PSYCHOLOGICAL DETERMINANTS OF ACADEMIC ACHIEVEMENT AMONG OVER-AGE LEARNERS IN PUBLIC SECONDARY SCHOOLS IN BUTULA SUB COUNTY, KENYA

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A Thesis Submitted to the School of Education in Partial Fulfillment for the Requirements of the Award of Degree of Master of Education in Guidance and Counseling of Masinde Muliro University and Technology

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DECLARATION

This thesis is my original work prepared with no other than the indicated sources and support and has not been presented elsewhere for a degree or any other award.

Sign……. Date…….

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CERTIFICATION

The undersigned certify that they have read and hereby recommend for acceptance of Masinde Muliro University of Science and Technology a thesis entitled**: *Psychological Determinants of Academic Achievement among Over-age Learners in Public Secondary Schools in Butula Sub County, Kenya.***

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I dedicate this work to my dear parents James and Susy Wasioya who believed in me from many years ago, to my dear husband, Eliud Wekesa, and to our precious children Eve and Elaina. I cherish your confidence in me.

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May God bless you all.

ABSTRACT

The 8-4-4 curriculum system is not strict on the age of a learner at any stage. A good number of over-age learners have transitioned to public secondary schools in Butula Sub County as a result of 100% transition and the basic education Act. Sub County joint examinations conducted annually among form four students give evidence of low academic achievement as indicated by low mean scores of 3.6489, 3.934, and 3.8818 in the years 2019, 2020, and 2021 correspondingly. This is in relation to the overall mean score of 12.0. Over-age learners do contribute to the academic achievement in these schools since they are part of this population. The purpose of this study was to find out the relationship between psychological determinants and academic achievement among over-age learners in public secondary schools in Butula Sub County. Objectives were to: examine the relationship between self-efficacy and academic achievement of over-age learners, establish the differences in levels of self-esteem on academic achievement of over-age learners, determine the relationship between interpersonal relationships on academic achievement of over-age learners and finally to establish the relationship between guidance and counseling on academic achievement of over-age learners. The study was anchored on Walberg's theory of academic achievement. The study employed descriptive survey and correlation research design establish the relationship of psychological determinants on academic achievement of over-age learners. The target population consisted of 2306 form four students and 54 teachers from 27 public secondary schools. Stratified random sampling was used to sample schools, simple random sampling to sample students while purposive sampling was used to sample teachers. The sample size for the study was 331 (321 over-age learners and 10 teachers). Instruments of data collection were questionnaire, interview schedules and document analysis check lists. Quantitative data was analyzed using Kendall's(r), One way Analysis of variance and Spearman's(r), percentages, means and standard deviations, using Statistical Package for Social Sciences (SPSS) version 21. Findings indicated a significant relationship between psychological determinants and academic achievement of over-age learners as follows: Academic achievement and psychological determinants: SE; r=.088, Self-esteem; F=1.1771, p=0.028 with most learners experiencing low self-esteem. Interpersonal relationship; r=-.112. Further findings from interview schedules indicated a positive relationship between academic achievement and guidance and counseling of over-age learners. It is recommended that: teachers help cultivate high SE of over-age learners, classmates to over-age learners be encouraged to view them in their environment with high self-esteem and not look down upon them and also that teachers in-charge of guidance and counseling particularly offer guidance and counseling that helps improve academic achievement of over-age learners. The findings of this study will be beneficial to Education stakeholders in helping improve academic achievement of learners and more so, over-age learners whose population has significantly increased in public secondary schools.

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LIST OF ABBREVIATIONS

ANOVA- Analysis of Variance.

C.A.Ts – Continuous assessment tests.

DQASO- Sub-County Quality Assurance and Standards Officer.

FPE – Free Primary Education.

G/C – Guidance and Counselling.

GOK- Government of Kenya.

GPA-Grade point average

ICAPSQ- Influence of Counseling Service on Academic Performance of Students **Questionnaire.**

ICT- Information and Communication Technology.

KCSE – Kenya Counsel of Secondary Examination.

KII – Key Informant Interview

MMUST – Masinde Muliro University of Science and Technology.

MOE: Ministry of Education.

NACOSTI- National Commission of Science, Technology and Innovations.

NARC- National Rainbow Coalition Party.

ROK- Republic of Kenya.

SAPQ - Students' Academic Performance Questionnaire.

SE -Self-efficacy

SEL- Social Emotional Learning.

SPSS- Statistical Package for Social Science.

SRL- Self-Regulated Learning.

STRQ – Student-Teacher Relationship Questionnaire.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Free Primary Education (FPE) was included in the election manifesto of the National Rainbow Coalition Party (NARC) in preparation for the 2002 general elections in Kenya. Furthermore, on 11th February 2008, the government implemented Free Day Secondary Education (FDSE) order to increase the availability of high-quality education and to boost the rates of students staying in and completing their studies. This led to an increase in the student's population from 1.18 million in 2007 to1,701,501 in 2008 in 2010 (Kathini, 2016; Kapeliyan & Lumumba, 2017). Within numerous educational institutions, the school administrators encountered a situation where the number of learners they needed to enrol exceeded their available capacity. Over-age learners were among this swelling population. Owing to the restricted space and amenities, school administrators rejected many learners Republic of Kenya (ROK, 2004b). These measures yielded substantial results in terms of raising school enrolment rates, achieving gender equality, and improving educational prospects for both boys and girls in the country, among other benefits. Over-age learners have over years remained part of this growing population of learners. Contrary to these accomplishments, challenges that persisted among qualified learners about access, retention, transition, completion, and performance of education, (MOE, 2012).

The Constitution of Kenya 2010, under Article 53 (1) (b), guarantees every child the entitlement to receive free and mandatory primary education, including over-age learners. Article 55 (a) mandates the State to implement measures, such as affirmative action programs, to guarantee that young people have access to requisite education and training.

Although the MOE has proposed school age range for secondary school, it lacks regulations that restricts learners in terms of their age MOE (2012). On average, children begin attending first grade at the age of 5 or 6, and they graduate from high school at the age of 18 years. Although this is often the situation, it is not uncommon to encounter 15-year-old children still enrolled in primary school and students over 18 years old in high school. For instance, there was a case of 84-year-old learner registered at Kenduiywo primary school in Eldoret. Nevertheless, age is already regarded as one of the independent factors that significantly impacts pupils' academic achievement since the development of cognitive abilities, motivation, and desire to learn are age-related elements that are essential for a learner to attain good success Smith et al. (2015). Age can impede learning due to its correlation with cognitive function and its impact on classroom dynamics. On the contrary, as one ages biologically, independent of personal experiences, physiological and cerebral changes occur, leading to an enhanced ability to recognize and solve problems with relative ease (Huitt et al., 2009; Hattie, 2008). Some studies have confirmed that older learners tend to outperform younger learners, while other studies have found conflicting results. However, some studies have reported no significant difference, as noted by (Hungi et.al, 2012; Hungi & Thuku 2010a, b; Ngware et al., 2010). As learners advance to higher grades, they age and the material they are studying become more challenging. Learners that are relatively older for their grade encounter challenges in age-related learning, maybe due to inadequate social adaptation, a slower learning pace, and missed learning chances in the past Hungi, Ngware and Abuya (2014).

There are differences in learner age that affect teaching and learning Akpan and Umobong (2013). One of the considerations teachers take into account when developing and executing the curriculum is the age of the learner. In addition to this, age can be considered a factor

that strongly correlates with both growth and maturity, and also serves as a determining factor for school preparedness. Learning readiness, according to Shrestha (2019), refers to the state in which a learner is physically, mentally, and emotionally prepared to engage in the learning process. (Afangedeh, 2009; Obasi et.al., 2016) confirm that learners must possess a prior state of preparedness and willingness to study in order to attain high academic success. DaSilva (2019) asserts that cognitive maturity and, thus, age are significant factors in selecting a teaching-learning method. In addition to this, pupils who have reached maturity are more inclined to embrace a profound learning methodology that encompasses active involvement of the learners and their own motivation, often leading to improved educational achievements. While learners within a certain class or level may vary in age, there exists a specific age at which a learner at that level might attain optimal academic performance. Put simply, not all students in basic education start school at the conventional age of 6, as mandated by education legislation Federal Republic of Nigeria (2013). Others are of a different age when they register, mostly over-age.

According to Yesil and Jones (2012), older children had superior mathematical abilities compared to younger ones. These findings indicated that younger students had a higher probability of achieving low scores in mathematics. Similarly, older students can be defined as over-age learners. Conversely, Mendez et al. (2015) found that certain senior pupils actually fell behind their younger peers in terms of performance. It may be argued that over-age learners received lower academic performance compared to their younger peers in their class. Based on the findings, younger students achieved superior average academic performance compared to over-age peers Akpan et al. (2020)

Currently, there are students who progress to form one after the age of 18 and older. Delayed school enrolment is a prevalent occurrence, particularly among low-income communities such as slums contributing to a population of over-age Ngware et al. 2008 learners. Free Primary Education (FPE) has been offered to numerous over-age learners in Kenya, (GOK 2005; Nngware et al., 2009) who have then transitioned to public secondary schools. Grade repetition is forbidden in the education system of Kenya. Repetition is particularly prevalent in grades 4, 7, and 8. Grades 7 and 8 may experience repetition as a result of the high-stakes exams that were anticipated at the conclusion of the eighth grade (Keith et al., 2011; Brophy, 2012). The phenomenon of repetition results in the emergence of over-age learners as they advance through the stages of education, ultimately giving rise to a cohort of over-age learners in secondary schools. Another factor contributing to the presence of over-age students in secondary schools is the existence of child-headed homesteads that compel students to withdraw from school, only to return later either voluntarily or due to government initiatives and legislative actions by the Education for All (EFA) for the intended aim of inclusion. The Education Act (2013) legislative framework point to the fact that all learners, over-age learners included are entitled to meaningful learning experiences that enhance feelings of belonging.

Grades were a relatively new development, emerging as early as the 1940s, Schinske and Tanner (2014). Strong grades did not necessarily indicate strong academic achievement, while poor grades indicated low academic achievement. Although several variables can impact grades, the specific effects of each element and their possible influence on the comparability of results among students remain uncertain Allensworth and Luppescu (2018). In early warning indicator and college preparation indicator systems, grades served as a fundamental source of information Borsato, Nagaoka and Foley (2014); High grades

result in exceptional academic performance. Therefore, academic achievement of over-age learners is crucial for both college enrolment and the job market. To add on this, superior academic performance draws highly competitive courses at the college level, which may also be profitable and as well challenging in the job market. The relationship between education and the labour market, as well as entrepreneurial skills and competencies, is emphasized in Vision 2030, ROK 2007. To add on this, vision 2030 also emphasizes the significance of having individuals who are literate and establishes specific goals to improve adult literacy to 80%, MOE (2012).

In order to realize the vision 2030, it is vital to investigate how learners' academic progress is impacted by numerous elements such as learners' learning skills, parental background, peer influence, teacher quality, learning infrastructure, attitude, among many other determinants, over-age learners included Souza and Magre (2021). Some of these aspects, such as the quality of teachers and the learning infrastructure, have been significantly addressed by the government. The Government of Kenya has made a firm commitment to enhancing academic achievement of learners, including over-age learners and fulfilment of its objectives as stated in the Education Sector Support Programme ROK (2005). On one hand, the government has created the Directorate of Quality Assurance and Standards (DQAS) to improve the calibre of curriculum delivery and the other hand, parents are obligated to provide some necessary equipment and amenities MOE (2012). The Teachers Service Commission has ensured that any teacher employed in secondary schools to assist with curriculum implementation is proficient and certified in accordance with established statutes (Teachers Service Commission Act, 2012) thus learners including over-age learners receive quality education.

Swarnalatha (2019) established that both teacher efficacy and personal efficacy exerted a substantial impact on the academic achievement of high school learners, including over-age learners. There was no statistically significant correlation between self-efficacy and academic performance among high school learners Mahendra and Mani (2020). In addition to this, Baanu et al., (2018) also showed in their findings that there was no significant relationship that existed between the self-efficacy and academic achievement of chemistry students, thus over-age learners that constitute the Chemistry students.

In their findings, Chema and Bhardwaj (2021) indicated a positive correlation between self-esteem ratings and academic achievements, meaning that higher self-esteem scores of over-age learners were associated with higher academic achievement. Booth and Gerard (2011) presented evidence that a decrease in self-esteem was associated with several measures of academic success in the following year. There exists significant relationship between students' academic achievement of learners and their self-esteem regardless of their gender. In addition, there is a significance difference in self-esteem with respect to age of learners Kumo, Abalaka and Nelly (2025). Consequently, there exists a significant relationship between over-age learners' academic achievement and their self-esteem.

Kiuru et al. (2020) studied teenagers' interpersonal interactions, school well-being, and academic achievement while they moved between different educational settings. The presence of high-quality interpersonal relationships contributed to increased academic achievement. The teacher-student relationships at Senior High Schools exhibit traits of interconnectedness, reliance, tranquillity, and interpersonal tension Mensah and Koomson's (2019). Abewa and Edemealem (2019) highlighted Parent-Student Interactions and Parent-School Relationships as determinants of Academic Achievement. Moreover, they also

noted that when the age of the student rose, it had a significantly negative impact on their academic achievement. Thus, there exists a relationship between interpersonal relationship and academic achievement of over-age learners. Similarly, the relationship between teachers and students (that teacher-student connections) fostered a sense of concern for students, enabled students, including over-age learners to express themselves freely in the classroom and facilitate active participation of both teachers and students Paschal and Mukulu (2020). Shao et al. (2024) further postulates that peer relationships directly are significantly related to junior high school students' academic achievement. Over-age learners are among these students studied and therefore these findings also apply to them.

Academic counselling was the most influential factor in predicting students' grades, followed by psychosocial counselling, and finally, career counselling had the least impact According to Irungu's (2019). In addition, majority of counsellor teachers hardly engage in discussing issues related to their students' relationships at home, including those of over-age learners which negatively impact on their academic achievement. According to Meron (2017), the provision of counselling services in schools, hence to over-age learners have a beneficial impact on the academic achievement of students including over-age learners. However, Nyangoya, Machianga, and Makori (2021) highlighted the statistically significant relationship on the subject of counselling services as indicators of academic success among students with physical disabilities. Despite the many challenges faced by the educational G/C programmes in Kenya, there is a general consensus that these programmes make a substantial contribution to the academic achievements of students, including over-age learners, Wambu and Fisher (2015).

A few studies have indicated a positive relationship between academic achievement and age of a learner that over-age learners performed better academically than their counterparts

(Alcott and Rose, 2017) in India. Similar results were found with Huang and Invernizzi (2012) in the USA and Kawaguchi (2011) in Japan. However, contrary results were established in Kenya Ciera and Oguna (2021) and Africa (Jones and Schipper, 2015; Taylor & Richardson, 2010). Many studies have been done all over the world on academic achievement of over-age learners. However, psychological determinants of academic achievement of over-age learners have not been clearly established. Academic achievement of learners inclusive of over-age learners has remained a persistent concern in Butula Sub County. Determinants of academic achievement on the entire learner population have been studied on Oyula (2018). However, psychological determinants and academic achievement among over-age learners have not been studied on in Butula Sub County. This will enable relevant measures to be put in place in order to help maintain or improve on academic achievement of over-age learners, that of the entire population, Butula Sub County, Busia County, other Counties with similar scenario and at large and not limited to the entire Country, Kenya. Following this, the aim of this study was to find out the relationship of psychological determinants and academic achievement which are self-efficacy, self-esteem, interpersonal relationships, G/C and academic achievement of over-age learners in public secondary schools of Butula Sub County, while keeping all other factors constant.

1.2 Statement of the Problem

The government established laws and procedures as well as launched a vigorous door-to-door effort to identify all eligible students who were not attending school for various reasons in order to accomplish a 100% transition, Daily Nation, (February 14, 2020). Daily Nation further reported that the practice resulted in an excessive number of students being enrolled in public secondary schools on February 18, 2020. MoE reported that between 2013 and 2018, the number of secondary schools rose from 8,734 to 11,399 resulting in an increase in the number of students from 2 million to 2.9 million in Kenya, over-age learners constituting part of this population. In 2019, 2020, and 2021, the number of form four students enrolled in public secondary schools in Butula Sub County increased as 1999, 2219, and 2393, respectively, Butula Sub County Education Office, 2022. Despite the

diligent efforts made by the stakeholders to ensure the provision of education of superior quality Simiyu (2025), academic achievement of learners in public secondary schools in Butula Sub County continues to be low. Sub County joint tests conducted annually among form four learners, is evidenced by their low mean scores of 3.6489, 3.934, and 3.8818 in the years 2019, 2020, and 2021 correspondingly (Appendix VII). Over age learners are part of this population and therefore, their academic achievement is equally low.

Over-age learners often form cliques in schools, where they do not freely interact and socialize with other learners during co-curricular activities. They are also prone to engaging in both minor and major offences such as fighting, bullying, theft, and anger outbursts. In addition, they tend to defy other school rules and regulations (Field, 2022). These descriptions may be having a relationship with their academic achievement.

Oyula (2018) studied on school-based determinants and their impact on academic achievement of students in Public Secondary Schools in Butula Sub County on the entire learner population. This study sought to fill this gap by focusing on psychological determinants of academic achievement of over-age learners.

1.3 Purpose of the Study

The purpose of this study was to find out the relationship between psychological determinants and academic achievement among over-age learners in public secondary schools of Butula Sub County, Busia, Kenya.

1.4 Specific Objectives

Objectives of this study were;

i. To examine the relationship between self-efficacy and academic achievement of over-age learners in public secondary schools of Butula sub county, Kenya.

ii. To establish the differences in levels of self-esteem on academic achievement of over-age learners in public secondary schools of Butula sub county, Kenya.

iii. To determine the relationship between interpersonal and academic achievement of over-age learners in public secondary schools of Butula sub county, Kenya.

iv. To establish the relationship between G/C and academic achievement of over-age learners in public secondary schools of Butula sub county, Kenya.

1.5 Hypotheses

This study was guided by the following research hypotheses;

Ho1: There was no significant relationship between self-efficacy and academic achievement of over-age learners in public secondary schools of Butula sub county, Kenya.

Ho2: There was no significant differences in levels of self-esteem on academic achievement of over-age learners in public secondary schools of Butula sub county, Kenya.

Ho3: There was no significant relationship between interpersonal relationships and academic achievement of over-age learners in public secondary schools of Butula sub county, Kenya.

Ho4: There was no significant relationship between G/C and academic achievement of over-age learners in public secondary schools of Butula sub county, Kenya.

1.6 Significance of the Study

The findings of this study may be of great significance to teacher and parents in finding out the relationship between self-efficacy, self-esteem, interpersonal relationships and G/C and academic achievement of over-age learners. Teachers will ensure that there exists a healthy relationship between them and over-age learners and also be ready to take up G/C

programmes of these learners in schools. All these will enable teachers provide the necessary support to over-age learners to help them achieve high. Parents will help boost these learners' self-efficacy and self-esteem and help them adjust well in their academics and in return achieve high. The findings will as well enable the Ministry of Education to carefully provide for planning and development of programmes and policies responsive to the diverse learners' population and especially this growing population of over-age learners in order to help them achieve high academics. Besides, findings of this study will add to the existing body of knowledge on the relationship between self-esteem, self-efficacy, interpersonal relationship and G/C and academic achievement of over-age learners.

1.7 Assumptions of the study

The following assumptions were made for the purpose of the study while conducting the research:

i. The participants in the study would provide information that can be generalized to the entire over-age learners' population in public secondary schools in Butula Sub County.

ii. The respondents would be available and be well prepared to provide the researcher with accurate, reliable and honest information.

iii. Academic achievement of over-age learners is as a result of psychological determinants that include self-efficacy, self-esteem, interpersonal relationships and G/C

iv. All public secondary schools in Butula Sub County have a population of over-age learners.

1.8 The Scope of the Study

The study was carried out in Butula Sub County in Busia County on the psychological determinants of academic achievement over-age learners' that included self-efficacy, self-esteem, interpersonal relationships and G/C in public secondary schools. The choice of these factors was based on the fact that they were selected in relation to the entire learners' population and not just over-age learners. Only public secondary schools of Butula Sub County were covered as they cater to a diverse student population and they are many as compared to private schools which are only two (Butula Sub County Education office). This will be of great importance to them, their families and to the community at large as they will have a higher tendency of achieving high in their academics and later being competitive in the labour market after further training. This study considered views of teachers in charge of Academics, teachers in charge of G/C and form four over-age learners. Form four learners were also selected because they were well adjusted to school and also have had maximum interactions with teachers in charge of academics and those in charge of G/C.

1.9 Limitations of the Study

i) Some of the participants for the study were reluctant to cooperate, teachers in charge of G/C were reluctant to give out information of over-age learners from their records. They were assured by the researcher that information given was only for research purposes and will never be produced in any other place for whatsoever the reason.

ii) Stratified random sampling of schools of the current study was subject to limitations. Overlapping came up where some schools fell into multiple subgroups. This was overcome by making sure there was no bias in selecting schools in terms of single or mixed. All

schools were well represented and the data collected was a true reflection about over-age learners from all other public secondary schools in Butula Sub County.

iii) The questionnaire used was prone to subjectivity since all the items were based on personal reports. Over-age learners may have given socially acceptable responses contrary to what may be true about them to please the researcher. To surmount this, respondents were encouraged to be objective in giving answers since none was taken to be better than the other.

1.10 Theoretical Framework

The present study was grounded on Walberg's theory of Academic achievement and social learning theory by Albert Bandura. The theories helped unravel knowledge behind over-age learners' psychological determinants of Academic Achievement.

1.10.1 Walberg's theory of academic achievement

As stated by Reynolds and Walberg (1992), Walberg's theoretical framework on academic achievement suggests that the psychological traits of individual students and their immediate psychological environment impact educational outcomes, including cognitive, behavioural, and attitudinal aspects. Moreover, Walberg's research identified nine key factors that govern educational outcomes among them being, motivation, age/developmental stage, classroom atmosphere and home environment Walberg, Fraser and Welch (1986).

Age corresponds to certain determinants of the learner. He further clarified that age has a distinct impact that may hinder the academic achievement of the learners if not properly guided. Attributing importance to a certain element might greatly impact the academic

achievement of the learner. Hence, it is imperative to thoroughly analyse and comprehend the determinants that impact on over-age learners' academic achievement

Walberg adds that increased levels of self-esteem, self-efficacy, and favourable interpersonal relationships reliably lead to enhanced academic achievement. In addition, he opines that tailored instruction and support offered to over-age learners also improved their academic achievement. Moreover, Walberg contends that age has a significant impact on academic achievement, that is, the relationship between age and academic success diminishes as the leaners' age increase. Within Walberg's theoretical framework, the age variable includes not only the chronological age but also the developmental level and stage of maturation Keith (2002). Within the Walberg model, motivation or self-concept is evaluated by the scores achieved on personality tests that evaluate a student's propensity to engage in learning activities with high levels of intensity Walberg and Tsai (1985).

Walberg's theory was crucial as it majorly pointed out that age is a factor in academic achievement and this study focused on over-age learners. It was also relevant as it provided insight into the significant phenomena of the study, specifically psychological determinants that included self-esteem and interpersonal relationships of over-age learners on their academic achievement. These findings clearly demonstrate that the self-efficacy, self-esteem, and interpersonal relationships of students directly influence educational outcomes, thereby influencing their academic achievements.

1.10.2 Social Learning Theory

The concept of self-efficacy is the focal point of Albert Bandura's social learning theory. By means of the self-efficacy, individuals exercise control over their thoughts, feelings, and actions. Among the beliefs with which an individual evaluates the control over his/her

actions and environment, self-efficacy beliefs are the most influential predictor of academic achievement. Self-efficacy relates to a person's perception of their ability to reach a goal.

The theory also highlighted that self-efficacy affects choice of activities, efforts and persistence of students. Having low self-efficacy, learners tend to be avoiding task accomplishment. Moreover, it can be hypothesized that students with higher academic self-efficacy are likely to expend more effort and they persist longer in facing difficulties for completion of tasks assigned to them (Bandura, 1977, 1997). Some researchers also recommended that teachers can boost students' self-efficacy through three primary sources i.e., mastery experience or mastery enactive, vicarious experience and verbal persuasion (Margolis and McCabe, 2006).

The theory is beneficial to the current study as it gives insight on the relationship between self-efficacy and academic achievement of over-age learners. The theory further highlights choice of activities, efforts and persistence of the learners are influenced by self-efficacy. For instance, accomplishing academic tasks by over-age learners is as a result of high self-efficacy and this leads high academic achievement. The theory also recognizes the fact that teachers can boost over-age learners' self-efficacy through G/C that will in return help them improve in their academic achievement.

1.11 Conceptual Framework

Figure 1.1 conceptualized relationships between variables in the current study. The independent factors included self-efficacy, self-esteem, interpersonal relationships, and G/C, while the dependent variable was academic achievement of over-age learners. Both positive and negative effects of the independent variable on academic attainment were

assumed, with the school environment, home environment and type of school serving as intervening variables.

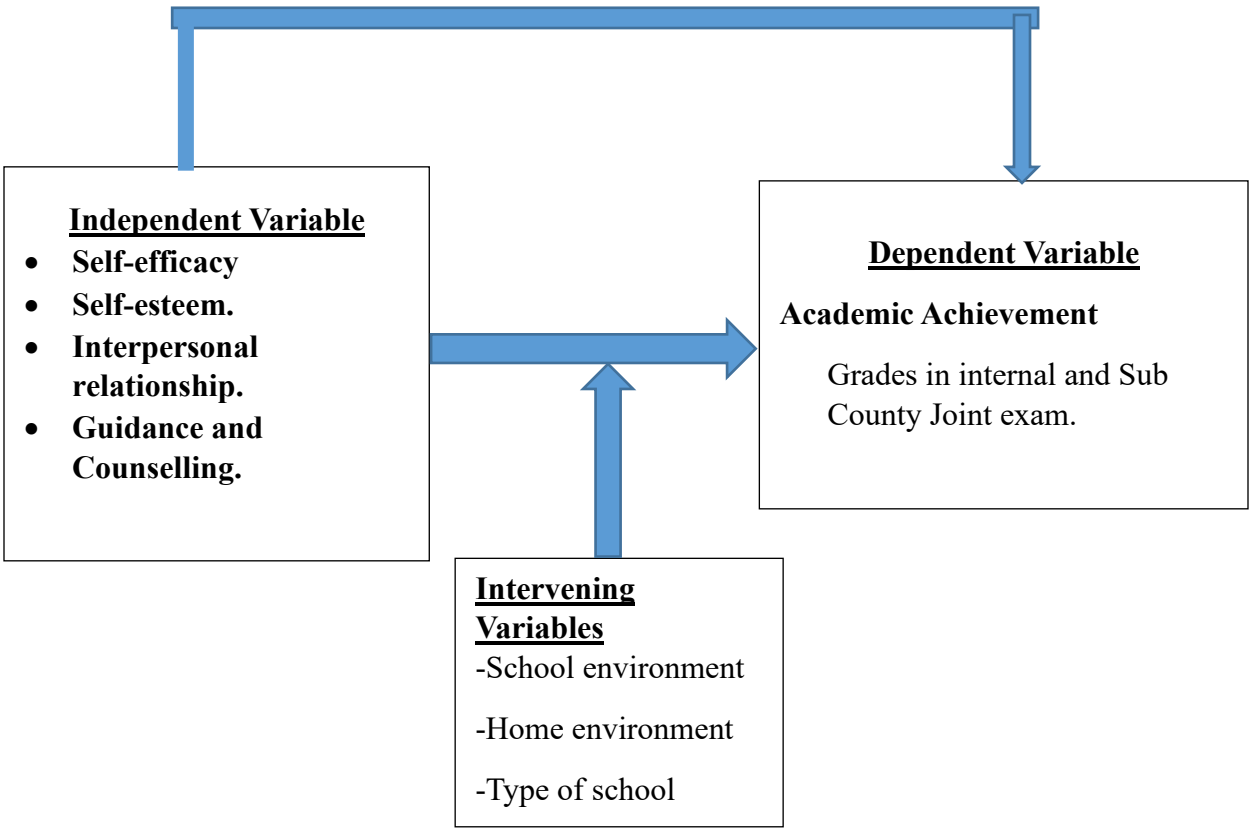

Figure 1.1 Conceptual framework

Source: Researcher, 2022

It was hypothesized that when over-age learners achieve academic goals that they set for themselves, able to accomplishing difficult academic tasks, have confidence that they can achieve more than other learners, and are able to overcome tough challenges that they face they are seen to have high self-efficacy and thus achieve high academically. Satisfaction, feeling worth, achievement and attitude can lead contribute to either low or high self-esteem thus low or high academic achievement respectively. In addition to this, over-age learners

who had low self-esteem withdrew from social interactions from teachers and other learners and this led to poor interpersonal relationships hence low academic achievement

It was further hypothesized that of conversation within the learners and between the learners and their teachers, absence of panicking, presence of workshops, group discussions and sharing knowledge generally indicated good interpersonal relationships with both teachers and other learners leading to high academic achievement.

Furthermore, availability of academic G/C sessions, attending these sessions and absence of stigma in schools had a positive relationship with academic achievement of over-age learners. It was presumed that the intervening variables which were school environment, home environment and type of school impacted on independent variables which then influenced academic achievement of over-age learners. When the school environment is friendly with no stigma regarding the age and physical appearance of over-age learners, they feel more comfortable, adjusts well to their academic endeavors and thus, achieves high academically.

This conceptual framework is further supported by the Walberg's theory of academic achievement and Albert Bandura's social learning theory of self-efficacy. Both concludes that academic achievement of over-age learners is influenced by their psychological determinants that include self-efficacy, self-esteem, interpersonal relationships between over-age learners and other learners and also between them and their teachers and G/C of over-age learners influence academic achievement.

1.12 Operational Definition of Terms

Academic achievement: Academic grades scored in end of year exam and KCSE.

Age: the time elapsed since birth, measured in terms of years.

Class: a group of learners in secondary school in the same year of study.

Guidance and Counselling: process of assisting over-age learners go through their academic challenges they may be facing successfully.

Interpersonal relationship: capability of over-age learners to interact with other learners and with teachers in the school.

Public secondary school: secondary school under government sponsorship in Butula Sub County.

Psychological determinants: learners' intrinsic characteristic that influences his/her academic achievement.

Over-age learner: a learner in Secondary school in form 4 with the age above 18 years.

Self-efficacy: level of confidence of over-age learners towards academic achievement.

Self-esteem: over-age learner's level of understanding of their own academic abilities and the perception of others about this understanding.

Stigma: sense of disapproval that other learners place on over-age learners in relation to their age and appearance.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter discusses the literature related relationship between psychological determinants and academic achievement among over-age learners. The chapter begins by presenting over-age learners, then literature exploring the self-efficacy of over-age learners on academic achievement followed by self-esteem of over-age learners on academic achievement. It further discusses the interpersonal relationships of over-age learners on academic achievement and lastly G/C offered to these learners on their academic achievement.

2.2 Over-Age Learners and Academic Achievement

According to the Bill of Rights, basic education is a fundamental human right. This implies that citizens can hold the State accountable for ensuring that every child aged 4 to 17 years is in school and receiving quality education Republic of Kenya 2012. However, the MOE was not strict on the age of learners receiving basic education. Therefore, it's not unusual to find learners who are above 18 years old in secondary schools in Kenya. The comprehensive policy, established under Article 8 (d) of Act No. 24/2020 (Education Act) of the Ministry of Education, aims to guarantee the educational rights of all students and provide fair and equal opportunities for learners with diverse learning profiles in pre-schools, primary schools, secondary schools and higher education institutions. The adoption, planning, and implementation of initiatives that promote inclusive education are mandated by educational frameworks (Ireri et al., 2020). The goal is to foster the complete

development of learners' abilities and potential, over-age learners being part of this population.

Article 55 (a) of the Kenyan constitution mandates the State to implement measures, such as affirmative action programs, to guarantee that young people have access to requisite education and training. This program ensures that all learners including over-age learners are not excluded, as the Kenyan Ministry of Education does not have regulations regarding the maximum age for students.

The present study examined psychological determinants of academic achievement of over-age learners. Age has been previously acknowledged as a significant determinant of academic achievement in learners. Late entry into school and grade repetition, commonly due to insufficient test marks or another form of educational disruption, like conflict or natural disasters (UNESCO, 2012; Keith et al. 2011) result into over-age learners. Certain previous research suggests a correlation between a learner's age and their academic achievement, but studies argue that there is no such correlation. Being over-age for a certain class was associated with poor learner outcomes such as elevated risks of drop-out, completion rates and onwards grade repetition (Glick & Sahn, 2010; Sunny et al., 2017). Failing to count learners who are over-age for their grade hinders the effective implementation of remedial strategies aimed at ensuring they achieve outcomes at parity to their peers Carew, Rotenberg, Chen &Kuper (2024). In addition to this, there are at least 57% of over-age learners for their grade in lower secondary.

(Nalova & Etome, 2019) demonstrated that there exists a substantial correlation between the age of a learner and their academic achievement. The study indicated a notable correlation between age and the academic achievement of learners in mathematics and English. As Mathematics and English are regarded essential subjects in school, these results

can be extrapolated to the overall academic achievement of these learners. Further analysis of the data revealed that older students outperformed their younger peers in the same class. According to Smith et al. (2015), cognitive development, motivation, and readiness to learn are age-related elements that are essential for a learner to achieve significant success. In addition to this, the development of specific cognitive abilities and continuous involvement in intellectually stimulating activities throughout one's life might enhance academic success among older individuals. On the other hand, Imlach et al. (2017) found out in their study that academic achievement was unaffected by age of the learner

Notwithstanding, the implementation of the inclusive education policy and several other initiatives by the MOE, schools, and parents to guarantee the provision of high-quality education and commendable academic performance among secondary school students, public secondary schools in Butula Sub County have consistently shown poor academic achievement. This phenomenon is partially attributed to the presence of over-age learners who are previously enrolled in the educational system due to repetition (Keith et al., 2011; Brophy, 2006), as well as late enrolment and dropouts, among other contributing factors.

2.3 Self-Efficacy and Academic Achievement

Self-efficacy, as defined by Bandura (1977), refers to an individual's confidence in their capacity to successfully strategize and carry out the required activities to manage a certain circumstance. Students lacking high SE often possess the conviction that intelligence is inherent and immutable, while students with high self-efficacy prioritize mastery objectives, which encompass challenges and the acquisition of new knowledge, as well as performance goals that include attaining high grades hence achieving high academically Köseoğlu (2015). He further urged that learners with a robust sense of SE are more inclined to achieve high academically while those with low SE are inclined to achieve low in their

academics. In addition to this, SE is the psychological evaluation made by an individual about their own ability to successfully strategize and execute given activities with the aim of achieving optimal achievement Mookkiah and Prabu (2019).

Odedokun et al. (2023) conducted a study on 150 students from two scientific schools in Oyo State to assess the influence of students' SE on their academic performance in their chemistry courses. Assessment of students' academic SE was conducted using a questionnaire of 20 items, while their academic performance was evaluated by an achievement exam featuring 20 chemistry exercises. This work utilized a descriptive survey design. Pearson correlation coefficient was used to quantify the magnitude and direction of associations between the variables. A linear regression analysis was conducted to evaluate the causative strength of the relationship between academic achievement and SE, with a statistical significance level of $P < 0.05$. The analysis was performed using the R programming language, more precisely version 3.6.2. The study results revealed a slight but statistically significant correlation between students' SE and their academic achievement. Empirical evidence suggests that SE significantly contributes to improving scholastic achievement in the subject of chemistry. The study employed a descriptive survey research design while current study adopted a mixed research approach. In addition, the study assessed academic success based on Chemistry scores from form two students while current study assessed academic achievement based on grade scores on an internal and joint Sub County exams.

This study by Goulao (2014) looked at how individual's academic SE correlated with their actual performance in an online learning group. The results showed that the students had a high level of self-confidence (mean=45) and that there is a strong relationship between self-confidence and academic achievement ($r=0.286$, $p<0.05$). The researchers set out to

determine whether there was a correlation between online students' levels of SE and their performance in the classroom. A total of sixty-three pupils, including male and female participants, with an average age of forty-two years, were measured. The participants were chosen from among those who were just beginning their college years. A revised questionnaire was used to measure SE (α=.908) and assess academic course performance. Analysis of the data was performed using descriptive and inferential statistical techniques. The relationship between SE and academic accomplishment in Goulao's (2012) study was analysed using the Pearson correlation coefficient. Data analysis indicated that the pupils' SE level is adequately high, as evidenced by an average test score of 45. A statistically significant association between SE and academic achievement, was reported by a correlation value of 0.286 at a significance level of 0.05. The present study investigated SE of over-age learners in public secondary schools in Butula Sub County in relation to their academic achievement, in contrast to the previous study which focused on adult learners in an online class. Unlike the previous study that used Pearson correlation coefficient, the current study used Kendall's tau b correlation to evaluate the available data.

A similar study by Mirderikvand (2016) aimed to assess and contrast the academic SE of student populations based on their age, gender, and level of education. The present work assumed a descriptive and correlational design. The research sample consisted of all students enrolled at Lorestan University for the academic year 93-94. From this community, a total of 196 pupils were chosen, consisting of 100 males and 96 females. The College Academic Self-Efficacy Scale (CASES, Owen & Froman, 1988) was administered to all students. This scale comprises 33 items specifically developed to evaluate the academic SE views of pupils. The ANOVA test and Turkey test were employed to compare the academic SE between males and females, as well as among students of vary educational levels. In

order to assess the relationship between spiritual intelligence and the age of students, the Pearson Correlation Test was conducted. The findings indicated a statistically significant difference ($p<01$ and $F=39/599$) in academic SE among BA students, MA students, and PhD candidates. This difference is attributed to the fact that greater levels of education tend to generate higher levels of academic SE. The mean academic self-efficacy score was 40/03 for males and 44/23 for females, indicating a statistically significant difference. Furthermore, a statistically significant positive correlation was observed between academic SE and age ($p< 0\ 1$). The findings indicated that academic SE may be correlated with variables such as age, gender, and educational attainment. The present study focused on the self-efficacy towards academic accomplishment among over-age learners. Unlike the previous study, which was descriptive and correlational, the present study employed a mixed methods research design.

Ochieng (2015) conducted a study in Nyakach Sub County, Kenya. The major objective of this research was to look at secondary school students in Kenya and determine how SE correlated with their Academic Achievement, specifically in the area of mathematics. The objectives of this research were to assess the level of self-efficacy among Kenyan secondary school students, learn more about the correlation between SE and academic performance (female and male students), determine the correlation from a gender perspective, and provide some recommendations regarding the relationship between SE and academic success. Quantitative methods, including the descriptive research methodology, were used in the study. This survey specifically targeted secondary school students within the corresponding County. The study was conducted with a sample size of 390 secondary school students. The findings reported that students with moderate levels of self-efficacy had moderate level of academic achievement. The results, measured from a gender

perspective, suggest that male students exhibited a higher degree of SE in comparison to their female counterparts. Furthermore, a significant discrepancy in SE was observed between males and girls. While the study used a quantitative research approach, the current study used a mixed methodologies research strategy to collect and analyze the data. The study, which encompassed the entire student population in secondary schools, the current study specifically targeted over-age learners in form four class. The research was also on the overall academic achievement and not on only one subject.

In addition, (Motari, Ogoma, & Misigo 2014) looked at how third-year high school students in Kenya's Lugari District varied by gender in terms of their confidence in their mathematical and scientific abilities as well as their actual academic achievement. Statistical tools such as the t-test and ANOVA were used to analyze the data. Students who reported higher levels of SE outperformed their peers who reported lower levels of SE on measures of academic performance. The study investigated gender differences in SE related to academic achievement in mathematics and science fields. However, the current study specifically investigated SE among learners of over-age learners and their academic achievement and uses an internal examination not a specific subject. Although the study also covered students in form 3 while the current study specifically targeted learners who were over the age of four in form 4 and also focused on the overall academic achievement.

2.4 Self-Esteem and Academic Achievement

According to Blascovich and Tomaka (1991) self-esteem as an individual's perception of their own value or worth, measuring the degree to which they value, approve of, enjoy, prize, or like themselves while Mirderikyand (2016) views self-esteem as the set of beliefs that reflect an individual's confidence in their ability to satisfactorily accomplish academic

tasks at an advanced level. Furthermore, Rahman (2011) in his study indicated self-esteem and accomplishment objectives are influential elements on academic performance among elementary school pupils. Furthermore, she emphasized that self-esteem has always been seen as a fundamental element of optimal mental well-being. Enhanced self-esteem among learners is often reflected in their academic achievement, and achieving higher grades and test scores fosters more favourable self-perceptions Zheng et al. (2020). Furthermore, self-esteem was defined as the emotional state of feeling improved about oneself. Therefore, as learners' self-esteem grows, they demonstrate greater progress in their grades, resulting in a rise in academic success. Numerous studies have demonstrated a correlation between self-esteem and the academic performance of students.

Larsson and Regbon (2019) noted that older children in the classroom established superior student-teacher relationships and had superior academic performance, resulting in above-average self-esteem compared to their classmates. This indicated that older learners were well-adapted and so possessed greater confidence, which in turn boosted their self-esteem and consequently improved their academic performance.

Cvencek et al. (2017) examined the self-concept, self-esteem, and academic performance of primary school children from both minority and majority backgrounds. A sample of 188 primary school pupils, aged 5 to 10, from a Native American reserve, comprising both minority and majority groups, participated in assessments measuring their academic self-concepts and self-esteem. Academic performance, attendance records, and classroom conduct were gathered. Findings indicated that both majority and minority pupils reported high levels of self-esteem. Elementary school pupils from minority backgrounds had poorer levels of academic self-esteem and accomplishment compared to their majority counterparts. Moreover, this phenomenon was shown to be more pronounced in senior

classes compared to junior classes. Among older students, academic self-esteem was found to be positively correlated with achievement, while among younger students, academic achievement was significantly correlated with self-esteem. The study sought to establish a correlation between the academic performance of older students and their self-esteem in primary school children aged 5-10 years while the present study aimed to investigate the impact of self-esteem on academic achievement of form 4 over-age learners in public secondary schools in Butula Sub County.

Hassan, Jami, and Aqeel (2016) looked at how pupils who were on time and those who were chronically absent fared academically. A selective sample of 200 children was included in the study, with 100 identified as Truant and 100 as Punctual. The age range extended from 12 to 18 years. In this study, Self-Esteem Scales Questionnaire Rifai, Ward, Borden, & Wilson (1995) tools was employed. Research findings demonstrated that students who were punctual attained significantly greater academic success in comparison to those who were truant. A positive association was observed between self-esteem and their academic achievement, regardless of their truancy and punctuality rate. Domains of self-esteem that were found to be significant predictors of academic achievement among truant students include self-competence, self-acceptance, and academic self-competence. Therefore, self-acceptance, social self-acceptance, and physical self-acceptance were found to be significant predictors of self-esteem for punctual students. There was no evidence indicating that the association between self-esteem and academic self-construction was influenced by truancy/punctuality. The study analysed responses of learners aged 12-18 years in primary schools in contrast to the current study that focused on form four over-age learners in public secondary schools.

2.5 Interpersonal Relationships and Academic Achievement

The attainment of maximum productivity in any endeavours relies heavily on interpersonal relationships within any given context. Moreover, the secondary school setting is not immune to similar phenomena. To facilitate the successful implementation of the curriculum, it is crucial to establish productive interpersonal relationships. Successful completion of this work will result in the learners achieving a high degree of academic achievement. Interpersonal relationships learners and their teachers is a reliable indicator of their academic achievement Ehigbor (2017).

In a study, Bereket, Yohannes, and Aklilu (2019) focused on analyzing the connection among the range of psychosocial variables and academic performance. Moreover, it was established that interpersonal relationship between students and teachers and academic performance of students were statistically significant. This implied that there was a significantly positive effect of interpersonal relations between students and their teachers on academic achievement. Findings of this research proposed a one-to-one interaction between the level of the involvement and the levels of academic success of students. The research involved interpersonal relationships that existed between students and teachers as regards their academic achievement and the present research was interpersonal relationships between over-age learners and other learners as well as their teachers as regards their academic achievement.

The general question that Paschal and Mkulu (2020) studied was how the interpersonal relationship between the teacher and students correlates with academic performance of the student in a state-owned secondary school located in Magu District, Tanzania. The aim of the given research was to study how teacher-student contact impacts the academic performance of students in Tanzania, in Magu District, to be more precise. The sample used

in the research consisted of 130 participants who were sampled in six secondary schools which have been selected randomly and selectively. The sample was formed of 6 school principals, 57 educators, 66 pupils and one Administrator of the District Educational Office. The current research involved a survey descriptive approach. The researcher used questionnaires and interviews as research tools in order to acquire information. Findings of this research revealed that teacher-student interaction has an important role in defining and improving academic performance in state secondary schools in Tanzania. The results of the research revealed that development of teacher-student relationship plays an important role in making the students feel that their teachers support them, therefore, allowing them express themselves freely in the classroom and ensuring that students interact actively. Besides the study that employed the descriptive survey research design, the present study employed the correlational research methodology. The study respondents included students of unknown age and grade of public secondary schools whereas the respondents of the present study included form 4 over-age students of public secondary schools.

The article by Omodan and Tsotetsi (2018) examines the effectiveness of student-teacher interpersonal relationship, which is interpreted through the prism of attachment, in order to improve the academic performance of secondary school pupils in Nigeria. This paper explores the strategies used in student-teacher interpersonal relations and their correlation effects on the academic achievement of secondary school students in Nigeria whereby, interventions aimed at countering the constant challenges affecting the academic achievement of the students are proposed. The research design that was used in this study was a descriptive survey research design, where all the secondary schools in Nigeria were the target population. Sampling was done through a homogenous sampling method and the sample size was 300 respondents selected by sampling of the identified schools. The

relevant data of the participants was gathered using the two purpose-designed questionnaires namely, the "Student-Teacher Relationship Questionnaire (STRQ)" and the "Students Academic Performance Questionnaire (SAPQ) questionnaire. The value of significance with which each of the three hypotheses was tested was determined to be 0.05. The research revealed that interpersonal relationship between students and teachers is strongly related to the academic performance of secondary school children. The research that was conducted looked at interpersonal relationship between teachers and over-age learners and between over-age learners and other learners and their academic performance whereas the study merely investigated interpersonal relationship between teachers and learners.

Mensa and Koomson (2020) investigated the connection between the academic success of senior high school pupils and the student-teacher interpersonal relationships. They aimed to examine the impact of teacher-student interpersonal relationships on the scholastic achievement of students enrolled in Senior High Schools located in Winneba, Ghana. A cohort of eighty students was conveniently chosen from two social groups, and data was collected qualitatively using a semi-structured interview guide and subsequently subjected to thematic analysis. A conceptual framework consisting of four clusters of teacher-student contact was employed in this study to examine the various forms of connections identified in Senior High Schools in Ghana. Findings indicated that teacher-student interpersonal relationships in Senior High Schools were characterised by interdependence, dependence, calmness, and interpersonal conflict. Subsequent investigation found that limitations imposed by administration and certain attitudes of teachers and students hinder the establishment of a productive teacher-student relationships. In the study, academic achievement was based on end-of-second term examination mean grades while academic

achievement in the current study was based on end-of-year examination mean grades in the previous class (form three). In addition to this, the current study involved respondents from both private and public schools while respondents in the current study only considered views from public secondary schools in Butula Sub County.

2.6 Guidance and Counseling and Academic Achievement

Guidance is the help for individuals to make choices about education, training and employment (Carpentieri et. al 2018) while counselling refers to the process of counselling by a professional counsellor based on the client's particular psychological or personal issues (Amponsah & Nimo, 2023). Therefore, G/C is process of assisting learners go through their academic challenges they may be facing successfully. G/C services in schools ar vital in numerous ways, that includes helping to create a conducive learning environment, promote learner well-being and enhance academic achievement (Parveen & Akhtar, 2023). In addition, G/C services are crucial in ensuring that schools provide a holistic education that goes beyond academic excellence and therefore, teachers need be available to offer these services in school to over-age learners to ensure that they receive the support they need to succeed in school and even beyond.

Extensive prior research has shown a clear link between the provision of support and counselling to students and their academic achievement. The G/C services offered in educational institutions include individual, peer, and group settings. Empirical evidence demonstrated statistical significance on relationship between the delivery of these services and academic performance Simwata and Cheruiyot (2016). The studies revealed that peer and group consultations were the most favoured forms of G/C services. Furthermore, it was shown that these services make up 46.6% of the factors contributing to students' academic

achievement. Research demonstrated that the provision of G/C services in schools had a substantial impact on over 50% of students' academic achievements, underscoring the criticalness of these services.

Atsuwe and Achebulu (2018) investigated the influence of school G/C on the academic performance of secondary school pupils. The study examined the impact of a G/C intervention on the academic achievement of secondary school students in Makurdi Local Government Area, Benjamin State. The study employed an ex-post facto research design and focused on a comprehensive sample of 5464 students in Form Four, along with 21 teacher counsellors and 21 head teachers, selected from 52 public secondary. Analysis revealed inequalities in the provision of G/C services among secondary schools. Although teacher counsellors lacked significant skills in G/C, stakeholders strongly backed the implementation of the G/C program in schools. Importantly, the study showed that students exhibited knowledge of the importance and relevance of career counselling in their educational institutions, but did not translate into satisfactory academic performance. A G/C programme implemented in schools had a positive impact on the academic performance of students. The study utilized an ex-post facto research design, while the current study integrated descriptive survey and correlational research designs.

Bolu-Steve & Oredugba (2017) carried out a study in Nigeria with the goal of determining how G/C services affected secondary school students in Lagos State's perceptions of their own academic success. The primary variables examined in this study were religion, gender, and frequency of counselling visits among students. The objective of the study was to ascertain the existence of G/C services in schools and if senior students actively pursue these services. Analytical data were collected utilizing a researcher-developed tool called the "Influence of Counselling Service on Academic Performance of Students Questionnaire

(ICAPSQ)". Results of this study indicated that there was no statistically significant disparity noted with regards to age, class level, and school type. However, a notable disparity was noted regarding the religious affiliation, gender, and frequency of counselling sessions among the individuals. The study based on how religion, gender and number of times the students visited the counselor affected their academic achievement. The current study considered over-age learners' G/C and their academic achievement

Okita (2014) sought to ascertain whether a G/C program helped secondary school students in Molo Sub County, Nakuru County, achieve academic success. The study utilized an ex post facto methodology and specifically examined the 1385 Form Four. This study included a cohort of four students and 24 teacher counsellors selected from a total of 24 public secondary schools located in Molo Sub County. This study employed a random sampling technique to choose a sample size of 86 students and 12 teacher counsellors. Data was collected by the distribution of specifically designed questionnaire and computations done to yield descriptive statistics. Research findings provided evidence that the introduction of G/C courses had a positive impact on the academic performance of students. Sample size for the study was made up of grade 3 learners aged 9-11 years while sample size for the current study was made up of over-age learners from form four learners form public secondary schools.

Ochola (2015) studied the relationship between secondary school students' academic achievement in Kisumu East District, Kenya, and the G/C Program. The study investigated the correlation between advising and counselling activities and the scholastic performance of secondary school students. This study sought to investigate several questions, such as the academic achievement of students in secondary schools in Kenya's Kisumu East District, the degree of responsiveness of services to students' needs, the effectiveness of resource

allocation, and the correlation between student success and these factors. The researcher employed a conceptual framework to determine the correlation between G/C programmes and students' academic performance. The study employed a correlational research methodology. The study sample comprised 3,681 third-grade pupils, 184 school administrators, and 46 department heads responsible for G/C. This study employed a multistage cluster sampling technique to select a total of 348 form three pupils, 30 school administrators, and 30 heads of departments who have the responsibility of providing G/C Pearson's correlation coefficient was used to evaluate the level of correlation between G/C education and academic achievement, with a significance level of $p < .05$. The study revealed that students achieved higher academic performance when the G/C personnel possessed the necessary qualifications, when the services provided were prompt and effective, when resources were appropriately distributed, and when school counsellors, parents, and other staff collaborated ($r = .731$, $p < .05$; $r = .777$, $p < .05$; $r = .814$, $p < .05$; and $r = .699$, $p < .05$). Research indicates that adolescents who attend schools with highly competent G/C experts, timely services, increased resources, and enhanced collaboration among school counsellors, parents, and other staff members are more likely to attain higher levels of academic achievement. The focus of this study was on form 3 while respondents in the current study were form 4 over-age learners. In addition to this, the study used multistage cluster sampling while the current study utilized simple random sampling to select sample from over-age learners.

2.7 Summary of Literature Review

This study utilised the literature review to investigate the psychological determinants that influence academic achievement of over-age learners in different institutions and geographic regions. (Nalova & Etome, 2019) demonstrated that there exists a substantial

correlation between the age of a learner and their academic achievement. The study compared academic achievement of older students and their younger counter parts in class two and three also used only English and Mathematics. Therefore, the study did not specify the age range of the learners while the respondents of the current study were over-age learners. academic achievement of the current study was based on the mean grade an internal exam undertaken by these leaners. In addition to this, Smith et al. (2015) confirmed that older learners achieved more academically as their younger counter parts. On the contrary, Imlach et al. (2017) in their study that academic achievement was unaffected by age of the learner.

Previous studies have established a correlation between self-efficacy and academic success, taking into account gender perspectives. Odedokun et al. (2023) focused on the impact of Chemistry course scores on academic performance. The study employed a descriptive survey research design while the current study adopted descriptive and correlational research approach. While the study assessed academic success based on Chemistry scores from form two students, the present study assessed academic achievement based on mean grades on an internal exam. (Goulao, 2014; Mirderikvand, 2016) investigated on SE of adult learners in an online class while the current study focused on SE of over-age learners. In addition, study used Pearson correlation coefficient, the current study used Kendall's tau b correlation to evaluate the available data. Ochieng (2015) used a quantitative research approach, the current study used a descriptive and correlational research to collect and analyze the data. Unlike the previous study, which encompassed the entire student population in secondary schools, the current study specifically targeted over-age learners in form four class. (Motari, Ogoma, & Misigo 2014) used t-test and ANOVA to analyse data while the current study used descriptive and correctional research methods to analyse

data. The study used data from scores in mathematics and science fields while the current study utilised mean grades of an internal exam to give the academic achievement of over-age learners. Although the previous study covered students in form 3, the current study specifically targeted over-age learners from form four and also focused.

Mirderikyand (2016) views self-esteem as the set of beliefs that reflect an individual's confidence in their ability to satisfactorily accomplish academic tasks at an advanced level. Many studied have therefore unraveled the knowledge in the relationship between self-esteem and academic achievement. (Rahman, 2011; Zheng et al., 2020 & Larsson and Regbon,2019) described self-esteem and strongly concluded that self esteem had a relationship with academic achievement of learners. In addition to this, Larsson and Regbon (2019) also revealed that older learners achieved higher academically as compared to their younger counter parts in their classes. Cvencek et al., (2017) indicated found a correlation between self-esteem and academic achievement, they carried out their study on primary school pupils of age 5-10 years while the current study was carried on form 4 over-age learners in public secondary schools. In their study, Hassan, Jami, and Aqeel (2016) analysed the outcomes of learners aged 12-18 years in primary school while the current study considered data of over-age learners from form 4 class.

Though there are studies related to the current study in terms of interpersonal relationships and academic achievement of learners, they differ for example in their methodologies from the current study. There is a relationship between interpersonal relationships and academic achievement of learners Ehigbor (2017). In addition to interpersonal relationships between teachers and learners Bereket, Yohannes, and Aklilu (2019), the current study also sought in to find out the relationship between interpersonal relationship of over-age learners and

other learners and their academic achievement. In addition to adoption of descriptive survey research design by Paschal and Mkulu (2020) the current study adopted correlational research approach. The respondents in the study comprised students with unspecified age and class from public secondary schools while the current study had form 4 over-age learners from public secondary schools as respondents. Omodan and Tsotetsi (2018), only teacher-student interpersonal relationships were explored in this study while the current study explored both teacher-learners' interpersonal relationship and over-age learners-other learners' interpersonal relationships. Mensa and Koomson (2020) considered views from learners in both private and public secondary schools while the current study only considered views from public secondary schools in public secondary schools in Butula Sub County.

There exists a relationship between G/C services and academic achievement of learners (Carpentieri et. al, 2018; Amponsah & Nimo, 2023; Parveen & Akhtar, 2023 & Simwata & Cheruiyot, 2016). However, Atsuwe and Achebulu (2018) in their study utilized an ex-post facto research design, while the current study integrated descriptive survey and correlational research designs. Bolu-Steve & Oredugba (2017) included respondents from both private and public secondary schools while respondents in the current study were only from public secondary schools. Okita, 2014 differed in terms of age of respondents which was 9-11 years while respondents in the current study were over-age learners from public secondary schools. Respondents in Ochola (2015) were form 3 students while respondents in the current study were form 4 over-age learners. In addition to this, the study used multistage cluster sampling while the current study utilized simple random sampling to select sample from over-age learners.

In conclusion, the current research sought to fill the gaps that were created by the reviewed literature on psychological determinants and academic achievement of over-age learners. Most of reviewed studies were carried out on the general students' population while the current study was conducted only on over-age learners. The current study was also carried out in Butula Sub County that will be a representation of over-age learners both locally, nationally and globally.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter comprises of research design, variables, area of study, population, sampling techniques and sample size. The chapter also present data collection instruments, validity of instruments, reliability of instruments, data collection procedures, data analysis and logistical and ethical considerations.

3.2 Research Design

The research designs in this study were descriptive survey research and correlational research design to determine the correlation between self-efficacy and self-esteem and interpersonal relationships and G/C and academic achievement of over-age learners. The descriptive survey research is suitable when gathering data in social research that requires a description of the state of the variables and an overall description of phenomena that has already taken place (Mertler, 2019). The use of descriptive survey was suitable to conduct this study because it enables gathering of both qualitative and quantitative data, it is relatively cheap and enables gathering of information on a large population. The administration of a questionnaire collected the data with over-age learners, and KII was used to collect the data with G/C teachers and teachers in charge of academics. Quantitative data were analysed using descriptive statistics and inferential statistics and qualitative using content analysis. The results of both methods were later amalgamated in the process of analyzing the obtained data.

The correlational research design implies the gathering of information of two or more variables on the same sample of respondents and calculating a correlational coefficient. The

correlational research design was appropriate to investigate the relationship between psychological determinants of over-age learners and the academic achievement of the learners. The design explains an existent correlation between psychological variables and academic performance and to what extent the two are connected through the application of a correlation coefficient without the manipulation of variables.

3.3 Variables

The investigated variables were categorized into Independent, Dependent, and Intervening variables. The objective of this study was to examine the impact of psychological determinants of over-age learners of their academic achievement in public secondary schools in Butula Sub County. The study explored the following independent variables: SE, self-esteem, interpersonal relationships and G/C. The intervening variable being school environment, home environment and type of school. The aforementioned variables were employed in order to forecast the dependent variable, being academic achievement.

3.4 Area of Study

This study examined psychological determinants of academic achievement among over-age learners. This research was carried out in public secondary schools located in Butula Sub County, which is part of Busia County in the Western Region of Kenya. Butula is a Sub County situated in the lower segment of Busia County, sharing boundaries with Siaya County and Kakamega County (Appendix XI). The Sub County consists of six wards (Appendix X) and is predominantly inhabited by the Marachi Sub-tribe and the Luo tribe.

Economically, it is a highly lucrative region with Bumala market being one of the largest market places in Busia, hence offering significant potential for economic growth. The primary economic activities consist of trading and agricultural production, including both

crop and animal farming (County Government of Busia Communication & ICT, 2020). Marachi people of Butula Sub County are renowned for their expertise in crafting Marachi sofas and fine pottery. In addition, there is a cultural centre located in Sikarira that facilitates the promotion of cultural activities, including traditional dances and performances. This centre also serves as a platform for elders to impart historical knowledge to the students through storytelling. Key development initiatives implemented by the County government include the establishment of a Rehabilitation Centre, educational institutions, healthcare facilities, and agricultural projects (Gateway to East Africa, County Government of Busia).

Butula Sub County is home to multiple elementary schools, one special school, one polytechnic, and 27 public secondary schools that cater for students from both local and non-local areas. Prior to the 100% transition implementation of the government's initiative to fully transition learners from primary to secondary schools, a significant proportion of students were unable to register for secondary school education for a variety of legitimate reasons. Therefore, the majority of the learners originated from regions beyond Butula Sub County and from other counties all over. However, with time, public secondary schools in Butula Sub County saw an increase in the admission of students from within Butula Sub County, other Sub Counties and from other Counties all over Kenya. Since there are no policies that limits admission of learners with regard to their age, there has been a corresponding rise in the number of over-age learners in public secondary schools in Butula Sub County as enrolment increases.

Additional factors contributing to the rise in the over-age population of students in public secondary schools in Butula Sub County are child-headed households, elevated poverty levels, class repetition and long-distance schools in the Sub County (Field, 2023). Excessive

poverty rates result in delayed enrolment of students in high school, parental lack of awareness of their obligations, and instances of learners repeating classes due to insufficient school fees. All these factors result in missing years and consequently impede on the learners'' education at any point. Some students commence their secondary school education at the age of 18 and above, which is the average age for successful completion of secondary school education in Kenya Ibrahim (2018). These factors have resulted in the presence of students who are considered over-age in public secondary schools in Butula Sub County. For an extended period, public secondary schools in Butula Sub County have consistently shown poor academic achievement. The low mean scores achieved by form four learners in a joint exam conducted annually in second term are as follows; 3.6489, 3.9340, and 3.8818 in the years 2019, 2020, and 2021 respectively (APPENDIX VIII). Hence, this study proved to be useful in determining the potential correlation between the psychological determinants of academic achievement among over-age learners.

3.5 Target Population

The research study population consisted of 2306 form four students, 1176 boys and 1030 girls, together with 27 in-charge of academic and 27 teachers in-charge of G/C from 27 public secondary schools in Butula Sub County (Butula Sub-County Education Office, 2019). Teachers responsible for academics in schools oversee all academic matters across all departments and provided academic records and other essential information for this investigation. The teachers in-charge of G/C were selected based on their assumed possession of pertinent counselling records for most of the over-age learners who seek their assistance, as well as those they specifically target for G/C. Consequently, they provide applicable information regarding psychological issues and academic achievement. This study exclusively included public secondary schools due to their ability to accommodate a

wide range of learners and their more cost-effectiveness in comparison to private schools. Public secondary school fee is subsidised by the government making education affordable by a larger population as compared to private secondary schools. Form four students, however, were thought to be fully acclimatised to both the school environment and academic content. Participants provided trustworthy and pertinent data on psychological determinants of academic achievement among over-age learners in this study. Thus, the specified population consisted of 2306 participants.

3.6 Sampling Procedure and Sample Size

The sample techniques employed were stratified random sampling, simple random sampling, and purposive sampling. Stratified random selection was employed to classify schools into three distinct groups: Boys' schools, Girls' schools, and Mixed schools. The implementation of stratified random sampling for schools yielded a sufficient quantity of data for analysis and guaranteed the absence of any bias in the selection of schools. As Creswell (2014) argues, stratified random sampling offers an unbiased and superior evaluation of the parameters when dealing with a diverse population with varying features. A simple random sample technique was employed to select one Boys' school from a pool of four Boys' schools, one Girls' school from a pool of five schools, and three Mixed schools from a pool of nineteen mixed schools. Selection of over-age learners was conducted through simple random sampling after over-age learners were identified. Given that simple random sampling is unbiased, every over-age learner was accorded an equal opportunity to take part in the study.

Finally, the researchers employed purposive sampling to select teachers in charge of G/C and teachers in-charge of academics as key informants. Teachers in-charge of G/C possess crucial knowledge regarding psychological issues and academic counselling of over-age

learners while teachers in-charge of academics possess the academic records that indicates academic achievement of over-age learners. Therefore, each school included in the study had one teacher in-charge of academics and another teacher in-charge of G/C. For each school sampled, the administration supplied a list of learners together with their ages, from which over-age learners were selected using purposive sampling. Mills and Gay (2016) state that in purposive sampling, the selection of a sample is determined by human judgement and experience of the group to be sampled, guided by certain criteria. According to Kerlinger (2004), an optimal sample size is ten percent, provided that it accurately represents the data that is to be gathered and used for analysis. Consequently, it is imperative that the sample size does not fall below 10 percent of the whole population. The present study employed a minimum sample size of ten percent for both the schools and teachers. Given this premise, the sample consisted of 5 schools, 10 teachers, and 321 over-age learners. The sample size for over-age learners was specified using the Krejcie and Morgan table (1970) found in appendix IX of the appendices. Samples representing the percentage of each demographic are shown in Table 3.1.

Table 3.1: Sampling frame

Category	Target Population	Percentage (%)	Sample Size
Over-age learners	2306	13.92	321
Teachers in charge of G and C	27	18.52	5
Teachers in charge of Academics	27	18.52	5
Total	**2360**	**14.03**	**331**

Source: Butula Sub-County Office, 2023

3.7 Data Collection Instruments

Quantitative data was collected using questionnaires administered to over-age learners, while qualitative data was collected via interview schedules administered to teachers.

3.7.1 Questionnaire for Students

The questionnaire gathered data from over-age learners, as the sample group was both literate and knowledgeable. The questionnaire provided respondents with sufficient opportunity to articulate their perspectives and opinions, as well as offer their recommendations. The initial segment provided details on overall self-efficacy, the subsequent segment focused on self-esteem, the third segment examined interpersonal relationships between over-age learners and their teachers, as well as between over-age learners and other learners, and the last segment included demographic information and the grade they had scored in the previous year exam.

The items in the first section were adapted and modified from a Self-efficacy Generalized scale (SGS) developed by Schwarzer and Jerusalem (1995). The second section was adopted and modified from the Rosenberg Self-Esteem Scale (RSE) developed by Rosenberg in 1965. The third section was jointly prepared by the researcher and their supervisor (Appendix I). The instrument was utilized for a pilot study, modified with the assistance of the supervisor, and then implemented for the actual study. Using the questionnaire enabled the researcher to efficiently gather substantial quantities of data within a little timeframe, so making it more cost-effective Mills and Gay (2016). The study employed semi-structured questions that included a combination of focused and open-ended response items. Thus, the researcher was able to gather qualitative data through open-ended questions and quantitative data through closed-ended questions. The researcher distributed the questionnaire to the selected schools and collected it following completion by students through their teachers.

3.7.2 Interview Schedule for Teachers

Schedules for interviews were employed to elicit detailed information and validate the data gathered through the use of the questionnaire. A KII schedule enabled the researcher to clarify unclear responses and, when necessary, requested for further information Mertler (2019). The interview schedules were conducted in person, and the researcher collected qualitative data during the interview on the same day the questionnaire was distributed. KII collected qualitative data on G/C and academic achievement of over-age learners from teachers in-charge of G/C (Appendix II) and teacher in-charge of academics (Appendix III) respectively. Qualitative data collected was used to corroborate quantitative data from the questionnaire. The KII were coded as follows; teachers in-charge of G/C as GAC T1, GAC T2, GAC T3, GAC T4 and GAC T5 while teachers in-charge of academics as GAC T6, GAC T7, GAC T8, GAC T9 AND GAC T10.

3.8 Pilot Study

The data collection instruments validity was determined by consulting experts in the department of Educational Psychology Masinde Muliro university of Science and Technology. Pilot research was subsequently done in two schools that were not part of the actual study in order to ascertain the validity and reliability of the research instruments. This study was aimed at finding the accuracy and consistency of the tools of data collection. The research tools were evaluated critically and tested well in advance to their application in the ultimate data collection exercise. Pilot testing helped the researcher in evaluating the appropriateness of the wordings of the questions, clarity of the questions and the arrangement of the questions. The questionnaire had corrections, addition and eliminations made on it following the pilot study..

3.8.1 Validity of Instruments

In order to accurately assess the self-efficacy, self-esteem, interpersonal relationships, and academic achievement of over-age learners, content validity was employed. In order to ascertain their validity, namely their capacity to effectively gather the necessary data as directed by the study's objectives, the supervisor designed and examined specific research instruments. This measure was implemented to guarantee the accuracy and reliability of the data gathered from the field during the actual investigation Kothari and Garg (2014). Moreover, the supervisors of the researcher extensively evaluated the items included in the research questionnaire and provided comments regarding their appropriateness and pertinence to the study. Their suggestions were implemented to improve the instrument's validity in the main study.

3.8.2 Reliability of Instruments

In order to assess the consistency of the psychological determinants of academic achievement among over-age learners in this study, the researcher employed the test-retest method to evaluate the reliability of the students' questionnaires. The use of test-retest in this study was appropriate as it guaranteed that the measuring variation is attributed to reproducible differences among the participants, independent of time and individual factors. Mertler (2019) further included the administration of a standardised questionnaire to the same group of respondents on two separate occasions. The researcher conducted an initial test of the created questionnaires and then evaluated them by manual scoring for accuracy. Following a two-week interval, the identical questionnaires were distributed to the same group and the answers were evaluated by manual scoring. The reliability index of the research instruments was assessed by comparing the first and second scores using Cronbach's alpha coefficient. The coefficients obtained for teachers in charge of academics,

teachers in charge of G/C, and over-age learners were 0.78, 0.75, and 0.71 respectively. These coefficients indicated that the instruments were reliable since the suggested reliability coefficient is equal to or greater than 0.7 Peterson (1994). Cronbach's alpha coefficient is a statistical measure that depends on the number of questions in a test, the average covariance between item pairs, and the variance of the total score (15). A reliability coefficient approaching +1.00 indicates a higher level of quality reliability Mertler (2019).

3.8.3 Trustworthiness

The conformability of qualitative data obtained through interviews and open-ended questions from questionnaires guaranteed its trustworthiness. Analysis was derived from the participants' answers and did not take into account any possible prejudice or personal biases of the researcher. The researcher presented an audit trail that meticulously documented each stage of data analysis, therefore offering a logical justification for the judgments taken.

3.9 Data Collection Procedures

Masinde Muliro University of Science and Technology granted permission for the researcher to perform the study (Appendix IV), and the authorization letter was used to apply for a permit from the National Council of Science, Technology, and Innovation (NACOSTI) (Appendix VI). In addition, the researcher was given a letter of introduction by MMUST. Butula Sub County Education office, also offered a letter that granted the researcher permission to conduct the study in Butula Sub County (Appendix V). The researcher conducted an initial visit to the schools in order to build a mutual understanding and obtain consent to gather data for the study with the assistance of the school leaders. During the second visit, the researcher physically distributed the questionnaire to the

students, who were selected that day from a designated location to complete it. In addition to conducting face-to-face interviews with academics and G/C teachers, the researcher also conducted phone interviews with some teachers who could not be evaluated in person. Collection of all the questionnaire occurred once the students had completed them.

3.10 Data Analysis

The questionnaires were subjected to analysis in order to check accuracy and lack of any omission. The Statistical software Package of Social Sciences version 22 (Data preparation and cleaning process) involved identification and management of impossible data, missing data, identification and management of outliers, and checking whether the data is normal. The process of coding replies was accompanied by the process of data obtained during interviews classification. The data was analyzed through descriptive statistics, which consisted of finding percentages, means, standard deviations, and inferential statistics. Kendall tau b, one-way ANOVA, and Spearman correlation analytical tests were used. The (SPSS) version 22 was used to make the study possible. The interview schedules were offering qualitative information which was transcribed and analyzed and reported based on emergent themes which were used to corroborate the quantitative data retrieved through the questionnaire. The condensed data synthesis is observed in Table 3.2.

Table 3.2 Objectives and Test Statistics Applied

Objective		Hypothesis	Test
i.	To examine the relationship between self-efficacy and academic achievement of over-age learners in public secondary schools of Butula sub county, Kenya.	**Ho1:** There was no significant relationship between self-efficacy and academic achievement of over-age learners in public secondary schools of Butula sub county, Kenya.	Percentages, means, standard deviations and Kendall's tau b.
ii.	To establish the differences in levels of self-esteem on academic achievement of over-age learners in public secondary schools of Butula sub county, Kenya.	**Ho2:** There was no significant differences in levels of self-esteem on academic achievement of over-age learners in public secondary schools of Butula sub county, Kenya.	Percentages, means, standard deviations and One-way ANOVA.
iii.	To determine the relationship of interpersonal relationships on academic achievement of over-age learners in public secondary schools of Butula sub county, Kenya.	**Ho3:** There was no significant relationship between interpersonal relationships and academic achievement of over-age learners in public secondary schools of Butula sub county, Kenya.	Percentages, means, standard deviations Spearman's correlation.
iv.	To establish the relationship of G/C on academic achievement of over-age learners in public secondary schools of Butula sub county, Kenya.	**Ho4:** There was no relationship between G/C and academic achievement of over-age learners in public secondary schools of Butula sub county, Kenya.	Qualitative data transcribed, summarized and reported to support quantitative data in the first 3 objectives.

Source: Researcher, 2022

3.11 Ethical Considerations

In pursuant of this study, a written consent was sought from Masinde Muliro University of Science and Technology. The researcher also sought permission from National Council for

Science and Technology. Approval was also sought from Butula Sub County Education office and also from school principals through a consent form.

Since the participation to this study was voluntary, consent was also sought from those participating in the research. The purpose of the study was disclosed to the respondents and they were assured that the information they will provide was to be treated with utmost confidentiality and was to be used for academic purposes only. Their privacy and dignity were highly upheld. The researcher did not disclose names of the respondents and raw data was destroyed after coding the same to the computer upon encryption. A consent form attached in the appendix was provided for respondents to fill before embarking on the study.

The integrity of the research was considered at every stage of its development, evaluation, and execution to guarantee reliability, openness, and quality. This research did not engage in any of the following practices: falsifications through improper manipulation and/or selection of data, imagery, or consents; plagiarism through the unacknowledged or unpermitted use of another person's ideas, intellectual property, or work (whether written or oral), or misrepresentation of data (such as the suppression of relevant findings or data) or knowingly, recklessly, or grossly negligently presenting a flawed interpretation of data.

CHAPTER FOUR

DATA PRESENTATION, INTERPRETATION AND DISCUSSION

4.1 Introduction

This section describes the results of the findings of the study in greater details. The purpose of this study was to find the relationship between over-age learners' psychological determinants of their academic achievement among learners in public secondary schools in Butula sub-county, Busia, Kenya. The first section describes the response rate, followed by respondents 'demographic information. Thereafter, formation of subtopics represents the chronology of the research objectives. The descriptive analysis and inferential analysis are provided in this section. The standard deviation, minimum and maximum data variables was established in descriptive statistics average.

4.2 Response Rate

In this study, questionnaires were distributed to 321 over-age learners, KII were scheduled and carried out on 5 teachers in charge of G/C and a different KII was scheduled and carried out on 5 teachers in-charge of academics. Out of the questionnaires distributed, 314 were successfully filled and returned. All the scheduled interviews were successfully conducted. The results are tabulated in the Table 4.1.

Table 4.1: Response Rate

Category	Sample Size	Response	Percentage (%)
Students	321	314	97.8%
Teachers in charge of G and C	5	5	100%
Teachers in charge of Academics	5	5	100%

Source: Field Data 2023

The response rate for the 314 out of 321 questionnaires received by the researcher translated to 97.8%. The researcher also collected respondents' contact information in order to follow up with them after they filled out the questionnaires. Thornhill (2007) defines a satisfactory response rate as one in the 30-40% range. Young (2013) contends that a response rate analysis is required to determine whether or not a study has the minimal number of participants required to be legitimate, successful, and representative of the target demographic. (Sekaran, 2003; Mugenda, (2003), on the other hand, believe that a response rate of 30% or greater is sufficient, while Hager, Wilson, Pollack, and Rooney (2003) agree that this is the bare minimum. Garg and Kothari (2014) believe a response rate of 70% or more to be suitable for analysis, hence the number of replies received for this study was enough.

4.3 Demographic Information

The demographic information collected included gender, age and their academic mean point scores.

4.3.1 Gender of the Respondents

The study sought to find out the gender of the respondents. The results were summarized and presented in the Figure 4.1.

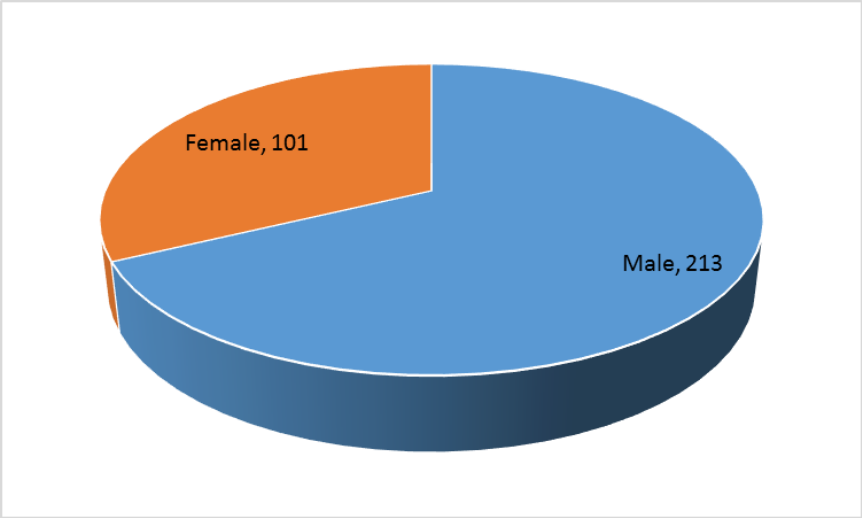

Figure 4.1: Gender of Over-Age learner Respondents

According to the results shown in Figure 4.1, majority of responses 213(67.8%) were male, while only 101 (32.2%) were female indicating that both genders were involved in the study but also suggesting that the research was biased towards male over-age learners. Thus, most over-age learners who responded to the questionnaire were males. This study found a relationship between psychological determinants and academic achievement among over-age learners. This implies that this relationship is more prevalent in male over-age leaners than in female over-age learners. there is need to offer more G/C on SE, self-esteem and interpersonal relationships to male over-age learners.

4.3.2 Age of the Participants

The researcher sought to establish the age of the participants in the study. The results were tabulated in Table 4.2.

Table 4.2: Age of Student Respondents

Age in years	Frequency	Percent	Valid Percent	Cumulative Percent
18-20	263	83.8	83.8	83.8
21-23	11	3.5	3.5	87.3
24 and above	40	12.7	12.7	100.0
Total	**314**	**100.0**	**100.0**	

Source: Field Data (2023)

From Table 4.2, majority of respondents had an age range of 18 – 20 recorded 263 (83.8%), 21 – 23 had the lowest frequency at 11 (3.5%) while 24 and above had 40 (12.7%). Basic education I 8-4-4 curriculum covers two years of pre-school, 8 years of primary education and 4 years of secondary education (Republic of Kenya, 2012). The learner begins class 1 at the age of 6 years and completes form 4 at the age of 18 years, a few at 17 years. The respondents of the current study therefore fell within the age under study, that is form four learners who were above 18 years of age. The data gathered on age gives evidence that the target population which was over-age learners were present in public secondary schools in Butula Sub-County. Therefore, the relationship between psychological determinants and academic achievement among over-age learners was more prevalent amongst learners with age 18-20 years and over-age learners in the age range 21-23 years formed the least population. Thus, more G/C on SE, self-esteem, interpersonal relationships need to be offered to this group to help them achieve more academically.

4.3.3 Academic Means Point Scores

The researcher sought to establish the academic mean scores of the respondents who are form four learners that were 18 years and above. The results are summarized and presented in Figure 4.2.

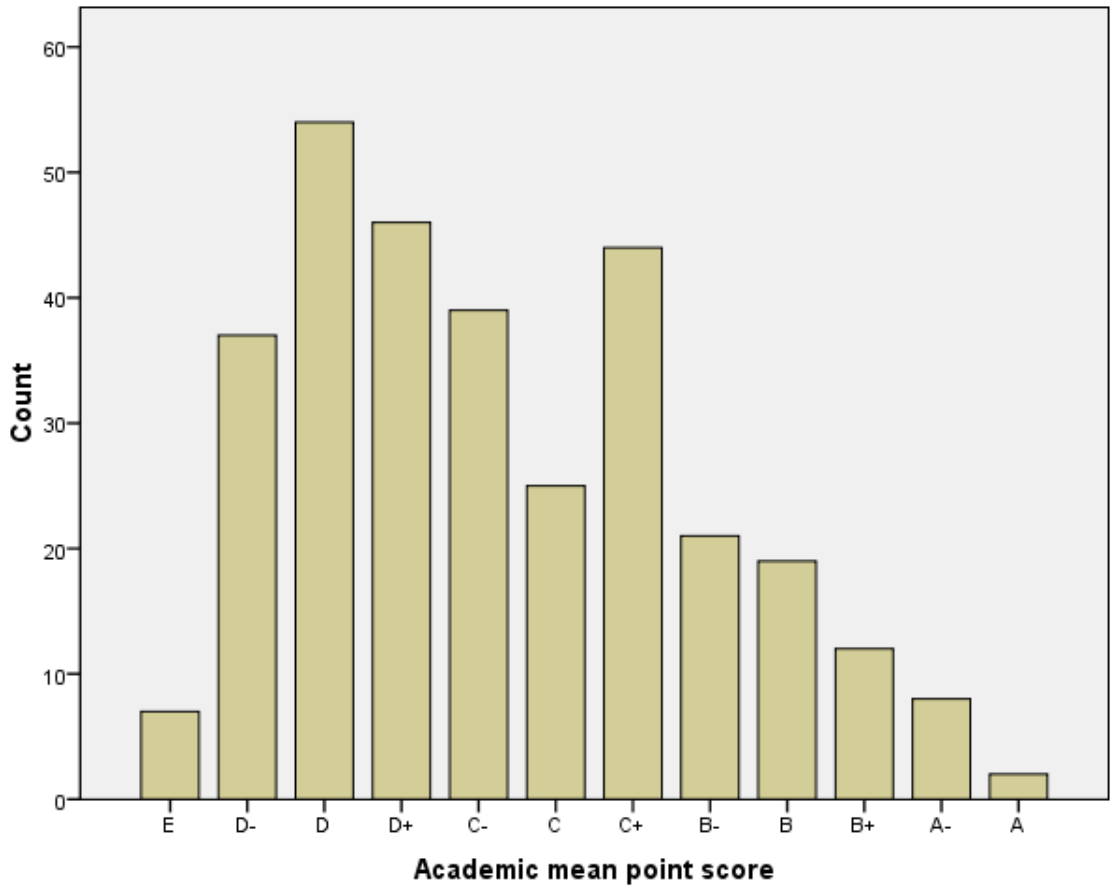

Figure 4.2: Over-Age Learners' Academic Scores

Figure 4.2 indicated that a majority of respondents 54 (17.2%) scored grade D, trailed by D+ with 46 (14.6%). Respondents with A had 2(0.6%), while A- respondents recorded 8(2.5%). The other grades registered include B+ with 12(3.8%), B with 19(6.1%) and B- 20(6.4%) response. From figure 4.2 those respondents with C+ were 47(15%), C had 24(7.6%) while C-38(12.1%) Lastly D+ respondents were 46(14.6%), D- had 36 (11.5%) and E grades recorded 7(2.2%).

From the response, the lowest responses were recorded from A with a frequency of 2 (0.6%) and E with a frequency of 7 (2.2%). From the results, it was clear the highest frequency response lied between grade C+ and D- while the modal grade was D. Most of the learners had a mean grade of below C+. All these indicated that over-age learners achieved low

mean grades academically in relation to the pass mark grade in most of these schools which was a C+. The mean scores given were an average of all over-age learners that responded in this study.

4.4 Relationship Between Self-Efficacy and Academic Achievement of Over-age Learners

The first objective of the study was to examine the relationship between SE and academic achievement of over-age learners in public secondary schools of Butula Sub-County, Kenya. Seven statements rated on a five-point Likert scale dealing with general beliefs in one's own ability on academic achievement were formulated from the General SE scale (SGS) Schwarzer and Jerusalem (1995). The scale was used to measure the relationship between SE and academic achievement of over-age learners. Over-age learners were asked to indicate how strongly they agreed or disagreed with each statement using the Likert scale The results of the responses were analyzed and presented in the table 4.3 using frequency table.

Table 4.3: Responses of Statements on Self-Efficacy of Over-Age Learners on their Academic Achievement

	SD		D		N		A		SA			
	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Mean	Standard Deviation
The majority of my academic objectives that I have established will be accomplished.	8	3%	0	0%	7	2%	93	30%	206	66%	4.56	.77
I am certain that I will be able to complete challenging academic assignments.	13	4%	21	7%	23	7%	132	42%	125	40%	4.07	1.05
I am confident that I am capable of achieving success in any academic pursuit that I put my mind to.	8	3%	5	2%	9	3%	102	32%	190	61%	4.47	.84
I will be able to effectively surmount numerous academic obstacles.	12	4%	17	5%	26	8%	131	42%	128	41%	4.10	1.02

I am certain that I can excel in a variety of academic subjects.	17	5%	24	8%	38	12%	119	38%	116	37%	3.93	1.13
In comparison to others, I am capable of performing the majority of my academic responsibilities with exceptional proficiency.	8	3%	12	4%	41	13%	102	32%	151	48%	4.20	.98
Even when I the face of numerous difficult academic obstacles, I am able to excel.	32	10%	18	6%	24	8%	128	41%	112	36%	3.86	1.25

Source: Field Data, 2023

From Table, 4.3 the statement that 'I will be able to achieve most of my academic goals that I set for myself' was supported by majority, 96% of the respondents while 3% generally disagreed (M=4.56, SD=.77). Additionally, 82% of the respondents generally agreed that when facing difficult academic tasks, they stay certain that they will accomplish them,11% generally disagreed while 7% remained neutral with this statement (M=4.07, SD=1.05). 93% over-age learners agreed that they can succeed at most in any academic endeavors to which they set in their mind. On the contrary, 5% disagreed while 2% remained neutral to this statement (M=4.47, SD=1.05). 83% of the over-age learners sampled believed they can successfully overcome many academic challenges they face, 4% strongly disagreed to this statement while 8% remained neutral (M=4.10, SD=1.02). A total of 75% agreed with the statement that they are confident that they can perform effectively in many subjects at

school. This was against a total of 13% who disagreed with the statement while 12% remained neutral (M=3.93, SD=0.84). On the statement about how well, they can do most of their academic work, 80% generally responded they can do very well, 7% disagreed that they cannot do very well while 13% remained neutral (M=4.20, SD=0.98). When asked to rate the statement that even when there are many tough academic challenges, they can perform well, a total of 16% of over-age learners disagreed while 77% agreed with this statement, 8% remained neutral (M=3.86, SD=1.25).

Study by Ochieng (2015) on SE and academic performance among secondary school students in Kenya revealed that learners do not possess the necessary degree of SE to demonstrate persistence in finishing tasks when faced with academic challenges. These concepts resulted from a lack of motivation and confidence among students to sufficiently invest time and effort in completing academic tasks. The application of SE allowed for the precise prediction of whether a child had a high or poor level of academic achievement Kirmash (2016). Moreover, Qatawi (2021) demonstrated the association between social skills, self-efficacy, and general academic achievement. In addition, SE is an essential characteristic that students possess to achieve effective academic and social coordination, so successfully tackling the challenges and obstacles they encounter Karwowski and Koufman (2017). An inadequate level of academic SE suggests that students need to improve their skills and knowledge in order to meet the standards for SE. The most recent meta-analysis conducted by Talsma et al. (2018) revealed a clear and favourable relationship between increased academic SE and long-term academic success leading to high academic achievement. current study, a significant proportion of over-age learners, 66% indicated their confidence in their capacity to achieve the bulk of the academic goals they had set for themselves. Therefore, such confidence will improve their academic

achievement; hence, a robust feeling of SE led to outstanding academic achievement. On the contrary, 34% were doubtful in achieving the bulk of academic goals they set for themselves. This can partly contribute into low academic achievement among over-age learners.

In the contrast, (Crippen et al., 2009; Cho and Shen, 2013; Gebka, 2014) demonstrated no correlation between academic SE and academic achievement. Differences in the operationalization of academic SE, time measurement, and cultural factors were identified as the reasons for the contradictory results Honicke and Broadbent (2016). The current study revealed that most over-age (61%) learners agreed that they can succeed at most in any academic endeavors to which they set their mind on. However, a number disagreed that when faced with difficult tough academic challenges in their academics, they can perform quite well. This implied that although most of over-age learners were positive when facing challenges, there were still others who faced challenges with fear, 16%. The poor academic mean grades can be attributed to this portion of over-age learners. This low academic achievement can also be partly attributed to the fact that 13% of over-age learners sampled in this study that they were not confident that they can perform effectively on many subjects at school. Also, 13% were not confident that they can perform effectively on many subjects at school while 12% remained neutral on this. These statements meant low SE amongst over-age learners which attributed to the low academic achievement amongst over-age learners.

Hypothesis Testing

Based on the first objective, the following first hypothesis was tested;

H01: There was no significant relationship between self-efficacy and academic achievement of over-age learners in public secondary schools in Butula Sub County.

To test the first hypothesis, a Kendall's tau-b correlation was run to examine the relationship between SE and academic achievement of over-age learners in public secondary schools of Butula Sub-County. The results are given in Table 4.4.

Table 4.4: Correlation Analysis Between Self-Efficacy and Academic Achievement of Over-age Learners in Public Secondary Schools of Butula Sub-County

Correlations

			Academic mean point score	Self-Efficacy
Kendall's tau_b	Academic mean point score	Correlation Coefficient	1.000	.088*
		Sig. (2-tailed)	.	.033
		N	314	314
	Self-Efficacy	Correlation Coefficient	.088*	1.000
		Sig. (2-tailed)	.033	.
		N	314	314

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

The results of Kendall's tau-b correlation in table 4.4 indicated a strong, positive relationship between SE and academic achievement which was statistically significant (τ_b (314) = .088, p = .033. Therefore, the Null hypothesis was rejected, since there was a relationship between self-efficacy and academic achievement among over-age learners. This suggested that over-age learners' high SE was significantly related to their academic achievement.

Results corroborated with the study conducted by Fakhrou and Habib (2021) which revealed a favourable relationship between academic SE and academic accomplishment among students. The present study results indicated that a small number of above-age learners exhibited low self-efficacy, whereas the majority of them demonstrate strong SE.

In the current study, SE was measured by completing tasks and goals set by the individual, excelling in all academic activities, successfully overcoming several academic hurdles, and maintaining performance confidence even in the face of numerous difficult academic problems. Over-age learners only needed a little more encouragement from their teachers, parents and guardians and be reminded that although they are faced with tough academic challenges, they were able to accomplish them and achieved high in their academics. Luo et al. (2023) found a positive correlation between the learners SE and their academic achievement. Results were therefore in consistent with the current study.

4.5 Differences in Self-Esteem and Academic Achievement of Over-Age Learners

The second objective of the study was to establish differences in self-esteem of over-age learners on their academic achievement. Rosenberg Self-Esteem Scale (RSE) developed by Rosenberg in 1965 were used to measure levels of self-esteem on academic achievement of over-age learners. Over-age learners were asked to indicate to what extend they agreed or disagreed to 10 statements. The scale ranges from 0-30 with high scores indicating high self-esteem while low score indicating low self-esteem. The scale has two main variables; self-competence and self-liking. Self-Competence (5 items: 1, 2, 4, 6, 7): assesses confidence in over-age capabilities and sense of efficacy, reflecting beliefs about one's ability to achieve goals and handle challenges effectively. Self-Liking (5 items: 3, 5, 8, 9, 10): measures intrinsic self-worth and personal acceptance, representing fundamental feelings about oneself as a person independent of specific achievements. The results were presented in table 4.5

Table 4.5: Responses of Statements on Self-Esteem of Over-age Learners on their Academic Achievement

	Strongly disagree		Disagree		Agree		Strongly agree		Total	
	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	M	SD
I am satisfied with my academic achievement	38	12.1%	70	22.3%	123	39.2%	83	26.4%	2.80	.97
At times I think I am no good at my academics at all	47	15.0%	113	36.0%	82	26.1%	72	22.9%	2.57	1.00
I feel that I have a number of good grades in my academics	76	24.2%	116	36.9%	81	25.8%	41	13.1%	2.28	.97
I am able to achieve more in my academics as most other students	156	49.7%	100	31.8%	28	8.9%	30	9.6%	1.78	.96
I feel I do not have much in my academic achievement to be proud of	58	18.5%	103	32.8%	77	24.5%	76	24.2%	2.54	1.05
I certainly feel useless about my academic achievement at times	44	14.0%	86	27.4%	91	29.0%	93	29.6%	2.74	1.03
I feel that I'm a person of worth in my academic achievement, at least on an equal plane with others	97	30.9%	128	40.8%	60	19.1%	29	9.2%	2.07	.93
I wish I could have more achievement in my academics myself	190	60.5%	82	26.1%	13	4.1%	29	9.2%	1.62	.94
All in all, I am inclined to feel that I am a failure in my academic achievement	44	14.0%	42	13.4%	86	27.4%	142	45.2%	3.04	1.07
I take a positive attitude in my academic achievement towards myself	128	40.8%	110	35.0%	37	11.8%	39	12.4%	1.96	1.01

Average	**2.34**	**.993**

Source: Field Data, 2023

Key: *(M=Mean, SD=Standard deviation)*

From Table 4.5, a significant percentage of 39.2% of over-age learners agreed that they are satisfied with their academic achievement, 26.4% strongly agreed that they are satisfied with their academic achievement while 34.4% of the learners disagreed with the statement that they are satisfied with their academic achievement (M=2.80, SD=.97). 49% of over-age learners agreed with the statement 'At times I think I am no good at my academics at all' while 51% disagreed with this statement (M=2.57, SD=1.00). About a half of these over-age learners acknowledged that they are not good at their academics and this population signifies the general poor academic achievement of over-age learners indicated by the many poor grades. On the statement, 'I feel that I have a number of good grades in my academics', 38.9% of over-age learners agreed with it while 61.1% disagreed with it (M=2.28, SD=.97).

A majority of the learners 49.7% of over-age learners strongly disagreed that they are able to achieve more in their academics while 31.8% disagreed with this statement. A dismal percentage of 18.5% agreed that they are able to achieve more in their academics as most of other students (M=1.78, SD=.96). Even though 48.7% of over-age learners felt they have much in their academic achievement to be proud of, majority of over-age learners, 51.3% disagreed with this statement (M=2.54 and SD=1.05). 29.6% of over-age learners strongly agreed that they feel useless about their academic achievement at times, 29.0% agreed to this statement, 27.4% disagreed to this while 14.0% strongly disagreed to this statement (M=2.74, SD=1.03). Most of the learners 40.8% disagreed that they feel they are people worthy in their academic achievement, at least on an equal plane with others, 30.9%

strongly disagreed to this statement while 28.3% agreed to this statement (M=2.07, SD=.93).

The statement, I wish I could have more achievement in my academics myself was strongly disagreed with by 60.5%, who were the majority of the over-age learners, 26.1% disagreed with this statement, 4.1% agreed while 9.2% strongly agreed to it (M=1.62, SD=.94). 'All in all, I am inclined to feel that I am a failure in my academic achievement' was strongly agreed by a majority of over-age learners, 45.2%, 27.4% agreed to this statement while only a small percentage of 24.4% of over-age learners disagreed to this statement (M=3.04, SD=1.07). A 40.8% significant percentage of over-age learners strongly disagreed that they take a positive attitude in their academic achievement towards themselves, 35.0% disagreed, 11.8% agreed while 12.4% strongly agreed to this statement (M=1.96, SD=1.01).

The above outcomes indicate that although some over-age learners are satisfied with their academic achievement, majority of these learners are not achieving their expected high mean scores in their academics, due to low self-esteem. They also seem to have no confidence as majority of them disagreed to the statement that they wish they could have more in their academic achievement. Their low confidence is also depicted when a majority of them disagreed to take a positive attitude in their academic achievement towards themselves. Some who are satisfied with their academic achievement are as well achieving low and might have lost the confidence of achieving more. The findings also point out that a good number of learners have a negative attitude towards their academic achievement. This study supports the findings of Obi (2016), who noted a correlation between low academic performance among secondary school pupils and self-esteem factors that hindered their academic success. The research results corroborate the findings of Ahmad et al. (2018), which demonstrated a substantial correlation between self-esteem and academic

performance among students in senior secondary schools. Within the present study, a significant proportion, namely 72.6%, of learners who were above the legal age acknowledged that they perceived themselves as unsuccessful in their academic endeavours. This statistic indicates a significant level of agreement with the statement, suggesting that a considerable proportion of these learners possess low self-esteem, which in turn results in poor academic performance. Another indication of low self-esteem is the fact that 81.5% of over-age learners expressed disagreement on their ability to outperform most other pupils in their academic pursuits. 71.7% of these learners also expressed disagreement on their perception of their own academic worth, as compared to others, on an equal level. These data validate that these learners who are older than their peers experience a strong sense of inferiority in their academic performance, resulting in low self-esteem as they compare their academic achievements to others.

The research findings align with the qualitative results established by Booth and Gerard (2011), which showed a correlation between a decrease in self-esteem and several measures of academic success in the following year. The present survey found that 71.7% of learners who were over the age of majority expressed disagreement with the statement 'I am a person of worth in my academic achievement, at least on an equal plane with others.' The majority of older learners, therefore, do not perceive themselves as valuable in comparison to others, resulting in diminished self-esteem. Furthermore, this has significantly contributed to the poor academic performance of these students.

Hypothesis Testing

Based on the second objective, the second null hypothesis was tested;

$H0_2$: There were no significant differences in levels of self-esteem on academic achievement of over-age learners in public secondary schools in Butula sub county, Kenya.

The study employed One-Way ANOVA test to compare mean differences of self-esteem on academic achievement of over-age learners. The results were as shown in Table 4.6

Table 4.6: ANOVA for the mean differences in levels of Self-Esteem on Academic Achievement of Over-Age Learners

ANOVA					
Academic mean point score					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	201.496	18	11.194	1.771	.028
Within Groups	1864.609	295	6.321		
Total	2066.105	313			

Findings shown in Table 4.6 revealed that levels self-esteem had significance differences on academic achievement (F (18, 259) = 1.771, P = 0.028). Since the ANOVA was significant, a Post hoc test using Turkey's HSD (Honestly Significant Difference) was run to determine which specific groups differ from each other. The results gave mean differences (MD) where low vs moderate (MD=-4.21; P=0.043), low vs high (MD =-6.83; P=0.012), moderate vs high (MD = -2.62; P=0.178). Over-age learners with low self-esteem achieved significantly low academically compared to those with moderate and high self-esteem. The study therefore suggested that low self-esteem led to low academic achievement among over-age learners in public secondary schools in Butula Subcounty.

The null hypothesis was rejected since self-esteem had significance differences with academic achievement.

This finding concurs with Maina et al. (2021) study that reported a significant positive relationship between self-esteem and academic achievement among respondents (P= .006). The findings of the study are also consistent with the findings of Bhagat (2016) that revealed a strong and statistically significant relationship between high self-esteem and academic achievement.

The study was also consistent with the research findings of Bhagat (2016). An analysis revealed a strong and statistically significant relationship between high self-esteem and academic success. The study indicated a strong positive correlation between the good self-esteem of learners and their academic achievement.

4.6 Relationship Between Interpersonal Relationships and Academic Achievement of Over-Age Learners

The third objective of the study was to determine the relationship between inter-personal relationships of over-age learners and their academic achievement in public secondary schools in Butula Sub County, Kenya. To do this, the researcher developed items by the help of experts in the department of Psychology which were then rated on a five-point Likert scale. The study required over-age learners to rate the statements on their interpersonal relationships with other learners and with their teachers using. Over-ag learners responded to the statements as never to completely always using a Likert scale. Results were presented in table 4.7.

Table 4.7: Responses of Statements on Interpersonal Relationships and Academic Achievement of Over-Age Learners

	Never		Rarely		Sometimes		Always		Completely always		Total	
	F	Row N %	F	Row N %	F	Row N %	F	Row N %	F	Row N %	M	SD
I have a good relationship with my teachers	34	10.8 %	30	9.6%	114	36.3 %	63	20.1%	73	23.2 %	3.35	1.24
I always have an in-depth conversation with most of my teachers about my studies whenever there is need	66	21.0 %	60	19.1 %	103	32.8 %	50	15.9%	35	11.1 %	2.77	1.26
Teachers allow me to present my ideas orally	89	28.3 %	34	10.8 %	62	19.7 %	66	21.0%	63	20.1 %	2.94	1.50
I always panic when I am participating in class	115	36.6 %	50	15.9 %	76	24.2 %	36	11.5%	37	11.8 %	2.46	1.39
Teachers ask questions that require short answers like 'yes' or 'no'	60	19.1 %	71	22.6 %	100	31.8 %	40	12.7%	43	13.7 %	2.79	1.28
Teachers give us an opportunity to debate in class	84	26.8 %	53	16.9 %	61	19.4 %	54	17.2%	62	19.7 %	2.86	1.48

Teachers organize us to work in groups	38	12.1 %	12	3.8%	61	19.4 %	82	26.1%	121	38.5 %	3.75	1.33
Teachers ask questions that require explanations	11	3.5%	28	8.9%	81	25.8 %	73	23.2%	121	38.5 %	3.84	1.14
Teachers guide us on preparing group presentations	44	14.0 %	35	11.1 %	67	21.3 %	68	21.7%	100	31.8 %	3.46	1.40
I share knowledge that I think about with other learners	36	11.5 %	15	4.8%	58	18.5 %	79	25.2%	126	40.1 %	3.78	1.33
I share the knowledge I have learnt with other learners in group discussion	26	8.3%	19	6.1%	63	20.1 %	84	26.8%	122	38.9 %	3.82	1.24
I have good relationship with my fellow students	24	7.6%	8	2.5%	39	12.4 %	105	33.4%	138	43.9 %	4.04	1.16
We share responsibilities of learning with each other	29	9.3%	32	10.3 %	42	13.5 %	94	30.1%	115	36.9 %	3.75	1.30
Average											3.35	1.31

Source: Field Data, 2023

Key: *(M=Mean, SD=Standard deviation)*

From Table 4.7, 114(36.3) of the over-age learners sometimes had a cordial relationship with their teachers, 34(10.8) never, 30(9.8) rarely, 63(20.1) always while 73(23.2) over-age learners completely always had a cordial relationship with their teachers. This was supported by a moderate mean and standard deviation (M=3.4 and SD=1.2).

A significant number 103(32.8) of over-age learners sometimes had an in-depth conversation with most of their teachers about their studies whenever there was need, 66(21.0) never, 60(19.1) rarely, 50(15.9) always while 35(11.1) completely always had an in-depth conversation with most of their teachers about their studies whenever there was need (M=2.77, SD=1.26). 89(28.3) of over-age learners cited that teachers never allowed them to present their ideas orally, 34(10.8) rarely, 62(19.7) sometimes while the largest number of 129(41.1) confirmed that teachers always allowed them to present their ideas orally resulting in a mean and standard deviation of (M=2.94 and SD=1.50). Majority of over-learners 115(36.6) never panicked when participating in class, 50(15.9) rarely panicked while participating in class, 76(24.2) sometimes panicked while participating in class, 36(11.5) always panicked while participating in class while 37(11.8) completely always panicked while participating in class with a mean and standard deviation of (M=2.46, SD=1.39).

When asked to respond on whether teachers asked questions that required short answers like ‘yes’, 100(31.8) of over-age learners indicated that sometimes, 60(19.1) never, 71(22.6) rarely while 83(26.4) confirmed always to this statement. This was supported by mean and standard deviation of (M=2.79 and SD=1.28). Teachers never gave them an opportunity to debate in class was responded as to never by 84(26.8) over-age leaners, 53(16.9) rarely, 61(19.4) sometimes, 54(17.2) always while 62(19.7) responded as completely always, with mean and standard deviation of (M=2.86 and SD=1.48). 203(64.6) of over-age learners

responded that teachers always organized them to work in groups. 38(12.1) of the learners confirmed teachers never organized them to work in group work, 12(3.8) rarely organize them to work in groups while 61(19.4) confirmed sometimes teachers organized them to work in groups. This was supported by mean, M=3.8 and standard deviation, SD=1.3. Likewise, 121(38.5) learners indicated that teachers completely always asked questions that require explanations, 11(3.5), said never, 28(8.9) rarely, 81(25.8) sometimes, while 73(23.2) indicated always. This was supported by mean and standard deviation of (M=3.84 and SD=1.14). A majority 100(31.8) of over-age learners indicated that completely always, 68(21.8) always, 67(21.3) sometimes, 35(11.1) rarely and 44(14.0) never do teachers guided them on preparing group presentations (M=3.5 and SD=1.4). When asked to respond on the statement 'I share knowledge that I think about with other students.', the responses from over-age learners were as follows: 36(11.5) never, 15(4.8) sometimes, 58(18.5) rarely, 79(25.2) always while 126(40.1) completely always with a mean and standard deviation of (M=3.78, STD=1.33). Majority of over-age learners 206(65.7) responded that they always share knowledge they have learnt with other learners in group discussion, 26(8.3) never, 19(6.1) rarely while 63(20.1) sometimes with mean and standard deviation of (M=3.82, SD=1.24). 243(77.3) of over-age learners always have good relationship with their fellow students, 39(12.4) sometimes, 24(7.6) never while the smallest number 8(2.5) sometimes have good relationship with fellow students. This led to a mean and standard deviation of (M=4.04, SD=1.16). Finally, when called upon to respond on the statement, 'We share responsibilities of learning with each other', 29(9.3) confirmed they never, 32(10.3) rarely, 42(13.5) sometimes, 94(30.1) always, 115(36.9) completely always with mean and standard deviation of (M=3.75 SD=1.30)

The current study concurs with Kiuru et al. (2020) who found transactional linkages between interpersonal relationships, school well-being, and academic achievement throughout the pivotal transition from primary to lower secondary years, which was in line with the current study. With stronger social ties and less disputes with teachers and classmates, students who reported feeling more well-adjusted in high school tended to do better academically. In the current study, a number over-age learners panicked when participating in class in presence of their teachers and other learners, a good portion confirmed that they were had no good relationship with their teachers and also never had a chance for an in-depth conversation with their teachers. This led into their low academic achievement. If they interacted with their teachers freely and more often, they would have had a chance to share about their concerns academically and would have been helped to achieve high academically.

Findings of the current study were in agreement with Shao, Kang, Lu, Zhang, and Li (2024), interpersonal relationships among learners were directly and significantly related to junior high school students' academic achievement.

Hypothesis Testing

Based on the third objective, the third null hypothesis was tested;

$H0_3$: There is no significant relationship between interpersonal relationships and academic achievement of over-age learners in public secondary schools in Butula sub county, Kenya.

The study employed Spearman correlation test to establish the effect between interpersonal relationships and academic achievement of over-age learners. The results were as shown in table 4.8

Table 4.8: Correlation Analysis Test of Interpersonal Relationships and Academic Achievement of Over-age Learners

Correlations				
			Academic mean point score	Interpersonal Relationships
Spearman's rho	Academic mean point score	Correlation Coefficient	1.000	-.112*
		Sig. (2-tailed)	.	.047
		N	314	314
	Interpersonal Relationships	Correlation Coefficient	-.112*	1.000
		Sig. (2-tailed)	.047	.
		N	314	314

A Spearman's rank correlation coefficient computed indicated a significant positive relationship between interpersonal relationships and academic achievement, [r_s (314) =-.112, P=.047]. Thus, as the level of interpersonal relationships increased, academic achievement also increased. Therefore, the null hypothesis that; *there is no significant relationship between interpersonal relationships and academic achievement of over-age learners in Public Secondary Schools of Butula Sub County* was rejected.

The results concur with the findings of Yu et.al (2023), that established a beneficial association between personal relationships and academic achievement. The findings of the current study also aligned with Kindermann (2016), that revealed that students' interpersonal relationships with their peers not only facilitated their learning but also surpassed the expectations of adult teachers and led into high academic achievement. Many children participated in or developed a positive attitude towards school due to the influence of their peers and friends, and also achieved high academic. In addition to this, learners with positive interpersonal relationships with their peers tended to exhibit higher levels of

engagement in academic tasks and even achieved greater academic success compared to those who faced difficulties in their peer relationships (Wentzel, 2017; Wentzel et al., 2020).

4.7 Guidance and Counseling of Over-age Learners on their Academic Achievement

The fourth objective was to establish the relationship between G/C and academic achievement of over-age learners in public secondary schools of Butula Sub County, Kenya. In this objective, G/C was used as an intervention that was related to academic achievement of over-age learners. Responses from teacher interviewees concerning G/C and their academic achievement of over-age learner were considered. Teacher interviewees in-charge of G/C and academics were coded as follows; GAC T1, GAC T2, GAC T3, GAC T4, GAC T5 and GAC T6, GAC T7, GAC T8, GAC T9, GAC T10. Responses from these teachers were then used to complement responses from over-age learners in the first 3 objectives as illustrated below:

Sentiments on SE in the first objective were echoed GAC T1 who said:

"Most of them struggle to achieve their academic goals but when given the right information and approaches, they are better placed to achieve their academic goals"

This meant that over-age learners struggled to achieve their goals leading to them having low SE therefore contributing to their low academic achievement.

When asked about the confidence level, GAC T6 commented:

"Most of the over-age learners have more confidence than other learners. They deal with academic issues with some level of maturity and are likely to do better"

When asked to comment on academic achievement of over-age learners, GAC T6 responded:

"Most of our over-age learners achieve low academically as compared to other learners"

This was supported by GAC T8 commented:

"They feel justified with what they achieve given the effort they put in their academic work"

Over-age learners prefer working with others in groups. This was illustrated with a response from GAC T5:

"Most over-age learners prefer working in groups"

GAC T3 added when asked about their relationship with over-age learners:

"We have mutual respect; they always look up to teachers as role models as long as they are not made to feel inferior before the other learners."

While GAC T8 added:

"Good relationship so as to engage them in social welfare of other learners"

When asked whether over-age learners report about stigma in school, GAC T10 responded:

"Some of our over-age learners do report about the stigma they face both from teachers and their fellow learners especially when they have missed to accomplish a task successfully or when they have achieved low academically. Others lose their self-control and fight those stigmatizing them"

GAC T2 added,

"A few of over-age learners report stigma cases while most of them choose to isolate themselves from others and even others convince their parents/guardians to take them out of this school."

From the above findings, teachers confirmed that over-age learners seek for G/C services with regard to their academic achievement. This is partly confirmed by GAC T6; '…when given the right information and approaches…'. The results presented here are consistent with the findings of (Atsuwe & Achugbulu, 2018; Cheruiyot & Simatwa, 2016), which established a beneficial association between G/C programmes and the academic performance of students in Benue State, Nigeria.

Institutional G/C services should be implemented in schools to assist students in finding resolutions to their issues, directing their attention towards their studies, and developing into conscientious members of the society (Maganga, 2016). Results from the current study align with Ngeno's (2022) observation that students expressed satisfaction with the implementation of G/C for academic related matters across most of the examined aspects. As a consequence, the students achieved exceptional academic success. Furthermore, Ribadu (2021) discovered that 63% of participants in his study expressed strong approval of the G/C function in enhancing students' academic performance. Thus, the provision of G/C services has a beneficial impact on the academic achievement of over-age learners.

Question

Based on the fourth objective, the question for the study was;
In which ways does G/C influence academic achievement of over-age learners in public secondary schools of Butula Sub-County, Kenya?

Based on the responses from the above objective, it was evident that over-age learners did seek G/C services from the concerned teachers. Teachers in charge of G/C do give these learners the right information and approaches towards their academics. It also came out from GAC T1 that over-age learners are engaged in social welfare of others because they

had good interpersonal relationships with them. Through this, they are as well able to share their knowledge with others.

Much is not done regarding G/C of over-age learners on their academic achievement. GAC T4 also confirmed that they are not often guided and counselled on their academic achievement.

Stigma in school at one of the challenges over-age learners go through. Over-age learners are also guided and counselled on ways to overcome stigma and other many challenges they face in school. It is unfortunate that those who are helped through these challenges are only but a few over-age learners who seek for this help. This was indicated by GAC T8 when asked if those learners successfully overcome the many challenges they faced;

''Not most of them overcome, those who overcome share at individual level and are counselled and guided'

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

This study sought to find out the relationship between psychological determinants and academic achievement among over-age learners in public secondary schools of Butula Sub County.

From the first objective and first hypothesis, the study findings revealed that over-age learners had low SE towards their academic achievement. This was indicated by the mean scores obtained by learners on measuring their SE on their academic achievement that ranged from 3.86 to 4.56 (Table 4.3). A good number of the learners (34%) disagreed to the statement that they will be able to achieve their academic goals that they set for themselves (4.56). Another statement was, 'I believe I can succeed at most in any academic endeavors to which I set my mind' that had a mean of 4.47 with 39% of learners disagreed to it. 58% of the respondents disagreed that they when facing difficult academic tasks, they stay certain that they will accomplish them with a mean response (4.07). Still, 25% of the respondents with a mean 3.93 disagreed with the statement that they are confident that they can perform effectively in many subjects at school. When asked to rate the statement that even when there are many tough academic challenges, they can perform well, a total of 24% of respondents disagreed with the statement with a mean 3.86. Based on these results, it emerged that most of the over-age learners' responses obtained mean of above 3(Table 4.3). Although over-age learners had low academic achievement, their teachers were confident in them in that GAC T6 responded *"Most of the over-age learners have more confidence than other learners. They deal with academic issues with some level of maturity and are likely to do better"*. A correlation coefficient (R) of .088 (Table 4.4) was found

between SE of over-age learners and their academic achievement indicating a strong relationship between SE of over-age learners and academic achievement. This meant that over-age learners in Butula Sub-County had SE towards their academic achievement and this justifies their general low academic achievement (Figure 4.2). When over-age learners are therefore given the necessary support, they can achieve more than what they are achieving currently in their academics.

From the second objective and second hypothesis, the mean scores of statements regarding self-esteem of over-age learners in relation to their academic achievement obtained ranged from 1.62 to 3.04 (Table 4.5). The highest statement scored was; All in all, I am inclined to feel that I am a failure in my academic achievement with a mean of 3.04. This statement was supported by a total of 72.6% while total a of 27.4% disagreed with this statement. This indicated that a large number of over-age learners had a negative self-esteem towards their academic achievement. Only 13.3% agreed with the statement, 'I wish I could have more achievement in my academics myself', the rest of the learners disagreed with it. This indicated that most of over-age learners might have lost hope in achieving more than what they were achieving in their academics. On the contrary, 18.5% of over-age learners agreed to be able to achieve more in their academics as most of other learners while only 24.2% of the learners agreed to take a positive attitude in their academic achievement towards themselves 1.96. A greater number of learners disagreed to the two previous statements respectively. The responses from these statements indicated that learners had a low self-esteem in relation to their academic achievement as also supported by GAC T6, *"Most of them struggle to achieve their academic goals but when given the right information and approaches, they are better placed to achieve their academic goals"* referring to over-age learners. When one way ANOVA test was applied, F=1.771; P=0.028 (Table 4.6) was

realized. The findings showed differences in levels of self-esteem on academic achievement of over-age learners. The current study revealed that over-age learners, generally had a low self-esteem and this led to their low academic achievement.

From the third objective and third hypothesis a smaller number of over-age learners confirmed to have a good relationship with other learners and also with their teachers. For instance, 77.3% of over-age learners confirmed to have a good relationship with other learners, 67% of them accepted to share responsibilities of learning with each other, 65.7% agreed that they share their knowledge in group discussions with other learners while 61.7% confirmed that teachers did asked questions that required explanations. These had means and standard deviations of M=4.04 & STD=1.16, M=3.75 & STD=1.30, M=3.82 & STD=1.24 and M=3.84 & STD=1.14 (Table 4.7) respectively. The means and standard deviations from responses indicated that there existed good interpersonal relationships between over-age learners and other learners, and also with their teachers except for a few incidences of unfavorable interpersonal relationships. The good interpersonal relationships with their teachers were also illustrated by GAC T5 *"Most over-age learners prefer working in groups".* Over-age learners also associated with other learners well as illustrated by GAC T1, *"Good relationship so as to engage them in social welfare of other learners"* when asked about over-age learners' relationship with others. In addition to this, over-age learners interacted amongst themselves and also with other learners in their group discussions, as they shared knowledge with each other. They were also given time to express themselves when teachers ask questions that require explanations. 28.3% of the learners cited that teacher never allowed them to present their ideas orally and also, 26.8% of the learners confirmed that teachers never gave them an opportunity to debate in class. This percentage implied that there were minimal interactions verbally. This also indicated that there was

minimal over-age learner-teacher interaction during content delivery. This led to learners who needed help academically not being able to receive the necessary help as they were not given chance to express themselves, hence achieving low academically. 23.3% of these over-age learners agreed that they panicked when participating in class while 19.6% of them confirmed that they never shared the responsibilities of learning with others. This may have been due to fear of being ridiculed or laughed at by peers as well as not being given time to frequently express themselves. The unfavorable interpersonal relationships therefore contributed to low academic achievement of over-age learners.

Over-age learners received G/C services from their respective teachers in regard to their academic achievement. This was evident by response from GAC T6 who responded, *"Most of them struggle to achieve their academic goals but when given the right information and approaches, they are better placed to achieve their academic goals"*. It should be noted that this was only done to those over-age learners who seek the G/C services. When over-age learners are guided and counselled well on their academic achievement, they tended to achieve more academically. However, over-age learners faced stigma in their school environment as illustrated by GAC T10, *"Some of our over-age learners do report about the stigma they face both from teachers and their fellow learners especially when they have missed to accomplish a task successfully or when they have achieved low academically. Others lose their self-control and fight those stigmatizing them"* while GAC T2added, *"A few of over-age learners report stigma cases while most of them choose to isolate themselves from others and even others convince their parents/guardians to take them out of this school.*" On the other hand, GAC T4 commented that they rarely guide and counsel over-age learners in relation to their academic achievement as compared to other needs.

Guiding and counselling in school and especially to over-age learning regarding their academic achievement

5.2 Conclusions

Based on the findings, the study had the following conclusions.

There was a significant positive relationship between SE and academic achievement of over-age learners in Butula Sub-County. This is indicated by the Kendall's tau-b correlation coefficient ($r=.088$, $p<.05$) which is positive. The relationship implied that academic achievement is positively related to SE of over-age learners. The first null hypothesis was therefore rejected.

The findings further revealed that there were significant differences in levels of self-esteem on academic achievement of over-age learners ($F=1.771$, $p<.05$). This meant that the higher the self-esteem, the higher the over-age learners' academic achievement. Learners with low self-esteem risked achieving low academically. The second null hypothesis was also rejected.

From the findings, it also emerged that there was a positive significant relationship between interpersonal relationships and academic achievement of over-age learners ($r=-.112$, $p<.05$). This meant that favorable interpersonal relationships positively impact on academic achievement but on a weak negative correlation. The third null hypothesis was as well rejected.

The findings established a positive relationship between G/C and academic achievement of over-age learners. Over-age learners were guided and counselled on ways to develop academic skills like good time management, critical thinking and studying for better academic achievement. The study further revealed that most over-age learners received G/C

services but not with regard to their academic achievement. Hence it was concluded that G/C offered to over-age learners in public secondary schools in Butula Sub-County wa not sufficient with regard to their academic achievement. This explained the low academic achievement amongst over-age learners.

5.3 Recommendations

The following recommendations were made based on the findings and conclusions of the study:

i. It is recommended that teachers help cultivate high self-efficacy and accord more support to over-age learners within their class settings to help them achieve more academically. Teachers can encourage over-age learners by assuring them that even when faced with difficult academic tasks, they can successfully accomplish them and achieve more than what they are currently achieving academically.

ii. It is recommended that other learners be encouraged to view over-age learners in their environment with high self-esteem and not look down upon them. More especially, classmates should be encouraged to work in academic group discussions with over-age learners without any discrimination.

iii. Teachers should cultivate a good relationship with over-age learners and always be ready to have a conversation with them about their studies whenever need arises. Teachers are encouraged to always create some time in their busy schedule and have an in-depth conversation with over-age learners about my studies whenever there is need.

iv. Teachers in charge of G/C should particularly provide G/C services to over-age learners that enhance high academic self-efficacy, self-esteem and good interpersonal relationships of over-age learners with other learners and teachers.

5.4 Suggestions for Further Research

i. The study focused on over-age learners. A comparative study of psychological determinants of over-age learners and other learners on their academic achievement in public secondary schools in Butula Sub-County be carried out.

ii. The study focused on self-esteem, self-efficacy interpersonal relationships and G/C as the psychological determinants. A study should therefore be conducted on other psychological determinants like motivation, coping mechanisms and cognitive of academic achievement among over-age learners in public secondary schools of Butula Sub-County.

iii. Information collected from teachers in charge of G/C on over-age learners as an intervention on their academic achievement limited. A study to find out more insight on the influence of G/C of over-age learners on their academic achievement is recommended.

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