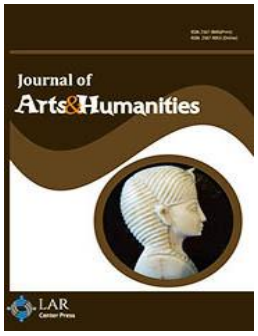


Journal of Arts & Humanities

Volume 08, Issue 09, 2019: 42-52
Article Received: 16-08-2019
Accepted: 04-09-2019
Available Online: 19-09-2019
ISSN: 2167-9045 (Print), 2167-9053 (Online)
DOI: http://dx.doi.org/10.18533/journal.v8i9.1729

Relationship between Psychosocial Dynamics and Academic Performance of Secondary School Students: A Comparative Study between Murang'a and Kirinyaga Counties, Kenya

Stephen Weru Njega[1], Johannes Njagi Njoka[2], Catherine Waithera Ndung'u[3]

ABSTRACT

Numerous psychosocial variables influence students' academic performance in secondary schools in the world and Kenya in particular. The psychosocial dynamics such as family supportiveness, school conduciveness and self-efficacy influence the learners' life and consequently academic performance. Empirical evidence is lacking on the combined influence of family supportiveness, school conduciveness and self-efficacy on academic performance. The purpose of this study was to assess the perceived psychosocial dynamics and their influence on academic performance in secondary schools in Murang'a and Kirinyaga counties. The study was based on the systems theory and adopted correlational research design. Target population of the study was 5879 consisting of all form three students in extra-county and national schools in Murang'a and Kirinyaga counties. A stratified simple random sampling was used get a sample size of 412 respondents. Data was analysed using descriptive and inferential statistics. Results indicated that students in Kirinyaga county were more endowed psychosocially with a mean of 63.44% compared to their Murang'a counterparts with 59.74%, with a significant difference. The psychosocial dynamics correlated positively with academic performance with a calculated Pearson's correlation coefficient r=0.339, with p-value=0.000<0.05. There was a positive association between family supportiveness, school conduciveness, self-efficacy and the overall psychosocial dynamics. However, the relationship between school conduciveness and academic performance was absolutely zero. The study recommended that the government should invest in further in the formation programs for teachers and cascade them to learners targeting to boost learners' mindset, personal perception and psychosocial dynamics in the students.

Keywords: Academic Performance, Attitude, Conduciveness, Psychosocial Dynamics, Self-Efficacy.

[1] Karatina University, Kenya. Email: pastewvision@gmail.com.
[2] Karatina University, Kenya. Email: jnjoka@karu.ac.ke.
[3] Karatina University, Kenya. Email: cwaithera1@gmail.com.

1. Introduction

This section presents background, statement of the problem and research objectives pertinent to the study.

1.1 Background of the study

Cognitive ability and personality are among the major reasons attributed to difference in academic performance because they contribute a lot (Obeta, 2014). However, the role of environment cannot be underestimated as it avails resources and safety for a person to utilize the inherent endowment (McLeod, 2014). Every learner suffers from some psychological and social difficulties, not because of any physical challenges, but due to the human nature. The human nature is characterised by differing amount limited capability, expectations and interpretations of prevailing situations (Kostelny & Wessells, 2010). These expectations and interpretations are controlled by past experiences in one's life. It is not only what is present or absent in the environment, but the perceived meaning derived from their presence or absence.

Social expectations have psychological implication which compels people think, feel and behave in certain manner when confronted by specific situations. Achieving such expectations brings about some fulfilment while failure causes guilt and ill feeling. Psychological state may affect learners' sociality by seeking and maintaining affiliation of some personalities and deliberately avoiding some others. Social and psychological variables are like two strands of a complexly interwoven thread which influence academic performance (Coon and Mitter, 2007). The psychological needs are supplied in social context the same way social needs have psychological dispositions. Eckersley, (2014) describes psychosocial dynamics as complex multifaceted phenomenon which grows from simple interactions between persons, instilling specific social experiences and psychological interpretation of given contexts. It is a subtle force that works from within, but manifests in thought processes and feelings of an individual causing some specific and spontaneous responses. These tendencies develop into learners' personality and a state of well-being, manifested in the productivity of life. Psychosocial dynamics can be viewed as underlying forces that operate behind a learner's life due to their psychological and social state affecting the level of productivity.

The psychosocial dynamics presents huge impression on the outcomes of individual learners and educational institutions. They influence the thoughts, motivation and decision-making in the academic endeavours. The role played by the family, school and students' self-efficacy in influencing academic outcomes cannot be underestimated. Deliberate efforts have been evidenced attempting to enhance values in families, schools and individual students towards academic success but with insignificant gain (Becker & Luther, 2002). Nonetheless, little has been documented on the pervasive influence of psychosocial dynamics emanating from family background, school environment and students' self-efficacy on academic performance.

The subjective psychosocial dynamics of students can be classified as low, medium or high according to Vilar, Santoa and Sabral (2015). Low psychosocial dynamics may be characterised by disadvantaging socioeconomic status, dissatisfying family cohesion and disparaging parenting despite the coping mechanisms (Brooks, 2011). The students portray negative attitude towards school and learning. They are also surrounded by poorly perceived and unreliable psychosocial support systems (McNeil, Prater and Busch, 2009). Such learners have low self-efficacy that causes them to hesitate starting an academic task and undermining their ability push such tasks to the desired completion (Park, Peterson & Seligman, 2004).

Students with high perceived psychosocial dynamics are different and seem to enjoy adequate socioeconomic status, cordial family cohesion and warm parenting. In school, the students are optimistic and express warm attitude towards schooling and enjoy earnest psychosocial support system (McNeil, Prater and Busch, 2009). Their personality is characterised with determination and pragmatism in academic endeavours that enables them to set high standard goals which they pursue to the successful end (Park, Peterson & Seligman, 2004).

Mackay (2006) emphasized the power of family structure on academic performance. The study observes that children who experience parental separation are more disadvantaged in many ways. Hijazi and Naqvi (2006) showed a positive correlation between socioeconomic status, students'

personality and academic performance. The state of psychosocial needs and nature of support systems in students determine how they weigh challenges. Students with challenges related to academic performance also suffer from emotional disturbance, but lack sufficient support from the school (Lembo, 2014).

Academic performance is mainly evaluated through examinations and more attention has been focused on examination outcomes than in the learning process (Obeta, 2014). This focus on examination results has caused a paradigm shift in teaching-learning process. More focus is emphasized on coaching students to do well in examinations than in competency based knowledge. The academic performance also faces many hindrances that undermine precious endeavours rendered by the stakeholders. The Commonwealth Secretariat (2006) observed this and warned that failure to address such factors disadvantages students for life. Mwaura (2010) who assessed the factors affecting academic performance of students categorized the factors into personality, home and school related dynamics. A majority of studies focus on the physical factors that influence academic performance, but their redress does not sustain performance in the long run (Otieno & Colclough, 2009).

The difference in academic performance in individual learners' can be expected among classmates and schools of different categories. However, consistency in academic performance between two counties like Murang'a and Kirinyaga is a surprise which needs investigation. The table1 compares results of Kenya Certificate of Secondary Education (KCSE) performance in Murang'a and Kirinyaga counties for six years (2012-2017). In this respect, Kirinyaga county students have proven better throughout the considered period than Murang'a county students with a remarkable variance. Table1.

KCSE results for Murang'a and Kirinyaga counties for 2012-2017

		2012	2013	2014	2015	2016	2017
Murang'a	Mean score	4.936	4.884	5.135	5.205	3.991	3.319
	% below C+	73.99	74.39	71.91	70.48	76.80	87.71
Kirinyaga	Mean score	5.341	5.109	5.372	5.511	4.403	4.025
	% below C+	68.53	66.65	66.21	67.3	73.87	85.49

Some attempts to address identified challenges in school and at individual students' level have been undertaken. The attempts which include sponsoring needy students have proved unsuccessful in addressing disparities in performance even among the supported students. This suggests that underperformance among the learners are more than physical (financial) needs which are provided by sponsoring agencies (Jemimah, 2018).

The disparity in performance among classmates and between Kirinyaga and Murang'a counties was not only witnessed in the KCSE results. It was also observed in the competency tests of pupils in standard 2, 3 and 6 as well as form 2 students conducted in Kenya (Ministry of Education, 2018). This report, published in the Daily Nation newspaper on 4th January 2018, stated that a significant percentage of learners failed to attain the 50% pass mark in literacy and numeracy. The disparities were witnessed in the academic performance among the counties, but conspicuously between Kirinyaga and its neighbouring Murang'a county. This raised the concern as to what could be causing such great differences in learners' academic performance both vertically and horizontally. The study hypothesised that perceived psychosocial dynamics are the reason for the differences in the academic performance between the counties, individual students and schools of the same level.

1.2 Statement of the problem

Success in life is associated with academic achievement which has attracted heavy funding from the stakeholders. The provision of facilities, infrastructure, physical and human resources are meant to facilitate academic performance. As a result, strategies such as increasing students' contact hours with teachers, improving student-textbook ratio, enhancement of facilities and infrastructure and giving financial support to the needy students have been witnessed. However, the psychosocial dynamics behind the factors have received little attention which could have kept the academic performance hurting. The few studies found on psychosocial dynamics explored the variables on home, school or personality factors separately. According to the systems theory that informs this study, the difficulties in academic performance cannot be understood by exploring the variables separately. It is in this spirit

that the study was done the assess the relationship between psychosocial dynamics from home, school and personality against academic performance in Murang'a and Kirinyaga counties.

1.3 Research objectives

The study was guided by the following objectives to;

i. Assess perceived psychosocial dynamics of students in national and extra-county secondary schools in Murang'a and Kirinyaga counties in Kenya.

ii. Evaluate the relationship between psychosocial dynamics and academic performance in public secondary schools in Murang'a and Kirinyaga counties in Kenya.

2. Methods

The study used quantitative methodology with a comparative design. This design allows collection of data used to seek for relationships existing in naturally occurring variables (Cherry, 2019). It helps to determine whether two or more variables are related and in what ways. The study used questionnaires to collect data from a large random sample and used SPSS 20.0 version to give descriptive and inferential statistics.

This section presents study location, target population, sample size and sampling procedures, data collection and analyses techniques followed.

2.1 Study location

The study was carried out in Murang'a and Kirinyaga counties in the central Kenya region. This location was selected on the strength that the two counties are neighbours and draw students from similar catchments. However, the trends of academic performance in the two counties are remarkably different. Their academic outcomes especially in the Kenya Certificate of Secondary Education (KCSE) have consistently been different over the years between the counties. Considering their performance between 2012 and 2017, Kirinyaga county has remained noticeably ahead of Murang'a county with huge margin.

2.2 Target population

The target population comprised of all the form three students in national and extra-county schools in Murang'a and Kirinyaga counties, a total of 5879. The national and extra-county schools are two top categories among the four categories of secondary schools in Kenya; national, extra-county, county and sub-county schools. National and extra-county schools admit students with the highest marks in their Kenya Certificate of Primary Education (KCPE). The national schools get the first chance to select the students, and therefore get the best candidates followed by the extra-county schools. These schools are relatively the best endowed with facilities, resources and infrastructure that are needed for academic excellence. This target population was chosen to eliminate many other intervening factors leaving the psychosocial dynamics to be measured as precisely as possible.

2.3 Sample size and sampling procedures

The only four national schools in the region were purposively sampled while the Gays sampling criteria of 10-30% was used to sample 7 extra-county schools from 22 of them in the upper limit of 30%. Yamane's formula was used to calculate the sample size of 412 students from the 5879 target population. The target population from a selected school was divided into three equal cadres based on the performance. The distribution of the 412 respondents along counties, school categories and gender is shown in the table 2.

Table 2.
Study sample size

	Target population	Target schools		Sampled schools		Sample size		Grand sample
		National	Extra-county	National	Extra-county	Male	Female	
Murang'a	3930	2	13	2	4	86	156	183
Kirinyaga	1949	2	9	2	3	79	73	229
Total	5879	4	22	4	7	183	229	412

A sample of 36 students were selected from the individual schools through another stratified random sampling procedure along 3 cadres of academic performance. Some 12 students were drawn from the top third, 12 from middle third and 12 from the bottom third. The random sampling used the performance merit list of the end of second term 2018 examinations to classify a school's target population along the 3 cadres.

2.4 Data collection and analysis

Data was collected using a questionnaire that had 40 items spread over a 5-point Likert scale. The 40 items in the questionnaire represented three constructs of perceived psychosocial dynamics; family supportiveness, school conduciveness and self-efficacy. The Cronbach's reliability test for the questionnaire was 0.808. The data obtained was used to classify students' perceived psychosocial dynamics into 3 levels; low, medium and high. The scores below 33.3% was classified as low, between 33.3% and 66.7% as medium while the scores above 66.7% was termed as high. The data was used to correlate perceived psychosocial dynamics against gender, school categories and the academic performance in Murang'a and Kirinyaga counties.

3. Results and discussion

Analysis of data was guided by two objectives which are to; assess the state perceived psychosocial dynamics of students in Murang'a and Kirinyaga counties and, to evaluate the relationship between psychosocial dynamics and academic performance in public secondary schools in Murang'a and Kirinyaga counties in Kenya. The objectives were based on the premise that although students' academic performance is evaluated in school, it is influenced by learners' perceived family supportiveness, perceived school conduciveness and perceived self-efficacy. The findings were presented thematically in accordance with the objectives.

3.1 Psychosocial dynamics of students in Murang'a and Kirinyaga counties

The study first sought to find out the overall state of psychosocial dynamics of the students in national and extra-county schools in Murang'a and Kirinyaga counties. Results indicated that the overall mean of students' psychosocial dynamics 61.27% as shown in the table 3. This was at the medium state; where the score below 33.33% was rated as low, between 33.33% and 66.67% as medium and above 66.67% as high.

Table 3.
Overall mean of perceived psychosocial dynamics in Murang'a and Kirinyaga counties

	N	% Mean	Std. Deviation	Std. Error Mean
Psychosocial dynamics	401	61.27	16.33370	.81567

The medium level indicates that the psychosocial dynamics is not high, hence not good enough according to the students' expectations. Some psychosocial needs could have been addressed, but not fully met to the students' satisfaction. The moderate state also suggests that the students did not perceive psychosocial dynamics as low, suggesting that the students are not struggling psychosocially due to the state of school, family or personality. However, the students did not find the joy of celebrating desirable full brown psychosocial dynamics (Higgins, 2011). The regression analysis between psychosocial dynamics and academic performance showed that there is a significant positive relationship. The coefficient of regression r=0.339, and p-value=0.000 at 5% level of significance as shown in the table 4 below. As a result, psychosocial dynamics offers a good model for predicting students' academic performance.

Table 4.
Regression analysis between psychosocial dynamics and academic performance

R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics R Square Change	F Change	df1	df2	Sig. F Change
.339[a]	.115	.113	.776	.115	50.582	1	390	.000

The coefficient of determination r2=0.115 implied that 11.5% of academic performance can be explained in terms of psychosocial dynamics.

Comparing the perceived psychosocial dynamics between male and female students and results summarized in table 5 in the appendix. The male students scored higher in perceived psychosocial dynamics with a mean $\bar{x}$=123.5771 (61.79%) compared to their female counterparts with a mean $\bar{x}$=121.7212 (60.86%). The difference in psychosocial dynamics between male and female respondents was not statistically significant with p-value=0.260 at 5% level of significance. However, the consistency of the male students scoring higher in all the constructs of psychosocial dynamics (family supportiveness, school conduciveness and self-efficacy) could not be taken for granted despite the failure to meet threshold of statistical significance.

The insignificant difference in psychosocial dynamics between male and female suggests that the difference may not be actually existing. However, the patriarchal system in the society could have led the male and female students to respond in a way that fulfils the traditional expectations. The findings that male students were better in psychosocial dynamics than their female counterparts. The difference was not statistically significant which concurred with Sak (2015); and Bandura, Caprara, Barbaranelli, Gerbino and Pastorelli (2003).

The study sought to compare the perceived psychosocial dynamics between national and extra-county school students. Results indicated that the students in national schools scored higher in psychosocial dynamics with a mean of $\bar{x}$=125.1026 (62.55%) compared to $\bar{x}$=120.8939 (60.45%) for extra-county students. This difference between national and extra-county school students was statistically significant with p-value=0.012 at 5% level of significance. This suggests that students in national schools were more endowed psychologically and socially than those in extra-county schools. The national school students were more likely to be emotionally stable, setting more realistic but high standard goals and able to remain focused to the success as explained by Ormrod, Anderman & Anderman (2017). This was in line with our expectations since the students enrolled in national schools are deemed to have better entry behaviour and enjoying better schooling standards than the students in all other school categories.

The study sought to compare the psychosocial dynamics between Murang'a and Kirinyaga county students. Results indicated that Kirinyaga county students scored higher in psychosocial dynamics with a mean of $\bar{x}$=126.88909 (63.44%) compared to $\bar{x}$=119.483 (59.74%) in Murang'a county students as shown in the table 5. Further analysis indicated that the difference in psychosocial dynamics between Murang'a and Kirinyaga counties was statistically significant with p-value=0.000 at 5% level of significance.

This difference suggested that students in Kirinyaga county were more likely to be socially and psychologically stable, more satisfied with the family background, happier with the school and strong in self-efficacy. On the contrary, students in Murang'a county were likely to be more deprived in psychological and social needs than Kirinyaga county students. Murang'a county students could be more vulnerable psychosocially, therefore giving low scores in family supportiveness, school conduciveness and self-efficacy. The learners' perception on psychosocial dynamics can be attributed to the influence by school community shaping learners' demeanour and esteem. A positive pervasive attitude in school creates a good feeling making the students develop appreciative attitude. Eckersley (2014) explained that ability to perform is not necessarily influenced the physical deprivation of the required resources, but perception in the learners' mind.

The study sought to compare the constructs of psychosocial dynamics; family supportiveness, school conduciveness and self-efficacy between Murang'a and Kirinyaga counties. Results indicated Kirinyaga county students scored higher in family supportiveness than Murang'a county students with mean of 84.56% and 76.31% respectively as shown in the table 6 below. The difference in family supportiveness between Murang'a and Kirinyaga county students was statistically significant, with p-

value=0.000 <0.05. Comparing school conduciveness between Murang'a and Kirinyaga counties, results indicated that Kirinyaga county students scored higher than their Murang'a counterparts with mean of 71.85% against 70.82% respectively. However, the difference was not statistically significant with p-value=0.460>0.05.

Table 6.

Mean of family supportiveness, school conduciveness and self-efficacy between Murang'a and Kirinyaga county.

	County	N	% Mean	Std. Deviation	Std. Error Mean
Family supportiveness	Murang'a	242	76.31	6.25663	.40219
	Kirinyaga	170	84.56	5.72054	.43875
	Overall	412	79.72	6.36747	.31370
School Conduciveness	Murang'a	236	70.82	11.96540	.77888
	Kirinyaga	165	71.85	12.69687	.98845
	Overall	401	71.24	12.26663	.61257
Efficacy	Murang'a	238	67.06	5.89475	.38210
	Kirinyaga	165	77.58	5.79085	.45082
	Overall	403	71.36	6.39289	.31845

Comparing students' self-efficacy between Murang'a and Kirinyaga counties, results showed that students in Kirinyaga county scored higher than Murang'a with mean of 77.58% and 67.06% respectively. The difference in self-efficacy between Murang'a and Kirinyaga counties was statistically significant with p-value=0.000 at 5% level of significance. The results show consistency in the findings with Kirinyaga county students scoring better in psychosocial dynamics and its constructs.

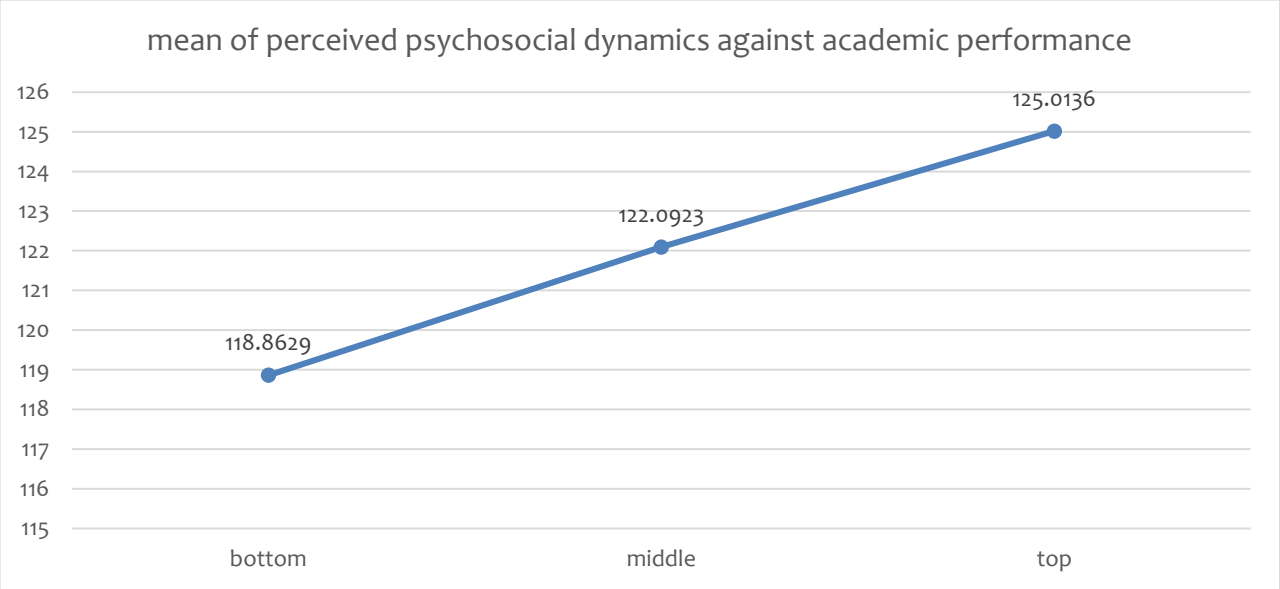
Both national and extra-county schools admit students from all over the country with some chances reserved for students from local community based on quota system policy. Makori, Chekwarwa, Jepkenei and Jacob (2015) explain that students' placement in form one slot is based on performance in KCPE, preference and education district quotas. This rules out the students' entry behaviour of students in Murang'a and Kirinyaga county as the cause for the difference observed in psychosocial dynamics. The positive association between family supportiveness, school conduciveness and self-efficacy between Murang'a and Kirinyaga counties suggests that where the school is located could account for the difference in learners' perceived psychosocial dynamics. This locality points at the significant others in school community. This influence could be dependent of the students admitted from the locality, teachers who are either from the community or those that have stayed long in the school as well as the non-teaching staff from the locality. When this influence is consistently positive, then it means that this group of locals were instinctively gifted with positive perception. Kirinyaga county community could therefore be better gifted in values that socialize the students favourably.

It is evident from the summary table 5 that there is consistency in perceived psychosocial dynamics and academic performance of students in national and extra-county schools, in Murang'a and Kirinyaga counties. However, anomaly is noted in SES. Students in the middle cadre of academic performance enjoys the highest SES followed by those in the top cadre while the bottom cadre lags behind them. This is against our expectation and the findings by Livaditis, Zaphiriadis, Samakouri, Tellidou, Tzavaras and Xenitidis (2003), but concurred with Eckersley (2014) who observed a contradiction between materialism and psychosocial wellness.

3.2 Perceived psychosocial dynamics and academic performance

The study sought to compare the perceived psychosocial dynamics against academic performance. Results indicated that students in the top cadre scored the highest in perceived psychosocial dynamics with a mean of $\bar{x}$=126.0136 (63.00%) followed by students in the middle cadre with a mean of $\bar{x}$=122.0923 (61.05%). The students in the bottom cadre scored the least with a mean of $\bar{x}$=118.8629 (59.43%) as shown in the table 5. The graphical representation of perceived psychosocial dynamics against the cadres of academic performance showed a linear relationship as shown in the figure1.

The findings showed that psychosocial dynamics increases as academic performance increases. Students in the top cadre scored the highest psychosocially, followed by those in the middle and



bottom cadres respectively. This confirms that psychosocial dynamics correlates positively with academic performance.

The study developed a model of relationship between psychosocial dynamics (family supportiveness, school conduciveness and self-efficacy) and academic performance. The model of partial relationships, based on standardized coefficients. The constant=4.022 while the coefficient of family supportiveness is 0.110. The coefficient of school conduciveness is 0.002 while that of self-efficacy is 0.571 as shown in the table 7.

Table 7.

Coefficients of partial relationships between academic performance and family supportiveness, school conduciveness and self-efficacy

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	4.022	.282		14.274	.000
Family supportiveness	.014	.006	.110	2.321	.021
School Conduciveness	.000	.003	.002	.049	.961
Efficacy	.074	.006	.571	11.571	.000

a. Dependent Variable: academic performance

The model equation for academic performance (Y)=(β) constant + (α1) family supportiveness + (α2) school conduciveness i.e. Y=4.022+0.110X1+0.002 X2+0.571X3 using the standardized coefficients. The estimated regression function showed that the mean academic performance is expected to increase by 11% when family supportiveness increases by one unit. Similarly, academic performance is expected to increase by 0.002 when school conduciveness is increased by one unit. The academic performance is expected to increase by 0.571 when self-efficacy of learners increased by one unit. The influence of family supportiveness and self-efficacy were statistically significant while that of school conduciveness where teaching and learning process takes place was negligible. The influence of self-efficacy on academic performance is enormous and concurs with Loo and Choy (2013) who underscores self-efficacy as the most important predictor of academic performance. The negligible effect of school conduciveness on academic performance suggests that the schools are quite endowed and equivalently satisfying to all the students. This great satisfaction reduces influence of academic performance by school conduciveness.

4. Conclusion and policy implication

The purpose of the study was to assess the relationship between perceived psychosocial dynamics of students in Murang'a and Kirinyaga counties and their academic performance. The study has made some significant revelation concerning the state of students' psychosocial wellness and the magnitude of its influence on academic performance. Results show that a positive relationship exists

between psychosocial dynamics and academic performance of the students, and with a statistically significant magnitude. According to this study, the attempt to address underachievement in academic performance could best start by providing for psychosocial dynamics.

The male students are psychosocially better than the female students. However, the insignificance in statistical difference suggests that the difference might not be real. It may be due to traditional underpinnings, where boys are expected to be better than girls in a patriarchal system.

The students in national schools consistently scored higher in psychosocial dynamics than the students in extra-county schools. This besides fulfilling our expectations, the students in national schools are better endowed in perceived psychosocial dynamics than the extra-county school students with a significant margin. Similarly, Kirinyaga county students have proved to be better in perceived psychosocial dynamics compared to the students in Murang'a county with a statistically significant difference. According to these findings, when students know that their status expects them to perform well academically, they seem to work to fulfil the expectations. Teachers should therefore be encouraged to consistently expect better results from learners.

The correlations between psychosocial dynamics and academic performance reveals a strong positive relationship. These findings can account for the difference in academic performance witnessed between Kirinyaga and Murang'a county students for the past six years from 2012 to 2017 in the KCSE. In this connection, students' perception has proven to be paramount in achieving academic success. Enhancement of psychosocial dynamics should therefore be prioritized in the education sector through the formation of human resource. The government should therefore embark on teachers' formation so as to form the learners.

The results showed that perceived SES of students failed the test of linear relationship. This suggests that there is an optimum amount of perceived SES for optimal academic performance. Beyond that perceived optimum SES, a deviation below or above it corresponds with a decrease in academic performance. Parents should be cautioned against lavish providence upon their children which may negatively impact on academic performance.

5. Recommendations

The school conduciveness has proved to have insignificant influence on academic performance when the conduciveness is substantially high.

The government should therefore endeavour to promote the lower school categories with adequate facilities to mitigate the influence of school conduciveness on academic performance. More secondary schools should be elevated to higher categories to accommodate more students and raise their perceived psychosocial dynamics.

Programs should be developed in school to equip students with pragmatic mindset through rigorous formation process to raise the psychosocial dynamics targeting higher academic standards.

A similar study should be done in Murang'a and Kirinyaga counties involving all school categories to ascertain the relationship between psychosocial dynamics and school categories.

References

Bandura, A., Caprara, G.V., Barbaranelli, C., Gerbino, M., & Pastorelli, C. (2003). Role of affective self-regulatory efficacy in diverse spheres of psychosocial functioning. Child Development. 74 (3) 769-782.

Becker, B. E., & Luther, S. S. (2002). Social-emotional factors affecting achievement outcomes among disadvantaged students: closing the achievement gap. Educational Psychologist. 37, 197-214.

Brooks J.E. (2011). We are in this together: family factors contributing to the academic persistence of African American college students attending in HBCU. Dissertation to Virginia Polytechnic Institute and State University.

Burkam, D. T., & Lee, V. E. (2002). Inequality at the starting gate; social background differences in achievement as children begin school. EPI publisher, Michigan University.

Cherry, K. (2019). How correlational studies are used in psychology. Retrieved on 13/09/2019 from https://www.verywellmind.com/correlational-research-2795774

Chowdhury, M.R. (2019). Best positive psychology interventions and how to apply them. Retrieved from https://positivepsychology.com/positive-psychology-interventions on 08/08/19.

Coon, D., & Mitterer, J. (2007). Introduction to psychology: gateway to mind and behaviour. Thomson Wadsworth, Delhi.

Eckersley, R. (2014). Psychosocial dynamics model of progress. In Michalos, AC (Ed.). Encyclopaedia of Quality of Life and Well-Being Research. Dordrecht, Netherlands: Springer, 5187-5191.

Higgins, A.Z. (2011). Psychosocial effects on academic performance. Online theses and dissertations, paper 21. Eastern Kentucky University.

Hijazi, S.T., & Naqvi, S.M.M.R (2006). Factors affecting students' performance. Bangladesh e-journal of Sociology. 3(1), 1-10.

Jemimah, W. (2018). Poor performance among the sponsored students by wings-to fly program affiliated to Murang'a branch. Wings-to-fly officer-in-charge at Equity Bank Murang'a.

Kostelny, K. &Wessells, M (2010). Psychosocial assessment of education in Gaza and recommendations for response. UNESCO. 2010/ED/RAMALLAH/RP/1

Lembo, L. (2014). Educator's voice. NYSUT's journal of best practices in education. VII, Spring 2.

Livaditis, M., Zaphiriadis, K., Samakouri, Tellidou, M., Tzavaras, C. N., & Xenitidis, K. (2003). Gender Differences, Family and Psychological Factors Affecting School Performance in Greek Secondary School Students. Educational Psychology journal. 23(2) 223-231.

Loo, C.W., & Choy, J.L. (2013). Sources of self-efficacy in influencing academic performance of engineering students. American Journal of Educational Research. Dol:10.12691/education 1-3-4

Mackay, R. (2006). Impact of family structure and family changes on child outcomes: A personal reading of the research literature. Ministry of social development. New Zealand Social policy Journal of New Zealand Te Puna Whakaaro https://www.msd.govt.nz/about-msd-and-our-work/publications-resources/journals-and-magazines/social-policy-journal/index.html

MacNeil, A. J; Prater D. L & Busch, S. (2009). The effects of school culture and climate on students' achievement. International Journal of leadership in Education. 12(1) 73-84.

Makori, A., Chepwara, J., Jepkenei, E., & Jacob, P., (2015). Admission into public secondary schools in Kenya: understanding practical preferential limitations. Journal of education and social research. 5 (3) 91-96.

McLeod, S.A (2014). Carl Rogers. Retrieved from www.simplypsychology.org/carl-rogers.html on 6/04/2018

Ministry of education (2018). 2018 education quality dialogues; Ministry of Education. Retrieved from www.education.go.ke/images/GPE/2018-FINALDIALOGUES-.pdf

Musili, A. M. (2015). Influence of teacher related factors on students' performance in Kenya Certificate of Secondary Education in public secondary schools in Kibwezi sub-county, Kenya. erepository.uonbi.ac.ke

Mwaura, J.M. (2010). Strategies employed by secondary school principals to improve academic performance in Embu West District. Unpublished thesis, Kenyatta University.

Obeta, A.O (2014). Home environmental factors affecting students' academic performance in Abia State, Nigeria. Retrieved on 12/072019 from https://www.semanticscholar.org/paper/Home-environmental-factors-affecting-students-%E2%80%99-in-Obeta/a70c858215b7e96f91195ecd16a1e788b1c7339a

Ormrod, J.E.; Anderman, E.M., & Anderman, L. (2017). Educational psychology; Developing learners. 9th ed. Pearson, Harlow.

Otieno, W., & Colclough, C. (2009). Financing Education in Kenya: Expenditures, Outcomes and the Role of International Aid. Cheptile Final Document. Retrieved from UON repository: erepository.uonbi.ac.ke

Park, N., Peterson, C., & Seligman, M.E.P. (2004). Strength of character and well-being. Journal of social and clinical psychology. 23 (5) 603-619.

Sak, R. (2015). Comparison of self-efficacy between male and female preservice early childhood teachers. Journal of early child development and care. 185 (10), 1629-1640.

UNESCO (2000). Education for all; status and trends 2000 report. Place de Fontenoy, Paris. Retrieved from http://www.unesco.org/education/pdf/27_111.pdf

Vilar, G.N., Santos, L.A., & Sobral, F.J. (2015). Quality of life, self-esteem and psychosocial factors in adolescents with acne vulgaris. PubMed. https://www.ncbi.nlm.nih.gov/m/pubmed/26560206.

Appendix

Key was used in the table as follows; SES= socioeconomic status, PS=parenting style, FC=family cohesion, OFS=overall family supportiveness, SA= attitude towards schooling, PSSS=psychosocial support system, OSC=overall school conduciveness, ME=mastery experiences, VE=vicarious experiences, VP=verbal persuasion, PHS=physiological state, OSE=overall self-efficacy, PSD=psychosocial dynamics.

Table 5.

Matrix of mean of concepts and sub-concepts of psychosocial dynamics

	SES	PS	FC	OFS	SA	PSSS	OSC	ME	VE	VP	PHS	OSE	PSD
Male	11.63	12.18	16.54	40.35	36.78	34.87	71.61	11.05	7.61	6.73	10.50	35.94	123.58
Female	11.25	12.03	16.19	39.47	36.45	34.46	70.96	11.166	7.55	6.62	10.21	35.47	121.72
National	12.03	12.35	16.49	40.87	37.25	34.89	72.13	12.17	7.89	6.74	10.81	37.56	125.10
Extra-County	11.03	11.93	16.25	39.21	36.17	34.48	70.68	10.43	7.38	6.62	10.04	34.47	120.89
Murang'a	10.48	11.72	15.95	38.16	36.31	34.49	70.82	10.13	7.34	6.52	9.57	33.53	119.48
Kirinyaga	12.76	12.62	16.90	42.28	37.01	34.85	71.85	12.52	7.91	6.87	11.46	38.79	126.89
Top	11.35	12.51	16.82	40.68	37.92	36.01	73.97	12.44	8.09	7.30	11.92	39.75	126.01
Middle	11.75	11.90	16.36	40.00	36.62	34.03	70.53	10.85	7.49	6.59	10.12	35.03	122.09
Bottom	11.16	11.82	15.77	38.75	35.01	33.66	68.76	9.836	7.07	6.01	8.71	31.51	118.86
overall	11.42	12.47	16.34	39.86	36.60	34.64	71.24	11.11	7.58	6.68	10.22	35.95	122.53