influenced their self-esteem. The results indicate that the expected frequencies and the actual frequencies are similar and therefore there was no significant association between the students' gender and their self esteem. These results imply that both the boys and the girls had similar levels of self esteem.

Table 30**Students Gender and Levels of Self-Esteem**

			Levels of Self-Esteem			
			Low	Moderate	High	Total
Students Gender	Male	Count	2	106	128	236
		Expected Count	1.8	107.8	126.3	236.0
	Female	Count		69	77	147
		Expected Count	1	67.2	78.7	147.0
Total		Count		175	205	383
		Expected Count	3	175.0	205.0	383.0

The results on Table 31 show that there is no statistically significant influence of students' gender on their self-esteem. The calculated Chi Square value of 0.172 was not significant at $\alpha = 0.05$. These findings are in contrast with the findings of Berk (2006) who emphasized that girls score slightly lower than boys in overall sense of self-esteem partly because on many instances they do not have confidence in their physical appearance. They are also more concerned about the acceptance of their peers and significant others and the negative feedback they get from teachers and parents can negatively influence their self-esteem.

Table 31
Influence of Students' Gender on their Self-esteem

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.172 ^a	2	.918
Likelihood Ratio	.172	2	.917
Linear-by-Linear Association	.097	1	.755
N of Valid Cases	383		

The class teachers who participated in this study indicated that the girls tended to exhibit low levels of self esteem compared to the boys. It is noteworthy that students in secondary school are all going through the same period of growth characterized by storm and stress. However girls have been observed to be more vulnerable to the development of a low self-esteem as compared to boys. Kristen (2011) concurs, that girls from co-educational schools exhibited low levels of self-esteem while those from girls' only schools had a higher self-esteem. Those girls from girls' only schools had more self confidence and were more successful in their academic work. The girls from girl's only schools generally received more recognition for their accomplishments, through awards scholarships and opportunities for leadership positions. It is observed that these positions would however be a preserve for boys in coeducational schools. The author further observes that in single sex schools, students the students get the opportunity to be mentored by role models who are of their gender and do

not base their self-esteem on the opinion of the opposite gender. Students in single sex schools have also been observed to enjoy acceptance by peers and this boosts their self-esteem. The findings of this study are in contrast with the observations of other researchers however; care to ensure that girls are supported to maintain acceptable level of self-esteem. These observations imply that teachers should be aware of the challenges the girls can face in coeducational schools so that they can support the girls to achieve their potential

4.22 Parental Level Education Students' levels of Self-esteem

A multiple regression analysis was performed between parental level of education and students' self-esteem. For this study the parental level of education was an indicator of family SES while the level of education was indicated by the highest level attained by parents in their education that is either, primary, secondary, college or university. The results on Table 32 indicate that there was a weak relationship between students' self-esteem and their fathers' level of education. This relationship however was not statistically significant.

The results further indicate that there was a statistically significant influence of mothers' level of education on the students' self-esteem. The significance of the fathers' level of education is 0.170 which was not statistically significant while for the mothers was 0.029 which was statistically significant at $\alpha = 0.05$. The results imply that the mothers' level of education may play a role in predicting the direction of self-esteem of their children. The difference in significance of fathers and mothers levels of education in predicting the self-esteem of their children could be attributed to the time the students are with either of the parents. The mothers are sometimes more available to attend to the needs of their children while the fathers are away. Rogers, Theule, Ryan, Adams and Keating (2009) observed that parental involvement in their children's school work is related to their self-esteem. The parental involvement and support include acceptance, approval and affection. Abbot (2012) linked Self-esteem to better academic achievement due opportunities to stay in school longer better, home environment conducive for learning, better resource base which assists in providing essential needs including educational materials. The author's observations further confirm the importance of level of education of parents to their achievement and self-esteem. This implies that teachers should put in place interventions based on the students' background to help them maintain high levels of self-esteem. Parents should be sensitized on the importance of their support in determining the self-esteem of their children.

Table 32**Influence of Parental level of education and Students' levels of Self-esteem**

Model	Unstandardized Coefficients		Standardized Coefficients		T	Sig.
	B	Std. Error	Beta			
Father's Education Level	.041	.030	.106		1.375	.170
Mother's Education Level	-.065	.030	-.170		-2.197	.029

4.23 Parental Occupation and Students' Self-esteem

The result on Table 33 indicate that there was a statistically significant influence between the students' self-esteem and their mothers occupation with a significance level of 0.022 which was significant at $\alpha = 0.05$. The positive association between mothers' occupation and students' self-esteem could be attributed to the amount of time mothers spend with the students, the support they give, approval and affection. Rhodes, Roffman Reddy and Fredriksen (2004) argue that a range of influences appear to predict the direction of change in self-esteem in adolescents. Social class which is determined by parental levels of education and occupation has been identified to shape the adolescence self-esteem. The result from this study contrasts this observation except for the mothers' occupation which of significance. The contrast however could be attributed to the different set ups under which the two studies were conducted. The secondary school students in this study may have placed very little value on parental level of education and hence the minimal relationship with level of self-esteem. In this study also majority of students had parents who had attained only college level education there was very little variation. The mothers levels of education was however lower than that of fathers. The results imply that there is need for educators to put in place interventions based on the students' family background so that parents can be integrated into the school system.

Table 33
Parental Occupation Students' Self-esteem

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
Father's Occupation	.006	.010	.051	.651	.516
Mother's Occupation	.022	.010	.179	2.304	.022

4.24 Influence of Students' Home Location on their Self-esteem

Table 34 shows the contingency table analysis conducted to establish whether students' home location influenced their self-esteem. The results from this study indicates that majority of the respondents were from rural background with a very small percentage coming from urban areas. The results on Table 35 show a weak link between students' home location and their self-esteem. The calculated Chi Square value of 3.789 was not significant at $\alpha = 0.05$. From these results the null hypothesis which stated that there is no statistically significant relationship between secondary school student's home location and their self-esteem is retained. The findings from this study contrasts with the findings of Lindberg (2004) who observed that students from rural set ups are faced with challenges related to low levels of education of parents, accessibility school facilities and low SES. These challenges could predict the direction of students' self-esteem. Although the association between students' self-esteem and academic achievement is not significant teachers in secondary schools need to be aware of the background characteristics of their students in order to counter the influence of these factors on the general self-esteem and psychological wellbeing of the students. Guidance and counselling has been observed to provide students with the psychological support that they need to overcome low self-esteem related challenges (Feldman, 2009)

Table 34**Students' Home Location and their Self-esteem**

		Levels of Self-Esteem			Total	
		Low	Moderate	High		
Home location	Rural	Count	3	139	146	288
		Expected Count	3.0	130.8	154.2	288.0
	Urban	Count	1	35	59	95
		Expected Count	1.0	43.2	50.8	95.0
Total		Count	4	174	205	383
		Expected Count	4.0	174.0	205.0	383.0

The results on Table 34 indicate that the frequencies are similar and therefore there was no significant influence of home location on the students' self esteem. It can be observed that the majority of the students from the area of study were from rural home backgrounds hence the similarity in their self esteem levels.

Table 35**Influence of Students' Home Location on their Self-esteem**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.789 ^a	2	0.150
Likelihood Ratio	3.830	2	0.147
Linear-by-Linear Association	3.426	1	0.064
N of Valid Cases	383		

4.25 Secondary School Students Family Type and their Self-esteem

The results on Table 36 are an illustration of the contingency analysis conducted to determine whether students' family type influenced their self-esteem. The results indicate that majority of respondents had moderate and high self-esteem. Table 37 shows the results of the Chi Square analysis which indicate that there was an association between family type and students' self-esteem, however the association was not statistically significant with a Chi Square value of 11.329 and a P value of 0.079 which was not significant at $\alpha = 0.05$. The null hypothesis that stated that "there is no statistically significant influence of students' family type on their self-esteem" is retained. The respondents from families where parents were deceased made up a very small percentage and although their self-esteem was fairly low it was not significant.

Table 36
Family Type and Levels of Self-Esteem

			Levels of Self-Esteem			
			Low	Moderate	High	Total
Family Type	Polygamous	Count	1	14	12	27
		Expected Count	.3	12.3	14.4	27.0
	Single Parent	Count	2	24	28	54
		Expected Count	.6	24.6	28.8	54.0
	Both Parents Present	Count	1	132	164	297
		Expected Count	3.1	135.4	158.6	297.0
	Parents Deceased	Count	0	5	1	6
		Expected Count	.1	2.7	3.2	6.0
	Total	Count	4	175	205	384
		Expected Count	4.0	175.0	205.0	384.0

The findings of this study concur with the findings of Glynn (2009) who established that there was no significant relationship between family structure and students' self-esteem. These findings however do not imply that teachers should ignore this minority group of students, there is need for teachers especially the guidance counselling teachers to take keen interest and ensure they are equipped with life skills to handle the many challenges they face. Glynn further asserted that building strong family relationships can have a positive impact on

the self-esteem of the student. It should be noted that such students may not receive the parental adequate parental support from their guardians who are also burdened by the needs of their own children.

Table 37
Influence of Students' Family Type on their Self-esteem

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	11.329 ^a	6	.079
Likelihood Ratio	9.895	6	.129
Linear-by-Linear Association	1.070	1	.301
N of Valid Cases	384		

Bean, Bush and Mickenry (2003) observed that parental support serves as a positive predictor of adolescent self-esteem. The socioeconomic disparities that exist between different family backgrounds can have an influence in the direction of self-esteem among secondary school students. Students from polygamous families could be experiencing shortage of resources caused by the large demand on the family resources by the large family. Their counterparts in families where both parents are deceased could be experiencing similar problems hence the low self-esteem. Resources for such kind of families are channelled towards provision of basic needs like food and shelter leaving very little for other requirements like education. The results of this study however indicate that the family type does not influence the self esteem of the students. The results imply that although the students' family type was varied the self esteem of the students was similar. The results of this study contrasts with the findings above but educators should be cautious when dealing with students from disadvantaged backgrounds as they were a minority in this study. Students from such backgrounds may require more support from teachers and their peers. Abbot (2012) linked self-esteem to better grades due opportunities to stay in school longer better home environment conducive for learning, better resource base which assists in providing essential need including educational

materials. Students from families where there was conflict between parents were exposed to self-blame and possible low self-esteem which adversely affects academic achievement. Guidance and Counselling in secondary schools can be used to mitigate the effects of difficult backgrounds on the students' self-esteem. The teachers who took part in this study reported that the Guidance and Counselling programmes in their schools were not properly structured and hardly functional. To ensure the guidance and counselling programmes were useful to the students, policy makers need to focus more on the Guidance and Counselling programmes in secondary schools to ensure they were well structured, managed by well trained professionals.

4.26 Students' family SES and their academic achievement

The result on Table 38 shows the contingency table analysis which was conducted to determine whether students' family SES influenced their academic achievement. The results on Table 39 revealed that there was an association between students' family SES and their academic achievement. The calculated Chi Square value of 13.926 was statistically significant at $\alpha = 0.05$ with a P value of 0.008. Based on these findings the null hypothesis which stated that "There was no significant influence of family SES on students' academic achievement was rejected".

Table 38**Students' Family Socio Economic Status and Levels of Achievement**

			Levels of Achievement			
			Low	Moderate	High	Total
Family socio-economic status	Low Economic Status	Count	126	131	11	268
		Expected Count	110.8	142.9	14.3	268.0
	Middle Economic Status	Count	20	51	6	77
		Expected Count	31.8	41.1	4.1	77.0
	High Economic Status	Count	9	18	3	30
		Expected Count	12.4	16.0	1.6	30.0
	Total	Count	155	200	20	375
		Expected Count	155.0	200.0	20.0	375.0

The results of this study imply that family SES was a major predictor of secondary school students' academic achievement. Low family SES comes with the challenges of inadequate resources, non-payment of school fees and inadequate education resources. These challenges may impact negatively on the academic achievement of the students from low SES families. These findings concur with findings of other researchers that have linked students' academic performance with family SES. This finding is in agreement with the observations Shaffer (2005) that students from middle and upper class background tend to score higher grades in school compared o their counterparts from low SES backgrounds. The poor performance by students from low SES families could be attributed to shortage of educational resources and the quality of home environments. It is notable that the class teachers who participated in this study reported that many students from low SES were always sent home for school fees and this denied them the study time they required to improve their academic performance. Their counterparts from middle SES families had access to educational resources which includes

Table 39**Influence of Students' Family Socio economic Status on their Academic Achievement**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	13.926 ^a	4	0.008
Likelihood Ratio	14.160	4	0.007
Linear-by-Linear Association	10.950	1	0.001
N of Valid Cases	375		

The consequences of the socio economic gap on children in the early years are fairly enduring but as the child advances to adolescence the situation has been observed to get worse (Caro, Macdonald and Willms, 2009). The challenges they face may result in poor performance and even dropping out of school and failure to progress into college. The Author further observes that in many countries, the educational and labour opportunities are unequally distributed among individuals of varying SES which also implies that the academic achievement among students from varying SES backgrounds will yield varying outcomes. The situation in Kericho County as established in this study is similar although the majority of the respondents were from low SES backgrounds which also imply that the students may not be enjoying the same opportunities as their counterparts from middle income and high income backgrounds. To mitigate the effects of family SES on academic achievement, teachers and school managers need to put in place measures that ensure achievement disparities are reduced the minimum if not eliminated. The government should also deal with economic forces that undermine the academic potential of students that come from low SES families by supplementing the schools' finances with bursaries and scholarships.

4.26.1 Parental level of education and students' academic achievement

The results on Table 40 indicate that there is a relationship between the mothers' level of education and the students' academic achievements. The parental levels of education for this

study was categorized into, no Formal education, Primary, Secondary, College and University level. The calculated Chi Square value of 15.212 and a p value of 0.055 was significant at $\alpha = 0.05$. The results imply that the mothers' level of education is a predictor of students' academic achievement. According to Alokan, Osakile and Onijirigin (2013), the quality of home environment can determine the personality of the students and their performance in school. The level of educational attainment of parents could influence the academic achievement of their children with students whose parents had attained tertiary education performing better than those whose parents did not go to school. The value attached to education by parents may also be a predictor of academic achievement as it shapes the students' attitude towards school work. When the parents are interested in their children's performance they put positive pressure on them to achieve good grades in school. The findings of this study imply that parents need to be sensitized more to appreciate the role they were expected to play in boosting the academic achievement of their children. It is also important to observe that students whose parents showed no interest in their school tended to be of low self-esteem.

Table 40
Mothers' Level of Education and Students Academic Achievement

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	15.212 ^a	8	.055
Likelihood Ratio	15.194	8	.055
Linear-by- Linear Association	2.675	1	.102
N of Valid Cases	370		

Rogers, Theule, Ryan, Adams and Keating (2009) observed that mothers who had little or no formal education would always be with the students at home but may not take interest on how their children are performing at school. Such parents also lacked the knowledge to monitor the academic performance of their children both in school and at home. Parents with higher

level of education were in a better position to guide their children through school and they also took interest in the actual performance of the students through active participation and management of the learning environment. It has been observed that mothers who are of higher educational level are active in managing the learning environment at home and therefore influenced the performance of their children positively. The mothers have also been rated higher than fathers in understanding child interactions and emotions which makes their contribution more evident.

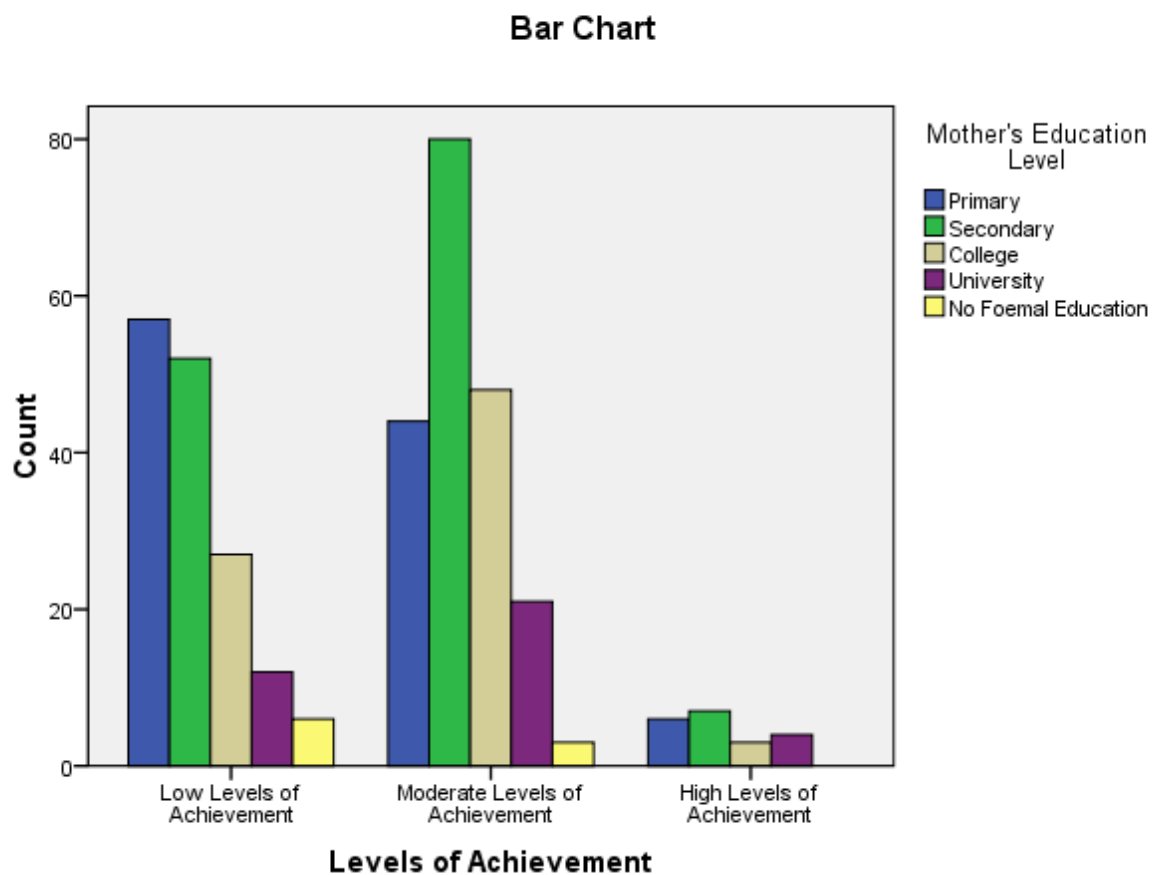


Figure 10: Mothers’ Level of Education and Students self-esteem

Figure 10 is a representation of the distribution of mothers according to their levels of education. The results show that the majority of the mothers had attained secondary education while only a small proportion of them had attained College and University education. The results also indicate that the higher the education of the mothers the better the academic achievement if the students with only a few exceptions of students who had moderate levels of achievements even when their mothers had no formal education. Students from such

backgrounds could be working hard to change their economic situation in the future. The findings of Bowman cited in Biddulph (2003) who observed that students' performance is positively associated with parental aspiration and expectations for achievement, maternal teaching style and parental strategies of controlling the students' behaviour could determine whether a student will perform well or not are in concurrence with the findings of this study. The family SES has been identified as a determinant of academic achievement and that parental level of education had a significant influence on students' academic achievement as asserted by (Farooq, Chaudhry, Shafiq and Berhum, 2011). Hassan (2009) further observed that mothers contributed dominantly to the education of their children and were more likely to supervise the students' study at home. The mothers' level of education was also important as a factor influencing academic achievement as they were the ones who were always in contact with the students and may be in charge of ensuring the home environment was conducive for learning.

4.26.2 Fathers' Level of Education and Students' Academic Achievement

The results on Table 41 indicate that there is an association between students' academic achievement and their fathers' level of education. The calculated Chi Square value of 22.224 and a calculated P value of 0.005 was significant at $\alpha = 0.05$. The results imply that the fathers' level of education was positively linked to their children's academic achievement. The class teachers in the area of study indicated that few parents took interest in the academic performance of their children although the schools had provided opportunities for them to visit school and find out. Parental involvement refers to parental interaction with the schools and with their children in order to encourage academic progress and offer support with school activities. The activities identified includes attending parents days, supervising homework, providing reading materials at home and regularly talking to the teacher. MacIntosh (2008) contends that parental level of education can determine whether a parent will take interest in the educational performance of their children and in most cases the parents with low levels of education had less self-confidence to attend to the requirements of supervising the students' school work. Such parents perceive themselves as less capable intellectually, less educated and experience psychological barriers regarding school involvement. The cultural set up in the area of study imply that fathers are the family providers and when their education level is then their economic status is also likely to be low. Low SES has far reaching consequences on the ability of such fathers to provide for the educational needs of their children.

Table 41**Influence of students' Fathers' Level of Education on their Academic Achievement**

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	22.224 ^a	8	.005
Likelihood Ratio	22.475	8	.004
Linear-by-Linear Association	3.170	1	.075
N of Valid Cases	324		

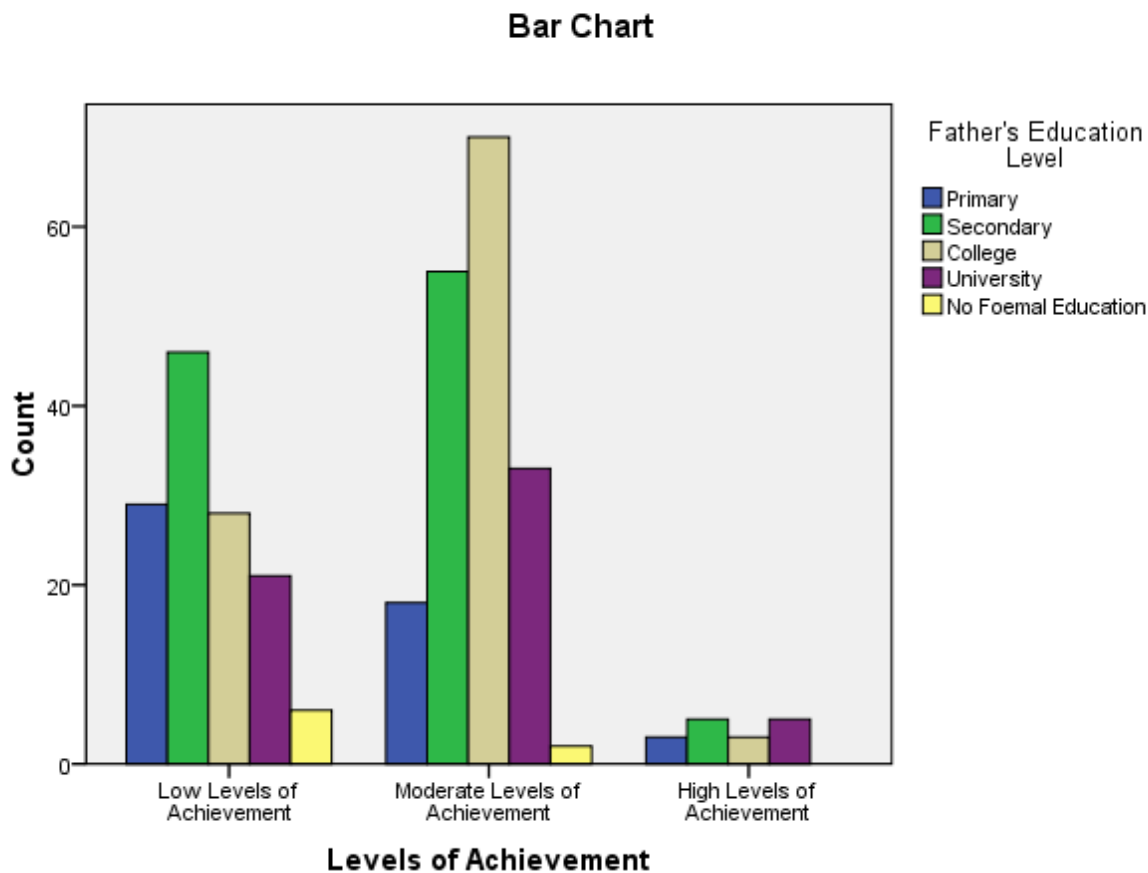


Figure 11: Fathers’ Level of Education and Students Academic Achievement

The result on Figure 11 further shows the distribution of fathers as per their levels of education. It is indicative from the results that a large number of fathers in the area of study had attained Secondary, College and University education. The results also show that students from backgrounds where the fathers had attained college education performed better than those of parents attained lower levels of education. The results from this study imply that parental level of education is predictor of students’ academic achievement.

Funmilola, Alokun, Osakile and Onijirigin (2013) observed that the level of educational attainment of parents could influence the academic achievement of their children as parents with low education level offer only a small contribution to the academic work of their children. 56% of the parents in this study attained only secondary and college education and this may have implications on the academic achievement of their children. Parents serve as role models to their children and it is most likely that their aspirations can be lowered if parents have not achieved much with regards to level of education. Hassan (2009) contends

that parental employment which is linked to the level of education has been found to have a positive link with their children's academic achievement observed that parental employment implies economic security and access to financial resources. The economic security is also expected to offer the students an opportunity to be involved in wide social networks which improves their social acceptance and self-esteem. It is observable that students who are emotionally stable are more likely to achieve better academic achievement. Kinyua (2014) identified poverty and unskilled employment of parents as obstacles to students' academic achievement. From earlier results the students in this study came from low social economic status and the nature of occupation is an indicator of the parental income and to a larger extent their social economic status. Mothers have been observed to employ their feelings when handling the needs of their children and are more likely to strive to provide for the educational needs of the students. The mothers are also in contact with the students at home and may be responsible for creating a suitable work environment at home for the students to do their school work.

4.27 Siblings' Level of Education and students' Academic Achievement

The results summarized in Table 42 indicate that there is a positive influence of siblings' level of education and the student's academic achievement. The influence of siblings level of education on students' academic achievement was significant at $\alpha = 0.05$ with a p value of 0.000. The siblings' level of education plays a role in shaping the academic performance as they serve as role models to their siblings; when older siblings have attained high levels of education the younger siblings are encouraged to work harder hence better performance. Because they grow up and live together, they observe the rewards older siblings have received by performing well and are likely to take after them. The descriptive statistics indicate that majority (51.1%) of the respondents' siblings had attained College and University education and this may have positively influenced the younger siblings to do better in their academic work at school.

Table 42

Regression Analysis Results of the Siblings' Education Level Students' Academic Achievement

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.477	.433		8.033	.000
	Sibling's Education Level	.554	.134	.239	4.134	.000

Figure 12 is a diagrammatic representation of the proportion of students whose siblings had attained college and University education. It is evident that the majority of the siblings in the study area had attained higher education. The achievements posted by the students' siblings could play a major role in shaping the performance of their younger siblings. Adenike (2013) observed that environmental conditions at home, the presence of siblings who had significantly high achievement could have positive influence on the academic achievement of a student. The presence of siblings with high educational achievement provides the much needed competition to motivate the students to work hard and achieve even higher academic grades.

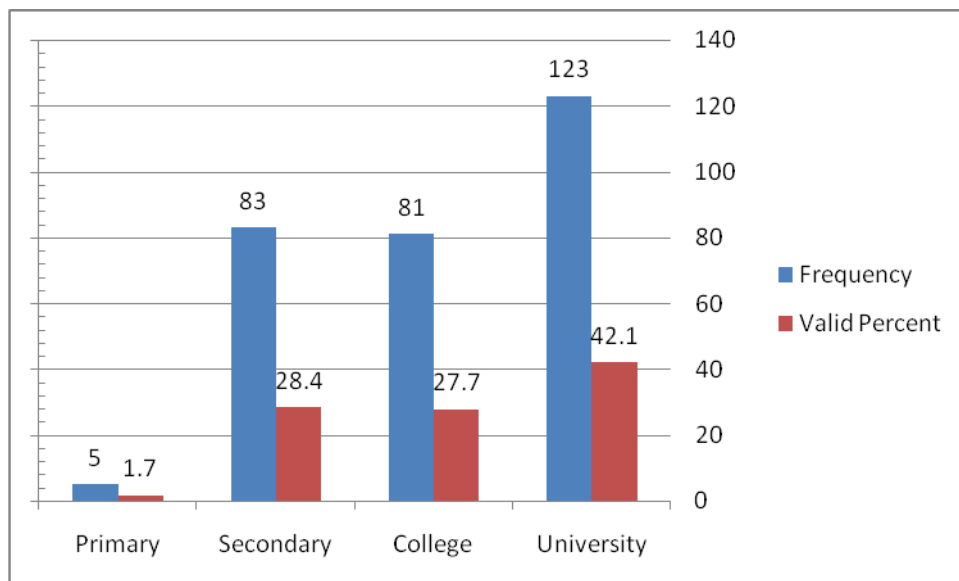


Figure 12: Students' Siblings' Education Level

The younger siblings who are still in school are more likely to work hard to maintain the academic standard already set by their older brothers and sisters. The siblings are also important role models especially when they are high achievers. It is observable that the siblings in many of the family backgrounds are raised together and the younger siblings are witnesses to the benefits of education as modeled by their brothers and sisters.

4.28 Gender differences and Academic Achievement

The results on Table 43 and 44 indicate that there was a weak association between students' gender and their academic achievement. The calculated Chi Square value of 4.952 and a P value of 0.084 was however not statistically not significant at $\alpha = 0.05$. The results imply that for this study gender is not a strong predictor of academic achievement among secondary school students. It is observable that majority of respondents came from rural background and this can play a role in complicating the academic life of the girls. With the gender roles orientation dictated by culture the girls would naturally be expected to perform house chores when they are at home while the boys take time to study. This requirement denies the girls the extra time they need to study which undermines their academic achievement. This could be the reason for the weak association between gender and students and academic achievement.

Table 43
Students Gender and Levels of Achievement

			Levels of Achievement			
			Low	Moderate	High	Total
Students Gender	Male	Count	85	134	13	232
		Expected Count	95.3	124.4	12.4	232.0
	Female	Count	69	67	7	143
		Expected Count	58.7	76.6	7.6	143.0
Total	Count	154	201	20	375	
	Expected Count	154.0	201.0	20.0	375.0	

The results of this study contrasts with those of Mogomotsi and Nenty (2012) who observed that gender is a major predictor of academic achievement and asserted that examination grades are commonly used as a measure of academic achievement which is often used to determine the probable level of achievement in the next level of education or at the work place. The authors further observed that the girls tended to perform poorer than their brothers and this was likely to limit their opportunities to progress in their careers. Africa being a

patriarchal society the focus in most spheres would be on the male child which makes gender equity a big problem. The findings concurs with the findings of Kinyua (2014) who found out that in Kenya culture plays a role in determining the gender roles with boys being given more time to study, while the girls take up household duties which denies them the extra time to study while at home. The author also asserts that girls face many obstacles to academic achievement which include poverty, low level of education of parents and sometimes low self-esteem which in turn influences their academic achievement negatively. It is observable that much has been done in Kenya to ensure gender equity in education is attained. This however this may not be enough as girls are still found to be performing lower than the boys. Many secondary school girls are still burdened with domestic chores which deprive them of the much needed extra time to study outside of school. More should be done to ensure that the school system is free from bullying and other negative experiences that compromise the academic achievement of the girls.

Table 44
Influence of Students' Gender on their Academic Achievement

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.952 ^a	2	0.084
Likelihood Ratio	4.934	2	.085
Linear-by-Linear Association	3.983	1	.046
N of Valid Cases	375		

Mutekwe, Modiba and Maphosa (2011) observed that despite calls for equality worldwide, women still remain marginalized in education and career decision making structures. Many countries in Africa are faced with challenges of mainstreaming gender in educational and occupational field. Although a lot has been done in Kenya to ensure gender is considered when giving educational opportunities, the focus has been at a higher level and very little has been done to establish the influence of the diverse background factors that may influence the

achievement and self-esteem of secondary school students. However the Vision 2030 Medium Term Plan II (MTP II) stipulates the plan by the Government of Kenya to reduce the disparities that exist in the education sector with a focus on strengthening the affirmative action. It envisaged that once the strategies are fully implemented the girl child will be able to access equal opportunities with their male colleagues. Edmore and his colleagues observed that in their study 40% of the girls who participated in the study indicated that sometime they failed to submit assignment on time due to role conflict of home and school. By failing to submit assignments on time the girls expose themselves to punishment and further frustrations hence poor performance. Notably Kenya shares similar traditional beliefs with other African cultures and the girls in Kericho County could be facing similar problems. The revelation by some research findings that teachers can be perpetrators of harassment of girls is worry. Omara (2009) cited in Edmore (2012) postulate that teachers should set behavioural standard and should not ridicule, threaten or harass any learner regardless of their gender. In this regard parents should be sensitized more on the importance ensuring the boys and the girls are accorded equal opportunities to study at home.

4.29 School Category and Levels of Academic Achievement

The results on Table 45 show that the school category attended by the students was linked to their educational achievement. The schools in this study were stratified into single sex and coeducational schools. The results indicate that the boys only schools performed better than the girls' only schools while the coeducational schools performed the poorest. The results therefore imply that there was a statistically significant relationship between school category and students' academic achievement with a calculated p value of 0.000 which was significant at $\alpha=0.05$. It is noteworthy that the schools in the area of study were majorly coeducational and as observed, provide unique challenges to the secondary school students especially as they were going through the adolescence period of development. The challenges faced may determine the students' levels of self-esteem and academic achievement. During this period also girls tend to become more vulnerable to challenges of development and maturation making it a period when teachers and parents need to pay more attention to the girls.

Table 45**School Category and Levels of Academic Achievement**

			Low Levels of Achievement	Moderate Levels of Achievement	High Levels of Achievement	Total
School Category	Boys School	Count	30	95	8	133
		Expected Count	54.6	71.3	7.1	133.0
	Girls School	Count	32	52	7	91
		Expected Count	37.4	48.8	4.9	91.0
	Co- educational	Count	92	54	5	151
		Expected Count	62.0	80.9	8.1	151.0
Total		Count	154	201	20	375
		Expected Count	154.0	201.0	20.0	375.0

Hartman (2011) observed that girls from co-educational school exhibited low levels of self-esteem while those from girls' only schools had a higher self-esteem. The girls from girls' only schools had more self-confidence and were more successful in their academic work. According to Hartman, girls from girl's only schools generally received more recognition for their accomplishments, through awards scholarships and opportunities for leadership positions. It is observed that these positions would however be a preserve for boys in coeducational schools. The author further observes that in single sex schools, students get the opportunity to be mentored by role models who are of their gender and do not base their self-esteem on the opinion of the opposite gender. Students in single sex schools have also been observed to enjoy acceptance by peers and this boosts their self-esteem. It is noteworthy that the majority of schools in the study area were coeducational schools and there was a likely hood that this could undermine the self-esteem and academic achievement of the girls.

Table 46**Influence of School Category on students' Levels of Academic Achievement**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	45.659 ^a	4	.000
Likelihood Ratio	46.500	4	.000
Linear-by-Linear Association	35.927	1	.000
N of Valid Cases	375		

Research seems to emphasize that the impact of studying in co-educational school on students' academic achievement, affects girls more than boys as observed by Mburu (2013) and Smyth (2010). The researchers argue that girls in coeducational schools performed poorer than their counterparts in girls' only schools. The difference in performance is attributed to the fact that when girls were studying alone without the boys they get an opportunity to freely take part in the learning process without being harassed or intimidated by the boys. It is important for teachers in co-educational schools to ensure they give the same opportunities to both boys and girls to participate in the learning process. The girls may require guidance and counselling to help them have self-confidence. The co-educational schools also provide opportunities for the students to compete in a natural set up and teachers should help students to exploit the unique opportunities existing in co-educational schools.

4.30 Home Location and students' Academic Achievement

Table 47 shows the contingency analysis table which was conducted to determine whether students' home location influenced their academic achievement. The results on table 46 indicate that there was no statistically significant influence of students' home location on their academic achievement. The calculated Chi Square value of 2.603 and a P value of 0.272 was not significant at $\alpha = 0.05$. The Null hypothesis that stated that there was no significant influence of home location on students' academic achievement is retained. The geographic location of the students in this study was more less the same and it is likely that even those who reported that they were from urban areas were from suburban areas which had similar

characteristics with the rural areas. The similar home backgrounds could have given rise to the similarity in academic achievement.

Table 47
Students' Home Location and their Levels of Academic Achievement Cross-tabulation

		Levels of Achievement				
			Low	Moderate	High	Total
Place of Residence	Rural	Count	116	148	18	282
		Expected Count	116.3	150.8	15.0	282.0
	Urban	Count	39	53	2	94
		Expected Count	38.8	50.3	5.0	94.0
Total		Count	155	201	20	376
		Expected Count	155.0	201.0	20.0	376.0

The results on table 47 indicate that there was no difference between the expected and actual frequencies. The results imply that the students' home location was not a predictor of students' academic achievement. From the findings of this study it was established that the majority of the students came rural home backgrounds and therefore there was no variation in the influence of home location on the students' academic achievement.

Table 48**Influence of Students' Home Location on their Academic Achievement**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.603 ^a	2	.272
Likelihood Ratio	3.099	2	.212
Linear-by-Linear Association	0.444	1	.505
N of Valid Cases	376		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 5.00.

These findings contrasts with the findings of Hall and Rowe (1991) who observed that students from rural areas faced challenges which included; poverty, poorly equipped schools and low level of education of parents which undermined the academic achievement. The students from urban areas were observed to be at an advantage as they were in a position to access better facilities at school and at home. Sirin (2005) observed that the location of School is closely related to the SES of the students' and students from urban and sub-urban backgrounds have been found to achieve better academic outcomes when compared with those from rural areas. Academic Performance of schools in Kericho Country is far below that of urban school in other Counties. Efforts should be made by the Government to give more support to rural schools to ensure they compete favourably with school in urban areas. As indicated earlier, the academic performance was very low with an average mean of 5.1(C-) for rural and 5.2(C-) for urban students and policy makers and teachers have to pull their efforts together to ensure that the students in the County attain better academic results.

4.31 Students' Family Type and their Academic Achievement

The family types for this study were grouped into polygamous families, single parent families, families where both parents were present and families where parents were deceased. The descriptive results indicate that the academic achievement for all the families was similar except for students from single parent families where the mean was slightly lower(4.8 D+).

Table 47 is a tabulation of the frequencies of the various categories of family types and the levels of academic achievement of the secondary school students. The results on Table 48 indicate that there is no statistically significant influence of students' family type on their academic achievement. The calculated Chi Square value of 5.962 and a P value of 0.427 was not significant at $\alpha = 0.05$. The null hypothesis which stated that there was no significant influence of students' family type on their academic achievement is retained. The results of this study are in contrasts with other research findings as studies have shown that there is a positive association between the family structure and academic achievement. Further it has been observed that families where both parents were present and living well tended to raise children who were high achievers (Rhodes, Roffman, Redely and Fredrikson, 2004). The results however show a weak relationship between family type and students' academic achievement. The results imply that variation in family types was minimal. The regression analysis results show that there was no significant relationship between family type and academic achievement.

Table 49
Influence of Students' Family Type on their Academic Achievement

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5.962 ^a	6	.427
Likelihood Ratio	7.770	6	.255
Linear-by-Linear Association	.962	1	.327
N of Valid Cases	376		

The results did not indicate any variation in academic achievement within the four family groups studied. These findings are in contrast with those of Oyerinde (2001) who observed that Single parent families were associated with low income with those with mothers only experiencing more financial difficulties. Children from such families were more likely to attain low academic grades occasioned by absenteeism from school due that non-payment of fees. Children from single parent families have been reported to lack supervision at home and parental involvement in school. This can be attributed to less time available to them to

monitor school work and inadequate financial resources. Although the findings of this study contrasts with other research findings care should be taken by teachers and school managers to ensure students from the minority family types are not neglected but supported to achieve higher grades in school.

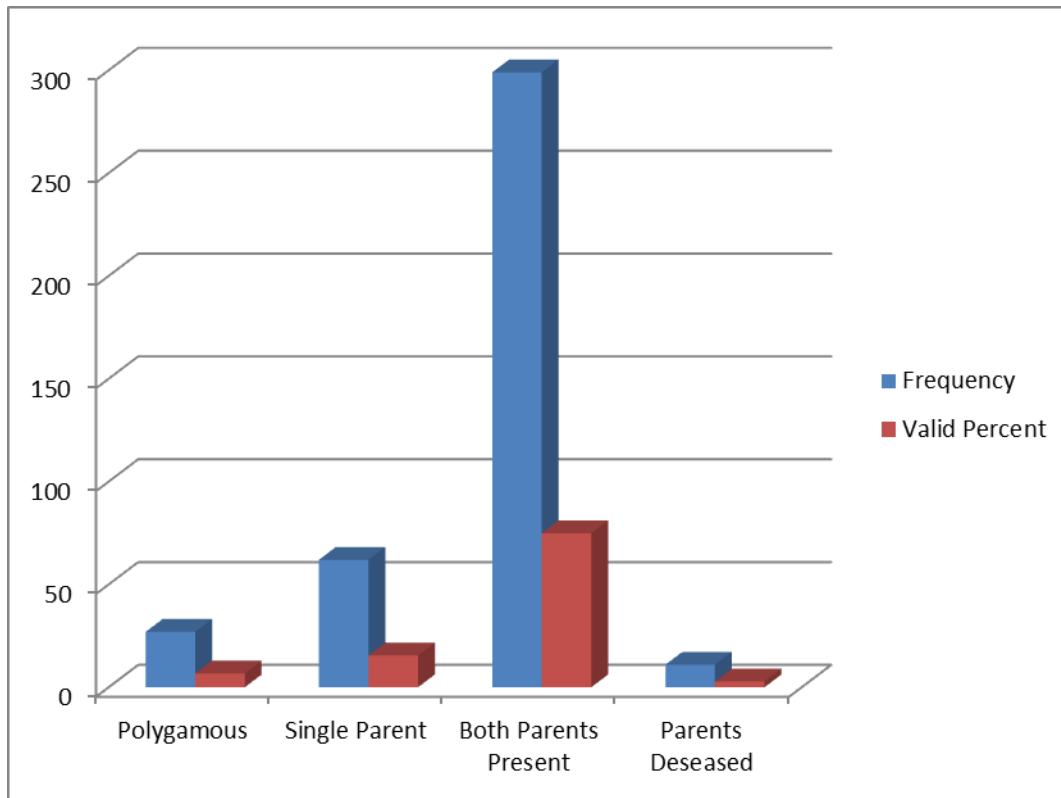


Figure 13: Results of Students' Family Type and Academic Achievement

Fig 13 illustrate that the majority of the respondents were from families where both parents were present. Although the respondents from the other types of families were few this does not mean that there is no relationship between these family types and students' academic achievement. The descriptive results indicated that the students from single parent families performed poorer with a standard deviation of 0.63. The results also indicated that the students from families where parents were deceased also performed poorer with a standard deviation of 0.56 compared with their counterparts whose parents were both were present. Such unique variations however could be attributed to sheer hard work and determination by students from such backgrounds as observed by Owino and Kurgat (2011). This variation was not statistically significant but with the dynamics in family structure care should be taken to ensure this minority group of students should be accorded special attention to mitigate the effects of the absence of one or both parents. Ginther and Pollak (2004) established that

students from intact nuclear families performed better than those from polygamous family. This result could be attributed to variation in availability of resources both time and money. Policy makers should not ignore this factor of family type as such students may require more support both emotionally and financially to ensure their academic achievement is not affected. Osuafor and Abigael (2013) found out that students from polygamous families performed slightly better in their academic work which is contrast with the findings of this study.

Kim (2008) asserted that adolescents growing up in families where both parents were not presents faced emotional and achievement difficulties. The author further postulated that students raised in intact families with two parents continuously present tend to fare well emotionally and academically compared with children growing up in other family types. The changes in family structure adversely affect adolescent wellbeing which may in turn affect their academic achievement. These observations however are in contrast with the findings of this study as the study established the there was no relationship between the students' family type. The difference in relationship could be attributed to the different set ups under which the studies were done. The phenomenon of single parenting in Kenya is emerging and is not very common especially in rural areas. The results of this study show that majority of the students came from families where both parents were present. It should be noted that variations in academic achievement could be attributed to differences in family resources which could be a factor of family structure. Weiser and Riggio (2010) further confirm that the family structure is linked to academic achievement as children and adolescents from stable families with both parents present consistently out perform their peer from single parent families. The findings from this study contrast the objection of the above researchers as the students form families where both parents are diseased perform better than those whose parents were both present. The students form polygamous families who are expected to face more challenges attained a higher mean.

The set ups of a polygamous family in Kenya is characterized by competition for the scarce material and academic resources while in a family where children are alone with parents diseased there is lack of support and also scarcity of resources. Most orphaned students are supported by the government through bursaries and well wishers. These background characteristics may challenge the students to work hard and improve their situation in the future. The challenges they face therefore serve to motivate them to work harder. Although

the findings indicate no significant relationship between family type and academic achievement, the students from single parent families performed poorly with a mean of 4.8(D+). McIntosh (2008) observes that the strive towards high academic achievement can be a challenge when the secondary school students is a member of a minority group for example a single parent family. Students from such families are likely to spend time worrying about the challenges they face at home and may lack the motivation to achieve at school.

Barajas (2011) observed that children raised in single parent households tended to attain lower grades when compared to those raised in intact households. The single parent homes are likely to have low social status and therefore possess fewer economic resources and may face greater personal and institutional discrimination. These findings were in contrast with those of the current study. Although the results were varied the difference was not statistically significant. Through guidance and counselling however, the students from difficult backgrounds can be supported to ensure they attain higher grades. Generally there is need to combat the continued decline in academic achievement by providing funds that assists students from disadvantaged backgrounds to enable them stay in school longer and maximize the academic potential

4.32 Guidance and Counselling, Self-esteem and Academic Achievement

From the findings of this study, Family SES was a predictor of academic achievement of secondary school students while the family type was found to be linked to students' self-esteem. The results also indicated that although majority of the students were from families where both parents were present a few came from the other categories of families. The results have implication for guidance and counselling in secondary schools. The class teachers in the area of study reported that schools in Kericho County did not have properly structured guidance and counselling departments. It was further observed that the teachers in charge of guidance and counselling in the schools in the area of study were appointed internally and were not remunerated for the extra work they were doing.

It is noteworthy that all professional teachers in Kenya go through some guidance and counselling training in the course of their studies. However this may not be sufficient as the need for guidance and counselling has increased with the changing social, economic

conditions facing the students in secondary school. The family dynamics and the changing society imply that guidance and counselling teachers need to be equipped with up to date skills to enable them deal with the complex problems faced by students today. From the report of the teachers in the study area it was indicative that the Counsellors' roles were not defined and there was confusion as school administrators, parents, teachers took up the counselling role. With the ever increasing demand for Counselling services by secondary school students, the counselling programmes should be structured to be more sensitive to the changing needs of students. It was also clear from the interviews that the counselling programmes were not evaluated and no records were kept on the number of students seeking counselling services. This implies that the effectiveness of the counselling programmes could not be ascertained and consequently could not serve the students well. The class teachers in the study area confirmed that guidance and counselling played a major role in helping the students cope with both academic and psychological challenges they face while in school. This was observed by the teachers to be benefiting to a large extent the students who came from poor and troubled backgrounds. This observation is supported by the work of Alemu (2013) who contends that guidance and counselling helps the students to cope with these complex processes therefore improving their self-esteem and academic achievement.

4.32.1 Guidance and Counselling and Students' Self-esteem

Self-esteem has been identified to be a very important aspect of self development. It has been observed that a healthy self-esteem allows the students to understand and perceive themselves realistically. Guidance and counselling can be used by teachers to help students increase awareness of themselves and alleviate the factors which cause negative evaluation as put forward by (Mutie and Ndambuki 1999). Jones (2011) further observes that, the need for positive regard from others plays a role in the development of a positive self-esteem. Adolescents have been observed to experience conflicts with their need for positive regard from significant others and teachers need to create an emotional climate in the school that facilitates the development of a healthy self-esteem. Jones referred to the person centred therapy by Carl Rogers (1973) and emphasized that the focus of this counselling model is self initiated learning that focuses on the concerns of the student and not the teachers'. Guidance and Counselling teachers can utilise this model to influence the students' self-esteem by focusing on the students' wellbeing rather their expectations as teachers. With consistent encouragement and unconditional positive regard the students' perception of themselves

changes and a renewed sense of purpose in their achievements sets in. This will ensure students are equipped with coping skills, personal empowerment and improved self-esteem. Lewis and Lewis (2003) confirm that a high self-esteem helps the student to experience a feeling of personal power and can deal with the challenges they meet every day. There is need for educationists and policy makers to come up with strategies that integrate guidance and counselling in the school programmes. Guidance and counselling professionals should be part of the schools and their roles should be clearly defined to eliminate the confusion of who should guide and counsel the students.

4.32.2 Guidance and Counselling and Academic Achievement

The class teachers in this study confirmed that students who consistently made use of the counselling services performed better academically. According to Corey (2005) people can be resourceful and are capable of self direction. Guidance and counselling in secondary school can be used to help students manage their academic challenges. Howe (2009) observed that guidance and counselling helps the student to make positive changes and develop coping skills on how to adapt to situational challenges which could be academic or psychological. It has been noted that when the counsellor is non judgemental and understanding the client can experience positive changes. There is need for the guidance and counselling teacher to identify the unique needs of every student and develop strategies to deal with them. The school counsellor should purpose to create an environment where the students can explore a full range of opportunities which can help them achieve academically. (O'Donn Chada, 2000) postulates that by introducing cognitive restructuring through guidance and counselling, the counselling teachers can recognize negative behaviour; eliminate obstacles to academic achievement therefore enabling students to achieve their academic goals. The results of this study imply that guidance and counselling should be strengthened to ensure students having difficulties related to background factors are assisted to achieve their potential.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary and conclusions of the findings of each objective derived from the results and discussions. The conclusions and recommendations are based on the objectives and findings of the study. Suggestions for further research are also presented.

5.2 Summary of the Findings

The purpose of this study was to establish the relationship between secondary school students selected background factors and their self-esteem and academic achievement. The findings from this study will be summarized as follows:

i. Influence of Students' Family SES on their Self-esteem

The study established that the majority of the students in the area of study were from low the family SES. The family SES was not a predictor of students self esteem. It was also established that there was no statistically significant influence on students' family SES on the students' self-esteem with a calculated p value of 0.701 which was not significant at $\alpha = 0.05$; The null hypothesis was therefore retained.

ii. Influence of Students' Home Location on their Self-esteem

This study established that the majority of the students in the area of study came from rural home backgrounds. The study established that the students' home location was not a predictor of their self-esteem with a calculated p value of 0.150 which was significant at $\alpha = 0.05$. The null hypothesis was retained.

iii. Influence of Students' Family Type and their Self-esteem

The study established that majority of the students in the area of study were from families where both parents were present. The results indicate that there was a weak link between student family type and their self-esteem. The relationship was however not statistically with a calculated p value of 0.079 which was not significant at $\alpha = 0.05$. The Null hypothesis was retained.

iv. Influence of Students' Gender and their Self-esteem.

Gender was not a predictor of students self esteem as majority of the students had similar levels of self esteem. From the results it was established that there was no statistically significant relationship between students' self-esteem and their gender.

v. Influence of students' Family SES on Students Academic Achievement

The family SES influenced students' academic achievement. From the results the study also established that majority of the students in the area of study were from low family SES background. It was established from the findings that there was a statistically significant influence of students' family SES on their academic achievement with a $p = 0.008$ which was highly significant at $\alpha = 0.05$. The null hypothesis was rejected.

vi. Influence of Parental Level of Education and Students' Academic Achievement

Parental level of education was a predictor of students' academic achievement. The calculated p value of 0.055 for mothers' level of education and 0.005 for fathers' level of education was significant. The family SES for this study was indicated by parental level of education and their occupation. The results imply that parental level of education was a predictor of the students' academic achievement.

vii. Influence of Students Home Location on their Academic Achievement

Home location (rural or urban) did not influence students' academic achievement. From the results of this study it was established that the home location of the students was not a predictor of their academic achievement with a calculated p value of 0.272 which was not significant at $\alpha = 0.05$. The null hypothesis was retained.

viii. Influence of Students' Family Type on their Academic Achievement

Family type did not influence students' academic achievement. The findings indicated that the students in the area of study were from families where both parents were present. The calculated p value of 0.427 was not significant at $\alpha = 0.05$. The null hypothesis was retained.

- ix. The results imply that the school category attended by the students influenced their academic achievement. The schools in the area of study were stratified into single sex and coeducational schools. From the results it was established that there was a statistically significant relationship between students' academic achievement and the type of school attended. The calculated p value was 0.000 which was highly significant at $\alpha = 0.05$.

- x. The study also established that there was a relationship between students' gender and their academic achievement however it was not statistically significant with a p value of 0.084 which was not significant at $\alpha = 0.05$.

5.3 Conclusions of the Study

From the following conclusions were drawn:

- i. The study established that there was no statistically significant influence of students' family SES, home location, and family type on their self-esteem. The study therefore concludes that the family SES, home location and family type were not predictors of secondary school students' self-esteem.
- ii. The findings indicate that there was a statistically significant relationship between secondary school students' family SES and their academic achievement. The study concludes that the students' family SES is a predictor of the academic achievement.
- iii. The majority of the respondents of this study were from rural home background. The study established that there was no statistically significant relationship between students' home location and their academic achievement. The study therefore concludes that home location was not a predictor of secondary school students' academic achievement.
- iv. The study established that there was no statistically significant influence of students' family type on their academic achievement. The study therefore concludes that the secondary school students' family type was not a predictor of academic achievement.

5.4 Implications from the Findings

The teachers from the area of study indicated that there were no structured guidance and counselling departments in their schools. This implies that the students from difficult backgrounds were not able to receive satisfactory counselling services. The findings from this study indicate that some of the selected background factors had a significant relationship with students' academic achievement. The family SES was associated with the student's academic achievement with those from low income families performing at a lower level compared to those from high and middle income families. These findings imply that there is need to put in place support measures to assist children from low income families. This could be done through guidance and counselling programmes tailored to meet the psychological and academic needs of such students.

5.5 Recommendations of the Study

Based on the study findings the following recommendations were drawn;

- i. The academic achievement in the study area was established to be very low and there was statistically significant influence of students' family SES on their academic achievement. The low academic achievement could be attributed to the challenges students face in accessing both basic needs and academic resources. The Government should allocate more funds to secondary schools to help support students from low income families. It should be noted that many students who are unable to clear their schools fees are always out of schools looking for same. Such students were more likely to record poor academic achievement. Schools should put in place remedial programmes to help the students who are always out of school because of non payment of fees to compensate for the lost time during their absence from school. Although much has been achieved through the free secondary education programmes the gains are watered down by the inability of the parents to meet their obligations in clearing the balance of school fees required;
- ii. The school category was established to be a predictor of academic achievement. The area of study had 70% of the schools being coeducational schools. These results imply that more attention should be paid to such schools to establish the factors that could be contributing to the poor academic achievement among secondary school students.
- iii. The teachers who participated in this study indicated that the guidance and counseling departments in their schools were not structured and this made it difficult for students to access the services. There is need to establish functioning guidance and counseling departments especially in mixed schools. Such departments would help deal with the problems faced by students from difficult backgrounds. This study established that more than 60% of the secondary schools did not have teachers who had extra training in guidance and counseling and this limited their ability to establish functional guidance and counseling programmes to deal with students' needs. Furthermore some of the class teachers in the area of study indicated that the Guidance and Counseling services in the schools were not structured. With the increasing student enrollment policy makers should put in place well structured Guidance and Counseling services in the secondary schools; and

- iv. This study established that the girls had lower grades than the boys and even their enrollment was lower. The Government should do more to support the girl child and ensure cultural factors are controlled so that girls can attain their full potential like the boys. Guidance and Counselling can also be used to support the girls and ensure they remained focused on their academic goals in school.

5.6 Recommendation for Further Research

Based on the study findings drawn, the researcher recommends that further study should be done, to further find out other factors that may be contributing to poor academic achievement among secondary school students.

- i. A research should also be done to establish whether background factors for students in private schools have a similar relationship with academic achievement as those of public schools;
- ii. A comparative study involving other counties should be done to establish whether the relationship between background factors and academic achievement is the same.

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APPENDICES

APPENDIX A: STUDENTS' QUESTIONNAIRE

I am a postgraduate student at Egerton University. Currently I am carrying out a research to establish the relationship between background factors and secondary school students' self-esteem and academic achievement in Kericho County. Kindly respond to the following questions as accurately as possible. Please note that the information gathered will be treated with utmost confidentiality and will only be used for the purpose of the study.

INSTRUCTIONS

Please give an honest and accurate response to the items in the questionnaire by putting a tick (✓) appropriately in the options provided.

SECTION I

1. Indicate your gender
Male
Female
2. Indicate the category of your school
Boys' School
Girls' school
Mixed school
3. Indicate your family type
Polygamous family
Single parent family
Both parents present
Parents deceased
4. Indicate whether your parents are engaged in any form of employment
 - i) Mother: Yes No N/A
 - ii) Father: Yes No N/A
5. If your answer to the above question is yes indicate the type of employment
 - i) Father
 - ii) Mother
6. If your parents are self employed indicate the form of self employment for example farming, manufacturing, hospitality etc.....
7. Indicate your parents highest level of education
Father: Primary Secondary College University
No formal education

Mother: Primary Secondary College University No formal education

8. If you have siblings older than you indicate their highest level of education.

Primary Secondary College University

9. Indicate the location of your residence Rural Urban

SECTION II

This section is made up a self report Questionnaire aimed at obtaining information about the secondary school students' level of self-esteem. The information will be used to establish the relationship between the selected students' background factors and their self-esteem.

The information will be used only for the purpose of the study and will be treated with utmost confidentiality.

INSTRUCTIONS:

Please read the questions carefully and tick (✓) the appropriate answer.

Key: SD= Strongly Disagree D= Disagree U= Undecided A= Agree SA= Strongly Agree

Example I feel good about my family SD D A SA✓ U

		1	2	3	4	5
1.	I appreciate who I am	SD	D	U	A	SA
2.	I always trust my choice even if others do not like it.	SD	D	U	A	SA
3.	I am always worried out my past activities	SD	D	U	A	SA
4.	I am always worried about what might happen to me.	SD	D	U	A	SA
5.	I use the experiences of the past to plan for my future	SD	D	U	A	SA
6.	I am never discouraged by my failures	SD	D	U	A	SA
7.	When I have a problem, I always seek the help of others in class/school	SD	D	U	A	SA
8.	I always feel I am better than others in my group	SD	D	U	A	SA
9.	I can resist the manipulation of others	SD	D	U	A	SA
10.	I collaborate with others when I feel it is appropriate	SD	D	U	A	SA
11.	I respect the needs of others	SD	D	U	A	SA
12.	I have no problem in obeying rules	SD	D	U	A	SA
13.	I make decisions easily without fear of making a mistake	SD	D	U	A	SA
14.	I take criticism positively	SD	D	U	A	SA
15.	I am always positive about what I do.	SD	D	U	A	SA
16.	I am always good in what I do	SD	D	U	A	SA
17.	I always feel good about what my parents are doing for me.	SD	D	U	A	SA
18.	My parents / guardian is always there for me	SD	D	U	A	SA
19.	I always feel good about my family	SD	D	U	A	SA

APPENDIX B: INTERVIEW SCHEDULE FOR CLASS TEACHERS

- 1 What is your assessment of the level of self-esteem of the students in your class with the following background?
 - High income Low income
 - Urban Moderate income
 - Rural
- 2 What is the trend of academic achievement of students from each of the above home backgrounds?
 - High income
 - Moderate income
 - Low income
 - Urban
 - Rural
- 3 What percentage of the students in your class have been referred for Guidance and Counselling due to:
 - a) Low self-esteem
 - b) Poor Academic performance
- 4 In your opinion, to what extent has the Guidance and Counselling assisted in improving the:
 - a) Self-esteem
 - b) Academic achievement of the students in your class
- 5 In your view to what extent has the background of the students affected the:
 - Academic achievement of the students in your class?
 - Self-esteem of the students in your class?
- 6 How would you compare the influence of students' home background and their self-esteem when the students are grouped according to gender?
- 7 How would you compare the effect students' home background and academic achievement when the students are grouped according to gender?
- 8 To what extent does the family socio economic status influence students' academic achievement?
- 9 To what extent does the family socio economic status influence students' self-esteem?
- 10 In your opinion what more can the Guidance and Counselling department do to improve the self-esteem and academic achievement of the students in your class?

APPENDIX C: KENYA NATIONAL EXAMINATION COUNCIL GRADING SYSTEM

The grading used in this study to rate academic achievement of students was based on the Kenya National Examination Council grading system. The academic achievement is based on the average of grades attained in seven subjects. The grading is based on a twelve point scale with grade A (12 points) being the highest and grade E (1 point) being the lowest.

A	-	12	-	81-84
A-	-	11	-	74-80
B+	-	10	-	67-73
B	-	9	-	60-66
B-	-	8	-	53-59
C+	-	7	-	46-56
C	-	6	-	39-45
C-	-	5	-	32-38
D+	-	4	-	25-31
D	-	3	-	18-24
D-	-	2	-	11-17
E	-	1	-	7-10

Source: www.Knec.ac.ke