

**SELF-EFFICACY AS A PREDICTOR OF ACADEMIC ACHIEVEMENT IN  
PUBLIC PRIMARY SCHOOLS IN GATANGA SUB COUNTY, MURANGA  
COUNTY, KENYA**

**KINGORIWINFRED WAITHIRA**

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## ABSTRACT

Academic achievement in primary schools has always been attributed to inadequacy of financial, physical and human resources. However, psychological factors can also influence pupils' academic achievement. Self-efficacy reflects an individual's capability to execute specific functions including academic achievement. This study sought to investigate the influence of pupils' self-efficacy on the academic achievement in public primary schools in Gatanga Sub County. The broad objective was to determine whether self-efficacy is a predictor of academic achievement. The specific objectives included; to understand the effect of academic self-efficacy on the academic achievement of pupils in Gatanga Sub County; to Investigate the influence of social self-efficacy on the academic achievement of pupils; to determine the role of self-regulatory efficacy on the academic achievement; to establish measures that are being taken to improve pupils self-efficacy to enhance pupils academic achievement. To address the objectives a survey design was adopted where questionnaires were used to collect the data. The population was the 2886 standard eight in primary schools and 200 teachers. A sample size of 10% of the population was drawn, thus the total sample size was 309 consisting of 20 teachers and 289 pupils. Using stratified random sampling the sample size was allocated proportionately to educational zones (Kariara, Gatanga and Kihumbuini). The data was collected using a questionnaire where both qualitative and quantitative data was captured. The data collected was analyzed using SPSS to generate frequencies, percentages and mean. A Pearson's correlation was also used to show the relationship between self-efficacy and academic achievement. The findings include;

Social-self efficacy, academic self-efficacy and self-regulation efficacy positively influences the academic achievement. The findings reveal that academic self-efficacy had an influence on academic achievement of the participants. Academic self-efficacy was found to have the greatest influence on the academic achievement of the participants. Majority of the participants indicated that they seek teachers to help if unable to do their work and they can well read a passage to pass a test. The Pearson correlation coefficient of academic self-efficacy was 0.750 which was the highest compared to self-regulatory and social self-efficacy. To test the establish reliability of the research instruments. The questionnaires were numbered and split into even and odd number.. The study recommended for integration of motivational elements in the primary school curriculum. This will improve the self-efficacy of pupils and thus enhance academic achievement of individual pupils. Further, the study recommends for a program to regularly measure self-efficacy of the pupils. Such program will enable teachers to be able to establish students who require motivation in order to improve their self-efficacy. The study also recommended parents involvement in enhancing pupils' self-efficacy to ensure home environment does not affect pupils' self-efficacy