

**INFLUENCE OF SELF-EFFICACY ON MATHEMATICS PERFORMANCE  
AMONG SECONDARY SCHOOL STUDENTS IN GILGIL TOWN, NAKURU  
COUNTY, KENYA**

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## ABSTRACT

Mathematics plays a vital role in many areas of an individual's life. In spite of the role mathematics plays results of the Kenya Certificate of Secondary Education examinations have revealed that although mathematics is a compulsory subject it is one of the poorly performed subjects. Available literature indicates that little has been done to study the role of self-efficacy on mathematics performance in Kenya's secondary schools. The purpose of this study therefore was to establish the influence of self-efficacy on mathematics performance among students in selected public secondary schools in Gilgil Town, Nakuru County, Kenya. The study was guided by the following objectives; to establish the influence of gender self-efficacy on mathematics performance among secondary school students in Gilgil Town, Nakuru County and to determine the effect of social-cultural influences on mathematics performance among secondary schools in Gilgil town. The study was significant in that it revealed the impact of self- efficacy on mathematics performance. The findings of the study are critical to educational policy makers, counselors in developing counseling skills that will be used to increase student's math self-efficacy to enhance their mathematic performance. The study used an *ex-post facto* research design and selected 320 students who were randomly selected from 32 public secondary schools in Gilgil town. The target population was form three students. Stratified random sampling was used to get three strata's based on girls only, boys and mixed schools .To get the sample sizes for the students, the researcher used Kathuri & Pals (1993) table. To ensure content validity the researcher consulted the department of psychology and post graduate department for expertise in constructing the instruments. A pilot study was carried out on a group of 30 students from secondary schools within Gilgil District to enhance reliability. The reliability from the data collected was computed using Cronbach's alpha formula. The study utilized quantitative methods of data collection. These included Program for International Student Assessment (PISA). The study used the Statistical Package for Social Sciences (SPSS) computer software version 22.0 to analyze the data collected. The study established that self efficacy influencing factors which includes; student's social-culture, gender and motivation influences the performance of students in mathematics. The study made the following recommendations; School administration, ministry of education, parents and various stakeholders should organize motivational forums; embrace career guidance, symposiums and reward systems to motivate their students to enhance better performance in mathematics. Periodic self-efficacy and aptitude test should be organized by the mathematics departments in the school or the ministry of education to analysis the different categories of students hence handle them with specific considerations. Further studies are also recommended on the impact teacher's remuneration on academic achievement.